



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Monday, November 20, 2023
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	3
VI. Student Spotlight-Samuel Martinez, SPMS 5th Grader	
1. Student Council Report	
VII. Action Items	
1. Consider Approval of an MoU with the Office Support Unit	26
2. Consider Approval of a Cooperative with Minnesota Valley Lutheran for Wrestling	28
3. Consider Approval of Policies with legislative Requirements for Approval with One Reading	30
VIII. Information Items	
1. Community and Family Education Report and Profile	47
2. Native American Parent Advisory Council Update	52
3. Middle School HVAC & Academic Space Project Discussion	53
IX. Reports	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members	
a. Around the Table	
X. Upcoming Meetings of the School Board Policy Committee	
Wednesday, November 29, 2022	
4:00 PM	
DO	
HR Committee	
Thursday, November 30, 2023	
4:00 PM	
SPMS-Conference Room A/B	
Study Session	
Monday, December 4, 2023	
6:30 PM	
SPMS-Media Center	

Education Committee

Friday, December 8, 2023

8:30 AM

DO

Business Committee

Wednesday, December 13, 2023

4:00 PM

DO

Regular Board Meeting

Monday, December 18, 2023

6:30 PM

SPCC-Governor's Room

XI. **Adjournment**



ADDENDUM

REGULAR BOARD MEETING Monday, November 20, 2023 SPCC-Governor's Room 6:30PM

V. CONSENT AGENDA

1. Approval of the Study Session minutes of October 16, 2023.
2. Approval of the Regular Board Meeting minutes of October 16, 2023.
3. Approval of Bills (\$2,222,824.42) and Wire Transfers (\$3,959,193.83) for October 2023.
4. Personnel
 - a. The acceptance of the resignation of a custodian (Aedan Johnson) effective October 16, 2023.
 - b. The approval of a maternity leave for a FACS teacher (Amanda Blue) at Saint Peter High School from the date of her child's birth until January 17, 2024.
 - c. The acceptance of the resignation of a paraprofessional (Larry Miner) at Saint Peter High School effective August 21, 2023.
 - d. The approval of the hiring of a cook/dishwasher (Patty Weingartz) at Saint Peter High School effective October 1, 2023.
 - e. The approval of the hiring of a long-term 6th grade science substitute teacher (Ashley Wills) from December 1, 2023 through February 9, 2024.
 - f. The acceptance of the resignation of a paraprofessional (Sylvia Hernandez) at Saint Peter Early Childhood effective November 22, 2023.
 - g. The approval of Winter Coaches and Advisors for the 2023-204 school year.

- h. The approval to designate technology equipment as obsolete in order to remove it from the district inventory and properly recycle or dispose of it.

THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED
Minutes of Study Session

The School Board
Saint Peter Public Schools

Members Present: Drew Dixon, Tim Lokensgard, Kate Martens, Tracy Stuewe & Bill Kautt.

Members Absent: Charlie Potts, Ben Leonard

Principals: Jon Graff, Darin Doherty, Doreen Oelke & Jana Sykora

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky

A Study Session of the School Board of Saint Peter Public Schools was held Monday, October 16, 2023, beginning at 5:30 PM in the SPCC-Traverse des Sioux Room #102.

5

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

II. **Adoption of the Agenda**-(Lokensgard/Martens, unanimous)

III. **Annual Report on Student Achievement**- Principal Doherty reviewed 2022-23 student achievement results. Building principals were present to answer board member questions.

IV. **Adjournment**-6:21 PM (Stuewe/Martens, unanimous)

Dated: November 20, 2023

Kate Martens, Board Clerk

THE MINUTES OF THE MEETING HAVE NOT BEEN APPROVED

Minutes of Regular Board Meeting

The School Board

Saint Peter Public Schools

Members Present: Drew Dixon, Tim Lokensgard, Kate Martens, Tracy Stuewe & Bill Kautt.

Members Absent: Ben Leonard, Charlie Potts

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

Administrative Team members: Sharon Petersen

Others present: Superintendent Bill Gronseth, Administrative Assistant Sarah Janovsky and members of the public

6

A Regular Board Meeting of the School Board of Saint Peter Public Schools was held Monday, October 16, 2023, beginning at 6:30 PM in the SPCC-Governor's Room.

I. Call Meeting to Order-6:29 PM, Dixon

II. Pledge of Allegiance

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

IV. Consider Requests to Speak on the Agenda

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

A. Approval of the Regular Board Meeting minutes of September 18, 2023.

B. Approval of the Study Session minutes of October 2, 2023.

C. Approval of Bills (\$1,875,282.64) and Wire Transfers (\$2,946,636.67) for September 2023.

D. Donations

1. The approval of a \$2,000 donation from the Saint Peter Masonic Lodge to purchase archery equipment for the Saint Peter High School Physical Education Department.

2. The approval of a \$2,000 donation from Saint Peter's Good Neighbor Diversity Council to support the Indigenous People's Day Walk event on October 9, 2023.

E. Personnel

1. The approval of the hiring of a Saints Overtime Assistant (Ainsley Thode) at Saint Peter Community & Family Education.

2. The approval of the hiring of an HR/Business Office Assistant (Amy Brown) at Saint Peter Public Schools.

3. The acceptance of the resignation of an ECSE Paraprofessional (Jaimi McClintock) effective September 12, 2023.
4. The approval of the hiring of an ECFE Teacher (Cynthia Nadeau) beginning September 18, 2023.
5. The approval of the hiring of a School Readiness Classroom Assistant (Aiyana Trujillo) beginning September 11, 2023.
6. The approval of the hiring of an ECSE Paraprofessional (Sylvia Hernandez) beginning October 9, 2023.
7. The approval of the hiring of a paraprofessional (Christine Joramo) at Saint Peter Middle School.
8. The approval of the hiring of an ECSE paraprofessional (Nobras Sayidnour) at Saint Peter Early Childhood.
9. The approval of the hiring of a health assistant (Melissa Mitchell) at Saint Peter High School beginning October 9, 2023.
10. The acceptance of the resignation of a Saints Overtime Assistant (Skylar Price) effective November 3, 2023.
11. The approval of the hiring of a cook/dishwasher (Eric Foster) at Saint Peter High School beginning October 16, 2023.
12. The approval of a Saint Peter High School diploma for Joshua Reyes-Herrera who has met the established requirements.

7

F. **Student Spotlight**-Eliott Ruble, North Elementary-Eliott Ruble is the son of Todd and Sarah Ruble. He is in Mr. Lewis' 4th grade class this year. He recently achieved "Saints Center". Eliott is a smart student who sees his future in technology. He enjoys coding and playing math games. He can give you a very informative and entertaining "90 second news" update.

1. Student Council Report-Two of the four Executive Council members, Keira Dunn and Molly Leonard will be this year's school board representatives. Both are active in various High School activities. Homecoming was a success. Senior Sunrise breakfast had its highest attendance to date. The homecoming dance was held in the gym rather than the commons this year due to a scheduling conflict and it worked out so well that it may happen again in the future.

G. **Action Items**

1. Consider Approval of Compulsory Attendance Report-(Lokensgard/Kautt, unanimous)
2. Consider Approval of a Second/Final Reading of Revisions to the Policy Manual-(Martens/Stuewe, unanimous)
3. Consider Policies with Legislative Requirements for Approval with One Reading-(Martens/Kautt, unanimous)
4. Consider Approval of Superintendent Goals for 2023-2024-(Lokensgard/Martens, unanimous)
5. Consider Approval of a Resolution Supporting the District's Application for a Grant from the Minnesota State High School League (MSHSL) Foundation-

(Lokensgard/Kautt YAY: Lokensgard, Stuewe, Dixon, Kautt, Martens NAY:None Resolution Passes)

H. **Information Items**

1. Report on Student Enrollment-The October 2, 2023 enrollment number of 2,032 will be used as a predictor for 2023-24 funding.
2. Fundraising Plan by Site for 2023-2024-Building principals at South, North, SPMS and SPHS reviewed fundraisers for their buildings.

I. **Reports**

1. Building Principals

Early Childhood

Focus on bus and fire safety

First Early Childhood Screening was last week

8

South

Bus safety

Field trip to fire station

Indiginouse People's Day

Appreciating cultures

Gearing up for first conferences

Staff professional development on Wednesday

10.24.23 South Parent Council meeting

ALC

Liliana (liaison) came to talk to about Hispanic Heritage Month with the students

A field trip to the Treaty Center generated great discussion regarding Indiginus

Peoples Day

Service Days at McGown's Farm this week

Character Strong

Night school has been postponed until after Thanksgiving to the start of Winter

Break

Middle School

Homecoming Assembly was was fun for students

Last Wednesday 5th graders attended History Fest

October 24th- 95 fifth and sixth graders will attend the Science and Nature Conference at Gustavus

6th graders are beginning to prepare for Biz Town on November 21st

North

Hispanic Heritage Month-Vero Castillo-Clark's class came to visit North to present about music, culture, games, and dress

Walk and Roll to School (10.04.23) was a huge success and has lead to many students independently getting to school
4th grader submissions for yearbook art
70 third and forth graders will attend Science and Nature Camp
Continental Math League

High School (as presented by student council representatives)

2. Superintendent of Schools

Calendar preferenced survey is complete, there were approximately 200 staff and 600 family submissions.

Please keep bus safety in mind while traveling and always be on the look out for students.

3. Board Members

a. Around the Table

Martens

NAPAC's Indiginous Peoples Day Walk was a huge success and will occur next year

Kautt

NAPAC's Indiginous Peoples Day Walk was great

The next Saint's Café is at 8:00 on Saturday, November 4th at Nicollet Café

Stuewe

MVED is looking at adding a trasion program for 18-22 year olds

Lokensgard

Elections are on November 7th, get out and vote

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

HR Committee

Wednesday, October 18, 2023

4:00 PM

SMPS-Conference Room A/B

Policy Committee

Wednesday, October 25, 2023

4:00 PM

DO

HR Committee
Monday, October 30, 2023
4:00 PM
SPMS-Conference Room A/B

Business Committee
Wednesday, November 8, 2023
4:00 PM
DO

Education Committee
Friday, November 10, 2023
8:00 AM
DO

HR Committee
Thursday, November 16, 2023
4:00 PM
SPMS-Conference Room A/B

10

Special Board Meeting
Thursday, November 16, 2023
5:00 PM
DO

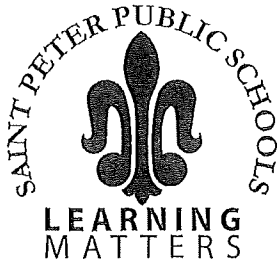
Study Session
Monday, November 20, 2023
5:00 PM
SPCC-Traverse des Sioux #102

Regular Board Meeting
Monday, November 20, 2023
6:30 PM
SPCC-Governor's Room

K. **Adjournment**-7:39 PM, (Stuewe/Martens, unanimous)

Dated: November 20, 2023

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.stpeterschools.org

Date: 11/8/2023
To: Dr. Bill Gronseth - Superintendent
From: Bee Ong - Finance Accountant
Re: **Monthly Board Bills, Payroll &
Student Activity Amounts:**

11

October 2023 - Board Bills	\$1,140,772.04
October 2023 - Payroll	\$1,058,136.24
October 2023 - Student Activity	\$23,916.14
	<hr/>
	<u>\$2,222,824.42</u>

St. Peter Public Schools
Wire Transfer Report

Oct-23

MSDLAF to USBank (Feb/Aug bond pymt)

MSDLAF to FNB Payroll	10/12/2023	550,000.00
MSDLAF to FNB Payroll	10/30/2023	550,000.00
MSDLAF to FNB BO	10/11/2023	250,000.00
MSDLAF to FNB BO	10/3/2023	200,000.00
MSDLAF to FNB BO	10/11/2023	300,000.00
MSDLAF to FNB BO	10/16/2023	400,000.00
MSDLAF to FNB BO	10/27/2023	200,000.00
MSDLAF to FNB BO	10/30/2023	400,000.00
MSDLAF to CCF	10/4/2023	200,000.00

FNB-BO to BCBS - medicare health	10/23/23	15,386.00
----------------------------------	----------	-----------

FNB BO to VISA	Oct	26,604.80
----------------	-----	-----------

Wire of federal payroll taxes	10/13/2023	165,075.07
Wire of federal payroll taxes	10/31/2023	166,601.04

12

Wire of state payroll taxes	10/2/2023	26,941.90
Wire of state payroll taxes	10/16/2023	27,380.71

PERA payments	10/6/2023	24,130.92
PERA payments	10/20/2023	24,294.47
PERA payments		

TRA payments	10/6/2023	88,858.09
TRA payments	10/20/2023	90,784.21

Horace Mann	10/16/2023	4,418.00
-------------	------------	----------

Ameriprise/NBSGroup Bill	10/3/2023	2,080.00
Ameriprise/NBSGroup Bill	10/16/2023	2,080.00

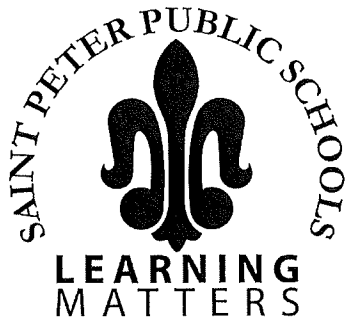
Colonial Life	10/18/2023	722.44
Colonial Life	10/18/2023	9,870.20

Pioneer - Dental direct debits	10/2/2023	6,088.26
Pioneer - Dental direct debits	10/10/2023	3,733.94
Pioneer - Dental direct debits	10/16/2023	3,171.67
Pioneer - Dental direct debits	10/23/2023	4,359.81
Pioneer - Dental direct debits	10/30/2023	3,203.48

CCF - BCBS debits	10/5/2023	86,256.86
CCF - BCBS debits	10/12/2023	32,008.66
CCF - BCBS debits	10/19/2023	31,779.27
CCF - BCBS debits	10/26/2023	52,173.41

Medsurity-FNB HSA/VEBA	Oct	11,190.62
------------------------	-----	-----------

Total Wires		3,959,193.83
-------------	--	--------------



October 18 , 2023

To: Bill Gronseth

From: Sharon Petersen
Operations and Maintenance Supervisor

RE: Resignation of Aedan Johnson

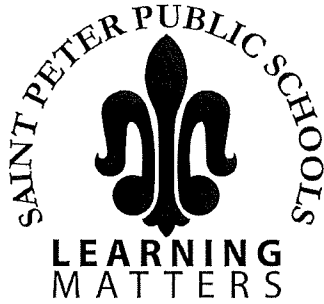
Aedan Johnson has resigned from the Middle School Custodial position for St Peter Public Schools.

His last day was October 16, 2023.

13

CC: Drew Brodeen

Jon Graff



TO: Members of the School Board
Mr. Gronseth

FROM: Annette Engeldinger

DATE: October 30, 2023

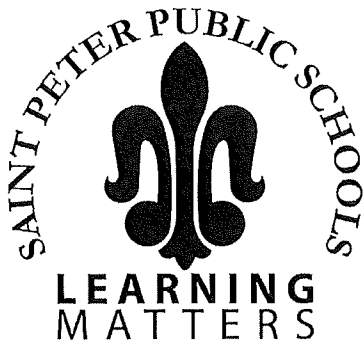
RE: Maternity Leave Recommendation

Amanda Blue, FACS teacher at Saint Peter High School, has submitted a request for maternity leave. I recommend that her maternity leave request, beginning from the date of birth until January 17, 2024, be granted.

14

Please let me know if you have any questions.

cc: Ytive Prafke



MEMO TO: Bill Gronseth
School Board

FROM: Annette Engeldinger

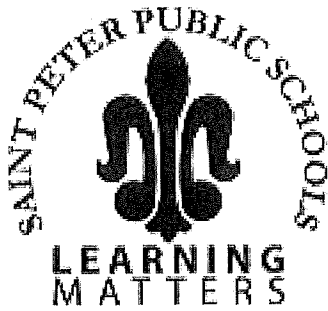
DATE: November 7, 2023

SUBJECT: Paraprofessional Resignation

I am writing to recommend that you accept the resignation of Larry Miner from his position as a high school paraprofessional as of August 21, 2023. We thank Larry for his years of service to the students of Saint Peter Public Schools and wish him the best.

15

Thank you, and please let me know if you have any questions.



MEMO TO: Members of the School Board
Bill Gronseth

FROM: Emily Craig

DATE: September 30th , 2023

SUBJECT: Food Service Hire

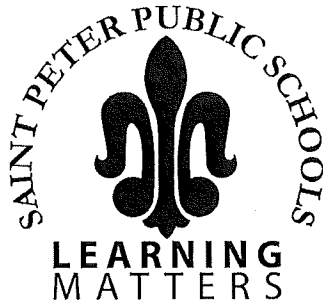
I am pleased to recommend Patricia Weingartz for the position of Cook/Dishwasher in the Food Service Department at St. Peter High school.

NEW EMPLOYEE SUMMARY

16

- Patricia Weingartz
 - Cook/Dishwasher St. Peter High School
 - Lane-Unassigned
 - 2023-2024 Rate-\$16.48 per hour
 - Patricia Weingartz will be filling out a timesheet for her hours
 - Start Date:10/1/2023

Cc: Patricia Weingartz



TO: Members of the School Board
Mr. Bill Gronseth

FROM: Jon Graff

DATE: November 14, 2023

RE: Personnel Recommendation
Long-term 6th grade science
long-term substitute teacher

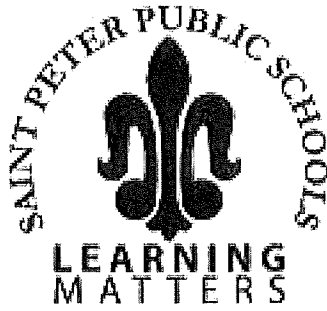
I am happy to recommend the hiring of Ashley Wills for the position of full-time, long-term 6th grade science substitute. The position is available due to planned maternity leave of Megan Gebur. The position is scheduled to begin on or near December 1, 2023 and planned to extend through February 9, 2024

Per Article 34, Section 5 of the Teacher Master Agreement, “Teachers who substitute for the same classroom teacher for a period of thirty (30) consecutive days or longer shall be placed on the salary schedule retroactively at the beginning step of the appropriate lane.”

EMPLOYEE SUMMARY

- Ashley Wills
 - 1.0 FTE
 - Step 1/BA
 - Daily Rate: \$243.66
 - Start Date: On or near December 1, 2023

cc: Ashley Wills
Grp_hire_certified



MEMO TO: Bill Gronseth, Superintendent
School Board

FROM: Ytive Prafke, EC Administrator

DATE: November 16, 2023

SUBJECT: Resignation
ECSE Paraprofessional

I am writing to recommend that you accept the resignation of Sylvia Hernandez from her position as an ECSE Paraprofessional as of November 22, 2023. We thank Sylvia for her work in our program and wish her the best.

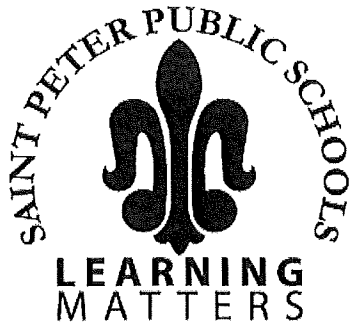
Thank you and please let me know if you have any questions.

18

CC: Sylvia Hernandez
grp_hire_para

2023-2024 Winter Coaches

Sean	Keating	Head Coach	Boys Basketball
Derek	Homrighausen	Assistant Varsity	Boys Basketball
Ethan	Sindelir	JV / Assistant Varsity	Boys Basketball
Jared	Baron	C Coach/9th	Boys Basketball
Tanner	Nadeau	B Squad Coach	Boys Basketball
Brock	Hanson	C Squad Coach	Boys Basketball
			Boys Basketball
Ethan	Volk	MS Coach 8th	Boys Basketball
Neil	Doose	MS coach 7th	Boys Basketball
			Boys Basketball
Bob	Southworth	Head Coach	Girls Basketball
Corey	Wiebusch	Asst Coach / Volunteer	Girls Basketball
Bill	Stuewe	B Squad Coach	Girls Basketball
Mary	Tobar	C Squad Coach	Girls Basketball
Dave	Nixon	MS Coach (7th)	Girls Basketball
			Girls Basketball
Dustin	Swenson	Head Coach	Girls Hockey
David	Swanberg	Assistant Coach	Girls Hockey
Whitney	Weick	Assistant Coach	Girls Hockey
Camille	Kurtenbach	Head Coach	Gymnastics
Eva	Hendrickson	Asst. Coach	Gymnastics
		MS Coach	Gymnastics
Keith	Hanson	Co-Head Coach	Wrestling
Ryan	Timmerman	Co-Head Coach	Wrestling
Wallace	Michels	MS Coach	Wrestling
Angie	Schilling	Co- Director	MS Play
Maren	Kind	Co-Director	MS Play
Doug	Boyer	Strength Coach / Weight Rm Sup	
Erika	Carlson	Head Coach	Speech
Jamie	Wills	.3 Asst Coach	Speech
Courtney	Leonard	.3 Assistant Coach	Speech
Lauren	Mayer	.3 Asst Coach	Speech
Isabelle	Zwaschka	.8 Assistant	Speech



TO: Saint Peter Public Schools School Board
FROM: Gus Sorbo
DATE: 17-NOV-2023
RE: Designate Equipment Obsolete
CC: Bill Gronseth, Megan Gracia

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

20

Equipment:	<u>Quantity</u>	<u>Description</u>
	667	iPads
	19	Desktops
	23	Laptops
	88	Chromebooks
	7	Computer monitors
	2	Projectors
	2	Printers
	1	3D Printer
	2	Network Switch
	2	Power Supply
	9	Smartboards
	Multiple	Peripherals (mice, keyboards, document cameras, etc.)
	Multiple	Cell Phones

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

	190616	DMPYPLYLJF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190600	DMPYPN73JF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190597	DMPYDPTTJF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190498	DMPYPM0KJF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190561	DMPYPLXMJF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190460	DMPYP8S5JF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190682	DMPYPKQQJF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190538	DMPYPFNQJF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	190457	DMPYPKB7JF8J	Gen 6 Apple 9.7"	IPad	EOL	2019
	180033	GG7WWKPFJF8J	Gen 6 Apple 9.7"	IPad	EOL	2018
	150010	5CG5132DRS	HP 650G1	Laptop	EOL	
	150140	5CG521238B	HP 650G1	Laptop	EOL	
	140726	5CG422FPX3	HP 650G1	Laptop	EOL	
NA		5CG5231G37	HP 650G1	Laptop	EOL	
	150132	5CG52123XV	HP 650G1	Laptop	EOL	
	140713	5CG422FN0Z	HP 650G1	Laptop	EOL	
	150146	5CG5231DQK	HP 650G1	Laptop	EOL	
	150200	5CG5321JML	HP 650G1	Laptop	EOL	
	150127	5CG52123H8	HP 650G1	Laptop	EOL	
	150147	5CG5231G84	HP 650G1	Laptop	EOL	
	140695	5CG422FK3M	HP 650G1	Laptop	EOL	
	150011	5CG521241Y	HP 650G1	Laptop	EOL	
NA				(Cell Phones-etc	Box General Electronic items	
NA		CCQ21121F6Q	Cisco SPA112	2 Port Phone Ad	EOL	
NA		3f1j0pus5th61g0	XYZPrinting	3D Printer	EOL	
	170808	DQZ0EAA00172	Acer Chromebas	Chromebase	EOL	2017
	170810	DQZ0EAA00172	Acer Chromebas	Chromebase	EOL	2017
NA		109E9FBF60246	Samsung Model	Chromebook	EOL	
	140747	LR03QDP5	Lenovo N21	Chromebook	EOL	2014
	140755	LR03P092	Lenovo N21	Chromebook	EOL	2014
	180700	P204944G	Lenovo 100e	Chromebook	EOL	2018
	190360	P204LK8R	Lenovo 2nd Gen	Chromebook	EOL	2019
	190212	SP204GT4Z	Lenovo 2nd Gen	Chromebook	EOL	2019
	190218	SP204GM12	Lenovo 2nd Gen	Chromebook	EOL	2019
	190252	SP204GSP5	Lenovo 2nd Gen	Chromebook	EOL	2019
	160	HY3A91TD5042	Samsung/303C	Chromebook	EOL	
	140290	LR03R230	Lenovo N21	Chromebook	EOL	2014
	150577	NXGM8AA00171	ACER	Chromebook	EOL	
NA		2ua22823pj	HP Z210 Workst	Desktop	EOL	
	1500	2ua232118n	HP Z210 Workst	Desktop	EOL	
NA		2UA2321177	HP Z210 CMT W	Desktop	EOL	
NA		O671P636OO61	Westinghouse W	Display	55" Diagonal (Br	2017
	190708	DMPYNVSGJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	190589	DMPYPNK4JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	180203	GG8WPQNAJF8J	Gen 6 Apple 9.7"	iPad	EOL	2018
	180126	GG7WVZ16JF8J	Gen 6 Apple 9.7"	iPad	EOL	2018

180338	GG7WWFDBJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180344	GG7WWKJ7JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180177	GG7WVAFYJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180150	GG7WNA7QJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180160	GG7WWRF3JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180085	GG7WWJ4BJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180292	GG7WVY9XJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180295	GG7WVZD1JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180219	GG7WWPM2JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180024	GG7WWNGAJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180156	GG7WWKMHJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180168	GG7WWPJ4JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180048	GG7WWGUSJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180259	GG7WVYAUJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180205	GG7WNNDDJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180439	DMPWW3BDJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180174	GG7WVXVQJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
190457	DMPYPKB7JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
180332	GG7WWLU8JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180335	GG8WP8G4JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180299	GG7WWQYTJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180228	GG7WWEH3JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180328	GG7WWHWSJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180250	GG7WW1DAJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180318	GG7WWQRCJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180218	GG7WWP50JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180269	GG8WV3CFJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180163	GG7WWKUAJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180029	GG7WW2PTJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180302	GG7WWQ5SJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180027	GG7WWKNXJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180127	GG7WVYA1JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180018	GG7WW30MJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
180017	GG7WWDE1JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
190465	DMPYPN15JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
180224	GG7WWMM9JF8	Gen 6 Apple 9.7"	iPad	EOL	2018
170895	GG7WW8DLJF8	Gen 6 Apple 9.7"	iPad	EOL	2017
180104	GG7WW81BJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
190412	DMPYPA90JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190425	DMPYP7QQJF8	Gen 6 Apple 9.7"	iPad	EOL	2019
190470	DMPYPAFMJF8	Gen 6 Apple 9.7"	iPad	EOL	2019
180142	GG7WVZ7SJF8	Gen 6 Apple 9.7"	iPad	EOL	2018
190795	GG7Z5RG6JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190390	DMPYPD6EJF8	Gen 6 Apple 9.7"	iPad	EOL	2019
190443	DMPYP63KJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190394	DMPYPMC5JF8	Gen 6 Apple 9.7"	iPad	EOL	2019

190514	DMPYPNLEJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190573	DMPYP60WJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190481	DMPYPKE0JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190627	DMPYPHZMJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190776	GG7Z5SGDJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190671	DMPYNFXFJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190434	DMPYPPFDJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190450	DMPYPJ2HJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190459	DMPYPKZ9JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190584	DMPYPJ4SJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190462	DMPYPJ0AJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190709	DMQYN2KSJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190452	DMPYPBGZJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190479	DMPYP4VAJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190410	DMPYPK9KJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190778	GG7Z5X47JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190467	DMPYP8KAJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190391	DMPYPN1NJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190771	DMPYQN20JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190423	DMPYPGDNJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190774	GG7Z5WR8JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190679	DMPYP7M6JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190524	DMPYP6DDJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190448	DMPYPBCYJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190447	DMPYP1BZJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190495	DMPYPF7WJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190471	DMPYPAJCFJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190490	DMPYPKYDJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190648	DMPYPN06JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190396	DMPYPHWUJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190588	DMPYP5QUJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190513	DMPYPC96JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190512	DMPYPNGJJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190903	GG7Z5XBJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190466	DMPYPFW2JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
150107	DMPPT38FFK10	Gen 6 Apple 9.7"	iPad	EOL	2015
150951	DMPS825RHG5	Gen 6 Apple 9.7"	iPad	EOL	2015
180109	GG7WW979JF8J	Gen 6 Apple 9.7"	iPad	EOL	2018
190730	DMPYP7G4JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190726	DMPYPNTZJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190405	DMPYPJ24JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190749	DMQYN17QJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190744	DMPYP9WGJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190748	DMPYPA5BJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190768	DMQYRBPLJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
190537	DMPYPKC5JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019

	190454	DMPYPCP9JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	190617	DMPYP6LJJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	190444	DMPYP005JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	190732	DMPYPFWZJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	180261	GG7WWBD0JF8J	Gen 6 Apple 9.7"	iPad	EOL	2018
	180304	GG7WWLJVJF8J	Gen 6 Apple 9.7"	iPad	EOL	2018
	180030	GG7WWC6CJF8J	Gen 6 Apple 9.7"	iPad	EOL	2018
	180087	GG7WW879JF8J	Gen 6 Apple 9.7"	iPad	EOL	2018
	150712	DMPRVWBCG5V	Air 2	iPad	EOL	2015
	170710	DMQTVNAVHLF	A1822	iPad	EOL	2017
	170294	DMQTVLFBHLF	A1822	iPad	EOL	2017
	170603	DMQTVPWKHLF	A1822	iPad	EOL	2017
	756	DMQHWJTYDFH	iPad II	iPad	EOL	
	150694	DMPRVWSXG5V	iPad Air 2	iPad	EOL	2015
	140086	DMRMT9KJFK1C	iPad Air	iPad	EOL	2014
	150509	f9frt72afcm5	A1489 iPad mini	iPad	EOL	2015
	190703	DMPYNTEDJF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	190478	DMPYPHZ5JF8J	Gen 6 Apple 9.7"	iPad	EOL	2019
	140079	DMRMT922FK1C	iPad Air 2014	iPad	EOL	2014
NA		NA		iPad gen 6 Keybr	20 boxes	
NA		CNU8230NQ8	HP 6720s	Laptop	EOL	
	150456	5CG62106W1	HP 650G2	Laptop	EOL	
	508117	5CG7155RG7	HP 650G3	Laptop	EOL	
	508120	5CG6353RHW	HP 650G2	Laptop	EOL	
	508110	5CG71932WQ	HP 650G3	Laptop	EOL	
	180489	1S20KN003YUS	Lenovo Thinkpac	Laptop	EOL	2018
	150936	5CG71639PG	HP 650G3	Laptop	EOL	
NA		5CB2212LVR	HP ProBook 656	Laptop	EOL	
	200440	C02D10SHMD6V	Apple A2141 Ma	Laptop	Bad Motherboard	
	190871	cnk9072n64	HP 240va	Monitor	EOL	2019
NA		3CQ9292R8T	HP LE1901w	Monitor		
NA		3CQ015Q9SY	HP LE1901w	Monitor		
	220618	CNK23901SM	HP E24T G4	Monitor	Broken	
NA		CNC6190B67	HP 1940	Monitor		
NA		CNF8G64CP3	Laser Jet Pro 40	Printer	EOL	
NA		CNC9C70C24	HP LaserJet 153	Printer	EOL	
NA		p9qf261126I	Epson Powerlite	Projector	EOL	
NA		QD2F470259L	Epson Powerlite	Projector	EOL	
NA		E26704	SB680-M2	Smart Board		
NA		A06810	SB680-R2	Smart Board		
NA		672773	SB680-R2	Smart Board		
NA		40750	SB680-M2	Smart Board		
NA		D07262	SB680-M2	Smart Board		
NA		776633	SB680-R2	Smart Board		
NA		NA	SB680?	Smart Board		
NA		NA	SB680?	Smart Board		

NA	NA	SB680?	Smart Board	
NA	NA		USB Keyboards	1 Large box
NA	NA	Various	Various	3 boxes assorted electronic items
NA	7ZNV28EB7B8	3Com	24 port switch	EOL
NA	3CQ015Q818	HP LE1901E	Monitor	EOL
NA	0401 7MCMV0J67	3Com	24 port switch	EOL
NA	PB0047320636	APC 650	Back UPS	EOL
NA	PB9938220946	APC 650	Back UPS	EOL
	150116	505NTRL14038	LG 22CV241	Chromebase
	170820	DQZ0EAA00172	acer CA241_W	Chromebase
	170807	DQZ0EAA00172	acer CA241_W	Chromebase
NA		2UA7282276	HP Z2 Mini G3 V	Desktop
NA		2UA728227Q	HP Z2 Mini G3 V	Desktop
NA		2UA720248P	HP Z2 Mini G3 V	Desktop
NA		2UA7282273	HP Z2 Mini G3 V	Desktop
NA		2UA728226W	HP Z2 Mini G3 V	Desktop
NA		2UA728227H	HP Z2 Mini G3 V	Desktop
NA		2UA7282270	HP Z2 Mini G3 V	Desktop
NA		2UA7282271	HP Z2 Mini G3 V	Desktop
NA		2UA7282272	HP Z2 Mini G3 V	Desktop
	180374	MXL8251FBD	HP ProOne 400	Desktop
	180391	MXL8251F7B	HP ProOne 400	Desktop
	170910	MXL8251F6W	HP ProOne 400	Desktop
	170911	MXL8251F96	HP ProOne 400	Desktop
NA		MXL2071RSL	HP Pro 3420 AiC	Desktop
NA		C02V2IUHJIGG	iMac 18,3, Retina	Desktop
NA		4CU13401JG	HP 2105tm	Monitor
NA		QP113254DAS	A1311/Apple iMa	Desktop
NA		5CB3030VTV	HP EliteBook 85	Laptop
	150491	CNU22919Z5	HP ProBook 453	Laptop



ADDENDUM

REGULAR BOARD MEETING November 20, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Approval of an MoU with the Office Support Unit

Action: Requires a Motion

Background: A childcare leave has created a need for a long-term substitute in the High School FACS program. A current Office Support employee is a licensed teacher and is willing to fill the part-time need. An MoU with the Office Support Unit is required for the employee to take a part-time temporary leave from the Office Support Unit and then return to her position. A substitute office support will fill in for the time the employee is teaching during this MoU. The Office Support Unit is supportive of this agreement.

Presentation: Superintendent of Schools

Options/Recommendation: I recommend approving this MoU for an Office Support employee to serve as a part-time long term substitute teacher.



**Memorandum of Understanding
Between
Saint Peter Office Support Bargaining Unit and Saint Peter Public Schools**

Whereas the District has an urgent need for a substitute teacher to fill in for a child care leave, and

Whereas the District and the Saint Peter Office Support Bargaining Unit both desire language that would facilitate a licensed office support employee serving as a substitute teacher in an upfront, fair manner, and

Whereas the contract language would not allow an employee to serve in this function, and

So be it resolved that the District and the Office Support Bargaining Unit hereby agree to the following:

- Office Support employee, Betsy Bloom, may take a temporary part-time leave as an office support employee to serve as a substitute teacher.
- The leave will be for 3 hours per day for 10 weeks.
- The employee will receive Long Term Substitute pay instead of Office Support pay during this time and will return to the Office Support schedule after 10 weeks.
- Current Office Support benefits will remain in effect during the MOU.
- A substitute Office Support person will be in place for 3 hours per day during the MOU.
- The MOU will be in effect November 7, 2023 through January 12, 2024

Business Manager

Date

Superintendent

Date

Steward

Date

Board Chair

Date

Board Clerk

Date

Board Approved:



ADDENDUM

REGULAR BOARD MEETING November 20, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of a Cooperative with Minnesota Valley Lutheran for Wrestling

Action: Requires a Motion

Background: We have received a request from MVL to enter into a cooperative agreement to allow their students to participate in our wrestling program. This would not detract from any opportunities for our own team. The coaches and Mr. Roehrkasse are supportive of the agreement.

Presentation: Mr. Shea Roehrkasse, Superintendent Gronseth

Options/Recommendation: I recommend approval of entering the cooperative agreement regarding the wrestling team with MVL.

Application for Cooperative Sponsorship

Deadline: Not later than 30 days prior to the first day of practice for that sport season.
 PLEASE SEE BYLAW 403.2 (A-C) and 403.4 (A-D) (amended May 15, 2017) FOR INFORMATION REGARDING REQUIRED DOCUMENTATION AND APPLICATION PROCEDURE

The governing boards of each participating school must jointly make application for cooperative sponsorship.

On behalf of the following schools, we hereby apply for cooperative sponsorship of Wrestling beginning with the 20 23 - 20 24 school year. (activity) (boys' or girls') (Adapted-CI or PI)

List ALL schools included in the cooperative sponsorship. Attach another form if necessary.

	School	Enrollment [9-12]*	City	Administrative Region**	Competitive Section**
High School #1:	St. Peter High School	740	St. Peter	2AA	2AA
High School #2:	Min. Valley Lutheran	211	New Ulm	2A	
High School #3:					
High School #4:					

*Enrollment reported to the State of Minnesota on October 1 of the previous school year.

**Current (Number and Class)

- Do any of the above schools belong to a conference in this activity?
 Yes This application must include a review and comments from the conference(s) of which the schools are members.
 No
- Do any of the above schools currently have a cooperative agreement in this activity?
 Yes An application for dissolution must be submitted for the existing agreement.
 No
- Describe the conditions which have prompted your request to co-sponsor this activity. (See model resolution at www.mshsl.org/About/MSHSL/Membership/Information: A History & Model Resolution for School Boards)
To help with participation numbers and allow students to be in an activity
- List the number of students, by grade level, who participated in this activity during the previous year. If the school did not sponsor the program last year, indicate the number of students expected to participate in this cooperative-sponsored activity this year if approved.

	7th	8th	9th	10th	11th	12th
High School #1	2	4	6	5	11	6
High School #2			3			
High School #3						
High School #4						

5. Team Identification: (Indicate how cooped schools should be identified in tournament programs): St. Peter Saints

6. Team Colors: Navy & White Team Mascot: Saints

7. Host School (school that will receive revenue share check): St. Peter High School

Board of Education (or designee)	School	Date
----------------------------------	--------	------

Signed _____	_____	_____
✗ Signed <u>Susan R. Jankelson</u>	<u>Minnesota Valley Lutheran H.S.</u>	<u>11-14-23</u>
Signed _____	_____	_____
Signed _____	_____	_____

Official Action of the MSHSL Board of Directors

Approved Not Approved

Signature: _____ 29 Date: _____
 MSHSL Executive Director



ADDENDUM

REGULAR BOARD MEETING November 20, 2023 SPCC-Governor's Room 6:30PM

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Approval of Policies with Legislative Requirements for Approval with One Reading

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee and brought forward for a single reading. Policies being adopted due to statutory changes can be adopted in one reading.

621 Read Act
624 Online Instruction
708 Transportation of Nonpublic School Students

Presentation: Superintendent of Schools
Policy Committee

Options/Recommendation: I recommend approving these policies.

621 LITERACY AND THE READ ACT

~~[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.1117 to 120B.124.]~~

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. ~~"Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.~~
- B. ~~"Fluency" means the ability of students to read text accurately, automatically, and with proper expression.~~
- C. ~~"Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.~~
- D. ~~"Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~
- E. ~~"Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the~~

~~Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.~~

- ~~F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision-making.~~
- ~~G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.~~
- ~~H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.~~
- ~~I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.~~
- ~~J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.~~
- ~~K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.~~
- ~~L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.~~
- ~~M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.~~
- ~~N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading,~~

and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. ~~READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT~~

- A. ~~The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).~~
- B. ~~The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.~~
- C. ~~Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:~~
 - 1. ~~the student's reading proficiency as measured by a screener approved by MDE;~~
 - 2. ~~reading-related services currently being provided to the student and the student's progress; and~~
 - 3. ~~strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.~~
- D. ~~The school district may not use this section to deny a student's right to a special education evaluation.~~

V. ~~IDENTIFICATION AND REPORT~~

- A. ~~Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.~~
- B. ~~The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.~~
- C. ~~Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.~~

- ~~D. Reading screeners in English, and in the predominant languages of school 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 multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.~~
- ~~E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:~~
- ~~1. a summary of the school district's efforts to screen for dyslexia;~~
 - ~~2. the number of students universally screened for that reporting year;~~
 - ~~3. the number of students demonstrating characteristics of dyslexia for that year; and~~
 - ~~4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.~~

~~VI. INTERVENTION~~

- ~~A. For each student identified under the screening identification process, 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.~~
- ~~B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.~~
- ~~C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.~~
- ~~D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.~~
- ~~E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student 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.~~

- ~~F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must 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.~~

III. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, ~~and include the following:~~
- ~~1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;~~
 - ~~2. a process to notify and involve parents;~~
 - ~~3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;~~
 - ~~4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;~~
 - ~~5. identification of staff development needs, including a plan to meet those needs;~~
 - ~~6. the curricula used by school site and grade level;~~
 - ~~7. a statement of whether the school district has adopted a MTSS framework;~~
 - ~~8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:~~
 - ~~a. students in kindergarten through grade 3;~~
 - ~~b. students who demonstrate characteristics of dyslexia; and~~

- c. ~~students in grades 4 to 12 who are identified as not reading at grade level; and~~
 - 9. ~~the number of teachers and other staff that have completed training approved by the department.~~
- B. ~~The school district must post its literacy plan on the official school district website and submit it to the Commissioner of MDE using the template developed by the Commissioner beginning June 15, 2024.~~

VIII. ~~STAFF TRAINING~~

- A. ~~Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:~~
 - 1. ~~intervention teachers working with students in kindergarten through grade 12;~~
 - 2. ~~all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;~~
 - 3. ~~special education teachers;~~
 - 4. ~~curriculum directors;~~
 - 5. ~~instructional support staff who provide reading instruction; and~~
 - 6. ~~employees who select literacy instructional materials for a district.~~
- B. ~~The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.~~
- C. ~~By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.~~

IX. ~~STAFF DEVELOPMENT~~

- A. ~~The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.~~

- ~~B. The school district shall use the data under Article V. above to identify the staff development needs so that:~~
- ~~1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;~~
 - ~~2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;~~
 - ~~3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;~~
 - ~~4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and~~
 - ~~5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.~~
- ~~C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.~~

~~**X. LITERACY INCENTIVE AID USES**~~

~~The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:~~

- ~~1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;~~
- ~~2. evidence-based training using a training program approved by MDE;~~
- ~~3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;~~
- ~~4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.~~

Legal References: Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2023

Revised: _____

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part time in a supervised physical setting and part time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the

supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

~~IV. DIGITAL INSTRUCTION~~

- ~~A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.~~
- ~~B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.~~
- ~~C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.~~
- ~~D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.~~
- ~~E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.~~
- ~~F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.~~
- ~~G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.~~

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota

Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; and
 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit.
- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- ~~D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:~~
- ~~1. use an application form specified by MDE;~~
 - ~~2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;~~
 - ~~3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;~~
 - ~~4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and~~
 - ~~5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.~~
- ~~E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.~~
- ~~F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.~~

- ~~G. A supplemental online course provider must participate in continuous improvement cycles with MDE.~~

~~VI. ENROLLING DISTRICT~~

- ~~A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.~~

- ~~B. An enrolling D. The district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.~~

- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:

1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.

- D. An enrolling The district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.

- ~~E. An enrolling district must appoint an online learning liaison who:~~

- ~~1. provides information to students and families about supplemental online courses;~~
- ~~2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and~~
- ~~3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.~~

- F. An enrolling The district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

- ~~G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.~~

- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. ~~An enrolling~~ **The** district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Stat. Ch. 124E (Charter Schools)
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: ~~MSBA/MASA Model~~ Policy 613 (Graduation Requirements)
~~MSBA/MASA Model~~ Policy 620 (Credit for Learning)

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

~~*[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]*~~

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with

school district student bus conduct and student bus discipline policies.

- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.

- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A.

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References:

- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
- Minn. Stat. § 123B.84 (Policy)
- Minn. Stat. § 123B.86 (Equal Treatment)
- Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
- Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
- Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
- Minn. Stat. Ch. 125A (Special Education and Special Programs)
- Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
- Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
- Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
- Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
- Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
- Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8th Cir. 1992)
- Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
- Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
- Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
- Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
- Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:

- ~~MSBA/MASA—Model~~ Policy 707 (Transportation of Public School Students)
- ~~MSBA/MASA Model~~ Policy 709 (Student Transportation Safety Policy)



ADDENDUM

REGULAR BOARD MEETING November 20, 2023 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

<i>1. AGENDA ITEM #1</i>

Subject: Community and Family Education Report and Profile

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

Presentation: Community Education Director




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



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

Community & Family Education helped strengthen the community and the schools by...

Providing safe, accessible learning environments and opportunities for all ages.

Our programs and services are held at South Elementary, North Elementary, Middle School, High School, and the Community Center.



Connecting families to school and community resources. Family and parental support is provided through Early Childhood Family Education (ECFE) classes and the School Readiness Preschool programs. We also collaborated with the Public Library, Senior Center, Nicollet County Public Health, St. Peter Food Shelf, and the Recreation Department to offer free services and programs to families.



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



Supporting working families. Saints Overtime programs offered parents the option of safe quality experiences for their children through after school care programs held at South Elementary and North Elementary schools and summer care provided at North Elementary. During the 2022/23 school year, 181 children participated in our programs.





Expanding Learning Beyond the school day.

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



Building a qualified workforce.

Adult Basic Education programs helped adults acquire the skills and qualifications to become employed, self-sufficient, and equipped to participate fully in the community. In addition to helping adults earn a high school diploma or GED, we also offer English language and citizenship test preparation classes. All ABE classes are free. Last year, adults from Djibouti, Ethiopia, Ghana, Guatemala, Honduras, Kenya, Mexico, Samoa, Somalia, and Thailand attended classes. Four adults earned

high school diplomas, one received a GED, and two adults became citizens after participating in the Citizenship test prep class. The Bridge to Work Readiness: Job Skills program assisted adults with learning resume writing, interviewing skills, situational judgment on the job, and digital literacy.



Improving the quality of life.

Life-long learning has many advantages, including relieving stress, fostering creativity, providing a sense of accomplishment, and improving mental clarity. Enrolling in an art class, learning to play an instrument, gaining a new skill like scuba diving, acquiring tips in a Driver's Safety course, or attending a yoga class are ways we engage people.



Creating a sense of community and belonging.

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

Saint Peter Community & Family Education

Engaging, Inspiring, and Growing!



25
Organization
and business
partnerships



14,190
Participants served
in the 2022/23
school year.



21%
Participant
increase





ADDENDUM

REGULAR BOARD MEETING November 20, 2023 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

2. AGENDA ITEM #2

Subject: Native American Parent Advisory Committee Update

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

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

Presentation: Superintendent Gronseth
Policy Committee



ADDENDUM

REGULAR BOARD MEETING November 20, 2023 SPCC-Governor's Room 6:30PM

VIII. INFORMATION ITEMS

3. AGENDA ITEM #3

Subject: Middle School HVAC & Academic Space Project Discussion

Background: The current Middle School HVAC system has had significant failures over time. There are issues with uneven heating and cooling, lack of fresh airflow, and frequent malfunctions and shut-downs. Many classrooms are uncomfortably hot or cold. The system has outlasted its useful life and parts are no longer readily available.

Over the past year we have been working with ICS and Baird Financial to develop the scope of work that would need to be done to fully replace the Middle School HVAC system and to meet recommended indoor air quality standards.

Regarding academic space needs, there are classrooms in the Middle School that were originally designed specifically for a 1950's high school that do not serve the needs of middle school classes. A lack of electrical outlets is one such need. The flashing on the windows is also in need of replacement as windows throughout the building leak during precipitation events, and with snow and ice melt. The replacement of the HVAC system will require significant work to be done in every classroom. Addressing outdated spaces and other needs at the same time as they are installing a new HVAC system would be more cost efficient than waiting for a later date.

Representatives from ICS and Baird Financial will present an overview of the revised proposal for a multi-year project.

The purpose of this meeting is to review the revised proposal based on the feedback received last month with the intent of

preparing to vote on the proposed project during the December Regular School Board Meeting.

Presentation:

Superintendent Gronseth; Pat Overom, ICS; Michael Hoheisel, Baird Financial; Principal Graff