



SAINT PETER SCHOOL BOARD
Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room, 600 S. 5th St., Saint Peter, MN
56082
5:00 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 / Student Council Report	
1. Student Spotlight - Helena Turritin - North Elementary	
2. Student Council Report -	
VII. Action Items	
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3. Consider Approval of Custodial Master Agreement	43
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6. Approval of change in December Meeting Start Time	78
7. Consider Policies for Approval with a Second Reading	79
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1. Fundraising Plans by Site for 2025-2026	123
IX. Reports	
1.	
1. Building Principals	
2. Superintendent of Schools	
3. Board Members -	
a. Around the Table	
4. Board Committee Updates -	
a. Education Committee	
b. Business Committee	
c. Policy Committee	
d. HR Committee	
e. Ad Hoc Legislative Committee	
f. Shared Programs Committee	
X. Upcoming Meetings of the School Board	
HR/Negotiations Committee Meeting -	
Teacher Negotiations	

Monday, October 20, 2025
4:30 PM
Saint Peter Middle School -
Conference Room

Business Committee Meeting
Wednesday, November 12, 2025
10:00 AM
District Office

Policy Review Committee Meeting
Wednesday, November 12, 2025
4:00 PM
District Office

Education Committee Meeting
Thursday, November 13, 2025
1:00 PM
District Office

Regular School Board Meeting
Wednesday, November 19, 2025
5:00 PM
SPCC - Governor's Room
XI. Adjournment



ADDENDUM

Regular Board Meeting Wednesday, October 15, 2025 SPCC-Governor's Room 5:00PM

V. CONSENT AGENDA

1. Approval of the Regular Board Meeting minutes of September 17, 2025.
2. Approval of the Study Session minutes of October 8, 2025.
3. Approval of the Special Board Meeting minutes of October 13, 2025.
4. Approval of Bills and Wire Transfers (\$7,074,487.90) for September 2025.
5. Personnel
 - a. The acceptance of the resignation of Benjy VandeBerg, a Paraprofessional at Saint Peter Middle School, effective September 4, 2025.
 - b. The acceptance of the resignation of Ashley Wills, a Paraprofessional at Saint Peter Middle School, effective August 25, 2025.
 - c. The acceptance of the resignation of Alexia Wentworth, a Paraprofessional at Oshawa Learning Academy, effective July 31, 2025.
 - d. The acceptance of the resignation of Martha Kyoore, a Special Education Paraprofessional at South Elementary, effective July 2025.
 - e. The acceptance of the resignation of Hailey Dettmer, a Saints Overtime Assistant, effective October 31, 2025.
 - f. The acceptance of the termination of Jesse Mcdurmont, a Middle School Food Service staff member, effective September 18, 2025.
 - g. The acceptance of the termination of Kyle Wirth, a Special Education Teacher at Oshawa Learning Academy, effective October 10, 2025.
 - h. The approval of the hiring of Lisa Orback, as a Paraprofessional at Saint Peter Middle School, effective September 24, 2025.
 - i. The approval of the hiring of Anna Goodman, as a Paraprofessional at Saint Peter Middle School, effective September 22, 2025.
 - j. The approval of the hiring of Beatriz Villarreal, as a Special Education Paraprofessional at South Elementary, effective September 29, 2025.

- k. The approval of the hiring of Joel Kom, as a Behavior Support Assistant at Oshawa Learning Academy, effective October 13, 2025.
- l. The approval of the hiring of Steven Winsor, as a Cook/Dishwasher at Saint Peter Middle School, effective October 1, 2025.
- m. The approval of the hiring of Sally Pelant, as a Cook/Dishwasher at Saint Peter Middle School, effective October 6, 2025.
- n. The approval of the hiring of Chelsea Klaphake, as a GAC Communication Intern, effective during the 2025-2026 school year.
- o. The approval of the hiring of Tiana Wilkinson, as a Saints Overtime Assistant, effective for the 2025-2026 school year.
- p. The approval of the hiring of coaches and event/activity workers.
- q. The approval of the following teachers from Saint Peter Middle School receiving overload pay during the 2025-2026 school year:
 - Cole Petersen – Saint Peter Middle School
 - Stephanie Evans – Saint Peter Middle School
 - Bill Stuewe – Saint Peter Middle School
 - Tony Stadtherr – Saint Peter Middle School
- r. The approval of the adjustments made to the Business Office Assistant position. In re-evaluating the district's needs, it has been determined that there is a need to increase the position from 6.75 hours per day to 8 hours per day.



Minutes of Regular School Board Meeting Saint Peter Public Schools

A Regular Meeting of the School Board of Saint Peter Public Schools was held Wednesday, September 17, 2025, in the Saint Peter Community Center - Governor's Room. Board Chair Potts called the meeting to order at 5:04 PM. **Members Present:** Rita Rassbach, Ken Rossow, Charlie Potts, Bill Kautt, Drew Dixon and Kate Martens. **Members Absent:** Tracy Stuewe

Others Present: Jon Graff, Megan Gracia, Ytive Prafke, Jana Sykora, Darin Doherty, Jessi Buttell, Annette Engeldinger, Kimberley Deming and members of the public.

A motion was made by Kautt, seconded by Rassbach, to adopt the agenda as presented. The motion carried unanimously.

The Consent Agenda items listed below were approved on a motion by Rossow, seconded by Rassbach. The motion carried unanimously.

1. Approval of the Regular Board Meeting minutes of August 20, 2025.
2. Approval of Bills and Wire Transfers (\$8,873,827.32) for August 2025.
3. Personnel
 - a. The acceptance of the resignation of Melissa Mitchell.
 - b. The acceptance of the resignation of Joy Zimmerman.
 - c. The acceptance of the resignation of Allison Koepp.
 - d. The acceptance of the resignation of Brock Hanson.
 - e. The acceptance of the resignation of Tom Wolfe.
 - f. The acceptance of the resignation of Amanda Hukee.
 - g. The acceptance of the resignation of Emma Kennedy.
 - h. The acceptance of the resignation of Kendra Stanton.
 - i. The acceptance of the resignation of Amy Brown.
 - j. The approval of the hiring of Kris Glidden.
 - k. The approval of the hiring of Carol Metzler.
 - l. The approval of the hiring of Abby Feyereisen.
 - m. The approval of the hiring of Kaden Hearne.
 - n. The approval of the hiring of Elle Ribbe.
 - o. The approval of the hiring of Heidi Niemeyer.
 - p. The approval of the hiring of Kevir Durham.

- q. The approval of the hiring of Roxana Kennedy.
- r. The approval of the hiring of Kyle Wirth.
- s. The approval of the hiring of Cassidy White.
- t. The approval of the hiring of Micah Gilbertson.
- u. The approval of the hiring of Elise St. John.
- v. The approval of the hiring of Amy Crosby Lehmann.
- w. The approval of the hiring of Addison Kuiper.
- x. The approval of the hiring of Juan Parra.
- y. The approval of the hiring of Felicity LeBlanc.
- z. The approval of the hiring of Caitlyn Krueger.
- aa. The approval of the hiring of Timothy Culuris.
- bb. The approval of the re-hire of James Mealman.
- cc. The approval of the re-hire of Nikki McClintock.
- dd. The approval of the transfer of Tanner Nadeau from SPHS, to Rock Bend ALC.
- ee. The approval of the transfer of Angela Krueger from SPMS to SPHS.
- ff. The approval of the transfer of Jesse Anderberg to the position of Head Custodial Engineer.
- gg. The approval of the transfer to Sub Cook/Dishwasher for Lorna Sandvik.
- hh. The approval of the transfer to Sub Cook/Dishwasher for Michele Blaschko.
- ii. The approval of the reassignment of Sidney Arroyo to ECSE.
- jj. The approval of a schedule adjustment for Sheila Truebenbach.
- kk. The approval of an increase in assignment for Dolores Griffith.
- ll. The approval of the FMLA leave for Kerrey Erickson.
- mm. The approval of the following individuals resuming their roles as Aquatics Staff for 2025-2026: V. Hendrickson, A. Loula, K. Maas, A. Madsen, P. Olinger, M. Petersen, S. Coe, L. Gilbertson, L. Klatt, C. Nelson, and S. Ruffing.
- nn. The approval of the following individuals resuming their roles as Saints Overtime Assistants for 2025-2026:

Employee Summary:

A. Bonilla-Hirdman, M. Beamon, S. Burg, J. Chang, A. Dobratz, A. Dorrow, M. Hoffman, K. Johnson, M. Lien, B. Macemon, K. Meyer, B. Mullaly, A. Sannes, C. Sohn, K. Skorr, and G. Timm.

Substitutes

H. Dettmer, I. Gerstbauer, S. Hildebrandt, L. Haglund, H. Johnson, T. Lekander, L. McCargar, T. Sickler and A. Thode.

High School Staff

E. Bohmer, M. Castillo, P. McCargar and C. Thoms.

Action Items

A motion was made by Martens, seconded by Kautt to accept a donation from the American Red Cross and a Slip and Fall Grant from SFM. The motion carried unanimously.

On an annual basis, the School Board sets the levy for property taxes. Business Manager Gracia presented the preliminary figures for the initial 2025 levy for property taxes payable in 2026. A motion was made by Kautt, seconded by Rossow to approve the maximum allowable levy. The motion carried unanimously.

Periodically, the Administrative Team makes a recommendation to the board to set the substitute teacher rate. The Administrative Team asked that the board consider setting the substitute teacher rate at \$200 per day/\$100 per half day. A motion was made by Martens, seconded by Rassbach, to approve these rates. The motion carried unanimously.

A motion was made by Dixon, seconded by Rossow, to approve the new three year lease agreement between the City of Saint Peter and the Saint Peter Public School District for space at the Community Center for the Community Education Program. The motion carried unanimously.

A motion was made by Martens, seconded by Rassbach, to approve Policies 418, 534, 402, 413, 521, and 722 with a single reading. Superintendent Graff informed the School Board of recent legislative changes made within these policies. The motion carried unanimously.

A motion was made by Martens, seconded by Rassbach, to approve Policies 806 and 515 with a second reading. Superintendent Graff reminded the School Board that Policy 806 has numerous changes to conform with the modifications recommended by the MSBA and Policy 515 includes changes clarifying what can be considered directory information. The motion carried unanimously.

Policy 606 gives the School Board final authority over decisions regarding the selection of textbooks and instructional materials. A recommendation to purchase ELA curriculum materials was presented to the board for approval. A motion was made by Rossow, seconded by Martens, to approve the purchase. The motion carried unanimously.

A motion was made by Kautt, seconded by Dixon, to approve the disposition of the obsolete and outdated equipment that was presented to the School Board. The motion carried unanimously.

Information Items

First Reading of Revisions to the Policy Manual - Revisions to Policy 516: Student Medication and Telehealth and 621: Literacy and the Read Act were presented by Superintendent Graff. Policy 516 includes updates to language around medication delivery systems, reorganization of content/headings as well as changes to the "Exclusions" section. Policy 516 includes MSBA updates regarding additional Read Act requirements.

Quarterly Fund Balance Tracker - Business Manager Gracia and Superintendent Graff provided updates to the School Board regarding expenditure and revenue budget variations that have been identified on the Quarterly Fund Balance Tracker.

Reports

Updates were provided by the following Building Principals:

Mrs. Prafke stated that 13,422 meals were served over the summer at the Read and Feed Program.

Early Childhood

- Students are developing relationships and routines
- Students have been learning about bus and fire safety

South Elementary

- Students are developing relationships, routines and learning about STAR Pride
- Students are practicing bus safety, fire drills and playground safety
- The district's first Professional Development Day was held on September 19th.
- The first Parent Council meeting will take place on September 29th at 6pm.

North Elementary

- Students kicked off the school year with an all school assembly on September 5th.
- Students are practicing bus safety and fire/lock down drills

Saint Peter Middle School

- The first PBIS Assembly took place on September 12th.
- Students are practicing bus/bike safety and fire/lock down drills

Saint Peter High School

- During September the MSBA is sponsoring Minnesota School Board Recognition
- Allan Nienow has been named a National Merit Semi-Finalist.
- Implementation of the new cell phone policy has been going well.
- Homecoming festivities will take place the week of September 22nd.

Superintendent of Schools - Superintendent Graff stated that he has really enjoyed the opportunity to make visits to the schools within the district. Dr. Graff informed the School Board that due to the Truth-in-Taxation notification requirements, there may be an adjustment to the start time of the December School Board meeting to accommodate for this discussion.

Around the Table Updates - Mrs. Rassbach noted that she is excited for the new school year, the upcoming homecoming week and she congratulated North Elementary on their designation as a Minnesota School of Excellence. Mr. Rossow congratulated the National Merit Scholarship Semifinalist, Allan Nienow. Mr. Kautt stated that he appreciated the opportunity to attend the Workshop Week breakfast at Gustavus and gave an update on the progress of contract negotiations. Mr. Dixon discussed the new safe routes to school and thanked the City of Saint Peter and Department of Transportation for their commitment to this project. Mrs. Martens noted that the start of a new school year is her favorite time of year! She informed the School Board of two upcoming Native American Parent Advisory Committee (NAPAC) events. September 30th is Orange Shirt

Day, a commemoration of the residential school system's impact on Indigenous peoples, and the NAPAC will be hosting the Indigenous Peoples' Day Walk on October 12th.

Board Committee Updates -

- a. *Education Committee* - nothing additional noted
- b. *Business Committee* - nothing additional noted
- c. *Policy Committee* - nothing additional noted
- d. *HR Committee* - negotiations with Custodial, Paraprofessional, Office Support and Food Service Units are taking place and Teacher negotiations have been scheduled.
- e. *Ad Hoc Legislative Committee* - nothing additional noted
- f. *Shared Programs Committee* - nothing additional noted

Upcoming Meetings of the School Board

- HR/Negotiations Committee Meeting - Monday, September 22, 2025 at 5:15 PM in the SPMS -Conference Room
- HR/Negotiations Committee Meeting - Tuesday, September 23, 2025 at 4:30 PM in the SPMS -Conference Room
- HR/Negotiations Committee Meeting - Monday, September 29, 2025 at 4:30 PM in the SPMS - Conference Room
- Business Committee Meeting - Wednesday, October 8, 2025 at 10:00 AM in the DO
- Policy Review Committee Meeting - Wednesday, October 8, 2025 at 4:00 PM in the DO
- School Board Study Session - Wednesday, October 8, 2025 at 5:00 PM in the SPMS Media Center
- Education Committee Meeting - Thursday, October 9, 2025 at 1:00 PM in the DO
- Regular School Board Meeting - Wednesday, October 15, 2025 at 5:00 PM in the SPCC - Governor's Room

Adjournment - A motion was made by Rossow, seconded by Kautt, to adjourn the meeting at 6:27 PM. The motion carried unanimously.

Dated Approved: October 15, 2025

Kate Martens, Board Clerk



Minutes of School Board Study Session Saint Peter Public Schools

A Study Session of the School Board of Saint Peter Public Schools was held Wednesday, October 8, 2025, in the Saint Peter Middle School Media Center. Board Chair Potts called the meeting to order at 5:02 PM. **Members Present:** Rita Rassbach, Ken Rossow, Charlie Potts, Bill Kautt and Kate Martens. **Members Absent:** Tracy Stuewe and Drew Dixon

Others Present: Jon Graff, Kimberley Deming, Ytive Prafke, Janay Sykora, Darin Doherty, Jessi Buttell and Annette Engeldinger.

A motion was made by Kautt, seconded by Rassbach, to Adopt the Agenda as presented. The motion carried unanimously.

Annual Report of Student Achievement

Each year the school district engages in regular and ongoing data collection and reporting to stakeholders regarding student achievement. Principal Darin Doherty discussed details from The Annual Report on Student Achievement, which is an in-house report that identifies student performance on various assessments and measurements. Mr. Doherty provided a description of the assessments that are required by the state of Minnesota and gave details from the North Star Report, a report which summarizes student achievement and growth within identified areas. Principal Jessi Buttell gave a summary of the MCA Math, Reading and Science results. A discussion was had regarding proficiency levels, academic achievement and cohort trends of students within the district.

Superintendent Goals

Dr. Graff shared a draft of his Superintendent Goals for the 2025-2026 school year. These goals have been developed in alignment with his vision for Saint Peter Public Schools, the previous year's strategic plan, and current district priorities. Superintendent

Graff stated that his goals coincide with the district's mission to inspire a passion for learning that enables all individuals to reach their highest potential. He spoke of the commitments that he and the Admin Team will strive to ensure, the initiatives and strategies that he intends to meet during the 2025-2026 school year, as well as how his success in these areas will be measured.

District and Building/Program Level Strategic Plans

Superintendent Graff shared with the School Board the district level commitments, initiatives and strategic plans for the 2025-2026 school year. Priorities include implementing a Standard Response Protocol, improving delivery of the Multi-tiered System of Supports (MTSS), implementing the new curriculum improvement plan, culturally responsive pedagogy and Phase One of the Artificial Intelligence Pilot.

Each district principal shared the strategic initiatives and priorities for the 2025-2026 school year for their building.

Draft School Calendars: 2025-2026 and 2026-2027

The School Board was presented with "draft" calendars for the 2026-2027 and 2027-2028 school years. Phases 2 and 3 of the Mend the Middle Construction Project require a post Labor Day start in both years. With Labor Day falling in the second week of September in both 2026 and 2027, special consideration will be given to calendar options. Superintendent Graff notified the group that he'll be looking to make a formal approval of the calendars in November.

Upcoming Meetings of the School Board

- Education Committee Meeting - Thursday, October 9, 2025 at 1:00 PM in the DO
- Special Closed School Board Meeting - Monday, October 13, 2025 at 4:45 PM in the DO
- Regular School Board Meeting - Wednesday, October 15, 2025 at 5:00 PM in the SPCC - Governor's Room

Adjournment - A motion was made by Rassbach, seconded by Martens, to adjourn the meeting at 6:41 PM. The motion carried unanimously.

Dated Approved: October 15, 2025

Kate Martens, Board Clerk



Minutes of Special School Board Meeting Saint Peter Public Schools

A Special Board Meeting of the School Board of Saint Peter Public Schools was held Monday, October 13, 2025, beginning at 4:45 PM in the Saint Peter Public Schools District Office.

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

Others Present: Jon Graff, Kimberley Deming, Megan Gracia and Ytve Prafke

Call Meeting to Order - The meeting was called to order at 4:45 PM by Board Chair Potts.

Consideration and Adoption of the Agenda - A motion was made by Rossow, seconded by Stuewe, the motion carried unanimously.

Close Meeting to Discuss Labor Negotiations Strategies - At 4:46 PM, in the Saint Peter Public Schools District Office, a motion was made by Martens, seconded by Dixon, to close the meeting for the purpose of a Labor Negotiations Strategies discussion. The motion carried unanimously.

Roll Call: Tracy Stuewe, Kate Martens, Drew Dixon, Ken Rossow, Charlie Potts, Bill Kautt, Jon Graff, Mega Gracia, Kimberley Deming and Ytve Prafke.

Reopen the Meeting - At 6:09 PM a motion to reopen the meeting was made by Stuewe, seconded by Martens, the motion carried unanimously.

Adjournment - A motion was made by Martens, seconded by Rossow, to adjourn the Saint Peter Public Schools Special School Board Meeting at 6:10 PM. The motion carried unanimously.

Date Approved: October 15, 2025

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: October 6, 2025

To: Dr. Jon Graff - Superintendent

From: Bee Ong - Finance Accountant

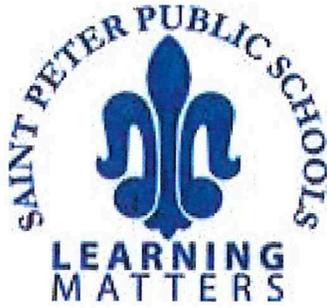
Monthly Business Office bills & Payroll Amounts:

Sept 2025 - Business Office checks	\$4,791,961.98
Sept 2025 - Business Office wire payments	\$1,212,263.47
Sept 2025 - Payroll	\$1,070,262.45
	<hr/>
	\$7,074,487.90
	<hr/>

Monthly Student Activity Amounts:

Aug 2025 - South Elementary	\$1,934.80
Aug 2025 - North Elementary	\$846.42
Aug 2025 - Middle School	\$111.32
Aug 2025 - High School	\$1,303.71
	<hr/>
	\$4,196.25
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St. Peter Public Schools	Sep-25	
Outgoing Wire Payments		
MSDLAF to USBank (Feb/Aug bond pymt)		
BCBS - medicare health	9/23/2025	826.00
BCBS - medicare health	9/23/2025	12,039.60
Medicare Blue RX	9/2/2025	7,955.00
Life	9/2/2025	3,011.68
LTD	9/4/2025	3,916.40
FNB BO to VISA	Sept	16,569.78
Wire of federal payroll taxes	9/15/2025	168,738.49
Wire of federal payroll taxes	9/30/2025	171,264.69
Wire of state payroll taxes	9/2/2025	26,112.27
Wire of state payroll taxes	9/16/2025	28,958.84
PERA payments	9/2/2025	20,551.09
PERA payments	9/15/2025	21,553.13
TRA payments	9/2/2025	99,486.29
TRA payments	9/15/2025	106,562.54
Horace Mann	9/3/2025	2,785.00
Horace Mann	9/16/2025	1,935.00
Ameriprise/NBSGroup Bill	9/3/2025	2,275.00
Ameriprise/NBSGroup Bill	9/15/2025	2,275.00
Colonial Life	9/9/2025	15,136.86
EyeMed		
Arbiter Pre-Fund	9/4/2025	10,000.00
Arbiter Pre-Fund	9/25/2025	10,000.00
HomeTown - Dental direct debits	9/2/2025	6,094.15
HomeTown - Dental direct debits	9/8/2025	4,030.28
HomeTown - Dental direct debits	9/15/2025	3,203.01
HomeTown - Dental direct debits	9/22/2025	3,278.17
HomeTown - Dental direct debits	9/23/2025	1,935.12
HomeTown - Dental direct debits	9/29/2025	2,568.41
HomeTown - BCBS debits	9/4/2025	109,296.46
HomeTown - BCBS debits	9/11/2025	114,441.02
HomeTown - BCBS debits	9/18/2025	111,135.96
HomeTown - BCBS debits	9/25/2025	71,119.17
HomeTown - Healthiest You	9/3/2025	2,620.25
FNB HSA/VEBA-Medsurety/Matrix Trust	Sept	50,588.81
	Total Outgoing Wire Payments	1,212,263.47



MEMO TO: Dr. Jon Graff, Superintendent
School Board

FROM: Jessi Buttell

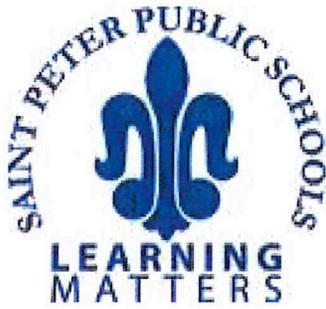
DATE: 9/17/25

SUBJECT: Paraprofessional Resignation

I recommend approving the resignation of Benjy VandeBerg effective September 4, 2025. He was a paraprofessional at Saint Peter Middle School and is unable to take paraprofessional hours due to his course schedule.

If you have questions, please contact me.

CC: grp_hire_para <grp_hire_para@stpeterschools.org>



MEMO TO: Dr. Jon Graff, Superintendent
School Board

FROM: Jessi Buttell

DATE: 9/17/25

SUBJECT: Paraprofessional Resignation

I recommend approving the resignation of Ashley Wills effective August 25, 2025. She was a paraprofessional at Saint Peter Middle School and is unable to take paraprofessional hours. Ashley would like to remain as an active substitute in the Saint Peter School District.

If you have questions, please contact me.

CC: grp_hire_para <grp_hire_para@stpeterschools.org>



MEMO TO: Members of the School Board
Dr. Jon Graff

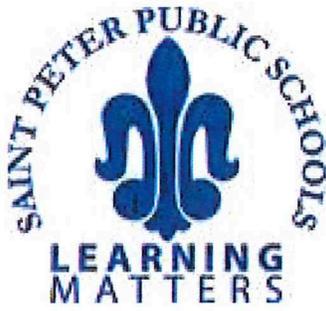
FROM: Jana Sykora

DATE: September 18, 2025

SUBJECT: Paraprofessional Resignation

Please accept the resignation of Alexia Wentworth Timmerman from her paraprofessional position at Oshawa Learning Academy effective 7/31/2025. I would like to thank Lexi for her dedication to the students at Oshawa Learning Academy.

Cc: grp_hire_para@stpeterschools.org, Alexia Wentworth Timmerman



MEMO TO: Members of the School Board
Dr. Jon Graff

FROM: Jana Sykora

DATE: September 24, 2025

SUBJECT: MK Resignation

Please accept the resignation memo for Martha Kyoore. Martha served as a special education paraprofessional at South Elementary and did not return this school year. Therefore, her last day would have been with Summer Stars in July 2025. She would like to remain on the teacher sub and para sub list.

Cc: Martha Kyoore
Grp_hire_para



MEMO TO: Jon Graff, Superintendent and
School Board Members

FROM: Tami Skinner

DATE: October 10, 2025

SUBJECT: Saints Overtime Assistant
Resignation

Please accept the resignation of Hailey Dettmer, Saints Overtime Assistant. Hailey's last day of employment will be October 31, 2025.

We understand and fully support Hailey's decision to step down as she is graduating this year. As a college senior, she is balancing a full course load and spring practicums. While Hailey enjoyed her time with us, she expressed an understandable interest in devoting her full attention to these final, crucial steps in her education.

We are grateful for Hailey's dedication and work with the children at Saints Overtime. We wish her the very best as she completes her degree and begins her professional career.

Please feel free to contact me if you have any questions.



MEMO TO: Members of the School Board
Dr. Graff

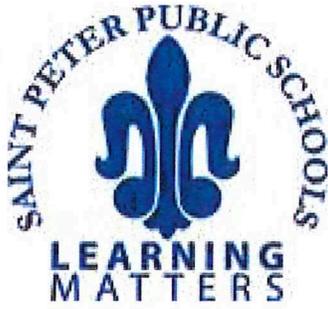
FROM: Emily Craig

DATE: 9/18/2025

SUBJECT: Food Service termination

Jesse Mcdurmont will be terminated from his middle school food service position. Jesse's termination will be effective 9/18/2025

CC: Jesse Mcdurmont



MEMO TO: Members of the School Board
Dr. Jon Graff

FROM: Jana Sykora

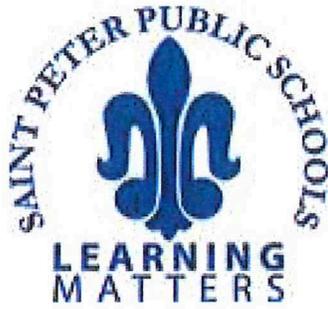
DATE: October 10, 2025

SUBJECT: Kyle Wirth Termination

Please consider the recommendation to terminate Kyle Wirth's employment from his position as a special education teacher at the Oshawa Learning Academy effective October 10, 2025.

Thank you and please contact me with questions.

Cc: Grp_hire_certified
Kyle Wirth



MEMO TO: Dr. Jon Graff, Superintendent
School Board

FROM: Jessi Buttell

DATE: 9/11/25

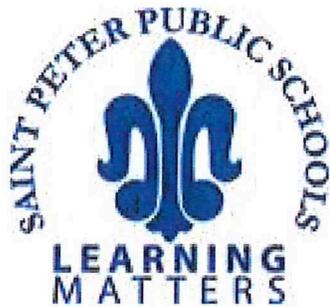
SUBJECT: Para Hire

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

EMPLOYEE SUMMARY

- **Lisa Orback**
 - Step 6B at a rate of \$18.95/hour
 - 6.75 hours/student contact day
 - Start Date: 2025-2026 School Year

CC: Lisa Orback lisa.orback@gmail.com
grp_hire_para



MEMO TO: Dr. Jon Graff, Superintendent
School Board

FROM: Jessi Buttell

DATE: 9/11/25

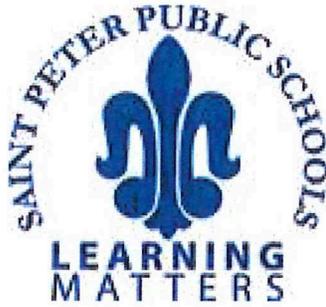
SUBJECT: Para Hire

Applications were received and interviews took place for a paraprofessional position at Saint Peter Middle School. I am pleased to recommend **Anna Goodman** for the position.

EMPLOYEE SUMMARY

- **Anna Goodman**
 - Step 1A at a rate of \$16.65/hour
 - Days and hours of work are the following:
 - Monday, Wednesday, and Friday from 12:00 pm to 3:00 pm
 - Start Date: 2025-2026 School Year

CC: **Anna Goodman** annagoodman@gustavus.edu
grp_hire_para



MEMO TO: Dr. Graff, Superintendent
School Board

FROM: Jana Sykora

DATE: September 23, 2025

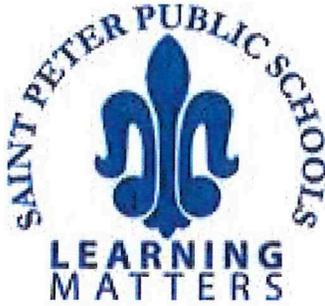
SUBJECT: Special Education Para Hire

I am very excited to recommend the hiring of Beatriz Villarreal as a special education paraprofessional at South Elementary. Beatriz served as a paraprofessional for SPPS for one year previously and also has a year of experience in LSH schools.

EMPLOYEE SUMMARY

- **Beatriz Villarreal**
 - Start Date: September 29, 2025
 - STEP 1A: \$17.45/hour
 - 6.75 hours daily, Monday-Friday
 - 7:55 am - 3:10 pm (afternoon loop supervision)

CC: Beatriz Villarreal
Tara Johnson (union rep)
Stacy Abel (case facilitator)
grp_hire_para



MEMO TO: Dr. Graff, Superintendent
School Board

FROM: Jana Sykora

DATE: September 23, 2025

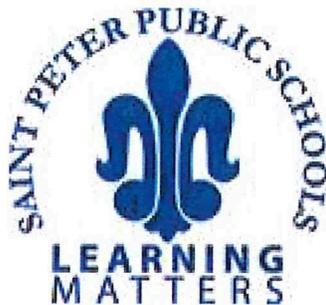
SUBJECT: Behavior Support Assistant Hire

I am pleased to recommend the hiring of Joel Kom for the behavior support position at the Oshawa Learning Academy. Joel has been a special education paraprofessional at MVED for the past two years, and we look forward to adding him to the OLA staff!

EMPLOYEE SUMMARY

- **Joel Kom**
 - \$25.95 per hour
 - 6.75 hours per day (7:50-3:05 daily)
 - ~~174 days~~ 148 days (prorated due to start date)
 - Start date: Oct. 13, 2025

CC: Joel Kom
Deb Wenner
grp_hire_para



MEMO TO: Members of the School Board
Dr. Graff

FROM: Emily Craig

DATE: Sept. 26th, 2025

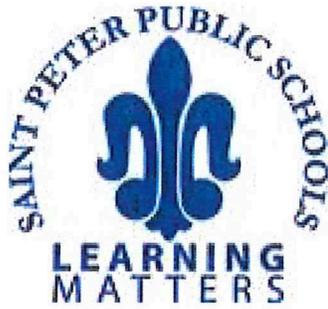
SUBJECT: Food Service Hire

I am pleased to recommend Steven Winsor for the position of Cook/Dishwasher in the Food Service Department at the Middle School.

NEW EMPLOYEE SUMMARY

- Steven Winsor
 - Cook/Dishwasher St. Peter Middle School
 - Lane-Unassigned
 - 2025-2026 pay rate of \$17.48
 - Steven will be contracted 177 days
 - Start Date: 10/1/2025
 - Monday-Friday 10:00-2:00 daily 4 hours daily

Cc: Steven Winsor



MEMO TO: Members of the School Board
Dr. Graff

FROM: Emily Craig

DATE: Oct. 1st, 2025

SUBJECT: Food Service Hire

I am pleased to recommend Sally Pelant for the position of Cook/Dishwasher in the Food Service Department at the Middle School.

NEW EMPLOYEE SUMMARY

- Sally Pelant
 - Cook/Dishwasher St. Peter Middle School
 - Lane-Unassigned
 - 2025-2026 pay rate of \$17.48
 - Sally will be contracted 177 days
 - Start Date: 10/6/2025
 - Monday-Friday 8:30-2:00 daily 5.5 hours daily

Cc: Sally Pelant



Date: September 25, 2025
To: Saint Peter School Board
From: Jon Graff, Superintendent
Re: GAC Communications Intern

I recommend hiring Chelsea Klaphake as the GAC communications intern for the 2025-2026 school year. Kurt Hildebrandt will serve as Chelsea's direct supervisor throughout her internship.

NEW EMPLOYEE SUMMARY

- Chelsea Klaphake
- 10 hours per week
- \$2,400 stipend per semester
- Dates of employment September 30, 2025 - June 5, 2026

CC: Chelsea Klaphake <cklaphake@gustavus.edu>
Kurt Hildebrandt <kuhildebrandt@stpeterschools.org>
grp_hire_misc@stpeterschools.org



TO: Dr. Jon Graff, Superintendent,
School Board Members

FROM: Tami Skinner, Community & Family
Education Director

SUBJECT: Saints Overtime Staff

DATE: September 24, 2025

Interviews were conducted, and I am happy to recommend hiring Tianna Wilkinson as a Saints Overtime Assistant. Her work experience makes her a great candidate.

NEW EMPLOYEE SUMMARY

- **Tiana Wilkinson**
- Rate of pay - \$16.65/hr.
- Part-time hours submitted on a timesheet
- 25-26 School Year
- This is a replacement position.

Thank you for your consideration.



MEMO TO: Superintendent, Jon Graff
Members of the School Board

FROM: Shea Roehrkasse

DATE: 9/15/2025

SUBJECT: Lucy Kleschult Event Worker

Greetings,

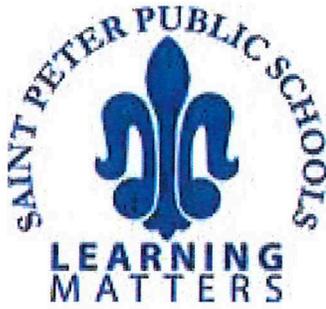
Please accept this recommendation to hire Lucy Kleschult as an event worker for St. Peter.

Pay is based on role assigned and on a per game basis.

Thank you,

Shea Roehrkasse
Activities Director

Cc. grp_hire_misc
Lucy Kleschult



MEMO TO: Superintendent, Jon Graff
Members of the School Board

FROM: Shea Roehrkasse

DATE: 9/24/2025

SUBJECT: Jennifer Wilking Event Worker

Greetings,

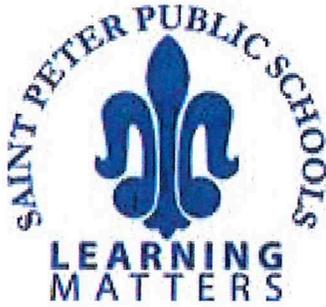
Please accept this recommendation to hire Jennifer Wilking as an event worker for St. Peter.

Pay is based on role assigned and on a per game basis.

Thank you,

Shea Roehrkasse
Activities Director

Cc. grp_hire_misc
Jennifer Wilking



MEMO TO: Dr. Graff
Megan Gracia
Lisa Pierson

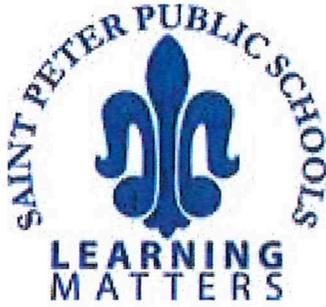
FROM: Jessi Buttell

DATE: October 1, 2025

SUBJECT: Overload Pay

Cole Petersen, PE teacher at Saint Peter Middle School, qualifies for overload pay for the 2025-2026 school year. Cole qualifies for overload pay for having over 168 students on his roster per article 28 section 8 of the teacher contract.

CC: Cole Petersen
grp_hire_certified



MEMO TO: Dr. Graff
Megan Gracia
Lisa Pierson

FROM: Jessi Buttell

DATE: October 1, 2025

SUBJECT: Overload Pay

Stephanie Evan, Health teacher at Saint Peter Middle School, qualifies for overload pay for the 2025-2026 school year. Stephanie qualifies for overload pay for having over 168 students on his roster per article 28 section 8 of the teacher contract.

CC: Stephanie Evans
grp_hire_certified



MEMO TO: Dr. Graff
Megan Gracia
Lisa Pierson

FROM: Jessi Buttell

DATE: October 1, 2025

SUBJECT: Overload Pay

Bill Stuewe, PE teacher at Saint Peter Middle School, qualifies for overload pay for the 2025-2026 school year. Bill qualifies for overload pay for having over 168 students on his roster per article 28 section 8 of the teacher contract.

CC: Bill Stuewe
grp_hire_certified



MEMO TO: Dr. Graff
Megan Gracia
Lisa Pierson

FROM: Jessi Buttell

DATE: October 1, 2025

SUBJECT: Overload Pay

Tony Stadtherr, Health teacher at Saint Peter Middle School, qualifies for overload pay for the 2025-2026 school year. Tony qualifies for overload pay for having over 168 students on his roster per article 28 section 8 of the teacher contract.

CC: Tony Stadtherr
grp_hire_certified



TO: School Board
FROM: Jon Graff
DATE: October 13, 2025
RE: Business Office Assistant Hour and Level Increase

A recent resignation in the Business Office Assistant position has provided an opportunity to re-evaluate the position. The position provides administrative support to the district's Food Service Department, Maintenance Department, and District Office.

In re-evaluating the district's needs, it has been determined that there is a need to increase the position from 6.75 hours per day to 8 hours per day. The position has also been rebanded, through the district's rebranding process, from a level 2 to a level 3 on the Office Support Contract.

These changes were reviewed with the Business Committee at the Committee Meeting on October 8, 2025. The Committee recommends your approval as part of the Consent Agenda.



ADDENDUM

Regular Board Meeting Wednesday, October 15, 2025 SPCC-Governor's Room 5:00PM

VII. ACTION ITEMS

1. AGENDA ITEM #1

Subject: Consider Acceptance of Gifts, Donations and Grants

Action: Requires a Motion

Background: The following donations have been generously offered to Saint Peter Public Schools:

1. A donation from the Saint Peter Booster Club for \$4,680.07. This is to reimburse the district for items purchased on behalf of the booster club.
2. A donation from the Good Neighbor Diversity Council in the amount of \$850 to be put towards the Indigenous Peoples' Day Walk that was put on by the Native American Parent Advisory Committee (NAPAC) and was held on Sunday, October 12th.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your acceptance of this donation and this grant as presented.



MEMO TO: Superintendent, Jeff Olson
Members of the School Board

FROM: Shea Roehrkasse

DATE: 10/9/2025

SUBJECT: 10/2/25 Booster Donation

Please accept this donation from the Saint Peter Booster Club for \$4,680.07. This is to reimburse the district for items purchased on behalf of the booster club. Please let me know if you have any questions.

Thank you,

Shea Roehrkasse
Activities Director



TO: Superintendent Jon Graff
School Board Members

FROM: Megan Gracia, Business Manager

DATE: October 9th, 2025

RE: Indigenous Day Walk Donation

Good Neighbor Diversity Council generously donated \$850 to be put towards the Indigenous Peoples' Day Walk. This event is put on by the Native American Parent Advisory Committee (NAPAC) and will be held on Sunday, October 12th. For more information, see the flyer below.

We ask that you accept this donation.

The flyer is titled "INDIGENOUS PEOPLES' DAY WALK" and is presented by the Native American Parent Advisory Committee. It features decorative elements such as feathers and plants. The text describes the event as a day to reflect on Native American culture, history, and heritage, emphasizing unity, diversity, and inclusion. It lists the date as Sunday, October 12 at 3:00pm, the location as Middle School Pool Parking Lot to Minnesota Square Park, and mentions entertainment and light refreshments. Contact information for Charmayne Klah is provided. The event is sponsored by Saint Peter Public Schools NAPAC and Good Neighbor Diversity Council. A photograph shows a group of people holding signs at the event.

NATIVE AMERICAN PARENT ADVISORY COMMITTEE PRESENTS

INDIGENOUS PEOPLES' DAY WALK

A DAY TO REFLECT ON OUR NATIVE AMERICAN CULTURE, HISTORY AND NATIVE HERITAGE. A DAY OF UNITY, EMBRACING DIVERSITY AND INCLUSION.

- **When:** Sunday, October 12 @3:00pm
- **Where:** Middle School Pool Parking Lot to Minnesota Square Park
- Entertainment and light refreshments

For more information contact:
cklah@stpeterschools.org

Event sponsored by:

CC:
Charmayne Klah



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

2. AGENDA ITEM #2

Subject: Consider Approval of Compulsory Attendance Report

Action: Requires a Motion

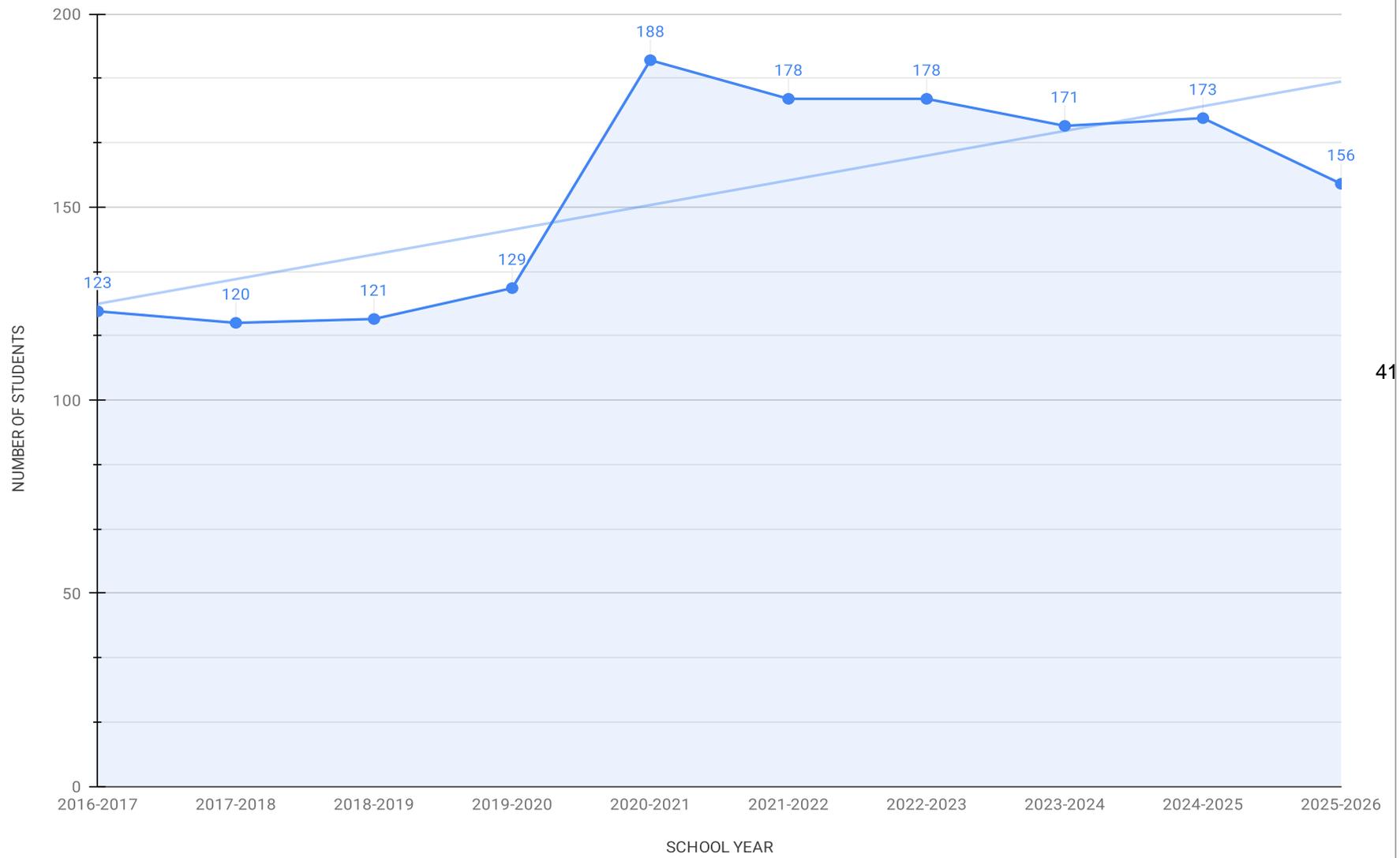
Background: The Compulsory Attendance Report is presented on an annual basis. The report indicates the number of students in our district who are homeschooled or who attend a parochial school. A ten-year history of the report is included in your packet.

Presentation: Superintendent of Schools, Jon Graff
Darin Doherty

Recommendation: I recommend approval of the report.

Compulsory Attendance - Unaccredited and Homeschooled Students

Students living in ISD 508 but not attending our schools (10 year trend)



	6yrs -K	7yrs -1st	8yrs-2nd	9yrs-3rd	10yrs-4th	11yrs-5th	12yrs-6th	13yrs-7th	14yrs-8th	15yrs-9th	16yrs-10th	17yrs-11th	18yrs-12th	TOTAL
Home School														
16-17		1	1	1	3		1	1	2				2	12
17-18		1	2	1	2			1	2	1				13
18-19		1				1		1	2	1		1	1	8
19-20		1	2	2	1	1		3	2	3	3		1	17
20-21	1	4	5	4	1	4	1	3	3	2	6	1		35
21-22	2	1	6	2		3	2	2	2	2	3	2		27
22-23	1	4	1	4	2	2	2		2	2	2	3	1	26
23-24	1	1	3	1	3	2	2	2	3	2	2	4	1	27
24-25	1		3	5	2	3	5	4	4	3	2	2	4	35
25-26	1	3	2	5	5	3	3	6	2	5	2	2	2	39
John Ireland														
16-17	7	5	9	9	8	7	7							52
17-18	9	5	5	8	10	8	5							50
18-19	6	8	6	5	8	9	6							48
19-20	10	5	8	5	5	8	7							48
20-21	11	12	8	9	6	6	9							61
21-22	15	8	15	6	11	5	5							65
22-23	6	16	6	14	6	9	11		4					72
23-24	12	5	16	7	13	4	7	4						68
24-25	9	10	5	9	6	8	3	5	5					60
25-26	4	5	6	3	8	4	3	4						37
Imm. Lutheran Mankato														
16-17		1					1							2
17-18		1	1					1						3
18-19			1	1					1					3
19-20				1	1					2				4
20-21					1	1					2			4
21-22												1		1
22-23													2	2
23-24														0
24-25														0
25-26					1									1
MN Valley Lutheran														
16-17										2				2
17-18											2			2
18-19										1		3	1	5
19-20										2			2	4
20-21										3	2	1		6
21-22										4	3	1	1	9
22-23										2	4	3	1	10
23-24										1	2	4	3	10
24-25										1	2	2	4	9
25-26												1	2	3
Loyola Catholic Schools														
16-17			1	1							1	2	1	6
17-18					1				1		1		2	5
18-19		1	1							1		1	1	5
19-20													1	1
20-21	1	1				1		1	2	1		1		8
21-22	2	1		1			1			3		2	1	11
22-23	1	3	1	1				1			3		2	12
23-24	3	1	3		1							3	1	12
24-25			1	1		1				1			3	7
25-26	1		2	1	3	1	1	2		1	2	2	1	17
St Peter Lutheran														
16-17	10	4	6	5	10	4	5	2	2					38
17-18	4	11	4	3	4	6	4	4	2					38
18-19	7	4	11	4	5	3	6	4	5					42
19-20	7	7	4	9	4	5	6	5	4					44
20-21	16	7	9	5	8	5	6	9	5					70
21-22	8	10	5	7	7	6	3	9	8					63
22-23	7	7	9	4	5	7	6	3	6					54
23-24	5	7	6	10	4	4	8	7	2					53
24-25	7	7	7	7	10	4	4	6	8					60
25-26	11	6	6	6	8	10	3	0	4					54
Trinity Lutheran - Nicollet														
16-17			1		1	1		1						4
17-18	1			1		1	1	1						4
18-19		1			1		1							3
19-20			1			1								2
20-21	2	1		1										4
21-22		1			1									2
22-23			1			1								2
23-24				1										1
24-25					1			1						2
25-26							1		1	1				3
10 YEAR TOTALS														
2016-2017	17	18	12	13	17	18	10	7	5	1	3	0	2	123
2017-2018	14	18	12	13	17	18	10	7	5	1	3		2	120
2018-2019	13	15	19	10	14	13	13	5	8	3		5	3	121
2019-2020	17	13	15	17	11	15	13	8	6	7	3		4	129
2020-2021	31	25	22	19	16	17	16	13	10	6	10	3	0	188
2021-2022	27	21	26	16	19	14	11	11	10	9	6	6	2	178
2022-2023	15	30	18	23	13	19	19	4	12	4	9	6	6	178
2023-2024	21	14	28	19	21	10	17	13	5	3	4	11	5	171
2024-2025	17	17	13	22	19	16	12	16	17	5	4	4	11	173
2025-2026	17	14	16	15	25	18	11	12	7	7	4	5	5	156



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

3. AGENDA ITEM #3

Subject: Consider Approval of Master Agreement with Custodians

Action: Requires a Motion

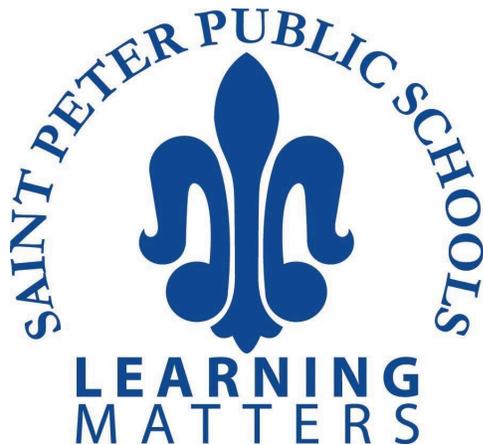
Background: The School Board Negotiations Team has reached a 2025-2027 contract agreement with the Custodians group of the Saint Peter Public Schools. The settlement is in line with the budget goals set by the committee and the Custodial personnel have ratified this agreement.

Notable changes include:

- A 3.5% and 2.1% increase in hourly rate
- A \$1.00 and \$1.50 dollar increase in Buildings and Grounds pay
- An increase in district's insurance contribution cap
- Changes to the CPO stipend
- Changes to uniform procurement

Presentation: HR/Negotiations Committee
Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend your approval of the Master Agreement with the Custodians for 2025-2027.



SAINT PETER PUBLIC SCHOOLS

Agreement

with

**Custodians, Custodian Engineers,
Delivery Drivers and Housekeepers**

2025-2026

2026-2027

**MASTER AGREEMENT WITH
CUSTODIANS, CUSTODIAN ENGINEERS,
DELIVERY DRIVER AND HOUSEKEEPERS
July 1, 2025-June 30, 2027**

**ARTICLE 1
PURPOSE**

SECTION 1. PARTIES: This agreement is entered into between the School Board of Independent School District 508, Saint Peter, Minnesota, hereinafter referred to as the board, and the Local Union 70, International Union of Operating Engineers, hereinafter referred to as exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971 as amended, hereinafter referred to as the PELRA, to provide the terms and conditions of employment for custodians, custodian engineers, , delivery driver and housekeepers of Saint Peter Independent School District 508 for the duration of this agreement.

**ARTICLE 2
RECOGNITION OF EXCLUSIVE REPRESENTATIVE**

SECTION 1. RECOGNITION: In accordance with the PELRA, the board recognizes Local Union 70, International Union of Operating Engineers, as the exclusive representative for custodians, custodian engineers, delivery driver and housekeepers employed by the Board of Independent School District 508, which exclusive representative shall have those rights and duties as prescribed by the PELRA and as described in the provisions of this agreement.

SECTION 2. APPROPRIATE UNIT: The exclusive representative shall represent all such employees of the district contained in the appropriate unit as defined in Article III, Section 2, of this agreement and the PELRA, and in certification by the Director of Mediation Services, if any.

**ARTICLE 3
DEFINITIONS**

SECTION 1. TERMS AND CONDITIONS OF EMPLOYMENT: Terms and conditions of employment shall mean the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits, and the employer's personnel policies affecting the working conditions of the employees.

SECTION 2. DESCRIPTION OF APPROPRIATE UNIT: For purposes of this agreement,

the term custodians, custodian engineers, delivery driver and housekeepers shall mean all persons in the appropriate unit and employed by the board in such classifications excluding the following: confidential employees, supervisory employees, part-time employees whose services do not exceed the lesser of fourteen (14) hours per week or 35 percent of the normal work week in the employee's bargaining unit, employees who hold positions of a temporary or seasonal character as defined by the PELRA.

SECTION 3. FULL-TIME EMPLOYEE: A full-time employee shall be any member who works at least eight (8) hours per day and a minimum of 2,080 hours per year including vacation days and paid holidays.

SECTION 4: OTHER TERMS: Terms not defined in this agreement shall have those meanings as defined by the PELRA.

ARTICLE 4 SCHOOL BOARD RIGHTS

SECTION 1. INHERENT MANAGERIAL RIGHTS: The exclusive representative recognizes that the board is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure and selection and direction and number of personnel.

SECTION 2. MANAGEMENT RESPONSIBILITIES: The exclusive representative recognizes the right and obligation of the board to efficiently manage and conduct the operation of the school district within its legal limitations and with its primary obligation to provide educational opportunity for the students of the school district.

SECTION 3. EFFECT OF LAWS, RULES AND REGULATIONS: The exclusive representative recognizes that all employees covered by this agreement shall perform the services and duties prescribed by the board and shall be governed by the laws of the state of Minnesota, and by board rules, regulations, directives, and orders, issued by properly designated officials of the school district. The exclusive representative also recognizes the right, obligation, and duty of the board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the board insofar as such rules, regulations, directives, and orders are not inconsistent with the terms of this agreement and recognizes that the board, all employees covered by this agreement, and all provisions of this agreement are subject to the laws of the state. Any provisions of this agreement found to be in violation of any such laws, rules, regulations, directives, or orders shall be null and void and without force and effect.

SECTION 4. RESERVATION OF MANAGERIAL RIGHTS: The foregoing enumeration of board rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this agreement are reserved to the board.

SECTION 5. TERMINATION: The board reserves the absolute right to reduce the number of employees if it would result in a more efficient operation. However, other than reduction of staff, discontinuance of position, or release for health reasons, a member of the bargaining unit can be terminated from his/her position only for just cause.

ARTICLE 5 EMPLOYEE RIGHTS

SECTION 1. RIGHT TO VIEWS: Nothing contained in this agreement shall be construed to limit, impair or affect the right of any employee or employee's representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designated to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

SECTION 2. RIGHT TO JOIN: Employees shall have the right to form and join labor or employee organizations, and shall have the right not to form and join such organizations. Employees in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for employees of such unit with the board.

SECTION 3. REQUEST FOR DUES CHECK OFF: The exclusive representative shall be allowed dues check off for its members, provided that dues check off and the proceeds thereof shall not be allowed to any exclusive representative that has lost its right to dues check off. Upon receipt, by the building and grounds supervisor of Independent School District 508, on or before July 10, of a properly executed authorization card of the employee involved, District 508 shall deduct from the employee's paycheck the dues that the employee has agreed to pay to the employee organization during the period provided, in said authorization, in twelve (12) equal monthly amounts.

INDEMNIFICATION: The Union agrees to indemnify and hold the Employer harmless against any and all claims, suits, orders, or judgments brought or issued against the

Employer as a result of any action taken or not taken by the Employer under the provisions of Sections and of this Article.

HOLD HARMLESS: The Exclusive Representative hereby warrants and covenants that it will defend, indemnify and save the District harmless from any and all actions, duties, claims, damages, judgments and executions or other forms of liability, liquidated or non-liquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of membership dues specified by the Exclusive Representative in writing as provided herein.

ARTICLE 6 RATES OF PAY

SECTION 1. RATES OF PAY:

Subd. 1. The wages and salaries reflected in the salary schedule, attached hereto, shall be a part of the agreement for July 1, 2025-June 30, 2027. Wages shall be paid twice monthly, and all paychecks shall be deposited directly in the designated bank. (The 15th or the last banking day prior to the 15th and the last banking day of the month).

Subd. 2. Custodians upgrading their boiler license will have their wages adjusted the first of the month after they have provided the supervisor with a copy of their new license (or other acceptable statements of qualifications). Statements of qualifications which have not been submitted fifteen (15) days prior to the end of the month will be considered to have been received the following calendar month.

SECTION 2. OVERTIME:

Subd. 1. An employee covered by this contract who is directed to work beyond the regular forty (40) hour week shall receive a minimum of one (1) hour's pay.

Subd. 2. Overtime at the rate of time and one-half (1-1/2) shall be paid for work performed beyond the regular forty (40) hour week.

Subd. 3. All overtime for custodial employees, except in the case of an emergency, must be approved in advance by the building and grounds supervisor.

SECTION 3. OTHER PAY

Subd. 1. Shift Differential

1. An employee covered by this contract who works a night shift will be entitled to receive differential pay.
2. An employee who is regularly assigned to work a night duty shift (defined to be any shift, which starts after 3:00 PM) will be paid a shift differential per hour, as listed in the salary schedule.
3. All employees hired after July 1, 2019, must be full-time employees to be eligible to receive shift differential.

Subd. 2.

1. Employees who are "unassigned" (hours vary) will be entitled to additional pay per hour, as listed in the salary schedule, during the months they are unassigned.
2. Employees who receive the unassigned stipend will not be eligible for shift differential.

Subd. 3. Boiler Checks and School Checks

1. The checking of boilers and school buildings on Saturdays, Sundays, and holidays shall be performed by custodian engineers (including building heads) on a rotation basis.
2. The custodian engineer performing said check-up of a building shall be paid a minimum of one (1) hour for each such building check.
3. For building checks conducted on a Saturday or Sunday, the custodial engineer shall be paid at the rate of one and one-half (1 ½) times the employees hourly rate of pay.
4. For building checks conducted on a holiday, the rate of pay will be two (2) times the employee's hourly rate of pay.

Subd. 4. Pool Duty - Employees assigned to maintain and/or operate the pool will be paid an additional stipend per hour, as listed in the salary schedule.

Subd. 5. Holiday Pay - For work performed on a holiday (as listed in Article 8, Section 3, Subd.2) of this agreement the employee shall receive two (2) times their regular hourly rate of pay.

Subd. 6 Licenses

1. The School District shall reimburse the employee's boiler license renewal fee.
2. The School District shall reimburse the cost of the employee's first time boiler examination fee.
3. Employees must provide proof of payment for the renewal fee and examination (test) fee to be reimbursed.

Subd. 7. Longevity (career increments)-As listed in the salary schedule.

Subd. 8. Substitute Custodians-The school district will make reasonable efforts to provide substitute custodial service when such services are determined to be necessary. Reasonable efforts will include, but are not limited to, advertising for substitute custodians on a bi-annual basis, maintaining an updated list of individuals who agree to perform substitute custodial duties, and attempting to secure substitute services during long-term absences of custodial staff.

ARTICLE 7 GROUP INSURANCE

SECTION 1. SELECTION OF CARRIER: The selection of the insurance carrier and policy shall be made by the school board.

SECTION 2. HEALTH AND HOSPITALIZATION INSURANCE: The school district shall pay, up to a maximum of \$16,000 for 2025-2026 and \$16,00 for 2026-2027 towards the medical insurance premium at the VEBA level for full-time employees for each year of the contract. Employees may credit this amount towards the purchase of family insurance or any of the insurance plans offered by the school district.

It is understood that the school district's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the school district as a result of a denial of insurance benefits by an insurance carrier.

SECTION 3. INCOME PROTECTION INSURANCE: The school district shall contribute a sum equal to the premium per year toward the premium of income protection insurance

for all full-time custodians, custodian engineers, laundry workers, and housekeepers beginning sixty (60) calendar days after the injury or illness and extending to age sixty-five (65).

SECTION 4. LIFE INSURANCE: The school district shall contribute a sum equal to the premium for a \$50,000 group life insurance policy for each full-time custodian, custodian engineer, delivery driver and housekeeper of the district for the term of this contract.

SECTION 5. DURATION OF INSURANCE CONTRIBUTION: An employee is eligible for board contributions as provided in this article as long as the employee is employed by the school district. Upon termination of employment, all board participation and contribution shall cease, effective on the last working day unless otherwise dictated by law.

SECTION 6. REDUCTION OF HOURS: Whenever a full-time employee's hours are reduced to the point where the number of hours falls below the minimum necessary to qualify for group insurance coverage, the exclusive representative will try to continue health insurance with the group carrier at the employee's own expense, and the employer will assist in that endeavor. This provision shall also apply to employees who have experienced a reduction of hours placing them in this category as of the date of this contract. The employer will allow premiums to be paid by payroll deduction so long as the employee pays the entire premium.

SECTION 7: RETIREMENT: When an employee retires prior to age sixty-five (65), the employee will be allowed to continue with district provided, or non-district provided medical insurance providing the employee pays the cost of the group insurance premium.

ARTICLE 8 LEAVES OF ABSENCE

SECTION 1. Earned Safe and Sick Time (ESST):

Subd. 1. All regular employees working four (4) hours or less per day shall earn ESST at the rate of one-half (1/2) day for each month of service in the employment of the school district. All regular employees working more than four (4) hours per day shall earn ESST at the rate of one (1) day for each month of service in the employment of the school district. ESST shall accumulate to one hundred eighty (180) days.

Subd. 2. ESST with pay shall be allowed by the school board whenever an

employee's absence is found to have been due to illness which prevented his/her attendance and performance of duties on that day or days. An employee will also be granted ESST leave for absences due to illness of the employee's family member, in accordance with the current law.

Subd. 3. The board may require an employee to furnish a medical certificate from the school health officer or from a qualified physician as evidence of illness, indicating such absence was due to illness, in order to qualify for ESST. The board, upon the recommendation of the building and grounds supervisor, shall make the determination as to the eligibility of an employee for ESST provided, however, that any such determination shall be subject to grievance.

Subd. 4. In the event that a medical certificate is required, the employee will be so advised.

Subd. 5. ESST allowed shall be deducted from the accrued ESST earned by the employee.

Subd. 6. ESST shall be approved only upon submission of a signed request upon the authorized ESST pay request form available at the office of the building and grounds supervisor.

Subd. 7. ESST may be used for an appointment with a specialist providing the employee, upon request, furnishes a statement from a qualified physician.

SECTION 2. BEREAVEMENT LEAVE: An employee covered by this contract may be granted up to six (6) days of non-accumulative bereavement leave annually which may be used for a death in the immediate family. The immediate family shall include: spouse, father, mother, brother, sister, children, grandparents, grandparents-in-law, grandchildren, mother-in-law, father-in-law, brother-in-law, sister-in-law, and any other relative or non-relative living in the household with the employee. Three (3) of the six (6) days may be used for extended family or special friend. In the event of a second or any additional death to the following members of the immediate family: spouse, children, father, mother, brother, sister, father-in-law, mother-in-law, grandchildren, or anyone residing in the household at the time of their death, additional leave will be granted not to exceed five (5) full days per death. Any additional days will be taken at full deduction in pay.

SECTION 3. SPECIAL LEAVE AND HOLIDAYS:

Subd. 1. A leave of absence without pay for personal reasons may be approved by the building and grounds supervisor.

Subd. 2. Full-time employees shall be granted a leave of absence with regular pay on the following holidays:

New Year's Day	Labor Day
Martin Luther King Day (if school is not in session)	Thanksgiving Day
Presidents' Day	Friday after Thanksgiving
Good Friday	Christmas Eve Day
Memorial Day	Christmas Day
Juneteenth	New Year's Eve Day
Independence Day	

Subd. 3. When any holiday falls on a Sunday, the following Monday shall be considered a holiday, and when any holiday falls on a Saturday, the previous Friday shall be considered a holiday. When school is in session on a designated holiday, except Martin Luther King Day, the district reserves the right to designate another day in lieu of the holiday.

Subd. 4. Holiday pay shall be considered hours worked for the purpose of computing overtime.

SECTION 4. WORKERS' COMPENSATION:

Subd. 1. Upon the request of an employee who is absent from work as a result of a compensable injury incurred in the service of the school district, under the provisions of the Workers' Compensation Act, the school district will pay the difference between the compensation received, pursuant to the Workers' Compensation Act, by the employee and the employee's regular rate of pay to the extent of the employee's earned accrual of ESST leave, vacation pay, and/or personal leave.

Subd. 2. A deduction shall be made from the employee's accumulated vacation or ESST accrual time according to the pro rata portions of days of ESST or vacation time which is used to supplement Workers' Compensation.

Subd. 3. Such payment shall be paid by the school district to the employee only during the period of disability.

Subd. 4. In no event shall the additional compensation paid to the employee by virtue of ESST or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd. 5. An employee who is absent from work as a result of an injury compensable under the Workers' Compensation Act who elects to receive ESST or vacation pay pursuant to this policy shall send a copy of the compensation check and said amount of workers' compensation payment will be deducted from gross wages on the paycheck for the absence.

SECTION 5. CHILDCARE LEAVE

Subd. 1 Use: A child care leave may be granted by the School Board, subject to the provisions of this section, to an employee-parent following the birth and first year care of a child , adoption or foster placement of a child, provided such employee-parent is caring for the child on a full-time basis.

Subd. 2. Request: An employee making an application for child care leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave.

Subd. 3. Medical Statement: An employee may be asked to provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.

Subd. 4. Date of Leave: The School Board may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave coincide with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of the school year, or the like.

Subd. 5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:

- (1.) grant any leave more than twelve (12) months in duration;
- (2.) permit the employee to return to employment prior to the date designated in the request for child care leave.

Subd. 6. Reinstatement: An employee returning from child care leave shall be reinstated in a position the employee is qualified unless previously discharged or laid off.

Subd. 7. Failure to Return: Failure of the employee to return by the date determined under this section shall constitute grounds for termination unless the School Board and the employee mutually agree in writing to an extension in the leave.

Subd. 8. Group Insurance: An employee on child care leave, is eligible to participate in group insurance programs as governed by the Family & Medical Leave Act. The employee may continue health insurance coverage beyond the Family & Medical Leave Act at their own expense while on child care leave. The right to continue participation in such group insurance programs, however, will terminate if the employee does not return to the School District pursuant to this section.

Subd. 9. Use of ESST While on Child Care Leave: An employee on child care leave may use earned ESST, vacation or personal leave accrued for the period of time under the Family Medical Leave Act.

Subd. 10. Salary and Fringe Benefits: Leave under this section beyond the use of accrued ESST/personal leave, shall be without pay.

SECTION 6. LEAVE

Subd. 1. All employees who are employed for 1,225 hours or more shall be entitled to one (1) personal leave day per year accumulated to two (2) days per year at the discretion of the employee.

Subd. 2. At the beginning of each school year, all employees who are employed for 1,225 hours or more and who have been employed for seven (7) consecutive years by the School District shall be granted one (1) additional day of personal leave to be used at the discretion of the employee. The maximum number of personal leave days that can be carried over to subsequent years by the employee is two (2) days. The maximum number of days that may be used is four (4) days.

The leave may be used for situations that require the employee's personal attention and cannot be attended to when school is not in session and not covered under other provisions of this agreement. Employees shall not be required to give personal leave reasons. This leave time shall not be used as vacation time.

SECTION 7. SCHOOL CONFERENCE AND ACTIVITIES LEAVE: An employee will be granted school conference classroom activities leave in accordance with the current law.

ARTICLE 9 HOURS OF SERVICE AND VACATIONS

SECTION 1. BASIC WORKWEEK: The basic workweek shall consist of forty (40) hours,

exclusive of lunch for all full-time employees. The basic work year is two thousand eighty (2,080) hours. Every four (4) years in Leap Year, there is one (1) extra day of salary.

SECTION 2. PART-TIME EMPLOYEES: The school board reserves the right to employ such personnel as it deems desirable or necessary on a part-time or casual basis.

SECTION 3. SHIFTS AND STARTING TIME: All employees will be assigned starting time and shifts as determined by the school board.

SECTION 4. LUNCH PERIOD: Employees shall be provided a duty free lunch period of at least thirty (30) minutes.

SECTION 5. SCHOOL CLOSINGS: In the event of an emergency or other cause for school closing, regular working hours shall be maintained whenever possible; however, no custodian, custodial engineer, delivery driver or housekeeper will be required to report if they cannot safely do so. There will be no loss in pay for time missed because of the emergency.

SECTION 6. VACATIONS:

Subd. 1. Full-time custodians, custodian engineers, delivery drivers and housekeepers who are regularly employed throughout the year shall receive one (1) day of vacation with regular pay for each month of employment.

- After five (5) years, the employee shall receive one and one-fourth (1-1/4) days of vacation with pay for each month of employment.
- After fourteen (14) years with the employer, the employee shall receive twenty (20) days of paid vacation.
- After twenty-five (25) years with the employer, the employee shall receive twenty-five (25) days of vacation.

Subd. 2. Only regular working days are considered as vacation days.

Subd. 3. Vacation time or ESST does not accrue for that period of time during which an employee is granted a leave of absence, except in the case of military leave.

Subd. 4. Vacation time accumulates from July 1 to June 30 of the following year. Employees have until August 15 to use the prior year's vacation time. Employees

may carry over five (5) days vacation time. **All vacation needs to be approved by the Operations and Maintenance Supervisor.** The buildings and grounds supervisor will consult with head building custodians prior to approval or denial of vacation request. Vacation requests made by April 1 preceding the contract year will be approved on a seniority basis.

Subd. 5. Any employee covered by this contract may take earned vacation time during the year. The district reserves the right to approve or disapprove such scheduled vacation time based upon their personnel needs to keep the school maintained and safe.

ARTICLE 10 UNIFORMS

Upon employment, the school district will provide five (5) uniforms for each regularly employed custodian and custodial engineer. Delivery Drivers and housekeepers shall also be provided uniforms. Each year of employment, following completion of their probationary period, employees will be provided with the option of either receiving three new uniforms, or \$200 for the reimbursement of work related clothing. An individual's unused reimbursement dollars can accumulate up to \$400. Uniforms may be worn on the way to work, at work, and/or home after work but shall not be worn at any other time, specifically not at other employment. Due to safety, security, and uniformity needs, the district requires that uniforms be color coordinated with the words Saint Peter Public Schools printed on the shirt. When changing vendors for uniforms, custodians will have the opportunity to provide input. The school district will attempt to purchase uniforms made in the United States of America.

ARTICLE 11 RETIREMENT

SECTION 1. Upon retirement at the age of fifty-six (56) or thereafter, or disability of an employee, a full-time custodian, custodian engineer, laundry worker, or housekeeper shall be paid fifty dollars (\$50) per day (prorated equal to the FTE status of the employee) for each day of accumulated unused ESST up to a maximum of one hundred eighty (180) days. In the case of the death of a retiring employee, all unused ESST will be paid to the employee's beneficiary.

SECTION 2. Any full-time employee who has been employed for ten (10) consecutive years by the school district may retire with 60 days' notice when he or she reaches the age of fifty-six (56). Upon retirement, the District shall set aside up to \$25,000.00 to be used for both district provided, and non-district provided medical insurance related expenses, including Medicare supplemental coverage if eligible. The district will

contribute eligible funds into a district sponsored retiree Health Reimbursement Arrangement (HRA) on behalf of the employee annually in the amount equal to the lesser of the plan chosen by the eligible employee. The contribution to be made monthly in the amount of 1/12th of the annual amount until the eligible School District funds have been exhausted. If an eligible employee elects medical coverage outside of the district's plans, they will be ineligible to return to the district's group plan(s). In the event of the employee's death, this benefit ceases. With regard to life insurance at the time of retirement, the school district will continue to pay life insurance premiums for up to five (5) years after retirement or age sixty-five (65), whichever comes first.

ARTICLE 12 JURY DUTY

SECTION 1. All unlicensed employees of School District 508 shall continue to receive their regular compensation when called for jury duty. A deduction shall be made equal to the compensation paid by the court to the employee, except for mileage and any meal allowance.

ARTICLE 13 DISCIPLINE

SECTION 1: Employee discipline will be in one or more of the following forms: Verbal reprimand; Written reprimand; Suspension; Demotion; Discharge.

SECTION 2: All discipline will be documented. A copy will be provided to the employee and a copy will be provided to the union. The original becomes part of the employee's personnel file.

SECTION 3: The employer may discharge any employee immediately, without benefit of the normal reprimand procedures, for just cause.

SECTION 4: Employees may examine their own personnel files at reasonable times under the direct supervision of the school district.

SECTION 5: An employee subject to an investigative interview by the employer where the result of the interview could result in the discipline of the employee has the right to union representation during the interview.

ARTICLE 14 GRIEVANCE PROCEDURE

SECTION 1. GRIEVANCE DEFINITION: A "grievance" shall mean an allegation by an employee resulting in a dispute or disagreement between the employee and the board as to the interpretation or application of terms and conditions of employment insofar as such matters are contained in this agreement.

SECTION 2. REPRESENTATIVE: The employee, administrator, or board may be represented during any step of the procedure by any person or agent designated by such party to act on his/her behalf.

SECTION 3. DEFINITIONS AND INTERPRETATIONS:

Subd. 1. Extension: Time limits specified in this agreement may be extended by mutual agreement.

Subd. 2. Days: Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all weekdays not designated as holidays by state law.

Subd. 3. Computation of Time: In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark: The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

SECTION 4. TIME LIMITATION AND WAIVER: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the building and grounds supervisor, setting forth the facts and the specific provision of the agreement allegedly violated and the particular relief sought within twenty (20) days after the date the event giving rise to the grievance occurred. Failure to file any grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the employee and the building and grounds supervisor.

SECTION 5. ADJUSTMENTS OF GRIEVANCE: The board and the employee shall attempt

to adjust all grievances, which may arise during the course of employment of any employee within the school district in the following manner:

Subd. 1. Level I: If the grievance is not resolved through informal discussions, the building and grounds supervisor, or the building and grounds supervisor's designee, shall give a written decision on the grievance to the parties involved within ten (10) days after receipt of the written grievance.

Subd. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent or Superintendent's designee. Therefore, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the Superintendent or Superintendent's designee, the Superintendent or Superintendent's designee shall set a time to meet regarding the grievance within fifteen (15) days after receipt of the appeal. Within ten (10) days after the meeting, the Superintendent or Superintendent's designee shall issue a decision in writing to the parties involved.

Subd. 3. Level III: In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level II. If a grievance is properly appealed to the school board, the board shall set a time to hear the grievance within twenty (20) days after a receipt of the appeal. Within twenty (20) days after the meeting, the board shall issue its decision in writing to the parties involved. At the option of the board, a committee of representative(s) of the board may be designated by the board to hear the appeal at this level, and report its findings and recommendations to the board. The board shall then render its decision.

SECTION 6. SCHOOL BOARD REVIEW: The board reserves the right to review any decision issued under Level I or Level II of this procedure provided the board or its representative notifies the parties of its intention to review within ten (10) days after the decision has been rendered. In the event the board reviews a grievance under this section, the board reserves the right to reverse or modify such decision.

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

SECTION 8. ARBITRATION PROCEDURES: In the event that the employee and the board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined herein:

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the aggrieved party, and such request must be filed in the office of the Operations and Maintenance Supervisor within ten (10) days following the receipt of the decision in Level III of the grievance procedure.

Subd. 2. Prior Procedure Required: No grievance shall be considered by the arbitrator that has not been first duly processed in accordance with the grievance procedure and appeal provisions.

Subd. 3. Selection of Arbitrator: Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten (10) days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Bureau of Mediation Services (BMS) to appoint an arbitrator, pursuant to M.S. 179.70, subd. 4, providing such request is made within twenty (20) days after request for arbitration. The request shall ask that the appointment be made within thirty (30) days after the receipt of said request. Failure to agree upon an arbitrator or the failure to request an arbitrator from the BMS within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Submission of Grievance Information:

1. Upon appointment of the arbitrator, the appealing party shall within five (5) days after notice of appointment forward to the arbitrator, with a copy to the board, the submission of the grievance which shall include the following:
 - a. The issues involved
 - b. Statement of the facts
 - c. Position of the grievant
 - d. The written documents relating to Section 5, Article 14 of the grievance procedure
2. The school board may make a similar submission of information relating to the grievance either before or at the time of the hearing.

Subd. 5. Hearing: The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo.

Subd. 6. Decision: The decision by the arbitrator shall be rendered within thirty (30) days after the close of the hearing. Decisions by the arbitrator in cases properly before her/him shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided by in the PELRA.

Subd. 7. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording if requested by either or both parties, and any other expenses that the parties mutually agree are necessary for the conduct of the arbitration. However, the party ordering a copy of such transcript shall pay for such copy.

Subd. 8. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not exceed to proposed changes in terms and conditions of employment as defined herein and contained in this written agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the public school boards to efficiently manage and conduct its operations within the legal limitations surrounding the financing of such operations.

ARTICLE 15 SENIORITY

SECTION 1. PROBATION PERIOD

Subd. 1. The first nine (9) months of employment shall be considered a probationary period. During such probationary period an employee shall have no recourse if discharged by the district and cannot bid on any job posting. Upon satisfactory completion of the probationary period, the employee shall be entitled to seniority standing from the most recent date of hire by the district.

Subd. 2. Beginning January 1, 2020, all new hire custodians will be required to obtain a State of Minnesota Special Engineer License within nine (9) months from their date of hire.

Subd. 3. Failure to obtain the license may result in termination. The school district may, at its own discretion, extend the nine (9) month timeline. The extension will be put in writing with a new timeline and signed by the district, the employee, and the Union.

SECTION 2. LOSS OF SENIORITY:

Subd. 1. Seniority shall be lost by any of the following:

1. Voluntary quit
2. Discharge
3. Failure to report for work within seven (7) working days of mailing notification of recall from lay-off
4. Lay-off for more than 24 months

Subd. 2. Promotional Seniority: If an employee is assigned to a supervisory position with the school district, that employee will retain their bargaining unit/classification seniority at the time of their promotion for 24 months, but shall not earn additional seniority time.

SECTION 3. LAY-OFF:

Subd. 1. Definitions: Seniority shall be defined as the total length of service from the most recent date of hire an employee has with the school district in all positions covered by this contract.

Subd. 2. Notification: In the event lay-off becomes necessary the school district shall notify the union office and the employees involved at least thirty (30) calendar days in advance.

Subd. 3. Lay-off: In the event of a lay-off, the employee with the least seniority in the unit will be laid off first, provided other employees are qualified to do the work of the employee being laid off.

Subd. 4. Recall: Employees shall be recalled in the reverse order of lay-off; the

last employee laid off shall be the first recalled.

Subd. 5. Temporary Lay-off: This section does not apply in those cases where a lay-off is due to a building being closed temporarily because of equipment breakdown, quarantine, loss of a utility or damages from natural or unnatural disasters.

SECTION 4. JOB OPENINGS:

Subd. 1. Posting: In the event of a job opening and/or a new position, said job opening and/or new position will be posted within five (5) working days of the event. The job shall be posted for a period of five (5) working days. Bargaining unit members shall be given the opportunity to bid for job openings.

Subd. 2. Filling Vacancies: When a qualified employee bids for a position in the same or a lower classification, seniority will be the main factor in filling the vacancy. When an employee bids for a position in a higher classification the employer will fill the position with the most qualified employee from the unit, however, the district reserves the right to hire outside the unit if such an applicant is more qualified. Under any circumstances if qualifications are substantially equal, the district personnel director will give preference to the senior employee. An employee not given a position may request a written explanation.

The district will consult with the building head for input before making a decision on qualifications and the filling of a vacancy. The exclusive representative will be notified within 15 days of a new employee being hired, or when a current employee accepts a new position or terminates their employment. For new hires or reassigned employees, the school district will also provide notification of the employees' name, title and new rate of pay.

SECTION 5. SENIORITY LIST: The employer agrees to prepare and post a seniority list covering all employees in the classifications covered by this contract. The seniority list shall be prepared and posted every year. Unless a written and dated statement challenging the seniority standing of any employee is filed within fifteen (15) working days after the date the seniority list is posted, the seniority standing of the employees as shown on such seniority list shall be deemed to be correct. The union and union steward shall be furnished with, in January of each year, a current list of employees in the bargaining unit showing their date of hire and position held. Upon request of the union steward, the seniority list shall be updated. The exclusive representative will be provided with a copy of the seniority list.

SECTION 6. SENIORITY TIES: In the event more than one employee has the same seniority date, seniority ranking shall be determined by a random drawing conducted by the union. The school district shall have the right to have a representative present during the drawing.

ARTICLE 16 PUBLIC OBLIGATION

SECTION 1. The parties mutually recognize that their first obligation is to the public and that the right of students and residents of the school district to the continuous and uninterrupted operation of the school is of paramount importance.

SECTION 2. The exclusive representative agrees, therefore, that during the term of this contract neither the exclusive representative nor any individual employee shall engage in any strike as defined by the PELRA. The parties agree that procedures affecting this article are provided for by the PELRA, and therefore, shall not be subject to the grievance or arbitration procedure.

ARTICLE 17 MILEAGE

SECTION 1. Custodians required to use their personal car for school district business will be paid at the rate established by the school district. The district will pay a minimum of \$1.00 for any school district travel for each start-up.

ARTICLE 18 DURATION

SECTION 1. TERM AND REOPENING NEGOTIATIONS: This agreement shall remain in full force and effect for a period commencing on July 1, 2025-June 30, 2027, and thereafter until modifications are made pursuant to the PELRA. If either party desires to modify or amend this agreement commencing at its expiration, it shall give written notice of such intent no later than ninety (90) days prior to said expiration. Unless otherwise mutually agreed, the parties shall not commence negotiation more than ninety (90) days prior to the expiration of this agreement.

SECTION 2. EFFECT: This agreement constitutes the full and complete agreement between the board and exclusive representative representing the employees. The provisions herein relating to terms and conditions of employment supersedes any and all prior agreements, resolutions, practices, school district policies, rules or regulations concerning terms and conditions of employment inconsistent with those provisions.

SECTION 3. FINALITY: Any matters relating to the terms and conditions of employment, whether or not referred to in this agreement, shall not be open for negotiation during the term of this agreement.

SECTION 4. SEVERABILITY: The provisions of this agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this agreement or the application of any provision thereof.

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

For Operating Engineers Local 70

**For Independent School
District 508**

Union's Business Manager

Board Chairperson

Union's President

Board Clerk

Union's Recording Secretary

Board Approved Date

Job Site Steward-Michael Keller

Business Representative-Erik Andreska

Salary Schedule

DELIVERY DRIVERS, HOUSEKEEPERS, CUSTODIANS			
YEAR	Delivery Drivers	Housekeepers	Custodians
2025-2026	Step 1/\$19.50 Step 2/\$19.81	\$19.37	Step 1/\$19.66 Step 2/\$20.00
2026-2027	Step 1/\$20.00 Step 2/\$20.31	\$19.87	Step 1/\$20.16 Step 2/\$20.50

CUSTODIAN ENGINEERS			
YEAR	Special	Second	First
2025-2026	Step 1/\$20.47 Step 2/\$20.81	Step 1/\$21.40 Step 2/\$21.71	Step 1/\$22.94 Step 2/\$23.25
2026-2027	Step 1/\$20.97 Step 2/\$21.31	Step 1/\$21.90 Step 2/\$22.21	Step 1/\$23.44 Step 2/\$23.75

	HEAD CUSTODIAN	HEAD CUSTODIAN		
YEAR	South/North	MS/HS	Dist. Maintenance Eng.	Building/Grounds Mntc.
2025-2026	\$26.10	\$27.44	\$26.10	\$22.49
2026-2027	\$26.60	\$27.94	\$26.60	\$24.49

OTHER PAY			
YEAR	Shift Differential	Unassigned	Pool Duty
2025-2026	\$1.14	\$1.38	\$0.60
2026-2027	\$1.14	\$1.38	\$0.60
Eligibility	1,566 hours (8 hours per day for 9 months)	1,566 hours (8 hours per day for 9 months)	As assigned

- A. Effective July 1 of each year
- B. Step 1: Date of Hire
- C. Step 2: Beginning of the employee's 2nd year of employment or the end of the employee's probationary period if it lasts longer than one year.
- D. When a custodian fills in for a custodian engineer for more than three (3) hours at a time, the custodian will receive the custodian engineer rate of pay. When a custodian or custodian engineer fills in for a head custodian for more than three (3) hours at a time, the custodian or custodial engineer will receive the head custodian rate of pay.
- E. Employees who are certified to remove asbestos will be paid 1 ½ of their hourly rate (time and a half) when assigned to work with asbestos. Employees who are not certified will not be assigned to do asbestos work.
- F. Head building custodians shall possess, at a minimum, a First-Class C boiler license.
- G. Pool Duty will be paid to up to two (2) CPO licensed individuals who are assigned to pool duty and paid for all hours worked.

LONGEVITY
-End of 5th year of employment \$0.27 per hour
-End of 10th year of employment \$0.54 per hour
-End of 15th year of employment \$0.80 per hour
-End of 20th year of employment \$1.07 per hour
Longevity shall not be cumulative



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

4. AGENDA ITEM #4

Subject: Consider Approval of the 2025-2026 Superintendent Goals

Action: Requires a Motion

Background: The superintendent goals for the year were developed by Chair Potts and Superintendent Graff with input from the School Board. These goal areas will be included in the components to be used during the 2025-2026 superintendent evaluation process.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend approving the 2025-2026 Superintendent Goals.



Superintendent Goals: 2025-2026

Mission: To inspire a passion for learning that enables all individuals to reach their highest potential.

Commitments:

We will strive to ensure:

- A safe and welcoming learning community
- Student success
- A culture of continuous improvement, staff development, and support
- Organizational effectiveness and sustainability

Initiatives/Strategies:

1. Ensure Mend the Middle Project is on Time and Within Budget
2. Strengthen Community Partnerships
3. Ensure Fiscal and Organizational Management
4. Improve Student Outcomes

Initiative/Strategy #1 Ensure Mend the Middle Project is on Time and Within Budget	Initiative/Strategy #2 Strengthen Community Partnerships	Initiative/Strategy #3 Ensure Fiscal and Organizational Management	Initiative/Strategy #4 Improve Student Outcomes
Key Performance Indicators: <ul style="list-style-type: none"> ● Phase 2 <ul style="list-style-type: none"> ○ Starts and ends on time ○ Stays within the parameters of the approved budget ○ Meets the design's expectations. 	Key Performance Indicators: <ul style="list-style-type: none"> ● Research, explore, and/or implement innovative ways to support the district's strategic priorities. ● Develop/support a reliable pipeline for highly qualified teacher applicants ● Utilize professional development opportunities 	Key Performance Indicators: <ul style="list-style-type: none"> ● Quarterly fund balance updates to the board ● Fiscal Management Plan based on three year roll out ● Maintain a fund balance reserve of 30 - 36 days. 	Key Performance Indicators <ul style="list-style-type: none"> ● Improved MCA proficiency ● Improved student perception data ● Improved attendance rates ● Decrease failure rates ● Decreased behavior referrals
Critical Actions: <ul style="list-style-type: none"> ● Maintain open communications with ICS, APX, PSM, and EC/SPMS administration <ul style="list-style-type: none"> ○ September - March, ongoing construction steering committee meetings (every three weeks) ○ March - September, weekly progress/planning meetings ● Provide regular updates to the board via committee/board meetings, and bi-weekly updates 	Critical Actions: <ul style="list-style-type: none"> ● Explore renewing membership in MSU, Mankato's Minnesota Educator's Partnership ● Explore additional partnerships with Gustavus Adolphus College ● Participate in Cities, Colleges, and Universities Advisory Committee; City of St. Peter's Sustainability Task Force; MASA's Great Start Cohort; Big South Superintendent's meetings; and Little 10 ● Re-establish the shared program's committee ● Partner with Compass 	Critical Actions: <ul style="list-style-type: none"> ● Weekly budget meetings with business manager ● Monthly business committee meetings ● Report summary of district revenues and expenditures via the quarter fund balance tracker ● Develop, monitor, and adjust the three year budget roll out and fiscal management plan. ● Implement monthly individual administrator meetings to ensure progress on strategic plans. 	Critical Actions: <div style="text-align: right;">71</div> <ul style="list-style-type: none"> ● Develop alignment through a clear district mission, vision, and direction. ● Align resources and efforts through the strategic planning process. ● Continue weekly principal/administrative team meetings to ensure progress on district level strategic plans ● Implement monthly individual principal meetings to ensure progress on building/program level strategic plans.

Strategic Priority #1: Construction Oversight: Ensure Mend the Middle Project is on Time and Within Budget

Action Plan:

- Effective Communication between ICS, APX, and SPPS and Accountability
 - September: Phase 1 Wrap Up Meeting
 - Phase 1 final budget accounting
 - What went well, what didn't, what is our plan for improvement?
 - November - March: Monthly planning/communication meetings
 - April - September: Weekly planning/progress meetings

Goal (Measurables):

- Phase 2 starts and ends on time
- Budget remains within parameters

Strategic Priority #2: Fiscal Management

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Action Plan:

- Weekly business/budget meetings with the Business Manager
- Report accounting of budget quarterly to the board and community through the fund balance tracker and three year roll out.
- Develop on-going and sustainable budget adjustment plan to account for budget trends

Goal (Measurables):

- Present updated fund balance and three year roll-out quarterly.
- Maintain a fund balance reserve goal of 30 - 36 days.

Strategic Priority #4: Cultivate Mutually Beneficial Community Partnerships

Action Plan:

- Explore renewing membership in MSU, Mankato's Minnesota Educator's Partnership

- Explore additional partnerships with Gustavus Adolphus College
- Participate in Cities, Colleges, Universities Advisory Committee
- Re-establish the shared program's committee
- Participate in the city of Saint Peter's Sustainability Task Force
- Participate in MASA's Great Start Cohort
- Participate in Big South Superintendent's Weekly Meetings
- Participate in Little 10

Goals (Measurables):

- Research, explore, and/or implement innovative ways to support the district's strategic priorities.
- Develop/support a reliable pipeline for highly qualified teacher applicants
- Support and retain current staff

Strategic Priority #5: Improve Student Outcomes

Action Plan:

- Improved system to support MTSS
- Support Culturally Responsive Pedagogy through the implementation of the newly adopted teacher evaluation rubric and continued professional development opportunities
- Implement updated district curriculum improvement plan
- Implement year one of the Artificial Intelligence Pilot Program
- Development of aligned district and building level strategic plans, professional development schedules, walk-through criteria, and data discussions.
- Implement monthly individual administrative team member strategic planning meetings.



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

5. AGENDA ITEM #5

Subject: Consider Approval of the 2025-2026 District Strategic Plan

Action: Requires a Motion

Background: Annually, the board reviews the broad goals and directions of the school district. A general overview of the district's strategic plan will be presented and formal approval will be considered.
The board engaged in an in-depth review of district and building level strategic plans at its October 8th study session.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend approving the 2025-2026 District Strategic Plan.



District Strategic Plan

Mission:

To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

Commitments:

Ensuring:

- A Safe and welcoming learning community
- Student success
- A culture of continuous improvement and staff development
- Organizational effectiveness and sustainability

2025-2026 Initiatives/Strategies:

1. Implement Standard Response Protocol (SRP)
2. Improve Delivery of Multi-tiered System of Supports (MTSS)
3. Implement newly adopted curriculum improvement plan
4. Implement Culturally Responsive Pedagogy
5. Implement Phase One of the Artificial Intelligence Pilot

Initiative/Strategy #1 Implement Standard Response Protocol (SRP)	Initiative/Strategy #2 Improve Delivery of Multi-tiered System of Supports (MTSS)	Initiative/Strategy #3 Implement Newly Adopted Curriculum Improvement Plan	Initiative/Strategy #4 Implement Culturally Responsive Pedagogy	Initiative/Strategy #5 Implement Phase One of the Artificial Intelligence Pilot
Key Performance Indicators: <ul style="list-style-type: none"> • Common signage as observed in building walk-throughs • Common language as observed in drills • Complete drill schedule as indicated on drill log • Comprehensive reunification plan development for 2026-2027 • Staff perception survey 	Key Performance Indicators: <ul style="list-style-type: none"> • Increase MCA proficiency • Increased attendance rates • Increased student perception • Decrease failure rates • Increase effectiveness of reading intervention 	Key Performance Indicators: <ul style="list-style-type: none"> • Increase MCA proficiency • Decrease failure rates • Improve perception data 	Key Performance Indicators <ul style="list-style-type: none"> • Improved MCA proficiency • Improved perception data • Decrease failure rates • Improve teacher proficiency 	Key Performance Indicators: <ul style="list-style-type: none"> • Determine AI strategies to enhance teacher performance/ effectiveness • Deliver <i>Common Sense Media</i> curriculum to all students in grades 6-12 <p style="text-align: right;">76</p>
Critical Actions: <ul style="list-style-type: none"> • Develop building level crisis management teams • Develop building level drill schedules • Purchase/create signage for classrooms, offices, and hallways • Quarterly progress reports at district level safety and security meetings 	Critical Actions: <ul style="list-style-type: none"> • Develop/Implement Common Practices amongst MTSS teams • Develop/Implement screening practices • Develop effective tier 2 and 3 interventions • Collect, analyze, and respond to data • Implement EduClimber • Partner with Compass • Implement ADSIS interventionists 	Critical Actions: <ul style="list-style-type: none"> • Develop 2025-2026 curriculum review calendar/PD schedule • Develop/implement administrator and teacher walk-through procedure and look-fors • Fine tune curriculum purchase budget • Develop/Implement curriculum purchase checklist • Utilize Read Act Training 	Critical Actions: <ul style="list-style-type: none"> • Implement “new” teacher evaluation rubric • Ongoing professional development • Develop/implement teacher and administrator walk-through procedures 	Critical Actions: <ul style="list-style-type: none"> • Implement teacher pilot group to explore best practices in AI use and tools • Implement AI literacy program for students • Professional development for school administrators on the use of AI to assist/enhance work • Policies and Procedures: Work with the School Board to develop and adopt a District AI policy.
Action Pla	Action Plan	Action Plan	Action Plan	Action Plan



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

6. AGENDA ITEM #6

Subject: Consider Approval of the Change in Time for the December 17, 2025 Regular Board Meeting

Action: Requires a Motion

Background: The December Board Meeting will include the Truth in Taxation Meeting. To accommodate the requirements of the Truth in Taxation Meeting, the meeting, per state statute, cannot start prior to 6:00 pm.

Presentation: Superintendent of Schools, Jon Graff

Options/Recommendation: I recommend the approval of changing the start time of the December 17, 2025 Regular Board meeting from 5:00 pm to 6:00 pm so as to accommodate the requirements of the Truth in Taxation Meeting.



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

7. AGENDA ITEM #7

Subject: Consider Policies for Approval with a Second Reading

Action: Requires a Motion

Background: The following policies are being brought forward for a second and final reading:

Policy 516: Student Medication and Telehealth

- MSBA updates include language around medication delivery systems and a reorganization of content/headings.
- Additionally, with guidance from school nurse, Rachel Fitch, the committee elected to remove items from the policy's "Exclusion" section.

Policy 621: Literacy and the Read Act

- MSBA updates include additional, Read Act requirements.

These policies were reviewed by the Policy Committee at their October 8th meeting and the committee recommends their approval.

Presentation: Superintendent of Schools, Jon Graff
Policy Review Committee

Options/Recommendation: I recommend your approval of Policies 516 and 621.

516 STUDENT MEDICATION AND TELEHEALTH

~~[NOTE: The necessary provisions for complying with Minnesota Statutes, sections 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students aged 18 and over or other nonprescription medications. Please note that section 121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]~~

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication or telehealth during the school day. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures.

III. DRUG AND MEDICATION REQUIREMENTS

[NOTE: The June 2024 Model Policy 516 revisions included insertion of headings and rearrangement of paragraphs so that similar content is grouped together. School boards can choose whether to make these revisions.]

A. Administration of Drugs and Medicine

1. The administration of medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:
 - a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;
 - b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;
 - c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or
 - d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.

~~[NOTE: Paragraph III.A.2 had appeared in a different spot in previous versions of this model policy. In June 2024, the paragraph is located here and is updated to reflect 2024 legislative changes.]~~

3. Exclusions

~~[Note: The provisions of III.A.3 are optional. The school board may choose to include or exclude any of the provisions specified. These exclusions appeared in previous versions of this model policy.]~~

The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:

- a. ~~purchased without a prescription;~~
- b. ~~used by a pupil who is 18 years old or older;~~
- c. ~~used in connection with services for which a minor may give effective consent;~~
- d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;
- e. ~~used off the school grounds;~~
- f. ~~used in connection with athletics or extracurricular activities;~~
- g. ~~used in connection with activities that occur before or after the regular school day;~~
- h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;
- i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - (1) the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;
 - (2) the inhaler is properly labeled for that student; and
 - (3) the parent has not requested school personnel to administer the medication to the student.

In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.

If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.

- j. epinephrine delivery systems~~auto-injectors~~, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that
 - (1) the pupil may possess the epinephrine or
 - (2) the pupil is unable to possess the epinephrine and requires immediate access to epinephrine delivery systems ~~auto-injectors~~ that the parent provides properly labeled to the school for the pupil as needed.
- [NOTE: The 2025 Minnesota legislature replaced "auto-injectors" with "delivery systems" in Minnesota Statutes, sections 121A.22, 121A.2205, and 121A.2207.]**
- k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.
 - l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes, section 152.22, subdivision 6.
2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law and must be administered in a manner consistent with the instructions on the label.
3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Paragraph III.A.3(i) above), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
6. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
7. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.

~~[NOTE: This paragraph is moved to Paragraph III.A.3 above, where it is updated to reflect 2024 legislative changes.]~~

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

~~[NOTE: Starting in June 2024, the exceptions appear under Article III.A.3 above.]~~

C. Nonprescription Medication

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

~~[NOTE: School districts should consult with licensed medical and nursing personnel to address whether nonprescription medications will be allowed at elementary schools and whether and under what conditions school personnel will participate in storing or administering nonprescription medications.]~~

D. Possession and Use of Epinephrine Delivery Systems Auto-Injectors

1. Definitions

- a. "Administer" means the direct application of an epinephrine delivery system to the body of an individual.
- b. "Epinephrine delivery system" means a medication product approved by the United States Food and Drug Administration that automatically delivers a single, premeasured dose of epinephrine to prevent or treat a life-threatening allergic reaction.
- c. "School" means a public school under Minnesota Statutes, section 120A.22, subdivision 4, or a nonpublic school, excluding a home school, under section 120A.22, subdivision 4, that is subject to the federal Americans with Disabilities Act.

2. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors/delivery systems that enables the student to:

a1. ~~_____~~ possess epinephrine ~~delivery systems auto-injectors~~; or

b2. ~~_____~~ if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine ~~delivery systems auto-injectors~~ in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as eight hours for each student contact day.

~~[NOTE: Minnesota law states that "the school board of the school district must define instructional day for the purposes of Minnesota Statutes, 121A.2205." A sample definition appears above. School districts can create a definition that fits their circumstances.]~~

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine ~~auto-injectors~~~~delivery systems~~ when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine ~~auto-injectors~~~~delivery systems~~ to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine ~~delivery system~~~~auto-injector~~. The administration of an epinephrine ~~delivery system~~~~auto-injector~~ in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

~~Effective July 1, 2024, r~~Registered nurses may administer epinephrine ~~auto-injectors~~~~delivery systems~~ in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine ~~auto-injectors~~~~delivery systems~~ in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine ~~delivery system~~~~auto-injector~~ is to be administered, when caring for a patient whose condition falls within the protocol.

~~[NOTE: The paragraph above was signed into law in May 2024. It is new model policy language.]~~

A district or school may enter into arrangements with manufacturers of epinephrine ~~auto-injectors~~~~delivery systems~~ to obtain epinephrine ~~auto-injectors~~~~delivery systems~~ at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine ~~auto-injectors~~~~delivery systems~~.

~~The Commissioner of the Minnesota Department of Health must provide a district or school with a standing order for distribution of epinephrine delivery systems under Minnesota Statutes, sections 148.235, subdivision 8 and 151.37, subdivision 2.~~

~~[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 121A.2207 to include the changes above.]~~

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

F. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes, section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes, section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

- A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours, and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.
- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

[NOTE: The Minnesota legislature enacted Article IV in the spring 2024.]

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)

Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine [Auto-Injectors](#)[Delivery systems](#); Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine [Auto-Injectors](#)[Delivery systems](#))
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

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.118 to 120B.124.]~~

[NOTE: The 2024 Minnesota legislature renumbered the Read Act statutes to 120B.118 and 120B.119.]

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 an 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-expressive language](#)," [or "receptive 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. [This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.](#)
- 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, by February 15 each year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by 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 follow the language access plan under Minnesota Statutes, section 123B.32 and ~~must~~ give the parent of each student who is not reading at or above grade level ~~timely~~ information from the screener 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. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.
- E. 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, and students enrolled in dual language immersion programs, 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-expressive or receptive~~ language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.
- 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. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;
2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. 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, are not reading at grade level~~ must be screened for reading difficulties, including characteristics of dyslexia, 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.

E. 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 ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. The school district must include in its local 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 characteristics of reading difficulties, including 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 [aligned and targeted](#) 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.119, 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.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

- 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 [aligned and targeted](#) reading intervention [as defined by the MTSS framework](#) 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.

VII. 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 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 and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
7. a statement of whether the school district has adopted an 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;
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98; and
13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

- e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level.
- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner beginning June 15, 2024.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

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. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026: to:
 - 1. reading 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. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher; who provide reading instruction; and
 - 6. employees who select literacy instructional materials for a district; and
 - 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
 - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and
 - 3. teachers who provide instruction to students in dual language immersion programs.

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 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.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development 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.119 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~~ meet the requirements and goals adopted in the school district's local

literacy plan. 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.119;~~
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.~~

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 124D.98 to enact these changes.]

Legal References: Minn. Stat. § 120B.119 (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



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VII. ACTION ITEMS

8. AGENDA ITEM #8

Subject: Consider Policies for Approval with a Single Reading

Action: Requires a Motion

Background: The following policies were reviewed by the Policy Committee as a part of the district's regular review cycle. Because they have minor or no changes recommended, the committee is recommending their approval with a single reading.

- **Policy 502:** Search of Student Lockers, Desks, Personal Possessions, and Student's Person
 - No change recommended
- **Policy 504:** Student Dress and Appearance
 - No change recommended
- **Policy 505:** Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
 - MSBA's most recent update was in 2002. SPPS policy matches with the exception of section III, Definitions. All definitions are the same, but occur in different order.
 - The policy committee recommends revising current policy to match MSBA's Model policy
- **Policy 508:** Extended School Year for Certain Students with Individualized Education Programs
 - No change recommended
- **Policy 605:** Alternative Programs
 - No change recommended
- **Policy 606:** Textbooks and Instructional Materials
 - MSBA's most recent update was in 2022. SPPS policy matches the model policy with the exception of the following:
 - One legal reference in section III.B.5.

- Omission of section V. Reconsideration of Textbooks or other instructional materials. SPPS includes this information in policy 606.1 Citizen Request for Reconsideration of Instructional Materials
 - Recommend change to legal reference as reflected in MSBA Model Policy
- **Policy 606.1:** Citizen Request for Reconsideration of Instructional Materials
 - No change recommended
- **Policy 611:** Home Schooling
 - MSBA's most recent update was in 2022. SPPS policy matches with the exception of legal references
 - Recommend change to legal reference as reflected in MSBA Model Policy
- **Policy 618:** Assessment of Student Achievement
 - No change recommended

These policies were reviewed by the Policy Committee at their October 8th meeting and the committee recommends their approval with a single reading.

Presentation: Superintendent of Schools, Jon Graff
Policy Review Committee

Options/Recommendation: I recommend your approval of Policies 502, 504, 505, 508, 605, 606, 606.1, 611 and 618 with a single reading.

502 SEARCH OF STUDENT LOCKERS, DESKS, PERSONAL POSSESSIONS, AND STUDENT'S PERSON

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to provide for a safe and healthful educational environment by enforcing the school district's policies against contraband.

II. GENERAL STATEMENT OF POLICY

A. Lockers and Personal Possessions Within a Locker

Pursuant to Minnesota statutes, school lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. Inspection of the interior of lockers may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant. The personal possessions of students within a school locker may be searched only when school officials have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practicable after the search of a student's personal possessions, the school officials must provide notice of the search to students whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

B. Desks

School desks are the property of the school district. At no time does the school district relinquish its exclusive control of desks provided for the convenience of students. Inspection of the interior of desks may be conducted by school officials for any reason at any time, without notice, without student consent, and without a search warrant.

C. Personal Possessions and Student's Person

The personal possessions of students and/or a student's person may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law or school rules. The search will be reasonable in its scope and intrusiveness.

D. A violation of this policy occurs when students use lockers and desks for unauthorized purposes or to store contraband. A violation occurs when students carry contraband on their person or in their personal possessions.

III. DEFINITIONS

A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.

B. "Personal possessions" includes, but is not limited to, purses, backpacks, bookbags, packages, and clothing.

C. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law.

Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.

- D. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm or destruction of evidence), and the age of the student.

IV. PROCEDURES

- A. School officials may inspect the interiors of lockers and desks for any reason at any time, without notice, without student consent, and without a search warrant.
- B. School officials may inspect the personal possessions of a student and/or a student's person based on a reasonable suspicion that the search will uncover a violation of law or school rules. A search of personal possessions of a student and/or a student's person will be reasonable in its scope and intrusiveness.
- C. As soon as practicable after a search of personal possessions within a locker pursuant to this policy, the school officials must provide notice of the search to students whose possessions were searched unless disclosure would impede an ongoing investigation by police or school officials.
- D. Whenever feasible, a search of a person shall be conducted in private by a school official of the same sex. A second school official of the same sex shall be present as an observer during the search of a person whenever feasible.
- F. A school official conducting any other search may determine when it is appropriate to have a second official present as an observer.
- G. A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate. The school district shall provide a copy of this policy to a student when the student is given use of a locker.

V. DIRECTIVES AND GUIDELINES

School administration may establish reasonable directives and guidelines which address specific needs of the school district, such as use of tape in lockers, standards of cleanliness and care, posting of pin-ups and posters which may constitute sexual harassment, etc.

VI. SEIZURE OF CONTRABAND

If a search yields contraband, school officials will seize the item and, where appropriate, turn it over to legal officials for ultimate disposition.

VII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion, and the student may, when appropriate, be referred to legal officials.

Legal References: U. S. Const., amend. IV

Minn. Const., art. I, § 10
Minn. Stat. § 121A.72 (School Locker Policy)
New Jersey v. T.L.O., 469 U.S. 325 (1985)
G.C. v. Owensboro Public Schools, 711 F.3d 623 (6th Cir. 2013)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 506 (Student Discipline)

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the education of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 2. Apparel promoting products or activities that are illegal for use by minors.
 - 3. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in MSBA/MASA Model Policy 413.
 - 4. Any apparel or footwear that would damage school property.
- D. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

III. PROCEDURES

- A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.

- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the event supervisor for approval.

Legal References: U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: Model Policy 413 (Harassment and Violence)
Model Policy 506 (Student Discipline)
Model Policy 525 (Violence Prevention)

505 DISTRIBUTION OF NONSCHOOL-SPONSORED MATERIALS ON SCHOOL PREMISES BY STUDENTS AND EMPLOYEES

I. PURPOSE

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district recognizes that students and employees have the right to express themselves on school property. This protection includes the right to distribute, at a reasonable time and place and in a reasonable manner, nonschool-sponsored material.
- B. To protect First Amendment rights, while at the same time preserving the integrity of the educational objectives and responsibilities of the school district, the school board adopts the following regulations and procedures regarding distribution of nonschool-sponsored material on school property and at school activities.

III. DEFINITIONS

- A. "Distribute" or "Distribution" means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying material, or placing material in internal staff or student mailboxes.
- B. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower that individual in the esteem of the community.
- C. "Material and substantial disruption" of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.
 - 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

For expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

- D. "Minor" means any person under the age of eighteen (18).
- E. "Nonschool-sponsored material" or "unofficial material" includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized

by the school. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, and underground newspapers whether written by students or employees or others, and tangible objects.

- F. "Obscene to minors" means:
1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
 3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

IV. GUIDELINES

- A. Students and employees of the school district have the right to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, nonschool-sponsored material.
- B. Requests for distribution of nonschool-sponsored material will be reviewed by the administration on a case-by-case basis. However, distribution of the materials listed below is always prohibited. Material is prohibited that:
1. is obscene to minors;
 2. is libelous or slanderous;
 3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
 4. advertises or promotes any product or service not permitted to minors by law;
 5. advocates violence or other illegal conduct;
 6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);
 7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.
- C. Distribution by students and employees of nonschool-sponsored materials on school district property are subject to reasonable time, place, and manner restrictions set forth below. In making decisions regarding the time, place, and manner of distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

- A. No nonschool-sponsored material shall be distributed during and at the place of a normal school activity if it is reasonably likely to cause a material and substantial disruption of that activity.
- B. Distribution of nonschool-sponsored material is prohibited when it blocks the safe flow of traffic within corridors and entrance ways of the school, and school parking lots. Distribution shall not impede entrance to or exit from school premises in any way.
- C. No one shall coerce a student or staff member to accept any publication.
- D. The time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any student or employee wishing to distribute (as defined in this policy) nonschool-sponsored material must first submit for approval a copy of the material to the principal at least 24 hours in advance of desired distribution time, together with the following information:
 1. Name and phone number of the person submitting the request and, if a student, the room number of his or her first-period class.
 2. Date(s) and time(s) of day intended for distribution.
 3. Location where material will be distributed.
 4. If material is intended for students, the grade(s) of students to whom the distribution is intended.
- B. Within one school day, the principal will review the request and render a decision. In the event that permission to distribute the material is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. If the person submitting the request does not receive a response within one school day, the person shall contact the office to verify that the lack of response was not due to an inability to locate the person.

- D. If the person is dissatisfied with the decision of the principal, the person may submit a written request for appeal to the superintendent. If the person does not receive a response within three (3) school days (not counting Saturdays, Sundays, and holidays) of submitting the appeal, the person shall contact the office of the superintendent to verify that the lack of response is not due to an inability to locate the person.
- E. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

VII. DISCIPLINARY ACTION

- A. Distribution by any student of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and disciplinary action will be taken in accordance with the school district's Student Discipline Policy.
- B. Distribution by any employee of nonschool-sponsored material prohibited herein or in violation of the provisions of time, place, and manner of distribution as described above will be halted and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called.

VIII. NOTICE OF POLICY TO STUDENTS AND EMPLOYEES

A copy of this policy will be published in student handbooks and posted in school buildings.

IX. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[NOTE: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)
Bethel Sch. Dist. No. 403 v. Fraser, 478 U.S. 675 (1986)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503 (1969)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied 565 U.S. 1036 (2011)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)
 MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

508 EXTENDED SCHOOL YEAR FOR CERTAIN STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS

I. PURPOSE

The purpose of this policy is to ensure that the school district complies with the overall requirements of law as mandated for certain students subject to individualized education programs (IEPs) when necessary to provide a free appropriate public education (FAPE).

II. GENERAL STATEMENT OF POLICY

- A. Extended School Year Services Must Be Available to Provide a FAPE. The school district shall provide extended school year (ESY) services to a student who is the subject of an IEP if the student's IEP team determines the services are necessary during a break in instruction in order to provide a FAPE.
- B. Extended School Year Determination. At least annually, the IEP team must determine that a student is in need of ESY services if the student meets any of the following conditions:
1. There will be significant regression of a skill or acquired knowledge from the student's level of performance on an annual goal that requires more than the length of the break in instruction to recoup unless the IEP team determines a shorter time for recoupment is more appropriate; OR
 2. Services are necessary for the student to attain and maintain self-sufficiency because of the critical nature of the skill addressed by an annual goal, the student's age and level of development, and the timeliness for teaching the skill; OR
 3. The IEP team otherwise determines, given the student's unique needs, that ESY services are necessary to ensure the pupil receives a FAPE.
- C. Required Factors Schools Must Consider in Making ESY Determinations. The IEP team must decide ESY eligibility using information including:
1. Prior observations of the student's regression and recoupment over the summer;
 2. Observations of the student's tendency to regress over extended breaks in instruction during the school year; and
 3. Experience with other students with similar instructional needs.
- D. Additional Factors to Consider, Where Relevant. In making its determination of ESY needs, the following factors must be considered, where relevant:
1. The student's progress and maintenance of skills during the regular school year.
 2. The student's degree of impairment.
 3. The student's rate of progress.
 4. The student's behavioral or physical problems.

5. The availability of alternative resources.
 6. The student's ability and need to interact with nondisabled peers.
 7. The areas of the student's curriculum which need continuous attention.
 8. The student's vocational needs.
- E. No Unilateral Decisions. In the course of providing ESY services to children with disabilities, the school district may not unilaterally limit the type, amount, or duration of those services.
- F. Services to Nonresident Students Temporarily Placed in School District. A school district may provide ESY services to nonresident children with disabilities temporarily placed in the school district in accordance with applicable state law.

Legal References: Minn. Stat. § 125A.14 (Extended School Year)
Minn. Rules Part 3525.0755
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
34 C.F.R. Part 300 (IDEA Regulations)

Cross References:

605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References: Policy 603 (Curriculum Development)
Policy 604 (Instructional Curriculum)

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
 - 1. support the goals and objectives of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to Minnesota Statutes, sections [124D.59 to 124D.61](#);
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 - 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

606.1 CITIZEN REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS

I. GENERAL STATEMENT OF POLICY

The School Board recognizes the right of citizens to register complaints about instructional materials used in the curriculum of the School District. The School Board also recognizes that it has the authority to make final decisions on all complaints about instructional materials, including textbooks.

III. DEFINITIONS

- A. Instructional materials shall be defined to include all textbooks and supplementary instructional enrichment materials in which there is specific reference to the various curriculum guides or, in the absence of definitive curriculum guidelines, instructional materials that are considered basic and essential to the curriculum offering.
- B. An inquiry is defined as a request for information about instructional material used within the classroom.
- C. A complaint is defined as a demand for deletion of instructional material from the curriculum or the exemption of a student from a phase of the prescribed curriculum.
- D. Alternative instruction is instruction for a portion of the curriculum that a parent, guardian, or an adult student 18 years or older finds objectionable.

III. INFORMAL COMPLAINT PROCEDURE

- A. All instructional materials shall remain in the curriculum until the procedures listed below have been fully completed.
 - 1. Inquiries or complaints shall be directed to the building principal.
 - 2. The building principal shall then assume responsibility for processing the inquiry or complaint on an informal level.
 - 3. The principal shall make available to the person instituting the inquiry and/or complaint the following:
 - a. The instructional material in question;
 - b. The appropriate curriculum; and
 - c. The adopted School Board policy relating to the adoption of instructional material.
- B. The principal receiving the inquiry or complaint shall notify the following:
 - 1. The teacher or teachers directly involved;
 - 2. The department chair or grade level leader; and
 - 3. The Superintendent.

- C. The principal may arrange informal meetings with any or all of the staff listed in Item B.
- D. If the inquiry is resolved by these means, the principal shall notify all parties concerned with the resolution of the inquiry. If the complaint is not resolved, he or she shall institute the procedure outlined in either Item IV or Item V as appropriate.
- E. The principal shall submit a report of the proceedings and the outcomes to the Superintendent.

IV. FORMAL COMPLAINT PROCEDURE

- A. If the complainant, after having followed the process outlined in Section III, is not satisfied with the outcome, a formal complaint procedure will be instituted.
 - 1. The Superintendent shall request the complainant to file a written complaint using the form located in the Administrative Rules and Regulations.
 - 2. When the formal complaint has been filed, the Superintendent shall appoint a committee according to the following formula:
 - a. A maximum of three teacher representatives of the department or grade level where an objection has been raised and complaint filed;
 - b. Department chair or grade level leader;
 - c. Two principals;
 - d. A maximum of three lay people residing within the School District; and
 - e. The membership of the Committee must be an odd number.
 - 3. The committee shall read and review:
 - a. The complaint with the complainant;
 - b. The material cited in Section III-A-3; and
 - c. The report of the principal in Section III-E.
 - 4. The committee shall provide the Superintendent with the minutes of its deliberations and a recommendation based on the factual information available.
 - 5. The Superintendent shall review the relevant materials and shall notify the School Board of the committee's recommendation and his or her support of the recommendation regarding the complaint.
 - 6. The School Board reserves the right to either approve or reject the Superintendent's recommendation as presented.
 - 7. The Superintendent shall notify the complainant of the action taken.

V. ALTERNATIVE EDUCATION REQUEST

- A. A parent, guardian, or adult student 18 years or older, may request that the School District personnel make a reasonable arrangement for alternative instruction to replace the content of material that they find objectionable.

In such a case, the building principal shall:

1. Request that the teacher involved, in consultation with the grade level leader or department head, offer an alternative method of instruction to the complainant that meets the outcomes of the district-approved curriculum;
 2. Request that the teacher involved review and award credit for work completed under the alternative plan;
 3. Notify and obtain approval from the student's parent or guardian; and
 4. Notify the Superintendent of the plan for alternative instruction.
- B. If the proposed alternative plan does not meet the concerns of the person making the request, the person making the request may provide the alternative instruction. In such a case, the following procedure will be put in place.
1. The complainant shall provide the principal with the instructional plan they will follow in providing the alternative instruction;
 2. The instructional plan shall contain the learner outcomes for the student, the materials to be used in instruction and the means of assessing student achievement of the intended outcomes;
 3. The instructional plan must be approved by the committee appointed by the building principal;
 4. School District personnel will evaluate, assess, and award credit on the quality of a student's work under this alternative arrangement;
 5. The School District will not pay for costs of alternative instruction.

611 HOME SCHOOLING

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

II. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (~~Minn. Stat. §~~[Minnesota Statutes section 120A.22](#)) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (~~Minn. Stat. § 120A.22, Subd. 1~~)

III. CONDITIONS FOR HOME SCHOOLING

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in [Minnesota Statutes section](#)~~Minn. Stat. §~~ 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by ~~Minn. Stat. §~~[Minnesota Statutes section 121A.15](#), Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (~~Minn. Stat. § 121A.15, Subd. 8~~)

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in ~~Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540~~[under state law](#). The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48~~[state law](#) for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by ~~Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540~~[under state law](#). The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48~~[for any of these purposes: state law](#).

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (~~Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4~~)

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not ~~make a determination as to determine~~ whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League ~~Bylaw 403.00~~bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
 - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
 - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
- 2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 120A.26 (Enforcement and Prosecution)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 123B.36 (~~School Boards May Require~~Authorized Fees)
Minn. Stat. § 123B.41 (Definitions)
Minn. Stat. § 123B.42 (Textbooks;~~;~~ Individual Instruction or Cooperative Learning Material;~~;~~ Standard Tests)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.49 (~~Cocurricular and~~ Extracurricular Activities; Insurance)
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Rules Ch. 3540 (~~Textbooks, Individualized Instruction Materials, Standardized Tests~~)Nonpublic Schools)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 510 (School Activities)

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- D. "Cultural competence," for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- G. "Required standard" means (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The ***[school board/superintendent/director of instruction]*** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

- 1. The school district will utilize statewide assessments developed from and aligned with the state’s required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state’s academic standards.
- 2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
- 3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
- 4. The school district may use a student’s performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student’s performance on a statewide assessment as a percentage of the student’s final grade in a course, or place a student’s assessment score on the student’s transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minnesota Statutes section 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

VI. RIGOROUS COURSE OF STUDY WAIVER

- A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B. On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.
- C. All students, except those eligible for alternative assessments, will be encouraged to participate in a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or

college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.3520 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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



ADDENDUM

**Regular Board Meeting
Wednesday, October 15, 2025
SPCC-Governor's Room
5:00PM**

VIII. INFORMATION ITEMS

1. AGENDA ITEM #1

Subject: Fundraising Plans by Site for 2025-2026

Background: School Board Policy 511 - Student Fundraising requires that the superintendent shares annual fundraising plans with the School Board and the public. Attached are the approved fundraising plans for the 2025 -2026 school year. Building principals will be prepared to answer any questions you may have about the plans.

Presentation: Building Principals



MEMO TO: Dr. Jon Graff, Superintendent
Saint Peter School Board

FROM: Jana Sykora, Principal
South Elementary

DATE: October 1, 2025

SUBJECT: Fundraisers at South Elementary

Activity	Recipient
Scholastic Book Fair	Media Center and Classroom Libraries
Yearbook	Building Initiatives
Food Sales at Parent Council Events Admission for Parent Council Events STAR Pride/Saints Clothing Sales Coin Challenge	Parent Council
South Read-a-Thon	PBIS Team for Star Pride T-shirts Staff & student appreciation
Box Tops	South Activity Account
Coin Challenge	Charitable Giving



MEMO TO: Dr. Jon Graff
FROM: Darin Doherty
DATE: October 7, 2025
RE: Building Fundraising

The following activities take place at North Elementary to raise funds for various groups and programs. Most are fundraisers for our building's activities, while some support charitable organizations outside our district.

For the 2025-2026 school year, these plans are scheduled:

Funds Raised Through	Fund Use	Time of Year
Boxtops for Education	Playground Equipment (basketballs, hula hoops, sidewalk chalk, etc.)	All-Year
Club's Choice Fundraising	Large Playground Updates (climbing equipment updates, accessible features, etc.)	Oct. 11 - Oct. 25
Scholastic Book Fair	Media Center and Classroom Books	Fall and Spring
Strawbridge Yearbooks	Saints Funds	Spring
Custom Ink	PBIS (student shirts & Passion Project Materials)	Spring
Sticker Machine	Student Council	All Year
School Store		



MEMO TO: Dr. Jon Graff, Superintendent
School Board

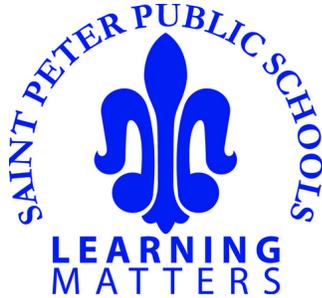
FROM: Jessi Buttell

DATE: 10/6/2025

SUBJECT: Fundraising at SPMS

The following fundraising will occur or would like to occur at SPMS in 2025 - 2026:

Activity	Recipient
Scholastic Book Fair	Media Center & Classroom Libraries
Band	Fruit Sales (optional)
Community/Business Donations	PBIS Student Prizes
One and Done	Shining Saints Breakfast PBIS PRIDE Slip Prizes Staff Appreciation



TO: Members of the School Board
Dr. Jeff Olson

FROM: Annette Engeldinger

DATE: October 3, 2025

RE: High School Fundraising
2025-2026

Following are the 2025-2026 fundraisers, as well as any known timelines, for Saint Peter High School:

Band	Fruit Sales/other food products Kwik Trip card Pizza Ranch - TBD - Monday night in Mankato Concessions at Twins games	Oct. - Dec. Spring
Choir	Kwik Trip Car Wash Coffee Sales - Driven Coffee Poinsettia Sales Mattress sales Pops Concert Silent Auction	Nov. December TBD Spring
FFA	Snack sticks sales Farm Field (not a fundraiser, but a source of income) FFA Week Farm2School Meal Fruit Sales/ butterbraids Classic Car Roll-In (for memorial scholarship) Greenhouse Produce/Plants Pork Chops on a stick - fall during home football games Softener salt - TBD Fall? Pizza ranch - year round Bake sales - December, March - choir concert	School year Feb. Spring Spring Spring Spring Spring
World Language	Chocolate/Food sales Online Coffee Sales	Winter Ongoing
Prom/Class Dues	Heggies pizza Fundraiser	Spring
Theater Department	Selling ads for performance programs Selling theater "stars"(notes for performers) Raffle signed show poster at each show Tea with Ariel	Fall/Spring November

Visual Art

Artsonia.com

(Buy your kids' artwork on merchandise)

All

Year

Afterschool Seasonal Clay Project Class

Quarterly

Afterschool Painting and Pizza Party

Quarterly

Afterschool Custom Tie Dye Class

Homecoming