



AGENDA

Independent School District No. 77
Mankato, MN 56001

Monday, March 4, 2019 - 5:30 p.m.
Intergovernmental Center - Mankato Room

Greeters: Supt. Sheri Allen and Board Member Judi Brandon

1. CALL TO ORDER AND ROLL CALL (5:30 P.M.)
2. APPROVAL OF AGENDA (5:30 P.M.)
3. OPEN FORUM (5:35 P.M.)
4. INFORMATION (5:40 P.M.)
 - A. Superintendent Profile Presentation
 - B. Talent Development Presentation
5. CONSENT AGENDA (6:10 P.M.)
 - A. Approval of Minutes of February 19, 2019, Regular Meeting
 - B. Personnel - Consent Items
6. BUSINESS (6:15 P.M.)
 - A. Acceptance of Gifts and Grants
 - B. Resolution Directing the Administration to Make Recommendations Regarding Programming and Staffing for the 2019-20 School Year.
7. ADJOURNMENT (6:25 P.M.)



School Board Members for 2019

Darren Wacker, Chair
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Term Ends December 31, 2021

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Term Ends December 31, 2021

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Term Ends December 31, 2019

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Term Ends December 31, 2019

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Term Ends December 31, 2021

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Term Ends December 31, 2019

Abdi Sabrie
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Term Ends December 31, 2019

Sheri L. Allen, Superintendent
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OPEN FORUM GUIDELINES

The School Board allows public participation at its meeting, but at the same time has the responsibility for conducting its business in an orderly fashion. The Chairperson will provide the audience with an opportunity to speak during the Open Forum portion of the meeting. Citizens wishing to speak are asked to complete a Visitor Registration Card (located at the door of the meeting room) and hand it to the Board Chair or Deputy Clerk prior to the start of the meeting.

The major purpose of the citizens' participation is for the School Board to hear citizen's views on ways to improve the educational program and ways to improve the processes, including communications, for bringing about such improvements.

Each speaker will be asked to state his/her name and address for the record, and will be allowed 3-5 minutes for his/her presentation unless the time limit is waived by a majority of the Board members present. When there are a large number of speakers to be heard, the School Board may shorten this time or limit the number of speakers.

During an open meeting, the School Board is prohibited by law from considering allegations or charges against an employee. The presiding officer will terminate the speaker's privilege of address if, after being called to order, he/she persists in improper conduct or remarks.

Members of the School Board and the Superintendent may question a speaker or make comments in response to the speaker's remarks.

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Mankato Area Public Schools District Strategic Roadmap

MISSION STATEMENT - *Our core purpose*

Assuring learning excellence and readiness
for a changing world

CORE VALUES - *What drives our actions and words*

Integrity - *Doing the "right thing" at all times with honesty and authenticity*

Respect - *Embracing of our differences, treating others as we wish to be treated*

Excellence - *High expectations for all and in all we do and the courage to challenge for it*

Adaptability - *Engaging in flexible, continuous and purposeful change grounded in data*

Responsibility - *Shared stewardship of and accountability for our words, acts, choices and results*

Engagement - *Actively participating with a mission-focus and values-driven attitude*

Collaboration - *Operating with a preference and capacity for partnership across our community*

VISION - *What we commit to create*

Learner Success through

- Aligned and relevant curriculum meeting individual needs
- Learner excellence and readiness

Sustainable Systems & Structures through

- Sustainable resources for continued growth; freedom from scarcity
- Quality, professional and respected staff
- Sustainable leadership philosophy, practice, and culture

Community Culture of Excellence through

- Recognizing who we are and embracing who we may become
- Collaboration and communication as core competencies

STRATEGIC DIRECTIONS- *Our focus for continuous improvement*

- A. Improving learning and development for ALL students
- B. Strengthening our welcoming, connecting and partnership
- C. Increasing student readiness for life options after graduation
- D. Optimizing our management of all types of resources
- E. Developing our staff's capacity, skills and accountability

School Board Regular Meeting**4.A.****Meeting Date:** 03/04/2019**Prepared By:** Darren Wacker**Item Type:** Information

Subject:

Superintendent Profile Presentation

Background:

Ken Dragseth, School Exec Connect, will present the superintendent profile that was developed using profile surveys, focus groups and community meetings. The superintendent profile will help guide in the selection of the next superintendent for Mankato Area Public Schools.

Recommended Action:None

School Board Regular Meeting

4.B.

Meeting Date: 03/04/2019

Prepared By: Heather Mueller, Director of Teaching and Learning

Item Type: Information

Subject:

Talent Development Presentation

Background:

Heather Mueller, Tania Lyon, Karen Rogers and Karen Westberg will be giving a presentation on the Talent Development Program.

Recommended Action:

N/A

Attachments

Talent Development Presentation

The University of St. Thomas and Mankato Public Schools Collaborative Javits Project

Prior to the Javits Grant

The Talent Development Audit

The Grant Project

- 2014 – 2017 Javits Grant funded the Talent Development program transformation, expanding it to multi-level advanced services focused on “mainstream” gifted and talented learners in grades 3-8 and focused on “traditionally underserved” students of high potential.
- Among the purposes of the grant were to:
 - Create a defensible identification system that systematically found approximately 10-12% of the population who were “ready” for placement in either a math cluster, or an ELA cluster, or both.
 - Create a defensible identification system that found approximately 10-12% of the nontraditional population who had the potential to take on the highly challenging curriculum within a Rising Scholar cluster.
 - Provide high challenge curriculum to both traditional GT students and to nontraditional HP students (aka “Rising Scholars”) in math and/or language arts on a daily basis via purpose-based cluster classes.
 - Train Cluster and Rising Scholars teachers in how to manage, instructionally, the use of truly challenging curriculum resources with advanced learners.

Forming the Clusters (TD and RS)

- The CogAT -7, a standardized test of reasoning ability, was administered to all grade 2 – 6 students (n=3000) as a universal screener.
- In addition, MAP tests in reading and mathematics were examined and teacher feedback was used to select students for participation in Reading and Mathematics Cluster Classrooms.
- After forming Cluster Classrooms, additional information was examined to form Rising Scholar clusters.
- Approximately 2,800 students were identified for services across 10 elementary and 3 middle schools for daily services in either math or English/language arts or for both.

Determining the Needs of TD Cluster Students

- For Reading/Language Arts clusters (66 classrooms across 10 elementary schools), the Technical Assistance Committee (composed of university personnel and district personnel) selected:
 - Michael Clay Thompson Language Arts strands, grammar and vocabulary at recommended starting levels
 - College of William & Mary language arts units at recommended starting levels
 - College of William & Mary Navigator novels at recommended starting levels
- For math GT clusters (66 classrooms across 10 elementary schools), the TAC selected:
 - Compacting of all grade level math units, based on Minnesota math standards.
 - Replacement with accelerated math curriculum: Beast Academy and advanced texts for grades 7-8 from Art of Problem-Solving (AoPS) Foundation.

Determining the Needs for Challenge for RS Cluster Students

- RS clusters were to meet daily to “cover” challenging reading/language arts, math, and affective support across approximately 30 classrooms.
- For reading/language arts, the materials included:
 - Jacob’s Ladder Reading Comprehension Reading Series; Michael Clay Thompson Grammar and Vocabulary; Unjournaling Writing; College of William & Mary Navigator novels, particularly those that focused on diverse populations or issues relevant to the issues these nontraditional populations might encounter
- For math, the materials included Beast Academy, aligned to the units in the regular math text. Students engaged in both aspects of grade-level mathematics
- For affective support, TAC members and district elementary and middle school members jointly designed weekly sessions on topics such as mindset, goal setting, standing up for own opinions, working collaboratively, understanding one’s own strengths and issues, executive function skills, etc.

Teachers' Initial Responses to Implementing and Managing These Curricula: Anecdotal

- *This is too hard for my students. I am not buying in on this. This initiative will pass just as so many others have!*
- *My students aren't self-regulated enough to work in a cluster without my direction and attention. I don't have time to do all the extra explanation my students will need to feel comfortable with these materials.*
- *I didn't learn about grammar and vocabulary in this way and I think this is difficult to master. If I can't master it, how can I expect my students to do so? How can I teach this to them when I don't feel confident with how it is organized?*
- *We shouldn't teach something this hard to just some of our students, unless all students have a chance to use it and to succeed.*
- *We integrate teaching vocabulary and grammar into our writing outcomes. Isn't that enough for all students? We don't need a separate grammar and separate vocabulary building program in our district. We have enough to do.*

Teachers' Year 2 Responses to Implementing These Curricula: Anecdotal

- *I am amazed at what my TD (also RS) cluster students are accomplishing. **Beast Academy** is so popular (both clusters).*
- *I feel comfortable that I can manage my TD cluster and their work with the **MCT materials**. I don't feel that the materials are too difficult, judging from the students' responses to the materials.*
- *My groups (both Cluster and RS) can almost literally work with each other on the curricula without my standing over them the whole time. They often set their own timelines for how much they will "cover" before their next cluster meeting. It is often more than I would have assigned them before.*
- *The TD clusters need **Jacob's Ladder** too to build their comprehension skills. They also would benefit from the **Unjournaling** curriculum. We should be using these, perhaps at different levels for all students in our classroom.*

Teachers' Final Year Responses to Implementing These Curricula: Anecdotal

- *The language arts curricula has been a great hit with my TD cluster. Now that we have it on-line as well, I have more management avenues to pursue. These kids almost don't need me at all. I have to get out of the way and let them go at their own pace and as deeply as they seem to want to do.*
- *Most popular has been using Beast Academy (both TD clusters and RS clusters). The kids can hardly wait to get their books and start working together on their "beastly" problems. These materials are totally engaging.*
- *I have learned that these kids (TD and RS) can be totally engaged without my having to impose behavioral management strategies with them. When I let them use these materials, they are happy to work in their cluster and I only need to check in with them a couple of times during the period to answer some question they "didn't get".*
- *My only discipline issue with these kids when they are using Beast Academy or MCT materials is to tell them to quiet down. They get so excited with their solutions that their voices get louder and louder without their meaning for that to happen. Sometimes it is difficult to tell them to "pipe down" when they are actually so excited with what they are learning!*

Teachers' Responses to Cluster Curricula: Researcher Observations and Self-Report Questionnaires

- Observation and questionnaire data indicated teachers felt they were using several techniques “moderately” (having students produce multiple interpretations of events, having students work on tiered tasks adjusting for individual differences, were asking students to synthesize or summarize information acquired).
- One paradox in these observations was that teachers reported they were having students discover key ideas through guided inquiry “infrequently”, but students felt teachers were “somewhat effective” in doing this.
- In general, teachers were most likely to rate themselves as “somewhat effective” for general classroom expectations and behaviors and for self-pacing, but not as effective for the behaviors eliciting problem solving, critical thinking, creative thinking, and student-led research.
- Individual differentiation was most likely to be observed in math cluster classes rather than English/language arts/reading.

Changes in UST Certificate Teachers' Perceptions of Working With Cluster Students or Underserved High Potential Students.

Level 1 UST Courses	Effect Size	Level 2 UST Courses	Effect Size
Pre-course 1 vs. Post-course 4		Pre-course 1 vs. Post-course 6	
Teaching Philosophy	1.13 (large effect)	Teaching Philosophy	0.14 (slight effect)
Attitudes toward students	0.80 (large effect)	Attitudes toward students	0.30 (small effect)
Differentiating strategy frequency	0.60 (moderate effect)	Differentiating strategy frequency	0.73. (large effect)
Attitudes about giftedness and gifted learners	0.28 (small effect)	Attitudes about giftedness and gifted learners	0.19 (slight effect)

Individual Statements on the *Teachers' Perceptions Inventory* that Witnessed Remarkable Changes Across the 3 Years of the Project

Statement	Effect Size
• I try to use student talents to start my instruction.	0.90 (large effect)
• I ask questions that make learners explore/discover.	1.11 (large effect)
• I modify my instruction to match learner experiences, interests.	1.00 (large effect)
• I let gifted learners move more deeply or quickly when mastery is shown.	0.28 (small effect)

Students' Responses to Working With These Curricula: Anecdotal

- Teachers reported that Rising Scholar students were much more quickly assembled for a cluster session, whether it was with Jacob's Ladder or Beast Academy. It was evident they truly enjoyed the challenge of these materials.
- Teachers reported that GT cluster girls were particularly excited by the Beast Academy materials for some reason. Perhaps the visual nature of the materials helped them work on that part of their brain in understanding mathematics?
- Teachers reported that many times they felt like a fifth wheel –that the students got along quite well without them guiding, asking their higher order questions, etc. The students just wanted to “get to work” without a whole lot of explanation.”
- Several parents have reported to classroom teachers that their GT Cluster and RS Cluster students are more motivated to come to school, love their math (Beast Academy) and reading, and feel more positive about themselves as learners. It was reported that these things were “not the case” in earlier years.

Students' Responses to Cluster and RS Cluster Curricula: Classroom Observations

- Coming up to the observer and hugging her and saying, "Thank you for inventing Beast Academy. It's the best thing ever!" (Observer had to clarify that she had helped choose the Beast Academy, but did not invent it.)
- One GT/EBD student in RS taking on the responsibility of gathering each RS students' materials and pencils and placing them around their working table before their cluster time was to begin. He did this consistently and remained engaged during the cluster meetings "for the first time ever" (according to his teacher).
- Coming up to the observer and saying, "I don't know which I love more: grammar or vocabulary. They are both just plain great. I am learning a lot."
- When a teacher was working with a Cluster group, she made an assignment for them to work on as a group before their next meeting in two days and the students told her, "We can do more than this. We will have all the pages from 25 to 36 done by our next meeting." This was about 10 more pages than she had assigned.
- Students stayed very much on task when there was a teacher present as well as when there wasn't. It was clear that in both cases, they really were engaged by the materials they were learning. They were very likely to ask deep, critical questions when a teacher was present more frequently than when a teacher was not present. Group problem-solving in its best rendering was evident in most observations made.

Why Such Stellar Results Making This a Nation-wide Model for TD Services?

- The Collaborative Team
- A Comprehensive Approach
- District Buy-In
- Support From the Top

Post Grant Activities....

School Board Regular Meeting

5.A.

Meeting Date: 03/04/2019

Prepared By: Sheri L. Allen, Superintendent

Item Type: Action

Subject:

Approval of Minutes of February 19, 2019, Regular Meeting

Background:

See attachment.

Recommended Action:

Recommend approval of the minutes and proceedings as attached.

Attachments

Minutes - February 19, 2019, Regular Meeting

SCHOOL BOARD MINUTES
INDEPENDENT SCHOOL DISTRICT NO. 77
Mankato, Minnesota

February 19, 2019

The School Board of Independent School District No. 77 met in regular session on Tuesday, February 19, in the Mankato Room at the Intergovernmental Center. Vice-Chair Sapp called the meeting to order at 5:30 p.m. Members present at roll call: Judi Brandon, Ann Hendricks, Abdi Sabrie and Jodi Sapp. Absent: Sara Hansen (arrived at 5:42 p.m.), Kristi Schuck and Darren Wacker.

Mrs. Hendricks made a motion, and Mrs. Brandon seconded, approval of the agenda together with a Personnel Addendum. The motion carried on a 4-0 voice vote.

Open Forum: No one wished to speak.

Recognition of School Board Members: Board members were recognized and thanked for their service to the school district.

Information Reports: Achievement and Integration Plan presented by Heather Mueller, Scott Hare, Mel Helling and Liliana Cartagena; Monroe Elementary School Report presented by Steve Johanson; Dakota Meadows Middle School Report presented by Carmen Strahan and Andrew Kellenberger; Board Member Reports.

The consent agenda items outlined below were approved on a motion by Mrs. Hendricks, seconded by Mrs. Brandon, and carried on a 5-0 roll call vote.

Approval of Minutes of the February 4, 2019, regular Board meeting.

Approval of February Bills totaling \$10,726,032.36.

Personnel:

APPOINTMENTS (INSTRUCTIONAL)

Morgan Clark - Long Term Substitute Kindergarten Teacher for Bretta Hansen at Hoover Elementary School beginning on or about March 7 and ending June 5, 2019. She will be placed at step 1 of the B lane on the Teachers Association salary schedule.

Mari Considine - Special Education/MSU,M Field Experience Mentor (TOSA) Extending position from July 1, 2019 and ending June 30, 2020.

Kay Dedinsky - Long Term Substitute Teacher for Jennifer Anderson at Hoover Elementary School beginning May 6 and ending June 6, 2019.

She will be placed at step 10 of the B+30 lane on the Teachers Association salary schedule.

Samantha Dimmerman - Long Term Substitute Teacher for Michael Shores at Prairie Winds Middle School beginning February 18 and ending May 3, 2019. She will be placed at step 1 of the B lane on the Teachers Association salary schedule.

Jody Rittmiller - Elementary/MSU,M Field Experience Mentor (TOSA) Extending position from July 1, 2019 and ending June 30, 2020.

The following will be teachers in the ExCel Program at Franklin Elementary School beginning October 23 and ending May 1, 2019. They will be compensated according to their placement on the Teachers Association salary schedule.

Betty Alders, Amy Baer, Salena Gahler, Miranda Hoffman, Jodi McBride, Mike Nagel, Katie Soine, Ann Weber
Betty Alders - ExCel Coordinator - she will receive a stipend of \$1,000 for this position.

APPOINTMENTS (NONINSTRUCTIONAL)

Jennifer Bowen - General Education Paraprofessional at Roosevelt Elementary School for 6.25 hours per day/5 days per week beginning March 1, 2019. She will be compensated at the rate of \$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Elizabeth Champlin - Tester for EL Placement & ACCESS, beginning January 3 through June 30, 2019. She will be compensated at the rate of \$20 per hour.

Kaitlyn Helfter - Early Learning Special Education Paraprofessional for 24.5 hours per week (3.5 hrs M, 7 hrs T,W,Th) at Franklin Elementary School beginning February 20, 2019. She will be compensated at the rate of \$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Ashlyn Larson - ACES Child Care Assistant at Kennedy Elementary School for 4 hours per day/2 days per week beginning February 4, 2019. She will be compensated at the rate of \$10.40 per hour.

Kristin Leimer - ACES Child Care Assistant at Rosa Parks Elementary School for 4 hours per day/2 days per week beginning February 12, 2019. She will be compensated at the rate of \$9.86 per hour.

Kurt Schliep - Special Education Paraprofessional at Roosevelt Elementary School for 6.25 hours per day/4 days per week (M, W Th, F) beginning February 21, 2019. He will be compensated at the rate of

\$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Julie Warner - Special Education Paraprofessional at East High School for 6 hours per day/5 days per week beginning February 14, 2019. She will be compensated at the rate of \$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

The following will be teachers in the Central High Spring Night School Program beginning February 21 and ending May 09, 2019. They will be compensated according to their placement on the Teachers Association salary schedule.

Megan Hoffman, Kim Hermer, Amanda Abel, Aaron Miller, Jeremy Burger, Robert Groebner, Sherry Miller, Jeff Helget, Dan Toegel, Mike Sipe, Tom Boone, Crissy Makela, Alyssa VanKlei, Chris Wollmuth and John Bigham

CONTRACT ADJUSTMENTS (INSTRUCTIONAL)

Joshua Engel - Increase in assignment from 1.00 FTEs to 1.167 FTES beginning February 11, 2019 for the 2018-19 school year.

Caia Fredrickson - Increase in assignment from 1.00 FTEs to 1.167 FTES beginning February 11, 2019 for the 2018-19 school year.

Dan Quame - Increase in assignment from 1.00 FTEs to 1.167 FTES beginning February 11, 2019 for the 2018-19 school year.

Lynell Senden - Increase in assignment from 1.00 FTEs to 1.167 FTES beginning February 11, 2019 for the 2018-19 school year.

CONTRACT ADJUSTMENTS (NONINSTRUCTIONAL)

Carmen Kramer - Increase in Cook's Helper assignment from 6.5 hours per day to 6.75 hours per day/5 days per week at East High School beginning January 14, 2019.

Cindy Lambrecht - Increase in Cook's Helper assignment from 6.75 hours per day to 7 hours per day/5 days per week at East High School beginning January 14, 2019.

Susan McVenes - Increase in Cook's Helper assignment from 6.5 hours per day to 6.75 hours per day/5 days per week at East High School beginning January 14, 2019.

Kim Neidecker - Increase in Cook's Helper assignment from 7 hours per day to 8 hours per day/5 days per week at East High School beginning January 14, 2019.

Mark Spangler - Increase in Special Education Paraprofessional assignment at West High School from 6.75 hours per day/2 days per week to 6.75 hours per day/3 days per week (T/W/Th) beginning January 25, 2019.

REQUESTS FOR LEAVE (INSTRUCTIONAL)

April Malphurs - Extension of her Board approved unpaid leave through the 2019-20 school year.

Thomas Mitchell - School Counselor at Roosevelt Elementary School has requested a leave under the provisions of the Family Medical Leave Act commencing on or about April 25, 2019 through May 9, 2019.

Ann Weber - Intervention Teacher at Franklin Elementary School has requested a leave under the provisions of the Family Medical Leave Act commencing on April 18, 2019 through June 5, 2019.

REQUESTS FOR LEAVE (NONINSTRUCTIONAL)

Sheree Dittrich - Special Education Paraprofessional at Washington Elementary School has requested an extension of her board approved leave, intermittently, through February 19, 2019.

Amy Lorenz - Brailist in Training at West High School has requested a leave commencing on February 8 and ending on or about March 11, 2019.

Julie Miller - Special Education Paraprofessional at the Early Childhood Center, has requested an intermittent leave commencing on February 18 and continuing on an intermittent basis through April 1, 2019.

Brian Mork, Custodian at Rosa Parks Elementary School, has requested a leave under the provisions of the Family Medical Leave Act commencing on February 22, 2019, and continuing for approximately 8 weeks.

Beret Ouren - Early Learning Regular Education Paraprofessional at Franklin Elementary School has requested an unpaid leave beginning March 7, 2019 and continuing through the end of the 2018-19 school year.

RESIGNATIONS (INSTRUCTIONAL)

Patricia Finch - School Counselor at Hoover Elementary School, has submitted her resignation for purposes of retirement, effective as of June 7, 2019.

Kim Peterson - School Nurse has submitted her resignation for purposes of retirement. Her last date of employment will be June 7, 2019.

RESIGNATIONS (NONINSTRUCTIONAL)

Azeneth Gilbertson - Special Education Paraprofessional at Monroe Elementary School. Her last date of employment was January 25, 2019.

Anna Long - Special Education Paraprofessional at Franklin Elementary School. Her last date of employment will be February 27, 2019.

Amran Sabrie - Revise last day of employment to February 1, 2019.

Corey Sandusky - EL Paraprofessional at Hoover Elementary School. His last date of employment was February 15, 2019.

SALARY LANE ADVANCEMENTS

Jay Seiler - Correct salary lane advancement from B+30 to B+15.

The Achievement and Integration Plan for the District was reviewed earlier in the meeting. Ms. Hansen made a motion, seconded by Mrs. Brandon, to approve the plan as presented. The motion carried on a 5-0 voice vote.

There being no further business to consider, Mrs. Hendricks moved and Ms. Hansen seconded, that the meeting be adjourned. The meeting was declared adjourned at 7:06 p.m., on a 5-0 voice vote.

Clerk _____

Attest:

Chairperson _____

SCHOOL BOARD PROCEEDINGS
INDEPENDENT SCHOOL DISTRICT NO. 77
Mankato, Minnesota

February 19, 2019

The School Board of Independent School District No. 77 met in regular session on Tuesday, February 19, in the Mankato Room at the Intergovernmental Center. Vice-Chair Sapp called the meeting to order at 5:30 p.m. Members present at roll call: Judi Brandon, Ann Hendricks, Abdi Sabrie and Jodi Sapp. Absent: Sara Hansen (arrived at 5:42 p.m.), Kristi Schuck and Darren Wacker.

1. Brandon/Schuck approval of agenda with personnel addendum. 4-0
2. Open Forum - none.
3. Information: Recognition of Board members, Achievement and Integration Plan, Monroe Elementary School Report, Dakota Meadows Middle School Report, Board Member Workshop/Committee Reports.
4. Hendricks/Brandon approval of Consent Agenda Items: Approval of Minutes of the February 4, 2019, regular meeting; Approval of February Bills; Personnel. 5-0
5. Hansen/Brandon approval of Integration and Achievement Plan. 5-0
6. Hendricks/Hansen adjournment at 7:06 p.m. 5-0

Independent School District No. 77
Mankato, Minnesota
By: Sara Hansen

The complete minutes and all documents relating to this meeting are on file and available for review in the Superintendent's Office, 10 Civic Center Plaza, Suite 2 and on-line at www.isd77.org.

School Board Regular Meeting

5.B.

Meeting Date: 03/04/2019

Prepared By: Eric Hudspith, Director of Human Resources and Organizational Development

Item Type: Action

Subject:

Personnel - Consent Items

Background:

APPOINTMENTS (INSTRUCTIONAL)

Theresa Calsbeek - Long Term Substitute Teacher for Laura Mitchell at Monroe Elementary School beginning on or about April 25 and ending June 6, 2019. She will be placed at step 5 of the B+15 lane on the Teachers Association salary schedule.

Abigail Fischer - Long Term Substitute Teacher for Brittany Ward at Roosevelt Elementary School beginning on or about February 24 and ending May 24, 2019. She will be placed at step 1 of the B lane on the Teachers Association salary schedule.

Joe Johnson - Summer School Administrator Intern beginning March 1 and ending August 5, 2019. This is an unpaid assignment.

Renea Ratzloff - Long Term Substitute Teacher for Laura Duflo at Monroe Elementary School beginning on or about April 1 and ending June 6, 2019. She will be placed at step 8 of the M lane on the Teachers Association salary schedule.

APPOINTMENTS (NONINSTRUCTIONAL)

Bailey Bickford - Testing Proctor at Washington Elementary School beginning March 1 - May 31, 2019 as needed during testing. She will be compensated at the rate of \$10.25 per hour.

Reagan Brauer - NonClassroom (Playground) Paraprofessional at Washington Elementary School for 1.75 hours per day/2 days per week (M,T) beginning March 1, 2019. He will be compensated at the rate of \$12.76 per hour.

Jose Gomez - Transfer from Student Success Coach at Prairie Winds Middle School to Brailist in Training at Hoover Elementary School for 6.25 hours per day/5 days per week beginning March 6, 2019. He will be compensated at the rate of \$15.00 per hour and will be eligible for 6-3-2 benefits.

Paul Hampton - Special Education Paraprofessional at Washington Elementary School for 6.25 hours per day/5 days per week beginning February 26, 2019. He will be compensated at the rate of \$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Isabelle LeBlanc-Walz - ACES Child Care Assistant at Monroe Elementary School for 4 hours per day/2 days per week beginning February 21, 2019. She will be compensated at the rate of \$9.86 per hour.

Antonio Mendez Feliz - Special Education Paraprofessional at Dakota Meadows Middle School for 6.75 hours per day/5 days per week beginning March 1, 2019. He will be compensated at the rate of \$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Alfonse Oyoyo - Student Success Coach at Prairie Winds Middle School for 7 hours per day/5 days per week beginning February 27, 2019. He will be compensated at the rate of \$15.39 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Annette Perry - Special Education Student Success Coach at Prairie Winds Middle School for 7 hours per day/5 days per week beginning March 1, 2019. She will be compensated at the rate of \$15.39 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Elizabeth Riska - Structured Study Center Supervisor at Prairie Winds Middle School for 6.75 hours per day/5 days per week beginning March 4, 2019. She will be compensated at the rate of \$12.76 per hour in accordance with the agreement between the District and the Minnesota School Employees Association.

Allison Zielske - Long Term Substitute Early Learning Regular Education Paraprofessional for Beret Ouren beginning February 21 and ending on or about March 20, 2019. She will be compensated at the rate of \$12.76 per hour for this assignment.

CONTRACT ADJUSTMENTS (NONINSTRUCTIONAL)

Paige Larrabee - Transfer from interim ACES Site Supervisor position to ACES Assistant Site Supervisor at Eagle Lake Elementary School beginning February 25, 2019. She will be compensated at the rate of \$11.00 per hour.

REQUEST FOR LEAVE ((INSTRUCTIONAL)

Sarah Wennes, Continuous Improvement Coach, has requested an unpaid leave for the 2019-20 school year.

REQUEST FOR LEAVE (NONINSTRUCTIONAL)

Christinna Olson, Special Education Paraprofessional at East High School, has requested an intermittent leave under the provisions of the Family Medical Leave Act beginning February 5 and continuing through April 30, 2019.

RESIGNATIONS (NONINSTRUCTIONAL)

Kaitlin Altman - ACES Child Care Assistant. Her last date of employment will be May 2, 2019.

Tammy Hayes - RN/Health Assistant at Bridges Community School. Her last date of employment will be June 6, 2019.

Lacey Judkins - ACES Child Care Assistant. Her last date of employment will be June 5, 2019.

Kate Kruger - ACES Child Care Assistant. Her last date of employment will be April 24, 2019.

Anna Long - ACES Child Care Assistant. Her last date of employment was February 22, 2019.

Jessica Provancha - Sign Language Interpreter, effective as of March 4, 2019.

Madison Shepherd - ACES Child Care Assistant. Her last date of employment will be April 3, 2019.

Julie Warner - Special Education Paraprofessional at East High School. Her last date of employment was February 18, 2019.

Recommended Action:

The Administration recommends approval of the personnel items.

School Board Regular Meeting

6.A.

Meeting Date: 03/04/2019

Prepared By: Sheri L. Allen, Superintendent

Item Type: Action

Subject:

Acceptance of Gifts and Grants

Background:

The Early Learning program received \$200 in miscellaneous supplies from an anonymous donor.

The East High Wolverton Scholarship fund received individual donations totaling \$235 in memory of George Patchin and \$640 in memory of Tony Knapp.

Courtney and David Ireland donated \$200 to the Food Service program.

Prairie Ecology Bus provided a \$5,100 grant to Franklin Elementary School.

Matthew Wolff donated \$1,000 to the West High Wolff Family Scholarship fund.

Govenaires Drum and Bugle Corp donated \$100 to the West High Girls Golf program.

Arlee and Pam Schweim donated \$50 to Washington Elementary School.

The National Association for Gifted Children donated \$1,000 to the Talent Development program.

Mankato Area Hockey Association donated \$250 to the East Girls Hockey program.

Lee and Wendy Masters donated \$500 to the East High Baseball program.

East High Dance Company received the following donations:

Cross Country Underground Inc. - \$200

Tweetens One Stop Inc. - \$200

Dino's Pizzeria - \$400

Jo's Fitness Garage - \$100

East High VEX Robotics received the following donations:

Tony and Joan Czmowski - \$50

Lake Washington Improvement Association - \$1,000

Snell Auto Wash - \$100

Machado Trust - \$500

River City Electric Company - \$3,000

The Glen A. Taylor Foundation provided a grant of \$12,500 to the Ready! For Kindergarten program.

Recommended Action:

The administration recommends Board acceptance of these generous gifts.

School Board Regular Meeting

6.B.

Meeting Date: 03/04/2019

Prepared By: Eric Hudspith, Director of Human Resources and Organizational Development

Item Type: Action

Subject:

Resolution Directing the Administration to Make Recommendations Regarding Programming and Staffing for the 2019-20 School Year.

Background:

The following Resolution is the first step in laying the legal groundwork for reducing and/or discontinuing programs and licensed staff positions. Budget reductions, enrollment shifts or program changes may affect program and/or staffing levels in specific subject areas or grade levels.

**RESOLUTION DIRECTING THE ADMINISTRATION
TO MAKE RECOMMENDATIONS REGARDING
PROGRAMMING AND STAFFING FOR THE 2019-20 SCHOOL YEAR**

WHEREAS, the financial condition of the school district dictates the school district may require reallocation of resources between programs for the 2019-20 school year, and

WHEREAS, there may be reductions in student enrollments within specific programs and/or grade levels, and

WHEREAS, this reduction in expenditures may require discontinuance of positions and discontinuance or curtailment of programs, and

WHEREAS, a determination must be made as to which teachers' contracts must be terminated and not renewed and which teachers may be placed on unrequested leave of absence without pay or fringe benefits in effecting discontinuance of positions,

BE IT RESOLVED, by the School Board of Independent School District No. 77, as follows:

That the School Board hereby directs the Superintendent of Schools and the administration to consider the reduction and/or discontinuance of programs or positions to accomplish economies in the school district as a result of reductions in enrollment and/or funding and to make recommendations to the School Board for the discontinuance of programs, curtailment of programs, discontinuance of positions or curtailment of positions.

Dated: March 4, 2019

Recommended Action:

The Administration recommends approval of this resolution.
