

AGENDA
Independent School District No. 77
Mankato, MN 56001

Monday, March 3, 2025 - 5:30 p.m.
Intergovernmental Center - Mankato Room

1. CALL TO ORDER AND ROLL CALL (5:30 P.M.)
2. APPROVAL OF AGENDA (5:30 P.M.)
3. MAPS STUDENT SPOTLIGHT (5:35 P.M.)
4. MAPS STAFF SPOTLIGHT (5:45 P.M.)
5. PUBLIC COMMENT (5:55 P.M.)
6. INFORMATION (6:05 P.M.)
 - A. Annual American Indian Education Compliance Report
 - B. West High School Report
 - C. 2025-2026 School Calendar Adjustment
 - D. Annual School District Radon Report
 - E. First Reading of Revised Policies
 - F. Board Member Workshop/Committee Reports
7. CONSENT AGENDA (7:30 P.M.)
 - A. Approval of Minutes of February 18, 2025, Regular Meeting
 - B. Personnel
 - C. Dissolution of East/Loyola Boys Tennis Cooperative in 2025-26
8. BUSINESS (7:35 P.M.)

- A. Acceptance of Gifts and Grants
 - B. Approval of 2025 Roof Repair and Maintenance Project Bids for Hoover Elementary
 - C. Approval of Construction Bids for Mankato West High School Secure Entrance and Renovation
 - D. Approval of Achievement and Integration Plan 2025-28
9. ADJOURNMENT (7:55 P.M.)



School Board Members for 2025

Shannon Sinning, Chair
Phone: 507-382-4555
E-Mail: ssinni1@isd77.org
Term Ends December 31, 2026

Kari Pratt, Vice Chair
Phone: 507-291-8008
E-Mail: kpratt1@isd77.org
Term Ends December 31, 2026

Christopher Kind, Treasurer
Phone: 507-381-5734
E-Mail: ckind1@isd77.org
Term Ends December 31, 2028

Erin Roberts, Clerk
Phone: 507-420-4640
E-Mail: erober1@isd77.org
Term Ends December 31, 2028

Patrick Baker
Phone: 507-381-4790
E-Mail: pbaker1@isd77.org
Term Ends December 31, 2026

Elizabeth Hanke
Phone: 507-351-3367
E-Mail: ehanke1@isd77.org
Term Ends December 31, 2028

Liz Ratcliff
Phone: 507-380-3937
E-Mail: eratcl1@isd77.org
Term Ends December 31, 2028

Paul Peterson, Superintendent
10 Civic Center Plaza, Suite 2
Mankato, MN 56001
Phone: 387-1868
E-Mail: ppeter1@isd77.org



PUBLIC COMMENT GUIDELINES

The Mankato Area School Board welcomes public participation through Public Comment. Hearing from citizens is an important aspect of public service, and the School Board appreciates people sharing their views.

It is important to note that School Board meetings are business meetings held in the public. They are not public meetings nor are they a public forum. They are a business meeting of the elected representatives of the school district. The Mankato Area School Board expects that the same etiquette and decorum displayed during the business meeting be present during the Public Comment.

- Public Comment participation is limited to those individuals who wish to speak to an item on the Board agenda.
- The School Board does not comment or ask questions during Public Comment.
- Each speaker is asked to provide his/her name and city for the record.
- Each speaker is allowed three (3) minutes to speak. The Board Chair will alert speakers when their time is up. Failure to stop speaking and blatantly ignore the cue, will result in an individual losing the ability to participate in Public Comment for the next two months.
- When there is a large number of speakers, the Board Chair may modify Public Comment, such as shortening the time allotted for each speaker, adding an overall time limit, or shifting a portion of Public Comment to the end of the meeting.
- Public Comment participants are prohibited from calling out or addressing any individual School Board or school district staff member. If this occurs, Public Comment will be closed and the individual will not be allowed to participate in future Public Comments.
- Crowd noise or any sort of grandstanding during Public Comment, including applause, talking, shouting, or any outbursts will result in the Public Comment being closed.

Citizens wishing to speak are asked to fill out the form online by 3 pm the day of the meeting or 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.

Visit our Web Site at www.isd77.org

School Board Meeting Agendas and Minutes can be found at:
<https://www.isd77.org/experience/school-board/agendas-and-minutes>



MANKATO AREA PUBLIC SCHOOLS

STRATEGIC ROADMAP

Mission Statement

our core purpose

Excellence, Equity, Empowerment. Every Student, Every Day.

Core Values



drivers of our words and actions

- **Courage:** We do and say what is needed to develop strength, resilience and character.
- **Student Centered:** Student success drives our decisions and actions, and we strive to provide each learner with what they need, when they need it.
- **Integrity:** We are honest, authentic and respectful in every interaction.
- **Accountable:** We know our desired outcomes, understand our individual responsibility for them, and collectively take accountability for results and continuous improvement.
- **Inclusive Practices:** We ensure ALL learners are welcomed and valued, have a sense of belonging and see themselves in their learning.

Vision



what we intend to create

MAPS inspires students to thrive through future focused learning experiences by:

- Pursuing their individual pathway
- Ensuring safe and secure schools
- Fostering inclusivity by understanding and appreciating diversity
- Engaging with families and caregivers
- Partnering with and contributing to our community

with high quality, dedicated and exceptionally trained staff.

Strategic Directions



focus of our improvement efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

Excellence, Equity, Empowerment. Every Student, Every Day.

#MAPSready

School Board Regular Meeting

6. A.

Meeting Date: 03/03/2025

Prepared By: Travis Olson, Director of Teaching & Learning

Subject:

Annual American Indian Education Compliance Report

Background:

Jocie DeSutter, Megan Schnitker, Dinah Langsjoen, and Ameina Haines will present an annual report on American Indian Education. The American Indian Parent Advisory Committee (AIPAC) voted again this year in concurrence and support of the educational programs provided for the American Indian Students in Mankato Area Public Schools.

Recommended Action:

None

Attachments

Annual American Indian Ed. Compliance Report 3.3.25



2024–2025

Annual American Indian Education Compliance Report

March 3, 2025

Excellence, Equity, Empowerment.
Every Student, Every Day.



Mission Statement

our core purpose

Excellence, Equity, Empowerment.
Every Student, Every Day.

Core Values

drivers of our words and actions

- Courage
- Student Centered
- Integrity
- Accountable
- Inclusive Practices



Strategic Directions: Focus of Our Improvement Efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

Excellence, Equity, Empowerment.
Every Student, Every Day.



MN American Indian Education Aid

- **The American Indian Education Aid program is administered by the Minnesota Department of Education (MDE) and provides per-pupil funding to districts, charter schools, and tribal schools that report an American Indian student count of 20 or more on the October 1 MARSS reporting deadline.**
- **Districts with 10 or more American Indian students require an American Indian Parent Advisory Committee (AIPAC).**
- **The AIPAC issues a Vote of Concurrence annually.**

Excellence, Equity, Empowerment.
Every Student, Every Day.



Grant Goal Areas

- **Support postsecondary preparation for pupils**
- **Support the academic achievement of American Indian students**
- **Make curriculum relevant to the needs, interests, and cultural heritage of American Indian pupils**
- **Provide positive reinforcement of the self-image of American Indian pupils**
- **Develop intercultural awareness among pupils, parents and staff**

Excellence, Equity, Empowerment.
Every Student, Every Day.



AIPAC and MAPS Partnership

- **STEM Field Trip**
- **Beading and Ribbon Skirt Workshops**
- **AIPAC Events**
- **Part time American Indian Liaison**
- **Fitness Club**
- **Creator's Game Club**
- **College and Career Pathway Opportunities**
- **Improve Graduation Rate**

Excellence, Equity, Empowerment.
Every Student, Every Day.



Vote of Concurrence Statement

We, the American Indian Parent Advisory Committee, issue a Vote of Concurrence. We attest that the school board and/or district are compliant with Minnesota Statutes and that the school board and/or district are meeting the needs of American Indian students.

Excellence, Equity, Empowerment.
Every Student, Every Day.



Thank You

Excellence, Equity, Empowerment.
Every Student, Every Day.

School Board Regular Meeting

6. B.

Meeting Date: 03/03/2025

Prepared By: Travis Olson, Director of Teaching & Learning

Subject:

West High School Report

Background:

Sherri Blasing, Principal of West High School, will present a report on Concurrent Enrollment, Career Pathways and the expansion at West High School.

Recommended Action:

None

Attachments

West HS Board Presentation



2024–2025

Mankato West High School

Concurrent Enrollment, Career Pathways, West Expansion

Report to the School Board

March 3, 2025

Excellence, Equity, Empowerment.
Every Student, Every Day.



Mission Statement

our core purpose

Excellence, Equity, Empowerment.
Every Student, Every Day.

Core Values

drivers of our words and actions

- Courage
- Student Centered
- Integrity
- Accountable
- Inclusive Practices



Strategic Directions: Focus of Our Improvement Efforts

- A. Improving our professional practices so that each learner achieves at high levels in an inclusive educational model that is relevant and flexible
- B. Enhancing our student support structures to meet academic, social, behavioral, and mental health needs
- C. Recruiting, developing, and retaining staff to ensure positive learning experiences for students
- D. Strengthening our parent/caregiver partnerships and connections
- E. Ensuring safe, efficient and effective operations

Excellence, Equity, Empowerment.
Every Student, Every Day.



Concurrent Enrollment

Excellence	Equity	Empowerment
Courses cover 6 goal areas of the MN Transfer Curriculum	Eliminates the transportation barrier for college credit	Over 150 students attended our Dual Credit registration meeting
10 Courses: 3 with SCC, 7 with MSU, M	2024-25 School Year: 5 courses – 8 sections	Students could graduate with 25 MN Transfer Curriculum credits

Excellence, Equity, Empowerment.
Every Student, Every Day.



Career Pathways

Excellence	Equity	Empowerment
4 Pathways: • Human Services • Agriculture • Business • Engineering and Manufacturing	Use of Xello to determine a pathway	Geometry in Action First course as an alternative pathway to earn required credit
Staff Meeting with Local Industry	Registration Hub	Explore, Experience, Engage model
Advisory Councils	Closing the Gap in Pathways Participation	Coffee Shop

Excellence, Equity, Empowerment.
Every Student, Every Day.



Reimagining High School Through Concurrent Enrollment and Career Pathways

MAPS inspires students to thrive through future focused learning experiences by:

- Pursuing their individual pathway
- Ensuring safe and secure schools
- Fostering inclusivity by understanding and appreciating diversity
- Engaging with families and caregivers
- Partnering with and contributing to our community

Excellence, Equity, Empowerment.
Every Student, Every Day.



Reimagining High School Through Concurrent Enrollment and Career Pathways

High Expectations, Rigorous Curriculum

Multiple Academic Pathways

Authentic, Hands-On Experiences

Partnerships with Local Industry/Businesses

Graduate with at least one Community Learning Experience to connect students to life after high school

Excellence, Equity, Empowerment.
Every Student, Every Day.



West Expansion

Secured Entrance Offices at main entrance	Begin later this month Will lose access to door #1 Check-in desk will move to door #24
Choir and Orchestra	Relocating in May to auditorium
2nd and 3rd Floors 7 new classrooms with break-out rooms, learning commons and flex spaces	Summer Work Allow us to move classrooms out of the annex
Gym, classroom, wrestling room, locker rooms, athletic training room	2025-26 school year
Music Suite, Fitness Center, Art Room, Special Education Suite	2026-27 school year

Excellence, Equity, Empowerment.
Every Student, Every Day.



Thank You

Excellence, Equity, Empowerment.
Every Student, Every Day.

School Board Regular Meeting**6. C.****Meeting Date:** 03/03/2025**Prepared By:** Travis Olson, Director of Teaching & Learning

Subject:

2025-2026 School Calendar Adjustment

Background:

Adjustments will need to be made to the 2025-2026 school calendar to maximize efficiency and minimize disruptions to learning. To optimize the time available for bond construction and HVAC projects, eight additional days will be added to the summer of 2026. To achieve this, the school year will start one week earlier, the week of August 25th, and three previously scheduled non-school days will now be instructional days. With these changes, the school year will end sooner—on May 22, 2026.

In conjunction with these adjustments, 9th grade students will start school on August 25th, a day prior to 10-12th graders and 6th grade students will start August 26th, a day prior to 7th and 8th grade students.

Recommended Action:None

AttachmentsProposed 2025-26 Calendar



Mankato Area Public Schools - Independent School District #77

2025-2026 STAFF Calendar ***Proposed**

July

July 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

- 11 New Teacher Workshop
- 12 New Teacher Workshop
- 13 New Teacher Workshop
- 18 All Teacher Workshop/Prep
- 19 All Teacher Workshop/Prep
- 20 All Teacher Workshop/Prep
- 21 All Teacher Workshop/Prep
- 22 Non-Paid, Non-Work Day
- 25 Classes Begin 9th grade
- 25 No School K-8 (Conf)
- 26 Classes Begin 6th, 10-12
- 26 No School K-5, 7 & 8 (Conf)
- 27 Classes Begin K-5, 7 & 8

August 2025						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

- 1 Holiday Paid Labor Day
- 10 2hr Early Out

September 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

- 8 2hr Early Out
- 13 Holiday Unpaid Indigenous Peoples' Day
- 16 Non-Paid, Non-Work Day
- 17 Non-Paid, Non-Work Day
- 31 End of Quarter 1

October 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

- 3 All Teacher Workshop/Prep
- 12 2hr Early Out
- 25 No School K-5 (Conf)
- 26 No School K-12 (Conf)
- 27 Holiday Paid Thanksgiving Day
- 28 Holiday Paid

November 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

- 10 2hr Early Out
- 24 Non-Paid, Non-Work Day
- 25 Holiday Paid Christmas Day
- 26 Non-Paid, Non-Work Day
- 29 Non-Paid, Non-Work Day
- 30 Non-Paid, Non-Work Day
- 31 Non-Paid, Non-Work Day

December 2025						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

- 1 Holiday Paid New Year's Day
- 14 2hr Early Out
- 16 End of Quarter 2
- 19 Holiday Unpaid MLK Jr. Day
- 20 All Teacher Workshop/Prep

February 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February

- 11 2hr Early Out

March 2026						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

- 11 2hr Early Out
- 13 No School K-5/Prep
- 13 No School 6-8 (Conf)
- 19 End of Quarter 3
- 19 No School K-5 (Conf)
- 20 Holiday Unpaid Eid
- 23 No School K-5 (Conf)
- 23 No School 6-12/Prep

April 2026						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April

- 3 Holiday Paid Good Friday
- 8 2hr Early Out

May 2026						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May

- 13 2hr Early Out
- 22 End of Quarter 4
- 22 Classes End Grades K-12
- 22 Graduation
- 25 Holiday Paid Memorial Day
- 26 All Teacher Workshop/Prep

June 2026						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June

****Board Approved March 2025**

School Board Regular Meeting**6. D.****Meeting Date:** 03/03/2025**Prepared By:** Amanda Heilman, Director of Business Services

Subject:

Annual School District Radon Report

Background:

Radon testing is performed every five years on a rotating schedule for all district buildings, as mandated by MN Statute 123B.571. The district utilizes LTFM revenue for this testing, and is required to report test results at a school board meeting. All tested areas showed radon levels within safe thresholds, with the exception of one space as determined by the Minnesota Department of Health. Additional testing was conducted on this one space and results came back with radon levels well below allowable limits. A more detailed report is attached.

Recommended Action:

None

AttachmentsPresentation



2024–2025 Radon Report

March 3, 2025



Mission Statement

Excellence, Equity, Empowerment.
Every Student, Every Day.

Core Values

- Courage
 - Student Centered
 - Integrity
 - Accountable
 - Inclusive Practices
-



Radon in Schools

Minnesota Statute 123B.571 states, school districts that receive health and safety revenue to conduct radon testing must conduct the testing according to the state's 'Radon Testing Plan'.

- Completed every 5-years
- Testing and mitigation must be conducted by licensed individuals
- Short-term test conducted between November 1 and March 31
- Test completed during school days or when HVAC is running
- Test ground floor and 10% of upper floor rooms
- Follow-up testing in rooms that have radon > 4 pCi/L
- Report all radon test results to MDH
- Report radon test results at a school board meeting



Radon in Schools

	Year	Next 5 Year Round	Next 5 Year Round
West High School	2017	2022	2027
Washington Elementary	2017	2022	2027
Dakota Meadows Middle School	2017	2022	2027
East High School	2018	2023	2028
Roosevelt Elementary	2018	2023	2028
Rosa Parks Elementary	2018	2023	2028
Lincoln Community Center	2019	2024	2029
Kennedy Elementary	2019	2024	2029
Monroe Elementary	2019	2024	2029
Hoover Elementary	2019	2024	2029

	Year	Next 5 Year Round	Next 5 Year Round
Eagle Lake Elementary	2020	2025	2030
Bridges Community School	2020	2025	2030
Prairie Winds Middle School	2020	2025	2030
Center For Learning		2025	2030
Jefferson Elementary	2021	2026	2031
Franklin Elementary	2021	2026	2031
Futures	2021	2026	2031
SUN Building		2026	2031

◆ Courage ◆ Student Centered ◆ Integrity ◆ Accountable ◆ Inclusive Practices ◆



Radon in Schools

Short-Term Test - November 4-7, 2025		Passing Sample	Passing Sample	Passing Sample	Samples Requiring Follow-up Testing
	Total Samples	0.0-1.9 pCi/L	2.0-2.9 pCi/L	3.0-3.9 pCi/L	≥ 4 pCi/L
Center For Learning	71	71	0	0	0
Eagle Lake EL	47	47	0	0	0
Bridges CS	21	21	0	0	0
Prairie Winds MS	98	97	0	0	1 - B103



Radon in Schools

Follow-Up Testing

2-Day Continuous Monitoring - February 10-12, 2025		Passing Sample	Passing Sample	Passing Sample	Samples Requiring Follow-up Testing	Follow-up Testing Results - Occupied Radon Level
Building Name	Total Samples	0.0-1.9 pCi/L	2.0-2.9 pCi/L	3.0-3.9 pCi/L	≥ 4 pCi/L	2 day continuous sampling
Prairie Winds MS	1 - B103		1			2.3



Thank you

Questions?

◆ Courage ◆ Student Centered ◆ Integrity ◆ Accountable ◆ Inclusive Practices ◆

School Board Regular Meeting**6. E.****Meeting Date:** 03/03/2025**Prepared By:** John Lustig, Director of Administrative Services

Subject:

First Reading of Revised Policies

Background:

School Board Policy 305 states that it is the responsibility of the Superintendent to recommend additions or modifications to School Board policies. The Policy Review Committee met on March 3, 2025, to review and discuss the proposed revisions. The attached revised policies are presented this evening for first reading. These policies will be presented for second reading and approval at the April 7, 2025, School Board meeting.

Recommended Action:

None

AttachmentsList of Policies

Policy Review Committee: 2-12-2025

First Reading: 3-3-2025

Second Reading/Approval: 4-7-2025

List of Policies for Board Action

POLICY #	POLICY TITLE	READY TO GO (X)	NO CHANGES (X)	NOTES
519	INTERVIEWS OF STUDENTS BY OUTSIDE AGENCIES	X		Updates statutory interview information in Art. III.A. to align language with statute regarding interviews involved investigations of reports of maltreatment
522	TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS	X		Revises the policy to reflect the Title IX rules that were effective as of 8-14-2020. Policy revision aligns with recent guidance from the Office for Civil Rights directing schools to follow the 2020 Title IX rules instead of the 2024 Title IX rules that were vacated by Federal court in January 2025.
701	ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET	X		Add explicit authority for the board to use available fund balance funds
727	UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES	X		Update Uniform Grant Guidance equipment definition and small purchase procedure dollar amount; add cybersecurity requirement

School Board Regular Meeting

6. F.

Meeting Date: 03/03/2025

Prepared By: Paul Peterson, Superintendent

Subject:

Board Member Workshop/Committee Reports

Background:

Board members will have an opportunity to provide brief reports on recent workshops they have attended or on committees they are serving on.

Recommended Action:

None

School Board Regular Meeting

7. A.

Meeting Date: 03/03/2025

Prepared By: Paul Peterson, Superintendent

Subject:

Approval of Minutes of February 18, 2025, Regular Meeting

Background:

See attachment.

Recommended Action:

Recommend approval of the minutes and proceedings as attached.

Attachments

Minutes - February 18, 2025

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

February 18, 2025

The School Board of Independent School District No. 77 met in regular session on Tuesday, February 18, in the Minnesota River Room at the Intergovernmental Center. Chair Sinning called the meeting to order at 5:31 p.m. Members present at roll call: Patrick Baker, Elizabeth Hanke, Christopher Kind, Kari Pratt, Liz Ratcliff, Erin Roberts, and Shannon Sinning. Members absent: None.

Ms. Roberts made a motion, and Mrs. Pratt seconded, approval of the agenda together with a Personnel Addendum. The motion carried on a 7-0 voice vote.

The consent agenda items outlined below were approved on a motion by Mrs. Ratcliff, seconded by Mr. Kind, and carried on a 7-0 roll call vote.

Approval of Minutes of the February 3, 2025, regular Board meeting.

Approval of February Bills totaling \$13,786,599.89.

Personnel:

APPOINTMENTS (INSTRUCTIONAL)

Maria Stock - Full-time (1.00 FTEs) Special Education Teacher at SUN beginning February 10, 2025. She will be placed at step 1 of the B lane on the Teachers Association salary schedule.

APPOINTMENTS (NON-INSTRUCTIONAL)

Peyton Berreman - ACES Child Care Assistant at Kennedy Elementary School for 1.5 hours per day/1 day per week beginning February 10, 2025. She will be compensated at the rate of \$13.00 per hour.

Andie Burns - ACES Child Care Assistant at Eagle Lake Elementary School for 3-4 hours per day/2 days per week beginning February 10, 2025. She will be compensated at the rate of \$13.25 per hour.

Edith Chacon - Building Supervisor with Community Education on an as needed basis beginning February 1, 2025. She will be compensated at the rate of \$17.00 per hour for this assignment. This is in addition to her Middle School After School Site Supervisor assignment at Dakota Meadows Middle.

Heather Hoernemann - Cook Helper at East High School for 8 hours per/5 days per week beginning February 10, 2025. She will be placed at classification A11, step 5, in

accordance with the agreement between the District and the Minnesota School Employee Association.

Rachel Jahnke - 4-Hour, 9-month Day Custodian at Franklin Elementary School beginning February 10, 2025. She will be placed at classification A13, step, 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Sandra Mertesdorf - Health & Wellness Paraeducator at Futures for 7 hours per day/5 days per week beginning February 10, 2025. She will be placed at classification B22.5, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Skylar Smithers - ACES Child Care Assistant at Rosa Parks Elementary School for 3-4 hours per day/2 days per week beginning February 10, 2025. She will be compensated at the rate of \$13.00 per hour.

CONTRACT ADJUSTMENTS (NON-AFFILIATED)

Emily Bartels - Increase annual salary to \$54,288 as ACES Site Specialist at Lincoln Community Center beginning February 16, 2025.

Kiana Montes-Chrisman - Increase annual salary to \$54,288 as ACES Site Specialist at Lincoln Community Center beginning February 16, 2025.

Kristina Niner - Increase annual salary to \$54,288 as ACES Site Specialist at Lincoln Community Center beginning February 16, 2025.

Amy Phares - Increase annual salary to \$54,288 as ACES Parent Specialist at Lincoln Community Center beginning February 16, 2025.

CONTRACT ADJUSTMENTS (INSTRUCTIONAL)

Christina James - Correction - Increase in assignment as Art Teacher at East High School from 0.417 FTEs to 0.584 FTEs beginning August 26, 2024, for the 2024-25 school year.

Anica Myhr - Increase in assignment as Speech Language Pathologist at MAPS Center for Learning from 0.80 FTEs to 1.00 FTEs beginning February 18, 2025.

CONTRACT ADJUSTMENTS (NON-INSTRUCTIONAL)

Ella Cordes - Change in assignment from ACES Site Lead at Franklin Elementary School to ACES Early Learning Aide Substitute at MAPS Center for Learning on an on-call basis beginning February 10, 2025. She will be compensated at the rate of \$15.25 per hour.

Maryam Mahamud - Voluntary decrease in assignment as Preschool Paraeducator at MAPS Center for Learning from 7 hours per day/4 days per week (M-TH) to 3.5 hours per day/4 days per week (M-TH) beginning February 10, 2025. This is in addition to her Interpreter assignment for the District.

John Stalter - Change in assignment from Custodian in Charge of Building at MAPS Center for Learning to Custodian Engineer at Washington Elementary School beginning February 3, 2025. He will be compensated according to his placement on the Minnesota School Employees Association salary schedule.

Deontae Veney - Change in assignment from ACES Site Lead Substitute and ACES Student Support Assistant Substitute to ACES Site Lead at Franklin Elementary School for 2-3 hours per day/1 day per week beginning February 11, 2025. He will be compensated at the rate of \$16.75 per hour.

REQUESTS FOR LEAVE (INSTRUCTIONAL)

Thomas Murray II - School Social Worker at Futures, has requested leave under the provisions of the Family Medical Leave Act beginning January 23 and returning to work on February 11, 2025.

Stacy Vilt - Adjust return date to February 10, 2025, for Board-approved leave.

REQUESTS FOR LEAVE (NON-INSTRUCTIONAL)

Tonia Johnson - Health & Wellness Paraeducator at East High School, has requested leave under the provisions of the Family Medical Leave Act beginning February 3 and returning to work on March 11, 2025.

RESIGNATIONS (INSTRUCTIONAL)

Patrick Burmeister - Physical Education Teacher, has submitted a resignation for the purpose of retirement. The last day of employment will be August 25, 2025.

Betsey Matas - ECFE Parent Educator and Early Learning Special Education Paraeducator at MAPS Center for Learning, has submitted a resignation. The last day of employment will be February 11, 2025.

Amber Volkman - Adjust end date to February 20, 2025, as Long-term Substitute Teacher for Erin Krueger at Washington Elementary School.

Cindi Wacker - Special Education Teacher at Washington Elementary School has submitted a resignation. The last day of employment will be June 6, 2025.

RESIGNATIONS (NON-INSTRUCTIONAL)

Kate Cashin - ACES Child Care Assistant at Hoover Elementary School, has submitted a resignation. The last day of employment will be February 21, 2025.

Darien Cervin - ACES Child Care Assistant at Washington Elementary School, has submitted a resignation. The last day of employment will be February 5, 2025.

Jaydin Hanson - ACES Child Care Assistant at Jefferson Elementary School, has submitted a resignation. The last day of employment will be February 6, 2025.

Erika Henrichs - Special Education Paraeducator (Intervention-ASD/DCD) at Prairie Winds Middle School, has submitted a resignation. The last day for this assignment will be February 19, 2025. She will continue as a Substitute Teacher for the District.

Beth Schmitz - Accounts Payable Clerk with Business Services, has submitted a resignation. The last day of employment will be February 21, 2025.

Maria Stock - Health & Wellness Paraeducator at SUN, has submitted a resignation in order to accept the Teaching position. The last day for this assignment will be February 7, 2025.

TERMINATION (NON-INSTRUCTIONAL)

Kjersten Johnson - Paraeducator Student Intern at MAPS Center for Learning, effective January 31, 2024.

Gabrielle Kaiser - ACES Child Care Assistant at Washington Elementary School, effective April 22, 2024.

Addendum

APPOINTMENTS (NON-AFFILIATED)

Cynthia Foix - Building Technology Assistant at Dakota Meadows Middle School for 6.5 hours per day/5 days per week, with a work year of 170 days beginning February 12, 2025. This is a Non-affiliated assignment, with an hourly rate of \$18.54. She will be eligible for Category I benefits.

APPOINTMENTS (INSTRUCTIONAL)

Bethany Ehmcke - Long-term Substitute Teacher for Callie Pengilly at MAPS Center for Learning beginning February 7 and ending March 7, 2025. She will be placed at step 1 of the B B lane on the ECCE Teachers Association salary schedule.

Brittany Wundermachen - Change in assignment from Long-term Substitute Teacher to Full-time (1.00 FTEs) Special Education Teacher at Futures beginning February 7, 2025. She will be placed at step 1 of the B lane on the Teachers Association salary schedule.

APPOINTMENTS (NON-INSTRUCTIONAL)

Ashlyn Guse - ACES Child Care Assistant at Washington Elementary School for 3-4 hours per day/2 days per week beginning February 17, 2025. She will be compensated at the rate of \$13.25 per hour.

Mariama Lebbie - ACES Child Care Assistant Substitute on an on-call basis beginning February 18, 2025. She will be compensated at the rate of \$13.00 per hour.

Mathea Ray - ACES Child Care Assistant at Monroe Elementary School for 3-4 hours per day/3 days per week beginning February 13, 2025. She will be compensated at the rate of \$13.00 per hour.

Josie Robertson - ACES Early Learning Aide at MAPS Center for Learning for 4 hours per day/3 days per week beginning February 17, 2025. She will be compensated at the rate of \$15.25 per hour.

REQUESTS FOR LEAVE (INSTRUCTIONAL)

Brittany Amborn - Teacher currently on Board-approved leave has requested unpaid leave for the 2025-26 school year.

Brittany Boyum - Teacher currently on Board-approved leave has requested unpaid leave for the 2025-26 school year.

Jessica Kingston - Teacher currently on Board-approved leave has requested unpaid leave for the 2025-26 school year.

Mary Mccuskey Simpson - Teacher currently on Board-approved leave has requested unpaid leave for the 2025-26 school year.

Renee Unger - Teacher currently on Board-approved leave has requested unpaid leave for the 2025-26 school year.

Christina Woodside - Teacher currently on Board-approved leave has requested unpaid leave for the 2025-26 school year.

REQUESTS FOR LEAVE (NON-INSTRUCTIONAL)

Mary Adiel - Custodian at West High School, has requested unpaid leave beginning June 30 and returning to work on August 1, 2025.

Taylor Homan - Adjust return date to February 14, 2025, for Board-approved leave.

Jaclyn Rademaker - Special Education Paraeducator at Franklin Elementary School has requested leave under the provisions of the Family Medical Leave Act beginning February 12 and returning to work on March 6, 2025.

RESIGNATIONS (NON-AFFILIATED)

Katie Gag - Assistant Director of Early Learning at MAPS Center for Learning, has submitted a resignation. The last day of employment will be April 4, 2025.

RESIGNATIONS (INSTRUCTIONAL)

Barbara Enderle - Physical Education Teacher at Rosa Parks Elementary School, has submitted a resignation for the purpose of retirement. The last day of employment will be June 9, 2025.

Annette Fischer - Title I Reading Intervention Teacher at Kennedy Elementary School, has submitted a resignation for the purpose of retirement. The last day of employment will be June 6, 2025.

Sandra Hatlestad - 3rd Grade Teacher at Bridges Community School, has submitted a resignation for the purpose of retirement. The last day of employment will be June 9, 2025.

Jane Windschill - Special Education Teacher at Prairie Winds Middle School, has submitted a resignation for the purpose of retirement. The last day of employment will be June 9, 2025.

RESIGNATIONS (NON-INSTRUCTIONAL)

Bethany Ehmcke - Early Learning Preschool Paraeducator at MAPS Center for Learning, has submitted a resignation in order to accept the Long-term Substitute Teacher position. The last day for this assignment will be February 6, 2025.

TERMINATION (NON-INSTRUCTIONAL)

Nimo Abdi - ACES Child Care Assistant Substitute, effective February 14, 2025.

Leah Beery - ACES Early Learning Aide at MAPS Center for Learning, effective February 14, 2025.

Sandra Mertesdorf - Health & Wellness Paraeducator at Futures, effective February 11, 2025.

Ava Sietsema - ACES Child Care Assistant at Franklin Elementary School, effective February 14, 2025.

There being no further business to consider, Mrs. Ratcliff moved and Ms. Roberts seconded, that the meeting be adjourned. The meeting was declared adjourned at 5:33 p.m., on a 7-0 voice vote.

Attest: Clerk _____

Chairperson _____

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

February 18, 2025

The School Board of Independent School District No. 77 met in regular session on Tuesday, February 18, in the Minnesota River Room at the Intergovernmental Center. Chair Sinning called the meeting to order at 5:31 p.m. Members present at roll call: Patrick Baker, Elizabeth Hanke, Christopher Kind, Kari Pratt, Liz Ratcliff, Erin Roberts, and Shannon Sinning. Members absent: None.

1. Roberts/Pratt approval of agenda with personnel addendum. 7-0
2. Ratcliff/Kind approval of Consent Agenda Items: Approval of Minutes of the February 3, 2025, regular meeting; Approval of February Bills; Personnel. 7-0
3. Ratcliff/Roberts adjournment at 5:33 p.m. 7-0

Independent School District No. 77
Mankato, Minnesota
By: Erin Roberts

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

7. B.

Meeting Date: 03/03/2025

Prepared By: John Lustig, Director of Administrative Services

Subject:

Personnel

Background:

APPOINTMENTS (NON-INSTRUCTIONAL)

Mackenzie Bosch - Early Learning Special Education Paraeducator at MAPS Center for Learning for 7 hours per day/1 days per week (M) and 5.5 hours per day/1 day per week (W) beginning February 24, 2025. She will be placed at classification B22, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association. This is in addition to her Early Learning Paraeducator assignment.

Mackenzie Bosch - Early Learning Paraeducator at MAPS Center for Learning for 1.5 hours per day/1 day per week (W) beginning February 26, 2025. She will be placed at classification B21, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association. This is in addition to her Early Learning Special Education Paraeducator assignment.

Aliyah Lowrie - Special Education Paraeducator (Intervention-ASD) at Rosa Parks Elementary School for 6.75 hours per day/5 days per week beginning March 3, 2025. She will be placed at classification B22, step 1, in accordance with the agreement between the District and the Minnesota School Employee Association.

Addisen McGeehan - ACES Child Care Assistant at Hoover Elementary School for 3-4 hours per day/2 days per week beginning March 3, 2025. She will be compensated at the rate of \$13.00 per hour.

Aaliyah Petersen - ACES Early Learning Aide at MAPS Center for Learning for 4-5 hours per day/3 days per week beginning February 24, 2025. She will be compensated at the rate of \$15.00 per hour.

Tayler Penning - ACES Child Care Assistant at Jefferson Elementary School for 3-4 hours per day/3 days per week beginning February 19, 2025. She will be compensated at the rate of \$13.00 per hour.

Chloe Peterka - ACES Child Care Assistant at Hoover Elementary School for 3-4 hours per day/3 days per week beginning March 3, 2025. She will be compensated at the rate of \$13.00 per hour.

Abigail Rasmussen - ACES Child Care Assistant at Jefferson Elementary School for 3-4 hours per day/3 days per week beginning February 24, 2025. She will be compensated at the rate of \$13.00 per hour.

Madelyn Sura - ACES Child Care Assistant at Hoover Elementary School for 3-4 hours per day/3 days per week beginning February 20, 2025. She will be compensated at the rate of \$13.00 per hour.

CONTRACT ADJUSTMENTS (NON-INSTRUCTIONAL)

Natalie Carlson - Change in assignment from Special Education Paraeducator (Resource), classification B21.5, to Special Education Paraeducator (Intervention-ASD/DCD), classification B22, at Monroe Elementary School for 6.75 hours per day/5 days per week beginning March 3, 2025. She will be compensated according to her placement on her placement on the Minnesota School Employees Association salary schedule.

Bryn Hacker - Increase in assignment as Special Education Paraeducator (Intervention-Behavior Support) at Hoover Elementary School from 2.75 hours per day/5 days per week to 4 hours per day/5 days per week beginning January 28, 2025. This is in addition to her ACES Child Care Assistant assignment at Hoover Elementary School.

RESIGNATIONS (INSTRUCTIONAL)

Kassandra Hammond - Special Education Teacher at Prairie Winds Middle School, has submitted a resignation. The last day of employment will be June 6, 2025.

Marcy Koch - Elementary School Counselor at Roosevelt Elementary School, has submitted a resignation for the purpose of retirement. The last day of employment will be June 6, 2025.

Matthew Kolb - Physical Education Teacher at West High School, has submitted a resignation for the purpose of retirement. The last day of employment will be June 6, 2025.

Recommended Action:

The Administration recommends the approval of the personnel items.

School Board Regular Meeting**7. C.****Meeting Date:** 03/03/2025**Prepared By:** Paul Peterson, Superintendent

Subject:

Dissolution of East/Loyola Boys Tennis Cooperative in 2025-26

Background:

Mankato Public Schools cooperative (co-op) agreements were originally put in place to help sustain certain MSHSL athletic programs. Mankato East currently has a cooperative for boys' tennis with Mankato Loyola. There are several criteria that are used by the Activities Council when considering cooperative agreements, including team size, competitiveness of the activity and whether adding schools moves the team into a higher class (i.e., from A to AA, AA to AAA, etc.).

The reason for the dissolution is that Loyola does not have students participating in the program and MAPS participating numbers have grown to sustain the program.

Recommended Action:

The administration recommends that the School Board take action to dissolve the current cooperative (East-Loyola). The change will be effective with the 2025-26 season.

School Board Regular Meeting

8. A.

Meeting Date: 03/03/2025

Prepared By: Paul Peterson, Superintendent

Subject:

Acceptance of Gifts and Grants

Background:

Consolidated Communications donated \$2,500 for Dakota Meadows Middle School VEX Robotics Program

Dairy Queen West donated \$100 for West High Orchestras Program

Dr. & Mrs. Robert Olson donated \$500 for West High Girls Soccer Program

ISG donated \$250 for Community Education VEX IQ Equipment Program

The Glen A. Taylor Foundation donated \$100,000 for Mankato Area Public Schools Elementary and Middle School Field Trips

Marshall Building & Remodeling Inc donated \$2,000 for East High VEX Robotics Program

Scheels donated \$500 for East High Girls Cross Country Program

Recommended Action:

The administration recommends Board acceptance of these generous gifts and grants.

Attachments

Resolution

The following resolution was moved by _____ and seconded by _____.

RESOLUTION ACCEPTING DONATIONS

WHEREAS, Minnesota Statutes 123B.02, Subd. 6 provides: "The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education."; and

WHEREAS, Minnesota Statutes 465.03 provides: "Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full."; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Mankato Area Public Schools, ISD77, gratefully accepts the following donations as identified below:

- Consolidated Communications donated \$2,500 for Dakota Meadows Middle School VEX Robotics Program
- Dairy Queen West donated \$100 for West High Orchestras Program
- Dr. & Mrs. Robert Olson donated \$500 for West High Girls Soccer Program
- ISG donated \$250 for Community Education VEX IQ Equipment Program
- The Glen A. Taylor Foundation donated \$100,000 for Mankato Area Public Schools Elementary and Middle School Field Trips
- Marshall Building & Remodeling Inc donated \$2,000 for East High VEX Robotics Program
- Scheels donated \$500 for East High Girls Cross Country Program

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: _____
Chair

By: _____
Clerk

School Board Regular Meeting**8. B.****Meeting Date:** 03/03/2025**Prepared By:** Amanda Heilman, Director of Business Services

Subject:

Approval of 2025 Roof Repair and Maintenance Project Bids for Hoover Elementary

Background:

On January 28th, 2025 four (4) bids were received for the Mankato Area Public Schools 2025 Roof Repair and Maintenance Project - Hoover Elementary.

Recommended Action:

The administrative team and Garland Roofing, our professional roofing designer, recommend that the bid as submitted by McPhillips Bros. Roofing Company of St. Paul, MN in the amount of \$1,381,760.00 for the base bid, \$148,620.00 for Add #1 to be accepted by the School Board. LTFM revenue will be used to fund this project, and this project will be part of the FY25/FY26 budget. A summary of the bids received is attached.

Attachments

Letter of Recommendation

Bid Summary



THE GARLAND COMPANY, INC.

HIGH PERFORMANCE BUILDING ENVELOPE SOLUTIONS

TROY THOMPSON
MN Representative
MN 612-991-4651
E-Mail: tthompson@garlandind.com

January 28th, 2025

**Mr. Scott Kaminski
Director of Facilities & Safety
Mankato Area Public Schools
10 Civic Center Plaza, Suite 1
Mankato, MN 56002**

Dear Mr. Kaminski:

Today sealed bids were opened to tally results for the 2025 Roof Repair & Maintenance Project at Hoover Elementary School. Please see the attached tally sheet identifying the bid results. McPhillips Bros. Roofing of St. Paul, MN is the lowest responsible bidder. They were contacted and indicated to complete the project as specified.

Based upon the bid results we recommend awarding the following items to McPhillips Bros. Roofing:

- BASE BID (Roof Section K, L, O, P, Q, R, S) = \$1,381,760
- Add #1 (Roof Section I, J, M, N) = \$148,620
- **TOTAL AWARD = \$1,530,380**

If you have any further questions or require any further assistance please feel free to contact me.

Thank you, we look forward to seeing this project through its successful completion.

Sincerely,

Troy Thompson
The Garland Company
612-991-4651



2025 Roof Repair and Maintenance Project

Bid Results

Contractor	Berwald Roofing	McPhillips Bros. Roofing	Palmer West Construction	Peterson Bros. Roofing
5% Bid Bond	Yes-5%	Yes-5%	Yes-5%	Yes-5%
Responsible Contractor Compliance	Submitted	Submitted	Submitted	Submitted
BASE BID	\$1,420,660	\$1,381,760	\$1,432,800	\$1,578,250
Add #1 - Sections I,J,M,N	\$172,440	\$148,620	\$183,600	\$185,800
Add #2 - Sections F,G,H	\$792,340	\$745,000	\$865,300	\$775,650
Unit Price: Wet Insulation	\$4.00	\$4.50	\$4.00	\$4.00
Unit Price: Tectum Deck	\$39.00	\$40.00	\$100.00	\$45.00
Unit Price: Metal Deck	\$25.00	\$25.00	\$25.00	\$30.00

School Board Regular Meeting**8. C.****Meeting Date:** 03/03/2025**Prepared By:** Amanda Heilman, Director of Business Services

Subject:

Approval of Construction Bids for Mankato West High School Secure Entrance and Renovation

Background:

On January 22, re-bids for Work Scopes Wood Flooring, Fluid Applied Athletic Flooring, Site Clearing & Earthwork, Concrete Paving and Athletic & Recreational Surface were received for the Mankato West High School Secure Entrance and Renovation Project. This is a continuation of bids.

Recommended Action:

The administrative team, Kraus-Anderson Construction (Construction Managers) and ISG/LSE Architects, our professional design teams, recommends that the bids as submitted on the attachment in a total amount of \$1,509,805.00 be accepted by the School Board. The Bond Referendum will be used to fund this project.

Attachments

Letter of Recommendation

Bid Summary

February 17, 2025

Mr. Scott Hogen
 Mankato Area Public Schools
 10 Civic Center Plaza
 Mankato, MN 56002

RE: **Mankato West High School Renovation and Additions**
Contract Award Letter

Dear Mr. Hogen:

This letter is concerning the contract awards for the above referenced project that was bid on November 7, 2024 and January 22, 2025.

Kraus-Anderson has verified bidders and we submit the following lowest responsible bidders and their total bid amount:

<i>Work Scope</i>	<i>Contractor, City, State</i>	<i>Bid Amount</i>
WS 09-F	Wood Flooring Jwood Sports Flooring, LLC Hudson, WI	BEST VALUE Base Bid Alternate #1 - Accepted \$0 Alternate #3 - Accepted \$0 Alternate #4 - Accepted \$0 Alternate #5 - Accepted \$0 Total 09-F Contract \$280,900.00
WS 32-B	Concrete Paving Del's Construction Company, Inc. Le Sueur, MN	BEST VALUE Base Bid Alternate #1 - Accepted \$0 Alternate #3 - Accepted \$0 Alternate #4 - Accepted \$0 Alternate #5 - Accepted \$2,270.00 Total 32-B Contract \$230,430.00
WS 09-H	Fluid Applied Athletic Flooring H2I Group, Inc. Minneapolis, MN	Base Bid \$63,000.00 Alternate #1 - Accepted \$0 Alternate #3 - Accepted \$0 Alternate #4 - Accepted \$0 Alternate #5 - Accepted \$0 Total 09-H Contract \$63,000.00
WS 31-A	Site Clearing & Earthwork Veit & Company, Inc. Rogers, MN	Base Bid \$912,605.00 Alternate #1 - Accepted \$0 Alternate #3 - Accepted \$0 Alternate #4 - Accepted \$0 Alternate #5 - Accepted \$0 Total 31-A Contract \$912,605.00
WS 32-C	Athletic & Recreational Surface Upper Midwest Athletic Construction, Inc. Andover, MN	Base Bid \$22,870.00 Alternate #1 - Accepted \$0 Alternate #3 - Accepted \$0 Alternate #4 - Accepted \$0 Alternate #5 - Accepted \$0 Total 32-C Contract \$22,870.00

Base Bid Total: \$1,507,535.00
Total Alternate #1 - Accepted: \$0
Total Alternate #3 - Accepted: \$0
Total Alternate #4 - Accepted: \$0
Total Alternate #5 - Accepted: \$2,270.00
Total Including Accepted Alternates: \$1,509,805.00

Previously Approved Contract Total: \$36,190,074.30

Contract Total: \$37,699,879.30

We have enclosed the Bid Tabulation sheets that reflect the bids received.

If you have any questions regarding this information, please do not hesitate to contact me at 612.364.0358.

Very truly yours,

KRAUS-ANDERSON® CONSTRUCTION COMPANY

Michael Veaderko

Mike Veaderko
Project Manager



KRAUS-ANDERSON,
Construction Company

Mankato West High School Renovations & Additions
Mankato, MN

BID TABULATIONS

11/07/24 @ 2:00 p.m.

OWNER: Mankato Area Public Schools ISD #77

ARCHITECT: LSE

BEST VALUE WS 09-F Wood Flooring

SELECTED

		BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
		Jwood Sports Flooring	FLRSanders, Inc.	H2I Group, Inc.				
BID SECURITY		x	x	x				
ADDENDA REC'D.		All	All	All				
BASE BID		\$280,900.00	\$287,500.00	\$290,300.00				
	Points Available							
Reference	5	0	0	0				
Similar Experience	15	15	15	15				
Interview Presentation Requirements	25	25	19	24				
Proposal Cost	45	45	43	42				
Mankato Area Public School District Experience	10	10	10	10				
TOTAL	100	95	87	91				

WORK SCOPE 9-F - WOOD FLOOR

Project Name: Mankato West High School
November 7th, 2024

Best Value Scorecard

		LOW BIDDER 1	LOW BIDDER 2	BIDDER 3	BIDDER 4	BIDDER 5	BIDDER 6
		JWood	FLR Sanders	H2I			
CRITERIA	Total Points Available						
1 References - From similar experience projects	5						
2 Similar Experience - Based on projects of similar size and projects of similar complexity	15	15	15	15			
3 Mankato Area Public School District Experience - Based on results of previous work completed with MAPS	10	10	10	10			
4 Proposal Value	45	45	43	42			
INTERVIEW/ PRESENTATION REQUIREMENTS							
5 Team strength and past experience	5	5	4	5			
6 Quality control and process	5	5	2	5			
7 Schedule understanding and labor availability	5	5	5	5			
8 Project understanding	5	5	5	5			
9 Overall presentation	5	5	3	4			
Total Score for Criteria Only	100	95	87	91	0	0	0
10 Price Proposal with All Alternates							
Total		\$280,900.00	\$287,500.00	\$290,300.00	\$0.00	\$0.00	\$0.00
% Different From Low Bid			2.35%	3.35%	-100.00%	-100.00%	-100.00%
Score Based on Price	0						
Total Points	100	95	87	91	0	0	0

** Note, rating on price proposal is as follows;

1. Low price receives the highest score
2. 1 point deducted per 1 percent of separation from the proposal (numbers rounded up)

Additional Remarks	
Reference Scoring	
• 0-Points	No References
• 1-2-Points	Poor References
• 3-Points	Ok, may work with contractor again
• 4-Points	Good, No Issues
• 5-Points	Great, would recommend contractor
Similar Past Experience	
• 0-Points	No Similar Experience
• 1-4-Points	(1) Similar project in scope
• 5-8-Points	(1) Similar project in size
• 9-12-Points	(2) projects of similar size and scope
• 13-15-Points	(3-4) Similar projects of size and scope
MAPS Past Experience	
• 0 -Points	Did not meet expectations
• 5 -Points	No previous experience with MAPS
• 10 -Points	Met or exceeded expectations

References: Similar
Experience: MAPS
Experience:

References: Similar
Experience: MAPS
Experience:

References: Similar
Experience: MAPS
Experience:

References: Similar
Experience: MAPS
Experience:

References: Similar
Experience: MAPS
Experience:

References: Similar
Experience: MAPS
Experience:



KRAUS-ANDERSON®
Construction Company

Mankato West High School REBID
Mankato, MN

BID TABULATIONS

1/22/25 2:00 PM

OWNER: Mankato Area Public Schools ISD #77

ARCHITECT: LSE

WS 32B - Concrete Paving BEST VALUE

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Del's Construction Company, Inc.	Nielsen Blacktopping, Inc.	Evenson Concrete Systems, Inc.	Curb Masters, Inc.		
BID SECURITY	Bid Bond	Bid Bond	Bid Bond	Bid Bond		
CONTRACTOR AFFADAVIT	Yes	Yes	Yes	Yes		
ADDENDA REC'D.	Yes	Yes	Yes	Yes		
BASE BID	\$228,160.00	\$250,500.00	\$289,500.00	\$369,803.00		
COMBINED BASE BID						
Alt #1 Entry Vestibule	\$0.00	\$0.00	\$0.00	\$0.00		
Alt #2 Additional Solatubes	\$0.00	\$0.00	\$0.00	\$0.00		
Alt #3 MP-2A and MP-2B	\$0.00	\$0.00	\$0.00	\$0.00		
Alt #4 Terrazzo Flooring	\$0.00	\$0.00	\$0.00	\$0.00		
Alt #5 Emergency Generator	\$2,270.00	\$0.00	\$0.00	\$9,072.00		
Alt #6 Wall Panel Widths	\$0.00	\$0.00	\$0.00	\$0.00		

WORK SCOPE 32-B - SITE CONCRETE

Project Name: Mankato West High School
November 7th, 2024

Best Value Scorecard

		LOW BIDDER 1	LOW BIDDER 2	BIDDER 3	BIDDER 4	BIDDER 5	BIDDER 6
		Del's	Nielsen				
CRITERIA		Total Points Available					
1	References - From similar experience projects	5	5	5			
2	Similar Experience - Based on projects of similar size and projects of similar complexity	15	15	15			
3	Mankato Area Public School District Experience - Based on results of previous work completed with MAPS	10	10	10			
4	Proposal Value	45	45	35			
INTERVIEW/ PRESENTATION REQUIREMENTS							
5	Team strength and past experience	5	5	5			
6	Quality control and process	5	5	5			
7	Schedule understanding and labor availability	5	5	4			
8	Project understanding	5	5	5			
9	Overall presentation	5	5	3			
Total Score for Criteria Only		100	100	87	0	0	0
10	Price Proposal with All Alternates						
Total			\$228,160.00	\$250,500.00	\$0.00	\$0.00	\$0.00
% Different From Low Bid Score Based on Price		0	9.79%	-100.00%	-100.00%	-100.00%	-100.00%
Total Points		100	100	87	0	0	0

** Note, rating on price proposal is as follows;

1. Low price receives the highest score
2. 1 point deducted per 1 percent of separation from the proposal (numbers rounded up)

Additional Remarks	
Reference Scoring	
• 0-Points	No References
• 1-2-Points	Poor References
• 3-Points	Ok, may work with contractor again
• 4-Points	Good, No Issues
• 5-Points	Great, would recommend contractor
Similar Past Experience	
• 0-Points	No Similar Experience
• 1-4-Points	(1) Similar project in scope
• 5-8-Points	(1) Similar project in size
• 9-12-Points	(2) projects of similar size and scope
• 13-15-Points	(3-4) Similar projects of size and scope
MAPS Past Experience	
• 0 -Points	Did not meet expectations
• 5 -Points	No previous experience with MAPS
• 10 -Points	Met or exceeded expectations

References: Similar
Experience: MAPS
Experience:

References: Similar Experience:
MAPS Experience:

References: Similar Experience:
MAPS Experience:

References: Similar Experience:
MAPS Experience:

References: Similar Experience:
MAPS Experience:

References: Similar Experience:
MAPS Experience:



KRAUS-ANDERSON®
Construction Company

Mankato West High School REBID
Mankato, MN

BID TABULATIONS

1/22/25 2:00 PM

OWNER: Mankato Area Public Schools ISD #77

ARCHITECT: LSE

WS 09H - Fluid Applied Flooring

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	H2I Group, Inc.	Steinbrecher Coating Solutions, Inc.				
BID SECURITY	Bid Bond	Bid Bond				
CONTRACTOR AFFADAVIT	Yes	Yes				
ADDENDA REC'D.	Yes	Yes				
BASE BID	\$63,000.00	\$78,250.00				
COMBINED BASE BID						
Alt #1 Entry Vestibule	\$0.00	\$0.00				
Alt #2 Additional Solatubes	\$0.00	\$0.00				
Alt #3 MP-2A and MP-2B	\$0.00	\$0.00				
Alt #4 Terrazzo Flooring	\$0.00	\$0.00				
Alt #5 Emergency Generator	\$0.00	\$0.00				
Alt #6 Wall Panel Widths	\$0.00	\$0.00				



KRAUS-ANDERSON®
Construction Company

Mankato West High School REBID
Mankato, MN

BID TABULATIONS

1/22/25 2:00 PM

OWNER: Mankato Area Public Schools ISD #77

ARCHITECT: LSE

WS 31A - Site Clearing & Earthwork

	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER	BIDDER
	Veit & Company, Inc.	Rachel Contracting, LLC	Kevitt Excavating, LLC	Frattalone Companies, Inc.	Urban Companies, LLC	
BID SECURITY	Bid Bond	Bid Bond	Bid Bond	Bid Bond	Bid Bond	
CONTRACTOR AFFADAVIT	Yes	Yes	Yes	Yes	Yes	
ADDENDA REC'D.	Yes	Yes	Yes	Yes	Yes	
BASE BID	\$912,605.00	\$997,800.00	\$1,333,671.00	\$1,595,290.00	\$2,244,000.00	
COMBINED BASE BID						
Alt #1 Entry Vestibule	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Alt #2 Additional Solatubes	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Alt #3 MP-2A and MP-2B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Alt #4 Terrazzo Flooring	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Alt #5 Emergency Generator	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Alt #6 Wall Panel Widths	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	



BID TABULATIONS

OWNER: Mankato Area Public Schools ISD #77

WS 32C - Athletic & Recreational Surface

[illegible]

School Board Regular Meeting**8. D.****Meeting Date:** 03/03/2025**Prepared By:** John Lustig, Director of Administrative Services

Subject:

Approval of Achievement and Integration Plan 2025-28

Background:

The purpose of the Achievement and Integration (A&I) program is to enhance racial and economic integration in schools, boost student academic performance, and reduce disparities among students from diverse backgrounds. This initiative is guided by Minnesota Statutes, section 124D.861.

Mankato Area Public Schools has been eligible since 2018 to receive A&I funding from the Minnesota Department of Education (MDE), because the percentage of our protected-class students exceeds that of our neighboring adjoining school districts by more than 20 percent.

To participate, eligible districts must develop and submit a comprehensive 3-year A&I plan to MDE that outlines strategies to enhance integration and reduce achievement disparities.

A revised 3-year plan is required by MDE to be approved by the school board to continue to receive A&I funding in the 2025-26, 2026-27, and 2027-28 school years.

Recommended Action:

Administration recommends approval of the Achievement and Integration Plan 2025-28.

Attachments

Achievement and Integration Plan 2025-28

A & I One-Pager



Achievement and Integration Plan Form July 1, 2025 to June 30, 2028

Submissions are due by **March 15, 2025**.

District ISD# and Name: ISD 77 Mankato Area Public Schools

District Integration Status: Racially Isolated

Superintendent Name: Paul Peterson, Ed. D.

Superintendent Phone Number: 507-387-1868

Superintendent Email: ppeter1@isd77.org

Title of Person Submitting Report: Jody Rittmiller, Elementary Principal/Achievement and Integration Coordinator

Phone: 507-387-2800

Email: jrittm1@isd77.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

Provide the name of your integration collaborative if you have one:

1. ISD 508 St. Peter Schools (RI)
2. ISD 2835 Janesville-Waldorf-Pemberton (A)

School Board Approval

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

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

Superintendent (enter name)_____

Signature: _____ Date Signed: _____

School Board Chair (enter name)_____

School Board Chair Signature: _____ Date Signed: _____

Plan Input

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

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

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

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

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

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Akram Osman	Mankato Area Public Schools, East High School Principal	aosman1@isd77.org 507-387-5671
Sherri Blasing	Mankato Area Public Schools, West High School Principal	sblasi1@isd77.org 507-387-3461
Aaron Hyer	Mankato Area Public Schools, Dakota Meadows Principal	ahyer1@isd77.org 507-387-5077
Jason Grovom	Mankato Area Public Schools, Prairie Winds Principal	jgrovo1@isd77.org 507-345-6625
Brian Hansen	Mankato Area Public Schools, Eagle Lake Principal	bhanse1@isd77.org 507-257-3530
Jody Rittmiller	Mankato Area Public Schools, Bridges Community School Principal/A&I Coordinator	jrittm1@isd77.org 507-387-2800
Bobbie Bastien	Mankato Area Public Schools, Academic Standards and Talent Development Coordinator	bbasti1@isd77.org
Caleb Watson	Mankato Area Public Schools Career Pathways Coordinator	cwatso1@isd77.org

Jocie DeSutter	Mankato Area Public Schools, Student Support Coordinator	jdesut1@isd77.org 507-387-7353
Annette Engeldinger	St. Peter Public Schools, High School Principal	aengeldinger@stpeterschools.org 507-934-4212
John Warren	St. Peter Public Schools Equity Coordinator	jwarren@stpeterschools.org
John Graff	St. Peter Public Schools Middle School Principal	jgraff@stpeterschools.org 507-934-4210
Ytve Prafke	St. Peter Public Schools Special Programs Administrator/Early Childhood	yprafke@stpeterschools.org 507-934-4211
Jeremy Erler	Janesville, Waldorf, Pemberton Public Schools Superintendent	jerler@isd2835.org 507-231-7778

Community Collaboration Council Member Details (for Racially Identifiable School(s))

Name	Position/Role	Email/Phone Number

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

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval ([Minn. Stat. § 124D.861, subd. 4](#)). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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

Achievement and Integration Goals

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

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

Enter SMART Goal #1: The percentage of students in each student group enrolled in Preschool will exceed the district K-12 average by identified targeted percentages each year.

Choose a WBWF/CACR goal area:

- ☒ All children are ready for school.
- ☐ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Choose the type of Goal:

- ☐ Achievement Disparity
- ☒ Integration
- ☒ Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

Strategies

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

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

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

Copy and paste the strategy section below for each additional strategy.

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

Strategy #1: Preschool Student Identification and Enrollment

Choose the type of Strategy:

☐ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

☒ Option 2: Family engagement initiatives to increase student achievement.

☐ Option 3: Professional development opportunities focused on academic achievement of all students.

☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☒ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

___Option 5: Increases access to effective and diverse teachers.

Narrative: Mankato Area Public Schools is committed to increasing participation and access to learning excellence for all children in our community. To increase opportunity for participation and expand our reach, we will provide scholarships to support the placement of students meeting income eligibility guidelines and priority placement criteria outlined in our program application. Transportation options will be provided to address barriers to access and attendance. Finally, knowing that parent engagement and partnership are key to learner success, we will collaborate with cultural liaisons to focus on identifying and serving families from racially and economically diverse backgrounds.

- Scholarships for students to attend preschool in a Parent Aware Certified Early Learning environment
- Transportation offerings to provide accessibility for families with identified barriers
- School/Community Liaisons: Provide information, interpretation, and family support for school/parent enrollment and engagement

School/Community Liaisons:

School/Community Liaisons will be hired for Early Learning and K-12 to serve as a liaison between families and the school sites to help develop and sustain trusting and supportive relationships, inform parents, support student enrollment disparities, and promote programs to meet our goals.

Enter location of services: Mankato Area Public Schools Early Learning Environments.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of Black/African American students enrolled in Pre-K will exceed the district K-12 average by the targeted % each year.	exceed by 5%	exceed by 6%	exceed by 7%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of Two or more races students enrolled in Pre-K school year will increase by 1.6% each year.	7.6%	9.2%	10.8%
The percentage of Hispanic students enrolled in Pre-K school year will increase by 1.6% each year.	10.14%	11.74%	13.34%
The percentage of FRLP students enrolled in Pre-K school year will increase by 1.6% each year.	17.68%	19.28%	20.88%

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

Strategy #2: Culturally Relevant Teaching Practices

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

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

☒ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

Narrative: In addition to access to a high quality preschool environment, Mankato Area Public Schools (MAPS) is committed to creating a welcoming environment and high quality instruction that includes culturally responsive teaching and the science of reading. Professional development and culturally responsive instructional resources will be organized to advance staff learning and implementation of these practices.

Location of services: Early Learning environments throughout Mankato Area Public Schools boundaries

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2023 Target	2024 Target	2025 Target
Within each student group, at least 80% of MAPS Preschool attendees will meet benchmark on their <u>winter</u> Kindergarten DIBELS assessment	60%	70%	80%

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

Creating Efficiencies and Eliminating Duplicative Programs

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

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district.
If MDE has not notified your district that one of your sites is racially identifiable, delete this section.

Achievement and Integration Goals

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

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

Enter RIS SMART Goal #2: The percentage of students in each student group who meet or exceed on the 3rd grade Reading MCA will increase from 2025-2029 by 3% each year to close the achievement gap.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

☒ All racial and economic achievement gaps between students are closed.

☐ All students are ready for career and college.

☐ All students graduate from high school.

Choose the type of Goal:

☒ Achievement Disparity

☐ Integration

☒ Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

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

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the Type of Strategy drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy #3: Coaching around literacy best practice and the Science of Reading

Choose the type of Strategy:

☐ Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

☐ Option 2: Family engagement initiatives to increase student achievement.

☒ Option 3: Professional development opportunities focused on academic achievement of all students.

☐ Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

☐ Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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

___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

Narrative: Mentor Coaches: EOSP at each K-5 building to utilize Coaching for best practice with literacy and the Science of Reading to support teachers in implementing best practices in instruction for all students.

- School/Community Liaisons: Provide information, interpretation, and family support for school/parent engagement
- District leadership, administration, and teachers and support staff will work to deepen understanding of intersectional and interdepartmental opportunities for organizational change, enhance cultural-responsiveness within classroom pedagogy, build intercultural competence, create efficiencies, enhance collaborative structures, and strengthen skills to support a districtwide equity framework and to implement Science of Reading best practices.

Enter location of services: All Elementary sites in Mankato Area Public Schools

Key Indicators

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

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers. Call MDE - Jody (can we add something next year when we live it) - parent groups, parent circles, headstart, early childhood center

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of Black or African American who meet or exceed the 3rd-grade Reading MCA will increase from 44% to 50% by 2028.	44%	47%	50%
The percentage of Hispanic or Latino who meet or exceed the 3rd-grade Reading MCA will increase from 46.5% to 52.5% by 2028.	46.5%	49.5%	52.5%

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

Strategy #4: Access to Literature and Family Resources to provide support inside and outside the school day

Choose the Type of Strategy: Family Engagement Initiatives

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

___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

X Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

Narrative: Elementary buildings will incorporate literacy events that incorporate students and families to provide resources and education to families so they can support their child's literacy development outside of the school day. School Community Liaisons will be utilized to develop and sustain trusting and supportive relationships, inform parents, support student enrollment disparities, and promote programs to meet our goals. Literacy Interactive K-5 book sets and lesson plans will be created and used to support vocabulary.

PD for our teachers/mentor coaches

Location of services: Elementary school sites throughout Mankato Area Public Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of all students who meet or exceed on the 3rd grade Reading MCA will increase from 54% to 60% by 2028.	54%	57%	60%

Enter SMART Goal #3: The percentage of students in each student group in Grade 8 who demonstrate interest in teacher career pathway activities will increase by 2% each year.

Choose a WBWF goal area: All students have exposure to career and college while in Middle School.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☒ Teacher Equity

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

☐ All racial and economic achievement gaps between students are closed.

☒ All students are ready for career and college.

☐ All students graduate from high school.

Strategies

Strategy #5: Expand Middle School Education Pathways

Choose the Type of Strategy: Recruit and retain a racially and ethnically diverse staff

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

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

X Option 5: Increases access to effective and diverse teachers.

Narrative. The recruitment and retention of staff that represent our student and family population is an area of focus for Mankato Area Public Schools. To support the experience of students in career pathways, we will expand our career and college pathways to the middle level to support our diverse population. We will increase career pathway opportunities, specifically in the area of education, at the middle school level so that students see themselves in our profession. The introduction of this pathway will include targeted connections with postsecondary institutions that provide education career pathway opportunities and our current Teacher Cadet program at the High School level. Additionally, our School/Community Liaisons will provide interpretation and family support within our community to foster school/parent engagement and create a deeper understanding of the importance of students and employees of color in education pathways. Furthermore, Mankato Area Public Schools will partner with Project Success—a non-profit organization with 30 years of experience supporting students to dig deep into discovering their potential. One of the goals of this partnership will be to expand career exploration for students in our two Middle Schools and the integration of students into arts activities. We will enrich our education career offering with colleges and universities and provide access to various career pathways opportunities so that middle school students see themselves in various professions and connect to their purpose. The introduction to various pathways will include students setting career goals, attending an 8th grade career fair, exposure to arts education, field trips, etc.

Initiatives we offer:

- Launch and continue Career Pathways at Middle Schools.
- Provide access to Project Success goal Setting Program at Middle Schools for career and college readiness. We are currently partnering with Project Success and MSU, M to provide enriching college visits in the areas of: Agriculture, Education, and Behavioral Health.
- Access to workshops where students dream about their future, help them take steps to get there, and provide access to tools needed to achieve their educational goals. Continued commitment to using Project Success for future pathways in education and other occupations.
- Implement a Career Fair for all 8th grade students. Continued in May of each year/Big Ideas Trailer
- Opportunities to meet people in the workforce who reflect the students of color in the schools.
- Attend and participate in art education activities with the goal of peer integration and careers exposure through the arts.
- Collaborate with secondary students in education capstone courses. Continue with HS Mentorship Program
- Connect students of color with current staff of color within MAPS and Project Success.???
- School/Community Liaisons will provide information, interpretation, and family support to
- facilitate school/parent/student engagement.
- Continued commitment to using Xello (education pathway) in advisory classes and CCR classes

Enter location of services: Mankato Area Public Schools Middle Schools

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of Black/African American students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of Two or More races students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of Hispanic/Latino students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of American Indian students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		
The percentage of White students who demonstrate interest in a teacher career pathway will increase by 2% each year.	collecting baseline spring 2025		

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

SMART Goal #4: The percentage of students of color and FRPL who participate in a career pathway partnership will increase by 2% each year.

A **Career Pathway Partnership** is a structured collaboration between a school and a community career partner designed to provide students with meaningful, hands-on experiences in a specific career field. This partnership connects classroom learning with real-world applications, helping students develop relevant skills, build professional networks, and explore potential career paths.

For an **individual student experience**, this partnership could include:

- **Job Shadowing:** Spending a day or multiple days observing professionals in their workplace.

- **Internship or Apprenticeship:** A more immersive experience where the student takes on tasks under supervision.
- **Career Forums:**
- **Project-Based Learning:** Working on a real-world project in collaboration with the career partner.
- **Industry Tours:** Visiting workplaces to understand industry operations and career opportunities.

Choose the type of Goal:

☐ Achievement Disparity

☒ Integration

☐ Teacher Equity

Strategies

Strategy #6: Career Pathway Access

Choose the Type of Strategy: Rigorous coursework and career and college readiness.

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

☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☒ Option 2: Provides school enrollment choices.

☐ Option 3: Increases cultural fluency, competency, and interaction.

☐ Option 4: Increases graduation rates.

☐ Option 5: Increases access to effective and diverse teachers.

Choose a WBWF/CACR goal area:

☐ All children are ready for school.

☐ All racial and economic achievement gaps between students are closed.

☒ All students are ready for career and college.

☐ All students graduate from high school.

Narrative:—We are committed to providing all students with authentic, hands-on learning experiences that connect their classroom education to real-world careers. Through our Career Pathway Partnerships, we will create individualized student experiences that pair students with industry professionals in our community. These experiences are designed to help students develop essential workplace skills, explore career options, and build professional relationships that support their future success.

Using tools like Xello, students who express interest in or are matched to specific career fields will be encouraged to participate. Educators and counselors will also help identify students who would benefit from these experiences based on interest, readiness, and career goals.

By participating in a Career Pathway Partnership experience, students will:

- Gain hands-on experience in a professional setting.
- Develop critical thinking and problem-solving skills through real-world challenges.
- Build career awareness and clarify their post-secondary goals.
- Establish connections with industry professionals who can serve as mentors and references.
- Strengthen their college and career readiness, making them more competitive in the workforce.

These experiences will occur in local businesses and industries (including the economic pillars within our community: Agriculture, Education, Health Sciences, and Manufacturing), at school or a post-secondary institution, and other workplaces, depending on the student's career interest. Through the Career Pathway Partnership, we aim to bridge the gap between education and the workforce, ensuring that every student leaves high school career-ready, confident, and prepared for their next step—whether that's college, technical training, or entering the workforce.

Enter location of services: Various sites throughout Mankato Area Public High Schools and our greater community.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	2026 Target	2027 Target	2028 Target
The percentage of Black/African American students who participate in a career pathway opportunity will increase by 2% each year.	12.1%	14.1%	16.1%
The percentage of Two or More races students who participate in a career pathway opportunity will increase by 2% each year.	4.3%	6.3%	8.3%
The percentage of Hispanic/Latino students who participate in a career pathway opportunity will increase by 2% each year.	5.5%	7.5%	9.5%
The percentage of Asian students who participate in a career pathway opportunity will increase by 2% each year.	1.6%	3.6%	5.6%
The percentage of FRLP students who participate in a career pathway opportunity will increase by 2% each year.	37%	39%	41%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Enter Text below:

Mankato Area Public Schools has worked to ensure that our Achievement and Integration Plan aligns with our District's Strategic Roadmap and WBWF/CACR goals. The strategies were determined in collaboration with our community stakeholders, and support the academic achievement of our students and professional learning of our staff. An Achievement and Integration Engagement Coordinator will serve to implement and measure all plan activities and help ensure students and staff are receiving resources per plan approval. This position will work in collaboration with staff to ensure that the activities continue to reduce racial and economic disparities.



ACHIEVEMENT & INTEGRATION PLAN 2025–2028

Program Purpose

- Increase student achievement
- Pursue racial and economic integration
- Create equitable educational opportunities
- Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds

3–Year Plan

- Aligned with Comprehensive Achievement & Civic Readiness (CACR Plan)
- \$1.2m Annual Funding
- 81% Direct Student Services
- Local and Cross-District Activities

MDE Plan Framework

- Access
- Representation
- Participation
- Outcomes

Plan Input

- Community Collaboration
- Multidistrict Collaboration
- Parents
- Stakeholder Surveys
- Instructional Program Staff

Timeline

- March 15th: Plan and budget due to MDE
- December 15th: Annual A&I and CACR summary report

MAPS Priorities

- Innovative and Integrated Pre-K Learning Environments
- Close the achievement gap
- Increase Education Career Pathway Opportunities
- Expand Access to Career and College Pathways
- All Students Graduate from High School

MAPS Goals

1. The percentage of students in each student group enrolled in Preschool will exceed the district K-12 average by identified targeted percentages each year.
2. The percentage of students in each student group who meet or exceed on the 3rd grade Reading MCA will increase from 2025–2029 by 3% each year to close the achievement gap.
3. The percentage of students in each student group in Grade 8 who demonstrate interest in teacher career pathway activities will increase by 2% each year.
4. The percentage of students in each student group who participate in a career pathway partnership will increase by 2% each year.

MAPS Strategies

- Scholarships and Transportation for Parent Aware Certified Early Learning sites and Camp Ready Set Go
- School-Community Liaisons serve as a liaison between families and school sites to develop and sustain trusting and supportive relationships, inform parents, support student enrollment disparities, and promote programs to meet our goals.
- Mentor Coaches to support teachers utilizing the Coaching for Equity rubric as well as support for implementing Science of Reading practices in literacy instruction.
- Access to Literature and Family Resources Books and literacy materials provided to students for literacy support at home.
- Expand Middle School Education Pathway Activities: Provide access to Project Success goal Setting Program at Middle Schools for career and college readiness. Continued commitment to using Project Success for future pathways in education and other occupations.
- High School Student Integration Career Pathway Activities:
 - MULTIDISTRICT (MAPS, Saint Peter, Janesville-Waldorf-Pemberton)
 - Project Success and Indigenous Days: Students use their strengths to create pathways with students in our multidistrict areas and learn from one another
 - INTRADISTRICT
 - Individualized Career Exploration Opportunities
 - Job Shadowing, Internship or Apprenticeship, Career Forums, Project-Based Learning, Industry Tours

MAPS Key Indicators of Progress

- Increase in enrollment in Pre-K programming
- Increase in percentage of students reading on grade level by 3rd grade (MCA).
- Increase in MS students in each student group participating in an education career pathway activity.
- Increase HS students participating in a student career pathway activity and/or individualized career exploration opportunities.

