



**Independent School District 834**  
**Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082**  
**And**  
**1265 US-31 North, Traverse City, MI 49686**  
**School Board Special Meeting Agenda – June 10, 2021 6:00 p.m.**

- I. **Call to Order**
- II. **Roll Call**
- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of Agenda**
- VI. **Introductory Items**
  - A. Recognition: Thuha Al-Dokhl and Shahd Abouhekel, The Junior Varsity Bowling Team and The SkillsUSA Participants from The Bridge Transition Program
- VII. **Open Forum**

Fifteen speakers will be allotted three minutes each to speak
- VIII. **Superintendent Report**
- IX. **Consent Agenda**
  - A. Minutes of May 27, 2021 Closed Meeting
  - B. Minutes of May 27, 2021 Regular Meeting
  - C. Minutes of May 27, 2021 Closed Meeting
  - D. Disbursement Register – May 29, 2021 – June 11, 2021
  - E. PowerSchool Student Information System (SIS) Licensing Fee
  - F. JPA Mahtomedi Nutrition Services Contract
  - G. NE Metro 916 ECFC Nutrition Services Contract
  - H. Pankalo 916 Nutrition Services Contract
  - I. St Croix Catholic Schools Nutrition Services Contract
  - J. NE Metro 916 LTFM Budget
  - K. Human Resources Personnel Report
- X. **Reports**
  - A. Read Well by Third Grade – Karen Latterell
  - B. Contract Reviews – May 21, 2021- June 3, 2021 – Dr. John Thein
  - C. OPEB Levy – Dr. John Thein
  - D. QComp Levy – Dr. John Thein
  - E. 2021-22 Preliminary Budget Report – Dr. John Thein
  - F. LTFM Fiscal Year 2023 – Mark Drommerhausen
  - G. Withrow School and Kern Properties Report - Mark Drommerhausen
  - H. Superintendent Evaluation - Chair Petrie
- XI. **Action Items**
  - A. Policy Approval (701, 701.1, 702, 703, 704, 706, 714, 721) – Dr. Jennifer Cherry
  - B. Revoke Policy 721.1 – Dr. Jennifer Cherry
- XII. **Board Chair Report**
  - A. Board Chair Report
- XIII. **Adjournment**
  - A. Adjourn

**Attachments:**

- 1. Finance and Operation Committee Notes
- 2. Policy Committee Notes



**Agenda Item I.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Call to Order  
Meeting Date: June 10, 2021

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*Background:*

The School Board Chair will call the meeting to order.

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*Recommendation:*

Board action is not required.



**Agenda Item II.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Roll Call  
Meeting Date: June 10, 2021

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*Background:*

The School Board Chair will ask the secretary to take the roll. A quorum must be established in order for the meeting to proceed.

**Board Members**

Beverly Petrie, Chair

Alison Sherman, Vice Chair

Matt Onken, Treasurer

Annie Porbeni, Clerk

Katie Hockert, Director

Tina Riehle, Director

Liz Weisberg, Director

Malinda Lansfeldt, Interim Superintendent, Ex-Officio

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**Recommendation:**

Board action is not required.



**Agenda Item III.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Pledge of Allegiance  
Meeting Date: June 10, 2021

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*Background:*

The Pledge of Allegiance will be recited prior to the approval of the meeting agenda.

I pledge Allegiance to the flag  
of the United States of America  
and to the Republic for which it stands,  
one nation under God, indivisible,  
with Liberty and Justice for all.

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*Recommendation:*

Board action is not required.



**Agenda Item IV.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: District Mission and School Board Goals  
Meeting Date: June 10, 2021

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*Background:*

*A School Board member will read the District Mission statement.*

The mission of Stillwater Area Public Schools, in partnership with students, family and community, is to develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

*A School Board member will read the School Board Goals (adopted June 2019)*

In partnership with community, parents, and students, the School Board of Stillwater Area Public Schools ensures excellence in education by:

Increasing student achievement for ALL students.

Securing long-term financial stability of the district.

Increasing community trust and engagement.

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*Recommendation:*

Board action is not required.



**Agenda Item V.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Approval of the Agenda  
Meeting Date: June 10, 2021

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***Background:***

Once quorum has been established the School Board Chair will request approval of the meeting agenda.

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***Recommendation:***

A motion and a second to approve the meeting agenda will be requested.

***Motion by:*** \_\_\_\_\_ ***Seconded by:*** \_\_\_\_\_ ***Vote:*** \_\_\_\_\_



**Agenda Item VI.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Introductory Items  
Meeting Date: June 10, 2021  
Student Report and District Recognition

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*Background:*

- A. Each meeting an individual, team, or program will be recognized for their excellence.

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*Recommendation:*

Board action is not required.



**Agenda Item VII.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Open Forum  
Meeting Date: June 10, 2021

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*Background:*

If you wish to speak to the School Board, you will be able to do so at the start of the school board meeting during Open Forum. You may sign in only for yourself, not other individuals or groups, and only in person. The sign in sheet is made available at the Oak Park Building 30 minutes prior and up to the start of the meeting. Due to time limitations, we will limit the number of speakers to 15 for 3 minutes each. If you spoke at the last meeting, please consider allowing others to sign in before you. After you address the Board, please leave the podium.

Stillwater Area School District welcomes input from citizens as community involvement fosters better decision making and improved learning experiences for all students. While comments and questions are welcome during Open Forum, law prohibits the Board from discussing concerns about individual employees or students in a public meeting. We will stop the proceedings immediately if employee or student privacy issues are raised and direct the speaker to forward comments regarding individual employees or students to the superintendent.

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. Vulgarly, character attacks, malice or specific complaints identifying staff or students by name or implication will not be permitted.

The Board will not deliberate, discuss, or engage in conversation with speakers during open forum.

However, the Board may ask administration to review the concern(s) presented.

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*Recommendation:*

This is for informational purposes only.





**Agenda Item VIII.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Superintendent Report  
Meeting Date: June 10, 2021

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*Background:*

Each meeting the Superintendent will provide an update on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, communications items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

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*Recommendation:*

Board action is not required.

Agenda Item: Consent Agenda  
Meeting Date: June 10, 2021  
Contact Person: Varies by item



Agenda Item IX. A.B.C.D.E.F.G.H.I.J.K.  
Date Prepared: June 1, 2021  
ISD 834 Board Meeting

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**Background:**

The consent agenda is a meeting practice which packages routine reports, Board meeting minutes, and other non-controversial items not requiring discussion or independent action as one agenda item. The Board will approve this 'package' of items together in one motion.

**A. School Board Closed Meeting Minutes May 27, 2021**

Contact Person: Annie Porbeni, Clerk or Joan Hurley, Secretary

A copy of the minutes is included for your review.

**B. School Board Regular Meeting Minutes May 27, 2021**

Contact Person: Annie Porbeni, Clerk or Joan Hurley, Secretary

A copy of the minutes is included for your review.

**C. School Board Closed Meeting Minutes May 27, 2021**

Contact Person: Annie Porbeni, Clerk or Joan Hurley, Secretary

A copy of the minutes is included for your review.

**D. Disbursement Register – May 29, 2021 – June 11, 2021**

Contact Person: Dr. John Thein, Director, Finance

A copy of the register has been distributed to board members

**E. PowerSchool Student Information System (SIS) Licensing Fee**

Contact Person: John Perry, Director, Learning Technology and Design Systems

A copy of the report has been distributed to board members

**F. JPA Mahtomedi Nutrition Services Contract**

Contact Person: Mark Drommerhausen, Director, Operations

A copy of the agreement is included for your review.

**G. NE Metro 916 ECFC Nutrition Services Contract**

Contact Person: Mark Drommerhausen, Director, Operations

A copy of the agreement is included for your review.

**H. Pankalo 916 Nutrition Services Contract**

Contact Person: Mark Drommerhausen, Director, Operations

A copy of the agreement is included for your review.

**I. St Croix Catholic Schools Nutrition Services Contract**

Contact Person: Mark Drommerhausen, Director, Operations

A copy of the agreement is included for your review.

**J. Resolution Approving NE Metro 916 Long Term Facility Maintenance Budget**

Contact Person: Mark Drommerhausen, Director, Operations

A copy of the Resolution and LTFM Ten-Year Expenditure Application is included for your review

**K. Human Resources Personnel Report**

Contact Person: Cindy Gustafson, Director, Human Resources

A summary of personnel transactions for the month is included for your review.

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**Recommendation:**

*BE IT RESOLVED by the School Board of Independent School District 834 – Stillwater Area Public Schools that Consent Agenda Items A through K be approved as written, and a copy of the agenda items is attached to the minutes.*

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



Independent School District 834 – Stillwater Area Public Schools  
Oak Park Building, 355 Osman Avenue North, Stillwater, MN 55082  
School Board Closed Session Meeting Minutes  
May 27, 2021

- I. The closed meeting was called to order at 5:08 p.m. pursuant to The Minnesota Open Meeting Law, MN Statute 13D.05 Subd. 3. to evaluate the performance of an individual who is subject to its authority. The public body shall identify the individual to be evaluated prior to closing a meeting

*Motion by: Member Sherman; Second by: Member Hocker; Vote: 7 ayes, 0 nays, motion carried unanimously*

II. Roll Call

Board Members present: Members present: Beverly Petrie, Chair, Alison Sherman, Vice-Chair, Matt Onken, Treasurer, Annie Porbeni, Clerk, Katie Hockert, director, Tina Riehle, director, Liz Weisberg, director

District Members present: Malinda Lansfeldt

- IV. Closed session adjourned at 5:59 p.m. to Open Business meeting.

Respectfully submitted by Annie Porbeni, clerk.



Independent School District No. 834 – Stillwater Area Public Schools  
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082  
May 27, 2021 – 6:07 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 5:03 p.m.
- II. **Roll Call:** Present: Beverly Petrie, Chair, Alison Sherman, Vice-Chair, Matt Onken, Treasurer, Annie Porbeni, Clerk, Katie Hockert, director, Tina Riehle, director, Liz Weisberg, director

**Adjourn to Closed Session**

Motion by Member Sherman to adjourn to closed session pursuant to The Minnesota Open Meeting Law, MN Statute 13D.05 Subd. 3. A public body may close a meeting to evaluate the performance of an individual who is subject to its authority. The public body shall identify the individual to be evaluated prior to closing a meeting; Seconded by Member Hockert; Vote: 7 ayes, 0 nays, Motion carried unanimously..

**Closed meeting adjourned to the open meeting at 5:59 p.m.**

- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of the Agenda**

*Motion to approve the agenda by: Member Hockert; seconded by: Member Sherman; Vote: 7 ayes, 0 nays; Motion carried unanimously.*

**VI. Introductory Items**

A. **Student Report**

Mara provided a report on academics, Student Life and Activities -

- Students are finishing classes and taking finals.
- Students have begun taking the AP test which will continue throughout the month of June.
- Seven students from the Class of 2022 were presented with College Book Awards for their academic achievements and community involvement.
- Graduation will be held at Roy Wilkins Auditorium on Saturday, June 5, 2021 at 1:00 pm. **Watch the ceremony live.**
- Graduation Parade - Saturday, June 5, 2021 at 4:00 pm at SAHS (Seniors should arrive by 3:30 pm).
- Senior All Night Party will be on Saturday, June 5, 2021 at PINZ in Oakdale Register by Friday, May 28.
- Prom will be held on Saturday, June 12, 2021. Tickets are available at the Pony Athletic Center.
- The High School Bowling league won their state tournament making them state champions.

Brynn was not present.

B. **Recognition**

- Dr. Cherry recognized Addie Foote and Claire Abbott who won 2nd place in the Project Green Challenge, an international sustainability competition!
- Dr. Cherry recognized The NASA Rover Team members James Daum, Vincent Ramirez, Benjamin Abbott, Jocelyn McBride, Addie Foote and Ethan Foote. They placed 2nd in an international engineering competition put on by NASA. Teams from around the world participated in the 27th annual Human Exploration Rover Challenge (HERC).

## **VII. Open Forum**

- Mark Blondin, Stillwater, MN - Data Request

## **VIII. Superintendent Report**

- Superintendent Lansfeld shared some end of the year events and graduation information.
  - The AVID graduation was held on Thursday, May 27, 2021.
  - The Special Education graduation ceremony is on Friday, May 28, 2021.
  - The high school commencement is on Saturday, June 5, 2021 at 1p.m. at the Roy Wilkins Auditorium followed by a community parade at 4 p.m. in downtown Stillwater. Thank you to our Pony parents for planning a graduation party at Pinz the evening of Saturday, June 5, 2021.
  - The Distinguished Alumni dinner will be held on Friday, June 4 to recognize four incredible Pony alumni for contributions to their professions and their greater community.

## **VII. Consent Agenda**

- Minutes of May 13, 2021 Regular Meeting
- Disbursement Register – April 10, 2021 – April 23, 2021
- Accept Gifts and Donations - April 2021
- Treasurer's Report - April 2021
- Human Resources Personnel Report

*Motion to approve the Consent Agenda Items A,C,D,E by: Member Onken; Second by: Member Riehle; Vote: 7 ayes, 0 nays: Motion carried unanimously.*

*Motion to approve the Consent Agenda Items B by: Member Riehle; Second by: Member Sherman; Vote: 7 ayes, 0 nays: Motion carried unanimously.*

## **VIII. Reports**

- Contract and Expenditures Reviews - Dr. John Thein, Director of Finance  
This is an information report on the four contracts from May 7, 2021 - May 20, 2021 for goods and services equalling less than \$50,000.00.
- Second Policy Reading (721) - Dr. Jennifer Cherry  
This policy will be presented for a final reading and approval at a future School Board Meeting.

## **X. Board Chair Report**

- Nothing to report.

*Motion by Member Onken to move to go into closed session at 6:45 p.m. pursuant to Minnesota Statutes, section 13D.05, subdivision 3(c), allows a meeting to be closed so the School Board may review confidential or protected nonpublic appraisal data under Minnesota Statutes, section 13.44, subdivision 3. to review appraisal data on real property located at 10158 122nd St N, Hugo, MN 55038, the former Withrow Elementary School property, seconded by: Member Hockert; Vote: 7 ayes, 0 nays. Motion carried unanimously.*

## **XI. Adjournment**

- The meeting adjourned at 7:50 p.m.

*Respectfully submitted, Annie Porbeni, Clerk*



Independent School District 834 – Stillwater Area Public Schools  
Oak Park Building, 355 Osman Avenue North, Stillwater, MN 55082  
School Board Closed Session Meeting Minutes  
May 27, 2021

- I The closed meeting was called to order at 6:50 p.m. pursuant to Minnesota Statutes, section 13D.05, subdivision 3, to review confidential or protected nonpublic appraisal data on real property located at 10158 122nd St N, Hugo, MN 55038 (the former Withrow Elementary School property).

*Motion by: Member Onken; Second by: Member Hockert; Vote: 5 ayes, 2 nays (Riehle, Weisberg), motion carried.*

II. Roll Call

Board Members present: Members present: Beverly Petrie, Chair, Alison Sherman, Vice-Chair, Matt Onken, Treasurer, Annie Porbeni, Clerk, Katie Hockert, director, Tina Riehle, director, Liz Weisberg, director

District Members present: Malinda Lansfeldt, Jennifer Cherry, Mark Drommerhausen, John Perry and John Thein.

- IV. Closed session adjourned at 7:48 p.m. to Open Business meeting.

Respectfully submitted by Annie Porbeni, clerk.



**Agenda Item: IX. E.**  
**Date Prepared: May 27, 2021**  
**ISD 834 Board Meeting**

Agenda Item: PowerSchool Student Information System (SIS) Licensing Fee  
Meeting Date: June 10, 2021  
Contact Person: John Perry, Director of Learning Technology and Design Systems

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*Background*

Mr. John Perry is requesting funds totaling \$97,418.00 for PowerSchool Student Information System (SIS) Licensing fee for the 2021-22 fiscal year.

Location(s): District Wide

Project Name: PowerSchool Student Information System (SIS) Licensing Fee

Fund: Technology, Non-Capital

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*Recommendation:*

A motion and a second to approve the consent agenda will be requested.



## **EXPENDITURE APPROVAL FORM**

### **Fiscal Year 2020-2021**

**Instructions:** This form is to be completed any time a lease, purchase, or contract for goods or services exceeds \$50,000.

**REQUESTED BY:** John Perry

**DATE:** 06/10/2021

### **DESCRIPTION OF REQUEST**

School board approval for funding of the PowerSchool Student Information System (SIS) for 2021-2022 fiscal year, totaling \$97,418.00.

### **FINANCIAL IMPACT**

**Budget(s) Impacted:** Technology

**Is This a One-Time Expenditure?**

☐ **Yes**, once implemented there will be no ongoing costs

☒ **No**, it will need to be funded indefinitely

☐ **No**, it will need to be funded for Fiscal Years \_\_\_\_\_ as long as the numbers support the need.

**Is there an off-setting revenue source(s)?**

☐ **Yes**    List Source(s):  
                  **Amount:**

☐ **No**

### **PROGRESS MONITORING**



Prepared By: Emily Lennartz  
 Customer Name: Stillwater School District 834  
 Contract Term: 12 Months  
 Start Date: 15-JUN-2021  
 End Date: 14-JUN-2022

Customer Contact: John Perry  
 Title: Director of Learning Technology  
 Address: 1875 Greeley Street South  
 City: Stillwater  
 State/Province: Minnesota  
 Zip Code: 55082  
 Phone #: 651.351.8414

Product Description	Quantity	Unit	Extended Price
Initial Term 15-JUN-2021 - 14-JUN-2022			
License and Subscription Fees			
PowerSchool SIS Hosted Subscription	8,400.00	Students	USD 38,472.00
PowerSchool SIS Hosting SSL Certificate	1.00	Each	USD 412.00
PD+ Subscription	8,400.00	Students	USD 4,368.00
PowerSchool Ecollect Forms	8,400.00	Students	USD 8,652.00
PowerSchool Enrollment Registration	8,400.00	Students	USD 14,112.00
PowerSchool Enrollment Additional Language	1.00	Each	USD 1,030.00
PowerSchool Performance Matters Assessment Analytics Core+	8,400.00	Students	USD 24,192.00
PowerSchool Performance Matters EIC Recurring	16.00	Each	USD 6,180.00

License and Subscription Totals: **USD 97,418.00**

#### Quote Total

<b>Initial Term</b>	<b>15-JUN-2021 - 14-JUN-2022</b>
<b>Initial Term Total</b>	<b>USD 97,418.00</b>

On-Going PowerSchool Subscription/Maintenance and Support Fees are invoiced at the then current rates and enrollment per existing terms of the executed agreement between the parties. Any applicable state sales tax has not been added to this quote. Subscription Start and expiration Dates shall be as set forth above, which may be delayed based upon the date that PowerSchool receives your purchase order. If this quote includes promotional pricing, such promotional pricing may not be valid for the entire duration of this quote.

All invoices shall be paid before or on the due date set forth on invoice. All purchase orders must contain the exact quote number stated within. Customer agrees that purchase orders are for administrative purposes only and do not impact the terms or conditions reflected in this quote and the applicable agreement. Any credit provided by PowerSchool is nonrefundable and must be used within 12 months of issuance. Unused credits will be expired after 12 months.

This renewal quote will continue to be subject to and incorporate the terms and conditions found at <http://www.powerschool.com/msa/>, as may be amended.

THE PARTIES BELOW ACKNOWLEDGE THAT THEY HAVE READ THE AGREEMENT, UNDERSTAND IT AND AGREE TO BE BOUND BY ITS TERMS.

POWERSCHOOL GROUP LLC

Stillwater School District 834

Signature:

Signature:

A handwritten signature in black ink, appearing to read "Eric Shander". The signature is written in a cursive, flowing style.

Printed Name: Eric Shander

Printed Name:

Title: Chief Financial Officer

Title:

Date: 2-19-2021

Date:

PO Number: \_\_\_\_\_



**Agenda IX. F.**  
**Date Prepared: May 6, 2021**  
**ISD 834 Board Meeting**

**Consent Report:** Joint Powers Agreement for Food Services between Independent School District No. 834 - Stillwater and Independent School District No. 832 - Mahtomedi  
Meeting Date: June 10, 2021  
Contact Person: Mark Drommerhausen, Director of Operations

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***Report Purpose:***

The purpose of this report is to recommend a Joint Powers Agreement for Food Services between Independent School District No. 834 - Stillwater and Independent School District No. 832 – Mahtomedi.

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***Summary:***

The Joint Powers Agreement for Food Services between Independent School District No. 834 – Stillwater and Independent School District No. 832 – Mahtomedi. This Joint Powers Agreement shall be effective from July 1, 2021 through June 30, 2022, with the option to renew the agreement for two successive one-year terms.

The Stillwater Area Public Schools Nutrition Services Department has been providing these services through a Joint Powers Agreement since September 2004. Kelley Linquist, Supervisor of Nutrition Services, would continue to run the food services program for both districts under the terms of the agreement proposed. The Mahtomedi District pays a fee that reflects the costs to Stillwater in operating and managing the program. In addition, Stillwater will invoice Mahtomedi for the actual costs in salaries and benefits for employees assigned to the Mahtomedi school sites.

Administration recommends that the Board of Education approve the proposed renewal of the Joint Powers Agreement to provide Food Services for ISD No. 832 - Mahtomedi for the 2021-2022 school year.

Attachment: Joint Powers Agreement

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***Recommendation:***

Approval of the Consent Agenda will be requested.

**Joint Powers Agreement for Food Services  
Between Independent School District No. 834 - Stillwater  
and Independent School District No. 832 - Mahtomedi**

**THIS AGREEMENT**, is made and entered into by and between  
Independent School District No. 832, Mahtomedi Public Schools, "Contractor"  
and Independent School District No. 834, Stillwater Area Public Schools,  
"Provider."

**WHEREAS**, the parties to this Agreement desire to make available to  
each party the administrative and financial benefits of cooperative purchasing  
and selling with respect to common items or services used by the parties; and

**WHEREAS**, the parties to this Agreement wish to combine their  
purchasing powers in order to secure the most favorable terms and conditions on  
the purchase of equipment, materials, services and supplies;

**WHEREAS**, the parties to this Agreement desire to enter into a Joint  
Powers Agreement to facilitate the purchase of goods and services as described  
below, pursuant to Minn. Stat. § 471.59, as amended, which authorizes political  
subdivisions to enter into an agreement to exercise jointly the governmental  
powers and functions each has individually

**THEREFORE**, in consideration of the mutual promises and covenants  
contained herein, and intending to be mutually bound hereby, it is hereby agreed,  
by and between the parties hereto as follows:

## **1. Scope of Contract**

Provider shall perform consulting, management and food services operations for the Contractor. Provider shall comply with the applicable provisions of the National School Lunch Act, and United States Department of Agriculture ("USDA") regulations set forth in 7 C.F.R. § 210, and all other applicable laws, rules and regulations of federal, state and local authorities.

## **2. Food Service**

A. Provider shall serve, on such days and at such times as requested by the District:

- a) Lunches which meet the requirements prescribed by the USDA and which provide the daily nutritional and calorie needs of children from elementary to high school age;
- b) Milk; and
- c) Such other food as may be agreed upon by the parties.

B. Provider shall cooperate with Contractor in promoting nutrition education aspects of the food service operation, in the Contractor's efforts to coordinate those aspects with classroom instruction at all student levels, and in providing nutrition education materials to classes as requested by Contractor.

C. The food service facilities shall be available at all hours for social or school events as required by Contractor; provided, however, that Contractor shall not use or allow the food service facilities to be used in such a manner or at such hours so as to impede or interfere with Provider's ability to perform its obligations hereunder.

D. Contractor shall prepare any notice to parents or guardians containing the eligibility guidelines for federal free and reduced priced meal programs, as well as a description of how the anonymity of the students receiving meals under the programs shall be protected. Contractor shall retain signature authority on the State Agency School Authority application agreement(s), free and reduced price policy statement and the claims for reimbursement.

## **3. Facilities and Equipment**

A. Contractor shall make available to Provider all facilities required for operation of the food service, completely equipped and ready to operate. Contractor retains ownership of all such facilities, including any kitchen equipment and small wares.

B. Contractor shall make all equipment repairs and replacements and shall furnish equipment maintenance service for the premises utilized under this Agreement.

C. Provider shall be responsible for the care and cleaning of all equipment and the food preparation, storage and service counter areas to the satisfaction of the Contractor. Following meal service, the cleaning of the dining area, tables and chairs, and cleaning walls, floors, windows, and lights fixtures, shall be the responsibility of the Contractor.

D. Provider shall be responsible for the sanitary handling of garbage and trash as necessary for the food service operations and placement of trash in the building to a location designated by Contractor. Contractor shall be responsible for the removal of trash and garbage from the school building sites.

#### **4. Health Certification**

Provider shall comply with all federal, state and local laws and regulations governing the preparation, handling and serving of food, and shall procure on behalf of Contractor and keep in effect all licenses, permits and food handlers' cards as are required by law and shall comply with any posting requirements. Provider shall pay for all such required licenses, permits, food handlers' cards and health certifications.

#### **5. Personnel**

A. Provider shall employ all necessary employees to properly staff the food service operations at Contractor's school sites. It is understood and agreed that all staff assigned by Provider to Contractor's school sites are Provider's employees and shall not, for any purposes, be considered employees of Contractor. Provider shall be responsible for hiring, firing, supervision and discipline of its employees who are assigned to the Contractor's school sites. Provider shall ensure that it meets all of its obligations to provide insurance for its employees, including but not limited to workers compensation insurance, and that any claims made by Provider's employees assigned to Contractor's school sites shall be made to Provider's insurance carriers under Provider's insurance policies.

B. Provider shall maintain an adequate supervisory staff of its employees at Contractor's school sites to assist and supervise its employees in the provision of food service under this Agreement. Provider shall provide administrative, dietetic, purchasing, and personnel advice and supervision, including an on-site manager at each school.

## **6. Purchasing**

Provider is empowered under this Agreement to make purchases through the competitive bidding process, where the award is made to the lowest responsible bidder. When making a joint purchase, Contractor and Provider shall consult to ensure that requirements of both affected districts are included, and the specifications for the equipment, materials, services and supplies that meet the needs of both districts are included. After bids or other solicitations for joint purchases have been received by Provider, Contractor shall execute its own purchasing document with the vendor. Contractor shall make payment directly to the contract vendor according to the established procedures of Contractor. Each district shall be separately accountable for its own expenditures of public funds made hereunder. No district shall assume responsibility for the accountability of funds expended by the other district.

For the 2021-22 school year, Contractor shall purchase the food and supplies necessary for its food service operation based upon the competitive bid already accepted by Provider. Provider shall enter into an agreement with the contract vendor chosen for the 2021-22 school year to permit Contractor to purchase based upon this accepted bid from the contract vendor.

## **7. Term of Agreement and Disposition of Property upon Expiration of the Joint Powers Agreement**

This Joint Powers Agreement shall be effective from July 1, 2021 through June 30, 2022, with the option to renew the Agreement for two successive one-year terms. Each option to renew may be exercised by written notice to Provider by May 1 of the initial contract term or the renewal term. The parties agree that they shall work cooperatively and jointly to resolve any issues which arise during the performance of this Agreement. The parties further agree that any changes made to the Agreement shall be documented in writing. Upon expiration of the Agreement, any supplies or property acquired by Contractor as a result of the Joint Powers Agreement shall remain the property of Contractor.

8. Contractor shall pay Provider an annual administrative fee of One Hundred Nine Thousand One Hundred Eighty Dollars (\$109,180.00) distributed equally in ten (10) installments (September through June), within ten (10) days after receipt of an invoice from Provider. This fee reflects the costs to Provider in operating and managing the program. In addition, Provider shall invoice Contractor for the actual costs in salaries and benefits for Provider's employees assigned to Contractor's school sites. No other costs associated with this Agreement shall be passed along to Contractor unless specifically agreed upon in writing by the parties.

**9. Notices**


Any notices to or communication with ISD No. 832 for purposes of this Agreement shall be sent to:

Jeff Priess  
Director of Finance and Operations  
Mahtomedi Public Schools  
1520 Mahtomedi Avenue  
Mahtomedi, Minnesota  
55115

Any notices to or communication with ISD No. 834 for purposes of this Agreement shall be sent to:

Dr. John Thein  
Director of Finance  
Stillwater Area Public Schools  
1875 South Greeley Street  
Stillwater, Minnesota  
55082

**IN WITNESS WHEREOF**, ISD No. 832 and ISD No. 834 have executed this Agreement by the signatures below and have approved this Agreement by their respective school boards, on the dates written below.

  
\_\_\_\_\_  
Independent School District No. 832

Date: 4/19/21

\_\_\_\_\_  
Independent School District No. 834

Date: \_\_\_\_\_





**Agenda IX. G.**  
**Date Prepared: May 6, 2021**  
**ISD 834 Board Meeting**

**Consent Report:** School Nutrition Program Joint Agreement with NE Metro 916 Program

Meeting Date: June 10, 2021

Contact Person: Mark Drommerhausen, Director of Operations

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**Report Purpose:**

The purpose of this report is to recommend a School Nutrition Program Joint Agreement with Stillwater Area Public Schools and Northeast Metropolitan Intermediate School District 916

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**Summary:**

Stillwater Area Public Schools Nutrition Services will provide meals for the NE Metro 916 program located at the Early Childhood Family Center. The agreement will begin on August 23, 2021 and expire on June 2, 2022. Lunch and 1% milk will be delivered to the ECFC when ordered before 9:30 AM. Breakfast will be provided as needed. The food will be prepared at Stillwater Middle School and delivered by Stillwater staff.

Administration recommends approval of the School Nutrition Program Joint Agreement with NE Metro 916 along with authorization to sign the necessary documents.

Attachment: School Nutrition Program Joint Agreement

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**Recommendation:**

Approval of the Consent Agenda will be requested.

# **Joint Agreement Between Stillwater Area Public Schools I.S.D. #834 and Northeast Metropolitan Intermediate School District #916**

This Agreement, dated April 5, 2021 between Northeast Metropolitan Intermediate School District 916 (hereinafter called NEM 916) and Stillwater Area Public Schools #834 (hereinafter called ISD 834) authorizes that ISD 834 shall be retained by NEM 916 to provide food service as follows for the period of August 23, 2021 through June 2, 2022 In accordance with the following conditions:

## **I. MEAL REQUIREMENTS AND MEAL SERVICE**

- A. ISD 834 will provide the following: 1 choice of a cold lunch which includes 1% milk. ISD 834 will also provide eating utensils, disposable supplies, condiments and safe transportation containers. Lunches will be served according to ISD 834 school district calendar, and only on days when school is in session for ISD 834.
- B. Meals will be available in single service container as a complete meal to meet meal pattern requirements.
- C. All meals provided and claimed for reimbursement by ISD 834 shall conform with the meal pattern requirements of the U.S. Department of Agriculture (USDA).
- D. ISD 834 shall be liable for meals which do not meet meal pattern requirements, or are spoiled or unwholesome at time of delivery.
- E. Set-up and clean-up of the eating area will be the responsibility of NEM 916.

## **II. DELIVERY, ORDERING**

- A. The lunches will be delivered to the ECFC building between 11:40 a.m. and noon.
- B. NEM 916 shall notify ISD 834 daily, by email before 9:30 a.m. with the names of each student ordering lunch and the names of each student ordering milk.
- C. ISD 834 will be responsible for cleaning transport containers after lunch service.
- D. Empty transport containers must be returned to the designated location at the ECFC building by NEM 916 each day after lunch.

## **III. HEALTH AND SANITATION**

- A. ISD 834 and NEM 916 agree that state and local health and sanitation requirements will be met at all times. All food will be properly sorted, prepared, packaged, and transported at appropriate temperatures and free of contamination.

## **IV. EQUIPMENT AND UTENSILS**

- A. The following disposable eating utensils will be furnished with each meal, as appropriate: food container, plastic fork, plastic spoon and napkin, and shall be the responsibility of ISD 834.

## **V. RECORD KEEPING**

- A. ISD 834 will claim the meals for State and Federal Reimbursement.
- B. ISD 834 agrees to maintain all records applicable to this agreement for a period of three years after the end of the federal fiscal year to which they pertain. This includes records of meal counts, menus, food purchases, quantities prepared and delivered, and the use of USDA donated commodities.

- C. ISD 834 agrees that the books and records pertaining to ISD 834 School Nutrition Program(s) will be made available to representatives of the Minnesota Department of Children, Families and Learning – Food and Nutrition Service, the USDA, and the U.S. General Accounting Office at any reasonable time and place.
- D. ISD 834 will be responsible for processing NEM 916 free and reduced price meal applications. Procedures will be set up between ISD 834 and NEM 916 so that children approved for free and reduced price meals will not be discriminated against because of their inability to pay the full student price of the meal.
- E. ISD 834 shall record the number of reimbursable free, reduced price, and paid meals served to eligible children, the number of adult meals served and the extra one-half pints of milk sold. ISD 834 will accurately record and report these counts. ISD 834 will be responsible for submitting claims to the Food and Nutrition Service, Minnesota Department of Children, Families and Learning for meal reimbursements and for maintaining all required records needed to meet its responsibilities under its School Nutrition Programs Agreement.

#### **VI. STUDENT AND ADULT CHARGES**

- A. Children and adult charges are as follows:

	<b>Children Elementary</b>	<b>Adult</b>
<b>Lunch – Paid</b>	\$ 2.75	\$ 4.10
<b>Extra Milk</b>	\$ 0.50	\$ 0.50

- B. In the event ISD 834 lunch and milk prices increase during the school year, NEM 916 lunch charges would be raised at the same rate and be the same as ISD 834 prices.

#### **VII. RECEIPTS AND BILLING**

- A. The collection of money shall be done through ISD 834 approved system. Parent payment should be in the form of a check or cash, it is the responsibility of NEM 916 to ensure the payment is sent to the designated location by ISD 834.
- B. The money collected shall be deposited into ISD 834 nonprofit Food Service fund. All payments received under this Agreement and all expenditures made by ISD 834 in connection with this Agreement shall be paid from such fund.
- C. Any negative balances at the end of the year will be the responsibility of 916.

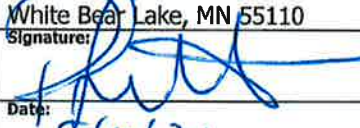
#### **VIII. NON-PERFORMANCE OR CANCELLATION RIGHTS**

Either party may cancel this Agreement with thirty (30) days written notice.

**IX.**

<b>Preparation Kitchen Assigned:</b>	<b>Receiving Site:</b>
Name: Stillwater Middle School	Name: Northeast Metropolitan Intermediate School District 916
Address: 523 West Marsh Street	Address: 1111 Holcombe Street West
City, State, Zip: Stillwater, MN 55082	City, State, Zip: Stillwater, MN 55082
Telephone: (651) 351-6910/6923	Telephone: (651) 351-4036
Manager: Renee Clark	Manager:

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the day and year written above.

<b>School Food Authority:</b> Stillwater Area Public Schools ISD 834	<b>School:</b> Northeast Metropolitan Intermediate School District 916
<b>By:</b> Dr. John Theln Director of Finance 1875 South Greeley Street Stillwater, MN 55082	<b>By:</b> Patrick Jacobson-Schulte Executive Director of Finance Northeast Metropolitan Intermediate School District 916 2540 County Road F East White Bear Lake, MN 55110
<b>Signature:</b>	<b>Signature:</b> 
<b>Date:</b>	<b>Date:</b> 5/10/21
<b>Telephone:</b> (651) 351-8321	<b>Telephone:</b> ( 651 ) 415-5650

Revised 4/5/21



**Agenda IX. H.**  
**Date Prepared: May 6, 2021**  
**ISD 834 Board Meeting**

**Consent Report:** School Nutrition Program Joint Agreement with Pankalo 916 Program

Meeting Date: June 10, 2021

Contact Person: Mark Drommerhausen, Director of Operations

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***Report Purpose:***

The purpose of this report is to recommend a School Nutrition Program Joint Agreement with Stillwater Area Public Schools and Pankalo 916 Program

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***Summary:***

Stillwater Area Public Schools Nutrition Services will provide meals for the Pankalo 916 Program located at 8568 Eagle Point Blvd in Lake Elmo, MN. The agreement will begin on July 1, 2021 and expire on June 30, 2022. ISD 834 staff will prepare and provide breakfast and lunch on site.

Administration recommends approval of the School Nutrition Program Joint Agreement with Pankalo 916 School District along with authorization to sign the necessary documents.

Attachment: Pankalo 916 Program Agreement

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***Recommendation:***

Approval of the Consent Agenda will be requested.

**Stillwater Area Public Schools ISD #834  
and  
Pankalo 916 Program  
2021-2022**

This Agreement dated July 1, 2021 between Pankalo 916 Program, (hereinafter called Pankalo) and Stillwater Area Public Schools ISD 834 (hereinafter called ISD 834) authorizes that the ISD 834 shall be retained by Pankalo to provide meals for the period of July 1, 2021 through June 30, 2022, in accordance with the following conditions:

**Meal Requirements and Meal Service**

1. ISD 834 will provide breakfast, lunch and extra milk. Meals will be available in unitized form as agreed upon.
2. All meals provided and claimed for reimbursement by the ISD 834 shall conform to the minimum meal pattern requirements of the U.S. Department of Agriculture (USDA) and rules for selling extra milk.
3. ISD 834 shall be liable for meals which do not meet meal pattern requirements or are spoiled or unwholesome at time of delivery.
4. Federally mandated on-site reviews will be conducted by ISD 834's Supervisor of Nutrition Services by February of each year. Pankalo is required to follow the established Hazard Analysis Critical Control Point (HACCP) Plan to maintain the highest degree of food safety and sanitation.

**Delivery and Ordering**

1. Pankalo shall provide a calendar of the days lunches are required to ISD 834.

**Health and Sanitation**

1. ISD 834 and Pankalo agree that the state and local health and sanitation requirements will be met at all times.
2. All food will be properly stored, prepared, packaged, and transported at appropriate temperatures and free of contamination in accordance with the Hazard Analysis Critical Control Point (HACCP) Plan.

**Equipment and Utensils**

1. The following eating utensils: trays, forks, spoons, serving spoons and tongs, etc. shall be purchased by ISD 834.
2. Pankalo is responsible for care and upkeep of dish machine and providing chemicals.

### **Record Keeping**

1. ISD 834 agrees to maintain all records applicable to this agreement for a period of three years after the end of the Federal fiscal year to which they pertain. This includes records of meal counts, menus, food purchases, quantities prepared and delivered, and the use of USDA donated commodities.
2. Pankalo agrees that the books and records pertaining to the School Nutrition Program(s) will be made available to representatives of the Minnesota Department of Education — Food and Nutrition Service and the USDA, and the US General Accounting Office at any reasonable time and place.
3. ISD 834 will be responsible for processing the Pankalo's free and reduced price meal applications.
4. ISD 834 will be responsible for the mailing and notification letters to each household submitting an application. Procedures will be set up so that children approved for free and reduced price meals will not be discriminated against because of their inability to pay full student price of the meal.
5. ISD 834 staff will take daily counts at the point of service using PCS of the number of reimbursable free, reduced price, and paid meals served to eligible children, the number of adult meals served and the extra one-half pints of milk used. Pankalo will accurately record and report these counts.
6. ISD 834 will be responsible for submitting claims to the Food and Nutrition Service, Minnesota Department of Education for meal/milk reimbursements via cues and for maintain all required records needed to meet its responsibilities under its School Nutrition Programs Agreement.

### **Receipts and Billing**

1. Children and adult meal charges will follow that of ISD 834 meal charges.
2. The collection of money and/or the sale of meal pre-payments to students and adults shall be the responsibility of ISD 834.
3. The money collected shall be deposited into ISD 834 revenue. All payments received under this Agreement and all expenditures made by ISD 834 in connection with this Agreement shall be paid from such fund.
4. Negative student balances will be reimbursed by Pankalo.
5. In the event the food service program experiences an annual loss, Pankalo will reimburse ISD 834 the annual loss.

### **Building Support and Supervision**

1. Student conduct and supervision will be the responsibility of Pankalo.
  - a. If a student conducts him/herself inappropriately, there will be a conference with the school principal to decide on an action plan.
2. Pankalo is responsible for the custodial support as it relates to cleaning in the kitchen and café.

**Expense reimbursement**

1. Pankalo will reimburse ISD 834 salary and benefits for kitchen and cafeteria staff and other costs not covered by program reimbursements and meal charges.
2. ISD 834 shall be reimbursed by Pankalo for all eating utensils: trays, forks, spoons, serving spoons and tongs, etc. that are purchased.
3. ISD 834 shall be reimbursed by Pankalo for PCS or another point of sale software cost.
4. ISD 834 shall be reimbursed for indirect support in the form of a supervisor, nutritionist, clerical support, human resources, payroll and accounts payable staff in the amount of \$ 4,120.

**Non-Performance Cancellation Rights/Renewal**

1. Either party may cancel this Agreement with thirty days written notice.

<b>Preparation of Assigned</b>	<b>Receiving Site Kitchen</b>
Name: ISD 834	Name: Pankalo 916 Program
Address: 1875 South Greeley Street	Address:
City, State, Zip Stillwater, MN 55082	City, State, Zip Lake Elmo, MN 55042
Telephone:	Telephone:
Manager:	Manager:

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their duly authorized representatives as of the day and year written above.

<b>Stillwater Area Public Schools ISD 834</b>	<b>Pankalo Education Center</b>
Name: Dr. John Thein	Name: Patrick Jacobson-Schulte
Signature:	Signature: <u>Patrick Jacobson-Schulte</u> <small>Patrick Jacobson-Schulte (May 11, 2021 11:13 CDT)</small>
Date:	Date: May 11, 2021
Telephone: 651-351-8321	Telephone: 651-415-5650








# Pankalo agreement 4.5.21 (002)

Final Audit Report

2021-05-11

Created:	2021-05-11
By:	Melissa Grace (mgrace@916schools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAACUEHzOo9kgQKMeYKPnY17vpq6S02BI4d

## "Pankalo agreement 4.5.21 (002)" History

-  Document created by Melissa Grace (mgrace@916schools.org)  
2021-05-11 - 4:10:12 PM GMT- IP address: 50.237.94.122
-  Document emailed to Patrick Jacobson-Schulte (pjacobso@916schools.org) for signature  
2021-05-11 - 4:10:47 PM GMT
-  Email viewed by Patrick Jacobson-Schulte (pjacobso@916schools.org)  
2021-05-11 - 4:13:30 PM GMT- IP address: 174.82.187.242
-  Document e-signed by Patrick Jacobson-Schulte (pjacobso@916schools.org)  
Signature Date: 2021-05-11 - 4:13:38 PM GMT - Time Source: server- IP address: 174.82.187.242
-  Agreement completed.  
2021-05-11 - 4:13:38 PM GMT



**Agenda IX. I.**  
**Date Prepared: May 6, 2021**  
**ISD 834 Board Meeting**

**Consent Report:** School Nutrition Program Joint Agreement with St. Croix Catholic School

Meeting Date: June 10, 2021

Contact Person: Mark Drommerhausen, Director of Operations

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**Report Purpose:**

The purpose of this report is to recommend a School Nutrition Program Joint Agreement with Stillwater Area Public Schools and St. Croix Catholic School.

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**Summary:**

Stillwater Area Public Schools Food Service will perform food service coordination on behalf of St. Croix Catholic School. Stillwater has been providing this service the past several years. The term of this agreement is for the 2021-22 school year.

Kelley Linquist, Stillwater Area Public Schools Supervisor of Nutrition Services, and staff will provide consulting services throughout the school year. This agreement does not include any responsibility for the day to day operation of the St. Croix Catholic School Food Service Program. St. Croix Catholic may participate in the district food procurement process; and when possible, all deliveries shall be made directly to St. Croix Catholic School. This shall include food, kitchen supplies and materials. St Croix Catholic School will pay the district an annual fee of \$3,151.80 for this service agreement.

Administration recommends approval of the School Nutrition Program Joint Agreement with St. Croix Catholic School along with authorization to sign the necessary documents.

Attachment: School Nutrition Program Joint Agreement

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**Recommendation:**

Approval of the Consent Agenda will be requested.

**JOINT AGREEMENT WITH STILLWATER AREA SCHOOLS AND ST. CROIX CATHOLIC SCHOOL  
SCHOOL YEAR 2021-22**

This agreement dated April 5, 2021, between St. Croix Catholic and Stillwater Area Schools authorizes the school district to perform food service coordination functions on behalf of St. Croix Catholic School in accordance with the following guidelines and conditions. The term of this agreement is for the 2021-22 school year.

1. All state and federal reports and backup data shall be prepared and maintained by St. Croix Catholic School.
2. The school district shall include designated St. Croix Catholic staff in appropriate district meetings.
3. St. Croix Catholic may participate in the district food ordering process; and when possible, all deliveries shall be made directly to St. Croix Catholic School. This shall include food, kitchen supplies and materials.
4. When possible, all invoices for food supplies should be sent directly to St. Croix Catholic School. St. Croix Catholic School staff shall review and approve all invoices prior to payment to outside vendors.
5. When it is necessary for the district to invoice St. Croix Catholic School, all invoices shall be paid by the 15th of the month. St. Croix Catholic School shall be responsible for the maintenance and purchase of equipment and facility.
6. Either the school district or St. Croix Catholic may cancel this contract with 30-days written notice.
7. St. Croix Catholic shall pay the district an annual fee of \$3,151.80. The district shall invoice annually.
8. The purpose of this agreement is to provide consulting services, including USDA professional standards training, to St. Croix Catholic School in the area of food service. This agreement in no way assumes responsibility for day to day operation of the program and recognizes that staff in the St. Croix Catholic School Food Service are not employees of Stillwater School District 834.

  
Sister Maria Ivana, Principal  
St. Croix Catholic School

\_\_\_\_\_  
Dr. John Thein  
Director of Finance  
Stillwater Area Public Schools

Date 4-9-21

Date \_\_\_\_\_



**Agenda Item IX. J.**  
**Date Prepared: May 6, 2021**  
**ISD 834 Board Meeting**

Consent Report: Resolution Approving NE Metro 916 Long Term Facility Maintenance Budget

Meeting Date: June 10, 2021

Contact Person: Mark Drommerhausen, Director of Operations

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**Summary:**

To qualify for long term facility maintenance revenue a school board must adopt a budget as required by State Statute 123B.595.

State Statute 123B.595 Subdivision 3. states that upon approval through the adoption of the resolution by each member district or other cooperative units under section 123A.24, Subdivision 2, and the approval of the commissioner of education, a school district may include in its authority under this section a proportionate share of the long term maintenance costs of the intermediate district.

The proportionate share of costs is based on a blended rate. Half of the rate is determined by the LTFM budget times net tax capacity ratio (district/total) and the other half is LTFM budget times the ratio of ADM utilization (district/total).

Attachments: Resolution  
LTFM Expenditure form

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**Recommendation:**

A motion and a second to approve the NE Metro 916 Long Term Facility Maintenance Budget.

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

## EXPENDITURE APPROVAL FORM

### Fiscal Year 2020-2021

**Instructions:** This form is to be completed any time a lease, purchase, or contract for goods or services exceeds \$50,000.

**REQUESTED BY:** Mark Drommerhausen, Director of Operations

**DATE:** June 10, 2021

#### DESCRIPTION OF REQUEST

State Statute 123B.595 Subdivision 3. states that upon approval through the adoption of the resolution by each member district or other cooperative units under section 123A.24, Subdivision 2, and the approval of the commissioner of education, a school district may include in its authority under this section a proportionate share of the long term maintenance costs of the intermediate district. The total FY 2022 member school districts cost is \$142,000.00.

#### FINANCIAL IMPACT

**Budget(s) Impacted:** \$15,415.56 Long-Term Facilities Maintenance Budget

**Is This a One-Time Expenditure?**

☐ Yes, once implemented there will be no ongoing costs

☒ No, it will need to be funded indefinitely

☐ No, it will need to be funded for Fiscal Years 2020-?

**Is there an off-setting revenue source(s)?**

☒ Yes List Source(s): Long-Term Facilities Maintenance

☐ No

#### PROGRESS MONITORING

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD OF  
INDEPENDENT SCHOOL DISTRICT #834  
(Stillwater)

STATE OF MINNESOTA

Pursuant to due call and notice thereof, a \_\_\_\_\_ meeting of School Board of Independent School District No. 834, State of Minnesota, was held on \_\_\_\_\_, 2021, at \_\_\_\_\_-o'clock \_\_.m., for the purpose, in part, of approving the Northeast Metropolitan Intermediate School District No. 916's long-term facility maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION APPROVING NORTHEAST METROPOLITAN INTERMEDIATE  
SCHOOL DISTRICT NO. 916'S LONG-TERM FACILITY MAINTENANCE  
BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE  
SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR  
LONG-TERM FACILITY MAINTENANCE REVENUE**

BE IT RESOLVED by the School Board of Independent School District No. 834, State of Minnesota, as follows:

1. The school board of Northeast Metropolitan Intermediate School District No. 916 has approved a long-term facility maintenance budget for its facilities for the 2022 and 2023 school year (pay 2022 levy) in the amount of \$142,000. The various components of this program budget are attached as EXHIBIT A hereto and are incorporated herein by reference. Said budget is hereby approved.
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where half of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of the member school district's net tax capacity to the total net tax capacity of the intermediate school district and half of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance times the ratio of ADM utilization by district to the total ADM

utilization. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for fiscal year 2022 is hereby approved, subject to approval by the Commissioner of the Minnesota Department of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Member \_\_\_\_\_ and, upon vote being taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

COUNTY OF \_\_\_\_\_

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 834, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District No. 834 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Northeast Metropolitan Intermediate School District No. 916's long-term facility maintenance budget and authorizing the inclusion of a proportionate share of the Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this \_\_\_\_ day of \_\_\_\_\_, 2021.

\_\_\_\_\_  
Clerk

Independent School District No. 834

**EXHIBIT A**  
**FY 23 Long Term Facilities Maintenance Budget**

	Fiscal Year, Ending June 30th -->	2023
<b>Estimated Expenditures:</b>		
<b>Health and Safety - this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.</b>		
<b>Finance Code</b>	<b>Category</b>	
347	Physical Hazards	\$ 14,150.00
349	Other Hazardous Materials	\$ 8,500.00
352	Environmental Health and Safety Management	\$ 60,800.00
358	Asbestos Removal and Encapsulation	\$
363	Fire Safety	\$ 17,750.00
366	Indoor Air Quality	\$ 7,500.00
	Total Health and Safety Capital Projects	\$ 108,700.00
<b>Health and Safety - Projects Costing \$100,000 or more per Site/Year</b>		
<b>Finance Code</b>	<b>Category</b>	
358	Asbestos Removal and Encapsulation	0
363	Fire Safety	0
366	Indoor Air Quality	0
	Total Health and Safety Capital Projects \$100,000 or More	0
<b>Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151</b>		
<b>Finance Code</b>	<b>Category</b>	
355	Remodeling for prekindergarten (Pre-K) instruction approved by the Commissioner	0



<b>Accessibility</b>		
<b>Finance Code</b>	<b>Category</b>	
367	Accessibility	0
<b>Deferred Capital Expenditures and Maintenance Projects</b>		
<b>Finance Code</b>	<b>Category</b>	
368	Building Envelope	\$ 10,500.00
369	Building Hardware and Equipment	\$ -
370	Electrical	\$ -
379	Interior Surfaces	\$ 4,800.00
380	Mechanical Systems	\$ -
381	Plumbing	\$ -
382	Professional Services and Salary	\$ -
383	Roof Systems	\$ 12,000.00
384	Site Projects	\$ 6,000.00
	Total Deferred Capital Expense and Maintenance	\$ 33,300.00
	<b>Total Annual 10 Year Plan Expenditures</b>	<b>\$ 142,000.00</b>

**INTERMEDIATE/COOPERATIVE DISTRICT LONG-  
TERM FACILITIES MAINTENANCE REVENUE  
ALLOCATION**

ED-02479-03

**GENERAL INFORMATION AND INSTRUCTIONS:** Please read the INSTRUCTIONS FOR COMPLETION on the Instructions tab before completing this report.

District Name: <b>Northeast Metro 916</b>	Name of Person Completing this Report: <b>Patrick Jacobson-Schulte</b>	Title: <b>Executive Director of Finance</b>
Telephone Number: <b>651-415-5650</b>	Email Address: <b>piacobso@916schools.org</b>	Date Submitted: <b>7/31/2021</b>

Long-Term Facilities Maintenance (LTFM) Revenue amounts to be Allocated to member School Districts for FY 2022		
1. Pay-as-you-go revenue portion		\$ 142,000.00
2. Bond debt service revenue portion		\$ -
3. Total revenue amounts to allocate		\$ 142,000.00

[illegible]

**Notes: Allocation method agreed to by member districts:**

End of Worksheet

(New Hires, Resignations, Retirements, Terminations, Leave Requests)

**RETIREMENT/RESIGNATION/RELEASE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Bartlett, Stacy	Resignation	Community Service Advisor Stillwater Area High School	Co-Curricular	May 17, 2021
Junker, Meghan	Resignation	Community Education Assistant 2.4 hrs/day Andersen Elementary School	CE Leads & Assistant	May 20, 2021
Mustin, Talayia	Resignation	District Receptionist Central Services	Tech Support	May 28, 2021
Sandquist, Sarah	Resignation	1.0 FTE English Teacher Stillwater Area High School	SCEA	June 7, 2021
Scheidler, Jerome	Resignation	1.0 FTE Special Education Teacher Andersen Elementary	SCEA	June 7, 2021

**HIRES/REHIRES**

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Barnholdt, Lisa (rehire)	Assistant Principal - Middle School Stillwater Middle School	\$114,254	Replacement	Principal	July 1, 2021
Froehlich, Kelly	.8 FTE LTS School Nurse Oak-Land & Stillwater Middle School	\$57,654.00	Replacement	SCEA	August 23, 2021 - December 3, 2021
Geister, Daniel	Paraprofessional 6.0 hrs/day Rutherford Elementary School	\$16.12 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Gunderson, Abby	Community Education Assistant 6.5 hrs/day Stillwater Middle School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Haslach, Keri	Paraprofessional 6.0 hrs/day Lily Lake Elementary	\$16.12 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Hybicki, Terry (rehire)	Payroll Technician, 8.0 hrs/day Central Services	\$21.34 hour	Replacement	Tech Support	June 9, 2021
Jensen, Ryan	1.0 FTE Orchestra Teacher Stillwater Area High School	\$74,318.00	Replacement	SCEA	August 17, 2021
Johnson, Shannon	Behavior Paraprofessional 7.0 hrs/day Rutherford Elementary School	\$16.50 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Lampright, Mary	Paraprofessional 6.0 hrs/day Rutherford Elementary School	\$16.50 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Lanz, Ephram	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	May 21, 2021
Lauer, Sarah (rehire)	1.0 FTE English Teacher Stillwater Area High School	\$77,919.00	Replacement	SCEA	August 23, 2021
Ledford, Lisa	1.0 FTE Special Education Teacher Lily Lake Elementary	\$54,997.00	Replacement	SCEA	August 17, 2021
McCabe, Julie	Community Education Assistant 6 hrs/day Stillwater Middle School	\$16.83 / hour	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
McCormick, Hayley	Community Education Assistant 6.5 hrs/day Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Peterson, Halle	Community Education Assistant 2.6 hrs/day Stillwater Middle School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Rambo, Joy	Paraprofessional 5.40 hrs/day Rutherford Elementary School	\$16.12 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Rambo, Lisa	Paraprofessional 6.0 hrs/day Rutherford Elementary School	\$16.50 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Smailey, Benjamin	Summer Grounds Worker, 8.0 hrs/day District Wide	\$12.50 / hour	2021-2022 Staffing	Custodial	May 18, 2021 - August 15, 2021
Sellie, Theresa	Paraprofessional 6.0 hrs/day Rutherford Elementary School	\$16.12 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Spain, Maggie	Community Education Assistant 6.0 hrs/day Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Stricker, Madeline	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	May 21, 2021
Tilmon, Roxanne	Cafeteria 4.0 hrs/day Mahtomedi High School	\$15.56 / hour	Student Need	Cafeteria	May 27, 2021

**LEAVES OF ABSENCE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Dodds, Chelsea	Approve	1.0 FTE English Teacher Stillwater Area High School	SCEA	July 26, 2021 - November 19, 2021

**ASSIGNMENT CHANGES**

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Conners, Elizabeth	Paraprofessional 6.5 hrs/day Rutherford Elementary School	Paraprofessional 7.0 hrs/day Rutherford Elementary School	2021-2022 Staffing	SCPA	2021-2022 School Year
Crisp, Jessica	.6 FTE Speech Pathologist Afton-Lakeland & Lily Lake Elementary	.4 FTE Speech Pathologist Lily Lake Elementary	2021-2022 Staffing	SCEA	August 23, 2021
Edgell, Nichole	Paraprofessional 6.5 hrs/day Afton-Lakeland Elementary School	Paraprofessional 4.3 hrs/day Afton-Lakeland Elementary School	2021-2022 Staffing	SCPA	2021-2022 School Year
Flom, Stephanie	.7 FTE Speech Pathologist Rutherford Elementary	.6 FTE Speech Pathologist Rutherford Elementary	2021-2022 Staffing	SCEA	August 23, 2021
Germann, Deb	Paraprofessional 6.5 hrs/day Brookview Elementary School	Paraprofessional 6.5 hrs/day Afton-Lakeland Elementary School	2021-2022 Staffing	SCPA	2021-2022 School Year
Kostroski, Julie	Paraprofessional 6.0 hrs/day Rutherford Elementary School	Paraprofessional 4.0 hrs/day Rutherford Elementary School	2021-2022 Staffing	SCPA	2021-2022 School Year
Lee, Jennie	1.0 FTE Speech Pathologist Lily Lake Elementary	.8 FTE Speech Pathologist Lily Lake Elementary	2021-2022 Staffing	SCEA	August 23, 2021
McCarthy, Tami	Cafeteria 4.0 hrs/day Stillwater Area High School	Cafeteria 4.5 hrs/day Stillwater Area High School	2021-2022 Staffing	SCPA	2021-2022 School Year
Olson, Eric J	Paraprofessional 6.0 hrs/day Lily Lake Elementary School	Paraprofessional 6.0 hrs/day Brookview Elementary School	2021-2022 Staffing	SCPA	2021-2022 School Year
Wood, Samuel	Temporary Floating Custodian, 8.0 hrs/day District Wide	Custodian LVL VI, 8.0 hrs/day District Wide	Replacement	Custodial	May 24, 2021
Zabadal, Rochelle	1.0 FTE School Psychologist Afton-Lakeland & Brookview Elementary	1.0 FTE School Psychologist Afton-Lakeland Elementary	2021-2022 Staffing	SCEA	August 23, 2021

**ADDITIONAL ASSIGNMENTS**

NAME	Position	Reason	Group	EFFECTIVE DATE
Brennan, Helen	Credit Recovery Teacher St. Croix Valley ALC	Student Need	SCEA	May 26, 2021 - June 10, 2021
Hanson, Alexandra	Community Education Casual District Wide	Casual	Casual	June 4, 2021 - August 20, 2021
Haslach, Keri	Community Education Assistant 5.5 hrs/day Lake Elmo Elementary School	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Haslach, William	Community Education Assistant 5.5 hrs/day Stillwater Middle School	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Ledford, Lisa	ESY Teacher Lily Lake Elementary	Student Need	SCEA	July 12, 2021 - July 29, 2021
Mobroten, Robin	Community Education Assistant 5.5 hrs/day Lake Elmo Elementary School	Student Need	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Norell, Samantha	Community Education Casual District Wide	Casual	Casual	June 4, 2021 - August 20, 2021



**Agenda Item X.A.**  
**Date Prepared: May 10, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Read Well by Third Grade Plan  
Meeting Date: June 10, 2020  
Contact Person: Ms. Karen Latterell, Literacy Curriculum Coordinator  
Action Timeline: June 24, 2020

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*Background:*

Ms. Karen Latterell, Curriculum Lead, will present the Stillwater Area Public Schools Read Well by Third Grade Plan at the June 10, 2021 school board business meeting.

Minnesota Statutes, section 120B.12 (Read Well by Third Grade) on reading proficiency for all students in Kindergarten through Grade 3 requires approval and submission of this plan.

Approval and submission of this data is required of all Minnesota districts and charter schools that enroll students in grades K-3 and is due by July 1. This plan must reflect required components of the World's Best Workforce legislation, Minnesota Statutes, section 120B.11, and is required to receive Literacy Incentive Aid as provided by Minnesota Statutes, section 124D.98.

This data assists the Division of Academic Standards and Instructional Effectiveness in determining offerings of professional development and supports to districts in the coming school year in reading. It also helps districts meet their goals for students reading well by third grade as part of their World's Best Workforce plan by providing feedback data to assist in district decision-making.

Administration recommends approval of the Reading Well by Third Grade Plan as presented.

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*Recommendation:*

This is a report for action. Action will be requested at the June 24, 2021 meeting.



***Reading Well by Third Grade***  
**District 834 Implementation Plan**  
**2021 – 2022**

***Rachel Larson***  
***Director of Learning and Student Engagement***

***Karen Latterell***  
***Literacy Curriculum Lead and Intervention Coordinator***

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## Goals and Objectives

### *District Philosophy on Reading*

Literacy development is a critical component of instruction in Stillwater Area Public Schools. Every staff member is committed to building and sustaining a district-wide culture in which high-quality, research-based reading instruction for all students is our most important priority. This instruction is delivered in a comprehensive framework, embedding essential literacy skills alongside the 21st Century skills of collaboration, communication, critical thinking, and creativity, all with the goal of developing independent and lifelong literacy learners.

We believe:

- All students have a need for continuous, rigorous, and relevant literacy instruction shared by all subject areas.
- All students should receive the best instruction and support necessary to become highly-skilled listeners, speakers, readers, writers, viewers, and critical thinkers.
- All students should be supported at school and at home to develop a life-long love of reading and learning.
- Literacy instruction must be aligned with Minnesota English Language Arts Academic Standards.

### *District Reading Goal*

Our primary reading goal is to help every child read at grade level or above by third grade. In order to achieve this goal, our World's Best Workforce sub-committee on reading well by third grade has set the following goal for 2021-2022:

- The percentage of first-grade students meeting the FastBridge proficiency benchmark on the spring earlyReading Composite will improve from 57% meeting or exceeding the proficiency benchmark during spring 2019 screening to 59% meeting or exceeding the spring proficiency benchmark during spring 2022 screening.

Strategies to help reach this goal include the following:

- Professional development and implementation on phonemic awareness and phonics instruction in kindergarten and first grade in Tier I and Tier II instruction.
- Professional development in the science of reading, four-part processing model for Tier I instruction, and instructional design for English language learners.
- Research and internally audit our Tier III Intervention program.
- Offer comprehensive reading intervention services for all identified K-2 learners.

### *Defining Reading Proficiency*

As described in the 2020 Minnesota Academic Standards for English Language Arts K-12, Stillwater Area Public Schools aim to support and guide students in attaining the capacities of a literate individual.

Students who are literate and proficient:

- Demonstrate their understanding, value, and respect of other perspectives, identities, and cultures.
- Become self-directed learners who value expanding knowledge, skills and understanding through literacy.
- Possess effective learning and work behaviors.
- Build and communicate strong content knowledge.
- Become responsible digital citizens.

### *Objectives*

To ensure attainment of our goals, all parts of this plan will:

- Align with the *Mission and Beliefs of Stillwater Area Public Schools*.
- Align with the *Philosophy and Beliefs Statements* developed by the Literacy and Language Arts Curriculum Review Committee ([Appendix A](#)).
- Align with the 2020 Minnesota K-12 Academic Standards in English Language Arts (ELA).
- Include all requirements as stipulated in MN Statute 120B.12, which articulates the following:
  - Determine a process to assess students' levels of reading proficiency, identifying those students who are not reading at grade level, including, but not limited to, identifying students who demonstrate tendencies of dyslexia. These students must be provided with alternative instruction.
  - Notify and involve parents/guardians when students demonstrate a need for intervention.
  - Describe the process for determining the proper reading intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measureable reading progress.
  - Use evidence-based intervention methods to intervene with students who are not reading at or above grade level. Progress monitor for intervention effectiveness.
  - Identify staff development needs.
  - Develop a local literacy plan that is reviewed and updated annually that addresses each of these bullets.

## Assessment Process

Assessment plays an important role in the Stillwater Area Public Schools' Literacy Plan and is a key component in our Multi-Tiered System of Support. In order to address requirements set in place by MN Statute 120B.12, Stillwater elementary schools implement several tiers of assessment (Figure I). These assessments facilitate:

- Determination of students' levels of proficiency, including identifying areas of academic need related to literacy
- Communication with and involvement of parents/guardians.
- Identification of students who demonstrate need for additional support, including those who demonstrate tendencies of dyslexia.
- Intervention with students who demonstrate reading difficulty.
- Identification of staff development needs.

### *Universal Screening Program*

Stillwater Area Public Schools' universal screening program (Table 1) serves many purposes. Its primary goal is to screen all elementary students to determine learning status, and in some cases, it is used to pinpoint the need for diagnostic assessment and possible placement in an intervention through the Multi-Tiered System of Support process. Information generated by universal screening also aids in communicating student progress and student needs to parents/guardians.

At the classroom level, teachers find the universal screening program beneficial, as it provides a starting point for gathering diagnostic information to help drive instruction, and it aids the formation of flexible grouping.

From the administrative perspective, data generated from the universal screening program allows us to track longitudinal growth, to anticipate future Minnesota Comprehensive Assessment (MCA) performance, and to make national comparisons. These different modes of analyzing our universal screening data allow us to recognize what we are doing well in programming, curriculum, and instruction, and to focus on areas for growth.

Finally, universal screening provides us with information to keep our stakeholders (students, teachers, parents/guardians, administration, board, community) informed of student and overall school/district achievement status.

For the 2021-2022 school year, we will use the Teaching Strategies Gold Assessment (TSGold) for 4-year-old preschool students. For our students in K-5, we will use FastBridge Curriculum-Based Measurement (CBM), FastBridge *earlyReading*, and FastBridge Computer Adaptive Tests (CAT) *aReading*. FastBridge results include local through national norms, as well as growth percentile rank and risk status. Results are immediate, and reports are easily accessed and shared. See Table 1 for a more detailed look at our Universal Screening Protocol for Reading in grades K-5.

In grades kindergarten through grade 1, classroom teacher and interventionists screen all students' foundational reading skills using one-to-one FastBridge *earlyReading* screeners, which is comprised of

foundational skills subtests to help identify early reading difficulties. All students in grade 2 are assessed for oral reading fluency using FastBridge Reading CBM. Classroom teachers in grades 2-5 assess students using FastBridge *aReading*, a computer-adaptive assessment that assesses phonemic awareness, phonics, vocabulary, and comprehension. The difficulty level of this assessment adjusts based on the individual student's response, so questions may vary.

Teachers in grades 3-5 have access to FastBridge CBM reading passages if they would like to monitor oral reading fluency in addition to comprehension. However, all students in grades 3-5 indicating "some risk" or "high risk" on the *aReading* assessment will be screened three times each year with a CBM. All CBM results are examined for both fluency and accuracy in an effort to identify students who continue to struggle with foundational reading skills. Building interventionists administer these assessments.

The Benchmark Assessment System (BAS) is administered during Ready Set Go conferences in grades 1-5, and in kindergarten as students grow into readers and the BAS is assessed at the end of the year as well. BAS results are also used to help teachers better understand a student's approach to solving words and to guide students to reading material that is appropriately challenging.

Additionally, Stillwater Area Public Schools adheres to Minnesota Department of Education's (MDE) screening recommendations for identifying students with dyslexic tendencies. See [Table 2](#) for a crosswalk of MDE's recommended assessments as compared to Stillwater Area Public Schools Universal Screening Protocol.

In the area of convergence insufficiency (CI), MDE states, "vision screenings for school use are not available for diagnosing CI" and advises, "A comprehensive vision evaluation by a licensed eye care specialist who tests binocular (two-eyed) vision is the most effective means for detecting CI" (MDE CI Fact Sheet).



Table 1: Elementary Screening Program

	Fall			Winter			Spring			
	FastBridge <i>earlyReading</i>	FastBridge <i>aReading</i>	Other Inventories	FastBridge <i>earlyReading</i>	FastBridge <i>aReading</i>	Other Inventories	FastBridge <i>earlyReading</i>	FastBridge <i>aReading</i>	Other Inventories	MCA
Preschool			Teaching Strategies Gold  Local developmental Checklist			Teaching Strategies Gold  Local developmental Checklist			Teaching Strategies Gold:  Local developmental Checklist	
Kindergarten	Print Concepts, Onset Sounds, Letter Names, Letter Sounds  <i>Spanish Immersion</i> *administered in home language (HP) or Spanish (SP) Print Concepts (HL), Onset Sounds (HL), Letter Sounds (HL) Syllable Reading (Sp)		Benchmark Assessment System IRI (add in as students begin to read)  <i>Spanish Immersion</i> ENIL as students become readers	Onset Sounds, Letter Sounds, Word Segment, Nonsense Words  <i>Spanish Immersion</i> *administered in target language Onset Sounds, Letter Sounds, Syllable Reading, Word Segmenting		Benchmark Assessment System IRI (add in as students begin to read)  <i>Spanish Immersion</i> ENIL as students become readers	Letter Sounds, Word Segment, Nonsense Words, Sight Words  <i>Spanish Immersion</i> *administered in target language Letter Sounds, Syllable Reading Word Segmenting, Sight words		Benchmark Assessment System Informal Reading Inventory (BAS IRI) All students K-5  <i>Spanish Immersion</i> ENIL K-5	
	Grade 1		Word Segment, Nonsense Words, Sight Words, Sentence Reading  <i>Spanish Immersion</i> *administered in target language: Syllable Reading, Sight Words, Sentence Reading	Word Segment, Nonsense Words, Sight Words, CBM Reading (3 passages required for composite) <i>Spanish Immersion</i> *administered in target language: Syllable Reading, Sight Words, CMB Reading		Word Segment, Nonsense Words, Sight Words, CBM Reading (3 passages required for composite) <i>Spanish Immersion</i> *administered in target language: Syllable Reading, Sight Words, CMB Reading				
	Grade 2		CBM Reading (3 passages req.)  <i>Spanish Immersion</i> CBM Reading *administered in target language	CBM Reading (3 passages req.)  <i>Spanish Immersion</i> CBM Reading *administered in target language		CBM Reading (3 passages req.)  <i>Spanish Immersion</i> CBM Reading *administered in target language				
Grades 3, 4, 5	CBM Reading for “some risk” and “high risk” students (1 passage req.)  <i>Spanish Immersion</i> CBM Reading if needed	All students in grades 3-5, including Spanish Immersion	CBM Reading for “some risk” and “high risk” students (1 passage req.)  <i>Spanish Immersion</i> CBM Reading if needed	CBM Reading for “some risk” and “high risk” students (1 passage req.)  <i>Spanish Immersion</i> CBM Reading if needed						

*Table 2: Comparison of MDE Dyslexia Recommendations and Stillwater Schools' Screening Program*

	<b>Skill</b>	<b>Recommended Year and Season</b>	<b>Stillwater Assessment Plan</b>
Phonemic Awareness	Initial Sound Fluency	K (F, W)	FastBridge K (F, W); Tier II PRESS as indicated by student need
	Phoneme Blending	K (W, S)	Tier II FastBridge and PRESS as indicated by student need
	Word Segmentation	K (W, S) 1 (F, W)	FastBridge K (W, S); 1 (F, W, S) Tier II PRESS as indicated by student need
Decoding	Letter-Sound Fluency	K (W, S)	FastBridge K (F, W, S); Tier II PRESS as indicated by student need
	Nonsense Words	K (W, S) 1 (F, W, S) 2 (F)	FastBridge K (W, S); 1 (F, W, S); 2 Tier II FastBridge and PRESS as indicated by student need
	Oral Reading Fluency (ORF)	1 (F, W, S) 3 (F, W, S)	FastBridge 1 (F, W, S); 2 (F, W, S); 3-5 (F, W, S <40th percentile); Tier II PRESS as indicated by student need
Encoding	Spelling Inventory	1 (F, W, S) 3 (F, W, S)	Letterland Spelling Assessment grade1 (4 times/year) Bear Spelling Inventory grades 2-5 (F, W, S)
Orthographic Memory and Recall	Rapid Automatic Naming	K (F, W)	Assessed as appropriate in Special Education
	Letter Name Fluency	K (F, W)	K (F); Tier II FastBridge and PRESS as indicated by student need
	Letter-Sound Fluency	K (W, S) 1 (F, W)	FastBridge K (F, W, S) Tier II PRESS as indicated by student need
	Onset Sounds	K (W, S) 1 (F, W)	FastBridge K (F, W) Tier II PRESS as indicated by student need
	High Frequency/Sight Words	K (S) 1 (F, W, S) 2 (F, W, S)	K (S); 1 (F, W, S)



## *Diagnostic Assessment*

Diagnostic assessments are a way for teachers and interventionists to drill deeper into student reading needs and to tailor instruction to meet individual needs. In the list that follows, items are K-5 unless otherwise noted.

### Oral Language Development—

- Local developmental checklist for all 4-year-old preschool students
- Direct observation during conferring and classroom interaction
- Informal Reading Inventories and Running Record: retells and question responses

### Phonemic Awareness—

- Local developmental checklist for all 4-year-old preschool students
- FastBridge *earlyReading*: Onset Sounds, Word Rhyming , Word Segmenting, Phoneme Blending, Inventories
- Letterland assessments: Onset Sounds, Word Segmenting
- Path to Reading Excellence in School Sites (PRESS): Quick Phonemic Awareness Assessment
- PAST Phonological Awareness Skills Test
- Institute for Multi-Sensory Education (IMSE): available to reading interventionists

### Phonics—

- TSGold for all 4-year-old preschool students
- FastBridge *earlyReading*: Letter Sounds, Nonsense Words, Word Blending, Inventories
- FastBridge CBM-Reading: accuracy analysis
- Letterland assessments: grapheme-phoneme correspondence, spelling
- PRESS: Decoding Assessment
- Bear Spelling Inventory
- Institute for Multi-Sensory Education (IMSE): available to reading interventionists
- Informal Reading Inventories, Conferring, Running Record: miscue analysis

### Fluency—

- FastBridge *earlyReading*: Foundational Skill Fluency
- FastBridge CBM-Reading: fluency analysis
- Institute for Multi-Sensory Education (IMSE): available to reading interventionists
- Informal Reading Inventories, Conferring, Running Record: fluency checks

### Vocabulary—

- Local developmental checklist for all 4-year-old preschool students
- FastBridge *aReading*; available for all students 2-5

- Informal Reading Inventories: comprehension responses
- Conferring and student annotations
- Units of Study: Performance Assessments grades 3-6

#### Comprehension—

- FastBridge *aReading* and *CBM-Reading Comp*; available for all students 2-5.
- Informal Reading Inventories and Running Record: retells and question responses
- Conferring and student annotations
- Units of Study: Performance Assessments grades 3-5

#### Critical Reading—

- Conferring and student annotations
- Units of Study: Performance Assessments grades 3-5
- Informal Reading Inventories: comprehension responses

#### Dyslexic Tendencies

- See [Figure 2](#) for alignment between MDE’s recommendations for screening for dyslexic tendencies and Stillwater Schools’ screening plan. The dyslexia screener in Appendix C is for interventionists and teachers to use with parents/guardians when screening indicates tendencies of dyslexia.

#### Convergence Insufficiency

- As mentioned previously, in the area of convergence insufficiency (CI), MDE states, “vision screenings for school use are not available for diagnosing CI” and advises, “A comprehensive vision evaluation by a licensed eye care specialist who tests binocular (two-eyed) vision is the most effective means for detecting CI” (MDE CI Fact Sheet).
- A comprehensive vision evaluation by a licensed eye care specialist who tests binocular (two-eyed) vision is the most effective means for detecting CI. The district may choose to report, “District X does not include screening for convergence insufficiency disorder as part of its vision screening program. Parents with concerns about the condition should see their licensed eye care specialist for assessment and treatment.”
- Teachers will contact parents or guardians if noticing frequent eye fatigue, reading with one eye, or visible divergence of focal point when reading.

### *Progress Monitoring*

Progress monitoring is used to measure increments of growth in a targeted skill and to determine response to interventions.

In K-5, once a student demonstrates through screening that there is need for any tier of intervention, the teacher or interventionist administers targeted instruction and progress monitors the student on a cycle that includes both skill-level progress monitoring and grade-level progress monitoring. The intent of skill-level progress monitoring is to determine improvement or lack of improvement on discreet skill instruction and to adjust or intensify interventions as necessary. The intent of grade-level progress monitoring is to monitor skill transfer to grade-level reading goals, and to monitor academic gap closure. K-1 students in Tier II interventions are progress monitored during weeks one and two of this cycle, using skill-level tools specific to their PRESS reading intervention placement. During week three of the progress monitoring cycle, students in Tier II interventions are progress monitored using FastBridge grade-level, normed, progress-monitoring probes. This cycle allows teachers to monitor progress on the targeted skill as well as progress toward the grade-level outcome.

In addition to required progress monitoring of Tier II students, K-1 teachers may use any of the twelve early literacy subtests available to them through FastBridge earlyReading, the PAST, or the MDE PA and Phonics Skills Checklist as a means for additional assessment or progress monitoring purposes.

Students in grade 2-6 who receive a Tier II reading intervention will also be progress monitored on a rotating three week schedule similar to that described for K-1 students. These grade 2-6 students are monitored both at skill level and at grade level. Depending on students' individual skill-levels and interventions, students may be progress monitored on FastBridge earlyReading subtests, or with the FastBridge Reading CBM assessment.

Students who receive a Tier III reading intervention will be progress monitored weekly using FastBridge grade-level, normed, progress-monitoring probes (earlyReading or Reading CBM). Reading interventionists also conduct a minimum of three informal reading inventories (IRI) per year using the Benchmark Assessment System. If a student indicates growth between assessments, additional IRIs are conducted as needed. Finally, the PAST and the MDE PA and Phonics Skills Checklist can be used to monitor the development of foundational reading skills.

### *Formative Assessments*

At the preK level, teachers use [Teaching Strategies Gold](#) to formatively assess students in the areas of phonological awareness and alphabetic knowledge. Local developmental checklists are used to assess other early literacy skills.

[Informal Reading Inventories](#) (IRI) are also used across the district as a means to individualize instruction and to monitor student growth. Teachers in grades K-5 (K when reading) are expected to complete at least one informal reading inventory in both the fall and the spring using the Benchmark Assessment System. This assessment is recommended during the course of the school year, too, and is used at the teacher's discretion. Teachers use information from this assessment as a way to guide students to

appropriate resources, and to analyze students' use of grapheme-phoneme correspondence and meaning making in order to individualize instruction, and to communicate strengths and needs to the following year's teacher.

In addition to IRIs, teachers in grades K-5 will use periodic formative assessment of foundational skills acquisition and word study instruction (Letterland K-1, Words Their Way 2-5), individual and small-group conferring (K-5), and pre-/post-performance assessments (Units of Study 3-5) to monitor students' acquisition of grade-level-appropriate skills. Information from these assessments will help teachers to address the individual student's needs.

Finally, teachers conduct other formative assessments as necessary in their classrooms. These assessments are shaped by individual teachers or teacher teams and are meant to address a classroom population's unique needs.

### *Summative Assessments*

Common assessments are used across the district. All grades use grade-appropriate comprehension rubrics that are based on the English Language Arts standards to determine reading comprehension progress. Teachers in grades 3-5 also use performance assessments at the end of each unit to determine growth in unit concepts and progress toward grade-level standards.

In the area of foundational skills, K-1 teachers use common Letterland assessments, and teachers in grades 2-5 use periodic Words Their Way spell checks and spelling inventory growth to determine progress.

Common rubrics for evaluating speaking and writing are in progress.

## Parent/Guardian Notification and Involvement

### *Communication of Assessment Data*

Universal screening results are shared at parent-teacher conferences, and Individual parents/guardians are officially notified of universal screening results when a student qualifies for a Tier III intervention. Parents/guardians of students who qualify for intervention are notified of the student's qualification for services, and of the student's completion of services by letter, and if needed, by phone or by an arranged conference

Screening results for the general student population are communicated during fall parent-teacher conferences.

General classroom assessments are sent home periodically with students' Friday Folders and are shared at fall and spring parent-teacher conferences.

### *Communication of Classroom Progress*

PreK-5<sup>th</sup> grade classroom teachers are in the practice of sending home classroom updates via email, Friday folders, and/or SeeSaw. These updates range from weekly to monthly dissemination, depending on activities in the classroom. Updates generally include curricular focus, upcoming assignments and assessments, important classroom activities (i.e., class performances or field trips), and classroom volunteer opportunities.

PreK-5<sup>th</sup> grade parent-teacher conferences are scheduled in the fall and in the spring. Options are available during the day and during the evening so that parents/guardians can schedule at their convenience. Individual conferences outside of these days may be scheduled with individual teachers to accommodate families' schedules.

Additional contact with individual parents/guardians is made on an as-needed basis. Both positive and needs-based communications are encouraged.

### *Communication of Intervention Progress*

Each Tier III reading interventionist has a home/school communication system in place. Communication folders are sent home with students, at a minimum, each week with homework and program updates. Interventionists also include periodic update on progress monitoring and intervention progress (bi-annually), and are expected to make student-specific contact with each parent/guardian at least monthly. Interventionists also attend parent-teacher conferences when scheduling allows.

### *Communication of School and District Opportunities for Involvement*

The Stillwater Area Public Schools' Communications and Marketing Department has several avenues in place to encourage parent/guardian and community communication. This department publishes a quarterly print newsletter, sends a weekly e-news email to stakeholders, and holds both online and in-person discussion forums. The Communications and Marketing Department maintains the district and

school websites, Facebook account, YouTube channel, and a Twitter account. The district updates also appear on the local cable television bulletin board. In addition, the district assembles advisory committees to provide input on a variety of topics ranging from curriculum to mental health.

Families enrolled in our school readiness preschool program choose from a variety of options for parent/guardian involvement throughout the school year. These options include seminars as well as structured family activities. These parent involvement activities were reduced during the 2020-2021 school year due to the pandemic but will resume in 2021-2022.

Communication at the building level takes place via school newsletters and school webpages. Each of our elementary schools, as well as our Early Childhood Family Center, sends out a weekly parent/guardian newsletter. Newsletters are sent out primarily via e-mail and include updates on building activities, and, when appropriate, building-level volunteer opportunities. Parents/guardians are automatically subscribed to the e-newsletters each year.

Volunteer opportunities are communicated via building newsletters or through building-specific Parent-Teacher Associations. Classroom opportunities for volunteering are communicated through the classroom newsletter or individual fliers sent home with students. At the district level, coordination takes place via Community Thread ([www.communitythreadmn.org](http://www.communitythreadmn.org)) to bring district and community volunteers together. Mandatory background checks are required for all volunteers though the system has been adjusted to allow parents/guardians an easier path to volunteering in their children's classrooms.

Finally, the District's Family and Community Engagement programming run through our Office of Equity and Integration works to:

1. Collaborate with parents to navigate and support us in responsively adapting our district's systems and structures
2. Support home learning environments
3. Develop skills for collaborating with school staff and develop staff skills to improve upon their outreach efforts
4. Provide parents with the necessary information for post-secondary planning

Current efforts include:

**NAPAC:** Native American Parent Advisory Committee: A committee with a core team of 20 parents, Elders and community members that meet monthly to support the needs of American Indian students and families in our district. NAPAC includes representatives from Dakota, Lakota, Ho Chunk, Ojibwe, Micmac, Mississippi Choctaw and Menominee Nations.

**Caminos:** Pathways (Partnership in Achievement and Transition to Higher Learning) an on-going collaboration with our Hispanic families with a core group membership of 45 families that meet quarterly at the Family Means building in the Cimarron Mobile Home Community.

**Women's Engagement Group:** Incorporating the voices of our Muslim families in collaboration with the Eastern Twin Cities Islamic Center (the Mosque in Afton) /Islamic Resource Group). More detailed information follows in the section "Communication of Opportunities to Support Child Development."

### *Communication of Opportunities to Support Child Development*

Caminos (PATHways) (Partnership in Achievement and Transition to Higher Learning), run by our Office of Equity and Integration, offers a variety of topics relating to Preschool, Elementary, Middle and High School. These learning sessions address the specific needs of students at each of these four levels. Parents/guardians are recruited by building staff and are asked to commit to attending quarterly sessions that are 1.5-2.0 hours in length.

The preschool topics are designed to engage parents/guardians in a conversation about school readiness, and their role in preparing their child for kindergarten. Parents/guardians learn strategies for fostering early literacy and math skills. Specific literacy skills focused on are: Vocabulary building, phonemic awareness (rhyming and alliteration), and print concepts. In addition, the importance of reading with children regularly at home is strongly emphasized. Elementary topics clarify the language about academic standards, teaches parents/guardians about the importance of parent-teacher conferences, clarifies the coding on our report cards and reinforces the importance of open and honest communication with schools about student progress. In addition, it establishes a connection between academic achievement and positive discipline, self-esteem, and providing structures in the home (like quiet spaces for homework, early bedtime, etc.) that allow students to maximize their own academic potential. Middle and high school topics are geared toward college readiness. Specifically, parents/guardians learn about the role of our licensed school counselors, they are taught about the concept of academic rigor, they are taught practical skills like how to calculate their student's Grade Point Average, and they are supported and coached about how to advocate for their student within the school building.

## **Intervention and Instructional Supports**

### *Alignment of Core Instruction (Tier I)*

The District Literacy Committee conducted a curriculum review that culminated in the adoption of new curricula in March 2018. Due to the complexities of the changes and budget constraints, implementation has taken place over the course of several years. Elementary site improvement plans and instructional coaching will continue to focus on supporting and improving implementation.

2018-2019	PreK-5 Foundational skills; PreK-5 literacy
2019-2020	K-2 Writing
2020-2021	3-5 Writing (professional development interrupted by COVID)
2021-2022	First year of full implementation PreK-5

Phonemic awareness, phonics, fluency, vocabulary development, and comprehension instruction—the five pillars of literacy instruction—are currently in place and will be enhanced using a comprehensive literacy approach that incorporates differentiation, gradual release of responsibility, and a Multi-Tiered

System of Support (MTSS). Instructional Coaches will continue to deliver professional development in the classroom, at the building level, and district-wide in support of developing instructional skills in the five pillars of literacy.

Due to significant budget cuts to the professional development and curriculum budgets beginning in 2018-2019 teachers will have fewer opportunities to collaborate and refine their new skills.

Stillwater uses Letterland in PreK-1 and Words Their Way in grades 2-5 to provide students with a systematic, sequential, and multisensory approach to learning foundational reading and spelling skills.

In addition to Letterland, PreK teachers use Fountas & Pinnell's Shared Reading materials to engage students in learning concepts of print and to develop thinking and talking about text. K-5 teachers use Heinmann's Units of Study for Teaching Reading, which provides students with ample opportunities for accountable talk during the literacy block, and will spiral critical thinking skills within and across grade levels.

Stillwater's literacy curriculum is aligned with both the 2010 version and the 2020 commissioner-approved version of the Minnesota State Standards through units within and across grades.

Additionally, the Office of Equity and Integration will be offering Building Assets, Reducing Risks (BARR), a strengths-based secondary whole school model that provides schools with a comprehensive approach to meeting academic, behavioral, social, and emotional needs of all students. Stillwater Area High School implemented BARR for ninth grade students in the 2017-2018 school year. The ninth grade student failure rate has decreased by 56% from the year prior to BARR implementation, and by 24% from last year. To continue this effort in reducing achievement disparities, we will be expanding the BARR model at Stillwater Area High School and at Lake Elmo Elementary, providing professional development, model expansion, and implementation support.

### *Multi-Tiered System of Support (MTSS)*

The district utilizes a comprehensive system of learning supports that incorporates a multi-tiered system of support protocol. Through this system, our buildings look at academic interventions alongside social, emotional, and behavioral needs and concerns. School social workers and school psychologists loop into Professional Learning Community meetings on a monthly basis to identify, discuss and track students who are not performing at grade level. The teams will then take this multi-tiered systems approach to implement individual student response-to-intervention plans.

Academic interventions are determined after the universal screening process in the fall and winter and when a student indicates need. Once the universal screening process is completed, grade-level PLCs meet to evaluate data and to plan necessary diagnostics, and to schedule targeted interventions.

Tier I class-wide interventions or Tier II small-group interventions using PRESS, FastBridge, or Letterland reading interventions are planned and administered by the individual teacher or grade-level teams. For students performing below benchmark, Tier II interventions are targeted to the student's area of greatest need.



Students demonstrating intensive need, typically those performing below the 16<sup>th</sup> percentile nationally, will be scheduled for pull-out, intensive intervention with a trained reading interventionist (Tier III). These students will work with an interventionist 4-5 days per week in groups of 3-5 students in their area of greatest need.

Our goal is to maintain a system where students are effectively monitored both in the classroom and in intervention for improvement or for additional intervention as needed.

The Stillwater Schools MTSS System also includes programming for gifted students. All students in third grade will have the opportunity to take the Cognitive Abilities Test. Parents/guardians and/or teachers can also request testing for any student who is new to our district and who did not have the opportunity to test in 3rd grade. The assessment is administered online by trained classroom teachers, and results are available within 48 hours. Students who have CogAT composite scores of 96% Age Percentile Score (9<sup>th</sup> Stanine) or better, accompanied by high achievement scores in reading and math, are invited to our GATE school, which is a school for the highly gifted within the district. Students who have CogAT subtest scores of 89% Age Percentile Score (8<sup>th</sup> Stanine) or better, accompanied by high achievement scores in reading and math, will be considered for a cluster placement within their regular classroom. These students are clustered with peers of similar intellectual ability, and are given more opportunities to go deeper within a concept or topic and are regularly given more challenging material as the teacher feels is appropriate.

### *Intervention Opportunities (Tiers I, II, and III)*

Elementary principals and staff are committed to scheduling intervention opportunities outside of core instructional times. The goal is to support all teachers within the classroom setting and to support services with differentiation training to allow for best practice intervention and enrichment opportunities.

**Tier I:** The district offers on-going professional development in both foundational skill development and in the critical thinking skills expected when reading. During class, teachers are able to individualize instruction through flexible grouping determined by student need, through small group or one-to-one instruction, and through student self-selection of 'just-right books' and/or accessible decodable texts. In addition to a focus on an environment rich with literature and critical thinking, elementary literacy instruction includes dedicated time each day for the development of foundational literacy skills.

Classes that demonstrate significant need in phonemic awareness, phonics, fluency, and comprehension will receive a class-wide intervention using PRESS targeted, class-wide intervention activities. PRESS interventions are delivered by the classroom teacher and also address foundational literacy skills.

**Tier II:** Five of our elementary buildings have applied for a Minnesota Reading Corps (MRC) tutor for the 2021-2022 school year. These MRC tutors will serve as Tier II interventionists in grades K-3 to provide students with additional guided practice in reading, outside of classroom reading instructional time. Students who are slightly below grade level will meet with MRC tutors daily for approximately twenty minutes to develop foundational literacy skills.

In addition to whole-group instruction in the classroom, teachers provide targeted, Tier II small-group interventions using an analysis of screening and diagnostic data, and PRESS, FastBridge, and Letterland targeted intervention activities. These interventions are skill-driven and are targeted to a student's area of greatest need.

**Tier III:** Tier III reading intervention is supported by the ADSIS grant at each of our elementary buildings in a program called Read with Me (RWM). Additionally, Title I and local funding provide for additional Tier III reading intervention. Title I funding is generally split between reading and math intervention and has decreased significantly with the improvement of the economy over the past few years. In each funding case, students in Tier III reading intervention receive 30 minutes of instruction with groups of three to five students in addition to the student's classroom literacy instruction.

All reading interventionists use Letterland Intervention, when indicated, to reinforce and reteach foundational skills taught in the classroom. Letterland is named specifically in the National Reading Panel Report as a phonics curriculum that meets the expectations for foundational skills instruction.

In addition to Letterland, 94% of our elementary reading interventionists have been trained in level one of the multi-sensory Orton-Gillingham method of early reading instruction. Our hope is to continue training our Tier III interventionists in this best practice and will continue to offer training if it can be accommodated within the reduced professional development budget. Level II Orton-Gillingham training is also needed for our interventionists.

Elementary interventionists and elementary instructional coaches have been directed by the board to participate in LETRS training. However, due to the impact of COVID-19 on the district's budget and the high cost of providing professional development in LETRS, this project was put on hold until the full impact of the pandemic can be determined.

### *Using Data to Determine Intervention*

Each building relies on data from FastBridge *earlyReading*, FastBridge *aReading*, and Minnesota Comprehensive Assessments to determine a student's need for intervention. Additional diagnostic assessments such as the PAST or the Bear Spelling inventory are also used to help guide data analysis. Once students are screened, teachers review data using the PRESS data protocol to determine the appropriate level and type of intervention.

Students are placed in the tiers of intervention based on screening, diagnostic, and historical data, as well as teacher input during data team meetings. Tier I classroom interventions are administered when 50% or more of the classroom indicate need for particular skill instruction. Tier II small-group, classroom interventions are generally administered by a classroom teacher to students between the 15<sup>th</sup> and 40<sup>th</sup> percentile. Tier III interventions generally consist of the most at-risk students, usually those below the 16<sup>th</sup> percentile. Because each school has unique needs, these cut points are approximate.

## Professional Development on Scientifically-Based Reading Instruction

### *Alignment and Collaboration with Statutory Requirements*

Minnesota Statute 122A.06, subdivision 4 defines comprehensive, scientifically-based reading instruction as follows:

(a) "Comprehensive, scientifically based reading instruction" includes a program or collection of instructional practices that is based on valid, replicable evidence showing that when these programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading: phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension.

Comprehensive, scientifically based reading instruction also includes and integrates instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs in order to design and implement ongoing interventions so that students of all ages and proficiency levels can read and comprehend text, write, and apply higher level thinking skills. For English learners developing literacy skills, districts are encouraged to use strategies that teach reading and writing in the students' native language and English at the same time.

(b) "Fluency" is the ability of students to read text with speed, accuracy, and proper expression.

(c) "Phonemic awareness" is the ability of students to notice, think about, and manipulate individual sounds in spoken syllables and words.

(d) "Phonics" is the understanding that there are systematic and predictable relationships between written letters and spoken words. Phonics instruction is a way of teaching reading that stresses learning how letters correspond to sounds and how to apply this knowledge in reading and spelling.

(e) "Reading comprehension" is an active process that requires intentional thinking during which meaning is constructed through interactions between text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

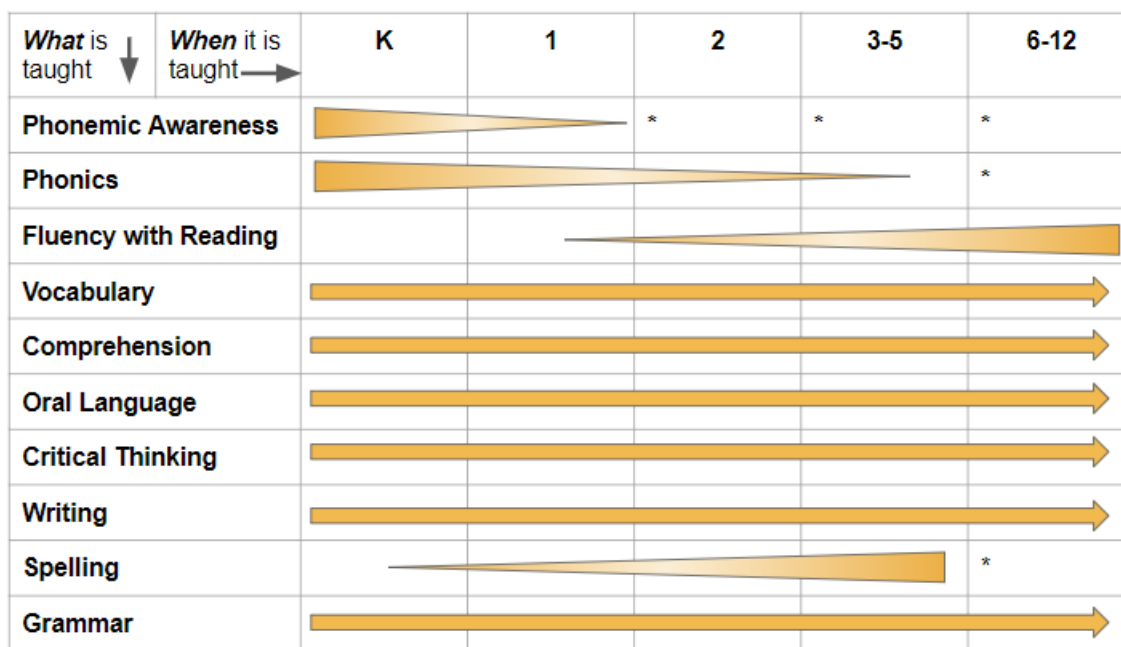
(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(g) Nothing in this subdivision limits the authority of a school district to select a school's reading program or curriculum.

Stillwater teachers have always instructed, and will continue to instruct, in the five pillars of literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension—as required by Minnesota Statute 122A.06, the Minnesota English Language Arts State Standards (2010 and 2020), and the National Reading Panel Report (2000).

In addition to, these five key areas, teachers explicitly teach related literacy skills, including oral language, critical thinking, writing (composition, process, and revision), spelling, and grammar. Figure 1 shows how these skills are introduced or faded across grade levels in Stillwater’s programming.

*Figure 1: Literacy Skill Introduction and Fading*



\*Phonemic awareness, phonics, and spelling progression may occur in later grades with children who have language delays or other disabilities.

Students’ exposure to rich print resources during read-alouds, independent reading, and content area instruction familiarizes students with a wide array of concept vocabulary and oral language structures. This language development is practiced during both content instruction and literacy instruction. When combined with strong decoding instruction, these language comprehension skills will result in reading comprehension.

Rather than using one packaged curriculum, Stillwater teachers use a variety of materials to ensure they are meeting the expectations of state statute, state standards, and research in the field of reading.

This Tier I curricula includes:

- Letterland: PreK – grade 1
  - Phonemic awareness, phonics, decodable text, early spelling, printing for K-1
- Words Their Way: grades 2 – 5
  - Developmentally sequenced word study for encoding, decoding, (including decodable text), and word part analysis
- Fountas & Pinnell Classroom: PreK
  - Shared reading, concepts of print, oral language development

- Units of Study for Teaching Reading: grades K – 5
  - Critical thinking, oral and written language development, knowledge building
- Units of Study for Teaching Writing: grades K – 5
  - Critical thinking, writing process, oral and written language development, knowledge sharing

In addition to Tier I curriculum, teachers will continue to use PRESS as a Tier II intervention. PRESS, developed and researched by the Minnesota Center for Reading Research (MCRR) at the University of Minnesota, focuses on five pillars of a quality reading program: quality core instruction, data-based decision making, tiered interventions, and professional learning communities. The program addresses four of the “Big 5” areas in reading instruction: phonemic awareness, phonics, fluency, and comprehension. Interventions are targeted to a student’s earliest literacy need and are taught and progress monitored in a structured, systematic, and sequential process to ensure skill development.

All literacy teachers in grades K-5 have been trained in PRESS. However, teachers would benefit from a refresher training and updated materials. More information about PRESS can be found at <https://presscommunity.org/>

In the area of diversity, Stillwater Area Public Schools’ Achievement and Integration Plan has a three pronged approach: long-term systemic change, solution focused, and research and best practices. These three characteristics are implemented through a district team that works with outside specialists from the field of Intercultural Development. The program’s foundation is interdisciplinary, drawing from the fields of Education, Intercultural Communication, Psychology, Anthropology and Sociology.

While drawing best practices from many fields, the program always has its focus on all students developing their full potential, having equal access to achievement, and preparing them to be successful global citizens. While the program recognizes that this process is developmental for both students and staff, it also works to provide immediate application in participants’ lives. This focus on immediate application leads the district team to make a conscious effort to model what they propose to others. From a structural and systemic lens, district Instructional Coaches have gone through an intensive two year Intercultural Coaching professional development process focusing on culturally inclusive teaching strategies during the 2017-2018 and 2018-2019 school years. During the 2019-2020 school year, they supported educators participating in our Growing in Intercultural Awareness year-long professional learning cohorts through a classroom observation feedback loop process. Our district philosophy is that true professional learning should move teachers from knowledge to application and must contain the following six components:

1. Adopt a developmental approach
2. Be frequent and sustained
3. Involve a coaching component
4. Contain an action research component
5. Be data informed
6. Be supported by adult learning theory and brain research

### *District-Wide Professional Development Alignment*

Our district calendar is currently set up to provide three professional development (PD) days during the student-contact year. Learning and Innovation staff works with instructional coaches and the district PD development committee to create a detailed plan to support the maintenance of existing skills and to deepen understanding and practice. PD will be aligned with the literacy implementation plan, building site improvement plans, and the mentorship program. The plan will align district-wide professional development days and on-going PD in buildings.

### *Job-Embedded Professional Development*

The Stillwater Schools' MTSS team will continue developing a clear plan for Professional Learning Communities (PLC). PRESS reading intervention data analysis will help to drive PLC discussions. PLC teams will examine student performance and data to determine their own PD needs, learning from each other where possible, and reaching out to Instructional Coaches and the Department of Learning and Innovation for greater professional development needs.

Instructional Coaches are in place in our elementary buildings and our ECFC. Instructional Coaches typically work with teachers in a ten-week cycle, intensively coaching up to six teachers during one cycle. Coaching needs are determined through self-observation and self-evaluation (video) and through needs emerging on our Five Dimensions Teacher Evaluation Rubric. Instructional Coaches can play many roles during this intensive process, including but not limited to modeling instruction, collaborative teaching, collaborative planning, [Cognitive Coaching](#) discussions, and classroom support for peer observation.

In addition to intensive coaching, Instructional Coaches work with principals and with the Department of Learning and Innovation to provide district-wide and in-building PD to support curriculum implementation and skill development. Under the Teacher Development and Evaluation Plan, teachers also participate in peer observation and discussion, providing an additional layer of professional development.

### *Use of Student and Teacher Performance Data to Inform Professional Development*

The district will use teacher evaluation data to design professional development. Stillwater's "growth-oriented" teacher evaluation system called, [5 Dimensions of Teaching and Learning](#), was created by the Center for Educational Leadership at the University of Washington. The St. Croix Education Association voted to adopt this evaluation system in May 2014, allowing full implementation.

Under this evaluation system, a teacher's individual goals, PLC goals, building goals, and student performance data are aligned, allowing building administrators, as well as the Department of Learning and Innovation, to plan professional development at multiple levels. Additionally, teachers who are involved in an intensive coaching cycle will use the 5 Dimensions of Teaching and Learning as a pre- and post-coaching tool. This will allow teachers to align their coaching goals to the professional evaluation system. The TDEP coordinator in the Department of Learning and Innovation will help to bridge the connection between TDEP data and district professional development needs.

## Curriculum and Instruction

### *Horizontal and Vertical Curriculum Alignment*

District Literacy Committee work during the 2016-2017 school year and the 2017-2018 school year provided teachers with curriculum, materials, and assessments aligned to the 2010, and now the 2020 Minnesota ELA standards, providing clear horizontal and vertical alignment. Work with the Fountas and Pinnell *PreK-8 Literacy Continuum* continues to help us to fine-tune our understanding of what students should know and be able to do at each grade level. LETRS professional development, when launched, will help teachers to develop a deeper understanding of the science of reading.

Having clearly articulated curriculum maps in place at each grade level ensures equity of instruction for students across the district and allows for teachers to work collaboratively in building-level and cross-district PLCs. Stillwater will continue refining curriculum alignment while allowing space within expectations for teachers to respond to individual student needs.

### *Curriculum Resources*

Letterland: PreK – grade 1

- Phonemic awareness, phonics, decodable text, early spelling, printing for K-1

Words Their Way: grades 2 – 5

- Developmentally sequenced word study for encoding, decoding, (including decodable text), and word part analysis

Fountas & Pinnell Classroom: PreK

- Shared reading, concepts of print, oral language development

Units of Study for Teaching Reading: grades K – 5

- Critical thinking, oral and written language development, knowledge building

Units of Study for Teaching Writing: grades K – 5

- Critical thinking, writing process, oral and written language development, knowledge sharing

Stillwater Schools support students' self-selection of books as a means to improve engagement in literacy activities and to generate a lifelong love of reading. In order to support this belief, the district has purchased high-interest, leveled trade books to support classroom libraries in 2014, 2017, and 2018.

Finally, Learning and Innovation continues to provide [Study Island](#) for our elementary schools to help support personalized learning. This online learning program is a standards-based customizable program that is available for all students grades K-8.

### *Alignment and Collaboration with Statutory Requirements*

District curriculum maps and instructional resources align with Minnesota's 2010 and 2020 Literacy Standards, which incorporate the 'Big 5' (phonemic awareness, phonics, fluency, vocabulary, and comprehension), as well as oral language development and critical thinking.



## Student Support System for EL Learners

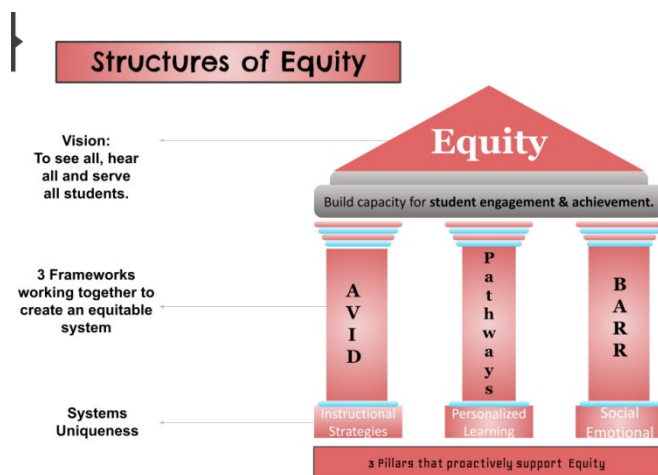
### *Professional Development for teachers of English Learners*

Our Student Support Services Department provides specialized support for the English Learners Instructional Department. District English Learner teachers meet for one day each month to coordinate curriculum, instruction, resources, and services. Principals support the unique needs of the EL department at a building level.

The EL Department utilizes the Sheltered Instruction Observation Protocol (SIOP) professional development model and assesses English Proficiency Levels using WIDA (World-class Instructional Design & Assessment). All students are assessed immediately after enrollment to ensure proper student placement within their grade level, WIDA standards, and EL courses. The plan of service delivered to each student depends upon grade level as well as their proficiency level (Entering, Beginning, Developing, Expanding, or Bridging). Instructional support time related to number of days per week and number of instructional minutes also varies.

### *Professional Development for General Education teachers*

Our Office of Equity & Integration (OEI) has developed and implemented a job embedded Professional Development framework over the last several years. It began with Inter-cultural Coaches supporting teaching staff within buildings to develop cultural awareness and increased cultural sensitivity through incorporating culturally responsive teaching techniques and lesson plans into their pedagogy as part of Universal Design. In addition to supporting classroom teachers' development of intercultural teaching practices, they continue to work towards developing an integrated approach between Culturally Inclusive Teaching practices, Responsive Classroom practices, and classroom literacy practices. Finally, Stillwater Area High School has created an Educational Equity Framework that integrates evidence-based instructional strategies, personalized learning and a comprehensive social-emotional learning process through their AVID (Advancement Via Individual Determination), BARR (Building Assets Reducing Risks) and Pathways Programming.





## Communication System for Annual Reporting

### *Systems Accountability*

On an annual basis our school district submits a Systems Accountability Report to MDE. This report details our academic and student performance data which includes all data related to Language Arts instruction and programming. The Stillwater Area Public Schools Board of Education as well as community stakeholders review the data and it is published on our website.

## Appendices

### *Appendix A: Philosophy and Beliefs in Language Arts*

Literacy development is a critical component of instruction in Stillwater Area Public Schools. Every staff member is committed to building and sustaining a district-wide culture in which high-quality, research-based reading instruction for all students is our most important priority. This instruction is delivered in a comprehensive framework, and embeds the 21st Century skills of collaboration, communication, critical thinking, and creativity, all with the goal of developing independent and lifelong literacy learners.

We believe:

- All students have a need for continuous, rigorous, and relevant literacy instruction shared by all subject areas.
- All students should receive the best instruction and support necessary to become highly-skilled listeners, speakers, readers, writers, viewers, and critical thinkers.
- All students should be supported at school and at home to develop a life-long love of reading and learning.
- Literacy instruction must be aligned with Minnesota English Language Arts Academic Standards.

## *Appendix B: Reading Well by Third Grade Planning and Review Committee*

### *Committee Members*

Rachel Larson, Director of Learning and Student Engagement  
Karen Latterell, Curriculum Lead and Intervention Coordinator  
Denise Cote, Curriculum Lead and GATE Coordinator  
Paul Lee, Director of Student Support Services  
Eric Anderson, Coordinator of Equity and Integration  
Amy Berge, Administrator for Early Childhood Family Center

#### **Afton-Lakeland Elementary:**

Kathy Nusbaum, Interventionist  
Gina Doe, Building Principal  
Rochelle Zabadal, School Psychologist  
Kim Schneider, Primary Teacher  
Barbara Borer, Instructional Coach

#### **Andersen Elementary:**

Kristi Campbell, Interventionist  
Anna Wilcek, Building Principal  
Kelly Banks, School Psychologist  
Jill Kostynick, Primary Teacher  
Julie Coleman, Instructional Coach

#### **Brookview Elementary:**

Chelsey Bockman, Interventionist  
Meagan Widner, Interventionist  
Chris Rogers, Building Principal  
Rochelle Zabadal, School Psychologist  
Kari Pidde, Primary Teacher  
Julie Coleman, Instructional Coach

#### **Lake Elmo Elementary:**

Angie Weisbrod, Interventionist  
Stephen Gorde, Building Principal  
Kristin Arnt, School Psychologist  
Wendy Sycks, Primary Teacher  
Lisa Blake, Instructional Coach

#### **Lily Lake Elementary:**

Jennifer Friemann, Interventionist  
Nate Cox, Building Principal  
Kelly Banks, School Psychologist  
Melody Schumacher, Primary Teacher  
Katie Swendra, Instructional Coach

#### **Rutherford Elementary:**

Danielle Johnson, Interventionist  
Heather Nelson, Building Principal  
Jami Stack, School Psychologist  
Kate Papke, Primary Teacher  
Val Corman, Instructional Coach

#### **Stonebridge Elementary:**

Rachel Klancher, Interventionist  
Derek Berg, Building Principal  
Matt Samelian, School Psychologist  
Katy DiGiacomo, Primary Teacher  
Aaron Danielson, Instructional Coach

## Appendix C: Dyslexic Tendencies Checklists

### Stillwater Area Public Schools

### Dyslexic Tendencies Checklist

#### Kindergarten

Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Use this checklist as a tool to help determine a student's individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data.

Student Name:		Student ID:	
Date of Screening		Student Age:	

Phonemic Awareness		YES	NO
1.	Mishears letters or sounds (observational)		
2.	Difficulty with rhyming (observational)		
3.	Performs below the 30th percentile on the winter Fastbridge <b>Onset Sound</b> subtest.		
4.	Performs below the 30th percentile on the winter Fastbridge <b>Segmenting</b> subtest.		
5.	Scores 4 or fewer correct on PRESS <b>Isolated Sounds</b> Phonemic Awareness assessment.		
6.	Scores 4 or fewer correct on PRESS <b>Segmenting</b> Phonemic Awareness assessment.		
7.	Scores 4 or fewer correct on PRESS <b>Blending</b> Phonemic Awareness assessment.		
8.	Scores 4 or fewer correct on PRESS <b>Manipulation</b> Phonemic Awareness assessment.		

<b>Phonics</b>		<b>YES</b>	<b>NO</b>
9.	Performs below the 30th percentile on the winter Fastbridge <b>Letter Sound</b> subtest.		
10.	Performs below the 30th percentile on the winter Fastbridge <b>Nonsense Word</b> subtest.		
<b>Orthographic Memory and Recall</b>		<b>YES</b>	<b>NO</b>
11.	Performs significantly better on letter naming and letter-sound tests when given unlimited time. (observational)		
12.	Difficulty following 2-3 step directions. Needs directions repeated or written down. (observational)		
13.	Difficulty naming classmates weeks and months into the school year. (observational)		
14.	Difficulty calling up the right word despite describing its meaning. (observational)		
15.	Descriptions indicate she/he knows it one moment but not the next. (observational)		
<b>Dyslexia Diagnosis</b>		<b>YES</b>	<b>NO</b>
16.	Parent provides a dyslexia diagnosis from a clinical psychologist or a neuropsychologist.		

# Stillwater Area Public Schools

## Dyslexic Tendencies Checklist

### Grade 1

Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Use this checklist as a tool to help determine a student's individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data.

Student Name		Student ID	
Date of Screening		Student Age:	

Phonemic Awareness		YES	NO
1.	Mishears letters or sounds (observational)		
2.	Difficulty with rhyming (observational)		
3.	Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words. (observational and/or scoring 4 or fewer correct on any PRESS Phonemic Awareness Inventory subtest)		
4.	Performs below the 30th percentile on the winter Fastbridge <b>Segmenting</b> subtest.		
Decoding		YES	NO
5.	Complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress. (observational)		
6.	Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt), skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly). (observational + BAS miscue analysis + FastBridge CBM-R miscues)		
7.	Decodes a word on one page but not on next; one day it is there, next it is not. (observational + BAS miscue analysis + FastBridge CBM-R misuses)		
8.	Relies on contextual clues to read, guesses at words based on the first few letters. (observational + BAS miscue analysis + FastBridge CBM-R misuses)		

9.	Accuracy of decoding improves but the rate remains persistently lower than the benchmark <b>OR</b> fluency rate is at or above benchmark but accuracy suffers (FastBridge CBM-R words read correctly per minute and CBM-R accuracy percentage)		
10.	Scores 8 or fewer correct on the <b>Letter Sound Correspondence</b> subtest of the PRESS Decoding Inventory.		
11.	Scores 8 or fewer correct on the <b>Short Vowel CVC</b> subtest of the PRESS Decoding Inventory.		
12.	Scores 8 or fewer correct on the <b>Digraphs with Short Vowels</b> subtest of the PRESS Decoding Inventory.		
13.	Scores 8 or fewer correct on the <b>Consonant Blends with Short Vowels</b> subtest of the PRESS Decoding Inventory.		
<b>Encoding</b>		<b>YES</b>	<b>NO</b>
14.	Difficulty reproducing letterforms (not a motor coordination problem). (observational/writing samples)		
15.	Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex. (observational/writing samples)		
16.	Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress. (observational)		
17.	Error analysis shows: Not all sounds are represented within a word. (observational/writing samples)		
18.	Error analysis shows: Misspellings of words are inconsistent within the same document. (observational/writing samples)		
19.	Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly. (observational)		
<b>Orthographic Memory and Recall</b>		<b>YES</b>	<b>NO</b>
20.	Performs significantly better on tests like letter naming, number naming, object naming when given unlimited time. (observational)		
21.	Difficulty following 2-3 step directions. Needs directions repeated or written down. (observational)		
22.	Difficulty naming classmates weeks and months into the school year. (observational)		
23.	Difficulty calling up the right word despite describing its meaning. (observational)		
24.	Descriptions indicate she/he knows it one moment but not the next. (observational)		

25.	Difficulty simultaneously decoding and retrieving word meanings. (observational)		
26.	Poor recall of sound-symbol associations. (observational)		
<b>Dyslexia Diagnosis</b>		<b>YES</b>	<b>NO</b>
27.	Parent provides a dyslexia diagnosis from a clinical psychologist or a neuropsychologist.		



# Stillwater Area Public Schools

## Dyslexic Tendencies Checklist

### Grades 2 -5

Unlike students who are learning English or who have had limited exposure to literacy instruction, students with dyslexia will not respond to the same evidence-based instruction delivered within core instruction. Use this checklist as a tool to help determine a student's individual intervention needs. Information from this tool must be used in conjunction with other reading screening and diagnostic assessment data.

Student Name		Student ID	
Date of Screening		Student Age:	

Phonemic Awareness		YES	NO
1.	Mishears letters or sounds (observational)		
2.	Difficulty with rhyming (observational)		
3.	Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words. (observational and/or scoring 4 or fewer correct on any PRESS Phonemic Awareness Inventory subtest)		
Decoding		YES	NO
4.	Complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress. (observational)		
5.	Deletes or mixes up or misses extremely common high-frequency and sight words (was/saw, left/felt), skips words like is, the, a, on, etc. inconsistently omits suffix endings (-s, -ed, or -ly). (observational + BAS miscue analysis + FastBridge CBM-R miscues)		
6.	Decodes a word on one page but not on next; one day it is there, next it is not. (observational + BAS miscue analysis + FastBridge CBM-R miscues)		
7.	Relies on contextual clues to read, guesses at words based on the first few letters. (observational + BAS miscue analysis + FastBridge CBM-R miscues)		
8.	Accuracy of decoding improves but the rate remains persistently lower than the		

	benchmark <b>OR</b> fluency rate is at or above benchmark but accuracy suffers (FastBridge CBM-R words read correctly per minute and CBM-R accuracy percentage)		
9.	Scores 8 or fewer correct on the <b>Letter Sound Correspondence</b> subtest of the PRESS Decoding Inventory.		
10.	Scores 8 or fewer correct on the <b>Short Vowel CVC</b> subtest of the PRESS Decoding Inventory.		
11.	Scores 8 or fewer correct on the <b>Digraphs with Short Vowels</b> subtest of the PRESS Decoding Inventory.		
12.	Scores 8 or fewer correct on the <b>Consonant Blends with Short Vowels</b> subtest of the PRESS Decoding Inventory.		
13.	Scores 8 or fewer correct on the <b>Long Vowels: Silent -e and Vowel teams</b> subtest of the PRESS Decoding Inventory.		
14.	Scores 8 or fewer correct on the <b>Variant Vowels and Diphthongs</b> subtest of the PRESS Decoding Inventory.		
<b>Encoding</b>		<b>YES</b>	<b>NO</b>
15.	Difficulty reproducing letterforms (not a motor coordination problem). (observational/writing samples)		
16.	Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex. (observational/writing samples + spelling inventory)		
17.	Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress. (observational)		
18.	Error analysis shows: Not all sounds are represented within a word. (observational/writing samples + spelling inventory)		
19.	Error analysis shows: Misspellings of words are inconsistent within the same document. (observational/writing samples + spelling inventory)		
20.	Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly. (observational)		
<b>Orthographic Memory and Recall</b>		<b>YES</b>	<b>NO</b>
21.	Performs significantly better on tests like letter naming, number naming, object naming when given unlimited time. (observational)		
22.	Difficulty following 2-3 step directions. Needs directions repeated or written down. (observational)		
23.	Difficulty naming classmates weeks and months into the school year. (observational)		

24.	Difficulty calling up the right word despite describing its meaning. (observational)		
25.	Descriptions indicate she/he knows it one moment but not the next. (observational)		
26.	Difficulty simultaneously decoding and retrieving word meanings. (observational)		
27.	Poor recall of sound-symbol associations. (observational)		
<b>Dyslexia Diagnosis</b>		<b>YES</b>	<b>NO</b>
28.	Parent provides a dyslexia diagnosis from a clinical psychologist or a neuropsychologist.		





# **Reading Well by Third Grade Report**

Presented to the School Board  
Thursday, June 10, 2021

*Curiosity Thrives Here*

# Purpose

Inform board members of the key updates in Stillwater Area Public Schools' Reading Well by Third Grade Plan in preparation for approval of the plan as required by MN Statute 120B.12, subdivision 4a.

# Required Components

## Minnesota Statute 120B.12, subdivision 4a:

- . . . a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include
- A process to assess students' level of reading proficiency,
  - A process to notify and involve parents,
  - A description of how interventions will be targeted and/or modified to an individual student's needs in order to obtain meaningful progress,
  - Use of evidence-based interventions with students who are not reading at or above grade level, and

# Required Components

## Minnesota Statute 120B.12, subdivision 4a:

- . . . a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include
- Identification of staff development needs, including approaches to maximize English learners' strengths in their native language, and ensuring that teachers are well-trained in culturally responsive pedagogy.
  - The district must post its literacy plan on the official school district website.



# Literacy Goal

Our primary reading goal is to help every child read at grade level or above by the end of third grade.

The percentage of first-grade students meeting the FastBridge proficiency benchmark on the spring earlyReading Composite will improve from 57% meeting or exceeding the proficiency benchmark during spring 2019 screening to 59% meeting or exceeding the spring proficiency benchmark during spring 2022 screening.

# Assessment Process

## Screening

- PreK: TS Gold
- K-1: FastBridge earlyReading
- K-1: Letterland Foundational
- 2-3: FastBridge earlyReading and CBM Reading
- 2-3: Developmental Spelling Inventory
- K-3: Benchmark Assessment System
- Dyslexia Screener

## Diagnostic

- Diagnostic components of screening tools already listed
- PRESS Phonemic Awareness and Phonics inventories
- **Phonemic Awareness Skills Test**

## Progress Monitoring

- Letterland
- Spelling Checks
- FastBridge tools
- Ongoing running records

# Parent Notification and Involvement

## Tier I/Tier II

- Weekly building communications
- Weekly to monthly classroom communications
- Parent-Teacher Conferences, including sharing of screening data
- School-wide activity nights
- Volunteering opportunities

## Tier III

- Intervention eligibility communication, including screening data
- Weekly general communication regarding interventions and at-home support
- Monthly personalized communication
- Bi-annual progress reports
- Parent-Teacher Conferences
- School-wide activity nights

# Targeted Interventions

## Tier I

- Whole-group and Individualized, direct instruction through workshop model, decodable, and leveled texts.

## Tier II

*Interventions are targeted to earliest need in literacy continuum.*

- Direct instruction using Letterland and PRESS interventions
- Scheduled intervention blocks
- Minnesota Reading Corps

## Tier III

*Interventions are targeted to earliest need in literacy continuum.*

- Direct instruction using Leveled Letterland and/or Orton-Gillingham methodology, and Leveled Literacy Intervention where appropriate.

## Summer Opportunities

- K-1 Summer Success Letterland

# Strategies for Improvement

## Professional development addressing

- Understanding, identifying, and educating students who demonstrate characteristics of dyslexia.
- Phonemic awareness and phonics instruction in kindergarten and first grade in Tier I and Tier II instruction.
- The science of reading, four-part processing model for Tier I instruction, and instructional design for English language learners.
- Research and internally audit our Tier III Intervention program.
- Offer comprehensive reading intervention services for all identified K-2 learners.

## Additional strategies

- Research and internally audit our Tier III intervention program.
- Offer comprehensive reading intervention services for all identified K-2 learners.



---

Thank you

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**Agenda Item X. B.**  
**Date Prepared: May 26, 2021**  
**ISD 834 Board Meeting**

**Report Agenda:** Contract and Expenditure Reviews  
**Meeting Date:** June 10, 2021  
**Contact Person:** Dr. John Thein, Director of Finance

---

**Summary**

The school board requested a change to contract and expenditure procedures to enhance clarity and consistency. At the October 8, 2020 business board meeting it was approved, effective immediately, a new procedure for contracts within the administration's authority less than \$50,000 now must be brought to the Board after execution. All such contracts are brought to the board for informational purposes.

**Below is a list of contracts from May 21, 2021 to June 3, 2021.**

- ActiveNetwork – This is a digital platform that will provide secure membership transactions for our PAC center.
- Chem Tennis with Scott Meyer - This is a youth athletic class teaching tennis this spring. Cost is \$95.00 per child for 5 sessions.
- Joint Powers Agreement for the Metro East Adult Basic Education Consortium from June 30, 2021 to June 30, 2022 – the purpose of this consortium is to enable the members to provide cooperative and collaborative efforts for Adult Basic Education services. No cost to the district.
- School Datebooks – Lake Elmo Elementary orders these datebooks for student use. The total cost is \$802.84 (332 x \$2.14 per book plus shipping).
- Stillwater Area Community Foundation, an affiliate of the St. Croix Valley Foundation – a grant to ISD #834, Early Childhood Education Program for \$15,000 to be used for Parenting for Racial Justice.

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**Recommendation:**

This is a report for information.



**Agenda Item X. C.**  
**Date Prepared: May 21, 2021**  
**ISD 834 Board Meeting**

**Report for Information:** OPEB Financing

Meeting Date: June 10, 2021

Contact Person: Dr. John Thein, Director of Finance

**Action Timeline:** June 24, 2021

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**Summary:** The school board will discuss the district's OPEB liability, use of the trust, use of the general fund and potential to levy for OPEB.

Direction on the district levying for OPEB and the dollar amount the district is requesting (max \$800,000) for the 2021 Payable 2022 levy cycle.

A copy of the estimated tax impact is available for review.

---

**Recommendation:**

This is a report for information. Action will be requested at the June 24, 2021 board business meeting.



**PRELIMINARY INFORMATION - FOR DISCUSSION ONLY**

**Stillwater Area Public Schools, ISD 834**

**May 21, 2021**

**Analysis of Tax Impact for Possible OPEB Levy**

<b>Estimated OPEB Levy</b>		<b>\$800,000</b>
<b>Type of Property</b>	<b>Estimated Market Value</b>	<b>Estimated Annual Tax Impact Taxes Payable in 2022*</b>
Residential Homestead	\$100,000	\$5
	200,000	12
	250,000	16
	300,000	20
	350,000	23
	400,000	27
	450,000	31
	500,000	34
	750,000	55
	1,000,000	77
Commercial/ Industrial **	\$100,000	\$7
	250,000	19
	500,000	41
	1,000,000	85
Apartments and Residential Non-Homestead	\$250,000	\$21
	500,000	43
	1,000,000	85
	2,000,000	170

\* The amounts in the table are based on school district taxes for the OPEB levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This would decrease the impact of the proposed levy for those property owners.

\*\* For commercial-industrial property, the estimates above are for property in the City of Stillwater. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different due to the varying impact of the Twin Cities Fiscal Disparities program.



**Agenda Item X. D.**  
**Date Prepared: May 21, 2021**  
**ISD 834 Board Meeting**

**Report for Information: QComp**

Meeting Date: June 10, 2021

Contact Person: Dr. John Thein, Director of Finance

**Action Timeline:** June 24, 2021

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**Summary:** The school board will discuss levying for QComp to cover costs associated with the program.

Direction on the district levying for QComp and the dollar amount the district is requesting for the 2021 Payable 2022 levy cycle.

A copy of the estimated tax impact is available for review.

---

**Recommendation:**

This is a report for information. Action will be requested at the June 24, 2021 board business meeting.

**PRELIMINARY INFORMATION - FOR DISCUSSION ONLY**

**Stillwater Area Public Schools, ISD 834**

**May 28, 2021**

**Analysis of Tax Impact for Possible Q-Comp Levy**

<b>Estimated Q-Comp Levy</b>	<b>\$825,000</b>
------------------------------	------------------

<b>Type of Property</b>	<b>Estimated Market Value</b>	<b>Estimated Annual Tax Impact Taxes Payable in 2022*</b>
Residential Homestead	\$100,000	\$5
	200,000	13
	250,000	17
	300,000	20
	350,000	24
	400,000	28
	450,000	32
	500,000	35
	750,000	57
	1,000,000	79
Commercial/ Industrial **	\$100,000	\$7
	250,000	19
	500,000	42
	1,000,000	87
Apartments and Residential Non-Homestead	\$250,000	\$22
	500,000	44
	1,000,000	88
	2,000,000	176

\* The amounts in the table are based on school district taxes for the Q-Comp levy only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This would decrease the impact of the proposed levy for those property owners.

\*\* For commercial-industrial property, the estimates above are for property in the City of Stillwater. The tax impact for commercial-industrial property in other municipalities in the school district may be slightly different due to the varying impact of the Twin Cities Fiscal Disparities program.

# Alternative Teacher Compensation And Other Postemployment Benefits

Alternative Teacher Compensation		<u>Pay 2019</u>	<u>December 2018</u>
	Basic Aid	\$1,410,976	
	Levy	\$ 785,971	Not Levied
OPEB	Requested	\$ 722,673	Levied
Support Documentation Exhibit A			

Alternative Teacher Compensation		<u>Pay 2020</u>	<u>December 2019</u>
	Basic Aid	\$1,425,447	
	Levy	\$ 820,291	Not Levied
OPEB	Requested	\$ 683,350	Levied
Support Documentation Exhibit B			

Alternative Teacher Compensation		<u>Pay 2021</u>	<u>December 2020</u>
	Basic Aid	\$1,402,875	
	Levy	\$ 826,351	Not Levied
OPEB	Requested	\$ 0	N/A
Support Documentation Exhibit C			

Tax Impact for OPEB                      Exhibit D

Tax Impact for ATTPS                      Exhibit E



**Agenda Item X.E.**  
**Date Prepared: May 3, 2021**  
**ISD 834 Board Meeting**

**Report: 2021-22 Draft Preliminary Budget**

Meeting Date: June 10, 2021

Contact Person: Dr. John Thein, Director of Finance

Action Timeline: June 24, 2021

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***Summary:***

The Board of Education is required by law to adopt a preliminary budget by June 30, 2021. Administration will recommend approval of the 2021-2022 Preliminary Budget at the June 24, 2021 board business meeting.

A copy of the 2021-2022 **Draft** Preliminary Budget was provided.

---

***Recommendation:***

This is a report. Action will be requested at the June 24, 2021 school board business meeting.



**Stillwater**  
AREA PUBLIC SCHOOLS

**2021-22**  
**PRELIMINARY BUDGET**

**Stillwater, Minnesota**  
**June 2021**



# **Stillwater**

AREA PUBLIC SCHOOLS

## **2021-22 PRELIMINARY BUDGET**

### **INDEPENDENT SCHOOL DISTRICT NO. 834 STILLWATER, MINNESOTA**

1875 South Greeley Street  
Stillwater, MN 55082  
[www.stillwaterschools.org](http://www.stillwaterschools.org)  
651-351-8321

#### **Finance Department**

Dr. John Thein, Director of Finance  
[theinj@stillwaterschools.org](mailto:theinj@stillwaterschools.org)

**Lynne Ritzer, Supervisor of Financial Services**

**Makenzie Fedors, District Accountant**

**Amanda Brunsvold, Student Support Services Accountant**

**Linda Moncrief, Admin Assistant**

**Tracy Constant, Accounts Processing Technician**

**Lorna Wells, Accounts Processing Technician**

**Tracy Caples-McDonald, Payroll Technician**

**Jill Chau, Payroll Technician**

**June 2021**

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# **SECTION I**

## **Introduction**

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## **SCHOOL BOARD**

Ms. Beverly Petrie	Board Chair
Ms. Alison Sherman	Vice Chair
Ms. Annie Porbeni	Clerk
Mr. Matt Onken	Treasurer
Ms. Katie Hockert	Director
Ms. Tina Riehle	Director
Ms. Liz Weisberg	Director

## **ADMINISTRATION**

Ms. Malinda Lansfeldt	Superintendent of Schools
Dr. Jennifer Cherry	Assistant Superintendent
Dr. John Thein	Director of Finance
Mr. Mark Drommerhausen	Director of Operations
Ms. Cynthia Gustafson	Director of Administrative Services
Ms. Rachel Larson	Director of Learning and Student Engagement
Mr. Paul Lee	Director of Student Support Services
Mr. John Perry	Director of Learning, Technology and Design Systems
Ms. Annette Sallman	Director of Community Education and Community Relations

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# Curiosity Thrives Here

## OUR STRATEGIC PLAN 2018-2021

*Developed by stakeholders of the Stillwater Area Public Schools*

### OUR MISSION

A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.

The mission of Stillwater Area Public Schools, in **partnership** with students, family and **community**, is to develop **curious** individuals who are active and engaged **leaders** in an **ever-changing world** by **challenging** all students as they travel along their **personalized** learning pathways.

### OUR VISION

What we commit to creating for our students.

A Stillwater Area Public Schools student will be an effective:

**Communicator:** Can express themselves effectively in both written and oral communications. Listens actively to others and treats them with kindness and respect. Shows cultural understanding and global awareness when engaging with others.

**Collaborator:** Builds strong relationships and works effectively and respectfully with diverse teams. Seeks out diverse ideas and perspectives. Values the individual contributions made by each team member.

**Critical Thinker:** Show empathy for others. Can solve complex problems and is able to discern accurate and relevant information. Reasons effectively to make sound judgments and decisions.

**Creator:** Is courageous, takes risks and learns from failure. Is open minded and responsive to new and diverse perspectives. Is flexible and can adapt to new environments and situations. Carefully considers ideas in order to improve and maximize creative efforts.

**Self-Advocate:** Remains curious and loves to learn new things. Understands personal strengths and weaknesses and is motivated and confident. Follows their passions and interests.

### OUR GOALS: WORLD'S BEST WORKFORCE

Specific, measurable, observable or demonstrable results designed to increase student performance.

- All children are ready for school
- All third graders can read at grade level
- All racial and economic achievement gaps are closed
- All students are ready for career and college
- All students graduate from high school
- \*All students will be engaged in their learning
- \*All students will be supported in their social, emotional and behavioral development
- All students are seen, served and supported

### OUR PARAMETERS

Boundaries within which the organization will accomplish its mission; self-imposed limitations.

In our decision-making, we will always consider what is desirable, equitable, feasible and sustainable.

We will build relationships with our shareholders and engage with our community by utilizing the board approved Decision-Making and Public Participation models.

\* Goals unique to our district



Approved by the School Board - May 10, 2018

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## **A BRIEF HISTORY OF DISTRICT 834**

Stillwater Area Public Schools – Independent School District #834 – has a long and proud tradition. Minnesota's first schoolhouse was built in Stillwater in 1848, one year before Minnesota became a territory. Stillwater became the state's first school district just two years later. The district has a tradition of high expectations, high standards, and outstanding achievement. It is also a system dedicated to continuous improvement.

From the first one-room schoolhouse, Stillwater Area Public Schools has grown to serve more than 8,200 students in seven elementary schools (K-5), two middle schools (grades 6-8), one high school (grades 9-12), one transition programming center serving students ages 18 to 21, and an early childhood family center which serves families with young children, from birth to age 5.

The district stretches 30 miles along the St. Croix River from Marine on St. Croix south to Afton and covers approximately 150 square miles. The district encompasses 18 communities, including: Afton, Bayport, Baytown Township, Grant, a portion of Hugo, Lake Elmo, Lakeland, Lakeland Shores, Lake St. Croix Beach, Marine on St. Croix, May Township, Oak Park Heights, St. Mary's Point, Stillwater, Stillwater Township, West Lakeland Township, Withrow, and a portion of Woodbury. The area population is approximately 64,046.

Transportation services are provided to over 5,765 public, non-public, and charter school students. Buses are scheduled to make over 1,875 stops every day as they transport students to and from over 20 sites, both within and outside the district. Beginning in 2009, transportation registration is required for Stillwater Area High School students and for all non-public and charter school students yearly. Families may also decline transportation if they will not need to be transported. Students in grades Kindergarten through 10th grade receive annual school bus safety training. On each school day, District 834 schools serve approximately 3,900 meals (lunches). Breakfast is also served in ten (10) school buildings.

Stillwater has built and maintained an exceptional reputation for excellence across the state and nation. Our schools are recognized as a leader in innovative education. Our students and our staff members are consistently recognized for their successes in academics, fine arts, and athletics. In addition, our district has received the Certificate of Excellence in Financial Reporting award for sixteen consecutive years. This award validates the credibility of the school system's operations and measures the integrity and technical competence of the business staff.

The district offers the best of both worlds. It is large enough to provide a wide variety of opportunities for students while maintaining a personal, caring, and individualized education. The district strives to develop learners who are innovative, creative, and prepared for a rapidly changing world. Expectations are high and students of all abilities are challenged, supported, and motivated at every level – from early childhood through high school.

We offer learning opportunities for students of all abilities, including exceptional programs for Special Education and Gifted and Talented students. Because of our experience, our expertise, and our size, we are able to offer our learners opportunities to grow and develop at their own pace.

Welcome to a community and a school system built on a solid tradition of excellence!

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## 2021-22 PRELIMINARY BUDGET OVERVIEW

### Introduction

The preliminary budget is adopted by the Board of Education by June 30. The preliminary budget, which gives the district expenditure authority to begin the fiscal year, is built on anticipated enrollment projections and estimates of revenues. During the middle of the fiscal year, the Board will adopt a revised budget which is updated based on the October 1 student enrollment and revised revenue estimates. Since the revised budget is based on October 1 enrollment and projected attendance of those students, the budget is still a projection. It is typically revised again during the spring, primarily to update federal program revenues and expenditures and contract settlements that have occurred during the year.

Education finance can vary greatly due to many uncontrollable variables. Budgets are developed with several assumptions and projections that are based on trend data, economic environments and cautious optimism. Historically, the actual revenues have been greater than projected revenues and actual expenditures are less than projected expenditures, leaving the district with additional funds in the fund balance beyond what was projected.

### Budget Timeline

The school district's budget timeline reflects many overlapping processes. The general timeline is listed to provide an understanding of the annual budgeting process. Deviations from the general timeline may exist depending on annual circumstances and events.

#### Spring

- Administration completes preparation of preliminary budget for the next school year, including compiling capital requests and completing a three year general fund forecast.
- Board of Education takes action on budget assumptions and timeline for the next school year.

#### Summer

- Board of Education reviews and approves preliminary budget by June 30 for the next school year.
- Administration submits proposed local property tax levy for next calendar year to Minnesota Department of Education.
- Administration closes district's financial books and begins audit process for the previous school year.

#### Fall

- Board of Education approves preliminary property tax levy in September for next calendar year and next school year.
- Administration and audit firm complete district audit and financial report for the previous school year, and report is approved by the Board of Education.
- Administration completes preparation of the revised budget for the current school year.

#### Winter

- Board of Education approves the revised budget for current school year.
- Board of Education holds a truth-in-taxation hearing in December for the proposed property tax levy and certifies final property tax levy for the next school year.
- Administration prepares capital budget for next school year.
- Administration begins preparation of preliminary budget for next school year.

## Budget Assumptions

The district makes assumptions based on a number of variables which comprise the district's budget. Examples of the variables with additional information are listed below.

### Enrollment Trends and Enrollment Projections

Enrollment in the district decreased for the 2020-21 school year and is projected to remain relatively constant for 2021-22 and beyond. Figure 1 shows the enrollment trends for each level over the last four years.

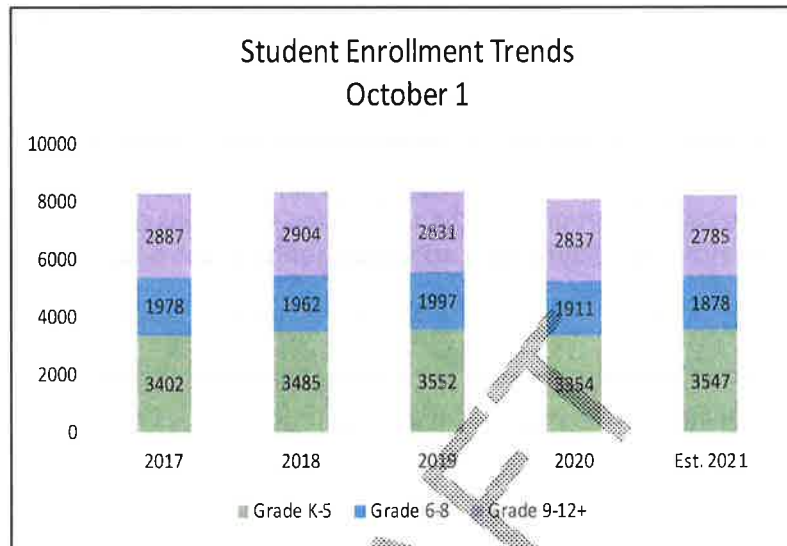


Figure 1

The district revises the enrollment projections based on new information, actual enrollment on October 1, and any other changes that affect enrollment each fall. Since enrollment drives most of the district's revenue, cautious optimism (estimating using trend data of who will attend District 834 schools) is used for enrollment projections.

### Employee Contracts

The preliminary budget does not include renewed contracts for 2021-22 and steps and lanes for expired contracts (open contracts). For 2021-22, the district will continue with a self-funded health insurance plan. Insurance rates will remain flat for both single and family insurance.

### General Education Revenue

This is the largest component of state aids. It is developed by actual number of students and formula allowances set by the legislature. The revenue projections are based on the projected October 1 enrollment with assumptions for "in-out" migration.

### School Allocations

The district builds the preliminary budget on enrollment projections. For staffing purposes, elementary school staffing allocations are provided through the allocation of sections, based on projected enrollments. Enrollments are periodically reviewed and revised to ensure consistency with Board approved staffing ratios. Secondary school staffing allocations are distributed based on projected enrollments. Allocations are adjusted as needed to address changes in enrollment throughout the school year.

### **Special Education Revenue**

Some special education revenue calculations, such as special education excess cost aid, are based on the general education revenue estimate. Also, the district is conservative when developing the special education expenditure budget. Due to the unknown number of students that will be identified as special education students, the district tries to estimate liberally, potentially generating a larger than expected expenditure budget for the preliminary budget. Special education data is not finalized until well into the next fiscal year, leaving some variability in revenue estimates.

Beginning in 2010-11, a very large property tax revenue shift occurred. School districts receive property tax revenue in May and October of each calendar year. This revenue is used for the following school year. Per this legislation, school districts were required to recognize 48.6% of the revenue received in May for the current fiscal year. This allowed the state to postpone state aid payments until the following fiscal year. Based on the aforementioned law, the property tax recognition shift returned to 23.1%.

The 2021-22 Preliminary Budget includes a zero percent (0%) increase in the general education revenue formula from the 2020 Legislative session. When the 2021 Legislative session is finalized, any changes will be reflected in the 2021-22 Revised Budget.

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## Summary – 2021-22 Preliminary Budgets

The 2021-22 Preliminary Budget reflects a slight decrease in the unassigned fund balance for the general fund compared to the 2020-21 Budget. This decrease indicates that projected revenue is less than projected expenditures.

### Revenues

Legislative changes over the years have changed the portion of revenue that is received from the state. Currently, the state is responsible for a large percentage (56%) of the total district revenues (see Figure 2).

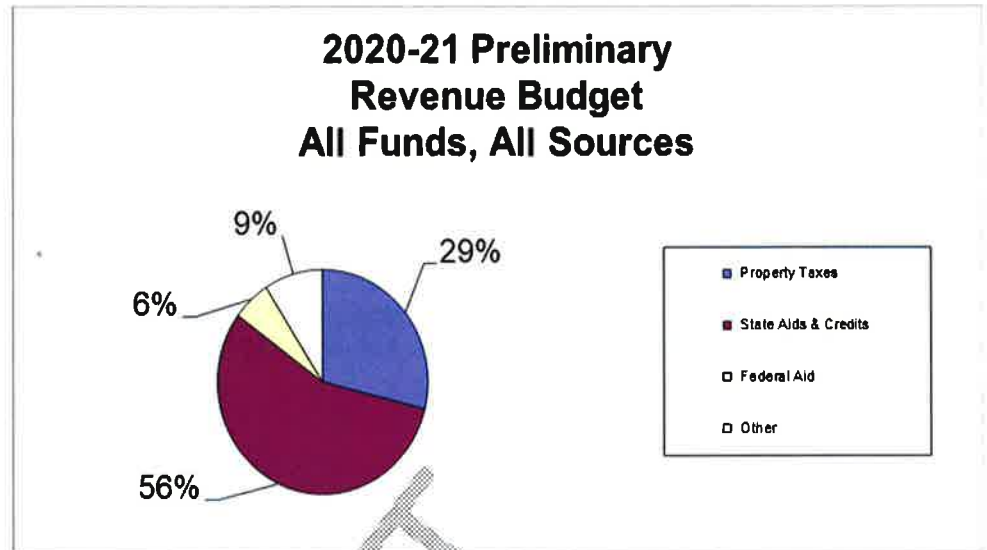


Figure 2

### Expenditures

In a service organization, like a public school district, most expenditures consist of salaries and benefits for employees who provide direct or indirect services to students, i.e., teachers, principals, administrators, support staff (custodians, food service workers, paraprofessionals, technical support, and coordinators/supervisors/specialists). For 2021-22, salaries and benefits make up 73% of the district's general fund budget and 67% of the district's total budget as shown in Figure 3. Purchased services (such as heating, electricity, insurance and telecommunication costs) comprise 15% of the budget. Supplies, materials, capital, and other expenditures total 18% of the total budget. Historically, the district's budget managers monitor expenditures closely and typically come in under budget.

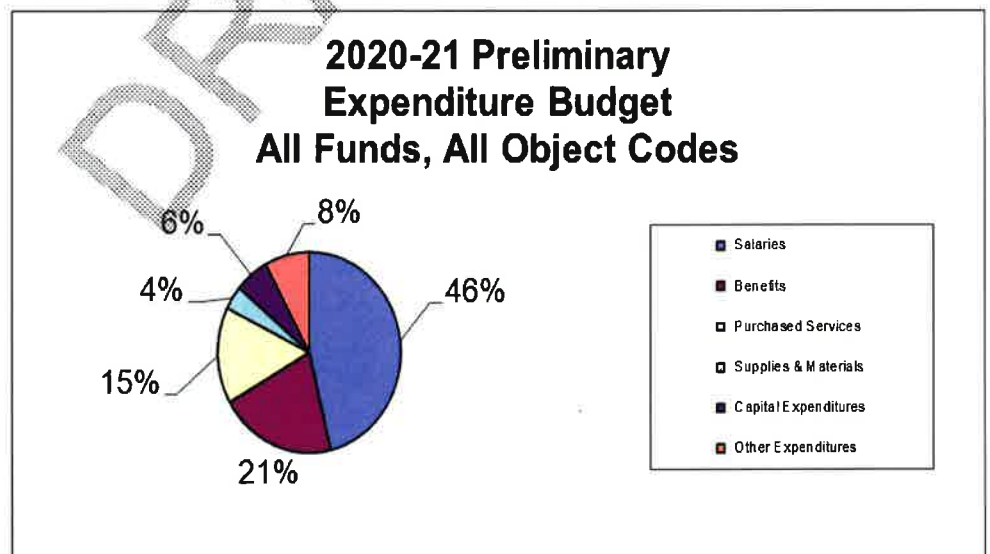


Figure 3

# **SECTION II**

## **2021-22**

### **Preliminary Budget**

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# 2021-22 PRELIMINARY BUDGET

## Budget Process and Assumptions

School district budgets are comprised of revenues and expenditures. Revenues are primarily received based on student enrollment and actual expenditures. The largest percentage of the school district's revenue comes from the state through formulas based on student enrollment. The formula allowance in 2021-22 for the general education aid from the state is estimated to be \$6,567 per pupil unit (weighted student counts depending on grade level of enrollment).

Of all the district's general fund expenditures, 73% are salaries and benefits for district employees. As an educational service organization serving students, it is expected that employee costs would be the largest portion of the budget. The budget reflects steps and lanes for all qualifying employees. However, it does not include any percentage increase on open contracts.

Below are some of the processes and assumptions that are included in the budgeting cycle.

### Enrollment

The preliminary budget is based on a projected enrollment for October 1. The revised budget is based on the actual October 1 enrollment and is estimated to follow historical trends for actual year-end ADM (average daily membership) in which the district receives revenue.

### Staffing allocations

Staff are allocated to buildings on a student to staff ratio determined by the Board of Education. The staffing ratios for 2021-22 are listed in Table 1. Staffing ratios do not equate to average class sizes and are only used to determine the number of FTE (full time equivalent) assigned to each building.

Staffing Allocations*		
	2020-21	2021-22
Kindergarten – Gr. 1	21.42	21.42
Grades 2-3	25.42	25.42
Grades 4-5	29.42	29.42
Grade 6	29.42	29.42
Grades 7-12	33.08	33.08

Table 1

\*This does not represent average class size.

### Non-salary budgets

School budgets for purposes other than employee salary and benefits are based on a system of allocation formulas. These formulas are adjusted as determined by the Board of Education during the budgeting process. Table 2 shows the supply and material per-pupil allocations for 2020-21 and 2021-22. The supply/material and library/media allocations will remain the same for the 2021-22 budget, with a hold-back of 2.5%. An adjustment will be made on October 1, based on the enrollment at that time.

Supply and Material Allocations Per Student		
<u>Elementary</u>	<u>2020-21</u>	<u>2021-22</u>
Supply and Material	\$27.92	\$27.92
Library/Media	9.77	9.77
Capital	0.00	0.00
<u>Secondary</u>	<u>2020-21</u>	<u>2021-22</u>
Supply and Material	\$53.55	\$53.55
Library/Media	14.23	14.23
Capital	0.00	0.00

Table 2

### Staff development

Funds to be used for staff development are allocated based on two percent (2%) of the district's general education aid. Two percent (2%) is projected to be approximately \$1,222,561. The Learning and Innovation Department uses the allocation for professional development support and professional development days. Professional development support (i.e., instructional coaches) accounts for approximately \$350,000 of the allocation. The vast majority of the remaining allocation goes to professional development days.

## 2021-22 Preliminary Budget – Fund Detail

### General Fund

The general fund is the primary operating budget for the district. It accounts for the revenues and expenditures of the district operations. The general fund includes accounts for capital expenditures and transportation. By statute, the district is obligated to account for capital expenditures separately from the general fund. Although all three accounts comprise the general fund and are reported to the state as such, the preliminary budget information is broken apart and is located in the tables below.

General Fund	2019-20 Actual	2020-21 Revised Budget	2021-22 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	20,999,537	28,717,124	27,590,461	(1,126,663)	-3.92%
Revenues	114,809,400	113,519,211	116,564,184	3,044,973	2.68%
Expenditures	107,091,813	114,645,874	117,755,295	3,109,421	2.71%
Revenues less Expenditures	7,717,587	(1,126,663)	(1,191,111)	(64,448)	
Ending Fund Balance	28,717,124	27,590,461	26,399,350	(1,191,111)	-4.32%

### Comparison of 2021-22 Preliminary Budget to 2020-21 Revised (Preliminary) Budget

#### Revenue

Preliminary 2021-22 revenue estimates are \$3,044,973 more than the 2020-21 Revised (Preliminary) Budget primarily due to an increase in tax levy revenue for Long Term Facility Maintenance (LTFM) and an expected increase for additional federal COVID funds along with a decrease in state aids due to a projected change in enrollment.

#### Expenditures

Preliminary 2021-22 expenditures increased by \$3,109,421 from the 2020-21 Revised (Preliminary) Budget primarily due to contract settlement costs, LTFM, and terminal lease payments net a decrease for staffing level changes, projected retiree cost savings and a reduction for Certificate of Participation (COP) payments. The detailed changes in the expenditures are listed on the following pages in the descriptions of program expenditure categories.

The total revenues and total expenditures for the general fund include reserved categories for LTFM and operating capital. The net revenue budget without these categorical revenues is \$106,253,963. The net expenditure budget without these categorical expenditures is \$106,507,695. As a result, the projected unassigned fund balance decreases to 4.63% of expenditures for 2021-22, down from the projected unassigned fund balance of 4.72% for 2020-21. The Board's goal of a 5% unassigned fund balance has not been met.

The total fund balance for the general fund is expected to decrease from \$27.6 million to \$26.4 million in the preliminary 2021-22 budget. The unassigned fund balance (the amount of unallocated funds) is projected to decrease from \$5.7 million to \$5.4 million.

### Capital Expenditure Account

Included within the general fund is the capital expenditure account. Listed below are the reserved revenues and expenditures projected in the capital expenditure account. The revenue is increasing slightly. The expenditures are decreasing primarily due to a reduction in COP payments. The projected fund balance will decrease from \$5.7 million to \$5.3 million compared to the 2020-21 Revised (Preliminary) Budget.

General Fund Capital Expenditure Account	2019-20	2020-21	2021-22	Rev. / Prel. Change	Rev. / Prel. % Change
	Actual	Revised Budget	Preliminary Budget		
Beginning Fund Balance	5,550,528	6,246,890	5,727,593	(519,297)	-8.31%
Revenues	3,081,227	2,981,693	3,000,599	18,906	0.63%
Expenditures	2,384,865	3,500,990	3,381,600	(119,390)	-3.41%
Revenues less Expenditures	696,362	(519,297)	(381,001)	138,296	
Ending Fund Balance	6,246,890	5,727,593	5,346,592	(381,001)	-6.65%

### Expenditures by Program

The district tracks expenditures by program series defined in UFARS (Uniform Financial Accounting and Reporting Standards) which is mandated by the State of Minnesota. The table below shows the total general fund sorted by program series and compares the 2020-21 Revised (Preliminary) Budget to the 2021-22 Preliminary Budget.

General Fund	2019-20	2020-21	2021-22	Rev. / Prel. Change	Rev. / Prel. % Change
	Actual	Revised Budget	Preliminary Budget		
Administration	3,596,442	3,564,925	3,464,205	(100,720)	-2.83%
District Support Services	3,985,326	3,918,261	3,749,313	(168,948)	-4.31%
Regular & Vocational Instruction	46,598,647	49,124,512	50,451,028	1,326,516	2.70%
Special Education Instruction	20,240,620	20,916,691	21,882,302	965,611	4.62%
Instructional Support Services	6,455,302	6,264,463	6,410,530	146,067	2.33%
Pupil Support Services	4,310,420	4,404,975	4,452,464	47,489	1.08%
Transportation (Pupil Support)	7,779,007	8,860,733	8,948,381	87,648	0.99%
Operations and Maintenance	13,707,877	17,249,814	17,931,072	681,258	3.95%
Fiscal and Other Fixed Costs	418,171	341,500	466,000	124,500	36.46%
<b>Total</b>	<b>107,091,813</b>	<b>114,645,874</b>	<b>117,755,295</b>	<b>3,109,421</b>	<b>2.71%</b>

### Administration

This program accounts for the expenditures related to the Board of Education, Superintendent, learning and innovation administrators, school principals, support staff, and related supply and materials for these departments.

The decrease of \$100,720 from the 2020-21 Revised (Preliminary) Budget is primarily reflective of current staffing levels.

### **District Support Services**

This program accounts for expenditures related to the Director of Finance, finance support staff, Director of Administrative Services, human resources staff, Director of Learning, Technology and Design Systems, and related supply and materials for these departments.

The decrease of \$168,948 from the 2020-21 Revised (Preliminary) Budget is primarily reflective of current staffing levels as well as a planned reduction in OPEB pay-as-you-go costs.

### **Regular and Vocational Instruction**

This program accounts for elementary, secondary and vocational teachers, instructional paraprofessionals, extra and co-curricular staff, and related supply and materials for these departments.

The increase of \$1,326,516 from the 2020-21 Revised (Preliminary) Budget is primarily due to contract settlement costs net a decrease for a reduction in staffing (due to enrollment decreases) and projected retiree savings.

### **Special Education Instruction**

This program accounts for all student support services administrators, special education teachers, special education paraprofessionals, special education support staff, psychologists, and related supply and materials for these departments.

The increase of \$965,611 from the 2020-21 Revised (Preliminary) Budget is primarily due to contract settlement costs.

### **Instructional Support Services**

This program accounts for the expenditures related to assistant principals, assistant principals' support staff, instructional support services staff, and librarians. This program also accounts for curriculum expenditures and related staff development as well as related supply and materials for these departments.

The increase of \$146,067 from the 2020-21 Revised (Preliminary) Budget is primarily due to contract settlement costs net a decrease in projected integration funding.

### **Pupil Support Services (Including Transportation)**

This program accounts for expenditures related to counselors, lunchroom supervision, related support staff, and related supply and materials for these departments.

The increase of \$135,137 from the 2020-21 Revised (Preliminary) Budget is primarily due to an increase for transportation terminal rental net a decrease because of the elimination of two transportation coordinators.

### **Operations and Maintenance**

This program tracks expenditures related to Long Term Facility Maintenance (LTFM), custodial staff, grounds staff, related support staff, utilities, and related supply and materials for these departments.

The increase of \$681,258 from the 2020-21 Revised (Preliminary) Budget is primarily due to an increase for LTFM and settlement costs net a decrease in COP payments.

### **Fiscal and Other Fixed Costs**

This program accounts for expenditures related to the premiums for the district's property and liability and errors and omissions insurance as well as payments of principal and interest for the retirement of long-term and non-bonded obligations.

The increase of \$124,500 from the 2020-21 Revised (Preliminary) Budget is due to an expected increase in property and liability insurance.

### **Food Service Fund**

The food service fund accounts for revenues and expenditures for providing food services in schools. Since 2004-05, Stillwater Area Public Schools has provided food services to Mahtomedi Schools on a fee basis. The additional revenue from this partnership allows the district to employ a nutritionist to plan menus and work on healthy lunch options as well as support the District 834 food service program.

<b>Food Service Fund</b>	<b>2019-20 Actual</b>	<b>2020-21 Revised Budget</b>	<b>2021-22 Preliminary Budget</b>	<b>Rev. / Prel. Change</b>	<b>Rev. / Prel. % Change</b>
Beginning Fund Balance	953,757	1,133,841	1,200,823	66,982	5.91%
Revenues	3,924,484	4,492,367	4,553,894	61,527	1.37%
Expenditures	3,744,400	4,425,385	4,475,524	50,139	1.13%
Revenues less Expenditures	180,084	66,982	78,370	11,388	
Ending Fund Balance	1,133,841	1,200,823	1,279,193	78,370	6.53%

Revenues are increasing slightly due to the expanded summer program. The overall increase in expenditures is primarily due to contract settlement costs and an expected increase in food costs net a decrease in equipment purchases and packaging supplies.

## Community Service Fund

The community service fund is used to track all revenues and expenditures related to providing a community education program.

Community Service Fund	2019-20 Actual	2020-21 Revised Budget	2021-22 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	1,473,702	585,308	410,839	(174,469)	-29.81%
Revenues	6,133,641	7,611,700	7,116,232	(495,468)	-6.51%
Expenditures	7,022,035	7,786,169	7,053,544	(732,625)	-9.41%
Revenues less Expenditures	(888,394)	(174,469)	62,688	237,157	
Ending Fund Balance	585,308	410,839	473,527	62,688	15.26%

Revenues are projected to decrease, primarily due to anticipation of low enrollment in many programs including school-age care and the Pony Activity Center (PAC). Expenditures are projected to decrease as a result of the anticipated low enrollments.

## Building Construction Fund

The building construction fund is used to track the revenues and expenditures for building bond construction projects.

Building Construction Fund	2019-20 Actual	2020-21 Revised Budget	2021-22 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	4,342,920	1,372,200	915,200	(457,000)	-33.30%
Revenues	43,840	20,000	1,000	(19,000)	-95.00%
Expenditures	3,014,559	477,000	492,000	15,000	3.14%
Revenues less Expenditures	(2,970,720)	(457,000)	(491,000)	(34,000)	
Ending Fund Balance	1,372,200	915,200	424,200	(491,000)	-53.65%

Revenues are decreasing due to near completion of bond projects. Expenditures are expected to increase slightly from the prior year.

### Debt Service Fund

The debt service fund is used to account for the district's principal and interest payments as well as the revenue received for such payments. The principal and interest payments are for the district's long-term debt or approved bond issues.

Debt Service Fund	2019-20	2020-21	2021-22	Rev. / Prel. Change	Rev. / Prel. % Change
	Actual	Revised Budget	Preliminary Budget		
Beginning Fund Balance	2,962,013	2,860,179	3,207,973	347,794	12.16%
Revenues	16,077,749	10,475,402	9,284,306	(1,191,096)	-11.37%
Expenditures	16,179,582	10,127,608	10,094,163	(33,445)	-0.33%
Revenues less Expenditures	(101,834)	347,794	(809,857)	(1,157,651)	
Ending Fund Balance	2,860,179	3,207,973	2,398,116	(809,857)	-25.25%

Revenues and expenditures are decreasing to reflect actual bond and interest payments.

### Trust Fund

Due to the implementation of GASB (Governmental Accounting Standards Board) No. 84, our scholarships that had previously been in the Trust Fund (fund 8) must now be moved to either the General Fund (fund 1) or the Custodial Fund (fund 18). The scholarships that the district has control over have been moved to the General Fund. Scholarships that have been moved to the Custodial Fund represent money the district receives and distributes, but has no financial benefit from or control over.

Custodial Fund (Scholarships)	2019-20	2020-21	2021-22	Rev. / Prel. Change	Rev. / Prel. % Change
	Actual	Revised Budget	Preliminary Budget		
Beginning Fund Balance	0	75,214	75,214	0	0.00%
Revenues	0	5,000	15,000	10,000	200.00%
Expenditures	0	5,000	15,000	10,000	200.00%
Revenues less Expenditures	0	0	0	0	
Ending Fund Balance	0	75,214	75,214	0	0.00%

### **OPEB Trust**

In February 2009, \$19.2 million of general obligation taxable OPEB (Other Post Employment Benefits) bonds were sold to be used to help offset future retirement expenditures. The funds were placed in an irrevocable trust meaning these funds can only be used for this purpose. As of June 30, 2020 the net position balance in the OPEB trust account was \$6,894,859.

### **Internal Service Fund**

On July 1, 2012 the district went to self-funded insurance for health insurance. The activity for both health and dental insurance are now in an internal service fund. As of June 30, 2020 the net position balance in the internal service fund for health and dental insurance was \$5,262,284.



## 2021-22 PRELIMINARY BUDGET SUMMARY

### PROJECTED REVENUES, EXPENDITURES AND FUND BALANCE BY FUND 2021-22

<b>Fund</b>	<b>Proj. Fund Balance 6/30/21</b>	<b>2021-22 Revenue Budget</b>	<b>2021-22 Expenditure Budget</b>	<b>Proj. Fund Balance 6/30/22</b>
<b>General Fund</b>	27,590,461	116,564,184	117,755,295	26,399,350
<b>Food Service Fund</b>	1,200,823	4,553,894	4,475,524	1,279,193
<b>Community Service Fund</b>	<u>410,839</u>	<u>7,116,232</u>	<u>7,053,544</u>	<u>473,527</u>
<b>Sub-Total Operating Funds</b>	<b>29,202,123</b>	<b>128,234,310</b>	<b>129,284,363</b>	<b>28,152,070</b>
<b>Building Construction Fund</b>	915,200	1,000	492,000	424,200
<b>Debt Service Fund</b>	<u>3,207,973</u>	<u>9,284,306</u>	<u>10,094,163</u>	<u>2,398,116</u>
<b>Sub-Total Non-Operating Funds</b>	<b>4,123,173</b>	<b>9,285,306</b>	<b>10,586,163</b>	<b>2,822,316</b>
<b>Trust Fund</b>	<u>75,214</u>	<u>15,000</u>	<u>15,000</u>	<u>75,214</u>
<b>Total All Funds</b>	<b>33,400,510</b>	<b>137,534,616</b>	<b>139,885,526</b>	<b>31,049,600</b>

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# **SECTION III**

## **Summary**

### SUMMARY OF REVENUES BY SOURCE CATEGORY AND FUND

Fund	Source Category	2019-20 Actual	Pct. of Total	2020-21 Rev. Bud.	2021-22 Prelim. Budget	Pct. of Total	Revised - Preliminary Percent Change	Amount Change
01	<b>General Fund</b>							
	Property Taxes	29,103,777	25.35%	27,142,252	29,589,143	25.38%	9.02%	2,446,891
	State Aids & Credits	79,050,192	68.85%	79,836,432	76,133,550	65.31%	-4.64%	(3,702,882)
	Federal Aid	1,861,877	1.62%	2,387,989	6,815,391	5.85%	185.40%	4,427,402
	Other	4,793,554	4.18%	4,152,538	4,026,100	3.45%	-3.04%	(126,438)
	<b>Total General Fund</b>	<b>114,809,400</b>	<b>100.00%</b>	<b>113,519,211</b>	<b>116,564,184</b>	<b>100.00%</b>	<b>2.68%</b>	<b>3,044,973</b>
02	<b>Food Service</b>							
	Property Taxes	0	0.00%	0	0	0.00%	0.00%	0
	State Aids & Credits	126,211	3.22%	182,500	182,500	4.01%	0.00%	0
	Federal Aid	1,369,481	34.90%	1,187,000	1,242,460	27.28%	4.67%	55,460
	Other	2,428,792	61.89%	3,122,867	3,128,934	68.71%	0.19%	6,067
	<b>Total Food Service</b>	<b>3,924,484</b>	<b>100.00%</b>	<b>4,492,367</b>	<b>4,553,894</b>	<b>100.00%</b>	<b>1.37%</b>	<b>61,527</b>
04	<b>Community Service</b>							
	Property Taxes	937,211	15.28%	964,642	1,008,027	14.17%	4.50%	43,385
	State Aids & Credits	843,954	13.76%	837,359	868,512	12.20%	3.72%	31,153
	Federal Aid	3,103	0.05%	2,600	4,933	0.07%	89.73%	2,333
	Other	4,349,373	70.91%	5,807,099	5,234,760	73.56%	-9.86%	(572,339)
	<b>Total Comm. Service</b>	<b>6,133,641</b>	<b>100.00%</b>	<b>7,611,700</b>	<b>7,116,232</b>	<b>100.00%</b>	<b>-6.51%</b>	<b>(495,468)</b>
06	<b>Building Construction</b>							
	Other	43,840	100.00%	20,000	1,000	100.00%	-95.00%	(19,000)
	<b>Total Bldg Construction</b>	<b>43,840</b>	<b>100.00%</b>	<b>20,000</b>	<b>1,000</b>	<b>100.00%</b>	<b>-95.00%</b>	<b>(19,000)</b>
07	<b>Debt Service</b>							
	Property Taxes	9,830,382	61.14%	10,332,402	9,146,306	98.51%	-11.48%	(1,186,096)
	State Aids & Credits	88,460	0.55%	88,000	88,000	0.95%	0.00%	0
	Other	6,158,907	38.31%	55,000	50,000	0.54%	-9.09%	(5,000)
	<b>Total Debt Service</b>	<b>16,077,749</b>	<b>100.00%</b>	<b>10,475,402</b>	<b>9,284,306</b>	<b>100.00%</b>	<b>-11.37%</b>	<b>(1,191,096)</b>
18	<b>Custodial Fund</b>							
	Other	82,409	100.00%	5,000	15,000	100.00%	200.00%	10,000
	<b>All Funds</b>							
	Property Taxes	39,871,370	28.26%	38,439,296	39,743,476	28.90%	3.39%	1,304,180
	State Aids & Credits	80,108,817	56.79%	80,944,291	77,272,562	56.18%	-4.54%	(3,671,729)
	Federal Aid	3,234,461	2.29%	3,577,589	8,062,784	5.86%	125.37%	4,485,195
	Other	17,856,873	12.66%	13,162,504	12,455,794	9.06%	-5.37%	(706,710)
	<b>Total All Funds</b>	<b>141,071,522</b>	<b>100.00%</b>	<b>136,123,680</b>	<b>137,534,616</b>	<b>100.00%</b>	<b>1.04%</b>	<b>1,410,936</b>

**SUMMARY OF EXPENDITURES BY OBJECT CATEGORY AND FUND**

Fund	Object Category	2019-20 Actual	Pct. of Total	2020-21 Rev. Bud.	2021-22 Prelim. Budget	Pct. of Total	Revised - Preliminary Percent Change	Amount Change
<b>01</b>	<b>General Fund</b>							
	Salaries	55,804,095	52.11%	57,588,954	58,923,934	50.04%	2.32%	1,334,980
	Benefits	25,027,426	23.37%	25,766,898	26,771,427	22.73%	3.90%	1,004,529
	Purchased Services	17,366,092	16.22%	20,389,003	20,188,623	17.14%	-0.98%	(200,380)
	Supplies & Materials	3,424,780	3.20%	3,150,202	3,200,771	2.72%	1.61%	50,569
	Capital Expenditures	4,103,615	3.83%	6,687,798	7,733,660	6.57%	15.64%	1,045,862
	Debt Service	825,188	0.77%	840,589	723,400	0.61%	-13.94%	(117,189)
	Other Expenditures	540,618	0.50%	222,430	213,480	0.18%	-4.02%	(8,950)
	<b>Total General Fund</b>	<b>107,091,813</b>	<b>100.00%</b>	<b>114,645,874</b>	<b>117,755,295</b>	<b>100.00%</b>	<b>2.71%</b>	<b>3,109,421</b>
<b>02</b>	<b>Food Service</b>							
	Salaries	1,415,868	37.81%	1,435,950	1,500,630	33.53%	4.50%	64,680
	Benefits	653,068	17.44%	658,690	655,815	14.65%	-0.44%	(2,875)
	Purchased Services	210,323	5.62%	337,275	326,150	7.29%	-3.30%	(11,125)
	Supplies & Materials	1,385,454	37.00%	1,832,100	1,883,459	42.08%	2.80%	51,359
	Capital Expenditures	77,421	2.07%	158,500	107,000	2.39%	-32.49%	(51,500)
	Other Expenditures	2,265	0.06%	2,870	2,470	0.06%	-13.94%	(400)
	<b>Total Food Service</b>	<b>3,744,400</b>	<b>100.00%</b>	<b>4,425,385</b>	<b>4,475,524</b>	<b>100.00%</b>	<b>1.13%</b>	<b>50,139</b>
<b>04</b>	<b>Community Service</b>							
	Salaries	4,377,098	62.33%	4,680,392	4,274,613	60.60%	-8.67%	(405,779)
	Benefits	1,307,591	18.62%	1,404,743	1,281,443	18.17%	-8.78%	(123,300)
	Purchased Services	1,049,342	14.94%	1,291,105	1,146,327	16.25%	-11.21%	(144,778)
	Supplies & Materials	241,933	3.45%	346,342	296,488	4.20%	-14.39%	(49,854)
	Capital Expenditures	23,999	0.34%	37,500	27,500	0.39%	-26.67%	(10,000)
	Other Expenditures	22,074	0.31%	26,087	27,173	0.39%	4.16%	1,086
	<b>Total Comm. Service</b>	<b>7,022,035</b>	<b>100.00%</b>	<b>7,786,169</b>	<b>7,053,544</b>	<b>100.00%</b>	<b>-9.41%</b>	<b>(732,625)</b>
<b>06</b>	<b>Building Construction</b>							
	Purchased Services	170,750	5.66%	10,000	20,000	4.07%	100.00%	10,000
	Capital Expenditures	2,843,809	94.34%	467,000	472,000	95.93%	1.07%	5,000
	<b>Total Bldg. Const.</b>	<b>3,014,559</b>	<b>100.00%</b>	<b>477,000</b>	<b>492,000</b>	<b>100.00%</b>	<b>3.14%</b>	<b>15,000</b>
<b>07</b>	<b>Debt Service</b>							
	Other	16,179,582	100.00%	10,127,608	10,094,163	100.00%	-0.33%	(33,445)
<b>18</b>	<b>Custodial Fund</b>							
	Other	13,532	100.00%	5,000	15,000	100.00%	200.00%	10,000
	<b>All Funds</b>							
	Salaries	61,597,061	44.94%	63,705,296	64,699,177	46.25%	1.56%	993,881
	Benefits	26,988,085	19.69%	27,830,331	28,708,685	20.52%	3.16%	878,354
	Purchased Services	18,796,507	13.71%	22,027,383	21,681,100	15.50%	-1.57%	(346,283)
	Supplies & Materials	5,052,167	3.69%	5,328,644	5,380,718	3.85%	0.98%	52,074
	Capital Expenditures	7,048,844	5.14%	7,350,798	8,340,160	5.96%	13.46%	989,362
	Other Expenditures	17,583,258	12.83%	11,224,584	11,075,686	7.92%	-1.33%	(148,898)
	<b>Total All Funds</b>	<b>137,065,921</b>	<b>100.00%</b>	<b>137,467,036</b>	<b>139,885,526</b>	<b>100.00%</b>	<b>1.76%</b>	<b>2,418,490</b>

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## BUDGET DETAIL SUMMARY

### REVENUE BY SOURCE

SRC DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
<b>GENERAL FUND</b>				
001 Property Tax Levy-General	28,879,308	27,142,727	29,540,537	
004 TIF	144	0	0	
005 Reemployment Compensation Levy	-475	-475	48,606	
010 County Apportionment	223,647	0	0	
019 Misc. County Tax Revenue	1,153	0	0	
021 Tuition from MN School Districts	1,013	0	0	
022 SPED Purch Serv from Oth MN	81,553	43,000	80,000	Increased to better reflect projected revenue.
041 Tuition-Out of State	10,791	0	0	
050 Fees from Patrons	681,801	1,128,000	835,000	Decreased to better reflect projected revenue.
051 Parking Fees	127,934	160,000	160,000	
052 Criminal Background Checks	180	400	200	
053 Transcript Fees	6,505	10,000	10,000	
060 Admission/Student Act Revenue	153,173	170,000	150,000	
071 Medical Assistance Revenue	311,405	300,000	300,000	
088 E-Rate Revenue	85,800	120,000	100,000	
092 Interest Earnings	497,748	476,000	478,000	
093 Rent for School Facilities	512,822	419,338	398,900	
096 Gifts & Bequests	1,444,872	566,000	716,000	Increased to better reflect projected revenue.
099 Miscellaneous Local Revenue	571,228	517,800	527,000	
201 Endowment Fund Apportionment	507,110	371,000	350,000	
211 General Education Aid	63,168,534	64,442,055	61,128,050	Decreased primarily to reflect projected change in enrollment.
212 Literacy Incentive Aid	434,194	434,000	434,000	
213 Shared Time Aid	23,922	24,000	24,000	
227 Abatement Aid	1,607	1,500	1,500	
234 Homestd/Agr Mrkt Value Credit	11,275	12,000	12,000	
258 Other State Credits	-40	0	0	
300 State Aids Rec'd from DOE	2,537,450	2,381,877	2,324,000	
360 Special Education Aid	12,129,014	12,100,000	11,800,000	
370 Other Aid from DOE	-79,839	70,000	60,000	
397 TRA/PERA Special Funding Revenue	316,963	0	0	
400 Federal Aids Rec'd thru DOE	1,842,808	2,382,026	6,809,428	Increased to reflect additional COVID funds.
405 Federal Aid Rec'd thru Other	13,106	0	0	
500 Federal Aids Rec'd from Fed	5,963	5,963	5,963	
619 Cost of Materials for Profit	-68,991	-100,000	-90,000	

## REVENUE BY SOURCE

SRC DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
620 Sales of Materials for Profit	335,486	270,000	320,000	
621 Sale of Materials Purch-Resale	39,457	60,000	40,000	
624 Sale of Equipment	777	12,000	1,000	
<b>Total</b>	<b>114,809,400</b>	<b>113,519,211</b>	<b>116,564,184</b>	

### FOOD SERVICE FUND

021 Sales to Mahtomedi	642,385	652,000	690,929	
050 Fees from Patrons	0	1,000	1,000	
092 Interest Earnings	18,076	16,000	18,000	
096 Gifts & Bequests	4,625	3,000	1,000	
099 Miscellaneous Local Revenue	3,060	4,000	3,200	
300 State Aids Rec'd from DOE	126,211	182,500	182,500	
471 School Lunch Program	193,107	261,000	261,000	
472 Free and Reduced Lunch Program	381,482	501,000	501,000	
474 Commodity Distribution Program	205,268	250,000	250,460	
476 School Breakfast Program	107,569	155,000	155,000	
479 Summer Food Service Program	482,054	20,000	75,000	Due to COVID waivers summer program will be larger than anticipated.
601 Food Service Sales to Pupils	1,656,052	2,303,700	2,282,350	
602 Food Service Sale of Milk	13,847	17,850	19,100	
606 Food Service Sales to Adults	13,395	30,317	18,355	
608 Special Function Food Sales	76,996	95,000	95,000	
624 Sale of Equipment	357	0	0	
<b>Total</b>	<b>3,924,484</b>	<b>4,492,367</b>	<b>4,553,894</b>	

### COMMUNITY SERVICE FUND

001 Property Tax Levy-General	937,211	964,642	1,008,027	
021 Tuition from MN School Dists	160,390	200,000	223,000	
040 Tuition	832,058	1,210,110	1,292,000	
050 Fees from Patrons	233,006	346,199	206,789	Anticipating low enrollment in the Pony Activity Center (PAC).
092 Interest Earnings	33,490	3,000	3,000	
096 Gifts & Bequests	68,070	46,000	52,500	
099 Miscellaneous Local Revenue	56,535	62,500	52,500	
227 Abatement Aid	139	590	590	
234 Homestd/Agr Mrkt Value Credit	1,165	0	0	
258 Other State Credits	-4	0	0	
300 State Aids Rec'd from DOE	588,875	575,577	565,253	



## REVENUE BY SOURCE

SRC DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
301 Nonpublic Aid	71,855	83,728	106,532	Added Chesterton Academy.
370 Other Aid from DOE	181,924	177,464	196,137	Anticipating an increase in funding for the Adult Basic Ed (ABE) program.
405 Federal Aid Rec'd thru Other	3,103	2,600	4,933	
548 Gymnastics	31,252	56,141	56,046	
549 Aquatics	35,899	60,980	66,510	
551 Adult Athletics	62,850	74,722	24,720	Anticipating low enrollment in the Adult Athletics program.
552 Adult Enrichment	92,777	102,500	84,867	Anticipating low enrollment in the Adult Enrichment program.
553 Youth Athletics	56,999	82,000	77,000	
554 Camps and Clinics	77,718	125,000	130,000	
562 Instructional Music	34,892	35,550	35,500	
564 Special Events	54,692	110,159	114,237	
570 School Age Care Tuition	1,812,663	2,355,619	1,999,641	Anticipating low enrollment in the school-age care program.
571 School Age Care Preschool	186,310	241,273	232,260	
585 Youth Development/Youth Serv	296,868	410,000	362,700	Anticipating low enrollment in the Youth Dev/Youth Serv program.
591 Facilities Use	219,419	278,545	216,352	Anticipating reduction in facility use.
592 Turf Fields Use	3,484	6,801	5,138	

<b>Total</b>	<b>6,133,641</b>	<b>7,611,700</b>	<b>7,116,232</b>
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### BUILDING CONSTRUCTION FUND

092 Interest Earnings	43,840	20,000	1,000
<b>Total</b>	<b>43,840</b>	<b>20,000</b>	<b>1,000</b>

### DEBT SERVICE FUND

001 Property Tax Levy-General	9,830,382	10,332,402	9,146,306
092 Interest Earnings	104,828	55,000	50,000
234 Homestd/Agr Mrkt Value Credit	12,317	13,000	13,000
258 Other State Credits	76,143	75,000	75,000
631 Sale of Bonds	6,054,079	0	0
<b>Total</b>	<b>16,077,749</b>	<b>10,475,402</b>	<b>9,284,306</b>

### CUSTODIAL FUND (SCHOLARSHIPS)

All Gift Directed Revenues	82,409	5,000	15,000
<b>Total</b>	<b>82,409</b>	<b>5,000</b>	<b>15,000</b>

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
<b>GENERAL FUND</b>				
100 Administrators	1,618,488	1,601,533	1,581,069	
101 School Board	34,329	33,750	33,750	
110 Principals	2,189,094	2,209,511	2,246,498	
120 Supervisors	650,734	699,692	695,676	
121 Confidential/Specialists	1,014,517	1,043,059	938,765	Decreased primarily due to loss of two transportation coordinators.
122 Subs-Health Specialists	8,446	25,000	25,000	
140 Teachers	33,573,006	34,757,934	37,000,914	Increased to reflect contract settlement costs.
141 Paraprofessionals	934,976	901,132	1,091,219	Increased to reflect contract settlement costs.
142 Subs-Paraprofessionals	5,632	21,000	21,000	
143 Coordinators	1,199,552	1,269,968	1,270,625	
144 Librarians	194,439	205,859	198,664	
145 Subs-Teacher	35,021	100,000	100,000	
150 Subs-Teacher School Business	7,763	27,858	41,456	
151 Occupational Therapists	266,438	275,017	330,583	Increased to reflect current staffing levels along with contract settlement costs.
152 Speech Language Pathologists	1,535,112	1,596,473	1,596,032	
154 School Nurse	222,741	206,188	235,868	
155 Health Care Specialists	310,627	325,868	289,443	
156 School Social Worker	439,886	454,050	466,689	
157 Psychologists	855,722	877,956	903,690	
161 Paraprofessionals - Certified	2,662,022	2,766,270	2,875,523	
162 Paraprofessionals - One-to-One	166,521	170,557	203,821	Increased to reflect current staffing levels along with contract settlement costs.
165 School Counselors	1,118,710	1,112,786	1,113,544	
170 Tech Support	2,137,935	2,202,430	2,165,386	
171 Subs-Tech Support	13,733	11,477	11,900	
172 Custodians	2,099,934	2,431,348	2,457,746	
173 Overtime	160,702	132,928	138,750	
174 DAPE Specialists	207,351	212,544	216,821	
176 Subs-Custodian	181,372	95,000	95,000	
177 Crossing Guards	10,426	10,636	21,844	
178 Lunchroom Supervisors-Licensed	7,242	10,000	10,000	
179 Lunchroom Supervisors-Non-Licensed	1,751	1,759	1,750	
180 Coaches	690,730	724,795	724,795	
185 Advisors	184,415	179,407	181,407	
186 Other Salary Payments-Non-Licensed	249,319	330,438	184,544	Decreased to better reflect planned expenditures.

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
189 Other Salary Payments-Licensed	815,405	814,731	829,670	
195 Teacher Retirement Pay Differential	0	-250,000	-1,375,500	Decreased due to staffing level changes and to reflect projected retiree savings.
210 FICA	4,080,205	4,376,807	4,575,081	
214 PERA	853,640	853,855	865,540	
218 TRA	3,489,336	3,662,479	3,938,096	
220 Health Insurance	12,030,490	11,668,228	12,129,498	
225 Dental Insurance	777,956	795,914	780,611	
230 Life Insurance	160,747	188,821	199,497	
235 LTD Insurance	142,970	151,736	159,765	
236 Short Term Disability	116,800	15,416	14,116	
240 Legal Insurance	-11	0	0	
250 TSA	1,046,084	1,077,866	1,144,005	
251 Severance TSA	68,668	180,000	180,000	
252 Severance Health	18,288	100,000	100,000	
253 Health Care Savings Plan	667,126	674,837	728,131	
254 VEBA Contribution	1,170,916	1,185,452	1,286,215	Increased to better reflect planned expenditures.
270 Workers Compensation	313,165	327,556	333,572	
280 Reemployment Comp Insurance	65,436	46,388	46,388	
291 OPEB (pay as you go)	0	415,073	243,442	Decreased to better reflect planned expenditures.
297 Tuition/Classes	4,831	14,400	14,400	
298 Contract Dues	15,271	17,870	17,870	
299 Other Employee Benefits	5,508	14,200	14,200	
300 Contracted Services Not Subs	175,081	121,700	121,700	
301 Contracted Service Subs	678,811	600,000	600,000	
302 Background Check	8,991	22,789	22,789	
303 Federal Contracts < \$25,000	27,309	107,706	107,706	
304 Federal Contracts > \$25,000	0	25,000	25,000	
305 Consulting/Service Fees	1,465,616	1,509,962	1,205,936	Decreased primarily for planned long term facility maintenance projects.
306 Audit Services	64,532	85,000	70,000	
307 Legal Services	220,965	133,750	114,225	
308 Printing Services	59,928	106,750	63,200	Decreased to better reflect planned expenditures.
309 Credit Card Fees	6,086	0	0	
310 Snow Removal/Lawn Services	189,634	248,500	229,500	
312 Officials/Judges	49,320	65,600	65,600	
313 Laundry Services	19,581	20,825	21,125	
314 On-Line Courses	17,240	30,000	30,000	
315 Computer/Tech Repair and Maint	28,901	26,514	26,564	
316 Special Ed Litigation	2,171	0	2,171	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
317 Contracted Subs for SPED Program	259,253	375,000	375,000	
318 Data Processing & Entry Services	1,294	2,000	2,000	
319 Computer/Tech Services	45,704	40,000	40,000	
320 Communication Services	269,382	291,556	290,226	
321 Other Contracted Security Services	0	74,000	74,000	
322 School Resource Officer	0	350,484	350,538	
327 Contracted Subs SPED Prog Sch Bus	15,570	1,560	18,887	
329 Postage	33,808	50,574	29,170	Decreased to better reflect planned expenditures.
330 Electricity	1,120,225	1,236,700	1,231,200	
331 Natural Gas	317,996	395,100	377,100	
332 Water and Sewer	143,680	153,200	152,700	
333 Garbage Collection	97,053	71,300	78,200	
340 Insurance	308,676	325,500	450,000	Increase expected in property and liability insurance.
350 Repair/Maintenance Services	1,268,173	1,473,058	1,461,184	
357 Interpreter for Deaf Services	763	800	763	
358 Foreign Language Interpreter	15,583	7,000	7,000	
360 Transportation Contracts	7,618,038	8,849,823	8,887,159	
362 Mental Health Practitioner Services	7,500	15,000	15,000	
365 Transportation Chargebacks	-185	-8,000	-4,875	
366 Travel and Conferences	112,162	316,747	298,885	
368 Out Of State Travel - Federal	0	1,200	1,200	
369 Entry Fees/Student Travel Exp	229,083	640,275	535,175	Decreased to better reflect planned expenditures.
370 Rentals and Leases	775,127	877,401	1,124,149	Increased to reflect transportation terminal rental.
371 Equipment Leases	1,790	1,700	0	
372 Graduation Expense	37,977	42,000	42,000	
376 Licensed Nursing Services	0	0	1,075	
380 Computer/Tech Hardware Rental	4,336	2,000	2,000	
390 Tuition To Oth MN Sch District	170,454	180,000	200,707	
391 Pmt To MN Sch-Cost Share Agmt	630,085	566,762	517,200	
392 Tuition Out of State Sch Dist	1,190	0	0	
393 Sped Cont Serv - Non Sch Dist	169,644	125,000	187,800	Increased to better reflect planned expenditures.
394 Payments to Oth Agencies	695,664	749,000	728,263	
396 Sped Sal Purchase fr Oth Dist	280,021	301,067	309,401	
397 Sped Bens Purchase fr Oth Dist	114,029	177,100	100,000	Decreased to better reflect planned expenditures.
398 Administrative Chargebacks	-392,150	-400,000	-400,000	
401 Non-Instructional Supplies	793,456	878,958	864,509	
404 ID Badges	2,352	2,800	2,800	
405 Non-Instructional Annual Software License	646,122	327,517	334,834	
406 Instructional Software License	412,036	355,358	355,258	
409 Uniforms	6,511	8,000	8,000	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
410 Custodial/Repair Supplies	497,377	473,800	518,100	
430 Instructional Supplies	326,295	338,348	333,018	
433 Individualized Instructional Supplies	59,306	98,452	114,972	
440 Fuel For Buildings	16,319	38,100	25,500	
442 Gasoline	15,225	31,607	31,507	
455 Non-Instructional Technology Supplies	88,577	15,900	11,550	
456 Instructional Technology Supplies	39,035	23,700	30,600	
460 Textbooks and Workbooks	47,943	258,114	258,094	
461 Standardized Tests	147,806	165,000	155,000	
465 Non-Instructional Technology Devices	59,793	0	9,350	
466 Instructional Technology Devices	228,647	91,644	107,400	
470 Library Books	20,032	18,125	17,125	
490 Food	17,947	24,779	23,154	
520 Bldg Acquisition/Construction	3,373,702	5,320,700	6,389,200	Increased for planned long term facility maintenance projects.
522 Vandalism	11,724	25,000	25,000	
530 Other Equipment Purchased	369,222	616,853	584,513	
533 Sped Equipment	7,640	2,898	7,600	
555 Technology Equipment	126,246	305,100	310,100	
556 SPED Tech Equipment	215,082	417,247	417,247	
730 Loan Principal	550,000	595,000	550,000	Decreased to reflect COP (Certificates of Participation) payments.
740 Loan Interest	275,188	245,589	173,400	Decreased to reflect COP (Certificates of Participation) payments.
820 Dues and Memberships	113,298	135,430	124,180	
891 TRA/PERA Special Funding Expenditures	316,963	0	0	
895 Federal Indirect Costs	-3,422	-4,000	-4,000	
896 Taxes, Special Assessments and Interest	4,283	75,000	77,300	
898 Scholarships	109,496	16,000	16,000	
<b>Total</b>	<b>107,091,813</b>	<b>114,645,874</b>	<b>117,755,295</b>	
<b>FOOD SERVICE FUND</b>				
120 Supervisors	164,307	176,500	179,500	
160 Cooks	1,191,476	1,182,600	1,254,280	Increased to reflect full staffing and contract settlement costs.
162 Subs-Cook	14,599	23,500	17,250	
170 Tech Support	38,976	45,000	40,000	
172 Custodians	5,784	6,000	8,000	
173 Overtime	308	750	0	
186 Event Pay	418	1,600	1,600	
210 FICA	100,308	102,380	100,820	
214 PERA	104,191	107,125	104,035	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
220 Health Insurance	341,279	338,750	343,115	
225 Dental Insurance	21,688	23,500	21,675	
230 Life Insurance	1,195	1,320	1,211	
235 LTD Insurance	1,744	3,280	1,764	
236 Short Term Disability	1,367	0	0	
250 TSA	20,652	20,655	20,613	
253 Health Care Savings Plan	3,075	3,000	3,100	
254 VEBA Contribution	14,750	15,150	17,550	
270 Workers Compensation	42,818	43,530	41,932	
305 Consulting/Service Fees	398	125	400	
309 Credit Card Fees	71,505	125,000	125,000	
320 Communication Services	960	1,500	1,000	
329 Postage	123	350	200	
333 Garbage Collection	13,880	21,000	20,000	
350 Repair/Maintenance Services	22,428	55,000	45,000	
366 Travel and Conferences	2,489	4,300	1,550	
398 Administrative Chargebacks	98,540	130,000	133,000	
401 Non-Instructional Supplies	69,770	70,700	56,200	Prepackaging costs were higher than expected last year due to COVID.
402 Promotions	613	2,750	1,150	
403 Small Equipment	15,742	40,000	39,000	
405 Non-Instructional Annual License/Software	17,165	17,500	17,500	
442 Gasoline	208	850	600	
455 Non-Instructional Technology Supplies	0	500	500	
465 Non-Instructional Technology Devices	0	1,000	1,000	
490 Food	945,057	1,314,000	1,380,000	Food costs expected to increase along with participation.
491 Commodities	205,268	250,000	250,459	
495 Milk	131,631	134,800	137,050	
505 Non-Instructional Technology Software	35,496	6,000	6,000	
530 Other Equipment Purchased	41,925	152,500	101,000	Decrease in expected equipment purchases.
820 Dues and Memberships	2,265	2,870	2,470	
<b>Total</b>	<b>3,744,400</b>	<b>4,425,385</b>	<b>4,475,524</b>	
<b>COMMUNITY SERVICE FUND</b>				
100 Administrators	148,143	148,597	150,368	
120 Supervisors	413,941	488,460	438,596	Over projected expenditures in Youth Serv/Youth Dev in FY 20-21.
121 Confidential/Specialists	54,107	56,183	55,908	
123 SAC Site Leaders	364,072	365,754	360,358	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
125 Schl Readiness/ABE Supervisor	163,755	177,190	170,367	
140 Teachers	1,044,525	1,089,789	1,061,015	
141 Community Ed Assistants	1,366,268	1,358,232	1,185,661	Reduced school-age care staff because of anticipated low enrollment.
142 Subs-Comm Ed Assts	0	0	2,000	
143 Coordinators	22,716	0	0	
150 Subs-Teacher School Business	0	1,250	1,250	
154 School Nurse	10,922	13,895	17,633	
165 School Counselors	13,401	12,000	23,454	
170 Tech Support	320,136	388,832	314,840	Eliminated a position from Early Childhood and youth programs support.
171 Subs-Tech Support	0	500	500	
172 Custodians	34,611	35,068	34,484	
173 Overtime	38,852	56,315	46,225	
186 Casual/Other Pmts Non-Licensed	279,825	333,308	311,469	
189 Casual/Other Pmts Licensed	101,824	155,019	100,485	Reduced staffing hours in several programs due to anticipated low enrollment and reduced school readiness expense as a result of a staff leave.
210 FICA	325,797	353,351	325,137	
214 PERA	194,307	239,931	214,570	
218 TRA	107,369	120,770	113,480	
220 Health Insurance	448,356	455,867	445,470	
225 Dental Insurance	35,659	39,190	35,589	
230 Life Insurance	8,802	7,808	7,515	
235 LTD Insurance	4,670	7,219	5,909	
236 Short Term Disability	3,041	1,200	1,200	
250 TSA	40,884	37,700	31,961	
251 Severance TSA	17,856	0	0	
253 Health Care Savings Plan	39,846	51,399	21,044	
254 VEBA Contribution	58,509	62,027	58,650	
270 Workers Compensation	22,658	22,781	20,618	
297 Tuition/Classes	332	5,200	0	
299 Other Employee Benefits	305	300	300	
301 Contracted Service Subs	43,154	29,000	44,000	Increased to better reflect planned expenditures.
304 Advertising Services	46	500	500	
305 Consulting/Service Fees	367,649	458,594	416,044	Anticipating fewer independent contractors and a reduction in program enrollment.
308 Printing Services	43,905	42,200	36,550	
309 Credit Card Fees	133,981	197,052	170,985	Decreased based on reduction in fees associated with enrollment.
310 Snow Removal/Lawn Services	1,852	3,000	3,000	
320 Communication Services	3,561	4,240	4,020	
329 Postage	11,722	15,325	14,825	
330 Electricity	18,552	23,200	23,200	
331 Natural Gas	4,471	5,000	5,000	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
332 Water and Sewer	3,276	7,500	7,500	
333 Garbage Collection	1,456	1,000	1,000	
350 Repair/Maintenance Services	0	4,600	1,600	
358 Foreign Language Interpreter	0	250	250	
360 Transportation Contracts	44,397	61,100	39,500	Reduction in field trips due to COVID.
365 Transportation Chargebacks	185	1,100	550	
366 Travel and Conferences	17,682	25,300	23,650	
369 Entry Fees/Student Travel Exp	32,449	54,040	23,700	Reduction in field trips due to COVID.
370 Rentals and Leases	27,396	36,685	40,095	
398 Administrative Chargebacks	293,609	321,419	290,358	
401 Non-Instructional Supplies	110,062	150,223	131,557	Reduction in expenditures due to budgetary concerns.
405 Non-Instructional Annual License Software	4,106	4,300	4,500	
410 Custodial/Repair Supplies	9,872	4,000	5,000	
430 Instructional Supplies	9,080	9,150	8,150	
460 Textbooks and Workbooks	23,162	36,919	42,784	
461 Standardized Tests	5,188	200	200	
465 Non-Instructional Devices	4,484	33,500	12,300	Reduction in expenditures due to budgetary concerns.
490 Food	75,979	108,050	91,997	Reduced snack expenditures due to anticipated low enrollment.
530 Other Equipment Purchased	23,999	37,500	27,500	
820 Dues and Memberships	18,652	22,100	22,100	
895 Federal Indirect Costs	3,422	3,987	5,073	
<b>Total</b>	<b>7,022,035</b>	<b>7,786,169</b>	<b>7,053,544</b>	
<b>BUILDING CONSTRUCTION FUND</b>				
305 Consulting/Service Fees	49,907	0	0	
307 Legal Services	120,093	10,000	20,000	
401 Non Instructional Supplies	750	0	0	
520 Bldg Acquisition/Construction	2,837,203	467,000	472,000	
530 Other Equipment Purchased	6,606	0	0	
<b>Total</b>	<b>3,014,559</b>	<b>477,000</b>	<b>492,000</b>	



## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
<b>DEBT SERVICE FUND</b>				
710 Bond-Principal	6,165,000	6,470,000	6,735,000	
720 Bond-Interest	3,946,258	3,655,108	3,356,663	
790 Oth Debt Service Expenditures	98,325	2,500	2,500	
920 Bond Refunding Payments	5,970,000	0	0	
<b>Total</b>	<b>16,179,582</b>	<b>10,127,608</b>	<b>10,094,163</b>	
<b>CUSTODIAL FUND (SCHOLARSHIPS)</b>				
All Gift Directed Expenditures	13,532	5,000	15,000	
<b>Total</b>	<b>13,532</b>	<b>5,000</b>	<b>15,000</b>	

# SECTION IV

## Glossary

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## GLOSSARY

### Revenue Codes Local Revenue (Source 001-199, 510-591)

001	<b><u>Property Tax Levy - General</u></b> This levy represents the local property tax effort in each fund. The property tax levy is reduced by the amount of state tax credits, fiscal disparities and county apportionment revenue.
004	<b><u>Revenue from Municipalities for Tax Increment Finance</u></b> Record all revenues received from cities or counties for tax increment financing district payments.
005	<b><u>Reemployment Compensation Levy</u></b> The reemployment compensation levy is based on the estimated expenditure during the year in which the levy will be received. The levy is reduced (increased) by any appropriated balance (deficit) projected.
010	<b><u>County Apportionment</u></b> Record revenue that the county auditor apportions to school districts at the time of the March and November settlements.
019	<b><u>Miscellaneous Tax Revenues</u></b> Record miscellaneous county tax revenues.
021	<b><u>Tuition from Other Minnesota School Districts</u></b> Tuition receipts received from other Minnesota school districts for services provided by ISD 834 during regular and summer sessions.
022	<b><u>SPED Purchased Services from Other Minnesota School Districts</u></b> Record reimbursement and revenue from a Minnesota school district for all special education costs that have been sold to another district.
040 & 041	<b><u>Tuition</u></b> Revenue from students, parents, or guardians for tuition.
050	<b><u>Fees from Patrons</u></b> Fees consist of various charges made to students, parents, or guardians for the rental or use of school equipment and all other charges permitted by law.
051	<b><u>Parking Fees</u></b> Fees charged to students for the use of the student parking lots.
052	<b><u>Criminal Background Checks</u></b> Revenue for the collection of criminal background check fees.
053	<b><u>Transcript Fees</u></b> Fees charged for copies of transcripts.
060	<b><u>Admissions and Student Activity Revenue</u></b> This revenue source is from district admission charges for athletic and fine arts events.
071	<b><u>Medical Assistance Revenue</u></b> Revenue received from billing medical assistance for the provisions of IEP.
088	<b><u>E-Rate</u></b> Federal reimbursement for telecommunications services.

<b>092</b>	<b><u>Interest Earnings</u></b> This is income from temporary investments in government bonds, treasury certificates, or other investments authorized by statute.
<b>093</b>	<b><u>Rent for School Facilities</u></b> This revenue is from rental of district facilities. Examples include gyms and pools.
<b>096</b>	<b><u>Gifts &amp; Bequests</u></b> This revenue reflects contributions from local philanthropic foundations, local private individuals, or local private organizations for which no repayment or special service to the contributor is expected.
<b>099</b>	<b><u>Miscellaneous Local Revenue</u></b> This revenue source includes other miscellaneous revenue from local sources not classified elsewhere.
<b>548-592</b>	<b><u>Miscellaneous Community Service Program Revenue</u></b> This is revenue received from patrons for community service programs and services.

#### **State Revenue (Source 200-399)**

<b>201</b>	<b><u>Endowment Fund Apportionment</u></b> Revenue received from the permanent school fund. The amount of the revenue is determined by dividing the earnings by the number of pupil units in average daily attendance in the State of Minnesota. General education aid is reduced by the amount of revenue from this source.
<b>211</b>	<b><u>General Education Aid</u></b> This aid represents the state share of the basic general education revenue. It is based on the difference between the local tax effort and the total revenue allowed in the general education formula. This includes the sum of basic skill (compensatory, assurance of mastery and limited English proficiency), training and experience, transportation sparsity, operating capital, equity and supplemental aids.
<b>212</b>	<b><u>Literacy Incentive Aid</u></b> This state aid is based on schools enrolling third and fourth grade students and with MCA test results from the prior year.
<b>213</b>	<b><u>Shared Time Aid</u></b> Shared time aid represents state revenue received for a student that attends both public and nonpublic school. State revenue is based on the percentage of the student time attending the public school.
<b>227</b>	<b><u>Abatement Aid</u></b> This state aid is received from the state for a calculated percentage of the net revenue loss in prior years due to county abatements of property tax levies.
<b>234</b>	<b><u>Agricultural Market Value Credit</u></b> This is revenue received for agricultural market value credit.
<b>258</b>	<b><u>Other State Credits</u></b> Various other reimbursements which are received from the state to replace property taxes on specific types of property which receive tax credits through state formulas.
<b>300</b>	<b><u>State Aids Received from MN Department of Education</u></b> This revenue code is used to record state aids and grants for projects specifically defined by the MN Department of Education.
<b>301</b>	<b><u>Nonpublic School Aid</u></b> Revenues received from the state for services and materials provided to nonpublic school students. Textbooks, instructional materials, guidance services, and nursing services are examples of items that may be provided.

<b>360</b>	<b><u>State Aid for Special Education</u></b> Partial reimbursement for expenditures in special education is received from this state aid. This aid represents a percentage of both salary and equipment costs of the district.
<b>370</b>	<b><u>Miscellaneous Revenue from MN Department of Education</u></b> This represents miscellaneous revenue received from the MN Department of Education.
<b>397</b>	<b><u>TRA AND PERA Special Funding Situations Revenue</u></b> Record the support received from the State of Minnesota per GASB Statement No. 68.

#### **Federal Revenues (Source 400-499, 599)**

<b>400</b>	<b><u>Federal Aids Received through the MN Department of Education</u></b> This revenue code is used to record revenue from federal aids and grants received through the MN Department of Education for specifically defined projects.
<b>405</b>	<b><u>Federal Aids Received through Other Agencies</u></b> This is federal aid received from agencies other than the MN Department of Education.
<b>471</b>	<b><u>School Lunch Program</u></b> This is federal aid received as part of the federal school lunch program.
<b>472</b>	<b><u>Free and Reduced Lunch Program</u></b> This federal aid provides for free or reduced-price lunches for qualifying students.
<b>473</b>	<b><u>Commodity Cash Rebate Program</u></b> This is used to record the cash rebate payment received from the Food and Nutrition Service of the MN Department of Education for the value of the USDA Commodities contained in approved commercial products purchased by the district.
<b>474</b>	<b><u>Commodity Distribution Program</u></b> This represents federal surplus food commodities provided to the school district. The quantities are based on average daily participation in the food service program from the prior year.
<b>476</b>	<b><u>School Breakfast Program</u></b> This federal aid provides for free, reduced-price, and paid breakfasts for students.
<b>479</b>	<b><u>Summer Food Service Program</u></b> Record federal revenue earned from the summer food service program.
<b>500</b>	<b><u>Miscellaneous Federal Direct Aid</u></b> This represents miscellaneous federal revenue received directly from the federal government.

#### **Other Revenue (Source 600-699)**

<b>601</b>	<b><u>Food Service Sales to Pupils</u></b> This revenue represents sales of lunches to students less any federal aid for free and reduced-price lunches.
<b>602</b>	<b><u>Food Service Sale of Milk</u></b> This revenue represents sales of milk.
<b>606</b>	<b><u>Food Service Sales to Adults</u></b> This revenue source represents sales of adult lunches.

<b>608</b>	<b><u>Special Function Food Sales</u></b> Record revenue generated from food services provided for school-related meetings and lunch functions not related to the National School Lunch Program.
<b>619</b>	<b><u>Cost of Materials for Revenue Producing Activities (Contra Revenue)</u></b> Record the cost of the materials that were purchased for the purpose of producing an object for sale or for reselling of the material at a profit.
<b>620</b>	<b><u>Sales of Materials from Revenue Producing Activities</u></b> Record the revenue generated from the sale of goods and services under the control of the Board of Education.
<b>621</b>	<b><u>Sale of Materials Purchased for Resale</u></b> Record revenue from sales of materials and supplies to pupils.
<b>623</b>	<b><u>Sale of Real Property</u></b> Record proceeds from the sale or exchange of school buildings or real property of a school.
<b>624</b>	<b><u>Sale of Equipment</u></b> Record proceeds from the sale of equipment.
<b>631</b>	<b><u>Sale of Bonds</u></b> Record proceeds received from the sale of bonds.
<b>649</b>	<b><u>Permanent Transfers</u></b> Record transfers from one fund to another.

### Expenditure Object Codes

<b>100-199</b>	<b><u>Salaries and Wages</u></b> These are expenditures that are related to all full and part-time employees of the district. They do not include self-employed personnel or independent contractors.
<b>200-299</b>	<b><u>Employee Benefits</u></b> These are all the non-salary costs of benefits paid on behalf of district employees. These include FICA, PERA, TRA, workers' compensation, dental insurance, health insurance, life insurance, long-term disability insurance, and reemployment insurance.
<b>300-399</b>	<b><u>Purchased Services</u></b> These accounts are used for budgeted expenditures related to contracted personnel and other purchased services. The account includes expenditures for legal services, telecommunication services, transportation contracts, tuition paid to other Minnesota school districts, insurance, and utility costs.
<b>400-499</b>	<b><u>Supplies and Materials</u></b> These expenditures relate to tangible items of an expendable nature. The majority of these expenses are budgeted at the building level from per pupil allocations. These expenses include textbooks, instructional, general office supplies, lunchroom supplies, and food for preparing student meals. Other costs relate to the facilities department for building upkeep and maintenance.
<b>500-599</b>	<b><u>Capital Expenditures</u></b> The cost of purchasing instructional and non-instructional equipment, refurbishing and remodeling buildings, construction of portable buildings, and other major maintenance projects are budgeted in the 500 series accounts. Installment payments for the principal and interest amounts of purchased equipment are also charged to this area.
<b>700-799</b>	<b><u>Debt Service</u></b> These expenditures cover debt service principal, interest, and other associated costs for debt.
<b>800-899</b>	<b><u>Other Expenditures</u></b> Other expenses are other miscellaneous expenses not elsewhere categorized, including indirect cost allocations, dues and memberships.



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**Agenda Item X. F.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Report item: Long-term Facilities Maintenance 10 year Plan  
Meeting Date: June 10, 2021  
Contact Person: Mark Drommerhausen, Director of Operations  
Action Timeline: June 24, 2021

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***Report Purpose:***

The purpose of this report is to provide a comprehensive list of projects that qualify for long-term facility maintenance funding. The listed items will be prioritized to create information needed to complete the required Long-term Facility Maintenance application.

The Long-term Facility Maintenance application must include a Long-term Facilities Maintenance Revenue Application – Ten Year Expenditure, Long-Term Facility Maintenance Revenue Projection, Statement of Assurances and School Board resolution/meeting minutes adopting the LTFM ten-year plan.

To qualify for a 2022 payable property tax levy, the 2023 Ten Year Plan must be adopted and submitted to the Department of Education.

Attachments:  
Comprehensive project list

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**Recommendation:**

This is a report for action. Action will be requested at the June 24, 2021 school board business meeting and will contain the following four components:

- Long-term Facilities Maintenance Revenue Application - Ten Year Expenditure plan
- Long-term Facilities Maintenance Revenue Projection
- Statement of Assurances
- School Board resolution

	Long Term Facilities Maintenance -- FY23															
	Project	Site			Project Cost	Building Envelope 368	Building Hardware Equipment 369	Electrical 370	Interior Surfaces 379	Mechanical Systems 380	Plumbing 381	Salary / Professional 382	Roofing 383	Site Projects 384		
	Replace chalk boards in 9 classrooms	Afton-Lakeland	L		\$45,000				\$45,000							
	Sealcoat playground	Afton-Lakeland	L		\$25,000									\$25,000		
	Replace carpeting in 9 classrooms	Afton-Lakeland	L		\$85,000				\$85,000							
	Replace casework, sinks and plumbing lines in 9 classrooms	Afton-Lakeland	L		\$300,000						\$300,000					
	Replace interior doors and hardware	Afton-Lakeland	L		\$40,000		\$40,000									
	Paint 9 classrooms	Afton-Lakeland	L		\$20,000				\$20,000							
	Replace office carpeting	Afton-Lakeland	L		\$8,000				\$8,000							
	Staff Restroom ADA	Afton-Lakeland	L		\$80,000						\$80,000					
		Site Total		\$603,000												
	Replace Kitchen flooring	Andersen	L		\$70,000				\$70,000							
		Site Total		\$70,000												
	Replace site drainage	Brookview	L		\$50,000									\$50,000		
		Site Total		\$50,000												
	Replace exterior doors	Central Services Building	L		\$20,000	\$20,000										
		Site Total		\$20,000												
	Bituminous repair and replacement	District Wide	L		\$95,000									\$95,000		
	Replace security controls hardware	District Wide	L		\$195,000		\$195,000									
	Replace failed steam traps	District Wide	L		\$20,000						\$20,000					
	Replace lift station pumps and controls	District Wide	L		\$25,000						\$25,000					
	Replace failed electrical motors and controls	District Wide	L		\$90,000			\$90,000								
	Replace sprinkler lines and valves	District Wide	L		\$65,000									\$65,000		
	Replace leaking heating coils and exchangers	District Wide	L		\$55,000					\$55,000						
	systems	District Wide	L		\$40,000								\$40,000			
	Project management costs, district salaries and fees	District Wide	L		\$150,000							\$150,000				
	Owners Representative	District Wide	L		\$200,000							\$200,000				
	Project design and quality control for buildings	District Wide	L		\$350,000							\$350,000				
		District Wide Total		\$1,285,000												
	Replace site drainage	ECFC	L		\$20,000									\$20,000		
	Paint Classrooms	ECFC	L		\$18,000				\$18,000							
	Replace fall surface on Playground	ECFC	L		\$175,000									\$175,000		
		Site Total		\$213,000												

	Long Term Facilities Maintenance -- FY23															
	Project	Site			Project Cost	Building Envelope 368	Building Hardware Equipment 369	Electrical 370	Interior Surfaces 379	Mechanical Systems 380	Plumbing 381	Salary / Professional 382	Roofing 383	Site Projects 384		
	Replace playground entry doors and frames	Lake Elmo	L		\$60,000	\$60,000										
	Replace carpeting in classrooms	Lake Elmo	L		\$30,000				\$30,000							
	Replace interior doors and hardware	Lake Elmo	L		\$20,000		\$20,000									
	Replace steam actuators	Lake Elmo	L		\$5,000						\$5,000					
		Site Total		\$115,000												
	Mill and overlay playground bituminous surface	Lily Lake	L		\$180,000									\$180,000		
		Site Total		\$180,000												
	Replace domestic water lines	Oak Park	L		\$450,000						\$450,000					
	Replace chalk boards in Transitions classrooms	Oak Park	L		\$25,000				\$25,000							
	Transitions classrooms	Oak Park	L		\$300,000						\$300,000					
	Replace ceilings in Transitions classrooms	Oak Park	L		\$300,000			\$300,000								
	classroom	Oak Park	L		\$20,000		\$20,000									
	Paint Transitions classrooms	Oak Park	L		\$15,000				\$15,000							
	Replace flooring in Transitions classrooms	Oak Park	L		\$45,000				\$45,000							
	Provide ADA restroom	Oak Park	L		\$80,000						\$80,000					
	Replace north entrance and vestibule	Oak Park	L		\$170,000	\$170,000										
	Replace toilets and flush valves	Oak Park	L		\$40,000						\$40,000					
	Replace ceramic tile in restrooms	Oak Park	L		\$85,000				\$85,000							
		Site Total		\$1,530,000												
	Replace pool filter. Backwash and provide UV light	Oak-Land Middle School	L		\$175,000						\$175,000					
	Replace physical education lockers	Oak-Land Middle School	L		\$200,000				\$200,000							
	Ceramic tile replacement in pool and pool deck	Oak-Land Middle School	L		\$280,000		\$280,000									
	Wall panels to prevent water intrusion	Oak-Land Middle School	L		\$295,000	\$295,000										
	Roof replacement and wall panels	Oak-Land Middle School	L		\$680,000								\$680,000			
		Site Total		\$1,630,000												
	Paint interior circulation area	Rutherford	L		\$12,000				\$12,000							
	Replace casework and countertops	Rutherford	L		\$60,000				\$60,000							
		Site Total	L	\$72,000												
	Crack seal parking lot	Stillwater Area High School	L		\$30,000									\$30,000		
	Replace exterior windows	Stillwater Area High School	L		\$20,000	\$20,000										
	Replace sidewalks	Stillwater Area High School	L		\$120,000									\$120,000		
	Replace building HVAC controls	Stillwater Area High School	L		\$50,000					\$50,000						

	Long Term Facilities Maintenance -- FY23															
	Project	Site			Project Cost	Building Envelope 368	Building Hardware Equipment 369	Electrical 370	Interior Surfaces 379	Mechanical Systems 380	Plumbing 381	Salary / Professional 382	Roofing 383	Site Projects 384		
	Replace entryway flooring	Stillwater Area High School	L		\$25,000				\$25,000							
	Replace exterior doors and hardware	Stillwater Area High School	L		\$50,000	\$50,000										
	Replace restroom fixtures	Stillwater Area High School	L		\$15,000						\$15,000					
	Replace building signage	Stillwater Area High School	L		\$16,000				\$16,000							
	Replace water coolers	Stillwater Area High School	L		\$8,000						\$8,000					
	Replace 3 VFD's	Stillwater Area High School	L		\$15,000			\$15,000								
		Site Total		\$349,000												
	Replace lower level student lockers	Stillwater Middle School	L		\$150,000				\$150,000							
	Replace locker room lockers	Stillwater Middle School	L		\$270,000		\$270,000									
	Resurface tennis courts	Stillwater Middle School	L		\$90,000									\$90,000		
	Replace Fieldhouse roof	Stillwater Middle School	L		\$100,000								\$100,000			
	Paint interior classrooms	Stillwater Middle School	L		\$15,000				\$15,000							
	Paint locker rooms	Stillwater Middle School	L		\$25,000				\$25,000							
	Replace two water coolers	Stillwater Middle School	L		\$8,000						\$8,000					
		Site Total		\$658,000												
	Sealcoat playground	Stonebridge	L		\$15,000									\$15,000		
	Replace building heating and cooling controls	Stonebridge	L		\$50,000					\$50,000						
	Replace chalkboards in 8 classrooms	Stonebridge	L		\$30,000						\$30,000					
	Replace operable walls	Stonebridge	L		\$120,000				\$120,000							
	Provide ADA restrooms in lower level classroom areas (3)	Stonebridge	L		\$450,000						\$450,000					
	Replace ceramic tile in lower level restrooms (3)	Stonebridge	L		\$120,000				\$120,000							
	restroom area	Stonebridge	L		\$25,000						\$25,000					
	Replace restroom partitions	Stonebridge	L		\$30,000				\$30,000							
	Replace flooring in lower level classrooms	Stonebridge	L		\$60,000				\$60,000							
	Replace casework, sinks and water lines in classrooms	Stonebridge	L		\$350,000				\$350,000							
	Replace worn doors and hardware	Stonebridge	L		\$36,000		\$36,000									
	Replace water cooler	Stonebridge	L		\$5,000						\$5,000					
		Site Total		\$1,291,000												
		Withrow	L		\$0					\$0						
				\$0												
		Total FY23	L	\$7,463,000	\$7,463,000	\$615,000	\$821,000	\$405,000	\$1,471,000	\$155,000	\$1,636,000	\$700,000	\$820,000	\$840,000	\$7,463,000	
Finance	Category															

	Long Term Facilities Maintenance -- FY23															
	Project	Site			Project Cost	Building Envelope 368	Building Hardware Equipment 369	Electrical 370	Interior Surfaces 379	Mechanical Systems 380	Plumbing 381	Salary / Professional 382	Roofing 383	Site Projects 384		
347	Physical Hazards	\$80,000														
349	Other Hazardous Materials	\$70,000														
352	Environmental Health & Safety Management	\$200,000														
358	Asbestos Removal and Encapsulation	\$70,000														
363	Fire Safety	\$200,000														
366	Indoor Air Quality	\$45,000														
	Total Health and Safety Capital Projects	\$665,000														
	Health and Safety, Projects Costing > \$100,000 per															
358	Asbestos Removal and Encapsulation	\$0														
363	Fire Safety	\$0														
366	Indoor Air Quality	\$0														
	Total Health and Safety Capital Projects \$100,000 or	\$0														
	Accessibility															
Finance	Category															
367	Accessibility	\$0														
	Deferred Capital Expenditures and Maintenance Pr															
Finance	Category															
368	Building Envelope	\$615,000														
369	Building Hardware and Equipment	\$821,000														
370	Electrical	\$405,000														
379	Interior Surfaces	\$1,471,000														
380	Mechanical Systems	\$155,000														
381	Plumbing	\$1,636,000														
382	Professional Services and Salary	\$700,000														
383	Roof Systems	\$820,000														
384	Site Projects	\$840,000														
	Total Deferred Capital Expense and Maintenance	\$7,463,000														
	Total Annual 10 Year Plan Expenditures	\$8,128,000														
end of worksheet																



**Agenda Item X. G.**  
**Date Prepared:** June 4, 2021  
**ISD 834 Board Meeting**

**Report Item:** Withrow School and Kern properties  
**Meeting Date:** June 10, 2021  
**Contact Person:** Mark Drommerhausen, Director of Operations  
**Action Timeline:** June 24, 2021

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***Summary:***

Administration recommends placing Withrow School and the Kern property on the market.

Administration will ask the Board to approve a Request for Quotes (RFQ) to identify a realtor to list these properties.

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***Recommendation:***

This is a report for information. Action will be requested at the June 24, 2021 board business meeting.



# Sale of Properties

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School Board Meeting  
June 10, 2021



# Community Design Team Recommendations

Working through the team's top priorities:

- ✓ **Rebuilding Lake Elmo Elementary** - Future bond (2022)
- ✓ **Expanding Brookview Elementary** - Lease levy approved, construction beginning fall 2021
- ✓ **Utilizing Oak Park as a multi-purpose center** to house the St. Croix Valley Area Learning Center, the Bridge Transition (18-21) program, and Central Services staff - Studying options for this space
- ✓ **Remodeling Stonebridge Elementary** - Addressing some needs through Long Term Facilities Maintenance
- ✓ **Selling Withrow Elementary** - Withrow appraisal obtained
- ✓ **Selling Central Services Building** - Studying options for this space





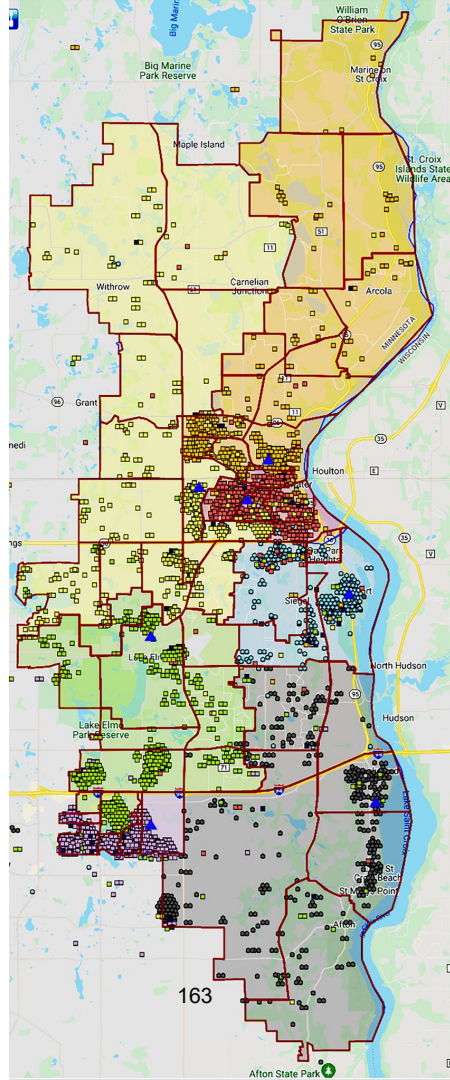
## **WITHROW** 10158 122nd St N, Hugo, MN 55038

<b>Grades:</b>	--
<b>Building Age/</b>	1954
<b>Additions:</b>	1965, 1975, 1997
<b>Size:</b>	33,034 sf
<b>Site:</b>	9.0 acres
<b>2018/19 Enrollment:</b>	--

The Withrow building, currently vacant, is a small elementary school building located about 10 miles northwest of Stillwater in Hugo. The building includes traditional classroom spaces.

# Student Distribution

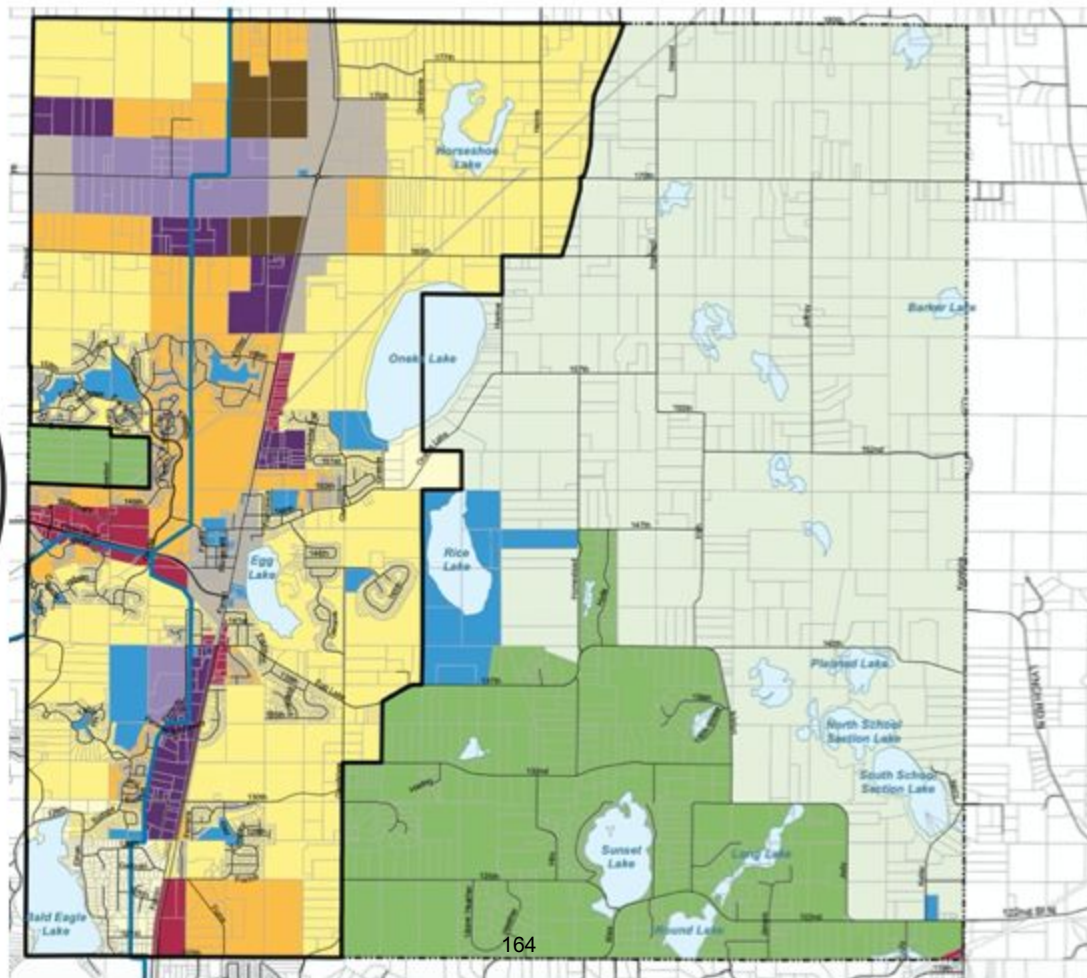
Current Attendance  
Boundaries



# City of Hugo



## 2030 Land Use Plan



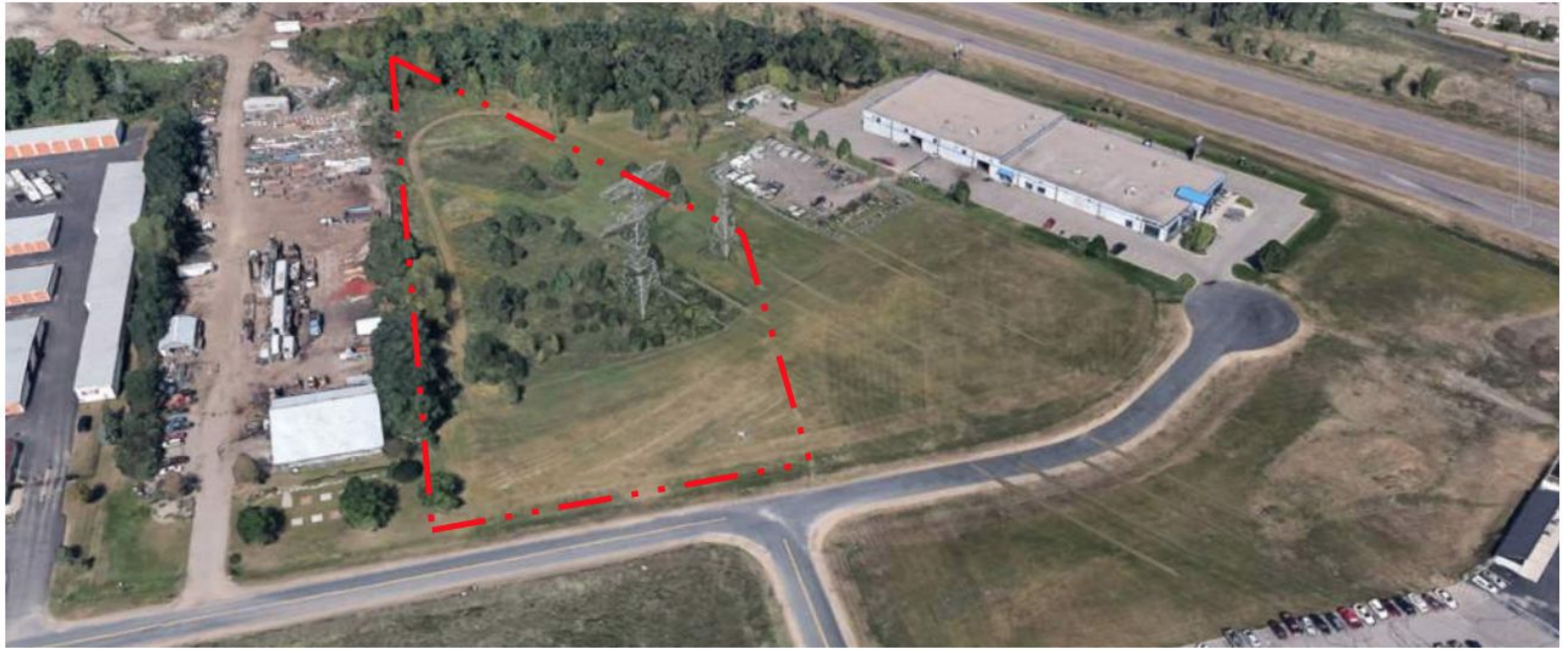
- Agriculture (AG)
- Large Lot Residential (LL)
- Very Low Density (VLD)
- Low Density Residential (LD)
- Medium Density Residential (MD)
- High Density Residential (HD)
- Mixed Use (MIX)
- Commercial (COM)
- Business Park (BP)
- Industrial (IND)
- Public/Quasi-Public (PQ)
- Municipal Boundary
- 2040 MUSA Boundary
- Parcels
- Open Water
- Sewer Interceptor
- Street



11/18/2019

Map 2-5





## **KERN SITE** Memorial Ave N, off Hwy. 36

**Site:**

3.72 acres

Kern Site is a 3.72 empty lot owned by the district in vicinity of Still Water High School. It was previously determined inadequate for Transportation or ECFC.

# Next Steps

Administration recommends placing Withrow School and the Kern property on the market:

- Board will be asked to approve a Request for Quotes (RFQ) to identify a realtor to list properties
- Should an offer be made, board will meet to identify parameters for sale price and negotiate a sale



**Agenda Item X.H.**  
**Date Prepared: June 3, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Interim Superintendent Year-End Evaluation  
Meeting Date: June 10, 2021  
Contact Person(s): Beverly Petrie, School Board Chair

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*Summary:*

A summary of the evaluation of the Interim Superintendent will be read at the meeting. A copy of the evaluation will be placed in the superintendent's personnel file.

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*Recommendation:*

This is a report for information.



**Agenda Item XI. A.**  
**Date Prepared: June 3, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Policies for Second Reading  
Meeting Date: June 10, 2021  
Contact Person(s): Dr. Jennifer Cherry

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*Summary:*

The following new and revised finance policies, having been reviewed at two previous meetings, will be presented for approval:

- Policy 701- Establishment and Adoption of School District Budget (NEW)
- Policy 701.1 - Modification of School District Budget (NEW)
- Policy 702 – Accounting (NEW)
- Policy 703 - Annual Audit (NEW)
- Policy 704 – Development and Maintenance of an Inventory of Fixed Asset Accounting System (NEW)
- Policy 706 – Acceptance of Gifts (REVISED)
- Policy 714 – Fund Balances (REVISED)
- Policy 721 – Uniform Grant Guidance Policy Regarding Federal Revenue Sources (REVISED)

The policies are included for your review.

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*Recommendation:*

*A motion and a second to approve Policies 701 - Establishment and Adoption of School District Budget; 701.1 - Modification of School District Budget; 702 – Accounting; 703 - Annual Audit; 704 – Development and Maintenance of an Inventory of Fixed Asset Accounting System; 706 – Acceptance of Gifts; 714 – Fund Balances; 721 – Uniform Grant Guidance Policy Regarding Federal Revenue Sources will be requested.*

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET</b>	<b>701</b>		<b>Review Cycle: 3 Year</b>

### I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

### III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete

budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

#### **IV. IMPLEMENTATION**

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

***Legal References:*** Minn. Stat. § 123B.10 (Publication of Financial Information)  
Minn. Stat. § 123B.76 (Expenditures; Reporting)  
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>MODIFICATION OF SCHOOL DISTRICT BUDGET</b>	<b>701.1</b>		<b>Review Cycle: 3 Year</b>

### I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

### II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

### III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent or designee shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent or designee shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

**Legal References:** Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)

## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>ACCOUNTING</b>	<b>702</b>		<b>Review Cycle: 3 Year</b>

### I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

### II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

### III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

### IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. § 123B.79, as amended, or other applicable statute.

### V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minn. Stat. § 123B.10 in the manner specified therein.

**Legal References:**

- Minn. Stat. § 123B.02 (School District Powers)
- Minn. Stat. § 123B.09 (School Board Powers)
- Minn. Stat. § 123B.10 (Publication of Financial Information)
- Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
- Minn. Stat. § 123B.75 (Revenue)
- Minn. Stat. § 123B.76 (Expenditures)
- Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
- Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)
- Minn. Stat. § 123B.79 (Permanent Fund Transfers)
- Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>ANNUAL AUDIT</b>	<b>703</b>		<b>Review Cycle: 3 Year</b>

### I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

### II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

### III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board shall enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide issued by the Office of the State Auditor.
- F. Each year, the school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

***Legal References:*** Minn. Stat. Ch. 6 (State Auditor)  
Minn. Stat. § 123B.02 (School District Powers)  
Minn. Stat. § 123B.09 (School Board Powers)  
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)  
Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements; Statement for Comparison and Correction)

## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM</b>	<b>704</b>		<b>Review Cycle: 3 Year</b>

### I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

### III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

### IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

**Legal References:** Minn. Stat. § 123B.02 (School District Powers)  
 Minn. Stat. § 123B.09 (School Board Powers)  
 Minn. Stat. § 123B.51 (Schoolhouse and Sites; Access for Noncurricular Purposes)

## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
ACCEPTANCE OF GIFTS	706		Review Cycle: 3 Year

### I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

### II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

### III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

### IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

### V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

**Legal References:** Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)  
 Minn. Stat. § 465.03 (Gifts)



## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Fund Balances</b>	<b>714</b>		<b>Review Cycle: 3 Year</b>

### I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

### II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

### III. DEFINITIONS

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.

- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

#### **IV. CLASSIFICATION OF FUND BALANCES**

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

#### **V. MINIMUM FUND BALANCE**

The school district will strive to maintain a minimum unassigned general fund balance of five (5) percent of the annual budget.

#### **VI. ORDER OF RESOURCE USE**

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

#### **VII. COMMITTING FUND BALANCE**

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

#### **VIII. ASSIGNING FUND BALANCE**

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Superintendent and Director of Finance. Assignments so made shall be reported to the school

board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

## **IX. REVIEW**

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

***Legal References:*** Statement No. 54 of the Governmental Accounting Standards Board

## Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES</b>	<b>721</b>		<b>Review Cycle: 3 Year</b>

## I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

## II. DEFINITIONS

### A. Grants

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

***Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.***

- B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.
- C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
  1. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
  2. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
  3. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under

4. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. "Contract" means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. "Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally \$10,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
  2. "Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than \$250,000 (periodically adjusted for inflation).
  3. "Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
  4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.
  5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.
- F. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.

- I. “Severance pay” is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. “Direct costs” are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. “Relocation costs” are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. “Travel costs” are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

### **III.CONFLICT OF INTEREST**

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.
- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

### **IV.ACCEPTABLE METHODS OF PROCUREMENT**

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district’s procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.
- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
  - 1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
  - 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
  - 3. Procurement by sealed bids (formal advertising).
  - 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
    - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
    - b. Proposals must be solicited from an adequate number of qualified sources;
    - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
    - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
    - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby

competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

- a. The item is available only from a single source;
- b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
- c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
- d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.

K. Non-federal entities are prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.



## **V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS**

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

### **B. Equipment**

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

## **VI. FINANCIAL MANAGEMENT REQUIREMENTS**

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States, or the “Internal Control Integrated Framework,” issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district’s compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

## **VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES**

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.

3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.

C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:

1. Advisory councils;
2. Audit costs and related services;
3. Bonding costs;
4. Communication costs;
5. Compensation for personal services;
6. Depreciation and use allowances;
7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;

20. Rental costs of building and equipment;

21. Training costs; and

22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;
4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
  - a. Necessary for the proper and efficient performance or administration of the program.
  - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
  - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
  - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
  - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).
3. Auditors generally presume supplanting has occurred in three situations:
  - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
  - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
  - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

#### H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district’s grants.

#### I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

### **VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING**

#### A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entitywide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

**B. Compensation – Fringe Benefits**

1. During leave.
  - a. The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:
    - b. They are provided under established written leave policies;
    - c. The costs are equitably allocated to all related activities, including federal awards; and
    - d. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.
3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect,

an implied agreement on the school district's part; or circumstances of the particular employment.

- C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.
- D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:
  - 1. Critical and necessary for the conduct of the project;
  - 2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
  - 3. Consistent with the school district's cost accounting practices and school district policy; and
  - 4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.
- E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.
- F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

- 1. Participation of the individual is necessary to the federal award; and
- 2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

- 1. A direct result of the individual's travel for the federal award;
- 2. Consistent with the school district's documented travel policy for all school district travel; and
- 3. Only temporary during the travel period.



***Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 C.F.R. Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.***

***Legal References:***

- 2 C.F.R. § 200.12 (Capital Assets)
- 2 C.F.R. § 200.112 (Conflict of Interest)
- 2 C.F.R. § 200.113 (Mandatory Disclosures)
- 2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)
- 2 C.F.R. § 200.212 (Suspension and Debarment)
- 2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
- 2 C.F.R. § 200.302 (Financial Management)
- 2 C.F.R. § 200.303 (Internal Controls)
- 2 C.F.R. § 200.305(b)(1) (Payment)
- 2 C.F.R. § 200.310 (Insurance Coverage)
- 2 C.F.R. § 200.311 (Real Property)
- 2 C.F.R. § 200.313(d) (Equipment)
- 2 C.F.R. § 200.314 (Supplies)
- 2 C.F.R. § 200.315 (Intangible Property)
- 2 C.F.R. § 200.318 (General Procurement Standards)
- 2 C.F.R. § 200.319(c) (Competition)
- 2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
- 2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
- 2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
- 2 C.F.R. § 200.338 (Remedies for Noncompliance)
- 2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
- 2 C.F.R. § 200.430 (Compensation – Personal Services)
- 2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
- 2 C.F.R. § 200.447 (Insurance and Indemnification)
- 2 C.F.R. § 200.463 (Recruiting Costs)
- 2 C.F.R. § 200.464 (Relocation Costs of Employees)
- 2 C.F.R. § 200.473 (Transportation Costs)
- 2 C.F.R. § 200.474 (Travel Costs)



**Agenda Item XI. B.**  
**Date Prepared: June 3, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Policies for Second Reading  
Meeting Date: June 10, 2021  
Contact Person(s): Dr. Jennifer Cherry

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*Summary:*

Policy 721.1 - Board Approval for Contracts and Expenditures was adopted by the Board on December 17, 2020 to provide a clear and consistent process for Board required approval of contracts and expenditures. Since then, several finance related policies and resolutions have come before the Board for consideration.

At the January 7, 2021 organizational meeting, a School Board Resolution Delegating Contracting Authority was approved unanimously. This resolution authorizes the Superintendent and the Director of Finance to lease, purchase, and contract for goods and services that: (a) are within the budget the Board has approved; and (b) do not exceed \$50,000. Any lease, purchase, or contract exceeding \$50,000 or for an item outside the Board's approved budget must be submitted to the Board for approval. Expenditure and disbursement procedures, outlined in the Stillwater Area Public Schools Accounting and Financial Procedures Manual has been updated in alignment with this resolution. Procedures outlined in this manual provide consistent standards for contracts and expenditures. Policy 721.1. is redundant.

Policy 701 Establishment and Adoption of School District Budget is a Minnesota School Board Association model policy and is being recommended for adoption this evening. Item IV.C. of this policy reads, "The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval." Adoption of Policy 701 conflicts with Policy 721.1.

Policy 721.1 is included for your review.

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*Recommendation:*

*A motion and a second to revoke Policy 721.1 - Board Approval for Contracts and Expenditures will be requested.*

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Board Approval of Contracts and Expenditures</b>	<b>721.1</b>	<b>Adopted: 12.17.20</b>	

## I. PURPOSE

To provide a clear and consistent process for Board required approval of contracts and expenditures.

## II. GENERAL STATEMENT OF POLICY

- A. Pursuant to MN Statute 123B.09 subd. 6, “no contract shall be made or authorized, except at a regular meeting of the board or at a special meeting at which all members are present or of which all members have had notice”. This policy provides the process by which District Administration shall provide proposed contracts or expenditures, above \$50,000 in value, prior to execution, to the board for consideration. This process applies to all contracts and expenditures, including, but not limited to contracts for goods and services, purchase agreements, construction projects, real estate, and new staff positions.
- B. All projects whose total value in sum exceeds \$50,000 are subject to this process.
- C. The **Expenditure Approval Form** will be used to facilitate this process. See attached.
- D. Contracts which fall within the board authorized administrative authority, those less than \$50,000, shall also be brought to the board for information in a report format.

## III. OBJECTIVES

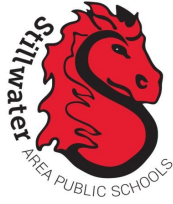
- A. The objectives of this policy are as follows:
- B. To apply consistent standards for consideration of contracts and expenditures
- C. To maintain a balanced budget, ensure program sustainability; consider return on investments and impact on student achievement.
- D. To ensure competitive pricing, strengthen internal controls, and enhance transparency.
- E. To assist the board in oversight, in keeping with its fiduciary duties and obligations.

## IV. PROCESS

1. An administrator with budgetary authority will submit a request to the appropriate Board Working Group for initial review.
2. The administrator(s) attends the Board Working Group meeting to present the request.
3. The Working Group and administrators submit the request to the School Board, along with a recommendation for approval or non-approval. The request appears on a board agenda as an action item or consent item.
4. Prior to the board meeting at which the request will be considered, the administrators must provide to the board:
  - a. A completed Expenditure Approval Form
  - b. All pertinent documentation and information, including any requests for bids, request for proposals, request for quotes, along with the rubrics, scoring, responses, etc. for the replies to these.
  - c. Proposals and other information who is a party to the proposed contract or expenditure.

- d. Data classified as private data under the Minnesota Government Data Practices Act (i.e. contracts subject to the competitive bidding law under MN Stat. Section 471.345) must be submitted to the board separate from the public board packet, and in a manner that protects private data.
5. Upon approval, the board may also set expectations for regular progress reports and information regarding the project or purchase.

Legal Reference: MN statutes: 471.345; 123B.09



**Agenda Item XII.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Board Chair Reports  
Meeting Date: June 10, 2021

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*Background:*

Each meeting the Board Chair board will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities

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*Recommendation:*

Board action is not required.



**Agenda Item XIII. A.**  
**Date Prepared: June 4, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Adjournment  
Meeting Date: June 10, 2021  
Contact Person: School Board Chair

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The meeting must formally adjourn.

The following items were discussed:

**1. Brookview expansion update**

- Plan for design to be complete by mid July
- Groundbreaking in October
- Open for fall of 2022

**2. 4 Food Service contracts**

- Joint with 916
  - i. Students at ECFE able to purchase lunch at Stillwater rate
- Joint with 916 Pankalo
  - i. Stillwater is food service provider for Pankalo building in Lake Elmo
  - ii. 916 reimburses for all costs plus pays a stipend of \$4120.00
- Joint with Mahtomedi Schools
  - i. Stillwater is food service provider for Mahtomedi district
  - ii. Mahtomedi district reimburses for all costs and pays stipend of \$109,180 for oversight.
- Joint with St. Croix Catholic School
  - i. For bidding purposes SCC pays district \$3151.80
  - ii. Stillwater does not provide any support

**3. LTFM 916**

- 916 district will have \$142,000 in maintenance costs
- Stillwater portion is \$15,415.56 and this will come out of the LTMF budget

**4. LTFM FY23**

- A report will come to the full board in upcoming meeting
- This will be an action item in an upcoming meeting
- For Fiscal Year 2023 the planned LTFM budget will be estimated at \$7,663,000

**5. OPEB**

- The board will be asked to consider a certain amount to levy to fulfill OPEB obligations.
- Part of the OPEB funds come from the levy while the remainder comes from a trust.
- The levy can be as much as \$800,000 but typically is adjusted to be less.
- Eventually these obligations will sunset as this is a program that is no longer covered contractually.

**6. Q-Comp**

- The district currently receives funds from the state for alternative compensation but does not levy for the remaining portion.
- If the district opted to levy these funds it would be for around \$830,000 and would cost about \$2.00 per month on a \$350,000 home.
- The money could be used for professional development and other student supports.

**7. 2020-21 update on all funds**

- Based on year over year spending, the district is about 2.8% below last year's costs.

**8. 2021-22 brief update on general fund**

- The 2020-21 Revenues were \$112,280,495 with Expenditures of \$120,640,631 leaving a fund balance of \$5,700,000.
- The 2021-22 Revenues are projected to be \$116,564,184 with projected Expenditures of \$117,755,295 leaving a projected fund balance of \$5,446,268.

**9. Community Ed Updates**

- Because Community Ed relies on user fees for about 74 to 76% of its budget, Covid has been tough on revenues and expenditures.
- The fund balance was once \$1,457,668 but is now projected to be in the red.
- After the year ends it is projected that Community Ed is projected to be at -\$121,011.
- This is a projection and could change.
- The good news is that revenues are looking up as programming is able to begin again.
- Discussion is needed to determine how to support Community Ed until it gets back on its feet.

**10. Power School Contract**

- The district is working to completely move everything to PowerSchool.
- The idea is that this will eventually be a one stop shop for parents with the need for only one login to access everything associated with their student.
- The cost is currently \$97,418 for implementation but there will be other expenditures as things come online.





Stillwater School Board  
Policy Meeting Notes  
June 2, 2021

Present: Katie Hockert, Bev Petrie, Annie Porbeni, Jennifer Cherry, Joan Hurley, John Thein

Agenda

- Discuss staff input on 705
- Review new policy: Post Issuance Debt Compliance

Highlights of Discussion

- June 30, 2021 Policy meeting will be cancelled due to summer conflicts
- Staff concerns regarding four new paragraphs that MSBA 705 model policy adds to our existing policy were discussed again
  - Input from MSBA, Admin, and board member contacts outside the district
  - Committee decided to delay action on policy 705 and bring it back to the board after all input has been processed with further discussion at our next committee meeting
- New Post Issuance Debt Compliance policy research was discussed
  - Ehlers model policy was not easy to read or understand as a layperson
  - District 194 PIDC policy is identical to what Ehlers gave us
  - District 833 PIDC policy was much simpler and more general with little overlap to Ehlers model
  - District 297 PIDC policy was a hybrid of 833 & 194 and was probably the most accessible language
  - Dr. Cherry will continue work on ensuring the policy is written in accessible language for the board and public. May use another district's PIDC policy wording to help. Will review at the next meeting.

What's next

- Policies 701, 701.1, 702, 703, 704, 706, 714, 721 & 721.1 will be brought to the board for action at the June 10 meeting to ensure new policies are in place before the next fiscal year begins.
- Policy 705 will be held for further discussion in committee
- Continue working on Post Issuance Debt Compliance policy
- Administration will continue updating financial procedures over the summer

Next Meeting: June 16, 2021 at 12-1pm

Respectfully submitted by: Katie Hockert

Date: 6/2/21