



REVISED

**Independent School District 834  
Video Conference  
School Board Business Meeting Agenda – June 11, 2020 6:00 p.m.**

- I. **Call to Order**
- II. **Roll Call**
- III. **Approval of Agenda**
- IV. **Superintendent Report**
- V. **Open Forum**
- VI. **Consent Agenda**
  - A. Minutes of May 28, 2020 Business Meeting
  - B. Disbursement Register May 30 – June 12, 2020
  - C. Human Resources Personnel Report
  - D. 2020 District 834 Census
  - E. JPA Mahtomedi Nutrition Services Contract
  - F. NE Metro 916 ECFC Nutrition Services Contract
  - G. Pankalo 916 Nutrition Services Contract
  - H. St Croix Catholic Schools Nutrition Services Contract
  - I. Skyward Student Information System, Finance, and HR
  - J. Northeast Metro 916 Long-Term Facility Maintenance Levy
  - K. City of Oak Park Heights Parking Permission
- VII. **Reports**
  - A. Distance Learning/COVID Update – Superintendent Pontrelli
  - B. Distance Learning Professional Development – Ms. Rachel Larson
  - C. Other Post Employee Benefits (OPEB) Levy – Dr. John Thein
  - D. Long Term Facilities Maintenance 10 Year Plan – 2020-21 Fiscal Year 2021 – Dr. John Thein
  - E. First Reading – Policy 533–Wellness – Director Burns
- VIII. **Action Items**
  - A. Read Well by Third Grade – Ms. Karen Latterell
  - B. 2020-21 Preliminary Budget – Dr. John Thein
  - C. OLMS Pool Ceramic Tile Project – Dr. John Thein
  - D. Renewal of Teachers on Call Contract – Ms. Cathy Moen
  - E. Final Reading – Policy 428–Employee Technology & Internet Access and Acceptable Use – Director Burns
  - F. Final Reading – Policy 524–Student Technology & Internet Access and Acceptable Use – Director Burns
  - G. Final Reading – Policy 506–Student Discipline – Director Burns
  - H. Final Reading – Policy 514–Bullying Prohibition – Director Burns
  - I. Separation Agreement with Employee A - Chair Stivland
- IX. **Board Member Reports**
  - A. Board Chair Report
  - B. Working Group Reports
    - 1. Community Engagement
    - 2. Finance and Operations
    - 3. Legislative
    - 4. Policy
  - C. Board Member Reports
- X. **Adjournment**
  - A. Adjourn

In response to guidance from the Centers for Disease Control and Prevention (CDC) on social distancing, the school board meeting will be available to the public to watch online only. The meeting will be web streamed live and archived on the district's website. Future board meetings may be conducted electronically until CDC recommendations related to the COVID-19 situation change.



**Agenda Item I.**  
**Date Prepared: June 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Call to Order  
Meeting Date: June 11, 2020

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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 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Roll Call  
Meeting Date: June 11, 2020

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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**

Sarah Stivland, Board Chair

Shelley Pearson, Vice Chair

Tina Riehle, Treasurer

Mike Ptacek, Clerk

Mark Burns, Director

Jennifer Pelletier, Director

Liz Weisberg, Director

Denise Pontrelli, Superintendent of Schools (ex-officio)

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**Recommendation:**

Board action is not required.



**Agenda Item III.**  
**Date Prepared: June 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Approval of the Agenda  
Meeting Date: June 11, 2020

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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 IV.**  
**Date Prepared: June 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Superintendent Report  
Meeting Date: June 11, 2020

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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 V.**  
**Date Prepared: June 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Open Forum  
Meeting Date: June 11, 2020

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*Background:*

*Open Forum Expectations during COVID-19 Pandemic*

School board meetings will be held electronically until further notice. 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. A sign-up for Open Forum speakers will be available online on the board webpage from 3-4 p.m. on the day of the board meeting, to provide time for instructions to connect to the meeting to be sent to speakers.

You may sign in only for yourself, not other individuals or groups. The order of speakers will be established on a first-come, first-served basis. Due to time limitations, we will limit the number of speakers to 15 for 3 minutes each. You will need the ability to join the meeting electronically either by phone or online. You will receive instructions for joining the meeting 30-60 minutes prior to the start of the meeting. 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. If you spoke at the last meeting, please consider allowing others to speak before you.

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. Vulgarity, 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 VI. A.B.C.D.E.F.G.H.I.J.K.**

**Date Prepared: June 3, 2020**

**ISD 834 Board Meeting**

Agenda Item: Consent Agenda

Meeting Date: June 11, 2020

Contact Person: Varies by item

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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 Meeting Minutes May 28, 2020

Contact Person: Mike Ptacek, Clerk or Sherri Skogen, Secretary

A copy of the minutes is included for your review.

B. Disbursement Register May 30 – June 12, 2020

Contact Person: John Thein, Interim Executive Director of Finance and Operations

A copy of the register has been distributed to board members.

C. Human Resources Personnel Report

Contact Person: Cathy Moen, Executive Director of Administrative Services

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

D. 2020 District 834 Census

Contact Person: Annette Sallman, Director of Community Education

An annual approval of the district census is necessary for funding of the community education programs.

E. Joint Powers Agreement Food Services between Independent School District No. 834 - Stillwater and Independent School District No. 832 - Mahtomedi

Contact Person: Dr. John Thein, Interim Executive Director, Finance and Operations

A copy of the agreement is included for your review.

F. School Nutrition Program Joint Agreement with NE Metro 916 Program

Contact Person: Dr. John Thein, Interim Executive Director, Finance and Operations

A copy of the agreement is included for your review.

G. School Nutrition Program Joint Agreement with Pankalo 916 Program

Contact Person: Dr. John Thein, Interim Executive Director, Finance and Operations

A copy of the agreement is included for your review.

H. School Nutrition Program Joint Agreement with St. Croix Catholic School

Contact Person: Dr. John Thein, Interim Executive Director, Finance and Operations

A copy of the agreement is included for your review.



I. Skyward Student Information System, Finance, and HR

Contact Person: John Perry, Director Learning Technology & System Design

A copy of the contract is included for your review.

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

Contact Person: Dr. John Thein, Interim Executive Director, Finance and Operations

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

K. Oak Park Heights Parking Permission

Contact Person: Dr. John Thein, Interim Executive Director, Finance and Operations

A copy of letter 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 No. 834 – Stillwater Area Public Schools  
Video Conference  
May 28, 2020 – 6:00 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 6:05 p.m.
- II. **Roll Call:** Present: Sarah Stivland, chair; Shelley Pearson, vice chair; Mike Ptacek, clerk; Tina Riehle, treasurer; Mark Burns, director; Jennifer Pelletier, director; Liz Weisberg, director; Superintendent Pontrelli, ex-officio.  
Student Representatives: Elise Riniker and Khuluc Yang; Guest Student Representatives: Mara Doe and Brynn Wurgler

III. **Approval of the Agenda**

*Motion to approve the agenda by Member Ptacek; seconded by: Member Riehle; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

IV. **Superintendent Report**

- Recognize the tragedy in the community.
- Thank Khuluc and Elise for their roles as student representatives.
- Last day of school Friday.
- Graduation is Saturday – tune into the virtual graduation ceremony live on YouTube and Facebook at 7 pm.
- Commend 834 staff in providing outstanding learning through distance learning.
- Read a letter from the kitchen managers to the nutrition managers – Kelley Linquist and Amie Barr for their efforts during distance learning with the meal program.
- Personally thank and recognize Dr. Bob McDowell for his contributions to District 834 as he will be leaving to take a new Superintendent position.

V. **Introductory Items**

Student Report:

- Graduation is this week-end. Cap and gowns were picked up this week and students greeted by many teachers.
- A parade is scheduled for seniors at 8:34 pm on Friday. Seniors will decorate cars and be escorted by the fire and police departments.
- Saddened by the recent events happening around the community.
- Thank the board for giving them a platform to speak as this is a gift to the student body which will continue through the new student representatives - Mara Doe and Brynn Wurgler.

Recognition:

- Chair Stivland recognized Elise and Khuluc for their contributions to the board and welcomed incoming student representatives – Mara Doe and Brynn Wurgler.

VI. **Open Forum**

1. Kim Johnson, 3375 Judd Trail – Pause on hiring
2. Amy Jungmann, Woodbury – Status of projects
3. Dianne Polasik, 14420 94<sup>th</sup> St N – Speaking to the 834 community members to watch board meetings and activities
4. Allison Puhmann, 1544 Rivercrest Rd N – SCEA Letter of Support
5. Lee Ann Fosse, 2665 Hidden Valley Lane – SCEA Letter of Support
6. Val Corman, 936 5<sup>th</sup> Ave S – SCEA Letter of Support
7. Tim Hackbarth, 3833 Prairie Rd – SCEA Letter of Support
8. Mary Moynagh, 4380 Evergreen Dr. – SCEA Letter of Support

9. Kate Webster, 2047 Lincoln Ave. – SCEA Letter of Support
10. Brent Hage, 1127 Raleigh St. – SCEA Letter of Support
11. Julie Mock, 5857 Oakgreen Ct N – SCEA Letter of Support
12. Tracey Mankowski, 3205 Maureen Lane – SCEA Letter of Support
13. Brad Benson, 1212 Ramsey St – SCEA Letter of Support
14. Brandon Auge, 463 Hickory Lane N – SCEA Letter of Support

## **VII. Consent Agenda**

- A. Minutes of May 14, 2020 Regular Meeting
- B. Minutes of the May 14, 2020 Closed Meeting
- C. Disbursement Register May 16-29, 2020
- D. Accept Gifts and Donations – April 2020
- E. Human Resources Report

*Motion by Member Pearson to approve the consent agenda items A, B, D; Second by: Member Burns; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

*Motion by Member Ptacek to approve the consent agenda item C; Second by: Member Pearson; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

*Motion by Member Burns to approve the consent agenda item E; Second by: Member Burns; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

## **VIII. Reports**

- A. Demographic Report  
Ms. Reinhardt gave a high level overview of the projected demographics that included a changed environment, housing data, enrollment projections and trends, and projections for 2024-25 for the Stillwater Area School District. The School Board will possibly schedule a work session in the future to review the data more in depth.
- B. Distance Learning/COVID-19 Update  
Superintendent Pontrelli shared an update on what is next for distance learning. “Summer Success,” Credit Recovery, and an Extended School Year for special education will be offered this summer. Child care will be available on a limited basis and athletics will have limited strength and conditioning opportunities. The outdoor fields and courses will open with social distancing. Free meals will continue throughout the summer at nine locations. Watch online for July and August meal distribution.  
  
Planning is underway for the fall, and currently waiting direction from the Department of Education. The district is enhancing distance learning, therefore there will be a need to do more professional development and will bring that plan to the board for approval. There is a distance learning survey open for families to take until next Monday. Congratulations to two of our community partners who are retiring: Youth Service Bureau – Bob Sherman and Family Means - Arba-Della Beck.
- C. 2020-21 Preliminary Budget  
Dr. Thein provided an overview of the remaining budget funds for fiscal year 2020-21 other than the General Fund that was previously provided. The projections provided are information to help plan for the future. Dr. Thein reviewed the Nutrition Services, Community Service and Construction fund projections, balances, fund balance considerations and the costs and savings. Projected OPEB fund is zero and all has been transferred out. The total general fund budget will come for approval at the next board meeting.
- D. Read Well by Third Grade  
Ms. Karen Latterell, Curriculum Lead, presented the Read Well by Third Grade Plan. Minnesota Statutes, section 120B.12 requires this plan to be submitted and approved by the School Board. 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. The district implementation plan was provided to the

Board for review. Components of the plan are assessment processes, parent notification and involvement, targeted interventions and professional development. The plan will come to the June 11 board agenda as an action item.

- E. Second Reading of Policy 428 – Employee Technology and Internet Access and Acceptable Use  
Director Burns indicated this is a new policy and no changes were made since the first reading.
- F. Second Reading of Policy 524 – Student Technology and Internet Access and Acceptable Use  
Director Burns indicated there have been no changes made since the first reading.
- G. Second Reading of Policy 506 – Student Discipline  
Director Burns indicated there have been no changes made since the first reading.
- H. Second Reading of Policy 514 – Bullying Prohibition  
Director Burns indicated there have been no changes since the first reading. At the work group's last meeting it was discussed that some of the provisions in this policy could apply to not just students but personnel also. However, it was agreed that this belongs in the MSBA model policy 413 that will be looked at soon by the work group.

Each policy will come as an action item for approval at the next board meeting.

8:37 - Chair Stivland called for a 5 minute break.

8:46 – Chair Stivland called the meeting back in session

## **IX. Action Items**

### **A. Hiring Strategy**

Superintendent Pontrelli shared that a refined hiring strategy was developed where we carefully looked at all of the positions with our financial obligations. Ms. Cathy Moen presented the recommended process for posting and hiring, a step by step process, and how positions are categorized. This process will be revisited and changed as needed.

The Personnel Working Group will bring recommendations to the board as the process is in place. The Pathways positions will be posted to avoid dealing with a setback to this program. Cathy will keep the Board informed as any positions or situations may change.

*Motion by Member Riehle to approve the proposed hiring process as presented; Second by Member Ptacek; Vote: 5 (Pearson, Ptacek, Riehle, Stivland, Weisberg) ayes, 2 nays (Burns, Pelletier), Motion Carried.*

*Motion amended by Member Pearson to approve the proposed hiring process to be for the 2020-2021 school year staffing with an opportunity to revisit for future years next year; Second by Member Weisberg; Vote: 5 ayes (Pearson, Ptacek, Riehle, Stivland, Weisberg), 2 nays (Burns, Pelletier), Motion Carried.*

*Motion by: Member Riehle to approve the pending positions as presented; Second by Member Pearson; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

During the discussion on this motion, clarification was given and understood by the board members that if they voted in support of this motion the Assistant Superintendent position would not be posted as interim. Interim would only be recommended by the Administration if an adequate long term candidate could not be found.

*Motion by Member Ptacek to recategorize the 5.9 general ed paraprofessional position at Lake Elmo, that is a Spanish Immersion Para, to category 5b of the Posting Process; Second by Member Pearson; Vote: 7 ayes, 0 nays. Motion Carried Unanimously.*

### **B. World's Best Work Force Plan**

Dr. McDowell presented the goals for the upcoming year. The WBWF committee met during the course of the school year to review the existing plan and make recommendations for the upcoming plan. It was recommended that the goals for the 2020 WBWF remain in place for the 2020 school year. There were recommended changes to

the community strategies for each of the five areas. Dr. McDowell provided the details of each area, the recommended goal statements and the recommended community strategies. Due to COVID19, Dr. McDowell said much of the data to measure the goals for the 2019-20 school year was not completed.

*Motion by: Member Burns to approve the outlined goals and community strategies for the 2020 school year; Second by: Member Pearson; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

C. Chromebook Purchases

Mr. Perry requested approval for the purchase of 1,400 Chromebooks from state-contracted vendor CDW-G in the amount of \$399,700.00. The purchase of 1,400 Chromebooks in the summer will be to replace and replenish aging Chromebooks district-wide, as needed to maintain state testing guidelines and to meet the needs of our students.

*Motion by: Member Ptacek to approve the purchase of the 1,400 Chromebooks in the amount of \$399,700 for the 2020-21 fiscal year; Second by Member Riehle; Vote 7 ayes, 0 nays, Motion Carried Unanimously.*

D. Student Information Systems

Mr. Perry is requesting approval on the RFP process for seeking Student Information System, Learning Management System, and Assessment & Analytics software services for the district. The District has used Skyward for over 20 years and is seeking solutions that would provide a more integrated environment for teachers, parents, and students while also exploring potential cost savings. The PowerSchool contract was shared with the board.

*Motion by: Member Pearson to approve and accept the PowerSchool contract; Second by: Member Riehle; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

E. 2020-21 Illuminate Education Contract

Mr. Perry shared that the district needs platform warehouses to file data, store assessment records, produce report cards and transcripts, generate data reports for analysis and student placement, and provide teachers access to look at their student's history of learning and assessment. Illuminate is the platform used pre-kindergarten through grade twelve. Teachers, principals, district administration, school improvement teams, and multi-tiered systems of support teams use the data that is stored in Illuminate. We have federal, state and district assessments we are required to administer. These assessments are developed and delivered from different companies, platforms, and systems. This is in the board-approved 2020 general budget with a cost of \$51,432

*Motion by: Member Burns to approve the Illuminate Education contract for one year; Second by: Member Weisberg; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

F. Lake Elmo Appraisal

Dr. Thein shared the School Board asked Administration to solicit appraisal proposals for the Lake Elmo bus terminal. The district received quotes from CBRE, Inc., Kevin Meeks and REAA, Peter Sampair. Administration recommends the approval of an agreement with CBRE, Inc., Kevin Meeks as the appraiser for a fee of \$3,000.

*Motion by: Member Weisberg to approve CBRE, Inc. Kevin Meeks as the appraiser for the Lake Elmo bus terminal at the cost of \$3,000; Second by: Member Pearson; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.*

G. Final Reading Policy 520 – Student Surveys

Director Burns presented Policy 520 for a final reading. No new comments or changes from the last reading.

*Motion by Member Pearson to approve Policy 520-Student Surveys; Second by: Member Pelletier; Vote: 7 ayes, 0 nays, Motion Carried Unanimously*

**X. Board Reports**

A. Board Member Reports:

Director Pearson - Congratulations to seniors and those that finished distance learning.

Director Burns - Express appreciation to Dr. McDowell for all he has done for the district.



**XI. Adjournment**

A. The meeting adjourned formally at 10:51 p.m.

*Respectfully submitted, Mike Ptacek, Clerk*

**RETIREMENT/RESIGNATION/RELEASE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Danielson, Sherman	Resignation	Assistant Girls Basketball Coach Stillwater Area High School	Co-Curricular	May 29, 2020
Roberts, Anna	Resignation	1.0 FTE Vocal Music and Orchestra Teacher Andersen & Lake Elmo Elementary	SCEA	June 2, 2020
Thelander, Kary	Resignation	ECFC Teacher, 64.68 hours Early Childhood Family Center	SCEA	May 31, 2020

**HIRES/REHIRES**

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Alfaro-Carillo, Karen Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Bartosh, Isabel Rehire	Community Education Casual District Wide	\$15.00 / hour	Casual	Casual	June 1, 2020
Bates, Norah Rehire	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	June 1, 2020
Bauer, Jean Rehire	Community Education Assistant Afton-Lakeland Elementary School	\$16.83 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Bergman, Madison Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Bruggers, Payton Rehire	Community Education Assistant Afton-Lakeland Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Burgess, Kaitlyn Rehire	Community Education Assistant Brookview Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Cady, Cheyenne	Community Education Assistant Rutherford Elementary School	\$17.26 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Cady, Gina Rehire	Community Education Assistant Rutherford Elementary School	\$19.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Cady, Mariah Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Carlson, Emma	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Carlson, Jorden	1.0 FTE Social Studies Teacher Oak-Land Middle School	\$57,970.00	2020-2021 Staffing	SCEA	August 18, 2020
Celski, Ryan Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Dahl, Alexandria Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Duffy, Ryan	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Dupal, Katie	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	June 1, 2020
Ellison, Megan Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Engelbreton, Casey Rehire	Community Education Assistant Brookview Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Fisher, Jade	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Fischer, Megan Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Gross, Adrienne Rehire	Community Education Assistant Rutherford Elementary School	\$16.83 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Gruetzmacher, Krista Rehire	Community Education Assistant Brookview Elementary School	\$15.20 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Hafner, Lauren Rehire	Community Education Assistant Afton-Lakeland Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Haukom, Hope Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.20 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Huntress, Connor Rehire	Community Education Assistant Lake Elmo Elementary School	\$16.29 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Isker, Kaya Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Judkins, Abby Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Kellogg, Olivia Rehire	Community Education Assistant Afton-Lakeland Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020

Konold, Marina	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Kennedy, Chloe Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Kretman, Amanda Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Kupfer, Cynthia	Community Education Assistant Lake Elmo Elementary School	\$16.29 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Lewis, Rebecca	Community Education Assistant Brookview Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Lindstrom, Marissa Rehire	Community Education Assistant Afton-Lakeland Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Lindstrom, William Rehire	Community Education Assistant Afton-Lakeland Elementary School	\$17.69 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Lynskey, Stacey Rehire	Community Education Assistant Rutherford Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Mazzara, Rebecca Rehire	1.0 FTE ASL Teacher Stillwater Area High School	\$76,329.00	2020-2021 Staffing	SCEA	August 24, 2020
McCune, Megan Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Miggler, Nancy Rehire	Community Education Assistant Rutherford Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Molano, Amalia Rehire	Community Education Assistant Brookview Elementary School	\$16.83 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Moosai, Alyxandria Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
O'Brien, Amanda Rehire	Community Education Assistant Rutherford Elementary School	\$16.83 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Olivieri, Sophia Rehire	Community Education Assistant Brookview Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Olson, Mitch Rehire	Community Education Assistant Brookview Elementary School	\$16.29 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Overkamp, Molly	Community Education Assistant Brookview Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Schmidt, Heather Rehire	Community Education Assistant Rutherford Elementary School	\$16.29 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Schumann, Ariana Rehire	Community Education Assistant Rutherford Elementary School	\$15.75 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Shelton, Alyssa Rehire	.8 FTE PE & DAPE Teacher Stillwater Middle School	\$51,158	2020-2021 Staffing	SCEA	August 24, 2020
Spaulding, Melissa Rehire	Community Education Assistant Lake Elmo Elementary School	\$19.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Smetana, Nicholas	Community Education Assistant Rutherford Elementary School	\$15.20 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Tanski, Katie Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Vang, Karisma Rehire	Community Education Assistant Lake Elmo Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Vang, Serena Rehire	Community Education Assistant Brookview Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Wasko, Kathryn Rehire	Community Education Assistant Brookview Elementary School	\$16.29 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Weiss, Lauren Rehire	Community Education Assistant Rutherford Elementary School	\$15.00 / hour	Student Need	CE Leads & Assistant	June 1, 2020
Wendelboe, Zachary Rehire	Community Education Assistant Lake Elmo Elementary School	\$17.26 / hour	Student Need	CE Leads & Assistant	June 1, 2020

**ASSIGNMENT CHANGES**

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Drew, Deb	.8 FTE Art & English Teacher Stillwater Area High School & Oak-Land Middle School	.9 FTE Art & English Teacher Stillwater Area High School & Oak-Land Middle School	2020-2021 Staffing	SCEA	August 24, 2020

**OPEN POSITIONS CURRENTLY ON HOLD**

INITIAL DATE OF HOLD	POSITION	ESTIMATED SALARY/HRLY RATE	FTE/HRs	GROUP	ESTIMATED HOLD EXPIRATION DATE
February 18, 2020	Floating Custodian VI District-wide	\$16.46/hr	8 hrs/day	Custodian	TBD
May 21, 2020	Assistant Volleyball Coach Stillwater Area High School	\$5,500	N/A	SCEA	TBD
June 1, 2020	Assistant Girls Basketball Coach Stillwater Area High School	\$5,500 15	N/A	SCEA	TBD



**Agenda Item VI. D.**  
**Date Prepared: June 4, 2020**  
**ISD 834 Board Meeting**

Consent Agenda Item: 2020 District 834 Census  
Meeting Date: June 11, 2020  
Contact Person: Annette Sallman, Director of Community Education

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*Background:*

Funding for Community Education programs is based on the school district population. It is to our benefit to update our population data annually. Working with the State Demographer, data has been secured to update the census count for the school district.

Certification of the updated census for Stillwater Area Public Schools to reflect the growing district population will be based on the State Demographer's 2019 estimate for Stillwater Public School District #834 contained in the attached document. This updated estimate increases our school district population by 2,651 to a new total of 68,534. Once certified, this revised population total will be used to calculate per-capita levy and aid for the 2020-21 fiscal year.

Pursuant to Minnesota Statutes, a school district may submit revised population figures to the State Demographer's office, and upon approval of the local Board of Education and the Demographer, receive appropriate per capita levy and aid revenue based on current district population. Minnesota law requires the school district through a Board of Education resolution, to adopt the new population figure in order to qualify for additional revenue. A School Board resolution updating the district census count is requested. The school district population figures will then be submitted to the State Demographer's office along with the Board of Education resolution.

Attachments: Estimated School District 834 Population  
Population Certification Resolution

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*Recommendation:*

Board approval is requested.

*Motion by:* \_\_\_\_\_ *Second by:* \_\_\_\_\_ *Vote:* \_\_\_\_\_

May 4, 2020

Ms. Annette Sallman, Director of Community Education and Community Relations  
Stillwater Area Public Schools  
1875 Greeley Street S.  
Stillwater, MN 55082

Dear Ms. Sallman:

My 2020 estimate for Stillwater Area School District #834 is **68,534**. If you and your school board decide to go with the new estimate, the State Demographer will certify it and pass it on to the Department of Education. In this case, I would need a copy of your school board's resolution which must be passed some time before June 30, 2020. This round of updates will affect the 2021 levy cycle. If you do not submit an update this year, your census number will remain at the last certification.

You may also use your own estimate. If you choose to go that route, I would need some additional documentation for how you came up with your estimate, and I would then evaluate whether or not it can be certified. I am happy to go either route.

Please let me know if you have any questions. My phone number is 651-201-2461.

Sincerely,



Megan Dayton  
Senior Demographer  
Minnesota State Demographic Center  
658 Cedar St.  
Centennial Office Building, Room 300  
St. Paul, MN 55155  
[megan.dayton@state.mn.us](mailto:megan.dayton@state.mn.us)



**Agenda Item VI. D.**  
**Date Prepared: June 4, 2020**  
**ISD 834 Board Meeting**

Consent Agenda Item: 2020 District 834 Census - Population Certification Resolution  
Meeting Date: June 11, 2020  
Contact Person: Annette Sallman, Director of Community Education

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**Population Certification Resolution**

Be it Resolved by the School Board of Independent School District 834 that the 2020 estimated population of the School District be set at 68,534. This figure will be submitted to the State Demographer for use in all appropriate funding formulas.

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Sarah Stivland, Board Chair

Date

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Mike Ptacek, Board Clerk

Date



**Agenda Item: VI. E.**  
**Date Prepared: May 4, 2020**  
**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 11, 2020  
Contact Person: Dr. John Thein, Interim Executive Director of Finance and 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, 2020 through June 30, 2021, 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 2020-2021 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 2020-21 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 2020-21 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, 2020 through June 30, 2021, 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 Six Thousand Dollars (\$106,000.00) 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  
Interim 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  
Interim Executive Director of Finance and Operations  
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:\_\_\_\_\_

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

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



**Agenda Item: VI. F.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

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

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and 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 31, 2020 and expire on June 3, 2021. 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 20, 2020 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 31, 2020 through June 3, 2021 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.

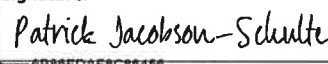
#### **VIII. NON-PERFORMANCE OR CANCELLATION RIGHTS**

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

**IX.**

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

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 Thein Interim Exec. Director of Finance & Operations 1875 Greeley Street South 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> 3/8/2020
<b>Telephone:</b> (651) 351-8321	<b>Telephone:</b> ( 651 ) 415-5650

Revised 4/8/20





**Agenda Item: VI. G.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

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

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and 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, 2020 and expire on June 30, 2021. 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  
2020-2021**

This Agreement dated July 1, 2020 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, 2020 through June 30, 2021, 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 changes.
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 \$ 4,000.

### Non-Performance Cancellation Rights/Renewal

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

Preparation of Assigned	Receiving Site Kitchen
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.

Stillwater Area Public Schools ISD 834	Pankalo Education Center
Name: Dr. John Thein	Name: Patrick Jacobson-Schulte
Signature:	Signature: <i>Patrick Jacobson-Schulte</i>
Date:	Date: 5/8/2020
Telephone: 651-351-8321	Telephone: 651-415-5650



**Agenda Item: VI. H.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

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

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and 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 2020-21 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 \$3,060 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 2020-21**

This agreement dated April 20, 2020, 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 2020-21 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 \$3,060. 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  
Interim Executive Director of Finance & Operations  
Stillwater Area Public Schools



**Agenda Item: VI. I.**  
**Date Prepared: June 3, 2020**  
**ISD 834 Board Meeting**

Consent Agenda Item: Skyward Financial/Student Management Licensing Fee  
Meeting Date: June 11, 2020  
Contact Person: John Perry, Director of Learning Technology and Design Systems

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*Background*

Mr. John Perry will be requesting approval for the payment in the amount of \$140,683.00 for Skyward Financial/Student Management Licensing Fee for the 2020-2021 fiscal year.

Location(s): District Wide

Project Name: Skyward Financial/Student Management Licensing Fee

Fund: Technology, Non-Capital

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*Recommendation:*  
*Board approval*

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

## **EXPENDITURE APPROVAL FORM**

### **Fiscal Year 2019-2020**

**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:** 06/02/2020

### **DESCRIPTION OF REQUEST**

The Technology department is requesting board approval for payment of Skyward Student/Financial Management Licensing Services

### **FINANCIAL IMPACT**

**\$ 140,683.00** (2020-2021 Fiscal Year cost)

**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 partially funded past 2020-2021 fiscal year for Skyward Finance systems

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

- ☐ **Yes**
- ☒ **No**

### **PROGRESS MONITORING**

Skyward Student Information System will be discontinued at the end of the 2020-2021 fiscal year, however Skyward Finance/HR will continue to be used. Skyward Finance = \$58,297, Skyward Student = \$82,386.



**Invoice Detail**

STILLWATER AREA PUBLIC SCHOOLS  
ATTN: FINANCE DEPARTMENT  
INDEPENDENT SCHOOL DIST #834  
1875 SOUTH GREELEY STREET  
STILLWATER, MN 55082

Invoice #	0000203264
Invoice Date	07/01/2020
Due Date	07/15/2020
Invoice Total	140,683.00

\* Invoice was emailed.

<u>Qty.</u>	<u>Item Description</u>	<u>Unit Price</u>	<u>Extension</u>
1.00	FINANCIAL MANAGEMENT ANNUAL LICENSE FEE	15,658.0000	15,658.00
1.00	PAYROLL ANNUAL LICENSE FEE	10,513.0000	10,513.00
1.00	FIXED ASSETS ANNUAL LICENSE FEE	7,540.0000	7,540.00
1.00	SUBSTITUTE TRACKING ANNUAL LICENSE FEE	5,823.0000	5,823.00
1.00	EMPLOYEE MANAGEMENT ANNUAL LICENSE FEE	5,591.0000	5,591.00
1.00	INSURANCE TRACKING ANNUAL LICENSE FEE	4,474.0000	4,474.00
1.00	TRUE TIME ANNUAL LICENSE FEE	4,177.0000	4,177.00
1.00	SALARY NEGOTIATIONS ANNUAL LICENSE FEE	3,354.0000	3,354.00
1.00	EMPLOYEE ACCESS ANNUAL LICENSE FEE	1,167.0000	1,167.00
1.00	STUDENT MANAGEMENT ANNUAL LICENSE FEE	52,476.0000	52,476.00
1.00	EDUCATOR GRADEBOOK ANNUAL LICENSE FEE	11,874.0000	11,874.00
1.00	HEALTH RECORDS ANNUAL LICENSE FEE	8,817.0000	8,817.00
1.00	LMS - API INTERFACE ANNUAL LICENSE FEE	4,642.0000	4,642.00
1.00	FAMILY & STUDENT ACCESS ANNUAL LICENSE FEE	2,855.0000	2,855.00
1.00	SCHOOL INTEROPERABILITY FRAMEWORK (SIF) LICENSE FEE	1,392.0000	1,392.00
1.00	GRADUATION REQUIREMENTS ANNUAL LICENSE FEE	330.0000	330.00

Annual License Fees: 07/01/2020 - 06/30/2021

Total Extension **140,683.00**

**REMIT TO:**

SKYWARD ACCOUNTING DEPT  
2601 SKYWARD DRIVE  
STEVENS POINT, WI 54482

Invoice #	0000203264
Invoice Date	07/01/2020
Payor	STILLWATER AREA PUBLIC SCHOOLS
Due Date	07/15/2020 (STILLWMN000)

Invoice Amount: 140,683.00

Remit Amount:



**Agenda Item VI. J.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

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

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and 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 Ten-Year Expenditure Application

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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:** \_\_\_\_\_

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 \_\_\_\_\_, 2020, 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 2021 and 2022 school year (pay 2021 levy) in the amount of \$173,600. 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 o 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 2021 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 \_\_\_\_\_, 2020.

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

	Division of School Finance 1500 Highway 36 West Roseville, MN 55113-4266	Long-Term Facility Maintenance Ten-Year Expenditure Application						ED - 02478-04	ED - 02478-04		
<b>Instructions:</b> Enter estimated expenditures that are allowable uses of Long-Term Facilities Maintenance Revenue under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code by fiscal year in the space provided.											
District Name:	Northeast Metropolitan Intermediate School District 916		District #0916-06								
			Date: 5/6/2020								
District Contact for Questions on this Spreadsheet:		Email: pjacob@916schools.org									
Name: Patrick Jacobson-Schulte		Phone: 651-415-5650									
	Fiscal Year, Ending June 30th -->	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Estimated Expenditures:											
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.											
Finance Code	Category										
347	Physical Hazards	\$16,650	\$14,150	\$19,150	\$14,150	\$19,150	\$14,150	\$19,150	\$14,150	\$19,150	\$14,150
349	Other Hazardous Materials	\$8,500	\$8,500	\$8,500	\$11,500	\$17,500	\$8,500	\$8,500	\$8,500	\$11,500	\$17,500
352	Environmental Health and Safety Management	\$60,800	\$60,800	\$60,800	\$62,800	\$62,800	\$62,800	\$62,800	\$62,800	\$64,800	\$64,800
358	Asbestos Removal and Encapsulation	\$2,000	\$0	\$0	\$2,000	\$0	\$0	\$2,000	\$0	\$0	\$2,000
363	Fire Safety	\$20,450	\$17,750	\$20,150	\$16,550	\$17,750	\$22,850	\$16,550	\$18,950	\$18,950	\$16,550
366	Indoor Air Quality	\$7,500	\$7,500	\$7,500	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Total Health and Safety Capital Projects	\$115,900	\$108,700	\$116,100	\$117,000	\$127,200	\$118,300	\$119,000	\$114,400	\$124,400	\$125,000
Health and Safety - Projects Costing \$100,000 or more per Site/Year											
Finance Code	Category										
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Health and Safety Capital Projects \$100,000 or More	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151											
Finance Code	Category										
355	Remodeling for prekindergarten (Pre-K) instruction approved by the Commissioner	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility											
Finance Code	Category										
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects											
Finance Code	Category										
368	Building Envelope	\$10,500	\$10,500	\$14,000	\$14,000	\$14,000	\$189,000	\$189,000	\$14,000	\$14,000	\$14,000
369	Building Hardware and Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$29,200	\$4,800	\$4,800	\$44,800	\$79,800	\$4,800	\$4,800	\$79,800	\$119,800	\$79,800
380	Mechanical Systems	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000	\$612,000	\$12,000	\$12,000
384	Site Projects	\$6,000	\$6,000	\$6,000	\$43,000	\$6,000	\$6,000	\$56,000	\$41,000	\$6,000	\$6,000
	Total Deferred Capital Expense and Maintenance	\$57,700	\$33,300	\$36,800	\$113,800	\$111,800	\$211,800	\$261,800	\$746,800	\$151,800	\$111,800
Total Annual 10 Year Plan Expenditures		\$173,600	\$142,000	\$152,900	\$230,800	\$239,000	\$330,100	\$380,800	\$861,200	\$276,200	\$236,800



**Agenda Item VI. K.**  
**Date Prepared: June 3, 2020**  
**ISD 834 Board Meeting**

Consent Report: City of Oak Park Parking Permission

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and Operations

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**Summary:**

Stillwater Area Public Schools will be transitioning our school bus maintenance facility from the current 11530 Hudson Blvd. North, Lake Elmo, MN to another bus facility which is currently under negotiations. The District owns the current bus maintenance facility and was informed by the City of Lake Elmo that our CUP had been revoked and will need to vacate the premises by May 29, 2020. However the City of Lake Elmo granted an extension to MN Central until June 30, 2020.

The City of Oak Park Heights has approved a temporary "Fleet Parking Permit" on our high school property from May 27, 2020 to July 1, 2020 in specified areas of the parking lot.

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***Recommendation:***

*Approval of the Consent Agenda will be requested*



# City of Oak Park Heights

14168 Oak Park Blvd. N • Box 2007 • Oak Park Heights, MN 55082 • Phone (651) 439-4439 • Fax (651) 439-0574

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June 2<sup>nd</sup>, 2020

TO: Stillwater Area High School (Owner)

C/O: Dr. John Thein, Executive Director of Finance and Operations

RE: Bus/Van – “Fleet Parking Permit”– High School Property

Dear Dr. Thein:

I am in receipt of the request to allow temporary bus/fleet parking in certain areas of the High school campus from May 27<sup>th</sup> to July 1<sup>st</sup>, 2020 and as outlined in your communication dated May 19<sup>th</sup>, 2020; (this communication is attached here as Exhibit A). Consistent with City Ordinance 1116.02 B; the City Council has determined that such request can be accommodated and is approved conditioned upon the following:

1. The placement of the fleet at the site will not result in any OFF-SITE shifting of other parking needs for any other District entity, user, visitor, student or any other party.
2. Fleet may be operated with some regularity from the Property – but limited to Nutrition Services, Summer School Program and field trips. A final parking and routing plan shall be provided if different from the enclosures - (supplied in 2019).
3. No regular fleet maintenance may occur at the Property.
4. That the entire fleet is removed from the Property not later than July 10<sup>th</sup>; no further permissions are granted. This gives one - week extra time to perform the relocation.
5. A final agreement outlining and accepting these conditions shall be executed by the District.
6. The City may revoke this permission at any-time if the City deems the District is violating the terms of the Conditions herein. Upon such revocation, which shall be provided in writing from the City, the District shall remove the fleet from the Property and out of the City within 48 hours at its sole expense; Further, the violations found in City Ord 1116.04 shall be applicable following that 48-hour period. City Ord. (1116 is affixed hereto as Exhibit B).

By signing below, you agree to the items as stated (1-6) and hold the City harmless and fully indemnify from any and all liability resulting from these activities. All other City Ordinances and Permits remain in effect.

---

Dr. John Thein  
Interim Executive Director of Finance and Operations  
An - Authorized Signature for Stillwater Area School District (Owner)

---

Notary Public, Name and Seal →

---

Permit Approved when signed by:  
Eric Johnson, City Administrator  
(NOT VALID UNTIL SIGNED)

---

For City - Notary Public, Name and Seal →

FLEET PARKING PERMIT  
EXHIBIT A – SEE ATTACHED





May 19, 2020

Eric Johnson  
City Administrator  
City of Oak Park Heights  
14168 Oak Park Blvd. N.  
Oak Park Heights, MN 55082

Dear Mr. Johnson,

Stillwater Area Public Schools will be transitioning our school bus maintenance facility from the current location at 11530 Hudson Blvd. North, Lake Elmo, MN to another bus facility which is currently under negotiations. The District owns the current bus maintenance facility and has been informed by the City of Lake Elmo that our CUP has been revoked and will need to vacate the premises by May 29, 2020. While finalizing the contract with another bus maintenance facility, it has come to realization that we will need a temporary parking area for the fleet of school bus vehicles (35-50) that serve Stillwater Area Public Schools.

It is the District's request to utilize our parking lot at the Stillwater Area High School, 5701 Stillwater Blvd North, Stillwater MN for a solution to the temporary school bus parking issue. The request is temporary and would be from May 27, 2020 thru July 1, 2020. The timing of the request coincides with a lower parking lot demand and would accommodate parking needs for the building and field activities.

Fleet maintenance, fueling and washing would be prohibited at the Stillwater Area High School. This request would facilitate bus operations for our Nutrition Services, summer school program and field trips during the temporary timeframe.

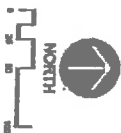
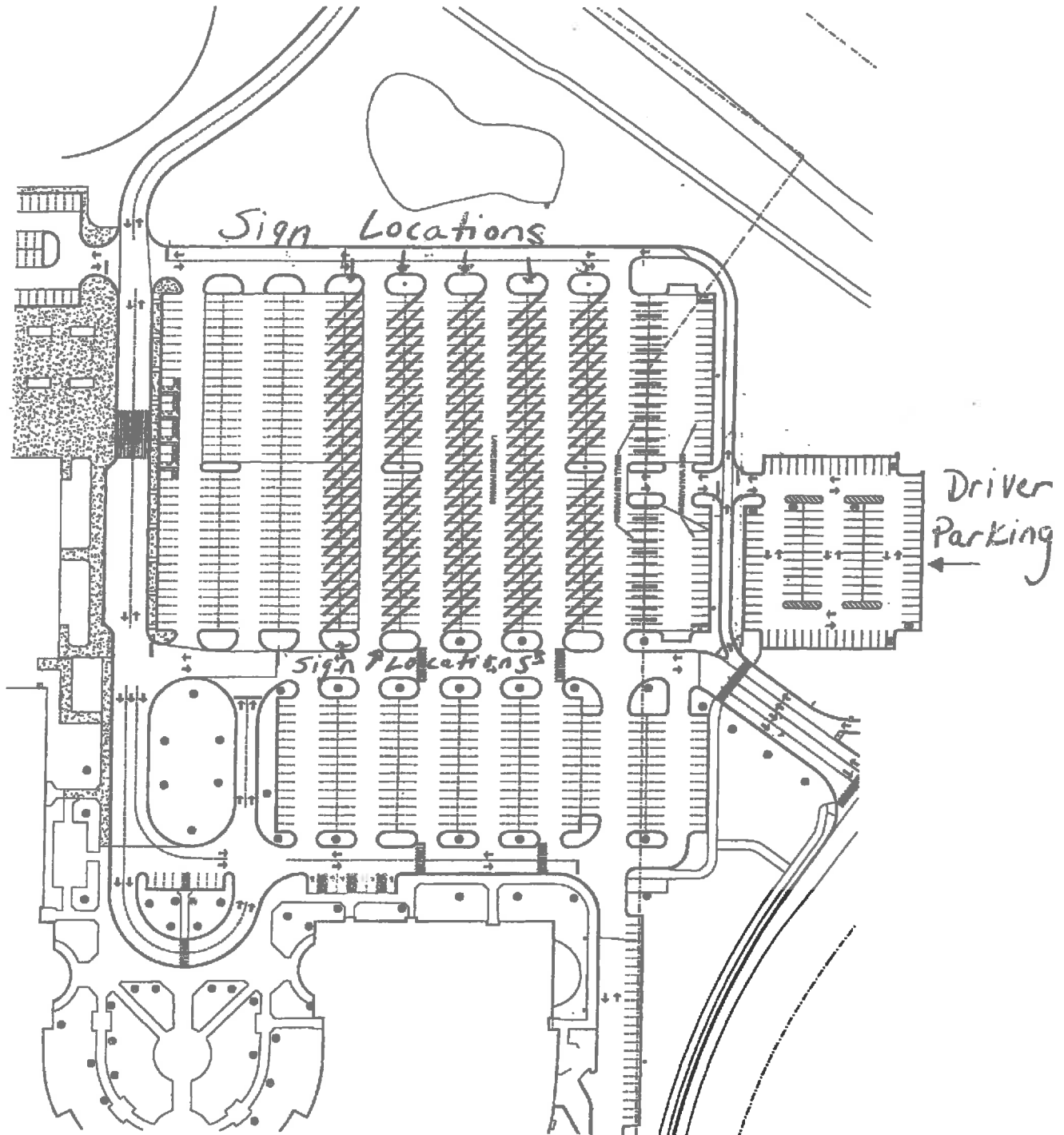
Your consideration in working with the District to resolve this issue is greatly appreciated.

Respectfully,

Dr. John Thein  
Interim Executive Director of Finance & Operations  
651-483-1385 (home)  
651-503-2748 (cell)

FLEET PARKING PERMIT  
EXHIBIT B – SEE ATTACHED

2. The information contained herein is for informational purposes only and does not constitute an offer of insurance or any other financial product.



1. THE INFORMATION CONTAINED HEREIN IS FOR INFORMATIONAL PURPOSES ONLY AND DOES NOT CONSTITUTE AN OFFER OF INSURANCE OR ANY OTHER FINANCIAL PRODUCT.

2. THE INFORMATION CONTAINED HEREIN IS FOR INFORMATIONAL PURPOSES ONLY AND DOES NOT CONSTITUTE AN OFFER OF INSURANCE OR ANY OTHER FINANCIAL PRODUCT.

<b>C1</b> 7 of 32 STRIPING PLAN	Project Title: <b>Temporary BUS PARKING</b> 5701 STILLWATER BLVD N STILLWATER, MN 55082	Client: <b>STILLWATER AREA PUBLIC SCHOOLS</b> 1675 GREELEY ST. S STILLWATER, MN, 55082	Designer: <b>Larson Engineering, Inc.</b> 3234 Lakewood Road White Bear Lake, MN 55110 (612) 491-1111 (F) (612) 491-1201 www.larsoneng.com
	Date: 10/1/2011	Scale: 1" = 20'	Drawn By: MLL

# Bus Parking

SAHS

## Legend



1116

AN ORDINANCE REGULATING THE OPERATION AND PARKING OF MOTOR VEHICLES  
ON PRIVATELY OWNED PARKING LOTS AND AREAS.

THE CITY COUNCIL OF THE CITY OF OAK PARK HEIGHTS, WASHINGTON COUNTY,  
MINNESOTA, DOES ORDAIN:

1116.01      Maximum Speed.

No person shall operate a motor vehicle on any privately owned parking lot or area within the City at a speed greater than is safe and reasonable under the conditions of traffic then existing therein, and in no event shall any such vehicle be operated in excess of a speed of fifteen (15) miles per hour. All operation and driving of motor vehicles on such parking lots shall be done in a careful manner so that no sudden starting or erratic movement of such vehicle is deliberately engaged in by the driver.

It shall be unlawful for any person to operate any motor vehicle upon such lot in any manner that would constitute careless driving if done on a public street. No person shall engage in any drag racing or exhibition driving on any such parking lot or area.

1116.02      Parking of Vehicles.

A.      The parking of vehicles on such lots shall conform to the marking of stalls or positions for parking which are designated on the surface of the parking area and no vehicle shall be parked or allowed to stand in the area of the parking lot which has been so designated or is used as a lane for moving traffic so that such parking will interfere with the moving of traffic therein.

B.      No vehicle shall be parked for a continuous period of time longer than twenty-four (24) hours in any parking lot or area except that for good cause shown, the Chief of Police for the City of Oak Park Heights may, on application of the property owner and /or business operator adjacent to the parking area, allow parking of specified vehicles for period of time in excess of twenty-four (24) hours.

1116.03      Notice of Collision.

In the event that any person who drives a motor vehicle upon such a parking lot or area becomes involved in a collision between the vehicle he is driving and any other vehicle or vehicles, parked upon said lot, such driver shall leave a notice upon each unattended vehicle with which he has collided, giving his name, address, and license number. Failure on the part of any person to comply with this section shall constitute a violation of this Ordinance.

1116.04 Violation and Penalty.

Any person violating this Ordinance shall be guilty of a misdemeanor and upon conviction shall be punished by a fine not to exceed Seven Hundred Dollars (\$700.00) or by imprisonment not to exceed ninety (90) days, or both.





**Agenda Item: VII. A.**  
**Date Prepared: June 3, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Distance Learning/COVID-19 Update  
Meeting Date: June 11, 2020  
Contact Person: Superintendent Denise Pontrelli

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*Background:*

Superintendent Pontrelli will provide an update on the district's distance learning and responses to COVID-19.

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No Action required.



**Agenda Item VII. C.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

Item for Action: COVID-19 Professional Development and Curriculum Budget Allocation Request

Meeting Date: June 11, 2020

Contact Person: Ms. Rachel Larson, Director of Learning and Student Engagement

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*Background:*

Preparing for the 2020-2021 school year within the COVID-19 pandemic requires us to be ready for unknown variables which impact our learning environments and experiences for students and families. Therefore, during the summer we are busy planning for three different scenarios:

- **Hybrid Learning**, a combination of online and on-campus learning
- **Distance Learning**, similar to what we've been doing this spring but with more rich online learning experiences (due to another Governor Executive Order to stay at home)
- **Traditional Learning**, our regular school day with modifications for social distancing

We start the 2020-2021 school year on August 31. There are typically two days available during workshop week for staff to engage in professional development and curriculum planning. Two days, the week before students start school, is not enough time for professional development and curriculum planning during this pandemic.

We need to offer additional days to staff to ensure that they are prepared to successfully start the year and teach within either a Hybrid or Distance Learning environment.

We respectfully request that all SCEA staff have the opportunity to engage in four days of learning and preparation before Monday, August 24. The days would be organized as such:

- Professional Development, Days 1 & 2
- Curriculum and Assessment Planning, Days 3 & 4

The Learning and Innovation Department, Technology Integration Specialists, and Instructional Coaches will all help develop and facilitate professional development. The Learning and Innovation Department, Administration, and Instructional Coaches will assist with curriculum planning and writing.

Request amount: \$386,958.00

[COVID-19 PD & Curriculum Budget Allocation Request](#)

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*Recommendation:*

The administration is recommending the board take action on this item at the June 25 Board meeting.





## **Learning and Innovation Department: COVID-19 Budget Allocation Request**

### **Current Reality**

Preparing for the 2020-2021 school year within the COVID-19 pandemic requires us to be ready for unknown variables which impact our learning environments and experiences for students and families. Therefore, during the summer we are busy planning for three different scenarios:

- **Hybrid Learning**, a combination of online and on-campus learning
- **Remote Learning**, similar to what we've been doing this spring but with more rich online learning experiences (due to another Governor Executive Order to stay at home)
- **Traditional Learning**, our regular school day with modifications for social distancing

We start the 2020-2021 school year on August 31. Staff attend back-to-school workshop on Monday, August 24 through Thursday, August 27. There are typically two days available during workshop week for staff to engage in professional development and curriculum planning. Two days, the week before students start school, is not enough time for professional development and curriculum planning during this pandemic.

### **Identified Needs**

We need to support additional days for staff to ensure that they have the professional development and planning time they need to successfully start the year and teach within either a Hybrid or Remote Learning environment.

We respectfully request that all SCEA staff have the opportunity to engage in four days of learning and preparation before Monday, August 24. The days would be organized as such:

- Professional Development, Days 1 & 2
- Curriculum and Assessment Planning, Days 3 & 4

The Learning and Innovation Department, Technology Integration Specialists, and Instructional Coaches will all help develop and facilitate professional development. The Learning and Innovation Department, Administration, and Instructional Coaches will assist with curriculum planning and writing.

### **Requested Budget**

We have 550 SCEA staff. These four days would not be required but would be encouraged. We are asking for all 550 staff to be provided with four additional days. The 2017-2019 SCEA Master Contract states that teachers receive \$23.38 per hour for Supplemental In-Service work (Appendix B). FICA, TRA and Workers Compensation rates must be calculated in which brings the total to \$27.06. If the new contract is finalized, the new negotiated rate would apply and therefore affect the total cost (likely to increase).

Each SCEA staff member participating would get paid for 6.5 hours each day. This daily total is \$175.89. Multiply that by four days and the total for each staff member is \$703.56. Multiple that by 550 staff and the total cost is \$386,958.00.

Total SCEA staff- 550  
Cost per day per staff- \$175.89  
Cost for four days per staff- \$703.56  
*Total Request- \$386,958.00*

**Important Note**

We do not have any money available to support this within our Learning and Innovation Department's Curriculum, Professional Development, or Assessment budgets. This would be a one-time request.



**Agenda Item VII. C.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

**Report for Information: OPEB Financing**

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and Operations

**Action Timeline:** June 25, 2020

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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 for the 2020 Payable 2021 levy cycle.

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

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**Recommendation:**

*This is a report for information. Action will be requested at the June 25, 2020 board business meeting.*



# OPEB Levy

School Board Meeting  
June 11, 2020

# OPEB Levy Tax Impact

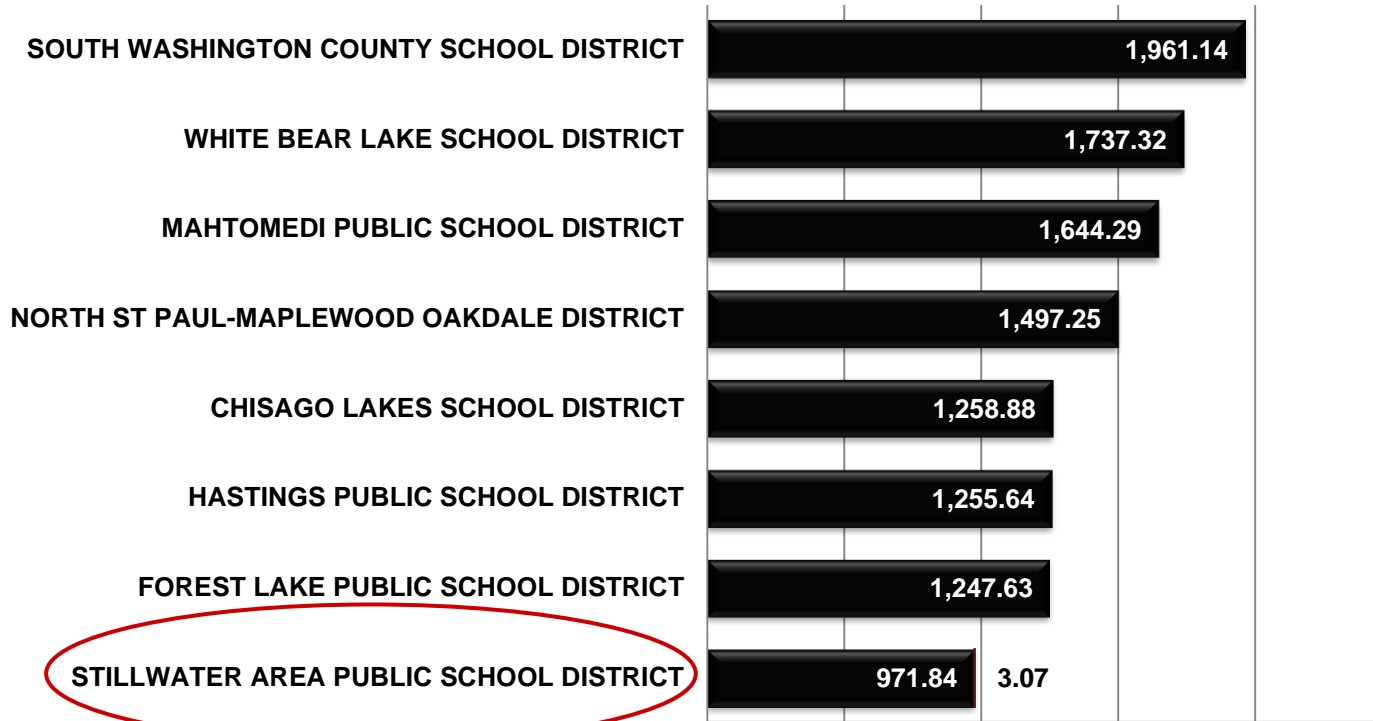
		Potential OPEB/QCOMP Levy and Estimated Tax Impact using Final Pay 2020 Values				
Property Type	EMV	100,000	200,000	300,000	400,000	500,000
Homestead Residential	200,000.00	1.64	3.29	4.93	6.57	8.21
Homestead Residential	250,000.00	2.14	4.28	6.41	8.55	10.69
Homestead Residential	275,000.00	2.39	4.77	7.16	9.54	11.93
Homestead Residential	300,000.00	2.63	5.27	7.90	10.53	13.17
Homestead Residential	500,000.00	4.54	9.09	13.63	18.17	22.72
Homestead Residential	750,000.00	7.38	14.77	22.15	29.53	36.91
Homestead Residential	1,000,000.00	10.22	20.44	30.67	40.89	51.11

		Potential OPEB/QCOMP Levy and Estimated Tax Impact using Final Pay 2020 Values				
Property Type	EMV	600,000	700,000	800,000	900,000	1,000,000
Homestead Residential	200,000.00	9.86	11.50	13.14	14.79	16.43
Homestead Residential	250,000.00	12.83	14.97	17.10	19.24	21.38
Homestead Residential	275,000.00	14.31	16.70	19.08	21.47	23.85
Homestead Residential	300,000.00	15.80	18.43	21.07	23.70	26.33
Homestead Residential	500,000.00	27.26	31.80	36.35	40.89	45.43
Homestead Residential	750,000.00	44.30	51.68	59.06	66.44	73.83
Homestead Residential	1,000,000.00	61.33	71.55	81.78	92.00	102.22

# OPEB Levy Tax Impact

			<i>Amounts below reflect the properties contribution to the fiscal disparity pool as well</i>				
			<b>Potential OPEB/QCOMP Levy and Estimated Tax Impact using Final Pay 2020 Values</b>				
	<b>Property Type</b>	<b>EMV</b>	<b>100,000</b>	<b>200,000</b>	<b>300,000</b>	<b>400,000</b>	<b>500,000</b>
	Commercial / Industrial	1,000,000.00	17.49	34.98	52.47	69.96	87.46
	Commercial / Industrial	2,000,000.00	35.66	71.33	106.99	142.66	178.32
	Commercial / Industrial	3,000,000.00	53.84	107.67	161.51	215.35	269.18
	Commercial / Industrial	4,000,000.00	72.01	144.02	216.03	288.04	360.05
	Commercial / Industrial	5,000,000.00	90.18	180.36	270.54	360.73	450.91
	Commercial / Industrial	7,500,000.00	135.61	271.23	406.84	542.45	678.07
	Commercial / Industrial	10,000,000.00	181.04	362.09	543.13	724.18	905.22
			<b>Potential OPEB/QCOMP Levy and Estimated Tax Impact using Final Pay 2020 Values</b>				
	<b>Property Type</b>	<b>EMV</b>	<b>600,000</b>	<b>700,000</b>	<b>800,000</b>	<b>900,000</b>	<b>1,000,000</b>
	Commercial / Industrial	1,000,000.00	104.95	122.44	139.93	157.42	174.91
	Commercial / Industrial	2,000,000.00	213.98	249.65	285.31	320.97	356.64
	Commercial / Industrial	3,000,000.00	323.02	376.85	430.69	484.53	538.36
	Commercial / Industrial	4,000,000.00	432.05	504.06	576.07	648.08	720.09
	Commercial / Industrial	5,000,000.00	541.09	631.27	721.45	811.63	901.82
	Commercial / Industrial	7,500,000.00	813.68	949.29	1,084.91	1,220.52	1,356.13
	Commercial / Industrial	10,000,000.00	1,086.27	1,267.31	1,448.36	1,629.40	1,810.45

## School Portion of Property Taxes Payable in 2020 on a \$300,000 Homestead Residential Property



**KEY:**  School property tax

**OPEB**  
\$800,000  
(\$21.07)  
on \$300,000  
home



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# Comments and Questions?

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**Agenda Item VII. D.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

Report for Action: Long-term Facilities Maintenance 10 year Plan

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and Operations

Action Timeline: June 25, 2020

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**Report Purpose:**

*2022 Ten-Year Plan*

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 2021 payable property tax levy, the 2022 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 25, 2020 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

## EXPENDITURE APPROVAL FORM

**REQUESTED BY:** Dr. John Thein **DATE:** 6/11/2020

### DESCRIPTION OF REQUEST

#### FY22 Long-Term Facilities Maintenance Program Expenditures

Category	Amount
Other Hazardous Materials	\$ 70,000.00
Environmental Health & Safety Management	\$ 200,000.00
Asbestos Removal and Encapsulation	\$ 75,000.00
Fire Safety	\$ 245,000.00
Indoor Air Quality	\$ 45,000.00
<b>Total Health and Safety Capital Projects</b>	<b>\$ 715,000.00</b>
Building Envelope	\$ 492,000.00
Building Hardware and Equipment	\$ 1,042,000.00
Electrical	\$ 481,000.00
Interior Surfaces	\$ 1,651,000.00
Mechanical Systems	\$ 773,000.00
Plumbing	\$ 704,000.00
Professional Services and Salary	\$ 305,000.00
Roof Systems	\$ 590,000.00
Site Projects	\$ 838,000.00
<b>Total Deferred Capital Expense and Maintenance</b>	<b>\$ 6,876,000.00</b>
<b>Total LTFM Fiscal Year 2022 Expenditures</b>	<b>\$ 7,591,000.00</b>

### FINANCIAL IMPACT

The above description is summary of the proposed Fiscal Year 2022 Long-Term Facilities Maintenance (LTFM) program projects. This is a preliminary plan that can be modified as needs and priorities change. The approval of the expenditures is required to complete the LTFM application.

**Budget(s) Impacted:** Fiscal Year 2022 Long-Term Facility Maintenance Budget total of \$7,591,000.

#### 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 2021 payable property tax
- ☐ No

### PROGRESS MONITORING

2022 Long-Term Facilities Maintenance program

Long Term Facilities Maintenance -- FY22

	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 classrooms	Afton-Lakeland	L		\$5,000				\$5,000					
	Replace carpeting in classrooms	Afton-Lakeland	L		\$10,000				\$10,000					
	Replace casework, sinks and plumbing lines in classrooms	Afton-Lakeland	L		\$55,000					\$55,000				
	Replace interior doors and hardware	Afton-Lakeland	L		\$40,000		\$40,000							
	Paint classrooms	Afton-Lakeland	L		\$15,000				\$15,000					
	Sealcoat parking lot and playground	Afton-Lakeland	L		\$65,000									\$65,000
	Replace drainage structure	Afton-Lakeland	L		\$35,000									\$35,000
		Site Total		\$190,000										
	Replace Gym lighting	Andersen	L		\$18,000			\$18,000						
	Paint 4 classrooms	Andersen	L		\$7,000				\$7,000					
	Replace unit ventilator cooling condensers	Andersen	L		\$45,000					\$45,000				
	Replace 2 roof top units	Andersen	L		\$115,000					\$115,000				
	Replace worn classroom door hardware	Andersen	L		\$40,000				\$40,000					
	Replace window sill flashing	Andersen	L		\$45,000	\$45,000								
	Replace exterior doors	Andersen	L		\$28,000	\$28,000								
		Site Total		\$298,000										
		Brookview		\$0	\$0									
	Paint exterior walls	Central Services Building	L		\$20,000	\$20,000								
	Sealcoat parking lot	Central Services Building	L		\$18,000									\$18,000
		Site Total		\$38,000										
	Bituminous repair and replacement	District Wide	L		\$35,000									\$35,000
	Replace security controls hardware	District Wide	L		\$295,000		\$295,000							
	Replace security cameras	District Wide	L		\$45,000		\$45,000							
	Replace failed steam traps	District Wide	L		\$20,000						\$20,000			
	Replace lift station pumps and controls	District Wide	L		\$14,000						\$14,000			
	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				
	Replace failed roofing materials and associated systems	District Wide	L		\$40,000								\$40,000	
	Project management costs, district salaries and fees	District Wide	L		\$130,000							\$130,000		
	Owners Representative	District Wide	L		\$25,000							\$25,000		
	Project design and quality control for buildings	District Wide	L		\$150,000							\$150,000		
		District Wide Total		\$964,000										

	Replace site drainage	ECFC	L		\$60,000									\$60,000
	Paint Classrooms	ECFC	L		\$18,000				\$18,000					
		Site Total		\$78,000										
	Replace burner on boiler one	Lake Emo	L		\$65,000					\$65,000				
	Replace playground entry doors and frames	Lake Elmo	L		\$60,000	\$60,000								
	Paint exterior panels	Lake Elmo	L		\$20,000	\$20,000								
	Replace carpeting in classrooms	Lake Elmo	L		\$38,000				\$38,000					
	Replace interior doors and hardware	Lake Elmo	L		\$70,000		\$70,000							
	Replace steam actuators	Lake Elmo	L		\$5,000						\$5,000			
		Site Total		\$258,000										
	Sealcoat playground and parking lot	Lily Lake	L		\$40,000									\$40,000
	Replace chalk boards in classrooms	Lily Lake	L		\$20,000				\$20,000					
	Replace carpeting in classrooms	Lily Lake	L		\$24,000				\$24,000					
	Provide ADA restrooms in Preschool rooms	Lily Lake	L		\$60,000						\$60,000			
	Replace plumbing fixtures and wall tile classroom restrooms	Lily Lake	L		\$85,000						\$85,000			
	Replace drinking fountains	Lily Lake	L		\$4,000						\$4,000			
	Replace interior doors and hardware	Lily Lake	L		\$20,000		\$20,000							
	Replace exterior doors	Lily Lake	L		\$60,000	\$60,000								
	Replace steam actuators in VUV	Lily Lake	L		\$15,000					\$15,000				
	Replace casework, plumbing and painting lines in classrooms	Lily Lake	L		\$230,000				\$230,000					
		Site Total		\$558,000										
	Provide ADA restrooms	Oak Park	L		\$80,000						\$80,000			
	Replace doors and hardware	Oak Park	L		\$20,000	\$20,000								
	Partial roof replacement	Oak Park	L		\$490,000								\$490,000	
	Replace 3 sky lights	Oak Park	L		\$12,000	\$12,000								
	Replace steam coils	Oak Park	L		\$8,000					\$8,000				
	Replace water main lines	Oak Park	L		\$150,000						\$150,000			
	Replace toilets and flush valves	Oak Park	L		\$40,000						\$40,000			
	Replace ceramic tile in restrooms	Oak Park	L		\$18,000				\$18,000					
		Site Total		\$818,000										
	Replace pool back wash tank and drain line	Oak-Land Middle School	L		\$75,000						\$75,000			
	Replace hose bibs	Oak-Land Middle School	L		\$12,000						\$12,000			
	Ceramic tile replacement in kitchen	Oak-Land Middle School	L		\$150,000				\$150,000					
	Sealcoat bus parking lot	Oak-Land Middle School	L		\$45,000									\$45,000
	Replace exterior parking lot lighting	Oak-Land Middle School	L		\$27,000			\$27,000						
	Replace clocks	Oak-Land Middle School	L		\$4,000			\$4,000						
	Replace worn door hardware	Oak-Land Middle School	L		\$30,000		\$30,000							
	Replace 2 drinking fountains	Oak-Land Middle School	L		\$8,000						\$8,000			
	Replace leaking steam traps	Oak-Land Middle School	L		\$8,000					\$8,000				
	Replace 5 skylights	Oak-Land Middle School	L		\$10,000	\$10,000								
		Site Total		\$369,000										

	Replace doors and hardware	Rutherford	L		\$80,000				\$80,000					
	Replace circulation area lighting	Rutherford	L		\$55,000			\$55,000						
	Replace perimeter lighting	Rutherford	L		\$57,000			\$57,000						
	Replace domestic plumbing lines	Rutherford	L		\$20,000						\$20,000			
	Replace parking lot lighting	Rutherford	L		\$25,000			\$25,000						
	Paint Gym ceiling and walls	Rutherford	L		\$35,000		\$35,000							
	Paint interior circulation area	Rutherford	L		\$12,000				\$12,000					
	Replace entryway carpeting	Rutherford	L		\$7,000				\$7,000					
	Resurface Gym floor	Rutherford	L		\$20,000				\$20,000					
		Site Total	L	\$311,000										
	Replace Gym Lighting	Stillwater Area High School	L		\$40,000			\$40,000						
	Replace wireless microphones in Auditorium and Stadium	Stillwater Area High School	L		\$70,000		\$70,000							
	Replace windows, doors and flooring in press box	Stillwater Area High School	L		\$24,000	\$24,000								
	Replace classroom flooring	Stillwater Area High School	L		\$15,000				\$15,000					
	Replace hallway ceiling and lights	Stillwater Area High School	L		\$170,000				\$170,000					
	Replace sidewalks	Stillwater Area High School	L		\$80,000									\$80,000
	Replace chiller electrical starter	Stillwater Area High School	L		\$120,000			\$120,000						
	Replace chiller bearings and motor	Stillwater Area High School	L		\$145,000					\$145,000				
	Replace building HVAC controls	Stillwater Area High School	L		\$200,000					\$200,000				
	Replace classroom casework	Stillwater Area High School	L		\$60,000				\$60,000					
	Replace entryway flooring	Stillwater Area High School	L		\$25,000				\$25,000					
	Replace classroom worn doors and hardware	Stillwater Area High School	L		\$100,000		\$100,000							
	Replace exterior doors and hardware	Stillwater Area High School	L		\$140,000	\$140,000								
	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 electronic door hardware and readers	Stillwater Area High School	L		\$15,000		\$15,000							
	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		\$1,258,000										
	Paint exterior buildings	Stillwater Middle School	L		\$45,000	\$45,000								
	Paint interior classrooms	Stillwater Middle School	L		\$15,000				\$15,000					
	Track Resurface	Stillwater Middle School	L		\$350,000									\$350,000
	Replace windows on Press box	Stillwater Middle School	L		\$8,000	\$8,000								
	Replace exterior perimeter lighting	Stillwater Middle School	L		\$30,000			\$30,000						
	Replace locker room lockers and flooring	Stillwater Middle School	L		\$270,000		\$270,000							
	Paint locker rooms	Stillwater Middle School	L		\$25,000				\$25,000					
	Replace chalk boards	Stillwater Middle School	L		\$35,000				\$35,000					
	Replace roof on press box and field house	Stillwater Middle School	L		\$60,000								\$60,000	
	Replace interior doors and hardware	Stillwater Middle School	L		\$20,000				\$20,000					
	Replace gym basket ball hoops	Stillwater Middle School	L		\$24,000		\$24,000							
	Replace electronic door hardware and readers	Stillwater Middle School	L		\$12,000		\$12,000							
	Replace two water coolers	Stillwater Middle School	L		\$8,000						\$8,000			
		Site Total		\$902,000										
	Sealcoat parking lot	Stonebridge	L		\$45,000									\$45,000
	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		\$96,000				\$96,000					
	Provide ADA restrooms in lower level classroom areas	Stonebridge	L		\$40,000						\$40,000			
	Replace ceramic tile in lower level restrooms	Stonebridge	L		\$30,000				\$30,000					

	Replace gang hand washing sink in lower level 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		\$360,000				\$360,000					
	Replace worn doors and hardware	Stonebridge	L		\$16,000		\$16,000							
	Replace water cooler	Stonebridge	L		\$5,000					\$5,000				
		Site Total		\$787,000										
	Replace failed controls in roof top units	Withrow	L		\$12,000					\$12,000				
				\$12,000										
		Total FY20	L		\$6,876,000	\$492,000	\$1,042,000	\$481,000	\$1,651,000	\$773,000	\$704,000	\$305,000	\$590,000	\$838,000

Finance	Category	
347	Physical Hazards	\$80,000
349	Other Hazardous Materials	\$70,000
352	Environmental Health & Safety Management	\$200,000
358	Asbestos Removal and Encapsulation	\$75,000
363	Fire Safety	\$245,000
366	Indoor Air Quality	\$45,000
	Total Health and Safety Capital Projects	<u>\$715,000</u>

	<b>Health and Safety, Projects Costing &gt; \$100,000 per Site</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	<u>\$0</u>

	<b>Accessibility</b>	
Finance	Category	
367	Accessibility	<u>\$0</u>

	<b>Deferred Capital Expenditures and Maintenance Projects</b>	
Finance	Category	
368	Building Envelope	\$492,000
369	Building Hardware and Equipment	\$1,042,000
370	Electrical	\$481,000
379	Interior Surfaces	\$1,651,000
380	Mechanical Systems	\$773,000
381	Plumbing	\$704,000
382	Professional Services and Salary	\$305,000
383	Roof Systems	\$590,000
384	Site Projects	\$838,000
	Total Deferred Capital Expense and Maintenance	<u>\$6,876,000</u>

	<b>Total Annual 10 Year Plan Expenditures</b>	<b>\$7,591,000</b>
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end of worksheet



**Agenda Item VII. E.**  
**Date Prepared: June 2, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Policy for First Reading  
Meeting Date: June 11, 2020  
Contact Person(s): Policy Working Group

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*Summary:*

The Policy Working Group will be presenting Policy 503 - Wellness for a first reading.

This policy is included for your review.

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*Recommendation:*

This policy will come for a second reading at the next Board meeting.

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Wellness</b>	<b>533</b>	<b>Adopted: 06-09-2016</b> <b>Reviewed: 05-23-2019</b> <b>Revised: 06-27-2019</b>	<b>Annually</b>

## **I. PURPOSE**

The School District is committed to providing a healthy school environment and culture that promotes and protects student health, well-being, and opportunity to achieve and thrive by supporting healthy eating and physical activity.

## **II. GENERAL STATEMENT OF POLICY**

The School District has a responsibility to foster a learning environment that encourages students to maintain lifelong healthy eating habits, and physical, social and emotional health.

Children need daily access to healthy foods and opportunities to be physically active in order to learn, grow, and thrive. All students in Early Childhood through Transitions will have opportunities, support, and encouragement to be physically active and eat healthy on a regular basis.

## **III. GOALS**

Through district curriculum and community partnerships, students will learn that nutrition, health, and physical education are essential components of the educational process leading to lifelong habits of healthy eating and physical activity.

### **A. Physical Education**

Through district curriculum, the School District will:

1. Educate students and families to recognize that physical education is an essential component of the educational process and that good health fosters academic achievement.
2. Provide opportunities to strengthen the skills and knowledge needed to maintain a healthy lifestyle through the district's physical education and health curricula.
3. Provide a developmentally appropriate individual, goal driven, fitness plan to include ongoing evaluations of current fitness and health levels, aligned with national and state standards.

### **B. Physical Activity**



Through district curriculum, the School District will:

1. Provide adequate opportunities to all students Early Childhood through Transitions to be physically active during the school day to contribute to the recommended goal of 60 minutes of physical activity each day.
  - a. Incorporate opportunities for physical activities into other subject lessons and between lessons or classes, as appropriate.
2. Understanding the importance of physical activity in a child's ability to focus and learn in the classroom, school personnel are encouraged to use physical activity as a reward for good behavior.
  - a. School personnel will not withhold participation in recess or physical education as a punishment for lack of work completion, unless mutually agreed to by the parent/guardian.
  - b. School personnel will not use physical activity as a punishment (running laps, push-ups, etc.)

#### **IV. HEALTH AND NUTRITION EDUCATION**

Through district curriculum, the School District will:

1. Provide nutrition education that follows national and state standards and focuses on understanding the relationship between personal behavior, individual health, and the impact of food choices.
  - a. Teachers will incorporate nutritional information into subject lessons where appropriate.
  - b. Food will not be used as a reward or punishment for academic performance or behavior.
  - c. Proper nutrition and physical activity will be used as a tool to enhance academic behavior and performance.
2. School-based Activities
  - a. The District will support and promote physical activities for students and families through a broad range of before and after school activities, intramurals, summer activities, community education offerings, co-curricular activities, and physical education offerings.
  - b. The District will support the use of district facilities for physical activities by students, staff, and the community, outside the normal school day, consistent with the Community Education Facilities Use Guidelines.
  - c. The District will support school and community partnerships that encourage physical and emotional health.

- d. The District will support the use of USDA Child Nutrition Standards for fund-raising efforts held outside the school day.
- 3. Nutrition Promotion
  - a. The District will support students in the development of healthy eating habits both during and outside the school day.
  - b. The District will support families' efforts to provide healthy food choices for children and will share information about healthy food choices in school and suggestions for home.
  - c. Schools will utilize competitive pricing, signage, product placement and promotional strategies to let students know which items are healthy, such as salads and fruit, and to encourage these healthy food choice consistent with USDA Child Nutrition Standards.
  - d. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the USDA Smart Snacks in School nutrition standards.

## **V. NUTRITION GUIDELINES**

- A. USDA Child Nutrition Standards apply to all foods and beverages available at each school during the school day with the objectives of promoting student health and reducing childhood obesity.
- B. The School District will strive to eliminate students' access to unhealthy foods and beverages on school grounds.
- C. Food and beverages will not be part of student birthday recognition events. Staff will be thoughtful and align with district nutrition guidelines when using food and beverage during occasional classroom celebrations and lessons.
  - 1. Caution will be exercised when offering foods and materials that may cause allergic reactions.
  - 2. All foods and beverages provided to and/or made available to students on campus during the school day will comply with USDA Child Nutrition Standards (including, but not limited to, food and beverages sold in al a carte, concessions, school stores, vending, beverage contracts, and other instances where food or beverages are provided or sold).
  - 3. No home prepared food may be provided, or sold to students. All foods sold or provided to students must be prepared in licensed commercial kitchens or facilities and labeled with nutrition and ingredient statements.
  - 4. To the extent possible, the District will ensure that all students have access to adequate time for school meals.

- D. The District will provide students access to hand washing or hand sanitizing before they eat meals or snacks.
- E. The District will encourage compliance with USDA Child Nutrition Standards for foods made available on campus outside the school day (including, but not limited to, concessions, school stores, vending, beverage contracts, and other instances where food or beverages are provided or sold).

## **VI. IMPLEMENTING AND MONITORING**

The Superintendent, or designee, will ensure compliance with the wellness policy and will prepare an annual report. Such report shall include, at a minimum:

- 1. The extent to which schools are in compliance with the local wellness policy
  - 2. The progress made toward attaining the goals of the wellness policy
  - 3. The extent to which the local wellness policy compares to model local wellness policies.
- A. The District will engage families to solicit input to meet district wellness goals through online communications and other communication formats.
  - 1. The District will inform and update the public, including parents, students, and others in the community about the content and implementation of the wellness policy, and the policy will be posted on the District's website.
- B. Training and Education
  - 1. On an annual basis, staff will be provided information and applicable training regarding this policy.
  - 2. Staff will be provided appropriate training and ongoing staff development regarding best practice as it relates to physical and health education, and the incorporation of physical activity and nutrition during the school day.
  - 3. Nutrition, health and physical education information and opportunities will be provided to parents through a variety of formats.
- C. Review of Policy

A committee consisting of staff, parent/guardian, student, and community partner representatives shall confer annually to review this policy for effectiveness and consistency with law. Recommended changes shall be submitted to the School Board for consideration.



**Agenda Item VIII. A.**  
**Date Prepared: June 3, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Read Well by Third Grade Plan  
Meeting Date: June 11, 2020  
Contact Person: Ms. Karen Latterell, Literacy Curriculum Coordinator  
Action Timeline: June 11, 2020

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*Background:*

Ms. Karen Latterell, Curriculum Lead, presented the Stillwater Area Public Schools Read Well by Third Grade Plan at the May 28, 2020 school board business meeting. The plan has been revised to reflect updated information regarding interventionists trained in Orton-Gillingham. By mid-June, 100% of our reading interventionists will be trained in level one Orton-Gillingham.

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:*

A motion and a second to approve the Reading Well by Third Grade Plan is requested.

**Motion by:** \_\_\_\_\_ **Second by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



***Reading Well by Third Grade***  
**District 834 Implementation Plan**  
**2020 - 2021**

***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 goals are to

- Help every child read at grade level or above by third grade.
- Work collaboratively across grade levels and subject areas to develop proficient readers.

### *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)..
- Address the tasks in the Minnesota Department of Education Literacy Plan Development Rubric, using it as the foundation of the District 834 plan.
- 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 2020-2021 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. Please note that spring FastBridge assessments were not administered in 2020 due to implementation of distance learning.

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 will 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. The BAS is assessed at the end of the year as well, though it was not administered in the spring of 2020 due to implementation of distance learning. The main purpose of the BAS is to observe how students integrate the skills of grapheme/phoneme correspondence, meaning making, and syntactical understandings. BAS results are also used to help 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: Letter Names, Letter Sounds  Local developmental inventory			Teaching Strategies Gold: Letter Names, Letter Sounds  Local developmental inventory			Teaching Strategies Gold: Letter Names, Letter Sounds  Local developmental inventory	
Kindergarten	Print Concepts, Onset Sounds, Letter Names, Letter Sounds <i>Spanish Immersion</i> *administered in home language Print Concepts, Onset Sounds, Letter Names (En)/Syllable Reading (Sp), Letter Sounds,		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		Benchmark Assessment System Informal Reading Inventory (BAS IRI) All students 1-5  <i>Spanish Immersion</i> Estructura para la Evaluación del nivel independiente de lectura (ENIL) 1-5	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		Benchmark Assessment System Informal Reading Inventory (BAS IRI) All students 1-5  <i>Spanish Immersion</i> Estructura para la Evaluación del nivel independiente de lectura (ENIL)	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 *administered in target language			CBM Reading for "some risk" and "high risk" students (1 passage req.)  <i>Spanish Immersion</i> CBM Reading if needed *administered in target language			CBM Reading for "some risk" and "high risk" students (1 passage req.)  <i>Spanish Immersion</i> CBM Reading if needed *administered in target language			

*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
- Running Records fluency checks
- 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
- FastBridge AUTOREading; 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

#### 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 discrete 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 (Appendix D).

[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. Informal Reading Inventory data is maintained and accessible in Illuminate DnA, allowing the district to study long-term growth patterns and to create norms specific to Stillwater students.

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. 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.

During distance learning, interventionists communicated weekly with parents and provided individualized interventions four times each week. Interventionists also checked in periodically with individual students to increase engagement. Due to complications of distance learning, students were not progress monitored during this time period.

### *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.

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. During building tours, back-to-school night, and parent teacher conferences, parents/guardians are actively recruited to sign up for the building newsletter.

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, a unique program run through our Office of Equity and Integration works to inform and involve parents/guardians at the preschool and elementary levels. This PATH Program (Partnership in Achievement and Transition to Higher Learning) is designed to facilitate parent/guardian engagement in their child's education by informing parents/guardians about our school systems and empowering them to take an active role in their child's learning. More detailed information follows in the section "Communication of Opportunities to Support Child Development."

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

The PATH Program (Partnership in Achievement and Transition to Higher Learning), run by our Office of Equity and Integration, is divided into four curricula: Preschool, Elementary, Middle and High School. Each of these curricula addresses 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 curriculum is designed to engage parents/guardians in a conversation about school readiness, and their role in preparing their child for kindergarten. The curriculum teaches parents/guardians strategies for fostering early literacy and math skills. The literacy skills it focuses on are: Vocabulary building, phonemic

awareness (rhyming and alliteration), and print concepts. In addition, it stresses the importance of reading with children regularly at home. The elementary curriculum clarifies 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 a quiet space for homework, and early bed time, etc.) that allow students to maximize their own academic potential. The middle and high school curricula are geared toward college readiness. Specifically, parents/guardians learn about the role of the guidance counselor, they are taught about the concept of academic rigor, they are taught how to calculate a student's GPA, and they are 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
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 in 2018-2019 and 2019-2020, 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.

The literature curriculum that Stillwater uses (Units of Study for Teaching Reading) 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 draft 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. 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 take the Cognitive Abilities Test. Parents/guardians and/or teachers can also request testing for any student. 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, 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, 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.

### *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 has applied for a Minnesota Reading Corps (MRC) tutor for the 2020-2021 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 in our four Title I elementary buildings, though 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 Heinemann's Leveled Literacy Intervention (LLI), which is supported by [independent empirical research](#) and based on research in fifteen key areas of reading and instruction. Reading interventionists meet periodically throughout the year to discuss implementation and for professional development through peer review.

In addition to LLI, 100% 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 has been 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.

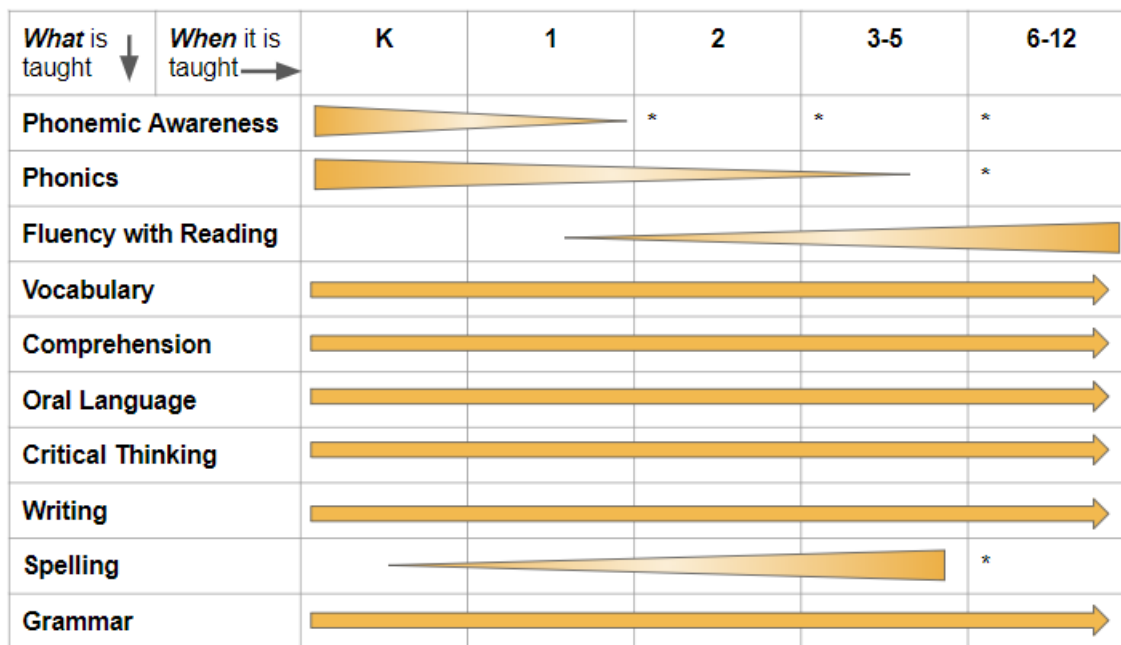
(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

(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 curricula 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. New teachers receive initial training from MCRR. 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 four professional development days during the student-contact year. Learning and Innovation staff will work with instructional coaches and the district professional development committee to create a detailed plan to support the maintenance of existing skills and to deepen understanding and practice. Professional development 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 professional development 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 professional development 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. 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.

Under the Teacher Development and Evaluation Plan, teachers also participate in peer observation and discussion, providing an additional layer of professional development.

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 professional development to support the curriculum implementation.

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

Common Benchmark Assessments (CBA) allow the Department of Learning and Innovation to explore gaps in curriculum and to prioritize professional development needs.

In addition to CBAs, 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.

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 support [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-5.

### *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 an Inter-cultural Coaching Professional Development framework for the past seven years. Inter-cultural coaches support teaching staff within buildings to develop cultural awareness and cultural sensitivity while incorporating culturally responsive teaching techniques and lesson plans. In addition to supporting classroom teachers' development of intercultural teaching practices, they will develop interconnectedness between culturally relevant teaching practices, Responsive Classroom practices, and the elementary literacy initiative.

## 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.

### *Student Results Policy*

The Board of Education is also updating our Student Results Policy to incorporate key components within the World's Best Workforce Policy related to language arts instruction, performance, and programming. These key components include: Kindergarten Readiness, 3rd Grade Literacy Proficiency, Equity, and Closing Identified Achievement Gaps.



## 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  
Malinda Lansfeldt, Building Principal  
School Psychologist  
Kim Schneider, Primary Teacher  
Barbara Borer, Instructional Coach

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

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

#### **Andersen Elementary:**

Kristi Campbell, Interventionist  
Anna Wilcek, Building Principal  
School Psychologist  
Jill Kostynick, Primary Teacher  
Jessica Johnson, Instructional Coach

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

Jennifer Friemann, Interventionist  
Nate Cox, Building Principal  
School Psychologist  
Primary Teacher  
Val Corman, Instructional Coach

#### **Brookview Elementary:**

Chelsey Bockman, Interventionist  
Mark Drommerhausen, Building Principal  
School Psychologist  
Kari Pidde, Primary Teacher  
Annie Johnson, Instructional Coach

#### **Rutherford Elementary:**

Danielle Johnson, Interventionist  
Heather Nelson, Building Principal  
School Psychologist  
Molly O'Shea, Primary Teacher  
Wendy Schmalz, Instructional Coach

#### **Stonebridge Elementary:**

Rachel Klancher, Interventionist  
Derek Berg, Building Principal  
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.		

*Appendix D: Pre-Kindergarten Developmental Checklist*

## 2019-2020 Preschool Developmental Skills Rubric

LANGUAGE				PROFICIENCY
Q1 : follows multistep directions (TSG 8-b) (AL-10)	No (N)	Emerging (E) <b>(follows 2 or more directions related to familiar experiences)</b>	Yes (Y) <b>(follows detailed, multi-step classroom directions)</b>	Y
Q2: says name	First (F)	Last (L)		FL
Q3: picks out name	No (N)		Yes (Y)	Y
LITERACY				PROFICIENCY
Q4: rhyming (TSG 15-a) (L-5)	No (N)	Emerging (E) <b>(fills in missing rhyming words spontaneously)</b>	Yes (Y) <b>(consistently decides if 2 words rhyme: either listening to 2 words, or matching pictures)</b>	Y
Q5:alliteration (TSG 15-b) (L-5)	No (N)	Emerging (E) <b>(shows awareness some words begin the same)</b>	Yes (Y) <b>(matches beginning sounds of some words: objects, pictures, or verbally)</b>	Y
Q6: phonemic awareness (TSG 15-c) (L-5)	shows awareness of separate syllables in words <b>(consistently claps syllables of own name/name of peers)</b> No (N)    yes (Y)			Y
Q7: uppercase letters:  names (expressive) (TSG 16-a) (L-6)  Scoring: ?/13	A    B    C    D N    O    P    Q  0 (0), 1-2 (2) 11- 12 (12)	E    F    G    H    R S    T    U  3-4 (4), 5-6 (6) 13+ (13)	I    J    K    L    M V    W    X    Y    Z  7-8 (8), 9-10 (10)	13
Q8: uppercase letters:  points to (receptive) (TSG 16-a) (L-6)  Scoring: ?/13	A    B    C    D N    O    P    Q  0 (0), 1-2 (2) 11- 12 (12)	E    F    G    H R    S    T    U  3-4 (4), 5-6 (6) 13+ (13)	I    J    K    L    M V    W    X    Y    Z  7-8 (8), 9-10 (10)	13

<p>Q9: lowercase:</p> <p>names (expressive) (TSG 16-a) (L-6)</p> <p>Scoring: ?/13</p>	<p>a b c d n o p q</p> <p>0 (0), 1-2 (2) 11- 12 (12)</p>	<p>e f g h r s t u</p> <p>3-4 (4), 5-6 (6) 13+ (13)</p>	<p>i j k l m v w x y z</p> <p>7-8 (8), 9-10 (10)</p>	13
<p>Q10: lowercase:</p> <p>points to (receptive) (TSG 16-a) (L-6)</p> <p>Scoring: ?/13</p>	<p>a b c d n o p q</p> <p>0 (0), 1-2 (2) 11- 12 (12)</p>	<p>e f g h r s t u</p> <p>3-4 (4), 5-6 (6) 13+ (13)</p>	<p>i j k l m v w x y z</p> <p>7-8 (8), 9-10 (10)</p>	13
<p>Q11: sound recognition:</p> <p>names (expressive) (TSG 16-b) (L-6)</p> <p>Scoring: ?/10</p>	<p>Aa Bb Cc Jj Kk Ll Ss Tt Uu</p> <p>0 (0), 1-2 (2) 9 (9), 10+ (10)</p>	<p>Dd Ee Ff Mm Nn Oo Vv Ww Xx</p> <p>3-4 (4), 5-6 (6)</p>	<p>Gg Hh Ii Pp Qq Rr Yy Zz</p> <p>7-8 (8)</p>	10
<p>Q12: sound recognition:</p> <p>points to (receptive) (TSG 16-b) (L-6)</p> <p>Scoring: ?/10</p>	<p>Aa Bb Cc Jj Kk Ll Ss Tt Uu</p> <p>0 (0), 1-2 (2) 9 (9), 10+ (10)</p>	<p>Dd Ee Ff Mm Nn Oo Vv Ww Xx</p> <p>3-4 (4), 5-6 (6)</p>	<p>Gg Hh Ii Pp Qq Rr Yy Zz</p> <p>7-8 (8)</p>	10
<p>Q13: concepts of print</p> <p>(TSG 17-a) (L-7)</p>	No (N)	Emerging (E) (shows interest in books)	Yes (Y) (orients book correctly; turns pages from front to back; recognizes familiar books by their cover)	Y

Q14: interacts during read-alouds (TSG 18-a) (L-8)	No (N)	Emerging (E) <b>(asks and answers questions about the text; refers to pictures)</b>	Yes (Y) <b>(identifies story related problems, or events during conversations with adults)</b>	Y
Q15: uses emergent reading skills (TSG 18-b) (L-7)	No (N)	Emerging (E) <b>(pretends to read, using some of the language from the text; may need prompts)</b>	Yes (Y) <b>(pretends to read, reciting language that closely matches the text on each page)</b>	Y
Q16: retells stories (TSG 18-c) (L-8)	No (N)	Emerging (E) <b>(retells some events or information from a familiar text with close adult prompting)</b>	Yes (Y) <b>(retells a familiar story and recounts an informational text in proper sequence, including major events and characters)</b>	Y
Q17: writes name (TSG 19-a) (L-9)	No (N)	Emerging (E) <b>(writes mock letters or letter-like forms i.e. lines and curves)</b>	Yes (Y) <b>(writes partially accurate first name; some letters may not be formed, oriented or sequenced correctly)</b>	Y
Q18: writes to convey meaning (TSG 19-b) (L-9)	No (N)	Emerging (E) <b>(uses drawing, dictation, and mock letters or letter forms to convey a message)</b>	Yes (Y) <b>(uses drawing, dictation, and early invented spelling to convey a message)</b>	Y

COGNITIVE				PROFICIENCY
Q19: persists (TSG 11-b) (AL-5)	No (N)	Emerging (E) <b>(with assistance, plans and pursues a variety of appropriately challenging tasks)</b>	Yes (Y) <b>(plans and pursues a variety of appropriately challenging tasks)</b>	Y
Q20: Solves problems (TSG 3-b) (AL-13)	No (N)	Emerging (E) <b>(makes guesses about how a problem might be solved; seeks adult support to follow through)</b>	Yes (Y) <b>(suggests solutions to solve problems; independently attempts to solve problems)</b>	Y
Q21: engages in sociodramatic play (TSG 14-b) (AL-8/9)	No (N)	Emerging (E) <b>(acts out familiar or imaginary scenarios, may use props to stand for something else)</b>	Yes (Y) <b>(interacts with two or more peers during pretend play, assigning and/or assuming roles and discussing actions; sustains the play for up to 10 minutes)</b>	Y

PHYSICAL				PROFICIENCY
Q22: complex large muscle control (TSG 4) (P-3)	No (N)	Emerging (E) (moves purposely from place to place-i.e runs, uses alternate feet on stairs, climbs up/down play equipment)	Yes (Y) (coordinates increasingly complex movements in play and games-i.e gallops and skips with ease, moves through obstacle course etc.)	Y
Q23: small precise fine motor control (TSG 7-a) (P-5)	No (N)	Emerging (E) <b>(uses refined wrist and finger movements-i.e snips, string large beads)</b>	Yes (Y) <b>(uses small, precise finger and hand movements-i.e. correct scissors grip, builds structure using small building bricks)</b>	Y

MATHEMATICS				PROFICIENCY
Q24: counts to...? (TSG 20-a) (M-1)	No (N)	Emerging (E) <b>(verbally counting to 20 with some mistakes)</b>	Yes (Y) <b>(verbally counts to 20 without mistakes or omissions)</b>	Y
Q25: 1-1 correspondence from a pile up to 20 (TSG 20-a) (M-2)	No (N)	Emerging (E) <b>(counts 5-10 objects accurately)</b>	Yes (Y) <b>(counts 10-20 objects accurately)</b>	Y
Q26: identifies #0-20:  names (expressive) (TSG 20-c) (M-1)  Scoring: ?/11	0 1 2 3 4 15 16 17  0 (0), 1-2 (2) 10 (10), 11+ (11)	5 6 7 8 9 18 19 20  3-4 (4), 5-6 (6)	10 11 12 13 14  7-8 (8), 9 (9)	11
Q27: identifies #0-20:  points to (receptive) (TSG 20-c) (M-1)  Scoring: ?/11	0 1 2 3 4 15 16 17  0 (0), 1-2 (2) 10 (10), 11+ (11)	5 6 7 8 9 18 19 20  3-4 (4), 5-6 (6)	10 11 12 13 14  7-8 (8), 9 (9)	11

Q28: orders # 0-10	No (N)	Emerging (E) <b>(orders a few numbers)</b>	Yes (Y) <b>(orders 0-10)</b>	Y
Q29: classifies by properties  (TSG 13) (M-12/13)	No (N)	Emerging (E) <b>(places objects in two or more groups based on differences in a single characteristic- i.e. color, size etc.)</b>	Yes (Y) <b>(groups by one characteristic, then regroups using a different characteristic and indicates the reason)</b>	Y
Q30: duplicates A/B pattern  (TSG 23) (M-8)  Scoring: N/Y	No (N)		Yes (Y)	Y
Q31: extends A/B pattern  (TSG 23) (M-8)  Scoring: N/Y	No (N)		Yes (Y)	Y
Q32: duplicates complex pattern  (i.e ABC/ABB) (TSG 23) (M-8)  Scoring: N/Y	No (N)		Yes (Y)	Y



**Agenda Item VIII. B.**  
**Date Prepared: May 4, 2020**  
**ISD 834 Board Meeting**

Action Item: 2020-2021 Preliminary Budget

Meeting Date: June 11, 2020

Contact Person: Dr. John Thein, Interim Executive Director of Finance and Operations

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**Summary:**

Dr. Thein presented the 2020-2021 Preliminary Budget at the May 14, 2020 and May 28, 2020 board business meetings. The Board of Education is required by law to adopt a preliminary budget by June 30, 2020.

Administration recommends approval of the 2020-2021 Preliminary Budget.

A copy of the 2020-2021 Preliminary Budget was previously provided.

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**Recommendation:**

*A motion and a second to approve the 2020-2021 Preliminary Budget will be requested.*

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





# 2020-2021 Preliminary Budget

Presented to the School Board  
June 11, 2020

*Curiosity Thrives Here*

# Budget Timeline/COVID Update

- March 15 – Governor Walz ordered schools closed by March 18 to prepare for distance learning
- March 18 – Began offering emergency childcare to first responders and district employees, and free meals to all students via site pick up and bus drop off
- March 30 – Distance learning began and continues
- April 23 – Finance and Operations Work Group reviews General Fund Budget
- May 14 – School Board Reviews General Fund Budget

# Budget Timeline/COVID Update

- May 28 – Finance and Operations Work Group reviews all budgets other than General Fund
- May 28 - School Board reviews all budgets other than General Fund
- June 11 – School Board approves 2020-2021 Preliminary Budget

# COVID-19 Possible Financial Impact

## General Fund Current Year

- COVID-19 Set-aside
- Transportation and substitutes
- Unforeseen budget adjustments 1.25%

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

- Contract Settlements
- COVID-19 Set aside
- Unforeseen budget adjustments 1.25%
- Maintain 5% Fund Balance

# COVID-19 Possible Financial Impact

## Current Year

### Nutrition Services

### Budget Impact

- |                                       |          |
|---------------------------------------|----------|
| – Loss of revenue in paid meals       | Negative |
| – Continued cost of salaries/benefits | Negative |
| – Reduction in food costs             | Positive |
| – Potential assistance from CARES Act | Positive |
| – COVID-19 Indirect Costs             | Negative |
| – Unforeseen budget adjustments 2%    | Negative |

# COVID-19 Possible Financial Impact

## 2020-2021 Fiscal Year

### **Nutrition Services**

### **Budget Impact**

– COVID-19 Indirect Costs	Negative
– Food Costs	Negative
– Unforeseen Budget Adjustments 2%	Negative
– Maintain 5% Fund Balance	

# COVID-19 Possible Financial Impact

## Current Year

### Community Services

### Budget Impact

- |   |          |
|---|----------|
| – Loss of revenue programming fees      | Negative |
| – Continued cost salaries/benefits      | Negative |
| – COVID-19 Indirect Costs               | Negative |
| – Reduction in substitute costs         | Positive |
| – Potential assistance from CARES Act   | Positive |
| – Potential chargebacks to General Fund | Positive |
| – Unforeseen budget adjustments 1%      | Negative |

# COVID-19 Possible Financial Impact 2020-2021 Fiscal Year

## Community Services

## Budget Impact

- |                                    |          |
|------------------------------------|----------|
| – Staffing and benefits            | Negative |
| – COVID-19 Fees                    | Negative |
| – Chargebacks to General Fund      | Positive |
| – Unforeseen budget adjustments 2% | Negative |
| – Maintain 5% Fund Balance         |          |



# Projected General Fund Balance

General Fund	Estimated Revenue	Estimated Expenditures	Rev/Exp Balance	Fund Balance
Balance 7/1/20				21,495,902
Revenue 20/21	106,599,809			
Expenditures 20/21		104,239,884		
Proj Fund Change			2,362,925	
CO Rev	2,981,693			
CO Expenditures		3,500,990		
CO Fund Change			(519,297)	
LTFM & Other Rev	3,937,709			
LTFM & Other Exp		6,908,000		
LTFM & Other Change			(2,970,291)	
Totals Rev/Exp Change	113,519,211	114,645,874	(1,126,663)	
Change Rev vs Exp				(1,126,663)
Projected Gen Fund Bal				20,369,239



# General Fund Expenditures by Program

General Fund	2019-2020 Revised Budget	2020-2021 Preliminary Budget	Rev./Prel. Change	Rev./Prel. Change
Administration	3,526,499	3,564,925	38,426	1.09%
District Support Svcs	3,841,149	3,918,261	77,112	2.01%
Regular /Vocational Inst	47,474,156	48,792,402	1,318,246	2.78%
Special Ed Inst	20,297,323	20,902,085	604,762	2.98%
Community Svcs	0	0	0	0.00%
Instructional Supt Svcs	7,118,022	6,611,179	(506,843)	-7.12%
Pupil Support Svcs	4,639,797	4,404,975	(234,822)	-5.06%
Transportation	8,088,434	8,860,733	772,299	9.55%
Operations/Maintenance	18,168,088	17,249,814	(918,274)	-5.05%
Fiscal-Other Fixed Costs	326,000	341,500	15,500	4.75%
Total	113,479,468	114,645,874	1,166,406	1.03%

# General Fund Revenue by Source

General Fund	2019-20 Revised Budget	2020-2021 Preliminary Budget	Pct of Total	Rev % Change	Change Amount
Property Taxes	29,137,972	27,142,252	23.91%	-6.85%	(1,995,720)
State Aids and Credits	78,076,890	79,836,432	70.33%	2.25%	1,759,542
Federal Aid	2,401,157	2,387,989	2.10%	-.55%	(13,168)
Other	4,359,812	4,152,538	3.66%	-4.75%	(207,274)
Total General Fund	113,975,831	113,519,211	100%	-.40%	(456,620)

# General Fund Expenditures by Object

General Fund	2019-2020 Revised Budget	2020-2021 Preliminary Budget	Pct of Total	Percent Change	Amount Change
Salaries	56,882,317	57,588,954	50.23%	1.24%	706,637
Benefits	24,623,828	25,766,898	22.48%	4.64%	1,143,070
Purchased Services	19,855,441	20,389,003	17.78%	2.69%	533,562
Supplies and Materials	3,198,310	3,150,202	2.75%	-1.50%	(48,108)
Capital Expenditures	7,881,530	6,687,798	5.83%	-15.15%	(1,193,732)
Debt Service	825,290	840,589	0.73%	1.85%	15,299
Other Expenditures	212,752	222,430	0.19%	4.55%	9,678
Total General Fund	113,479,468	114,645,874	100.00%	1.03%	1,166,406

# Potential Impacts to General Fund Budget

## Factors

## Budget Impact

Abatements/delinquent taxes	Negative
Proration of state aids	Negative
Shifts in state aid	Negative
Third-party billing revenues	Negative
Facility rental revenues	Negative
Revenue – CARES Act	Positive
Student enrollment	Positive/Negative
COVID supplies/equipment	Negative
Essential staffing costs	Positive/Negative
Transportation costs	Positive/Negative
Technology costs	Positive/Negative
Utility costs	Positive/Negative
Other unknowns	Positive/Negative



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# Questions?

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**Stillwater**  
AREA PUBLIC SCHOOLS

# **2020-21 PRELIMINARY BUDGET**

**Stillwater, Minnesota  
April 2020**



**Stillwater**  
AREA PUBLIC SCHOOLS

**2020-21  
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**

Kristen Hoheisel, Executive Director of Finance and Operations  
[hoheiselk@stillwaterschools.org](mailto:hoheiselk@stillwaterschools.org)

Lynne Ritzer, Supervisor of Financial Services

Kathy Tuenge, District Accountant

Mary Acosta, Student Support Services Accountant

Linda Moncrief, Admin Assistant

Aimee Tarman, Accounts Processing Technician

Lorna Wells, Accounts Processing Technician

Tracy Caples-McDonald, Payroll Technician

Amber Schauer, Payroll Technician

**April 2020**



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# **SECTION I**

## **Introduction**

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## **SCHOOL BOARD**

Ms. Sarah Stivland	Board Chair
Ms. Shelley Pearson	Vice Chair
Dr. Michael Ptacek	Clerk
Ms. Tina Riehle	Treasurer
Mr. Mark Burns	Director
Ms. Jennifer Pelletier	Director
Ms. Liz Weisberg	Director

## **ADMINISTRATION**

Ms. Denise Pontrelli	Superintendent of Schools
Dr. Bob McDowell	Assistant Superintendent
Ms. Kristen Hoheisel	Executive Director of Finance and Operations
Ms. Cathy Moen	Executive 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, a 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 8,600 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 8,400 public, non-public and charter school students. Buses are scheduled to make over 3,200 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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## 2020-21 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, completing a three year general fund forecast and developing recommendations through a Budget Development Committee.
- Board of Education takes action on capital budget for the next school year.
- 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

Many variables comprise the district's budget. The district makes committee based assumptions on those variables. Examples of the variables with additional information are listed below.

### Enrollment Trends and Enrollment Projections

Enrollment in the district increased for the 2019-20 school year and is projected to remain relatively constant for 2020-21. Figure 1 shows the enrollment trends for each level over the last seven years.

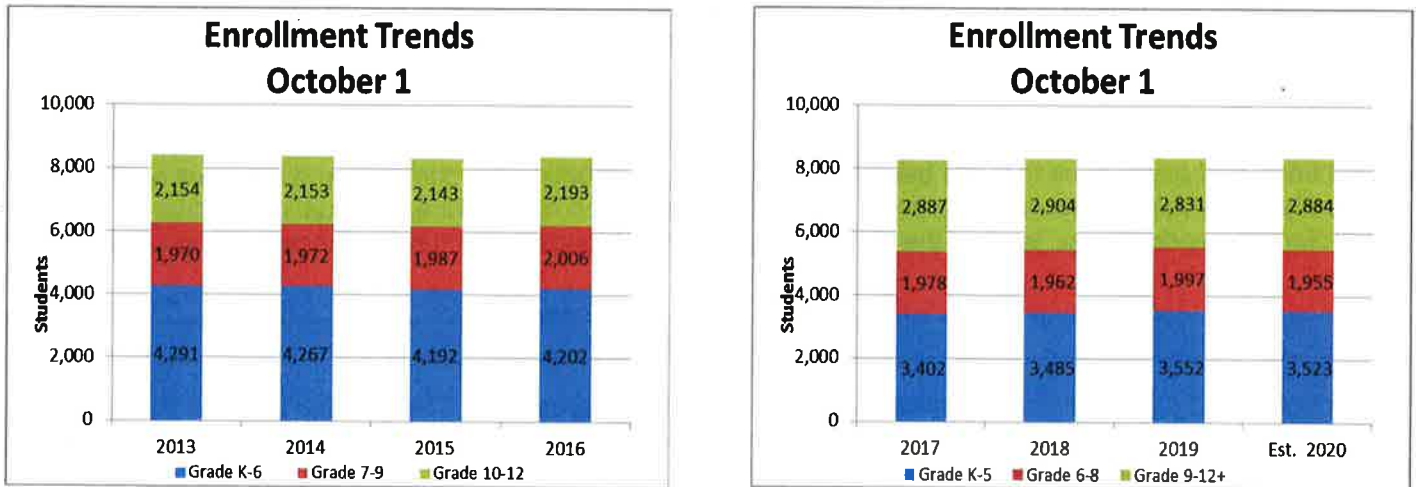


Figure 1

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 includes renewed contracts for 2020-21 and steps and lanes for expired contracts (open contracts), but does not include parameters for contracts that have expired. Steps and lanes are based on years of experience and level of education. For 2020-21, the district will continue with a self-funded health insurance plan. Insurance rates will increase for both single and family insurance. However, the budget is only reflective of the increase to single insurance as this has a financial impact to the district.

### 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.

### **Payment Delays, Tax Shifts and Legislative Changes**

The 2011 Legislature enacted legislation that increased the payment delay to school districts. Included in the legislation are payment delays and two accounting shifts that had an impact on the cash flow of the school district but not a significant impact on the overall budget. As required by Minnesota Laws 2013, Chapter 116, Article 7, Section 20, on September 30, 2013, Minnesota Management and Budget certified a positive unrestricted state general fund balance significant enough to return districts to a 90/10 payment schedule.

Additionally, 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%.

Finally, the 2020-21 Preliminary Budget includes a two percent (2%) increase in the general education revenue formula from the 2019 Legislative session. When the 2020 Legislative session is finalized, any changes will be reflected in the 2020-21 Revised Budget.

## Summary – 2020-21 Preliminary Budgets

The 2020-21 Preliminary Budget reflects an increase in the unassigned fund balance for the general fund compared to the 2019-20 Revised Budget. This increase indicates that projected revenue is above 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 (59%) of the total district revenues (see Figure 2). This loss of aid was replaced with an increase in property taxes as property taxpayers made up for the waning state support for public education.

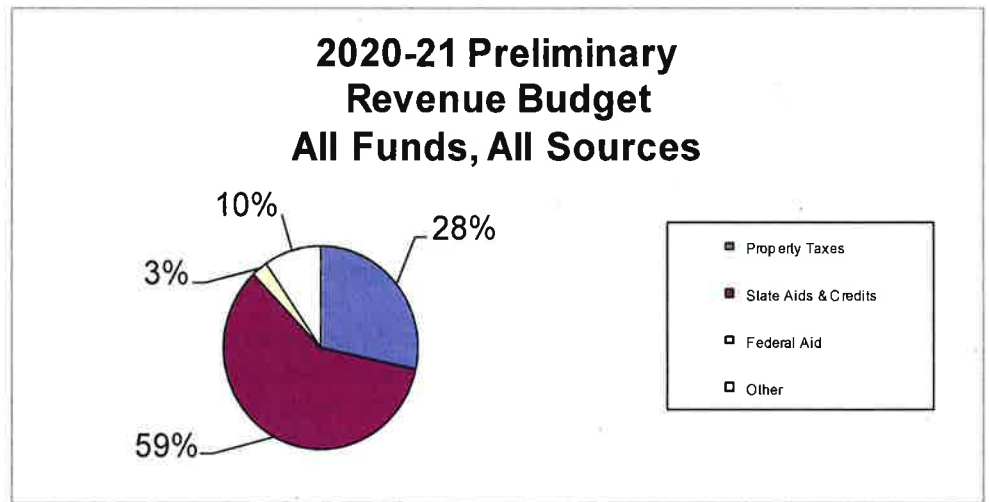


Figure 2

### 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 2020-21, salaries and benefits make up 73% of the district's general fund budget and 66% of the district's total budget as shown in Figure 3. Purchased services (such as heating, electricity, insurance and telecommunication costs) comprise 16% 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.

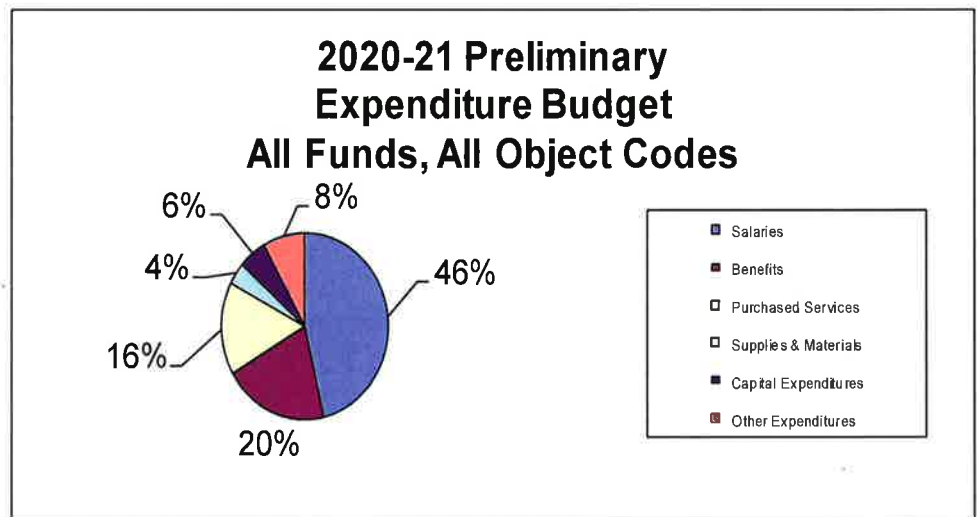


Figure 3

# **SECTION II**

## **2020-21**

### **Preliminary Budget**



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# 2020-21 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 2020-21 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 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 2020-21 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*		
	2019-20	2020-21
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 2019-20 and 2020-21. The supply/material and library/media allocations have been increased by two percent (2%) from the 2019-20 levels, 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		
Elementary	2019-20	2020-21
Supply and Material	\$27.37	\$27.92
Library/Media	9.58	9.77
Capital	0.00	0.00
Secondary	2019-20	2020-21
Supply and Material	\$52.50	\$53.55
Library/Media	13.95	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 \$1,225,213. 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 \$348,000 of the allocation. The vast majority of the remaining allocation goes to professional development days.

## 2020-21 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	2018-19 Actual	2019-20 Revised Budget	2020-21 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	20,038,645	20,999,539	21,495,902	496,363	2.36%
Revenues	111,021,043	113,975,831	113,519,211	(456,620)	-0.40%
Expenditures	110,060,150	113,479,468	114,645,874	1,166,406	1.03%
Revenues less Expenditures	960,894	496,363	(1,126,663)	(1,623,026)	
Ending Fund Balance	20,999,539	21,495,902	20,369,239	(1,126,663)	-5.24%

### Comparison of 2020-21 Preliminary Budget to 2019-20 Revised Budget

#### **Revenue**

Preliminary 2020-21 revenue estimates are \$456,620 less than the 2019-20 Revised Budget primarily due to a decrease in tax levy revenue, safe school revenue and the absence of non-federal grants as they are not predictable net an increase in state aids (primarily anticipated formula increase and special education).

#### **Expenditures**

Preliminary 2020-21 expenditures increased by \$1,166,406 from the 2019-20 Revised Budget primarily due to steps and lanes, transportation and health insurance to correct participation levels net a decrease in long term facility maintenance and safe schools. 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 (Long Term Facility Maintenance) and operating capital. The net revenue budget without these categorical revenues is \$106,599,809. The net expenditure budget without these categorical expenditures is \$104,236,884. As a result, the projected unassigned fund balance increases to 10.44% of expenditures for 2020-21, up from the projected unassigned fund balance of 8.47% for 2019-20. The Board's goal of a 5% unassigned fund balance has been met.

The total fund balance for the general fund includes the categorical revenues and expenditures listed above. Due to LTFM project schedules, 2020-21 LTFM categorical expenditures will exceed LTFM categorical revenues. Consequently, the total fund balance for the general fund is projected to decrease from \$21.5 million to \$20.4 million in the preliminary 2020-21 budget. Nevertheless, the unassigned fund balance (the amount of unallocated funds) is projected to increase from \$9.6 million to \$12.0 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 decreasing primarily due to levy adjustments. The expenditures are increasing slightly. The projected fund balance will decrease from \$5.2 million to \$4.7 million compared to the 2019-20 Revised Budget.

General Fund	2018-19	2019-20	2020-21	Rev. / Prel.	Rev. / Prel.
Capital Expenditure Account	Actual	Revised Budget	Preliminary Budget	Change	% Change
Beginning Fund Balance	4,100,342	5,550,528	5,193,503	(357,025)	-6.43%
Revenues	4,261,254	3,088,325	2,981,693	(106,632)	-3.45%
Expenditures	2,811,068	3,445,350	3,500,990	55,640	1.61%
Revenues less Expenditures	1,450,186	(357,025)	(519,297)	(162,272)	
Ending Fund Balance	5,550,528	5,193,503	4,674,206	(519,297)	-10.00%

### 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 2019-20 Revised Budget to the 2020-21 Preliminary Budget.

General Fund	2018-19	2019-20	2020-21	Rev. / Prel.	Rev. / Prel.
	Actual	Revised Budget	Preliminary Budget	Change	% Change
Administration	3,628,236	3,526,499	3,564,925	38,426	1.09%
District Support Services	3,774,731	3,841,149	3,918,261	77,112	2.01%
Regular & Vocational Instruction	47,804,953	47,474,156	48,792,402	1,318,246	2.78%
Special Education Instruction	19,527,685	20,297,323	20,902,085	604,762	2.98%
Community Service	75,000	0	0	0	0.00%
Instructional Support Services	7,248,996	7,118,022	6,611,179	(506,843)	-7.12%
Pupil Support Services	4,436,486	4,639,797	4,404,975	(234,822)	-5.06%
Transportation (Pupil Support)	7,676,044	8,088,434	8,860,733	772,299	9.55%
Operations and Maintenance	15,589,401	18,168,088	17,249,814	(918,274)	-5.05%
Fiscal and Other Fixed Costs	328,737	326,000	341,500	15,500	4.75%
<b>Total</b>	<b>110,090,268</b>	<b>113,479,468</b>	<b>114,645,874</b>	<b>1,166,406</b>	<b>1.03%</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 increase of \$38,426 from the 2019-20 Revised Budget is primarily for health insurance to correct participation levels along with steps.

**District Support Services**

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

The increase of \$77,112 from the 2019-20 Revised Budget is primarily for health insurance to correct participation levels along with steps.

**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 \$1,318,246 from the 2019-20 Revised Budget is primarily due to steps and lanes net a decrease for 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 \$604,762 from the 2019-20 Revised Budget is primarily due to steps and lanes along with an increase for health insurance to correct participation levels.

**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 decrease of \$506,843 from the 2019-20 Revised Budget is primarily due to a change in coding for comp basic expenditures and the absence of grants as they are not predictable.

**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 \$537,477 from the 2019-20 Revised Budget is primarily due to an increase for transportation, steps and lanes net a decrease for safe schools.

### 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 decrease of \$918,274 from the 2019-20 Revised Budget is primarily due to a decrease for Long Term Facility Maintenance (LTFM) net an increase for steps.

### 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 \$15,500 from the 2019-20 Revised 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.

Food Service Fund	2018-19 Actual	2019-20 Revised Budget	2020-21 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	518,705	953,757	1,163,466	209,709	21.99%
Revenues	4,437,611	4,467,651	4,492,367	24,716	0.55%
Expenditures	4,002,558	4,257,942	4,425,385	167,443	3.93%
Revenues less Expenditures	435,052	209,709	66,982	(142,727)	
Ending Fund Balance	953,757	1,163,466	1,230,448	66,982	5.76%

Revenues are increasing slightly. Expenditures are increasing primarily due to an expected increase in food costs along with an increase in credit card fees due to using a new vendor.

### 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	2018-19 Actual	2019-20 Revised Budget	2020-21 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	1,340,493	1,473,702	1,286,811	(186,891)	-12.68%
Revenues	7,096,516	7,467,253	7,611,700	144,447	1.93%
Expenditures	6,963,307	7,654,144	7,786,169	132,025	1.72%
Revenues less Expenditures	133,209	(186,891)	(174,469)	12,422	
Ending Fund Balance	1,473,702	1,286,811	1,112,342	(174,469)	-13.56%

Revenues are projected to increase slightly, primarily due to additional program revenue generated (primarily PAC) and an increase in special education students in preschool. Expenditures are projected to increase slightly primarily due to increased staffing costs along with an increase in credit card fees.

### Building Construction Fund

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

Building Construction Fund	2018-19 Actual	2019-20 Revised Budget	2020-21 Preliminary Budget	Rev. / Prel. Change	Rev. / Prel. % Change
Beginning Fund Balance	9,623,517	4,342,920	1,404,940	(2,937,980)	-67.65%
Revenues	126,867	75,000	20,000	(55,000)	-73.33%
Expenditures	5,407,464	3,012,980	477,000	(2,535,980)	-84.17%
Revenues less Expenditures	(5,280,597)	(2,937,980)	(457,000)	2,480,980	
Ending Fund Balance	4,342,920	1,404,940	947,940	(457,000)	-32.53%

Revenues and expenditures are decreasing due to near completion of bond projects.

## 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	2018-19	2019-20	2020-21	Rev. / Prel.	Rev. / Prel.
	Actual	Revised Budget	Preliminary Budget	Change	% Change
Beginning Fund Balance	1,508,511	2,962,013	2,891,642	(70,371)	-2.38%
Revenues	6,350,350	10,042,887	10,475,402	432,515	4.31%
Expenditures	4,896,848	10,113,258	10,127,608	14,350	0.14%
Revenues less Expenditures	1,453,502	(70,371)	347,794	418,165	
Ending Fund Balance	2,962,013	2,891,642	3,239,436	347,794	12.03%

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

### OPEB Debt Service Fund

The OPEB debt service fund is used to record the levy proceeds and the repayment of the Other Post-Employment Benefits (OPEB) bonds. Listed below are the reserved revenues and expenditures projected in the OPEB debt service fund.

OPEB Debt Service Fund	2018-19	2019-20	2020-21	Rev. / Prel.	Rev. / Prel.
	Actual	Revised Budget	Preliminary Budget	Change	% Change
Beginning Fund Balance	870,542	0	0	0	0.00%
Revenues	5,228,102	0	0	0	0.00%
Expenditures	6,098,644	0	0	0	0.00%
Revenues less Expenditures	(870,542)	0	0	0	
Ending Fund Balance	0	0	0	0	0.00%

The last of the OPEB Debt Service refunding bonds were paid off in February 2019. The remaining fund balance was transferred to the Debt Service Fund at the end of FY 2018-2019.



## 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.

Former Trust Fund	2018-19	2019-20	2020-21	Rev. / Prel. Change	Rev. / Prel. % Change
	Actual	Revised Budget	Preliminary Budget		
Beginning Fund Balance	165,695	0	0	0	0.00%
Revenues	215,409	0	0	0	0.00%
Expenditures	30,117	0	0	0	0.00%
Revenues less Expenditures	185,292	0	0	0	
Ending Fund Balance	350,987	0	0	0	0.00%

Former Trust Fund moving to General Fund	2018-19	2019-20	2020-21	Rev. / Prel. Change	Rev. / Prel. % Change
	Actual	Revised Budget	Preliminary Budget		
Beginning Fund Balance	0	275,773	275,773	0	0.00%
Revenues	0	16,000	16,000	0	0.00%
Expenditures	0	16,000	16,000	0	0.00%
Revenues less Expenditures	0	0	0	0	
Ending Fund Balance	0	275,773	275,773	0	0.00%

Custodial Fund (Scholarships)	2018-19	2019-20	2020-21	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	5,000	0	0.00%
Expenditures	0	5,000	5,000	0	0.00%
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, 2019 the net position balance in the OPEB trust account was \$7,591,507.

### **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, 2019 the net position balance in the internal service fund for health and dental insurance was \$3,434,621.

## 2020-21 PRELIMINARY BUDGET SUMMARY

### PROJECTED REVENUES, EXPENDITURES AND FUND BALANCE BY FUND 2020-21

<b>Fund</b>	<b>Proj. Fund Balance 6/30/20</b>	<b>2020-21 Revenue Budget</b>	<b>2020-21 Expenditure Budget</b>	<b>Proj. Fund Balance 6/30/21</b>
<b>General Fund</b>	21,495,902	113,519,211	114,645,874	20,369,239
<b>Food Service Fund</b>	1,163,466	4,492,367	4,425,385	1,230,448
<b>Community Service Fund</b>	1,286,811	7,611,700	7,786,169	1,112,342
<b>Sub-Total Operating Funds</b>	<b>23,946,179</b>	<b>125,623,278</b>	<b>126,857,428</b>	<b>22,712,029</b>
<b>Building Construction Fund</b>	1,404,940	20,000	477,000	947,940
<b>Debt Service Fund</b>	2,891,642	10,475,402	10,127,608	3,239,436
<b>Sub-Total Non-Operating Funds</b>	<b>4,296,582</b>	<b>10,495,402</b>	<b>10,604,608</b>	<b>4,187,376</b>
<b>Trust Fund</b>	75,214	5,000	5,000	75,214
<b>Total All Funds</b>	<b>28,317,975</b>	<b>136,123,680</b>	<b>137,467,036</b>	<b>26,974,619</b>

# **SECTION III**

## **Summary**

### SUMMARY OF REVENUES BY SOURCE CATEGORY AND FUND

Fund	Source Category	2018-19 Actual	Pct. of Total	2019-20 Rev. Bud.	2020-21 Prelim. Budget	Pct. of Total	Revised - Preliminary Percent Change	Amount Change
01	<b>General Fund</b>							
	Property Taxes	27,016,037	24.33%	29,137,972	27,142,252	23.91%	-6.85%	(1,995,720)
	State Aids & Credits	76,676,589	69.06%	78,076,890	79,836,432	70.33%	2.25%	1,759,542
	Federal Aid	2,018,811	1.82%	2,401,157	2,387,989	2.10%	-0.55%	(13,168)
	Other	5,309,606	4.78%	4,359,812	4,152,538	3.66%	-4.75%	(207,274)
	<b>Total General Fund</b>	111,021,043	100.00%	113,975,831	113,519,211	100.00%	-0.40%	(456,620)
02	<b>Food Service</b>							
	Property Taxes	0	0.00%	0	0	0.00%	0.00%	0
	State Aids & Credits	180,572	4.07%	182,275	182,500	4.06%	0.12%	225
	Federal Aid	1,196,285	26.96%	1,202,436	1,187,000	26.42%	-1.28%	(15,436)
	Other	3,060,753	68.97%	3,082,940	3,122,867	69.51%	1.30%	39,927
	<b>Total Food Service</b>	4,437,611	100.00%	4,467,651	4,492,367	100.00%	0.55%	24,716
04	<b>Community Service</b>							
	Property Taxes	1,108,351	15.62%	1,134,179	1,164,642	15.30%	2.69%	30,463
	State Aids & Credits	786,038	11.08%	810,338	837,359	11.00%	3.33%	27,021
	Federal Aid	3,400	0.05%	2,600	2,600	0.03%	0.00%	0
	Other	5,198,727	73.26%	5,520,136	5,607,099	73.66%	1.58%	86,963
	<b>Total Comm. Service</b>	7,096,516	100.00%	7,467,253	7,611,700	100.00%	1.93%	144,447
06	<b>Building Construction</b>							
	Other	126,867	100.00%	75,000	20,000	100.00%	-73.33%	(55,000)
	<b>Total Bldg Construction</b>	126,867	100.00%	75,000	20,000	100.00%	-73.33%	(55,000)
07	<b>Debt Service</b>							
	Property Taxes	10,239,038	88.43%	9,940,887	10,332,402	98.63%	3.94%	391,515
	State Aids & Credits	54,538	0.47%	42,000	88,000	0.84%	109.52%	46,000
	Other	1,284,876	11.10%	60,000	55,000	0.53%	-8.33%	(5,000)
	<b>Total Debt Service</b>	11,578,452	100.00%	10,042,887	10,475,402	100.00%	4.31%	432,515
08	<b>Former Trust Fund</b>							
	Other	215,409	100.00%	0	0	100.00%	0.00%	0
18	<b>Custodial Fund</b>							
	Other	0	100.00%	5,000	5,000	100.00%	0.00%	0
	<b>All Funds</b>							
	Property Taxes	38,363,426	28.53%	40,213,038	38,639,296	28.39%	-3.91%	(1,573,742)
	State Aids & Credits	77,697,738	57.78%	79,111,503	80,944,291	59.46%	2.32%	1,832,788
	Federal Aid	3,218,495	2.39%	3,606,193	3,577,589	2.63%	-0.79%	(28,604)
	Other	15,196,239	11.30%	13,102,888	12,962,504	9.52%	-1.07%	(140,384)
	<b>Total All Funds</b>	134,475,898	100.00%	136,033,622	136,123,680	100.00%	0.07%	90,058

### SUMMARY OF EXPENDITURES BY OBJECT CATEGORY AND FUND

Fund	Object Category	2018-19 Actual	Pct. of Total	2019-20 Rev. Bud.	2020-21 Prelim. Budget	Pct. of Total	Revised - Preliminary Percent Change	Amount Change
<b>01</b>	<b>General Fund</b>							
	Salaries	56,274,930	51.13%	56,882,317	57,588,954	50.23%	1.24%	706,637
	Benefits	25,017,788	22.73%	24,623,828	25,766,898	22.48%	4.64%	1,143,070
	Purchased Services	19,270,024	17.51%	19,855,441	20,389,003	17.78%	2.69%	533,562
	Supplies & Materials	3,540,961	3.22%	3,198,310	3,150,202	2.75%	-1.50%	(48,108)
	Capital Expenditures	4,675,635	4.25%	7,881,530	6,687,798	5.83%	-15.15%	(1,193,732)
	Debt Service	822,413	0.75%	825,290	840,589	0.73%	1.85%	15,299
	Other Expenditures	458,400	0.42%	212,752	222,430	0.19%	4.55%	9,678
	<b>Total General Fund</b>	<b>110,060,150</b>	<b>100.00%</b>	<b>113,479,468</b>	<b>114,645,874</b>	<b>100.00%</b>	<b>1.03%</b>	<b>1,166,406</b>
<b>02</b>	<b>Food Service</b>							
	Salaries	1,362,144	34.03%	1,400,159	1,435,950	32.45%	2.56%	35,791
	Benefits	623,046	15.57%	641,767	658,690	14.88%	2.64%	16,923
	Purchased Services	271,165	6.77%	281,010	337,275	7.62%	20.02%	56,265
	Supplies & Materials	1,669,938	41.72%	1,734,791	1,832,100	41.40%	5.61%	97,309
	Capital Expenditures	71,337	1.78%	195,000	158,500	3.58%	-18.72%	(36,500)
	Other Expenditures	4,929	0.12%	5,215	2,870	0.06%	-44.97%	(2,345)
	<b>Total Food Service</b>	<b>4,002,558</b>	<b>100.00%</b>	<b>4,257,942</b>	<b>4,425,385</b>	<b>100.00%</b>	<b>3.93%</b>	<b>167,443</b>
<b>04</b>	<b>Community Service</b>							
	Salaries	4,150,633	59.61%	4,585,796	4,680,392	60.11%	2.06%	94,596
	Benefits	1,221,306	17.54%	1,357,865	1,404,743	18.04%	3.45%	46,878
	Purchased Services	1,170,949	16.82%	1,302,867	1,291,105	16.58%	-0.90%	(11,762)
	Supplies & Materials	378,848	5.44%	344,141	346,342	4.45%	0.64%	2,201
	Capital Expenditures	16,758	0.24%	36,617	37,500	0.48%	2.41%	883
	Other Expenditures	24,811	0.36%	26,858	26,087	0.34%	-2.87%	(771)
	<b>Total Comm. Service</b>	<b>6,963,307</b>	<b>100.00%</b>	<b>7,654,144</b>	<b>7,786,169</b>	<b>100.00%</b>	<b>1.72%</b>	<b>132,025</b>
<b>06</b>	<b>Building Construction</b>							
	Purchased Services	130,079	2.41%	20,000	10,000	2.10%	-50.00%	(10,000)
	Capital Expenditures	5,277,385	97.59%	2,992,980	467,000	97.90%	-84.40%	(2,525,980)
	<b>Total Bldg. Const.</b>	<b>5,407,464</b>	<b>100.00%</b>	<b>3,012,980</b>	<b>477,000</b>	<b>100.00%</b>	<b>-84.17%</b>	<b>(2,535,980)</b>
<b>07</b>	<b>Debt Service</b>							
	Other	10,995,491	100.00%	10,113,258	10,127,608	100.00%	0.14%	14,350
<b>08</b>	<b>Former Trust Fund</b>							
	Other	30,118	100.00%	0	0	100.00%	0.00%	0
<b>18</b>	<b>Custodial Fund</b>							
	Other	0	100.00%	5,000	5,000	100.00%	0.00%	0
	<b>All Funds</b>							
	Salaries	61,787,707	44.95%	62,868,272	63,705,296	46.34%	1.33%	837,024
	Benefits	26,862,139	19.54%	26,623,460	27,830,331	20.25%	4.53%	1,206,871
	Purchased Services	20,842,218	15.16%	21,459,318	22,027,383	16.02%	2.65%	568,065
	Supplies & Materials	5,589,747	4.07%	5,277,242	5,328,644	3.88%	0.97%	51,402
	Capital Expenditures	10,041,115	7.30%	11,106,127	7,350,798	5.35%	-33.81%	(3,755,329)
	Other Expenditures	12,336,162	8.97%	11,188,373	11,224,584	8.17%	0.32%	36,211
	<b>Total All Funds</b>	<b>137,459,088</b>	<b>100.00%</b>	<b>138,522,792</b>	<b>137,467,036</b>	<b>100.00%</b>	<b>-0.76%</b>	<b>(1,055,756)</b>

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## BUDGET DETAIL SUMMARY

### REVENUE BY SOURCE

SRC DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
<b>GENERAL FUND</b>				
001 Property Tax Levy-General	27,000,395	29,122,330	27,142,727	Decreased to reflect levy amount.
005 Reemployment Compensation Levy	15,642	15,642	-475	
022 SPED Purch Serv from Oth MN	83,824	43,000	43,000	
041 Tuition-Out of State	10,600	0	0	
050 Fees from Patrons	1,114,828	1,128,000	1,128,000	
051 Parking Fees	174,072	160,000	160,000	
052 Criminal Background Checks	991	400	400	
053 Transcript Fees	7,825	10,000	10,000	
060 Admission/Student Act Revenue	204,814	170,000	170,000	
071 Medical Assistance Revenue	331,640	300,000	300,000	
088 E-Rate Revenue	111,759	120,000	120,000	
092 Interest Earnings	592,141	476,000	476,000	
093 Rent for School Facilities	172,648	378,114	419,338	Increased primarily for bus garage net a decrease for cell tower.
096 Gifts & Bequests	706,245	814,498	566,000	Decreased due to the absence of grant budgets as they are not predictable.
099 Miscellaneous Local Revenue	726,071	517,800	517,800	
201 Endowment Fund Apportionment	295,317	370,995	371,000	
211 General Education Aid	61,883,638	62,888,811	64,442,055	Increased to reflect a change in formula and an increase in APU's.
212 Literacy Incentive Aid	445,095	445,000	434,000	
213 Shared Time Aid	20,606	23,922	24,000	
227 Abatement Aid	666	1,517	1,500	
234 Homestd/Agr Mrkt Value Credit	11,936	12,000	12,000	
300 State Aids Rec'd from DOE	2,216,137	2,664,645	2,381,877	Decreased due to the reduction of safe schools revenue.
360 Special Education Aid	11,305,661	11,600,000	12,100,000	Increased to better reflect projected revenue.
370 Other Aid from DOE	157,612	70,000	70,000	
397 TRA/PERA Special Funding Revenue	339,922	0	0	
400 Federal Aids rec'd thru DOE	1,986,577	2,382,026	2,382,026	
405 Federal Aid rec'd thru Other	26,272	13,168	0	
500 Federal Aids rec'd from Fed	5,962	5,963	5,963	
619 Cost of Materials for Profit	-81,738	-100,000	-100,000	
620 Sales of Materials for Profit	207,991	270,000	270,000	
621 Sale of Materials Purch-Resale	46,137	60,000	60,000	



## REVENUE BY SOURCE

SRC DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
623 Sale of Real Property	889,197	0	0	
624 Sale of Equipment	10,561	12,000	12,000	
<b>Total</b>	<b>111,021,043</b>	<b>113,975,831</b>	<b>113,519,211</b>	
<b>FOOD SERVICE FUND</b>				
021 Sales to Mahtomedi	637,860	649,000	652,000	
050 Fees from Patrons	980	1,000	1,000	
092 Interest Earnings	15,516	15,700	16,000	
096 Gifts & Bequests	860	1,500	3,000	
099 Miscellaneous Local Revenue	3,506	3,000	4,000	
300 State Aids Rec'd from DOE	180,572	182,275	182,500	
471 School Lunch Program	257,475	260,000	261,000	
472 Free and Reduced Lunch Program	499,796	500,000	501,000	
473 Commodity Cash Rebate Program	13,594	0	0	
474 Commodity Distribution Program	242,317	252,436	250,000	
476 School Breakfast Program	153,662	155,000	155,000	
479 Summer Food Service Program	29,442	35,000	20,000	Summer Program will only be 3 weeks this year.
601 Food Service Sales to Pupils	2,254,682	2,286,000	2,303,700	
602 Food Service Sale of Milk	17,207	17,550	17,850	
606 Food Service Sales to Adults	23,974	23,940	30,317	
608 Special Function Food Sales	105,016	85,000	95,000	
624 Sale of Equipment	1,154	250	0	
<b>Total</b>	<b>4,437,611</b>	<b>4,467,651</b>	<b>4,492,367</b>	
<b>COMMUNITY SERVICE FUND</b>				
001 Property Tax Levy-General	941,836	964,179	964,642	
021 Tuition from MN School Dists	166,515	170,000	200,000	Increase in special education students in preschool.
040 Tuition	968,122	1,163,025	1,210,110	Increase in the number of families paying the full cost of preschool.
050 Fees from Patrons	271,914	275,275	346,199	Increase in revenue generated by our programs, primarily the PAC.
092 Interest Earnings	46,416	3,000	3,000	
096 Gifts & Bequests	45,864	68,500	46,000	Less funds available from the Whitson endowment.
099 Miscellaneous Local Revenue	125,774	131,500	62,500	Expecting fewer families to receive financial assistance in preschool.
227 Abatement Aid	59	590	590	
234 Homestd/Agr Mrkt Value Credit	1,320	0	0	
300 State Aids Rec'd from DOE	532,688	551,257	575,577	
301 Nonpublic Aid	74,508	81,027	83,728	
370 Other Aid from DOE	177,464	177,464	177,464	

## REVENUE BY SOURCE

SRC DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
405 Federal Aid Rec'd thru Other	3,400	2,600	2,600	
510 Adults with Disabilities	390	0	0	
548 Gymnastics	63,208	62,035	56,141	
549 Aquatics	55,217	59,208	60,980	
551 Adult Athletics	98,646	76,757	74,722	
552 Adult Enrichment	106,083	102,500	102,500	
553 Youth Athletics	84,664	80,000	82,000	
554 Camps and Clinics	103,054	117,000	125,000	
562 Instructional Music	35,458	35,500	35,550	
564 Special Events	96,031	112,736	110,159	
570 School Age Care Tuition	2,252,803	2,337,265	2,355,619	
571 School Age Care Preschool	186,298	228,783	241,273	Increase in the number of preschoolers enrolling in school age care.
585 Youth Development/Youth Serv	403,101	400,000	410,000	
591 Facilities Use	253,687	262,003	278,545	Increased rental rates.
592 Turf Fields Use	1,996	5,049	6,801	
<b>Total</b>	<b>7,096,516</b>	<b>7,467,253</b>	<b>7,611,700</b>	
<b>BUILDING CONSTRUCTION FUND</b>				
092 Interest Earnings	126,867	75,000	20,000	
<b>Total</b>	<b>126,867</b>	<b>75,000</b>	<b>20,000</b>	
<b>DEBT SERVICE FUND</b>				
001 Property Tax Levy-General	10,239,038	9,940,887	10,332,402	
092 Interest Earnings	136,795	60,000	55,000	
234 Homestd/Agr Mrkt Value Credit	14,397	7,000	13,000	
258 Other State Credits	40,141	35,000	75,000	
649 Permanent Transfers	1,148,081	0	0	
<b>Total</b>	<b>11,578,452</b>	<b>10,042,887</b>	<b>10,475,402</b>	
<b>FORMER TRUST FUND</b>				
All Gift Directed Revenues	215,409	0	0	
<b>Total</b>	<b>215,409</b>	<b>0</b>	<b>0</b>	
<b>CUSTODIAL FUND (SCHOLARSHIPS)</b>				
All Gift Directed Revenues	0	5,000	5,000	
<b>Total</b>	<b>0</b>	<b>5,000</b>	<b>5,000</b>	

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## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
<b>GENERAL FUND</b>				
100 Administrators	1,697,884	1,589,629	1,601,533	
101 School Board	32,727	33,750	33,750	
110 Principals	2,210,146	2,202,069	2,209,511	
120 Supervisors	668,786	693,807	699,692	
121 Confidential/Specialists	997,574	1,032,971	1,043,059	
122 Subs-Health Specialists	8,413	25,000	25,000	
140 Teachers	33,948,632	34,057,268	34,757,934	Increased primarily to reflect planned steps and lanes.
141 Paraprofessionals	882,856	909,256	901,132	
142 Subs-Paraprofessionals	3,115	21,150	21,000	
143 Coordinators	1,361,299	1,256,037	1,269,968	
144 Librarians	200,565	202,948	205,859	
145 Subs-Teacher	38,004	100,000	100,000	
150 Subs-Teacher School Business	14,810	35,722	27,858	
151 Occupational Therapists	266,438	271,128	275,017	
152 Speech Language Pathologists	1,442,596	1,552,767	1,596,473	
154 School Nurse	275,651	176,748	206,188	
155 Health Care Specialists	314,499	322,508	325,868	
156 School Social Worker	470,769	481,353	454,050	
157 Psychologists	853,981	868,251	877,956	
161 Paraprofessionals - Certified	2,342,495	2,672,241	2,766,270	
162 Paraprofessionals - One-to-One	169,525	167,675	170,557	
165 School Counselors	1,076,521	1,147,304	1,112,786	
170 Tech Support	2,169,801	2,180,249	2,202,430	
171 Subs-Tech Support	19,200	11,077	11,477	
172 Custodians	2,309,464	2,344,956	2,431,348	
173 Overtime	182,086	123,498	132,928	
174 DAPE Specialists	176,217	216,265	212,544	
176 Subs-Custodian	131,566	95,000	95,000	
177 Crossing Guards	8,452	10,453	10,636	
178 Lunchroom Supervisors-Licensed	10,297	10,000	10,000	
179 Lunchroom Supervisors-Non-Licensed	1,638	1,730	1,759	
180 Coaches	731,091	724,795	724,795	
185 Advisors	183,554	179,407	179,407	
186 Other Salary Payments-Non-Licensed	297,460	326,804	330,438	
189 Other Salary Payments-Licensed	776,820	838,501	814,731	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
195 Teacher Retirement Pay Differential	0	0	-250,000	Decreased to reflect projected retiree savings.
210 FICA	4,137,161	4,303,526	4,376,807	
214 PERA	834,742	837,664	853,855	
218 TRA	3,423,745	3,519,426	3,662,479	Increased primarily to reflect rate increase.
220 Health Insurance	11,708,170	11,114,459	11,668,228	Increased to reflect planned expenditures along with a projected rate increase.
225 Dental Insurance	785,199	772,478	795,914	
230 Life Insurance	173,508	179,429	188,821	
235 LTD Insurance	263,593	145,267	151,736	
236 Short Term Disability	138,803	0	15,416	
240 Legal Insurance	-1,556	0	0	
250 TSA	1,035,169	1,037,536	1,077,866	
251 Severance TSA	174,232	180,000	180,000	
252 Severance Health	40,767	100,000	100,000	
253 Health Care Savings Plan	628,679	600,481	674,837	Increased to better reflect planned expenditures.
254 VEBA Contribution	1,116,215	1,099,768	1,185,452	Increased to better reflect planned expenditures.
270 Workers Compensation	290,027	316,028	327,556	
280 Reemployment Comp Insurance	29,494	46,388	46,388	
291 OPEB (pay as you go)	216,843	324,908	415,073	Increased to better reflect planned expenditures.
297 Tuition/Classes	803	14,400	14,400	
298 Contract Dues	14,497	17,870	17,870	
299 Other Employee Benefits	7,696	14,200	14,200	
300 Contracted Services Not Subs	187,457	107,700	121,700	
301 Contracted Service Subs	575,427	600,000	600,000	
302 Background Check	9,925	22,789	22,789	
303 Federal Contracts < \$25,000	49,547	109,706	107,706	
304 Federal Contracts > \$25,000	0	25,000	25,000	
305 Consulting/Service Fees	1,699,193	2,025,809	1,793,962	Decreased due to the reduction of safe schools revenue.
306 Audit Services	75,574	75,000	85,000	
307 Legal Services	123,076	132,244	133,750	
308 Printing Services	59,426	102,750	106,750	
309 Credit Card Fees	55,032	0	0	
310 Snow Removal/Lawn Services	291,704	232,400	248,500	
312 Officials/Judges	63,383	64,250	65,600	
313 Laundry Services	19,018	20,525	20,825	
314 On-Line Courses	18,520	30,000	30,000	
315 Computer/Tech Repair and Maint	19,437	26,540	26,514	
317 Contracted Subs for SPED Program	319,834	375,000	375,000	

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## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
318 Data Processing & Entry Services	7,022	2,000	2,000	
319 Computer/Tech Services	53,996	25,000	40,000	Increased to better reflect planned expenditures.
320 Communication Services	270,205	292,527	291,556	
327 Contracted Subs SPED Prog Sch Bus	16,739	3,780	1,560	
329 Postage	37,878	59,123	50,574	
330 Electricity	1,296,662	1,178,900	1,236,700	Increased to better reflect planned expenditures.
331 Natural Gas	399,223	380,400	395,100	
332 Water and Sewer	156,675	147,400	153,200	
333 Garbage Collection	66,169	68,800	71,300	
340 Insurance	298,619	310,000	325,500	
350 Repair/Maintenance Services	1,737,657	1,679,718	1,473,058	Decreased for planned long term facility maintenance projects.
357 Interpreter for Deaf Services	488	366	800	
358 Foreign Language Interpreter	9,019	7,000	7,000	
360 Transportation Contracts	7,702,938	8,078,645	8,849,823	Increased to reflect projected transportation contract costs.
362 Mental Health Practitioner Services	15,000	15,000	15,000	
365 Transportation Chargebacks	-450	-7,800	-8,000	
366 Travel and Conferences	197,556	311,894	316,747	
368 Out Of State Travel - Federal	4,629	1,200	1,200	
369 Entry Fees/Student Travel Exp	569,498	640,900	640,275	
370 Rentals and Leases	886,054	837,036	877,401	Increased for ice time and NE 916 lease levy.
371 Equipment Leases	1,342	1,700	1,700	
372 Graduation Expense	54,711	40,000	42,000	
380 Computer/Tech Hardware Rental	4,004	2,000	2,000	
390 Tuition To Oth MN Sch District	178,846	180,000	180,000	
391 Pmt To MN Sch-Cost Share Agmt	631,053	702,972	707,246	
393 Sped Cont Serv - Non Sch Dist	160,035	125,000	125,000	
394 Payments to Oth Agencies	816,314	744,000	749,000	
396 Sped Sal Purchase fr Oth Dist	365,767	301,067	301,067	
397 Sped Bens Purchase fr Oth Dist	173,579	177,100	177,100	
398 Administrative Chargebacks	-407,756	-400,000	-400,000	
401 Non-Instructional Supplies	708,755	905,404	878,958	
404 ID Badges	2,778	2,800	2,800	
405 Non-Instructional Annual Software License	519,263	327,517	327,517	
406 Instructional Software License	185,120	355,358	355,358	
409 Uniforms	7,419	8,000	8,000	
410 Custodial/Repair Supplies	512,823	502,500	473,800	
430 Instructional Supplies	675,536	344,215	338,348	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
433 Individualized Instructional Supplies	76,911	90,559	98,452	
440 Fuel For Buildings	45,925	38,000	38,100	
442 Gasoline	21,474	32,000	31,607	
455 Non-Instructional Technology Supplies	28,674	12,500	15,900	
456 Instructional Technology Supplies	22,972	20,700	23,700	
460 Textbooks and Workbooks	114,096	259,423	258,114	
461 Standardized Tests	287,265	165,000	165,000	
465 Non-Instructional Technology Devices	49,327	500	0	
466 Instructional Technology Devices	242,662	92,134	91,644	
470 Library Books	19,644	17,125	18,125	
490 Food	20,315	24,575	24,779	
520 Bldg Acquisition/Construction	3,887,405	6,314,714	5,320,700	Decreased for planned long term facility maintenance projects.
522 Vandalism	18,096	25,000	25,000	
530 Other Equipment Purchased	624,202	819,469	616,853	Decreased due to the absence of grant budgets as they are not predictable.
533 Sped Equipment	8,746	0	2,898	
555 Technology Equipment	102,131	305,100	305,100	
556 SPED Tech Equipment	35,055	417,247	417,247	
730 Loan Principal	530,000	550,102	595,000	Increased to reflect COP (Certificates of Participation) payments.
740 Loan Interest	292,413	275,188	245,589	Decreased to reflect COP (Certificates of Participation) payments.
820 Dues and Memberships	116,216	125,752	135,430	
891 TRA/PERA Special Funding Expenditures	339,922	0	0	
895 Federal Indirect Costs	-3,548	-4,000	-4,000	
896 Taxes, Special Assessments and Interest	5,810	75,000	75,000	
898 Scholarships	0	16,000	16,000	
<b>Total</b>	<b>110,060,150</b>	<b>113,479,468</b>	<b>114,645,874</b>	

### FOOD SERVICE FUND

120 Supervisors	164,307	171,500	176,500
160 Cooks	1,131,662	1,160,309	1,182,600
162 Subs-Cook	23,340	18,500	23,500
170 Tech Support	38,800	43,000	45,000
172 Custodians	2,402	5,000	6,000
173 Overtime	143	300	750
186 Event Pay	942	1,550	1,600

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
189 Other Salary Payments	548	0	0	
210 FICA	96,980	99,715	102,380	
214 PERA	101,096	103,320	107,125	
220 Health Insurance	325,309	333,622	338,750	
225 Dental Insurance	21,582	22,424	23,500	
230 Life Insurance	1,176	1,247	1,320	
235 LTD Insurance	3,047	3,065	3,280	
250 TSA	18,451	20,103	20,655	
253 Health Care Savings Plan	2,698	2,752	3,000	
254 VEBA Contribution	11,500	13,450	15,150	
270 Workers Compensation	41,207	42,069	43,530	
305 Consulting/Service Fees	110	112	125	
309 Credit Card Fees	87,553	89,305	125,000	New vendor with an increased fee.
320 Communication Services	960	1,100	1,500	
329 Postage	318	325	350	
333 Garbage Collection	19,920	20,318	21,000	
350 Repair/Maintenance Services	40,504	45,000	55,000	Increased for preventative maintenance on some equipment.
366 Travel and Conferences	3,659	3,850	4,300	
398 Administrative Chargebacks	118,143	121,000	130,000	
401 Non-Instructional Supplies	58,419	63,300	70,700	
402 Promotions	254	4,000	2,750	
403 Small Equipment	9,573	30,000	40,000	Increased smallware needs.
405 Non-Instructional Annual License/Software	26,204	17,165	17,500	
442 Gasoline	277	1,490	850	
455 Non-Instructional Technology Supplies	28	250	500	
465 Non-Instructional Technology Devices	2,388	250	1,000	
490 Food	1,206,980	1,239,000	1,314,000	Increased prices.
491 Commodities	242,317	252,436	250,000	
495 Milk	123,498	126,900	134,800	
505 Non-Instructional Technology Software	6,358	40,000	6,000	FY 19-20 purchased new POS (point of sale) screens for all schools.
530 Other Equipment Purchased	64,979	155,000	152,500	
820 Dues and Memberships	4,929	5,215	2,870	
<b>Total</b>	<b>4,002,558</b>	<b>4,257,942</b>	<b>4,425,385</b>	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
<b>COMMUNITY SERVICE FUND</b>				
100 Administrators	148,183	145,683	148,597	
120 Supervisors	421,816	464,872	488,460	
121 Confidential/Specialists	54,107	55,082	56,183	
123 SAC Site Leaders	327,273	358,925	365,754	
125 Schl Readiness/ABE Supervisor	164,367	171,434	177,190	
140 Teachers	945,427	1,066,343	1,089,789	
141 Community Ed Assistants	1,203,701	1,333,982	1,358,232	
145 Subs-Teacher	0	1,500	0	
150 Subs-Teacher School Business	0	1,250	1,250	
154 School Nurse	10,133	12,798	13,895	
165 School Counselors	11,719	11,000	12,000	
170 Tech Support	321,884	374,416	388,832	
171 Subs-Tech Support	3,576	1,000	500	
172 Custodians	34,063	34,380	35,068	
173 Overtime	54,782	61,365	56,315	
186 Casual/Other Pmts Non-Licensed	299,808	334,310	333,308	
189 Casual and Other Payments-Licensed	149,793	157,456	155,019	
210 FICA	316,422	347,391	353,351	
214 PERA	192,730	235,478	239,931	
218 TRA	104,273	111,218	120,770	
220 Health Insurance	396,703	427,823	455,867	Changes in employees and their benefits.
225 Dental Insurance	32,136	39,127	39,190	
230 Life Insurance	8,590	8,787	7,808	
235 LTD Insurance	8,855	11,610	7,219	
236 Short Term Disability	6,382	1,200	1,200	
250 TSA	35,231	36,754	37,700	
251 Severance TSA	-66	0	0	
253 Health Care Savings Plan	39,881	49,739	51,399	
254 VEBA Contribution	53,900	58,985	62,027	
270 Workers Compensation	22,950	21,953	22,781	
297 Tuition/Classes	3,039	7,500	5,200	
298 Contract Dues	30	0	0	
299 Other Employee Benefits	250	300	300	



## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
301 Contracted Service Subs	23,713	43,000	29,000	FY 19-20 increased to cover long-term sub.
304 Advertising Services	294	500	500	
305 Consulting/Service Fees	444,759	473,404	458,594	
308 Printing Services	38,044	52,175	42,200	FY 19-20 increased for special project.
309 Credit Card Fees	160,498	177,879	197,052	Projecting an increase in credit card fees due to revenue increase.
310 Snow Removal/Lawn Services	3,556	1,500	3,000	
320 Communication Services	3,434	4,140	4,240	
329 Postage	11,281	15,325	15,325	
330 Electricity	21,172	23,200	23,200	
331 Natural Gas	5,411	5,000	5,000	
332 Water and Sewer	3,071	7,000	7,500	
333 Garbage Collection	990	1,000	1,000	
350 Repair/Maintenance Services	0	7,100	4,600	
358 Foreign Language Interpreter	0	250	250	
360 Transportation Contracts	54,655	62,110	61,100	
365 Transportation Chargebacks	450	800	1,100	
366 Travel and Conferences	30,658	26,100	25,300	
369 Entry Fees/Student Travel Exp	47,721	53,450	54,040	
370 Rentals and Leases	31,627	36,295	36,685	
398 Administrative Chargebacks	289,613	312,639	321,419	
401 Non-Instructional Supplies	162,605	150,135	150,223	
405 Non-Instructional Annual License Software	4,106	4,150	4,300	
410 Custodial/Repair Supplies	9,127	4,000	4,000	
430 Instructional Supplies	27,985	11,900	9,150	
460 Textbooks and Workbooks	30,255	36,846	36,919	
461 Standardized Tests	3,246	200	200	
465 Non-Instructional Devices	33,757	18,700	33,500	Replacing auditory systems.
490 Food	107,767	118,210	108,050	Adjusting to better reflect trends in spending for school age care.
530 Other Equipment Purchased	16,758	36,617	37,500	
820 Dues and Memberships	21,263	23,000	22,100	
895 Federal Indirect Costs	3,548	3,858	3,987	
<b>Total</b>	<b>6,963,307</b>	<b>7,654,144</b>	<b>7,786,169</b>	

## EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2018-19 ACTUAL	2019-20 REVISED	2020-21 PRELIM.	NOTES
<b>BUILDING CONSTRUCTION FUND</b>				
305 Consulting/Service Fees	119,218	10,000	0	
307 Legal Services	0	10,000	10,000	
350 Repair/Maintenance Services	10,860	0	0	
510 Site or Grounds Acquisition	4,311,892	0	0	
520 Bldg Acquisition/Construction	904,327	2,990,610	467,000	Decreased to reflect planned bond projects.
530 Other Equipment Purchased	61,167	2,370	0	
<b>Total</b>	<b>5,407,464</b>	<b>3,012,980</b>	<b>477,000</b>	
<b>DEBT SERVICE FUND</b>				
710 Bond-Principal	5,795,000	6,165,000	6,470,000	
720 Bond-Interest	4,049,920	3,946,258	3,655,108	
790 Oth Debt Service Expenditures	2,490	2,000	2,500	
910 Permanent Transfers	1,148,081	0	0	
<b>Total</b>	<b>10,995,491</b>	<b>10,113,258</b>	<b>10,127,608</b>	
<b>FORMER TRUST FUND</b>				
All Gift Directed Expenditures	30,118	0	0	
<b>Total</b>	<b>30,118</b>	<b>0</b>	<b>0</b>	
<b>CUSTODIAL FUND (SCHOLARSHIPS)</b>				
All Gift Directed Expenditures	0	5,000	5,000	
<b>Total</b>	<b>0</b>	<b>5,000</b>	<b>5,000</b>	

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# **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.
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.
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.
092	<b><u>Interest Earnings</u></b> This is income from temporary investments in government bonds, treasury certificates, or other investments authorized by statute.
093	<b><u>Rent for School Facilities</u></b> This revenue is from rental of district facilities. Examples include gyms and pools.
096	<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>510-592</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, basic skills (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>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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# Stillwater Schools/District 834

## Budget Questions and Answers

June 11, 2020

**“A budget is more than just a  
series of numbers on a page;  
it is an embodiment of our values.”**

Barack Obama

### **What we know/what we don’t know:**

#### ***A. Is the Preliminary Budget Accurate?***

**Yes and No:** The preliminary budget is accurate in that it has been developed with a team of trained and dedicated District 834 professionals. No one knows more about the revenue and expenditures of Stillwater Schools than the individuals who work in the District. They know the programs, the staffing and Minnesota State statutes used to create the budget documents that the District relies on to prepare the plan for the upcoming fiscal year and beyond.

The preliminary budget is **not** accurate by the fact the information used to prepare the budget is outdated almost immediately. Things change rapidly in a school district. The number of students served changes on a daily basis; staffs retire, have life changes and earn an advanced degree. These are just a few examples of changes that impact expenditure and revenue assumptions. Budgets change because district plans change, leadership changes, costs change and the economy changes. The School District is not able to adjust the budget every day or each time a budget input changes. Most school districts develop a preliminary budget each spring and revise the budget after the State Legislature and the property tax levy sets the funding parameters in the late fall or early winter. The budget development team is a group of “educated budget professionals” who provide the best possible estimates so the school board is able to make the best possible decisions.

#### ***B. Will Stillwater Schools operate regular classes this August?***

**Stillwater Schools will prepare to operate regular classes this August.** District administration is preparing to meet the teaching and learning challenges of opening Stillwater Schools in August 2020. Preparing for the students, their families and district staff will require flexible planning focused on options that will fit the needs of ALL students.

The most significant factor confronting Stillwater Schools in opening classes in August is the possible reoccurrence of COVID-19 this fall. The administrative team will prepare flexible teaching and learning scenarios in order to ensure the district will have the staff and programming in place to meet the needs of students, their families and the larger community. Stillwater Schools’ current budget plan is adaptable enough to adjust to the uncertain future related to the Coronavirus.

**C. *Does the school district need to retool the proposed preliminary 2020-2021 budget now?***

**No:** Not only is it not necessary but I believe unwise. My rationale is based on the many unknowns faced by the School District during this time of Covid-19. How many students will be enrolled when classes commence in August? What changes in funding will occur over the next three months? Will tax revenues remain steady? When will we settle the district labor agreements? What will the Minnesota State Legislature do? Will Covid-19 make comeback in September? All these reasons suggest waiting and then working on budget updates in the fall/winter.

At the present time, most budget development team-members are not in the office and it would be difficult to pull them together for budget planning and development. Trying to communicate with team members and update the preliminary document with all the unknowns may produce faulty assumptions and the results will not only be inaccurate but may lead to unwise decisions.

It is like trying to change the tires on a moving car while at the same time not knowing what is around the corner and who may be asking for a ride. It is better to stop and change the tires before moving forward. The same is true with budget development....using facts to build the budget will produce better budget outcomes.

**D. *Why don't we just start over at zero and build the budget from the ground up?***

**Faulty budget inputs will produce inaccurate and unclear budget results:** Starting from scratch is not an efficient use of school board time and will not likely produce the desired outcome. The same unknowns listed above would be employed to build an updated preliminary budget. Trying to gather all the necessary budget information with the majority of the budget team out of the office and a new budget director would be very difficult and not provide a better budget at this time.

I believe a better use of the board members' time and energy is to review what we know, make sure the general fund unassigned budget reserve of 5% is protected, review the budget on an ongoing basis with administration monitoring the changes that are occurring over the summer/early fall and plan for a revised budget that will prepare the district to meet the challenges of 2020 – 2021 fiscal year. This will require a larger investment of time by the school board and administration to ensure all the future adjustments are cataloged, updated and maintained in order to make the revisions in the late fall and early winter. This will supply the leadership team with the data and information necessary to create an outcome based revised budget.

**E. *What should the School Board do now?***

**Discuss with administration what we know now and how to plan for an unknown future:** At the present time we know a couple of things that will need to be included in planning for the revised budget. We know a number of employee labor agreements are in the middle of negotiations. The district needs to make sure it takes into consideration the potential settlements and include them in its budget plans (not adjust the preliminary budget until a settlement is reached). Possible cost savings need to be part of district budget revision planning and any programming expenditures that will make the district a more attractive alternative for families to

enroll in Stillwater Schools. Examples would be the saving from not transporting students the final two months of the school year and the pathway program at Stillwater High School.

In my opinion the district should explore expenditure reductions, where possible, for the remainder of the current school year and plan for a 1.25% set aside for unforeseen expenditures. In addition essential hiring model developed by the administration, no out-of-state travel and using good judgment on any expenditure budgeted or not, for the remainder of the current fiscal year will reduce the need for additional budget reductions in the next fiscal year.

***F. Is the Food Service Fund Financially Sound?***

The Food Service Fund is in sound financial shape. This is no accident. It is the result of a clear vision that the Stillwater Schools nutrition program is a co-partner with academic programming in promoting the overall health and wellbeing of District 834 learners.

Another factor in the financial health of the Food Service Fund is the decision by food service leadership to offer services outside of the district. Providing nutrition programming to Mahtomedi Public Schools, Intermediate School District 916, area non-public schools and local charter schools on a fee basis has allowed the Stillwater Schools food service program to assist other educational organizations and increase the food services cash flow and profitability.

The key to the program success is the on-site leadership under the steady hand of Food Service Fund Manager, Kelley Linquist. Keeping one eye on the quality of food and service while also protecting the bottom line has put the District 834 Food Service program in an enviable financial position.

In spite of the COVID-19 pandemic and the additional programming costs, the Stillwater Schools Food Service program will be able to handle the unknown surprises that will accompany the COVID19 pandemic. I believe the District food service program will bounce back to profitability during 2020 – 2021 fiscal year.

***G. Will the Community Service Fund Survive COVID -19 and the Reduction in Program Fees?***

Stillwater Schools Community Service Fund will not only survive but will thrive. The Stillwater Schools Community Service Fund is facing a difficult situation this spring because of the closure of Minnesota schools and related programming. The Community Service Fund is fee driven and depends on active fee-paying participants to ensure a viable community-based program. The reduction of this revenue stream will force the district to spend down a significant portion of the fund balance. Director Annette Salman has labored tirelessly to maintain the integrity of the Community Service programming. She has continued to place the participants needs at the forefront and has never lost sight of the special needs of the youngest learners in District 834.

It is clear that the Community Service Fund will face some challenging financial decisions during the upcoming school year, but I do believe that with sound leadership and maintaining the quality of the programming, the fund will survive and prosper. Once the final audit is completed, the district administration will provide a recommendation concerning the chargebacks to the General

Fund. When the pandemic is over, the Community Service Fund should rebound to a sound financial footing and regain the fund balance used during the COVID-19 crisis.

***H. Is Stillwater Schools Nearing the Completion of the Voter Approved Construction Fund Expenditures?***

The remaining balance of the Building Construction Fund will be expended over the next two to three fiscal years. The only revenue to the fund is from interest earnings. The remaining \$1.4 million dollars in the Construction Fund will be used on projects approved by the school board during the next few years.

***I. Has the Coronavirus Affected the Debt Service Fund?***

The Coronavirus pandemic will not affect the Debt Service Fund for a couple of reasons. First, the levy to provide for payment of the debt service bonds is set at 105% of the amount required to meet the loan obligation. Any amount in excess will be used to lower future levies. Second, even if some taxpayers fail to pay their property taxes, the district will be able to recapture that revenue in future levies. The Debt Service Fund is in excellent financial shape.

***J. Why does the OPEB Debt Service Fund have a Zero Balance?***

The last of the OPEB Debt Service refunding bonds were paid off in February of 2019. The remaining fund balance, after the payoff, was transferred to the Debt Service Fund at the end of Fiscal Year 2020 to reduce the District's property tax levy.

***K. What are the Stillwater Schools Trust Funds?***

The implementation of GASB (Governmental Accounting Standards Board) Number 84 has required a change on how the District handles student scholarships. District scholarships that had previously been located 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 funds the district receives and distributes but has no financial benefit from or control over the funds.

***L. What are the OPEB Trust and the Internal Service Fund?***

The Other Post Employment Benefits (OPEB) bonds were sold by Stillwater Schools to be used to pay for future retirement expenditures. The funds were placed in an irrevocable trust and the funds may only be used for the purpose intended. As of June 30, 2019, the net position balance in the OPEB trust account was \$7.5 Million.

The Internal Service Fund is in place to provide funding for the District self-funded insurance program. The Internal Service Fund contains of funds for health and dental insurance. As of June 30, 2019, the net position balance in the internal service fund for insurance costs was \$3.4 million.

***M. Comments and Questions***



**Agenda Item: VIII. C.**  
**Date Prepared: June 4, 2020**  
**ISD 834 Board Meeting**

Action Agenda Item: Oak-Land Middle School Pool Wall Tile Replacement - 2020

Meeting Date: June 11, 2020

Contact Person: John Thein, Interim Executive Director of Finance and Operations

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*Background:* The Oak-Land Middle School pool wall tile was loose and has been removed. Contractors have been able to review the current condition of the walls to provide pricing for installing replacement wall tile. The Oak-Land Middle School pool is currently closed to accommodate the tiling project. The budget for this project is \$85,000 and will be funded by the FY 2021 Long-Term Facilities Maintenance fund. Three proposals for the project were received on June 2, 2020. The lowest proposal is from Market and Johnson Inc. of Oakdale, MN for a total of \$97,569. BWBR Architects recommends awarding the project to them. Market and Johnson Inc. is currently contracted for the 2020 District Wide Renovation project. Administration requests approval to award the proposal to Market and Johnson Inc. and include it as part of their current contract.

Location(s): Oak-Land Middle School

Project Name: Oak-Land Middle School Pool Wall Tile Replacement - 2020

Fund: Long-Term Facilities Maintenance

Item: Replace wall tile in the pool area at Oak-Land Middle School

Amount: Market and Johnson Inc. for a total of \$97,569

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*Recommendation:*

A motion and a second to approve the Oak-Land Middle School pool wall tile replacement will be requested.

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



## **EXPENDITURE APPROVAL FORM**

### **Fiscal Year 2019-2020**

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

**REQUESTED BY:** John Thein, Interim Executive Director of Finance and Operations

**DATE:** June 11, 2020

#### **DESCRIPTION OF REQUEST**

This request is to replace the Oak-Land Middle School pool wall tile. The budget for the project is \$85,000 and will be funded by the FY 2021 Long-Term Facilities Maintenance fund. Three proposals for the project were received on June 2, 2020. The lowest proposal is from Market and Johnson, Inc. of Oakdale, MN for a total of \$97,569. BWBR Architects recommends awarding the contract to them. Administration requests approval to award the proposal to Market and Johnson, Inc.

#### **FINANCIAL IMPACT**

**\$97,569. Additional costs may be incurred to remedy issues not identified in the construction plans.**

**Budget(s) Impacted: \$97,569.00 Long-Term Facility 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**

Work to be completed prior to August 12, 2020

**Stillwater Area Public Schools - 2020 Stillwater Oak-Land Middle School Pool Tile**  
**June 2, 2020**

	<b>Company Name</b>	<b>Base Bid</b>	<b>Deduct Alternate</b>	<b>Bond</b>	<b>Signed</b>	<b>Bid Bond</b>
1	<b>Market and Johnson Inc.</b> <b>7300 Hudson Blvd., Suite 165</b> <b>Oakdale, MN 55128</b>	<b>\$97,569.00</b>	N/A	\$763	X	X
2	AVM Construction 2401 Pilot Know Rd. Mendota Heights, MN 55120	\$108,000.00	\$25,000	\$1,400	X	X
3	Siegfried Construction 510 Perro Creek Drive, PO Box 84. Bayport, MN 55120	\$121,730.00	\$49,635	\$1,190	X	X
4						
5						
6						



SAINT PAUL | MADISON

380 St. Peter Street, Suite 600  
Saint Paul, MN 55102

651.222.3701  
bwbr.com

June 3, 2020

Mr. Tony Willger  
Supervisor of Facility and Site Operations  
Independent School District 834  
Stillwater Area Public Schools  
1875 Greeley Street South  
Stillwater, MN 55082

Re: Oak-land Middle School  
2020 Pool Tile Project  
BWBR Commission No. 3.2019316.02

Dear Tony:

BWBR has reviewed the bids for the 2020 Oak-land Middle School Pool tile Project and contacted the apparent low bidder; Market and Johnson for the Middle School. Market and Johnson has acknowledged that their bid of \$97,569.00 is complete for the Oak-land Middle School.

BWBR recommends moving forward with the base bid as documented and not accepting alternate 1. The alternate would provide a lesser quality final finish and we have concerns about long term durability and appearance of the walls.

BWBR recommends that Stillwater Area Public Schools enter into a contract with Market and Johnson for the amount stated above to complete the work described in the bid documents.

Sincerely,

**BWBR**

A handwritten signature in black ink, appearing to read 'Hanna Kuehl'.

Hanna Kuehl

AS/as



**Agenda Item VIII. D.**  
**Date Prepared: June 3, 2020**  
**ISD 834 Board Meeting**

**Agenda Item:** Renewal of Teachers on Call Contract

**Meeting Date:** June 11, 2020

**Contact Person:** Cathy Moen, Executive Director of Administrative Services

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**Background:**

A request for proposals was completed in February and March 2020 for substitute staffing services. Proposals were received from three companies including ESS (Educational Services Staffing), Parallel, and Teachers on Call. The Teachers on Call proposal was lower than both of the other proposals and guaranteed for a period of three years; ESS' proposal was 4.5% higher and Parallel's proposal was 6% higher. A summary of information related to the three proposals is attached. Administration is requesting approval of the contract with Teachers on Call for the period of July 1, 2020 through June 30, 2023.

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**Recommendation:**

*Board approval of the contract with Teachers on Call for the period of July 1, 2020 through June 30, 2023.*

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

**SUMMARY INFORMATION FOR REQUESTS FOR PROPOSALS  
FOR SUBSTITUTE STAFFING SERVICES  
For School Board Approval -- 6.11.20**

Company	Proposed Rate(s)	Average Fill Rates	Used by Comparison Districts	Districts in MN	Districts Nationwide	Years in Industry	Local Offices/Staff	Use AESOP	Training Info	Notes
ESS	30.5% (comp to Opt #2 for TOC)	None provided	None	0	700+	20	Offices located in WI	Yes	Available; none required	Currently do not serve any districts in the midwest area; most districts located in the south and the east of the US
Parallel	32% Paid on an hourly basis	None provided	None	0	Info Not Available	20	Closest staff are located in Racine or Stevens Point, WI	No	All subs required to complete mandated reporter training	Currently serve districts in IL, IN, KS, MO, OH and WI
Teachers On Call	Option 1 = 26% (Current plan; district pays for AESOP)  Option 2 = 28% (TOC pays for AESOP; not cost effective for us)	95% fill rate in 2018-19 93% fill rate in 2019-20  Note: 2019-20 fill rate is 13% higher than national average	NSP/Maplewood Moundsview Mahtomedi Roseville  Note: Not used in WBL, So. Wash, or Forest Lk	160+ Regionally	750+	20	60 Employees within 20 miles of SAPS	Yes	All subs required to complete two on-line trainings -- Agents of Change and Working Against Racial Bias.  Subs also have access to free training through STEDI.org, through Utah State University as well as online training	Operate in all 50 states (Teachers on Call/Kelly Services combined); TOC is across all of the upper midwest  Complete annual background checks of all subs

Note: All three providers offer programs such as weekly pay; health insurance, optional 401(k); incentive and bonus programs; perks and discounts



**Agenda Item: VIII E. F. G. H.**  
**Date Prepared: June 3, 2020**  
**ISD 834 Board Meeting**

Action Item: Policies for Final Reading  
Meeting Date: June 11, 2020  
Contact Person(s): Policy Working Group

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*Summary:*

The 2020 Policy Working Group will be presenting these policies for final reading.  
Policy 428 – Employee Technology & Internet Access and Acceptable Use  
Policy 524 – Student Technology & Internet Access and Acceptable Use  
Policy 506 – Student Discipline  
Policy 514 – Bullying Prohibition

The policies are included for your review.

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*Recommendation:*

*A motion and a second to approve each policy will be requested.*

*E. Policy 428 – Employee Technology & Internet Access and Acceptable Use*

**Motion by:**\_\_\_\_\_ **Second by:**\_\_\_\_\_ **Vote:**\_\_\_\_\_

*F. Policy 524 – Student Technology & Internet Access and Acceptable Use*

**Motion by:**\_\_\_\_\_ **Second by:**\_\_\_\_\_ **Vote:**\_\_\_\_\_

*G. Policy 506 – Student Discipline*

**Motion by:**\_\_\_\_\_ **Second by:**\_\_\_\_\_ **Vote:**\_\_\_\_\_

*H. Policy 514 – Bullying Prohibition*

**Motion by:**\_\_\_\_\_ **Second by:**\_\_\_\_\_ **Vote:**\_\_\_\_\_

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Employee Technology and Internet Access and Acceptable Use</b>	<b>428</b>	<b>Adopted:</b>	<b>Annually</b>

## **I. PURPOSE**

The School Board recognizes that technological resources can enhance employee performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, students, and the community, supporting district and school operations, and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources primarily for purposes related to their employment. Employees may have limited personal use of technology that is confined to break-times and does not negatively impact the technology, the employee's job performance, or their work environment, so long as all other policies and regulations are being adhered to.

## **II. NOTICE TO EMPLOYEES**

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all employees who use the district's technological resources. Employees shall be required to acknowledge that they have read and understood the district's policies related to technology. (add annually)

## **III. CONTENT FILTERING FOR EMPLOYEES**

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

## **IV. PRIVACY STATEMENT**

To ensure proper use, the Superintendent or designee may monitor employee usage of technological resources, including all network traffic, email, and stored files. Monitoring may occur at any time without advance notice or consent.

Employees shall be notified that computer files and electronic communications, including email and voicemail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. When authorized, any electronic transmission of confidential information must be clearly noted as such in the header, subject line, or footer.

## **V. PUBLISHING STUDENT WORK**

The board recognizes that staff wants to celebrate student achievement and work by publishing their accomplishments online. The Board expects staff to acquire prior approval from a student's parent/guardian prior to publishing any student images or work as needed. (public publishing)

## **VI. ELECTRONIC COMMUNICATION WITH STUDENTS**

Employees shall communicate electronically (2-Way communication) only with students through their District approved technology resources. Violation of this article will result in disciplinary action, and/or legal action in accordance with law, Board policy, and administrative procedures.

### **A. Texting Exception**

1. Staff may use text-based messaging with any student with whom they share a familial relationship without conditions.
2. Staff may use text-based messaging with students under the following conditions:
  - a. Proper notice has been provided to parents regarding the use of text-based messaging, including the person(s), purpose(s), and time frame(s) during which such communications will take place.
  - b. The content and context of the text-based messages directly relate to the academic, athletic, or club to which the staff and student need text-based communication to support.
  - c. Parents and students are provided an opportunity to opt-out of text-based communications between a staff and student.

## **VII. USE OF INTERNET-BASED RESOURCES**

The Board recognizes that employees require the use of Internet-based resources beyond the scope of what has been officially adopted by the District. Employees must notify their site Principal or Superintendent of any Internet-based resources which they control that directly relate to their employment with the District. Employees must also remove any content immediately upon the request of their site Principal, Superintendent or direct supervisor. Employees must take offline and stop using any Internet-based services upon the request of their site Principal, Superintendent or direct supervisor.

Employees using Internet-based resources to publish information to web sites, blogs, forums, or other online communications representing the school or district shall do so unidirectionally; whereby information is only provided via One-way Communication\*. These resources must be set up in such a way that they cannot be used as two-way communication platforms. Such resources shall be subject to rules and guidelines established for district online publishing activities including, but not limited to, copyright laws, privacy rights, and prohibitions against obscene, libelous, and slanderous content. The District retains the right to delete material on any such online resource and employees must comply with the District request to do so.



## VIII. EMPLOYEE USE OF TECHNOLOGY RULES AND RESPONSIBILITIES

- A. Employees are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, including the user obligations and responsibilities specified below.
1. The employee in whose name an online services account is issued is responsible for its proper use at all times. Employees shall keep account information private. Each employee shall only use the account(s) to which they have been assigned. Under no circumstance shall employees reveal their passwords to anyone.
  2. Employees shall use computer systems and the Internet safely, responsibly, and primarily for work-related purposes.
  3. Employees shall not access, post, submit, publish, or display harmful or inappropriate manner that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, age, disability, religion, or political beliefs.
  4. Employees shall not use the district computer systems or the Internet to promote unethical practices or any activity prohibited by law, Board policy, or administrative procedure.
  5. Employees shall not use district computer systems or the Internet to engage in commercial or other for-profit activities without permission of the Superintendent or designee.
  6. Copyrighted material shall be posted online only in accordance with applicable copyright laws.
  7. Employees shall not engage in computer **hacking**; broadly **defined** as intentionally accessing a computer, computer system, network, network system, or user account without authorization or exceeding one's authorized access.
  8. Users shall report any security problem or misuse of the services to the Superintendent or designee.
  9. When using email to discuss issues and data surrounding individual students, staff is required to indicate that the email contains confidential information by including the word "confidential" in either the email's subject or main message area.
  10. When using email to transfer one or more sets of student data (i.e. an excel document of student names and addresses), staff are required to secure the email's attachment(s) using encryption.

## IX. DEFINITIONS

**"One-way Communication"** is defined as any Internet, app, or cellular based communication where a message is sent or posted with no continuing dialogue. An example would be a staff member using an internet based texting service to notify the class of an upcoming test, where that service is one-way and doesn't facilitate the recipient's action to reply.

**"Two-way Communication"** is defined as any Internet, app, or cellular based conversation where there is a message, a response, and a response to the response. For instance, a staff member could post a notice on Facebook (message), and people could comment on that post (a response) without this being considered two-way communication. When the teacher responds with a comment (a response to a response), there is now a two-way communication and therefore a conversation is taking place.

**"Text Messaging"** is defined as any communication platform that is enabled from a cellular phone, tablet device, or messaging application that facilitates private communication between two parties via text, videos, or images being sent and received. This includes standard cellular text messaging, sms and mms protocols, and any apps that perform similar functions such as, but not limited to, WhatsApp, Snapchat, Signal, Facebook Messenger, etc.

**“District authorized Internet-based resources”** are any communication platform adopted and/or paid for by the school district including but not limited to district email, gradebook software, student information system(s), learning management systems, etc..

***Legal References:***

17 U.S.C. § 101 *et seq.* (Copyrights)

47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

## STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Student Technology and Internet Access and Acceptable Use</b>	<b>524</b>	<b>Adopted: 12-18-2014 Reviewed: 04-25-2019</b>	<b>Annually</b>

### I. PURPOSE

The School Board believes that students should have an opportunity to access the Internet to facilitate learning, and for educational and personal growth in the use of technology, resource sharing, information gathering and communication skills. The use of the District technology system and access to use of the Internet is a privilege, not a right.

### II. GENERAL STATEMENT OF POLICY

Access to District technology systems and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other global resources while exchanging messages with people around the world. The District expects that staff will blend thoughtful use of the school District technology system and the Internet throughout the curriculum and will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as bullying awareness and response.

The value of access to information and interaction on the Internet far outweighs the risk that users may procure material that is inconsistent with the educational goals of the District.

Students are expected to use Internet access through the District technology systems to further educational and personal goals consistent with the mission and policies of the District. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

### III. NOTIFICATION / DISCLAIMER

- A. Students will use the District technology systems, resources and accounts to access the Internet.
- B. The District makes no warranties, expressed or implied, for the Internet access it is providing. The system is provided on an "as is, as available" basis.
- C. The District will not be responsible for any damages users experience, including but not limited to, damage, loss or unavailability of data stored on or accessed through the district technology system or for delays or interruptions in service or misdeliveries or non-deliveries of information. Additionally, the District will not be responsible for the

accuracy, nature or quality of information stored or gathered on the District technology system.

- D. The District will not be responsible for personal property used to access the District technology system or networks.
- E. The District will not be responsible for the setup or maintenance of personal property used for remote access to District technology devices, networks, or District provided Internet access.
- F. The collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, are governed by the Minnesota Data Practices law and District policy Data Privacy Protection and Privacy of Pupil Specific Data Policy.
- G. District policy and all its provisions and rules are subordinate to local, state and federal statutes.
- H. The District will not be responsible for financial obligations incurred by users through district technology systems or the Internet. Parents/guardians must be aware that it is possible to purchase goods and services via the Internet.

#### **IV. FILTERING TECHNOLOGY**

- A. The District will use various means to limit student access to the Internet; however, these limits do not provide a foolproof means for enforcing the provisions of District policy and rules.
- B. Filtering technology will be narrowly tailored and will not discriminate based on viewpoint.
- C. The District will monitor online activities and employ technology protection measures during use of such technology devices by all users on the network. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
  - 1. Obscene;
  - 2. Child pornography; or
  - 3. Harmful to minors.

The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

    - a. taken as a whole and with respect to minors, appeals to an indecent interest in nudity, sex, or excretion; or
    - b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual or perverted act or sexual contact, or a lewd exhibition of the genitals; or
    - c. taken as whole, lacks serious literary, artistic, political, or scientific value for minors.

- D. Technology protection measures may be disabled by authorized personnel, to enable access for bona fide research or other lawful purposes.

## **V. ACCEPTABLE USE AND RESPONSIBILITY**

- A. Users exercising their privilege to use the Internet as a resource must take responsibility for their choices in accessing and viewing information, and creating and publishing content.
- B. Guidelines for Internet and District Technology System Use
1. It is impossible to assure that District staff can continually monitor each learner; therefore, it is important to emphasize the need for each student's cooperation to act responsibly. With Internet access, users join a community of millions of people who share a world of information resources. Since this community is not ruled by laws in the traditional sense, users of the district technology system and the Internet must abide by the following rules:
    - a. Users will be courteous and respectful in their messages to others, using appropriate language. Language that is knowingly false, defamatory, harassing, assaultive, bullying, discriminatory, obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit is prohibited.
    - b. Users will not use the District technology system to engage in any illegal act or violate any local, state or federal ordinance or law.
    - c. Users will respect legal protection provided by copyright laws, software licensing and trademarks.
    - d. The District-provided Internet access will not be used for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district, nor will it be used for political fundraising and lobbying, or religious proselytizing.
    - e. Users are prohibited from attempting unauthorized access to the District technology system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the District technology system may not be encrypted without the permission of appropriate school authorities.
    - f. By authorizing use of the District technology system, the District does not relinquish control over materials on the system or contained in files on the system. Users must be aware that they must expect only limited privacy in the contents of personal files on the District technology system. The District retains the right at any time to investigate or review the contents of any files and e-mail files. In addition, data and other materials in files maintained on the District technology system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13.
    - g. Users will not use the District technology system or Internet to access, review, upload, download, store, print, post, receive, transmit or distribute:
      1. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;
      2. materials or information that includes language or images that are inappropriate in or disruptive to the education setting;
      3. materials that use language or images that advocate violence;

4. materials that may constitute bullying, harassment or discrimination.
- h. Users will not use the District technology system or Internet to:
  1. vandalize, damage, or disable property of another person or organization
  2. Degrade or disrupt equipment, software, or system performance by spreading computer viruses or by other means;
  3. Tamper with, modify or change the District technology system software, hardware, or wiring;
  4. Take any action to violate the District's technology security system, or use the system in such a way as to disrupt the use of other users.
- i. Students may use the District technology system for educational purposes consistent with the educational mission of the District.
- j. For their safety, students will not send personal information about self or others, including but not limited to, home or school address, phone or credit card numbers or other personally identifiable information over the Internet.
- k. Students who inadvertently access unacceptable material or an unacceptable Internet site should immediately report the situation to their classroom teacher or the building principal.

## **VI. PARENT/GUARDIAN RIGHTS/RESPONSIBILITIES**

- A. The proper use of the District technology system and the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians and employees of the District. Outside of school, parents/guardians are responsible for monitoring their student's use of the District technology system and of the Internet if the student is accessing the District technology system from home or a remote location.
- B. Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail files and to request the termination of their child's individual account at any time.

## **VII. CONSEQUENCES OF DISTRICT TECHNOLOGY SYSTEM /INTERNET MISUSE**

- A. Inappropriate or offensive content distributed electronically or posted to social media, regardless of whether it was done using the district technology system, may be investigated by school and District officials and, if warranted, may result in disciplinary action.
- B. Students engaging in unacceptable use of the Internet when off school District premises may be in violation of this policy as well as other District policies. If the District receives a report of unacceptable use originating from a non-district technology device or resource, the District may investigate such reports to the best of its ability. Students may be subject to disciplinary action for such conduct.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or District policy or rules.

D. Evidence of illegal or prohibited activities may be disclosed to law enforcement authorities and civil or criminal liability under applicable laws may result. The District will cooperate fully with local, state or federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with District policies conducted through the District technology system.

1. Inappropriate use may result in termination of the student's access privileges and other consequences as described in the District's Discipline Policy, including, but not limited to, payments for unauthorized financial obligations, damages or repairs.
2. Obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians. Inappropriate use may also result in suspension, expulsion or exclusion from school.
3. Student use of Internet capabilities in a manner which violates any other school policy or procedure will be subject to additional consequences pursuant to the District and building disciplinary rules.

## **VIII. DISTRIBUTION AND ACKNOWLEDGEMENT OF POLICY TERMS AND CONDITIONS**

- A. Notification of this policy and the requirements herein will be provided to parents/guardians and students as part of the annual district handbook and on the District's web page.
- B. User agreement and acceptance of the terms and conditions of this policy will be accomplished through parental/guardian electronic acknowledgement via the District's online registration process at the beginning of each school year.

### ***Legal References:***

15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)  
17 U.S.C. § 101 *et seq.* (Copyrights)  
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))  
47 C.F.R. § 54.520 (FCC rules implementing CIPA)  
Minn. Stat. § 121A.031 (School Student Bullying Policy)  
Minn. Stat. § 125B.15 (Internet Access for Students)  
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)  
*Tinker v. Des Moines Indep. Cmty. Sch. Dist.*, 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)  
*United States v. Amer. Library Assoc.*, 539 U.S. 194, 123 S.Ct. 2297, 56 L.Ed.2d 221 (2003)  
*Doninger v. Niehoff*, 527 F.3d 41 (2<sup>nd</sup> Cir. 2008)  
*R.S. v. Minnewaska Area Sch. Dist. No. 2149*, No. 12-588, 2012 WL 3870868 (D. Minn. 2012)  
*Tatro v. Univ. of Minnesota*, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)  
*S.J.W. v. Lee's Summit R-7 Sch. Dist.*, 696 F.3d 771 (8<sup>th</sup> Cir. 2012)  
*Kowalski v. Berkeley County Sch.*, 652 F.3d 565 (4<sup>th</sup> Cir. 2011)  
*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3<sup>rd</sup> Cir. 2011)  
*Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist.*, 853 F.Supp.2d 888 (W.D. Mo. 2012)  
*M.T. v. Cent. York Sch. Dist.*, 937 A.2d 538 (Pa. Commw. Ct. 2007)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Student Discipline</b>	<b>506</b>	<b>Adopted: 07-27-2017 Reviewed: 04-25-2019</b>	<b>Annually</b>

## **I. PURPOSE**

The purpose of this policy is to help all members of the school community work collaboratively to create a safe, supportive and equitable school climate through the use of positive discipline practices. Effective positive discipline results from an equitable, supportive environment that stresses student self-direction, decision-making and responsibility. To this end, restorative practices are used throughout the system prior to, and/or in conjunction with discipline.

All students have a right to learn and develop in a setting which promotes respect of self, others and property. Effective positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Stillwater Area Public Schools embraces a Multi-Tiered System of Supports as well as Student Support Teams and Student Intervention Teams.

## **II. GENERAL STATEMENT OF POLICY**

1. It is the Board's intent to ensure that students are aware of and comply with the District's expectations for student conduct. Such compliance will enhance the District's ability to maintain discipline and ensure that there is no interference with the educational process.
2. The District believes that a fair and equitable District-wide school discipline policy will contribute to the quality of a student's educational learning experience.
3. The School Board recognizes that a positive and equitable learning environment is essential for students to thrive academically and developmentally.
4. The Board recognizes that no policy will cover all situations. Therefore, the building administrator(s) or designee will make a determination of the violation and/or consequence/disciplinary action when student actions are not specifically addressed. All actions by an administrator/designee will be made on a case-by-case basis.

## **III. AREAS OF RESPONSIBILITY**

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this



policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents.

- C. Principal / Building Level Administrator. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for managing student conduct, with appropriate assistance from the administration. All teachers shall enforce the expectations for appropriate behaviors, as outlined in this policy. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other District Personnel. All District personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent or designee. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians have the legal responsibility for the behavior of their children, as determined by law and community practice. Parents/guardians are expected to exercise the required controls so that the student's behavior will be conducive to the development of self-discipline and will not be disruptive to the school's educational program. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Community Members. Members of the community are expected to contribute to the establishment of a positive atmosphere at events sponsored by the school district or held on school district property.
- H. Students. All students shall be held individually responsible for their behavior and for understanding and complying with the behaviors outlined in this policy.

#### **IV. STUDENT RESPONSIBILITIES**

All students have the responsibility:

- A. To know and obey all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;

- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

## **V. STUDENT RIGHTS**

- A. All students have the right to an education and the right to learn.
- B. Students have the right to be safe and free from threatening situations on school property, at school activities, and in District vehicles.

## **VI. UNACCEPTABLE BEHAVIOR AND STUDENT DISCIPLINE**

- A. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also means a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events.

- B. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the District does not represent that it will provide supervision or assume liability at these locations and events.
- C. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the District or the safety or welfare of the student, other students, or employees. In addition, this policy applies to student conduct that has a nexus to school property or the school environment, including use of social media and other electronic communication.
- D. The following are examples of areas of unacceptable behavior subject to disciplinary action by the District. Definitions of each are included in the administrative procedures associated with this policy. Unacceptable behavior may also include violation of any local, state, or federal law. These examples are not intended to be an exhaustive list. Any student who engages in any of these activities shall be subject to discipline in accordance with this policy and applicable procedures.
1. Abuse: Verbal, written or otherwise expressed
  2. Academic Dishonesty
  3. Alarm (False)
  4. Alcohol: Intent to sell, give or share, possession or use
  5. Ammunition, mace or pepper gas possession
  6. Arson
  7. Assault: Aggravated, physical, verbal, written, or otherwise expressed
  8. Attendance issues
  9. Attire
  10. Bodily Harm; Inflicting
  11. Bullying
  12. Burglary
  13. Chemicals: Intent to sell, give, or share; or under the influence, attempted possessions, or use
  14. Communication Devices
  15. Cyber-bullying
  16. Damage of or Tampering of Property (Vandalism)
  17. Distribution or possession of literature, video, pictures, or otherwise unauthorized materials
  18. Driving: Careless or reckless
  19. Explosives, Possession and/or use
  20. False Threat, Bomb or Other Act of Violence
  21. False Fire Alarm: or tampering with or interference with any fire alarm system;
  22. Falsifying, Altering or Tampering with Any Records
  23. Fighting: Promoting/Instigating
  24. Fire Extinguisher: Unauthorized Use
  25. Fireworks: Possession or use of
  26. Gambling
  27. Gang or Cult Activity
  28. Harassment
  29. Hazing
  30. Incendiary/Ignition Device Use or Fire

31. Insubordination
32. Interference, Disruption or Obstruction
33. Lewd Behavior
34. Nuisance and/or Recording Devices
35. Parking
36. Pornography
37. Propping, Rigging, or Disabling a Secure Door
38. Pushing, Shoving, and Scuffling
39. Records or Identification Falsification
40. Robbery or Extortion
41. Sexual Violence
42. Technology Related
43. Terroristic threats
44. Theft, or Knowingly Receiving or Possessing Stolen Property
45. Tobacco
46. Trespassing
47. Vehicle: Unauthorized Use
48. Weapon or Look-alike Weapon; Possession
49. Other acts: as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interfere with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

## **VII. DISCIPLINARY ACTION OPTIONS**

Every situation is unique and should be addressed on a case by case basis. The District will make every effort to engage in restorative practices prior to, and as a part of utilizing progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the District. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other District personnel, and verbal warning;
- B. Confiscation by District personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact and/or conference;
- D. Removal from class;
- E. In-school suspension;
- F. Suspension from extracurricular activities;

- G. Detention or restriction of privileges;
- H. Loss of school privileges;
- I. In-school monitoring or revised class schedule;
- J. Referral to in-school support services;
- K. Referral to law enforcement or other appropriate authorities, community resources or an outside agency;
- L. Financial restitution;
- M. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- N. Out-of-school suspension under the Pupil Fair Dismissal Act;
- O. Preparation of an admission or readmission plan;
- P. YCAP alternative to suspension
- Q. Expulsion under the Pupil Fair Dismissal Act;
- R. Exclusion under the Pupil Fair Dismissal Act; and/or
- S. Other disciplinary action as deemed appropriate by the District.

## **VIII. REMOVAL OF STUDENTS FROM CLASS**

- A. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy.

Grounds for removal from class shall include any of the following:

- 1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
- 2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
- 3. Willful violation of any school rules, regulations, policies or procedures; or

4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one activity period or class period of instruction for a given course of study and shall not exceed five such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten times in a school year, the school district shall notify the parent or guardian of the student's tenth removal from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.
- C. Procedures for the Removal of a Student From a Class
  1. If a student is removed from class, the teacher, principal, or other District employee will complete a report describing the student's behavior.
  2. Teachers removing students from class are required to direct the student to the school office and verify his or her arrival as soon as practicable. Teachers will determine whether a student needs to be accompanied to the office, and, if so, make the necessary arrangements.
  3. The administrator may, at his/her option, assign the student to supervision in another area specially designated for this purpose.
  4. The student will remain in the custody of the building administrator or his/her designee for the duration of the time prescribed.
  5. Students removed for more than one class period will receive assignments from the teachers to enable the student to keep up with his/her class work.
- D. Return of a Student to a Class from Which the Student was Removed
  1. The student may return to class after a conference with the appropriate administrator, teacher, and/or the parent(s)/Guardian(s). At the time of this conference, a plan of action will be established.
  2. Students removed from class will be required to examine and take measures to correct it.
- E. Notification Procedures
  1. Parents/guardians of students removed from class will be notified as soon as practicable of the rule violation that led to the removal, and any conditions for readmission.

## Students with Disabilities; Special Provisions

- a. In cases involving students receiving special education services, appropriate special education staff will be notified of the removal to determine compliance with the student's IEP and to determine whether further assessment or change in the student's IEP is necessary.
- b. In cases involving students with suspected disability, the student assistance team or school counselor will be notified and the school's pre-referral intervention process will be followed.

### F. Devices for Detecting Chemical/Alcohol Use While on School Premises

1. Administration, with reasonable suspicion of student use of alcohol during the school day, and/or at school sponsored events, may implement or direct the use of a Passive Breath Alcohol Sensor Device to determine alcohol consumption.
2. Administration, with reasonable suspicion of student use of chemicals, may implement or direct the use of procedures allowed under law, to determine chemical use.

### G. Procedures for Addressing Alcohol and/or Chemical Use or Abuse Problems of Students While on School Premises

1. The District has established a chemical /alcohol abuse pre-assessment team (Student Support Teams or Student Intervention Teams) pursuant to Minnesota Statute 121A.26;
2. The District has established teacher reporting procedures to the chemical/alcohol abuse pre-assessment team, pursuant to Minnesota Statute 121A.29.

### H. Procedures for Encouraging Early Detection of Behaviors Problems and Involvement of Parents/Guardians in Attempts to Improve a Student's Behavior

1. During the enrollment process, schools will gather as much information from parent(s)/guardian(s) as possible to determine any pre-existing academic, behavioral, or attendance concerns.
2. School administrators will ensure the building is adequately supervised and that a system is in place for reporting behavior concerns, regardless of the time and day.
3. School administration will have a plan for reviewing attendance records on a regular basis and then act on the attendance concerns in accordance with the appropriate county truancy program.
4. Schools will establish a structure for teachers to discuss student behavior concerns that is clearly communicated and followed up by administration.

5. Schools must have a team including administration, counselors, the school nurse, and other staff as available to review student academic, attendance, behavior and social/emotional concerns.
6. Staff will intervene and support students early on as behavior concerns are surfacing.
7. Schools will work with chemical health support staff to assess student behavior and determine whether or not chemical issues are present.
8. In conjunction with the Special Education process, schools will have regularly scheduled meetings to consider whether students with academic, behavioral, or social/emotional concerns might need to be assessed for special education services.
9. A formal structure will be created to share information as students transition between schools and grades to assist in continuous support and intervention.
10. Schools will communicate with parent/guardian about academic progress and encourage parents/guardians to assist in identifying concerns.

## **IX. DISMISSAL**

- A. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored or extracurricular activities;
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

- B. Suspension Procedures

1. If a student's total days of removal from school exceed ten cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
2. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon



readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of 15 days.

3. A child with a disability may be suspended. When a child with a disability has been suspended for more than five consecutive days or ten cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten days after the sixth consecutive day of suspension or the tenth cumulative day of suspension has elapsed.
4. The school administration will implement alternative educational services when the suspension exceeds five days. Alternative educational services may include, but are not limited to:
  - a. Special tutoring;
  - b. Modified curriculum, instruction, and other modifications or adaptations;
  - c. Instruction through electronic media;
  - d. Special education services as indicated by appropriate assessments
  - e. Homebound instruction
  - f. Supervised homework;
  - g. Enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards.
5. The school administration shall have an informal administrative conference with the student who is suspended. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the

student's version of the facts. A separate administrative conference is required for each period of suspension.

6. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, implement alternatives to suspension, including but not limited to:
  - a. Strongly encouraging a parent or guardian of the student to attend school with the student for one day;
  - b. Petitioning the juvenile court that the student is in need of services.
7. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within 48 hours of the conference.
8. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible. In the event that the student's parent or guardian is not available for notification of the suspension at the time of the suspension, the student will remain in the school building for the remainder of the school day at a location or locations designated by the principal or his/her designee.
9. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within 48 hours of the suspension. Service by mail shall be complete upon mailing.
10. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five days.

#### C. Expulsion and Exclusion Procedures

1. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
2. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
3. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain the components required by the Minnesota Pupil Dismissal Act.

4. The hearing on a proposed expulsion shall be scheduled within ten days of the service of the written notice unless an extension, not to exceed five days, is requested for good cause by the school district, student, parent, or guardian.
5. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
6. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
7. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
8. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student or the parent or guardian providing them with access to and/or copies of the student's records.
9. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
10. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
11. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
12. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
13. The student cannot be compelled to testify in the dismissal proceedings.
14. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two days after the close of the hearing.

15. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
16. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within 21 calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
17. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
18. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within 30 days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
19. Whenever a student fails to return to school within ten school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

## **X. ADMISSION OR READMISSION PLAN**

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

## **XI. NOTIFICATION OF POLICY VIOLATIONS**

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within 30 days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

## **XII. STUDENT DISCIPLINE RECORDS**

Complete and accurate student discipline records will be maintained. The collection, dissemination, and maintenance of student discipline records and information shall be consistent with applicable school district policies and federal and state law.

## **XIII. STUDENTS WITH A DISABILITY**

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP.

If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline, up to and including expulsion, unless the student's educational program provides otherwise.

If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

## **XIV. OPEN ENROLLED STUDENTS**

The District may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court.

The District may terminate the enrollment of a nonresident student over the age of 17 enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school.

## **XV. DISTRIBUTION OF POLICY**

The District will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this Discipline Policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy is available, upon request, in each principal's office.

## **XVI. REVIEW OF POLICY**

A committee shall convene annually to review this policy for effectiveness as prescribed by law. The committee will include principal, parent, student, and staff representatives. Recommended changes shall be submitted to the Board of Education for consideration.

## **XVII. DEFINITIONS**

**“Assault”** is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another.

**“Dismissal”** means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

**“Exclusion”** means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.

**“Expulsion”** means a school board action to prohibit an enrolled student from further attendance for up to 12 months from the date the student is expelled. The authority to expel rests with the school board.

**“Removal from class” and “removal”** mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five days, pursuant to this discipline policy.

**“Restorative Practices”** means actions and procedures that focus on respect, dignity, and mutual concern. They focus on interconnectedness of relationships, the ability to harm relationships and the repair of relationships. These practices are utilized by teachers, administrators and student support staff prior to the use of discipline procedures, as well as in conjunction with discipline procedures.

**“Suspension”** means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten school days; provided, however, if a suspension is longer than five class periods, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. A suspension may be extended to 15 days when the District has initiated expulsion procedures. *This definition does not apply to dismissal for one school day or less, except as provided in federal law, for a student with a disability.*

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Bullying Prohibition</b>	<b>514</b>	<b>Adopted: 05-12-2011 Revised: 06-13-2019</b>	<b>Annually</b>

## **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

## **II. GENERAL STATEMENT OF POLICY**

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:
  - 1. The developmental ages and maturity levels of the parties involved;
  - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
  - 3. Past incidences or past or continuing patterns of behavior;
  - 4. The relationship between the parties involved; and
  - 5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

- G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### **III. REPORTING PROCEDURE**

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.



- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.
- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### **IV. SCHOOL DISTRICT ACTION**

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited

conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.
- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

## **V. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

## **VI. TRAINING AND EDUCATION**

- A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.
- B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
  - 1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
  - 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
  - 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
  - 4. The incidence and nature of cyberbullying; and
  - 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration may establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
  2. Partner with parents and other community members to develop and implement prevention and intervention programs;
  3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
  4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
  5. Teach students to advocate for themselves and others;
  6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
  7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

## **VII. NOTICE**

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.
- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## VIII. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with principals, staff, students, and parents.

## IX. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

**“Bullying”** means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student’s educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, “bullying,” specifically includes cyber bullying as defined in this policy.

**“Cyber bullying”** means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device, to include impersonating someone else and sending out communications in such a capacity. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

**“Immediately”** means as soon as possible but no later than the next school day, unless circumstances are legitimately prohibitive.

**“Intimidating, threatening, abusive, or harming conduct”** means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;
2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration

status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

**“On school premises, on school district property, at school functions or activities, or on school transportation”** means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

**“Prohibited conduct”** means bullying or cyber bullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

**“Remedial response”** means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

**“Student”** means a student enrolled in a public school or a charter school.

***Legal References:***

- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
- Minn. Stat. § 120B.232 (Character Development Education)
- Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
- Minn. Stat. § 121A.031 (School Student Bullying Policy)
- Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
- Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 121A.69 (Hazing Policy)
- Minn. Stat. Ch. 124E (Charter School)
- Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
- 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
- 34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)



**Agenda Item VIII. I.**  
**Date Prepared: June 5, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Separation Agreement with Employee A  
Meeting Date: June 11, 2020  
Contact Person: Board Chair Stivland  
Action Timeline: June 11, 2020

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*Background:*

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*Recommendation:*

A motion for approval of a separation agreement with employee A as provided to school board members on June 4, 2020.

***Motion by:*** \_\_\_\_\_ ***Second by:*** \_\_\_\_\_ ***Vote:*** \_\_\_\_\_



**Agenda Item IX. A. B.C.**  
**Date Prepared: June 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: School Board Reports  
Meeting Date: June 11, 2020

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*Background:*

- A. Chairperson Report
- B. Working Group Reports
  - 1. Community Engagement
  - 2. Finance and Operations
  - 3. Legislative
  - 4. Policy
- C. Board Member Reports

Each meeting the Board Chair and the members of the school 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. Topics generally include announcement of attendance at district events, working group updates, 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 X.**  
**Date Prepared: June 1, 2020**  
**ISD 834 Board Meeting**

Agenda Item: Adjournment  
Meeting Date: June 11, 2020  
Contact Person: School Board Chair

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*Background:*

The meeting must be adjourned formally.

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