I. Call to Order
II. Roll Call
III. Pledge of Allegiance
IV. District Mission Statement and School Board Goals
V. Approval of the Agenda
VI. Superintendent Report
VII. Introductory Items
   A. Student Report
   B. District Recognition
      1. The Teachers of Stillwater Area Public Schools
VIII. Open Forum
IX. Consent Agenda
   A. Minutes of April 22, 2019 Special Board Meeting
   B. Minutes of April 25, 2019 School Board Meeting
   C. Disbursement Register April 27 – May 10, 2019
   D. Human Resources Personnel Report
   E. Fee-Pay User Fees
   F. Change VEBA/Health Reimbursement Account Trustee
   G. YSB Chemical Health Prevention Contract
X. Reports
   A. Thoughtexchange Results – Ms. Keister and Thoughtexchange Staff
   B. Read Well by Third Grade Plan – Ms. Latterell
   C. Superintendent Evaluation Tool – Personnel Working Group
   D. Board Self Evaluation Tool – Personnel Working Group
   E. School Board Goals 2019-2020 – Policy Working Group
XI. Action Items
   A. 2019-2020 World's Best Work Force Goals – Dr. McDowell
   B. 2019 District Renovations – Carpeting, Casework and Wall Replacement – Mr. Willger
   C. Technology Replacement Costs – Mr. Perry
   D. Snow Day Resolution - Dr. McDowell
XII. Board Member Reports
   A. Board Chair Report
   B. Working Group Reports
      1. Community Engagement
      2. Finance and Operations
      3. Legislative
      4. Personnel
      5. Policy
   C. Board Member Reports
XIII. Adjournment
Agenda Item I.
Date Prepared: May 1, 2019
ISD 834 Board Meeting

Agenda Item: Call to Order
Meeting Date: May 9, 2019

Background:

The School Board Chair will call the meeting to order.

Recommendation:
Board action is not required.
Agenda Item: Roll Call
Meeting Date: May 9, 2019

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

Mike Ptacek, Board Chair
Shelley Pearson, Vice Chair
Liz Weisberg, Treasurer
Sarah Stivland, Clerk
Mark Burns, Director
Jennifer Pelletier, Director
Tina Riehle, Director
Denise Pontrelli, Superintendent of Schools (ex-officio)

Abdulaziz Mohamed, Student Representative for 2018-2019
Nikhil Kumaran, Student Representative for 2018-2019

Recommendation:
Board action is not required.
Agenda Item: Pledge of Allegiance  
Meeting Date: May 9, 2019

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

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

_Recommendation:_
Board action is not required.
Agenda Item: District Mission and School Board Goals
Meeting Date: May 9, 2019

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

A School Board member will read the School Board Goals (adopted June 2018)
The Stillwater Area Public Schools’ Board of Education ensures outstanding learning opportunities for the social, emotional and academic growth of every student in our school district through authentic partnerships and meaningful communication with our community, parents and students. Every decision is made with a commitment to equity for all students and for future generations impacted by our actions.

We provide our stakeholders with regular updates on student achievement along with continual plans to enhance student learning in our district.

We ensure that our systems of management and oversight are clearly defined.

We invite ongoing dialogue and partnership with our community to learn from their knowledge and to enhance learning for our students.

Recommendation:
Board action is not required.
Agenda Item: Approval of the Agenda
Meeting Date: May 9, 2019

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

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

Motion by: ______________________ Seconded by: ______________________ Vote: ______________________
Agenda Item: Superintendent Report
Meeting Date: May 9, 2019

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.

Recommendation:
Board action is not required.
Agenda Item: Introductory Items
Meeting Date: May 9, 2019
Student Report and District Recognition

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Background:
A. Each meeting the Student Board Members 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 academics, activities, arts and athletics. 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.

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

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Recommendation:
Board action is not required.
Agenda Item: Open Forum
Meeting Date: May 9, 2019

Background:

If you wish to speak to the School Board, you will be able to do so at the start of the school board meeting during Open Forum. You may sign in only for yourself, not other individuals or groups, and only in person. The sign in sheet is made available 30 minutes prior and up to the start of the meeting. Due to time limitations, we will limit the number of speakers to 12. If you spoke at the last meeting, please consider allowing others to sign in before you. After you address the Board, please leave the podium.

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

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. 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.

Recommendation:
This is for informational purposes only.
Agenda Item IX. A. B. C. D. E. F. G.
Date Prepared: May 1, 2019
ISD 834 Board Meeting

Agenda Item: Consent Agenda
Meeting Date: May 9, 2019
Contact Person: Varies by item

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. B. School Board Meeting Minutes April 22 an April 25, 2019
Contact Person: Sarah Stivland, Clerk or Barbara Proulx, Secretary
A copy of the Minutes is included for your review.

C. Disbursement Register April 27 – May 10, 2019
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
A copy of the register has been distributed to board members.

D. 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.

E. Fee-Pay User Fees
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
Action is needed to formally approve the change after a hearing is held.

F. Change VEBA/Health Reimbursement Account Trustee
Contact Person: Cathy Moen, Executive Director of Administrative Services

G. YSB Chemical Health Prevention Services Contract
Contact Person: Bob McDowell, Assistant Superintendent
A copy of the contract is included for your review.

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

Motion by: _________________________ Seconded by: _________________________ Vote: _________________________
I. The meeting was called to order at 3:00 p.m.

II. Roll Call
Members present: Mark Burns, Shelley Pearson, Jennifer Pelletier, Mike Ptacek, Tina Riehle, Sarah Stivland, Liz Weisberg.

III. Approval of the Agenda
Motion by: Member Pelletier; Second by: Member Burns; Vote: 7 ayes, 0 nays, motion carried.

IV. The Board adjourned to closed session at 3:02 p.m. to discuss property identified as Marine School Property pursuant to Minnesota Statute §13D.05 Subd. (3) to develop or consider offers or counteroffers for the purchase or sale of real or personal property.
Motion by: Member Pearson; Second by: Member Weisberg; Vote: 7 ayes, 0 nays, motion carried.

V. Closed session adjourned to open meeting at 3:55 p.m.
Motion by: Member Pelletier; Second by: Member Burns; Vote: 7 ayes, 0 nays, motion carried.
A. Motion by member Burns to reduce the purchase price of Marine School from $950,000 to $910,000; Second by Pelletier; Vote: 7 ayes, 0 nays, motion carried.

VI. The special meeting adjourned at 3:57 p.m.
Motion by: Member Pearson; Second by: Member Burns; Vote: 7 ayes, 0 nays, motion carried.

Respectfully submitted by Sarah Stivland, clerk.
I. Call to Order: The meeting was called to order at 6:00 p.m.

II. Roll Call: Present: Mike Ptacek, chair; Shelley Pearson, vice chair; Sarah Stivland, clerk; Liz Weisberg, treasurer, Mark Burns, director, Jennifer Pelletier, director; Tina Riehle, director and Superintendent Pontrelli, ex-officio. Student Representatives: Abdulaziz Mohamed (excused) and Nikhil Kumaran.

III. Pledge of Allegiance: Board chair Ptacek led the Pledge of Allegiance.

IV. District Mission and School Board Goals: The mission statement was read by Member Pelletier and the goals were read by Member Weisberg.

V. Approval of the Agenda
The agenda for the meeting was approved.
Motion by: Member Stivland; Second by: Member Pearson Vote: 7 ayes, 0 nays, Motion Carried.

VI. Superintendent’s Report
Superintendent Pontrelli reported on:
- Congratulated Sabrina Ness, Optimist Club Essay Winner
- Congratulated the Partnership Award Winners
- This past Monday was a busy one in the district, the board held facilitator interviews, the mental health collaborative met, and the PTA/O Leadership met.

VII. Introductory Items
A. Student Report
The student representatives reported on a variety of events taking place at Stillwater High School in the areas of academic, arts and athletics
- Sports Update
- The choir performed at Trinity this past Tuesday
- 9-10 dance is scheduled for tomorrow
- Prom is May 4
- The SAHS students held an open forum on the bathroom policy. The student voice was respectful.

B. District Recognition
1. Superintendent Pontrelli recognized Emma, Oak-Land student who won the MN Clean Water Poster Contest.
2. The Girls Basketball team was recognized for their outstanding season.

VIII. Open Forum
1. Jim Franklin, Midwest Trail spoke to the board about and their behaviors and urged them to use their talents for good.
IX. Consent Agenda
A. Minutes of April 11, 2019, 2019 School Board Meeting
C. Accept Gifts and Donations March 2019
E. Joint Powers Agreement for Food Services between Independent School District No. 834 - Stillwater and Independent School District No. 832 – Mahtomedi
F. School Nutrition Program Joint Agreement with St. Croix Catholic School
G. School Nutrition Program Joint Agreement with NE Metro 916 Program at ECFC
H. School Nutrition Program Joint Agreement with Pankalo 916 Program
I. 2019-2020 YSB Contracts (Crisis Intervention, Chemical Health and Mental Health for ALC)
J. 2019-2020 Northeast Metro 916 Service Agreement
L. Resignation Agreement with SCEA Employee
Motion by: Member Burns; Second by: Pearson; Vote: 7 ayes, 0 nays, Motion Carried.

Member Weisberg requested to act on item B separately
B. Disbursement Register April 13-26, 2019
Motion by: Member Weisberg; Second by: Stivland; Vote: 7 ayes, 0 nays, Motion Carried.

Member Riehle requested to act on item D separately
D. Human Resources Personnel Report
Motion by: Member Riehle to approve the original HR Personnel Report; Second by Stivland; Vote: 4(Pearson, Ptacek, Riehle, Stivland) ayes, 3 (Burns Pelletier, Weisberg) nays, Motion Carried.

Member Stivland requested to act on item K separately
K. 2019-2020 Skyward Annual License Fee
Motion by: Member Stivland; Second by: Pearson; Vote: 7 ayes, 0 nays, Motion Carried.

X. Reports
A. OPEB / QComp Levies
Ms. Hoheisel, presented information to the School Board for discussion around the possibility to levy for OPEB (Other Post-Employment Benefits) and Q-Comp. The District currently levies for OPEB. They have the option to choose to levy for Q-Comp. These levies would be for the 2019 Payable 2020 levy cycle. The board is expected to action at a future meeting.

B. Attendance Area Assignment
Ms. Hoheisel reported that due to the realignment of County Road 15, there is now a parcel of land that should be reviewed for current attendance area. Up to 157 homes are projected to be built on the property.

C. 2019 District Renovations – Carpeting, Casework and Wall Replacement
Ms. Hoheisel reported this project is part of the FY 2019 and FY 2020 Long-Term Facilities Maintenance program. Five bids were received. The base bid amount is $1,119,300. The ADD Alternate amount for Lake Elmo is $369,000 The board is expected to take action at their next business meeting.

D. Technology Replacement Costs
Mr. Perry, reported the equipment needs for annual replacement cycle. The estimated amount is $500,000 and would be used from technology capital fund. The board is expected to take action at their next business meeting.

The Board Recessed from 8:08 – 8:17
XI. Action Items
A. Discipline Policy
The Policy Working Group introduced the policy and requested approval.
Motion by: Member Stivland; Second by Weisberg; Vote: 7 ayes, 0 nays, Motion Carried.
B. Attendance Policy
The Policy Working Group introduced the policy and requested approval.
Motion by: Member Stivland; Second by Riehle; Vote: 7 ayes, 0 nays, Motion Carried.

C. Technology Use Policy
The Policy Working Group introduced the policy and requested approval.
Motion by: Member Stivland; Second by Burns; Vote: 7 ayes, 0 nays, Motion Carried.

D. Select Long-Range Facility Plan Facilitator
Board Chair Ptacek
On Monday, April 22, the School Board interviewed three companies to facilitate the long-range facilities plan. The school board had a conversation of what they like about each of the companies they interviewed. Chair Ptacek reviewed the fee schedule of each of the companies.

Motion by: Member Stivland to approve Cuningham Group; Second by Riehle; Vote: 7 ayes, 0 nays, Motion Carried.

XII. Board Member Reports
A. Board Chair Report
1. Consensus by the board to select Cuningham Group as the LRFP Facilitator

B. Working Group Reports
1. Community Engagement – met earlier today and discussed WBWF, what the needs are and what support they might need. Discussed how to connect with under-represented groups. Discussed setting a regular schedule.
2. Finance and Operations – Meeting scheduled for Monday at 7:45. Topics include budget and tennis courts.
3. Legislative – House and Senate differ in the current funding proposal.
4. Personnel – met today and have a draft of the superintendent evaluation tool that all members should receive tomorrow.
5. Policy – met yesterday and finalized the draft of the board goals. Goals will be sent to the full board tomorrow. The bullying policy is still considering some changes. Working on revoke and replacing old polices that are duplicated in new policies. Will then begin work on SR policies. The Wellness policy will be presented at the May 23 meeting.

Board Member Reports
1. Mr. Burns has been busy with board activities.
2. Ms. Stivland asked people to volunteer at the all night grad party. Our theater students were selected to attend and perform at the Edinborough Fringe Festival in Scotland this summer
3. Mr. Ptacek announced the important end of year events that are coming up.
4. Ms. Pearson encouraged people to volunteer for the senior party. Encouraged people to fund raise for the theater group’s trip to Scotland. Shadowed a Student earlier this week.
5. Ms. Weisberg attended the Partnership Award Ceremony. Attended an Equity Alliance workshop. Met with community member about marketing ideas. Shadowed a Student earlier this week. April 30 is the next Partnership Plan meeting.
7. Ms. Pelletier attended the EMID meeting last week.

XIII. Adjournment
The meeting adjourned at 9:18 p.m.
Respectfully submitted, Sarah Stivland, school board clerk.
### Personnel Changes: Board Meeting 5/09/19

**Retirement/Resignation/Release**

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
<th>Assignment</th>
<th>Group</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Ballweg, Alex</td>
<td>Resignation</td>
<td>Assistant Football Coach</td>
<td>Co-Curricular</td>
<td>April 19, 2019</td>
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<td>Stillwater Area High School</td>
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<tr>
<td>Bealke, David</td>
<td>Resignation</td>
<td>Paraprofessional, 6.0 hrs/day</td>
<td>SCPA</td>
<td>May 31, 2019</td>
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<td></td>
<td>Oak-Park Transition</td>
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<tr>
<td>Doman, Annie</td>
<td>Resignation</td>
<td>Assistant Volleyball Coach</td>
<td>Co-Curricular</td>
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<td>Stillwater Area High School</td>
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<tr>
<td>LaFlamme, Lori</td>
<td>Probationary Release</td>
<td>Cafeteria, 4 hrs/day</td>
<td>Cafeteria</td>
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<td>Mahnomeni High School</td>
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<tr>
<td>Rose, Michele</td>
<td>Resignation</td>
<td>Community Education Assistant, 2.25 hrs/day</td>
<td>CE Leads &amp; Assistants</td>
<td>April 4, 2019</td>
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<td>Sherlock, LeeAnn</td>
<td>Retirement</td>
<td>Paraprofessional, 6.0 hrs/day</td>
<td>SCPA</td>
<td>May 31, 2019</td>
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<tr>
<td></td>
<td>(21 Years)</td>
<td>Oak-Park Transition</td>
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<tr>
<td>Tschida, Mary</td>
<td>Retirement</td>
<td>Health Care Specialist, 6.5 hrs/day</td>
<td>CSS</td>
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<tr>
<td></td>
<td>(22 Years)</td>
<td>Stillwater Middle School</td>
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**Hires/Rehires**

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<tr>
<th>Name</th>
<th>Assignment</th>
<th>SALARY PLACEMENT/HOURLY RATE</th>
<th>Reason</th>
<th>Group</th>
<th>Effective Date</th>
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<td>Berg, Geoffrey</td>
<td>Casual Track Assistant</td>
<td>$15.00 / hour</td>
<td>Casual</td>
<td>Casual</td>
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<td>District Wide</td>
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<tr>
<td>Berg, Shern</td>
<td>Pre-School Teacher, 1021.53 hours</td>
<td>$35.81 / hour</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 19, 2019</td>
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<td>Andersen Elementary</td>
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<td>Borer, Barbara</td>
<td>.5 FTE Instructional Coach</td>
<td>$77,829</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 19, 2019</td>
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<td>Bursik, Rachel</td>
<td>1.0 FTE English Teacher</td>
<td>$43,728</td>
<td>2019-2020</td>
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<td>Oak-Land Middle School</td>
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<td>Fuschetto, Laura</td>
<td>.3 FTE Intervention Teacher</td>
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<td>SCEA</td>
<td>August 19, 2019</td>
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<td>Stonebridge Elementary</td>
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<tr>
<td>Hanson, Danielle</td>
<td>1.0 FTE Elementary Education Teacher</td>
<td>$73,286</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 13, 2019</td>
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<td>Brookview Elementary</td>
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<td>Staffing</td>
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<tr>
<td>Harris, Heather</td>
<td>1.0 FTE Elementary Education Teacher</td>
<td>$49,189</td>
<td>2019-2020</td>
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<td>August 19, 2019</td>
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<td>Brookview Elementary</td>
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<td>Jacobs, Heather</td>
<td>1.0 FTE Special Education Teacher</td>
<td>$79,372</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 13, 2019</td>
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<td>Stillwater Area High School</td>
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<td>Krongard, Deb</td>
<td>Community Education Casual</td>
<td>$12.50 / hour</td>
<td>Casual</td>
<td>Casual</td>
<td>May 6, 2019</td>
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<td>District Wide</td>
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<td>Madlem, Teresa</td>
<td>Community Education Assistant, 2.25 hrs/day</td>
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<td>CE Leads &amp; Assistants</td>
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<td></td>
<td>Lake Elmo &amp; Lily Lake Lake Elementaries</td>
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<td>Miller, Wyatt</td>
<td>Summer Grounds, 8.0 hrs/day</td>
<td>$12.50 / hour</td>
<td>2018-2019</td>
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<td>May 20, 2019 - August 12, 2019</td>
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<td>Staffing</td>
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<td>Mumaugh, Jaclyn</td>
<td>1.0 FTE Special Education Teacher</td>
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<td>Lily Lake Elementary</td>
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<td>Neitz, Sarah</td>
<td>.8 FTE AVID Lead Teacher</td>
<td>$74,778</td>
<td>2019-2020</td>
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<td>Stillwater Area High School</td>
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<td>Staffing</td>
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<tr>
<td>Parker, Aaron</td>
<td>Summer Grounds, 8.0 hrs/day</td>
<td>$12.50 / hour</td>
<td>2018-2019</td>
<td>Custodial</td>
<td>June 3, 2019 - August 12, 2019</td>
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<td>District Wide</td>
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<td>Staffing</td>
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<td>Parker, Evan</td>
<td>Summer Grounds, 8.0 hrs/day</td>
<td>$12.50 / hour</td>
<td>2018-2019</td>
<td>Custodial</td>
<td>May 9, 2019 - August 12, 2019</td>
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<td>Staffing</td>
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<td>Peterson, Jordan</td>
<td>.75 PE &amp; DAPE Teacher</td>
<td>$55,316</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 19, 2019</td>
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<td>Andersen, Lake Elmo &amp; Rutherford Elementary</td>
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<td>Staffing</td>
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<td>Rahn, Laura</td>
<td>.8 FTE Art Teacher</td>
<td>$55,330</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 19, 2019</td>
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<td>Brookview &amp; Lily Lake Elementary</td>
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<td>Staffing</td>
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<td>Ritzer, Zachary</td>
<td>Summer Grounds, 8.0 hrs/day</td>
<td>$12.50 / hour</td>
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<td>Staffing</td>
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<tr>
<td>Roberts, Anna</td>
<td>.9 FTE Vocal Music &amp; Orchestra Teacher</td>
<td>$58,034</td>
<td>2019-2020</td>
<td>SCEA</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td></td>
<td>Andersen &amp; Rutherford Elementary</td>
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<td>Staffing</td>
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**Hires/Rehires (con't)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Assignment</th>
<th>SALARY PLACEMENT/HOURLY RATE</th>
<th>Reason</th>
<th>Group</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Roettger, Mark</td>
<td>Summer Grounds, 8.0 hrs/day</td>
<td>$12.50 / hour</td>
<td>2018-2019</td>
<td>Custodial</td>
<td>May 20, 2019 - August 12, 2019</td>
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### District Wide Staffing

<table>
<thead>
<tr>
<th>Name</th>
<th>Status</th>
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<th>Effective Date</th>
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</thead>
<tbody>
<tr>
<td>Zabadal, Rochelle</td>
<td>1.0 FTE School Psychologist</td>
<td>Afton-Lakeland &amp; Brookview Elementary</td>
<td>$59,231</td>
<td>2019-2020 SCA</td>
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### LEAVES OF ABSENCE

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<tr>
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<th>Status</th>
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<th>Group</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berg, DeeAnn</td>
<td>Approve</td>
<td>1.0 FTE Speech Pathologist</td>
<td>SCA</td>
<td>August 23, 2018 - June 3, 2019 (Revised dates)</td>
</tr>
<tr>
<td>Green, Shae</td>
<td>Approve</td>
<td>Project Assistant - Learning &amp; Innovation, 8 hrs/day Central Services</td>
<td>Tech Support</td>
<td>February 26, 2019 - May 17, 2019 (Revised dates)</td>
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<tr>
<td>Johnson, Anne</td>
<td>Approve</td>
<td>.50 FTE Instructional Coach</td>
<td>SCA</td>
<td>April 1, 2019 - June 3, 2019 (Revised dates)</td>
</tr>
<tr>
<td>Sirek, Scott</td>
<td>Approve</td>
<td>1.0 FTE GATE Teacher</td>
<td>SCA</td>
<td>October 3, 2018 - June 3, 2019 (Revised dates)</td>
</tr>
<tr>
<td>Weber, Sandra</td>
<td>Approve</td>
<td>Pre School Teacher</td>
<td>SCA</td>
<td>April 25, 2019 - July 18, 2019</td>
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### ASSIGNMENT CHANGES

<table>
<thead>
<tr>
<th>Name</th>
<th>From Assignment</th>
<th>To Assignment</th>
<th>Reason</th>
<th>Group</th>
<th>Effective Date</th>
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<tbody>
<tr>
<td>Brennan, Helen</td>
<td>1.0 FTE Elementary Teacher</td>
<td>1.0 FTE English Teacher</td>
<td>2019-2020</td>
<td>SCA</td>
<td>August 19, 2019</td>
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<tr>
<td>Difranceso, Carol</td>
<td>Health Care Specialist, 4.0 hrs/day, 71 days Lake Elmo Elementary</td>
<td>Health Care Specialist, 6.5 hrs/day, 186 days Lake Elmo Elementary</td>
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<td>CSS</td>
<td>August 19, 2019</td>
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<tr>
<td>Holland, Deb</td>
<td>1.0 FTE Elementary Teacher Approved leave of absence</td>
<td>1.0 FTE Elementary Teacher</td>
<td>2019-2020</td>
<td>SCA</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>Johnson, Valentine</td>
<td>Custodian V, 8.0 hrs/day Lake Elmo Elementary</td>
<td>Custodian V, 8.0 hrs/day Brookview Elementary</td>
<td>Replacement</td>
<td>Custodial</td>
<td>June 2, 2019</td>
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<tr>
<td>Kempenich, Tracy</td>
<td>.3 FTE Intervention Teacher, .7 LOA Afton-Lakeland Elementary</td>
<td>1.0 FTE Elementary Teacher Afton-Lakeland Elementary</td>
<td>Replacement</td>
<td>SCA</td>
<td>August 19, 2019</td>
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<tr>
<td>Koller, Joseph</td>
<td>Custodian V, 8.0 hrs/day Brookview Elementary</td>
<td>Custodian V, 8.0 hrs/day Lily Lake Elementary</td>
<td>Replacement</td>
<td>Custodial</td>
<td>April 22, 2019</td>
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<td>Mielzarek, Sharon</td>
<td>Cafeteria, 3.0 hrs/day OH Anderson Elementary</td>
<td>Cafeteria, 4.0 hrs/day OH Anderson Elementary</td>
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<td>Cafeteria</td>
<td>April 29, 2019</td>
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<tr>
<td>Lumby, Lancer</td>
<td>1.0 FTE Physical Education Teacher</td>
<td>1.0 FTE Health Education Teacher Stillwater Middle School</td>
<td>2019-2020</td>
<td>SCA</td>
<td>August 19, 2019</td>
</tr>
<tr>
<td>Richardson, Amy</td>
<td>Cafeteria, 7.0 hrs/day Mahtomedi High School</td>
<td>Cafeteria, 7.5 hrs/day Stillwater Area High School</td>
<td>Replacement</td>
<td>Cafeteria</td>
<td>July 1, 2019</td>
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<tr>
<td>VanTassel, Susan</td>
<td>1.0 FTE Elementary Education Teacher Lake Elmo Elementary</td>
<td>1.0 FTE Elementary Education Teacher Andersen Elementary</td>
<td>2019-2020</td>
<td>SCA</td>
<td>August 19, 2019</td>
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### ADDITIONAL ASSIGNMENTS

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<tr>
<th>Name</th>
<th>Position</th>
<th>Reason</th>
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<th>Effective Date</th>
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<tbody>
<tr>
<td>Adami, Mary</td>
<td>Assistant Softball Coach</td>
<td>2018-2019</td>
<td>Co-Curricular</td>
<td>April 2, 2019</td>
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<tr>
<td>Bruzek, Katie</td>
<td>Community Education Casual PAC</td>
<td>Casual</td>
<td>Casual</td>
<td>April 24, 2019</td>
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<tr>
<td>Carlson, Vincent</td>
<td>Baseball Coach Oak-Land Middle School</td>
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<td>Co-Curricular</td>
<td>March 21, 2019</td>
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<tr>
<td>Carr, Amy</td>
<td>Community Education Casual</td>
<td>Casual</td>
<td>Casual</td>
<td>April 24, 2019</td>
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<tr>
<td>Doudna, Brian</td>
<td>Community Education Casual PAC</td>
<td>Casual</td>
<td>Casual</td>
<td>April 24, 2019</td>
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<tr>
<td>Ellefson, Bryce</td>
<td>Assistant Boys Tennis Coach Stillwater Area High School</td>
<td>Replacement</td>
<td>Co-Curricular</td>
<td>March 28, 2019</td>
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<tr>
<td>Hassenstab, Erik</td>
<td>Boys Tennis Coach Stillwater Middle School</td>
<td>2018-2019</td>
<td>Co-Curricular</td>
<td>April 2, 2019</td>
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### ADDITIONAL ASSIGNMENTS (con't)

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Reason</th>
<th>Group</th>
<th>Effective Date</th>
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</thead>
<tbody>
<tr>
<td>Johnson, Sheryl</td>
<td>Cafeteria Manager - Summer Meal Program, 5 hrs/day Andersen Elementary</td>
<td>2018-2019</td>
<td>Cafeteria</td>
<td>July 1, 2019 - August 1, 2019</td>
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<tr>
<td>Knutson, Jay</td>
<td>Assistant Boys Tennis Coach Stillwater Area High School</td>
<td>Replacement</td>
<td>Co-Curricular</td>
<td>March 28, 2019</td>
</tr>
<tr>
<td>NAME</td>
<td>CURRENT ASSIGNMENT</td>
<td>PROPOSED ASSIGNMENT</td>
<td>GROUP</td>
<td>EFFECTIVE DATE</td>
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<tr>
<td>Seggelke, Susan</td>
<td>Cafeteria Manager - Summer Meal Program, 4.75 hrs/day</td>
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<td>July 1, 2019 - August 1, 2019</td>
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<tr>
<td>Zimmer, Grace</td>
<td>Assistant Synchronized Swim Coach</td>
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<td><strong>BUDGET REDUCTIONS</strong></td>
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<td>PROPOSED ASSIGNMENT</td>
<td>GROUP</td>
<td>EFFECTIVE DATE</td>
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<tr>
<td>Green, Mary</td>
<td>Due Process Secretary, 7.5 hrs /day</td>
<td>Position Eliminated</td>
<td>Tech Support</td>
<td>June 3, 2019</td>
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<tr>
<td>Hansen, Debra</td>
<td>Building Secr. - Elem., 180 days, 6.0 hrs / day</td>
<td>Building Secr. - Elem., 178 days, 6.0 hrs / day</td>
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<td>May 31, 2019</td>
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<tr>
<td></td>
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<td>Hickey, Breda</td>
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<td>June 3, 2019</td>
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<td></td>
<td>Afton-Lakeland, Andersen &amp; Brookview Elem.</td>
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<tr>
<td>Hurley, Joan</td>
<td>Secr. - Elem. Principal, 220 days, 8.0 hrs / day</td>
<td>Secr. - Elem. Principal, 219 days, 8.0 hrs / day</td>
<td>Tech Support</td>
<td>June 26, 2019</td>
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<td>Stonebridge Elementary</td>
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<td>Building Secr. - Elem., 180 days, 6.0 hrs / day</td>
<td>Building Secr. - Elem., 178 days, 6.0 hrs / day</td>
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<td>May 31, 2019</td>
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<td>Leo, Monica</td>
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<td>Tech Support</td>
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<tr>
<td>Lund, Kathy</td>
<td>Building Secr. - Elem., 180 days, 6.0 hrs / day</td>
<td>Building Secr. - Elem., 178 days, 6.0 hrs / day</td>
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<td>May 31, 2019</td>
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<tr>
<td>Kvalheim, Jenna</td>
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<tr>
<td>Nielsen, Amy</td>
<td>Clerk - Activities Office, 215 days, 4.0 hrs / day</td>
<td>Clerk - Activities Office, 215 days, 3.0 hrs / day</td>
<td>Tech Support</td>
<td>June 28, 2019</td>
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<td>Nolan, George</td>
<td>Director of Personalized Learning</td>
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<td>Directors</td>
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<tr>
<td>Place, Rhonda</td>
<td>Building Secr. - Elem., 180 days, 6.0 hrs / day</td>
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<td>Tech Support</td>
<td>May 31, 2019</td>
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<td>Putnam, Audrey</td>
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<td>Secr. - Elem. Principal, 219 days, 8.0 hrs / day</td>
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<td>June 26, 2019</td>
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<td>Seivert, Kelly</td>
<td>Admin. Asst. - SSS, 260 days, 8.0 hrs / day</td>
<td>Admin. Asst. - SSS, 260 days, 4.0 hrs / day</td>
<td>Tech Support</td>
<td>June 30, 2019</td>
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<tr>
<td>Slayton, Tracey</td>
<td>Secretary - Counselors, 205 days, 7.5 hrs / day</td>
<td>Secr Coun &amp; Due Proc Secr-192 days, 3.75 hrs/day each &amp; Secr Coun-13 days, 7.5 hrs/day</td>
<td>Tech Support</td>
<td>June 5, 2019</td>
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<td>Secr. - Elem. Principal, 219 days, 8.0 hrs / day</td>
<td>Tech Support</td>
<td>June 26, 2019</td>
</tr>
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<td></td>
<td>Lake Elmo Elementary</td>
<td>Lake Elmo Elementary</td>
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<tr>
<td>Stahl, Lisa</td>
<td>Secretary - Counselors, 205 days, 7.5 hrs / day</td>
<td>Secr Coun &amp; Due Proc Secr-192 days, 3.75 hrs/day each &amp; Secr Coun-13 days, 7.5 hrs/day</td>
<td>Tech Support</td>
<td>June 5, 2019</td>
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<tr>
<td></td>
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<td>Sullivan, Erica</td>
<td>Building Secr. - Elem., 180 days, 6.0 hrs / day</td>
<td>Bldg Secr-Elem 4.67 hrs/day-180 days &amp; Due Process Secr 2.33 hrs/day-192 days</td>
<td>Tech Support</td>
<td>May 31, 2019</td>
</tr>
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<td>Afton-Lakeland Elementary</td>
<td>Afton-Lakeland Elementary</td>
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<tr>
<td>Walek, Lynn</td>
<td>Due Process Secretary, 7.5 hrs / day</td>
<td>Position Eliminated</td>
<td>Tech Support</td>
<td>June 3, 2019</td>
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<tr>
<td>Webb, Becky</td>
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<td>Secr. - Elem. Principal, 219 days, 8.0 hrs / day</td>
<td>Tech Support</td>
<td>June 26, 2019</td>
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<td>Lily Lake Elementary</td>
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<td>Woodard, LaToya</td>
<td>Building Secr. - Elem., 180 days, 6.0 hrs / day</td>
<td>Bldg Secr-Elem 4.67 hrs/day-180 days &amp; Due Process Secr 2.33 hrs/day-192 days</td>
<td>Tech Support</td>
<td>May 31, 2019</td>
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<tr>
<td></td>
<td>Brookview Elementary</td>
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</table>
Agenda Item IX. E.
Date Prepared: May 2, 2019
ISD 834 Board Meeting

Consent Agenda Item: FeePay User Fees
Meeting Date: May 9, 2019
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

Background:

Statement for Board Chair

The School Board of Independent School District No. 834, Stillwater Area Public Schools, took action on December 20, 2018 to approve budget adjustments for the 2019-20 school year. One approved item would require individual users to pay credit card transaction fees when making credit card payments through FeePay, the School District’s online payment system. Beginning July 1, 2019, users will be required to cover the credit card fees when making payments for athletics, activities, and other fees. The School District will continue to pay the fees incurred for transactions related to food service. This change will result in an estimated savings to the School District of $52,000 for the 2019-20 school year.

Prior to the implementation of the fees, and in accordance with Minn. Stat. 123B.38, the School Board held its public hearing on April 25 to discuss the proposal. Subject to the procedures in the School Board’s public hearing policy, this is the public’s opportunity to provide feedback for the Board to consider regarding the proposed fees.

There no speakers at the hearing.

All feedback will be considered and action to again accept the change or reject it will take place at the May 9, 2019 business meeting.

Recommendation:

A motion and a second to approve the consent agenda will be requested.
Agenda Item IX. F.
Date Prepared: May 2, 2019
ISD 834 Board Meeting

Agenda Item: Board Resolution to Change Health Reimbursement Account Trustee
Meeting Date: May 9, 2019
Contact Person: Cathy Moen, Executive Director of Administrative Services

Background:

On April 11, 2019, the School Board approved the renewals for all District insurance plans and benefits administration services. As a part of those renewals, the District changed providers for the administration of the VEBA (Voluntary Employees Beneficiary Association)/HRA (Health Reimbursement Arrangement) plan from PlanSource to Further. The VEBA/HRA is the contribution that is made in conjunction with the District’s high deductible health insurance plan. In making this change, it is necessary for the District to change the trust administrator for the plan from Trustpoint, to Matrix Trust, the Trustee used by Further, effective July 1, 2019.

Recommendation:

Administration recommends that the School Board approve the Resolution naming Matrix Trust as the Trustee for the District’s VEBA/HRA plan, effective July 1, 2019.

Motion by: __________________ Second by: __________________ Vote: __________________
Report for Information: Youth Service Bureau Additional Chemical Health Services Agreement
Meeting Date: May 9, 2019
Contact Person: Dr. Bob McDowell, Assistant Superintendent

Summary:
At the April 25, 2019 business meeting, the School Board approved the renewal of the three annual contracts with Youth Service Bureau (YSB).

The current agreements are:
1. Mental Health Counseling for the ALC
   Mental Health Counseling for the ALC is a cost of $7,000 and provides one day per week of mental health services for the ALC.

2. Crisis Response
   Crisis Response is used when we have a crisis in a building and need support for students and staff. This service is a per use agreement. The daily rate is $2,500.

3. Chemical Health Prevention and Counseling Support Services
   Chemical Health Prevention and Counseling Support Services has a cost of $50,946 and provides weekly services related to mental health prevention, screening, direct services, and related services at secondary level.

The Youth Service Bureau has received funding for an additional half-time FTE for Chemical Health for the 2019-2020 school year.

Board approval of the Service Agreement is necessary.

Attachments (1) – Additional Chemical Health Services Agreement

Recommendation:
Approval of the Consent Agenda will be requested.
AGREEMENT TO PROVIDE ADDITIONAL SERVICES IN STILLWATER AREA SCHOOL DISTRICT

This agreement is made and entered into by and between the Stillwater Area Public School District, ISD 834 (“School District”) and Youth Service Bureau, Inc. (“Contractor”), on the _____ day of __________, 2019 for the period from July 1, 2019 to June 30, 2020 for the purpose of providing chemical health prevention services, counseling and related services to students in Stillwater Area Public Schools.

WEAREAS, “Contractor” is a nonprofit organization, committed to assisting students experiencing substance use and abuse issues and providing chemical health related services to children, families and individuals and provides chemical health counseling services in Stillwater Area Public Schools and

WHEREAS, “School District” is willing and has the authority to enter into an Agreement to provide physical space and support for “Contractor” to provide services to students enrolled in Stillwater Area Public Schools

NOW THEREFORE IT IS AGREED BY AND BETWEEN THE “SCHOOL DISTRICT” AND “CONTRACTOR” AS FOLLOWS:

I.  Contractor’s Obligations

   A. Contractor shall provide one person to provide part time (.5 fulltime equivalent (FTE)) preventive support services, screening and direct services to clients as assigned; maintain records as directed according to agency procedures.

   B. Stillwater area students between the ages of thirteen and eighteen (or older if still in high school) and their family members will be eligible for services.

   C. Contractor shall be available to see clients one evening each week and two late afternoons.

   D. Contractor shall provide Public Speaking: specific chemical health related topics as well as representing the Contractor in public settings.

   E. Contractor shall participate in planning and implementing special projects as assigned by the Directors, including outcomes measurement.

   F. Contractor shall participate in regular clinical supervision and consultation meetings.

   G. Contractor shall maintain ongoing contact with referral sources to ensure consistent follow-up occurs and that client and community needs are identified and addressed.

II. School District Obligations

   A. The Sole obligations of the School District under this and any agreement relating to Contractor shall be to provide private and confidential space for the provision of chemical health services in the Stillwater Area Public Schools, and to provide approved internet access for YSB staff to be able to connect to their secured information processes and equipment using YSB devices.

   B. The School District shall assign a site administrator/manager, employed by the School District to oversee the support components. The administrator/manager shall have a K-12 principal’s license or director of special education license.
C. The individuals to provide support services for Contractor staff delivering chemical health services may include School District volunteers and the following District employees: Assistant Principals, secretarial staff or counselors, who shall be hired, assigned directed, supervised, evaluated, compensated, disciplined or terminated by the School District as School District employees according to the applicable School District collective bargaining agreements and School Board policies.

D. This agreement shall not be construed to give rise to any employment relationship between Contractor or any School District employee assigned by the School District to work in support of this partnership.

III. Cost of Delivery of Purchased Services

There is no fee associated for the .5 full-time equivalent (FTE) chemical health services to be delivered at the middle school level. The services are funded by YSB sources for the 2019-20 school year.

IV. Evaluation, Reporting and Information Requirements

The Contractor agrees to reasonable evaluations of its programs, employees and volunteers and to make available for review by the School District if so requested. The Contractor agrees to comply with all reporting requirements as assigned by law, rule, or contract by the State of Minnesota and Washington County. The Contractor further agrees to abide by all laws and rules regarding confidentiality and data practices. The Contractor agrees to provide necessary information allowed by law and deemed necessary by the District on referred cases.

V. Property Ownership

Any property or equipment purchased by the School District for use by Contractor’s staff shall remain the property of the School District and shall be returned to the School District upon termination of this agreement or the dissolution of Contractor.

VI. Data Practices

Nothing in this agreement shall be construed to be contrary to Minnesota Statutes, Chapter 13, the Minnesota Government Data Practices Act (“MGDPA”), and in particular, Minn. Stat. § 13.32, and the Federal Educational Rights and Privacy Act, 20 U.S.C. § 1232g (“FERPA”) regarding the creation and maintenance of educational records. It is understood and agreed by the parties to this agreement that Contractor shall collect, receive, store, use, maintain or disseminate records relating to the services provided in Stillwater Area Public Schools and the District shall not have access to those records. To the extent this contract obligates and authorizes Contractor to perform any of the functions which the District performs, all of the data created, collected, received, stored, used, maintained, or disseminated by Contractor in performing those functions subject to the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13, and contractor must comply with those
requirements as if it were a government entity. The remedies in Minn. Stat. § 13.08 also apply to the Contractor.

VII. Record Disclosures/Monitoring

Pursuant to Minn. Stat. § 16C.05, Subd. 5, the Contractor agrees that the District, the State Auditor, or any of their duly authorized representatives at any time during normal business hours and as often as they may reasonably deem necessary, shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, etc. which are pertinent to the accounting practices and procedures of the Contractor and involve transactions relating to this agreement. The Contractor agrees to maintain these records for a period of three years from the date of termination of this agreement.

VIII. Indemnification

The Contractor agrees to indemnify, defend, and hold harmless the School District, its officers, employees, and agents for all claims arising out of the Contractor’s activities related to the services provided under this agreement up to the liability limits set forth in Minn. Stat. § 466.04. The School District will indemnify the Contractor for and against liability up to the liability limits set forth in Minn. Stat. § 446.04. No other provision of this agreement shall serve to limit in any way the obligations of the Contractor to indemnify and defend the School District under this clause.

IX. Insurance Requirements

The Contractor agrees that in order to protect itself, as well as the School District, from claims arising out of Contractor’s activities under this agreement, it will at all times during the term of this agreement keep in force policies of insurance providing the following liabilities: professional liability insurance policy in the minimum amount of Four Hundred Thousand Dollars ($400,000) bodily injury or death of one person; One Million Two Hundred Thousand Dollars (1,200,000) bodily injury per occurrence; comprehensive general liability insurance policy in the minimum amount of Four Hundred Thousand Dollars ($400,000) bodily injury or death of one person; One Million Two Hundred Thousand Dollars (1,200,000) bodily injury per occurrence; One Million Dollars (1,000,000) property damage; automobile insurance, including non-owned and hired autos, in the minimum amount of Four Hundred Thousand Dollars ($400,000) bodily injury or death of one person; One Million Two Hundred Thousand Dollars (1,200,000) bodily injury per occurrence; and One Million (1,000,000) property damage. The Contractor further agrees to maintain Workers Compensation insurance in the statutory amounts. Certificates of insurance showing coverage listed herein shall be provided to the School District prior to the effective date of this contract.

X. Term

This agreement shall commence on the date indicated below and shall remain in effect through June 30, 2019 unless Contractor and School District mutually agree to terminate or cancel the Agreement prior to that date by 60 days written notice. Written notices under this agreement shall be sent to:
For the School District:

Bob McDowell
Exec. Dir. of Learning and Innovation
Stillwater Area Public Schools
1875 South Greeley Street
Stillwater, Minnesota 55082

For The Contractor:

Bob Sherman
Executive Director
Youth Service Bureau, Inc.
101 West Pine Street
Stillwater, MN 55082

XI. Nondiscrimination

During the performance of this agreement, the Contractor agrees to the following:
No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, public assistance status, criminal record, creed, or national origin be excluded from full employment rights in, participation in, be denied the benefits of, or be otherwise subjected to discrimination under any and all applicable Federal and State Laws against discrimination.

XII. Independent Contractor

Nothing contained in this agreement is intended or should be construed as creating the relationship of co-partners or joint ventures with the School District. No tenure or any rights or benefits, including Workers Compensation, unemployment insurance, medical care, sick leave, vacation leave, severance pay, PERA, or other benefits available to School District employees shall accrue to the Contractor or employees of the Contractor performing services under this agreement.

XIII. Renewal

The parties to this agreement may renew this agreement by executing a written renewal agreement prior to the expiration of the agreement or any subsequent renewal period.

XIV. Assignment

Neither party to this agreement shall assign, delegate, or transfer any rights or obligations under this agreement without the prior written consent of the other party.
XV. **Dissolution of Contractor**

In the event the Contractor dissolves or ceases to operate or function, or ceases to provide chemical health counselor services in Stillwater Area Public Schools, the School District shall have no responsibility for continuing to provide support for Contractor or its employees, nor shall it have any responsibility for any obligations assumed by or agreements entered into by Contractor.

XVI. **Conditions of the Parties’ Obligation**

This agreement may be cancelled by either party at any time, with, or without cause, upon 30 days’ notice, in writing, delivered by mail, or in person. Any alterations, variations, modifications, or waivers of the provisions of this agreement shall be valid only when they have been reduced to writing, duly signed by both parties, and attached to the original of this agreement.

XVII. **Compliance with Law**

The Contractor shall abide by all federal, state, or local laws, statutes, ordinances, rules and regulations now in effect or hereafter adopted insofar as they relate to the Contractor’s performance of the provisions of this agreement.

XVIII. **Firearms**

Unless specifically required by the terms of this agreement, no provider of services pursuant to this contract, including, but not limited to, employees, agents, or subcontractors of the Contractor shall carry or possess a firearm on School District premises. Violation of this provision shall be considered a substantial breach of the agreement. Violation of this provision is grounds for immediate suspension or termination of this contract, without notice, pursuant to Section 12.

XIX. **Savings Clause**

If any section of this agreement is found to be invalid or not enforceable, the remainder of the agreement will remain in force and binding.

XX. **Governing Law**

The laws of Minnesota shall govern the interpretation and prosecution of this agreement.

XXI. **Notices**

If any official correspondence concerning this agreement needs to be communicated to the other party, the following shall be deemed the effective addresses:

As to the School District:  
Stillwater Area Public Schools  
1875 South Greeley Street  
Stillwater, MN 55082
As to Contractor: Youth Service Bureau, Inc.
101 West Pine Street
Stillwater, MN 55082

XXII. Amendments

This agreement may only be amended in writing by the mutual agreement of the parties.

IN WITNESS WHEREOF, Stillwater Area Public Schools and Youth Service Bureau, Inc. have executed this agreement this _____ day of __________________, 2019.

Stillwater Area Public Schools

________________________________  Date: ___________________
Director of Student Support Services

________________________________  Date: ___________________
Assist. Supt. Of Business and Administration Services

Youth Service Bureau, Inc.

________________________________  Date: ___________________
Executive Director
Report for Information: Thoughtexchange Results
Contact Person: Ms. Carissa Keister, Manager of Community Engagement

Summary:

From March 19 to April 1, 2019 district stakeholders had the opportunity to participate in an online Thoughtexchange to share feedback with school district leaders. More than 1,800 people responded to the question, “What do you think our schools are doing well and what can we focus on in order to improve?”

School board members will be presented with a summary of the results of the Thoughtexchange, including main themes and top thoughts gathered from the community.

Recommendation: This is a report for information. Action will not be requested.
We asked our stakeholders:

“What do you think our schools are doing well and what can we focus on in order to improve?”

Key Themes

<table>
<thead>
<tr>
<th>Student Support</th>
<th>Leadership &amp; Planning</th>
<th>Staffing</th>
<th>Facilities &amp; Maintenance</th>
<th>Curriculum &amp; Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Student behavior/discipline</td>
<td>• Class size</td>
<td>• Quality teachers and staff</td>
<td>• Facilities</td>
<td>• Curriculum and programming</td>
</tr>
<tr>
<td>• Lunch/breaks</td>
<td>• Administration and school board</td>
<td>• Staffing and teacher support</td>
<td>• Safety and security</td>
<td>• College and career prep</td>
</tr>
<tr>
<td>• Health and wellness</td>
<td>• Funding/budget</td>
<td>• Professional development</td>
<td>• Collaborative spaces</td>
<td>• Differentiation and instruction</td>
</tr>
<tr>
<td>• Relationship building</td>
<td>• Communication</td>
<td></td>
<td></td>
<td>• Scheduling</td>
</tr>
<tr>
<td></td>
<td>• Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Trust and community engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Equity and diversity</td>
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</tr>
</tbody>
</table>

Top Thoughts (highest average rating) across all conversations:

• Collaborative spaces (Concerns): Participants would like to ensure that the available collaborative spaces are widely accessible by students.

• Student behavior and discipline (Concerns): These thoughts relate to vaping issues and bathroom accessibility.

• Relationship building (Opportunity): Participants discussed interest in seeing an emphasis on building strong/positive relationships between teachers and students, as well as ensuring these relationships are forged across the district.

• Health and wellness (Mixed): There is some appreciation for the progress already made in bringing a social-emotional lens to instruction, curriculum, and interventions. Some participants also expressed interest in seeing these measures expanded, including more behavioral intervention at the elementary level, more support for students with mental health issues, and more time spent outdoors.

• Class size (Concerns): Participants want smaller class sizes.

• Administration and school board (Opportunity): Participants are interested in school board visibility in schools, and seeing greater transparency, communication and collegiality.

• Quality teachers and staff (Appreciation): Participants appreciate the high quality of Stillwater teachers and staff.
Stillwater Area Public Schools

Thoughtexchange Results
Spring 2019

Participation

1,812 People
2,718 Thoughts
111,515 Stars

PARTICIPATED
CONTRIBUTED
ASSIGNED
### Demographics

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Number of People</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>18%</td>
<td>321</td>
<td>Staff Member</td>
</tr>
<tr>
<td>13%</td>
<td>226</td>
<td>Community Member</td>
</tr>
<tr>
<td>11%</td>
<td>199</td>
<td>Student</td>
</tr>
<tr>
<td>14%</td>
<td>251</td>
<td>Children who attend more than one school</td>
</tr>
<tr>
<td>3%</td>
<td>42</td>
<td>Parent of a child at Afton-Lakeland Elementary</td>
</tr>
<tr>
<td>3%</td>
<td>44</td>
<td>Parent of a child at Anderson Elementary</td>
</tr>
<tr>
<td>4%</td>
<td>65</td>
<td>Parent of a child at Brookview Elementary</td>
</tr>
<tr>
<td>4%</td>
<td>62</td>
<td>Parent of a child at Lake Elmo Elementary</td>
</tr>
<tr>
<td>2%</td>
<td>36</td>
<td>Parent of a child at Lily Lake Elementary</td>
</tr>
<tr>
<td>4%</td>
<td>77</td>
<td>Parent of a child at Rutherford Elementary</td>
</tr>
<tr>
<td>3%</td>
<td>51</td>
<td>Parent of a child at Stonebridge Elementary</td>
</tr>
<tr>
<td>3%</td>
<td>46</td>
<td>Parent of a child at Oak-land Middle School</td>
</tr>
<tr>
<td>6%</td>
<td>109</td>
<td>Parent of a child at Stillwater Middle School</td>
</tr>
<tr>
<td>11%</td>
<td>196</td>
<td>Parent of a child at Stillwater Area High School</td>
</tr>
<tr>
<td>0%</td>
<td>5</td>
<td>Parent of a child at St. Croix Valley Area Learning Center</td>
</tr>
<tr>
<td>1%</td>
<td>20</td>
<td>Parent of a child at Early Childhood Family Center</td>
</tr>
</tbody>
</table>
Overview - Theme Tiles

Themes

<table>
<thead>
<tr>
<th>Student Support</th>
<th>Leadership and Planning</th>
<th>Staffing</th>
<th>Facilities and Maintenance</th>
<th>Curriculum and Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Behavior and Discipline</td>
<td>Class Size</td>
<td>Quality Teachers and Staff</td>
<td>Collaborative Spaces</td>
<td>Scheduling</td>
</tr>
<tr>
<td>Relationship Building</td>
<td>Administration and School Board</td>
<td>Staffing and Teacher Support</td>
<td>Safety and Security</td>
<td>College and Career Preparation</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>Funding and Budget</td>
<td>Professional Development</td>
<td>Facilities</td>
<td>Curriculum and Programming</td>
</tr>
<tr>
<td>Lunch and Breaks</td>
<td>Communication</td>
<td></td>
<td></td>
<td>Differentiation and Instruction</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equity and Diversity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trust and Community Engagement</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Top Themes

Q1

Average Rating (Bayesian):
- 4.6 - 4.7
- 4.4 - 4.6
- 4.3 - 4.4
- 4.1 - 4.3
- 4.0 - 4.1

Collaborative Spaces
Student Behavior and Discipline
Relationship Building
Health and Wellness
Class Size
Administration and School Board
Quality Teachers and Staff

Top Themes - Students

Safety and Security (4.6)

Parking passes are too much! What happens with the money for the parking passes? We know it's not used for security because they are not out there! The only security out there is officer paradise! That's it!

4.6 stars (38 of 50)

Collaborative Spaces (4.6)

Study spaces! Another wonderful idea! But why have them if students can't use them? We get yelled at if we're there studying during a class period, after school you can't even be in one after 3:00 (even if you're being quiet or studying), etc. Don't have something if students aren't able to use it.

4.6 stars (27 of 50)
Top Themes - Staff

**Quality Teachers and Staff (4.5)**

*Staff has high standards for learning. I have worked in the district for 18 years in three buildings. Each building is filled with people who consistently go above and beyond for students.*

*Q1 Staff Members
Quality Teachers and Staff*

4.5 ★★★★★ (41.8)

**Class Size (4.4)**

*I think that our schools are aware that more space is needed to accommodate all of our learners. Class size is an important part of our learners receiving the instruction needed. Schools that are proportionately structured can only benefit all.*

*Q2 Staff Members
Class Size*

4.6 ★★★★★ (41.8)

---

Top Themes – Parent/Guardian of EC/Elementary

**Quality Teachers and Staff (4.3)**

*The teachers are the District’s greatest gift. Our children feel loved and supported at school.*

*Q3 Parents/Guardians of Children in Early childhood / Elementary
Quality Teachers and Staff*

4.3 ★★★★★ (41.6)

**Class Size (4.3)**

*Concerned about class sizes and space We need to keep class sizes in the 20’s to ensure we are giving the correct attention to our young minds*

*Q3 Parents/Guardians of Children in Early childhood / Elementary
Class Size*

4.5 ★★★★★ (41.8)
Top Themes – Parent/Guardian of Middle School

Communication (4.3)

Full course syllabus and assignments should be consistently available in ONE online tool (Schoology vs. Skyward) So students, parents, and teachers can be on the same page.

Q1 Parents/Guardians of Children in Middle School
Communication

4.2 ★★★★★ (57 &)

Health and Wellness (4.3)

Focusing on both the academic and the social aspect of middle schoolers It helps kids to better understand each other and themselves during these awkward years.

Q1 Parents/Guardians of Children in Middle School
Health and Wellness

4.1 ★★★★☆ (56 &)

Top Themes – Parent/Guardian of High School

Student Behavior and Discipline (4.4)

My son can’t use the bathrooms at times because there are too many kids vaping in them. He is forced to hold it until he finds a vape free bathroom.

Q1 Parents/Guardians of Child in High School
Student Behavior and Discipline

4.4 ★★★★★ (52 &)

College and Career Prep (4.2)

The trade classes, woods, metals, etc are good for today’s kids Kids need to be more than just book smart. The trades are important to society.

Q2 Parents/Guardians of Child in High School
College and Career Preparation

4.3 ★★★★★ (61 &)
Top Themes – Community

Career and College Prep (4.2)

Quality Teachers and Staff (4.2)

More awareness of different educational options like - PSEO, technical training, etc. There are so many career options and ways to introduce students to them

Q1 Community Members
College and Career Preparation

Rating: 4.2

Amazing teachers and staff. They care for our kids! Builds confidence in these young children

Q1 Community Members
Quality Teachers and Staff

Rating: 4.2

thoughtexchange.com
PO Box 2260, Rossland, BC Canada
We’ve Heard You!

What Happens Next?

- Results shared with district administrators, principals, school board and community
- Feedback to be considered in planning for the coming year:
  - School site plans
  - Department plans
  - Board’s Community Engagement Working Group planning

In The Works ...

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Single sign-on for parents to streamline communication systems</td>
</tr>
<tr>
<td>Student Behavior/Discipline</td>
<td>Students, staff, families meeting to develop solutions to vaping issues</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Community collaborative continuing to meet; 5 new initiatives underway</td>
</tr>
<tr>
<td>Class size</td>
<td>Additional supports for teachers to address student behavior issues (support staff, Green Rooms, Mindful Movement, and more)</td>
</tr>
</tbody>
</table>
Consent Agenda Item: Read Well by Third Grade Plan  
Meeting Date: May 9, 2019  
Contact Person: Ms. Karen Latterell, Literacy Curriculum Lead  
Action Timeline: May 23, 2019

Background:

Ms. Karen Latterell, Curriculum Lead, will present the Stillwater Area Public Schools Read Well By Third Grade Plan at the May 9, 2019 school board business meeting.

Minnesota Statutes, section 120B.12 (Read Well by Third Grade) on reading proficiency for all students in Kindergarten through Grade 2 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-2 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 approval of the Reading Well by Third Plan as presented.

Recommendation:

This is a report for action. Action will be requested at the May 23, 2019 business meeting.
Reading Well by Third Grade Updates
May 9, 2019

Past Year
- Full PreK-5 implementation of adopted literacy curriculum
- Professional development in Units of Study for Teaching Reading to all K-5 classroom teachers, special educators, interventionists, instructional coaches, and English language teachers
- Professional development in Letterland for all PreK-1 teachers, special educators, interventionists, instructional coaches, and English language teachers
- Professional development in Words Their Way for all classroom teachers in grades 2-5, interventionists, and instructional coaches
- Three professional development day opportunities to strengthen skills in Units of Study for Teaching Reading, Words Their Way, and Letterland
- One fall pull-out support day for all K-5 classroom teachers
- ADSIS biennial application submitted

Next Three Months
- Professional development for Amigos Unidos in ENIL and Palabras a su Paso
- Professional development for K-1 and Amigos Unidos in Units of Study for Teaching Writing
- Complete Title I application, ADSIS end-of-year report and Read Well by Third Grade submission
- Develop foundational skills district-level assessments for K-1 and 2-5
- Develop literacy learning walk look-fors and literacy PLC plan for elementary principals to support SIP literacy goals and strategies.
- Develop professional development plan for 2019-2020, including scheduled days and monthly in-building options.

Next Year
- Writing implementation support days for K-1
- Ongoing support and refinement of K-5 reading work.
- Review intervention scheduling and targeted interventions
Reading Well by Third Grade

District 834 Implementation Plan

2019-2020

Rachel Larson
Director of Learning and Student Engagement

Karen Latterell
Literacy Curriculum Lead and Intervention Coordinator
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<td>Committee Members</td>
<td>28</td>
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</table>
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 balanced literacy 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.

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 2010 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. The following descriptions offer a portrait of students who are literate and proficient.

- They demonstrate independence; they can comprehend and evaluate complex texts.
- They build strong content knowledge by becoming proficient readers across a range of subject areas.
- They respond and adapt to the varying demands of audience, task, purpose, and discipline.
- They comprehend and evaluate an author’s message, the veracity of an author’s claims, and the soundness of an author’s reasoning.
- They value evidence, can cite specific evidence, and can explain and connect evidence when offering an interpretation of a text.
• They use technology and digital media strategically and capably, employing technology thoughtfully to enhance reading.

• They understand other perspectives and cultures, and appreciate that the 21st century classroom and workplace are settings of people who represent diverse experiences and perspectives.

**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 2010 Minnesota Academic Standards in the English Language Arts K-12.

• 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:
  
  o Determine a process to assess students’ levels of proficiency and data to support the effectiveness of an assessment used to screen and identify a student’s level of reading proficiency, including, but not limited to, identifying students who demonstrate tendencies of dyslexia or convergence insufficiency.
  
  o Notify and involve parents/guardians when students demonstrate a need for intervention.
  
  o 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.
  
  o Use evidence-based intervention methods to Intervene with students who are not reading at or above grade level. Progress monitor for intervention effectiveness.
  
  o Identify staff development needs.
  
  o 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 1). These assessments facilitate:

- Assessment of students’ levels of proficiency.
- Communication with and involvement of parents/guardians.
- Identification of students who demonstrate need for additional support, including those who demonstrate tendencies of dyslexia or convergence insufficiency.
- Intervention with students who demonstrate reading difficulty.
- Identification of staff development needs.

Universal Screening Program

Stillwater Area Public Schools’ universal screening program (Figure 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 2019-2020 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 Figure 1 for a more detailed look at our Universal Screening Protocol for Reading in grades K-5.

In grades kindergarten through grade 1, classroom teacher and interventionists screen all students’ foundational reading skills using one-to-one FastBridge earlyReading screeners, which is comprised of foundational skills subtests to help identify early reading difficulties. All students in grade 2 are assessed for oral reading fluency using FastBridge Reading CBM. Classroom teachers in grades 2-5 assess students using
FastBridge aReading, a computer-adaptive assessment that assesses phonemic awareness, phonics, vocabulary, and comprehension. The difficulty level of this assessment adjusts based on the individual student’s response, so questions may vary.

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

Additionally, Stillwater Area Public Schools adheres to Minnesota Department of Education’s (MDE) screening recommendations for identifying students with dyslexic tendencies. See Figure 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).
### Figure 1: Stillwater Screening Protocol

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kindergarten</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preschool</td>
<td>FastBridge earlyReading</td>
<td>FastBridge earlyReading</td>
<td>FastBridge earlyReading</td>
</tr>
<tr>
<td></td>
<td>Local developmental inventory</td>
<td>Local developmental inventory</td>
<td>Spanish Immersion *administered in target language: Letter Sounds, Sight Words</td>
</tr>
<tr>
<td>Kindergarten</td>
<td>Print Concepts, Onset Sounds, Letter Names, Letter Sounds Spanish Immersion</td>
<td>Benchmark Assessment System IRI (add in as students begin to read)</td>
<td>Benchmark Assessment System IRI (add in as students begin to read)</td>
</tr>
<tr>
<td></td>
<td>Spanish Immersion *administered in target language: Syllable Reading, Sight Words, Sentence Reading</td>
<td>Spanish Immersion Estructura para la Evaluación del nivel independiente de lectura (ENIL)</td>
<td>Spanish Immersion Estructura para la Evaluación del nivel independiente de lectura (ENIL)</td>
</tr>
<tr>
<td>Grade 1</td>
<td>Word Segment, Nonsense Words, Sight Words, Sentence Reading Spanish Immersion *administered in target language: Syllable Reading, Sight Words, Sentence Reading</td>
<td>Word Segment, Nonsense Words, Sight Words, CBM Reading (3 passages required for composite) Spanish Immersion *administered in target language: Syllable Reading, Sight Words, CBM Reading</td>
<td>Word Segment, Nonsense Words, Sight Words, CBM Reading (3 passages required for composite) Spanish Immersion *administered in target language: Syllable Reading, Sight Words, CBM Reading</td>
</tr>
<tr>
<td>Grade 2</td>
<td>CBM Reading (3 passages req.)</td>
<td>CBM Reading (3 passages req.)</td>
<td>CBM Reading (3 passages req.)</td>
</tr>
<tr>
<td>Grade 3</td>
<td>CBM Reading for “some risk” and “high risk” students (1 passage req.)</td>
<td>CBM Reading for “some risk” and “high risk” students (1 passage req.)</td>
<td>CBM Reading for “some risk” and “high risk” students (1 passage req.)</td>
</tr>
<tr>
<td>Grade 4</td>
<td>All students grades 2-6</td>
<td>All students grades 2-6</td>
<td>All students grades 2-6</td>
</tr>
<tr>
<td>Grade 5</td>
<td>All students grades 2-6</td>
<td>All students grades 2-6</td>
<td>All students grades 2-6</td>
</tr>
</tbody>
</table>
### Figure 2: Dyslexia Screening Crosswalk (MDE Recommendations as compared to Stillwater Plan)

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

- TSGold 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
- 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
- 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 and MSV analysis
- Institute for Multi-Sensory Education (IMSE): available to reading interventionists.
- Informal Reading Inventories, Conferring, Running Record: fluency checks

Vocabulary—

- Local developmental checklist for all
- FastBridge dReading; available for all students 2-6.
- 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 2-6.
• Informal Reading Inventories and Running Record: retells and question responses
• Conferring and student annotations
• Units of Study: Performance Assessments grades 3-6

Critical Reading—

• Conferring and student annotations
• Units of Study: Performance Assessments grades 3-6
• 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 Figure 3 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).
• Teachers will contact parents or guardians if noticing frequent eye fatigue, reading with one eye, or visible divergence of focal point when reading.
Dyslexia Screener

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. Students who are presenting with indicators of dyslexia will need more explicit, systematic, phonemic, phonetic, multi-sensory, intensive evidence-based practice with word sounds and word recognition to make progress meeting proficiency. Use this screener 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.

<table>
<thead>
<tr>
<th>Instructionally Meaningful Observations and Interview Data</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phonemic Awareness</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Mishears letters or sounds.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2. Difficulty with rhyming.</td>
<td></td>
<td></td>
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<tr>
<td>3. Difficulty with manipulating phonemes, sequencing, and/or holding letter sounds in mind long enough to decode or spell words.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decoding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student complains of physical illness or presents with behavioral issues during reading time; either task avoidance or signs of stress.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 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).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Decodes a word on one page but not on next; one day it is there, next it is not.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. Relies on contextual clues to read, guesses at words based on the first few letters.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Accuracy of decoding improves but rate remains persistently lower than benchmark.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Encoding</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Difficulty reproducing letter forms (not a motor coordination problem).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Difficulty recalling the correct sequence of letters in words and/or matching letters, words, objects in different sequences as they get more complex.</td>
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<td></td>
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</tr>
</tbody>
</table>
3. Student complains of physical illness or presents with behavioral issues during writing time; either task avoidance or signs of stress.

4. Error analysis shows: Not all sounds are represented within a word.

5. Error analysis shows: Misspellings of words are inconsistent within the same document.

6. Error analysis shows: Oral stories have greater depth and detail than print, student self-limits to words that can be spelled correctly.

**Orthographic Memory and Recall**

1. Student has difficulty following 2-3 step directions. Needs directions repeated or written down.

2. Difficulty naming classmates weeks and months into the school year.

3. Difficulty calling up the right word despite describing its meaning.

4. Student’s descriptions indicate she/he knows it one moment but not the next.

5. Difficulty simultaneously decoding and retrieving word meanings.

6. Poor recall of sound symbol associations.

**Family History (For parent/guardian use only)**

1. Shows lack of interest in reading simple books or talking about books.

2. Reports or comments that close family or relatives struggled with learning to read or in school.

3. Records indicate student repeated pre-school or earlier grade. Parent/guardian says that student was recommended to repeat a grade.

4. Parent/guardian has sent the student to summer school, interventions, or clinic for additional tutoring.

Minnesota Department of Education. (2017). “Revising Local Literacy Plans to include ‘Efforts to identify students with dyslexia.’”

*Figure 3. Dyslexia Screener*
**Progress Monitoring**

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

In K-5, once a student demonstrates through screening that there is need for any tier of intervention, the teacher or interventionist administers targeted instruction and progress monitors the student on a cycle that includes both skill-level progress monitoring and grade-level progress monitoring. The intent of skill-level progress monitoring is to determine improvement or lack of improvement on discreet skill instruction and to adjust or intensify interventions as necessary. The intent of grade-level progress monitoring is to monitor skill transfer to grade-level reading goals, and to monitor academic gap closure. Grade-level progress monitoring data may be used, if indicated, as evidence for referral for a Special Education evaluation under the Multi-Tiered Systems of Support model. Please refer to the Special Education Eligibility Criteria Manual for more details on requirements for Special Education referrals.

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 as a means for other 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 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.

**Formative Assessments**

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

*Informal Reading Inventories* (IRI) are also used across the district as a means to individualize instruction and to monitor student growth. Instructional Coaches and district staff have trained teaching staff in the administration and analysis of informal reading inventories. Coaches will provide on-going, individualized support for teachers in their learning and implementation. 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. Teachers use this information in their classroom as a way to guide students to appropriate resources, to analyze grapheme-phoneme correspondence, meaning, and syntactical understandings 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 3-6 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. Parents/guardians are also notified when a preschool student qualifies for Title I summer preschool. The preschool teacher makes home visits with each family in order to gather information and to ease the transition to summer preschool.

Screening results for the general student population are communicated during fall parent-teacher conferences. Results will be available in the future through a parent portal to Illuminate Data and Assessment (DnA), though a completion date has not been set for this project.

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-5th 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-5th 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.

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

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

Communication of School and District Opportunities for Involvement
The Stillwater Area Public Schools’ Communications and Marketing Department has several avenues in place to encourage parent/guardian and community communication. This department publishes a quarterly print newsletter, sends a weekly e-news email to stakeholders, holds discussion forums, utilizes Thoughtexchange Online, and assembles advisory committees to provide input on a variety of topics ranging from curriculum to mental health. In addition, the Communications and Marketing
Stillwater Area Public Schools
Reading Well by Third Grade

Department maintains the district website, Facebook account, YouTube channel, and a Twitter account. The District updates also appear on the local cable television bulletin board.

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) 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)**

During the 2016-2017 school year, a PreK-5 District Literacy Committee (DLC) was formed to review best practices in literacy instruction, and to evaluate needs for both professional development and the materials necessary to successfully implement this type of instruction. This committee completed an initial review of best practices and will materials during summer 2017. During the 2017-2018 school year, an advance implementation team of 40 classroom teachers PreK-5 implemented new materials to align instruction, to work through any difficulties that might arise during initial implementation, and to pave the path for district-wide implementation in the 2018-2019 school year. This work firmly secures Stillwater’s implementation of aligned literacy curriculum and balanced literacy across all elementary classrooms during the 2018-2019 school year. Year two of full implementation will take place in 2019-2020. Elementary site improvement plans and instructional coaching will continue to focus on supporting and improving implementation.

Phonemic awareness, phonics, fluency, vocabulary development, and comprehension instruction—the five pillars of literacy instruction—are currently in place and will be enhanced using the balanced literacy framework, differentiation, gradual release of responsibility, and a Multi-Tiered System of Support (MTSS) using Letterland in PreK-1 and Words Their Way in grades 2-5. Instructional Coaches will continue to deliver professional development in the classroom, at the building level, and district-wide in support of developing these instructional skills.

Due to significant budget cuts to the professional development and curriculum budgets, writing instruction and curriculum alignment will begin with only K-1 teachers in 2019-2020. A tiered implementation plan is being developed for grades 2-3 and 4-5.

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. Curriculum is aligned with Minnesota State Standards through units within and across grades.

Additionally, the Office of Equity and Integration has developed a professional development process titled Growing in Intercultural Awareness focused on culturally responsive practices for educators that is layered into our elementary curriculum. This work will continue during the 2019-2020 school year.

**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 during the universal screening process in the fall. After the universal screening process is completed, grade-level PLCs meet to evaluate data and to plan necessary diagnostics, and targeted interventions.

Tier I class-wide interventions or Tier II small-group interventions using PRESS or Letterland reading interventions are planned and administered by the individual teacher or grade-level team. Tier II interventions are targeted to the student’s area of greatest need.

Students demonstrating intensive need 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 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 (9th 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 (8th 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 balanced literacy and in instructional frameworks to support balanced literacy. In these frameworks, teachers are able to individualize instruction through flexible and fluid 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 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: Each elementary building has applied for a Minnesota Reading Corps (MRC) tutor for the 2019-2020 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 intervention offered by MRC tutors, classroom teachers provide targeted, Tier II small-group interventions using PRESS analysis of screening and diagnostic data, and PRESS targeted intervention activities. These interventions are skill-driven and are targeted to a student’s area of greatest need.

The PRESS reading intervention program and MRC intervention program work together to provide a complementary Tier II program.

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 funding provides 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 both cases, (ADSIS and Title I) 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 Title I and RWM reading interventionists are trained in Heinemann’s Leveled Literacy Intervention, 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. Currently 83% 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.

Based on school board recommendation, a review of Tier II and Tier III methodology and materials will take place. The goal is to ensure that we are offering enough systematic, explicit phonemic awareness and phonics instruction for those who need it. Budget cuts to curriculum and professional development will have an impact on the scope and timing of this review.

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. 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 data, historical data, and 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 15th and 40th percentile. Tier III interventions generally consist of the most at-risk students, usually those below the 16th percentile. Because each school has unique needs, these cut points are approximate.
Professional Development on Scientifically-based Reading Instruction (SBRI)

Alignment and Collaboration with Statutory Requirements

The District Literacy Committee (DLC) reviewed best practice in literacy instruction during the second semester of the 2016-2017 school year. The key resources include the 2010 Minnesota Language Arts Standards, Fountas and Pinnell’s PreK-8 Literacy Continuum, a variety of research articles in key areas of study (balanced literacy, shared reading, interactive read-alouds, guided reading, strategy grouping, book clubs/literature circles, close reading, word study, writing, developmental skills in reading), Jennifer Seravallo’s books The Reading Strategies Book and The Writing Strategies Book, and Palmer and Invernnizi’s No More Spelling and Phonics Worksheets. In addition to these key resources, research on specific materials was reviewed.

Based on this curriculum review, 40 classroom teachers began an advance implementation of the selected materials with a full, first-year roll-out taking place during the 2018-2019 school year. All selected materials support best practice in literacy instruction and are aligned to the 2010 Minnesota Language Arts Standards.

This Tier I curriculum includes:

- Letterland: PreK – grade 1
  - Phonemic awareness, phonics, decodable text, early spelling, printing for K-1
  - Grade K PD took place during the spring of 2018.
  - PreK, K and grade 1 PD took place in the fall of 2018.
  - Additional support was offered during the school year and will continue into 2019-2020.

- Words Their Way: grades 2 – 5
  - Developmentally sequenced word study for encoding and decoding, including decodable text
  - PD took place for grades 2-5 in the fall of 2018.
  - Additional support was offered during the school year and will continue into 2019-2020.

- Fountas & Pinnell Classroom: PreK
  - Shared reading
  - PD took place in the fall of 2018.

- Units of Study for Teaching Reading: grades K – 5
  - Balanced literacy/readers workshop
  - PD took place across the summer and fall of 2018
  - Additional support was offered during the school year and will continue into 2019-2020.

- Units of Study for Teaching Writing: grades K – 5
  - Writers workshop
  - Professional development will be held for K-1 teachers during the summer of 2019 with additional support offered during the school year in 2019-2020.
• Grades 2-3 and 4-5 will be offered professional development in future years and is contingent on professional development funding.

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 will be supporting 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. TDEP coordinators 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 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
PreK-1 Foundational Skills: Letterland/PRESS/IMSE OG

2-5 Foundational Skills: Words Their Way/PRESS/IMSE OG

PreK Literacy: Fountas & Pinnell Classroom—Shared Reading

K-5 Literacy: Units of Study for Teaching Reading

K-5 Writing: Units of Study for Teaching Writing

Stillwater Schools believes that students’ self-selection of books can improve literacy and 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 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 six 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 balanced literacy 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

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

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

Lake Elmo Elementary:
Angie Weisbrod, Interventionist
Iris Wotzka, Interventionist
Stephen Gorde, Building Principal
School Psychologist
Wendy Sycks, Primary Teacher
Lisa Blake, Instructional Coach

Lily Lake Elementary:
Jennifer Friemann, Interventionist
Nate Cox, Building Principal
School Psychologist
Primary Teacher
Val Corman, 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
Reading Well
by Third Grade Report

Presented to the School Board
Thursday, May 9, 2019

Purpose

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

Minnesota Statute 120B.12, subdivision 4a:

. . . a school district must adopt a local literacy plan to have every child reading at or above grade level no later than the end of grade 3. The plan must include

- A process to assess students’ level of reading proficiency,
- A process to notify and involve parents,
- A description of how interventions will be targeted and/or modified to an individual student’s needs in order to obtain meaningful progress,
- Use of evidence-based interventions with students who are not reading at or above grade level, and
- Identification of staff development needs.

- The district must post its literacy plan on the official school district website.

Literacy Goal

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

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

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

Progress Monitoring
- Letterland
- Bear and Invernezzi Spelling Inventory
- FastBridge tools
- Ongoing running records

Parent Notification and Involvement

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

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

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

Tier II
*Interventions are targeted to earliest need in literacy continuum.*
- Direct instruction using Letterland and PRESS interventions
- Scheduled intervention blocks
- Minnesota Reading Corps

Tier III
*Interventions are targeted to earliest need in literacy continuum.*
- Direct instruction using Leveled Literacy Intervention, and/or Orton-Gillingham methodology.

Summer Opportunities
- PreK Title I Summer Camp
- K-1 Summer Success OG expanded to two sections

Staff Development Needs

All
- Professional development in understanding, identifying, and educating students who demonstrate tendencies of dyslexia.

Tier I
- School-year professional development and support for maintaining and deepening reading practices
- Summer professional development for K-1 implementation, including school-year support.

Tier II
- PLC and instructional coach support of data analysis, progress monitoring and targeting intervention.

Tier III
- Ongoing professional development in screening, analyzing data, targeting instruction, progress monitoring, and adjusting interventions.
- Ongoing Orton-Gillingham training as needed
Thank you
Report for Information: Superintendent Evaluation Instrument  
Contact Person: Personnel Working Group Members: Shelley Pearson, Mike Ptacek and Tina Riehle

Summary:

The personnel working group has developed, and will be recommending an instrument for the superintendent evaluation.

Attachments (4)
- Timeline
- Instructions
- Standards and Elements
- Instrument

Recommendation: This is a report for action. Action will be requested at the May 23, 2019 business meeting.
## SUPERINTENDENT EVALUATION
### 2019 TIMELINE

<table>
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<tr>
<th>DATE</th>
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<tbody>
<tr>
<td>May 9</td>
<td>Report at Board meeting</td>
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<tr>
<td>May 23</td>
<td>Action at Board meeting</td>
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<tr>
<td>June 13</td>
<td>Superintendent will review, complete, and submit in writing a self-evaluation using the same form and format instrument the School Board utilizes.</td>
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<tr>
<td>June 14 -21</td>
<td>Board members complete the evaluation summary feedback form and submit to board secretary</td>
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<tr>
<td>June 25</td>
<td>Board secretary complies feedback and prepares it for board chair</td>
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<tr>
<td>June 27 Closed Session</td>
<td>Board chair leads closed session for members to share their feedback of the 2018-2019 work with superintendent</td>
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<tr>
<td>July 11 Business meeting</td>
<td>Board chair reads evaluation summary during the board chair report at the regular school board business meeting</td>
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**NOTE:** Barb will send this electronically so you will be able to type your feedback and send back to her.
SUPERINTENDENT PERFORMANCE EVALUATION

Name_______________________________________Date___________________
Evaluator____________________________________________

Appraisal Period: From________________________to______________________

Directions: This form will be used by individual School Board members to assess the Superintendent’s performance as stated in District Policy 304. A rating scale is provided below to allow School Board members to rate the Superintendent’s performance relative to each responsibility. School Board members should circle the best matching response and use the space for comments which follows each standard to further evaluate the Superintendent.

Evaluation code: Use the number that best describes the degree to which the responsibility has been achieved.

4 * Highly Effective – the superintendent’s performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.

3 * Effective – the superintendent’s performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.

2 * Developing – the superintendent’s performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.

1 * Ineffective – the superintendent’s behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

N/O - Not Observed

In each performance area, put an asterisk (*) by one or two of the responsibilities that are the most important for the Superintendent to improve.
# SUPERINTENDENT EVALUATION
## STANDARDS AND ELEMENTS

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<td>- Culture of Cooperation</td>
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| Student Support                      | • Student Engagement and Feedback  
|                                    | • Student Attendance              
|                                    | • Support for Students            
|                                    | • Student Discipline              
|                                    | • Culture of Cooperation          
|                                    | • School Safety and Security       
|                                    | • Emotional Health and Social Needs |
| Ethical and Inclusive Leadership   | • Ethics and Professional Behavior |
|                                    | • Interactions with Staff, Students, and Community |
|                                    | • Professional Practice           
|                                    | • Diverse Communities             
|                                    | • Cultural Competency              
|                                    | • Equity Plan Implementation       |
Superintendent Evaluation
Presented to the School Board
May 9, 2019

EVALUATION STANDARDS

- Governance Team
- School District Finances
- Communication and Community Relationships
- School District Operations
- Human Resources
- Teaching and Learning
- Student Support
- Ethical and Inclusive Leadership
Standard and Elements

Governance Team
• Roles and Responsibilities
• Goals and/or Strategic Plan
• Policy Implementation
• Information for Decision-Making
• Information for Operational Management
• School Board Questions and Development

School District Finances
• Budget Development and Maintenance
• Financial Statements
• Financial Controls
• Bond and Levy
• Asset Protection
Standard and Elements

Communication and Community Relationships

- Relationship with the Community
- Engagement
- Informs the Community as a Whole
- Advocacy
- Media
- Visibility and Approachability

Standard and Elements

School District Operations

- Facilities
- Transportation
- Food Service
- Technology
- Maintenance
- Personnel
Standard and Elements

Human Resources
• Internal Communications
• Personnel Concerns
• Delegation of Duties
• Visibility and Approachability
• Hiring and Staff Development
• Collective Bargaining and Union Relations
• Evaluation

Teaching and Learning
• Staff Development
• School Improvement
• Curriculum and Instruction
• Professional Knowledge of Teaching and Learning
• Culture of Cooperation
Standard and Elements

Student Support
- Student Engagement and Feedback
- Student Attendance
- Support for Students
- Student Discipline
- Culture of Cooperation
- School Safety and Security
- Emotional Health and Social Needs

Standard and Elements

Ethical and Inclusive Leadership
- Ethics and Professional Behavior
- Interactions with Staff, Students, and Community
- Professional Practice
- Diverse Communities
- Cultural Competency
- Equity Plan Implementation
Questions?
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<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
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<td>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</td>
<td>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</td>
<td>Articulates and adheres to the roles and responsibilities of the school board and superintendent</td>
<td>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 1.b. Goals and/or Strategic Plan</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitates development of the school district’s short- and long-term measurable goals and aligns available resources with school district’s budget to accomplish goals</td>
<td>Facilitates development of the school district’s short- and long-term goals and recommends necessary financial strategies to meet goals</td>
<td>Goals have been developed but no overall plan or alignment of resources exists</td>
<td>Goals are not developed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 1.c. Policy Implementation</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</td>
<td>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</td>
<td>Occasionally acts without following school board policy</td>
<td>Does not follow or rely on school board policy. Uses personal discretion in decision-making</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 1.d. Information for Decision-Making</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</td>
<td>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; Provides meeting materials and background and historical perspectives; includes recommendations</td>
<td>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</td>
<td>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 1.e. Information for Operational Management</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Makes decisions and recommends programs based on comprehensive measurable data including direct and indirect costs, student count, sustainability, and student outcome; uses a uniform processes for program implementation and evaluation</td>
<td>Makes decisions and recommends programs based on measurable data which may include direct and indirect costs, student count, sustainability, and student outcome; uses a some processes for program implementation and</td>
<td>Makes decisions and recommends programs based on limited data; sometimes uses a process for program implementation and evaluation</td>
<td>Does not have systems in place</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Element 1.f. School Board Inquiries and Development

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols; performs duties as assigned by the school board.</td>
<td>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</td>
<td>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</td>
<td>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

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## Standard 2. School District Finances

### Element 2.a. Budget Development and Maintenance

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students’ current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</td>
<td>Engages in proactive budget actions that consider current information and data; seeks balance to meet students’ needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</td>
<td>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district.</td>
<td>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</td>
<td></td>
</tr>
</tbody>
</table>

### Element 2.b. Financial Statements

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</td>
<td>Regularly reports to the school board concerning budget and financial status</td>
<td>Reports status of financial accounts as requested by school board</td>
<td>Does not report financial information to school board other than annual audit</td>
<td></td>
</tr>
</tbody>
</table>

### Element 2.c. Financial Controls

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</td>
<td>Is current with general and state accounting procedures; Maintains internal controls</td>
<td>Uses annual audit to reveal discrepancies; internal controls are inconsistent</td>
<td>Annual audit reveals areas in need of improvement; financial accounts are not in order</td>
<td></td>
</tr>
</tbody>
</table>

### Element 2.d. Bond and Levy Campaigns

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school</td>
<td>Helps school board develop community engagement strategies that build support for levies and bonds</td>
<td>Helps school board assure that levy and bond campaigns are conducted in legally correct and</td>
<td>Does not provide school board with timely and helpful guidance on conducting levy and</td>
<td></td>
</tr>
</tbody>
</table>

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Adapted from MSBA Superintendent Evaluation Resource December 2018
<table>
<thead>
<tr>
<th>Element 2.e. Asset Protection</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Protects school district’s fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</td>
<td>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</td>
<td>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</td>
<td>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

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<table>
<thead>
<tr>
<th>Standard 3. Communication and Community Relationships</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Element 3.a. Relationships with the Community</strong></td>
<td>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</td>
<td>Creates relationships with public and private sectors</td>
<td>Reluctantly seeks some relationships with public or private sectors</td>
<td>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</td>
<td></td>
</tr>
</tbody>
</table>

**Element 3.b. Engagement**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process to build community consensus</td>
<td>Solicits input from select external groups and individuals</td>
<td>Very rarely seeks input from external groups and individuals</td>
<td>Demonstrates lack of regard for input and influence of external groups and individuals</td>
<td></td>
</tr>
</tbody>
</table>

**Element 3.c. Informs the Community as a Whole**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</td>
<td>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</td>
<td>Keeps only some community members informed of school district issues and/or concerns, limiting school board’s ability to meet its responsibilities</td>
<td>Does not provide information community needs to understand school district issues and/or concerns, hindering school board’s ability to meet its responsibilities</td>
<td></td>
</tr>
</tbody>
</table>

**Element 3.d. Advocacy**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Works with school board and staff to build relationships with government officials to promote students’ interests and influence appropriate responses to government actions</td>
<td>Assumes leadership role through numerous contacts with government officials to protect and promote students’ interests</td>
<td>Engages with government officials to protect students’ interests</td>
<td>Does not engage with city, township, county, state, and federal officials (government officials) to protect students’ interest</td>
<td></td>
</tr>
</tbody>
</table>
### Element 3.e. Media

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively engages media; maintains professionalism with media; seeks to promote a positive image of the schools and the school district in media and community</td>
<td>Is cooperative with media; seeks to promote school district in media</td>
<td>Passively and reluctantly communicates with media</td>
<td>Does not communicate with community</td>
<td></td>
</tr>
</tbody>
</table>

### Element 3.f. Visibility and Approachability

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is visible and approachable by members of the community; attends many and varied events</td>
<td>Is visible and approachable by community; attends some events</td>
<td>Attends few events and is seldom approachable by community</td>
<td>Is neither visible nor approachable by community</td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

### Standard 4. School District Operations

#### Element 4.a. Facilities

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</td>
<td>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</td>
<td>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</td>
<td>Facilities management plan is not created; maintenance is performed only when absolutely needed</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 4.b. Transportation

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</td>
<td>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</td>
<td>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</td>
<td>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 4.c. Food Service

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</td>
<td>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</td>
<td>Food service operates with a deficit; meals meet government standards</td>
<td>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 4.d. Technology

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</td>
<td>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</td>
<td>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</td>
<td>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 4.e. Maintenance

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures maintenance department operates efficiently and effectively and has a system</td>
<td>Ensures maintenance department operates efficiently and effectively most</td>
<td>Maintenance department operates on day-to-day basis, with no system for</td>
<td>Maintenance department operates haphazardly with no</td>
<td></td>
</tr>
</tbody>
</table>
### Standard 5. Human Resources

#### Element 5.a. Internal Communications

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</td>
<td>Keeps staff informed of most important matters and seeks input annually</td>
<td>Inconsistently keeps staff informed of important matters</td>
<td>Lacks specific system to inform staff of important matters or fails to seek input</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 5.b. Personnel Concerns

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</td>
<td>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</td>
<td>Establishes policies and procedures, but does not implement them consistently</td>
<td>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 5.c. Delegation of Duties

**Note:** School district finances and structures impact staffing levels and administrative oversight and responsibilities

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
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<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</td>
<td>Delegates responsibility to appropriate staff</td>
<td>Is reluctant to place much authority or decision-making with key staff</td>
<td>Tightly controls decisions made within administrative team</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 5.d. Visibility and Approachability

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</td>
<td>Is visible and approachable by staff; visits buildings and/or classrooms</td>
<td>Seldom visits buildings; attends few building events and activities; is not approachable</td>
<td>Is neither visible nor approachable by staff; is isolated from staff</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 5.e. Hiring and Staff Development

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Follows established plan for recruiting, hiring, supporting, inducing, developing, and retaining staff while keeping students’ interests in mind</td>
<td>Follows established plan for recruiting, hiring, supporting, inducing, developing, and retaining staff</td>
<td>Plan exists for recruiting, hiring, supporting, inducing, developing, and retaining staff, but is not used consistently</td>
<td>No plan exists for recruiting, hiring, supporting, inducing, developing, and retaining staff</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 5.f. Collective Bargaining

**Note:** School district-related negotiations processes vary based on negotiations philosophy, approach, and models used
<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
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<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assists school board in preparing for and conducting negotiations</td>
<td>Is proactive in preparing for collective bargaining by sharing appropriate information</td>
<td>Accepts that collective bargaining is necessary and may be challenging</td>
<td>Does not seek to understand and/or improve collective bargaining</td>
<td></td>
</tr>
</tbody>
</table>

**Element 5.g. Evaluation**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
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<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</td>
<td>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</td>
<td>Assures evaluations are completed, but are consistent or not in compliance with state law</td>
<td>No performance evaluation system in place; evaluations not completed as required by state law</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

**Standard 6. Teaching and Learning**

**Element 6.a. Staff Development**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
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<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</td>
<td>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</td>
<td>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</td>
<td>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</td>
<td></td>
</tr>
</tbody>
</table>

**Element 6.b. School Improvement**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place for all learners, including early childhood, elementary, middle school, high school, special education, gifted and talented, and adult levels and used for implementing improvement efforts and monitoring progress</td>
<td>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</td>
<td>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</td>
<td>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</td>
<td></td>
</tr>
</tbody>
</table>

**Element 6.c. Curriculum and Instruction**

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
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<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures curriculum is in place, aligned across grade levels, and complies with state standards using valid and reliable performance indicators to measure performance outcomes; assures instructional practices</td>
<td>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</td>
<td>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</td>
<td>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</td>
<td></td>
</tr>
</tbody>
</table>
are differentiated and personalized to student needs and that technology enhances teaching and learning | program is in place | instruction

Element 6.d. Professional Knowledge of Teaching and Learning

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district’s benefit</td>
<td>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</td>
<td>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</td>
<td>Is uninvolved in current instructional programs; is unaware of current instructional issues</td>
<td></td>
</tr>
</tbody>
</table>

Element 6.e. Culture of Cooperation

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops and supports open, productive, caring and trusting relationships and a positive working environment among staff</td>
<td>Encourages open, productive, caring and trusting environment among staff</td>
<td>Haphazardly supports open, productive, caring and trusting environment among staff</td>
<td>Culture of trust does not exist</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

Standard 7. Student Support

Element 7.a. Student Engagement and Feedback

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</td>
<td>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</td>
<td>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</td>
<td>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</td>
<td></td>
</tr>
</tbody>
</table>

Element 7.b. Student Attendance

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</td>
<td>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</td>
<td>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</td>
<td>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</td>
<td></td>
</tr>
</tbody>
</table>

Element 7.c. Support for Students

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students’ diverse learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning</td>
<td>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students’ range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful</td>
<td>Academics, supports, services, extracurricular activities, and accommodations to meet some students’ range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is</td>
<td>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</td>
<td></td>
</tr>
<tr>
<td>Element 7.d. Student Discipline</td>
<td>Highly Effective (4)</td>
<td>Effective (3)</td>
<td>Developing (2)</td>
<td>Ineffective (1)</td>
</tr>
<tr>
<td>--------------------------------</td>
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</tr>
<tr>
<td>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</td>
<td>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</td>
<td>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</td>
<td>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 7.e. Culture of Cooperation</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develops and supports open, productive, caring, positive and trusting school culture among students</td>
<td>Encourages open, productive, caring, and trusting school culture among students</td>
<td>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</td>
<td>Trusting school climate does not exist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 7.f. School Safety and Security</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</td>
<td>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</td>
<td>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</td>
<td>No plan has been developed to assure school district buildings and grounds are safe and secure</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 7.g. Emotional Health and Social Needs</th>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</td>
<td>Ensures system-wide plan has been developed to assure a healthy school learning and work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</td>
<td>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</td>
<td>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**
### Standard 8. Ethical and Inclusive Leadership

#### Element 8.a. Ethics and Professional Behavior

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</td>
<td>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</td>
<td>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</td>
<td>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 8.b. Interactions with Staff, Students, and Community

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</td>
<td>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</td>
<td>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</td>
<td>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 8.c. Professional Practice

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</td>
<td>Demonstrates self-awareness and need for improved professional practice</td>
<td>Has awareness of need to improve on professional practice</td>
<td>Does not demonstrate awareness of need to improve professional practice</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 8.d. Diverse

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fosters formal and information partnerships with diverse groups to support mutual goals</td>
<td>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</td>
<td>Becomes familiar with views and characteristics of diverse groups within the community</td>
<td>Does not recognize or respond to the existence of diverse groups in the community</td>
<td></td>
</tr>
</tbody>
</table>

#### Element 8.e. Cultural Competency

<table>
<thead>
<tr>
<th>Highly Effective (4)</th>
<th>Effective (3)</th>
<th>Developing (2)</th>
<th>Ineffective (1)</th>
<th>N/O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</td>
<td>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</td>
<td>Assures that staff has necessary cultural competence to respond to students’ needs</td>
<td>Does not use strategies that recognize and capitalize on community’s diversity</td>
<td></td>
</tr>
<tr>
<td>Highly Effective (4)</td>
<td>Effective (3)</td>
<td>Developing (2)</td>
<td>Ineffective (1)</td>
<td>N/O</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</td>
<td>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</td>
<td>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</td>
<td>No plan to achieve equity has been developed</td>
<td></td>
</tr>
</tbody>
</table>

COMMENTS:

-END-

ADDITIONAL COMMENTS:

DRAFT
Report for Information: School Board Self-Evaluation Instrument  
Contact Person: Personnel Working Group Members: Shelley Pearson, Mike Ptacek and Tina Riehle  

Summary:

The personnel working group has developed, and will be recommending an instrument for the board self-evaluation.  

Attachments (2)  
- Timeline  
- Instrument  

Recommendation: This is a report for action. Action will be requested at the May 23, 2019 business meeting.
### SCHOOL BOARD EVALUATION
#### 2019 TIMELINE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TASK</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 9</td>
<td>Report at Board Meeting</td>
</tr>
<tr>
<td>May 23</td>
<td>Action at Board Meeting</td>
</tr>
<tr>
<td>May 24</td>
<td>Distribute evaluation to School Board Members</td>
</tr>
<tr>
<td>May 24 - 30</td>
<td>Board members complete the evaluation</td>
</tr>
<tr>
<td>May 31 – June 3</td>
<td>Submit completed evaluation to board secretary</td>
</tr>
<tr>
<td></td>
<td>Board secretary complies</td>
</tr>
<tr>
<td>June 4</td>
<td>Share results and Report to Board Members at retreat</td>
</tr>
</tbody>
</table>
EVALUATION OF THE SCHOOL BOARD
Annual Self-Appraisal of the School Board

The following list of items pertains to the operation of the School Board. Each board member rates his/her individual performance as well as the School Board as a whole. When evaluating your individual performance, reframe the question in your mind in terms of “I”. The evaluation scale to be used is:

5=Outstanding
4=Good
3=Satisfactory but could improve
2=Weak and should improve
1=Ineffective

### A. School Board relationship with the Superintendent

1. The School Board keeps the Superintendent informed on issues, needs and complaints in a manner allowing the Superintendent the opportunity to solve related problems in a professional manner.

   [ ] Self Only [ ] Board as a Whole

2. The School Board clearly interprets its position on controversial matters pertaining to the school district thereby enabling the Superintendent to properly carry out the wishes of the board.

   [ ] Self Only [ ] Board as a Whole

3. The School Board publicly supports the Superintendent’s administrative regulations and decisions and relays any disagreement in a private or executive session.

   [ ] Self Only [ ] Board as a Whole

4. The School Board disregards personalities and considers the recommendations of the Superintendent in an unbiased and objective manner.

   [ ] Self Only [ ] Board as a Whole

### B. School Board relationships with the community

1. School Board members recognize that their fellow citizens have entrusted them with the educational development of the children and youth of this community.

   [ ] Self Only [ ] Board as a Whole

2. The School Board recognizes that the community expects its primary concern to be what is in the best interest of each and every student without distinction as to why they are or what their background may be.

   [ ] Self Only [ ] Board as a Whole

3. The School Board takes the initiative in helping all community members to have all the facts all the time about their schools so it will readily provide the finest possible school program, school staff, and school facilities.

   [ ] Self Only [ ] Board as a Whole
Scale: 5=Outstanding
4=Good
3=Satisfactory but could improve
2=Weak and should improve
1=Ineffective

<table>
<thead>
<tr>
<th></th>
<th>Self Only</th>
<th>Board as a Whole</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C. School Board relationship between members during meetings</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Individual members of the School Board treat other board members and professional staff with respect during board meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Differences of opinion influencing board member votes are based on the issues at hand and not on basis of personalities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Each member of the School Board behaves in such a manner as to emphasize that individual board members have authority only when convened in a legally conducted board meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D. School Board relationships with staff and personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The School Board requires the Superintendent to recommend personnel appointments for its consideration and consistently adheres to this procedure.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. School Board members make every effort to become acquainted with district personnel.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. School Board members maintain personal friendships with district personnel without allowing them to affect overall board decisions and/or policies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E. School Board relationship to the instructional program</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The School Board makes an effort to keep informed about the instructional program by providing for periodic reports as deemed necessary and by periodic visitation in the schools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The School Board makes every effort to gain information from the community pertaining to instructional program needs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The School Board maintains policies that enable the educational staff to develop the educational program required to meet the needs of the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F. School Board relationship to financial management of the schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The School Board establishes the policies and provides the necessary resources to properly manage the finances of the school district.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The School Board requires proper accountability for the expenditure of school district funds.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Scale: 5=Outstanding  
4=Good  
3=Satisfactory but could improve  
2=Weak and should improve  
1=Ineffective

(F. Continued - School Board relationship to financial management of the schools)
3. The School Board provides justified funding to maintain a high quality education program in this district. _______ _______
4. The School Board keeps the community informed about the financial needs of the school district. _______ _______

G. General Statements
1. List three major problems the School Board faces.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

2. List any weaknesses you have observed in the operation of the School Board.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. List significant accomplishments made by the district during the past year.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. List three things you hope to accomplish in the upcoming year on the School Board.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. List 3-5 suggested School Board goals for FY 2019-2020
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Report for Information: School Board Goals  
Contact Person: Policy Working Group Members: Sarah Stivland, Mark Burns, Liz Weisberg  

---

Summary:

The policy working group has developed, and will be recommending the school board goals for the 2019 and 2020 calendar years.

---

Recommendation: This is a report for action. Action will be requested at the May 23, 2019 business meeting.
In partnership with community, parents, and students, the School Board of Stillwater Area Public Schools ensures excellence in education.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>STRATEGIES</th>
<th>How We Will Measure Success / Progress</th>
</tr>
</thead>
</table>
| Increase student achievement for ALL students | • Support classroom experiences and opportunities that enhance student engagement  
• Support academic, social, and emotional needs of students  
• Conduct monthly board work sessions to explore opportunities that enhance learning experiences for all students. | • Increase four-year graduation rate to 95%  
• Increase percentage of all students proficient on MCA reading, math and science tests  
• Operating levy parameters are established to support these student achievement strategies |
| Secure long-term financial stability of the district | • Restore unassigned fund balance to at least 5% of general fund expenditures before July 1, 2020  
• Approve balanced budgets; expenditures do not exceed revenues  
• Increase E-12 enrollment  
• Prepare for successful adoption of an operating levy referendum by public vote no later than November 2021 | • Improved unassigned fund balance  
• Balanced budget  
• Monthly Treasurer’s report to the board  
• Monthly enrollment update showing 1% annual enrollment growth  
• Successful operating levy |
| Increase Community Trust and Engagement | • Seek stakeholder input by reaching out with structured opportunities to listen and connect  
• Strive toward consensus on every vote  
• Complete Long-Range Facility Planning Process | • A plan is created for community connection and stakeholder engagement  
• Approval of new Long-Range Facility Plan |
Summary:

In 2018, the school board selected community members to convene as the World’s Best Workforce (WBWF) Committee. The 25 member committee was charged learning the components of the WBWF during the 2018-19 school year, as well as the history of the plans developed, the system of developing goals, and how to present an annual meeting for the public. The committee was further charged to work with administration to develop recommended goals for the 2019-2020 WBWF plan.

The WBWF committee met on multiple occasions over the course of the 2018-19 school year, most recently on April 16th. Goal recommendations were made for each of the five WBWF areas.

1. **All Children are Ready for School:** At the start of the 2020-2021 school year, 80 percent of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

2. **All Third Graders Can Read at Grade Level:** By June of 2021, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from __ percent to __ percent.

3. **All Racial and Economic Achievement Gaps are Closed:** By June of 2021, __ percent of ALL student groups will demonstrate Medium or High Growth as measured by MCA reading and math.

4. **All Students are Ready for Career and College:** By June of 2021 __ percent of students taking the ACT will be “on-track” for success, as demonstrated by reaching a composite score of 23 on the ACT.

5. **All Students Graduate from High School:** By June of 2021, Stillwater’s 4-year graduation rate will be at least 95.5 percent.

Recommendation: The administration is recommending the school board approve the suggested goal for each of the five WBWF areas.

Motion by: __________________________  Second by: __________________________  Vote: __________________________
World’s Best Workforce

Goals 2019-2020

Presented to the School Board
May 9, 2019

World’s Best Workforce

It’s about ensuring a high school diploma is a young person’s ticket to making their dreams come true!

WBF Areas
- All students are ready for school.
- All 3rd 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.

Committee Membership:
- Community Co-Chairs - Patti Olson and Randal Newton
- 24 parents and one student
- Staff support

Meetings:
- Whole group met September, January, and April
- Sub-groups met various times throughout year
- Community presentation in December
All Children Ready for School

**GOAL**
At the start of the 2020-2021 school year, 80 percent of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

**COMMUNITY STRATEGY SUGGESTIONS**
- Increase communication with home-based, private and community preschools and childcare through 2-3 district led meetings per year.
- Provide Stillwater district kindergarten readiness standards/checklists to childcare providers (and private preschools) for dissemination to parents of 4-year-olds.
- Increase marketing to early childhood families regarding district early childhood or kindergarten readiness opportunities.

**2018 Result:**
70% at 34 or higher

---

All 3rd graders can read at grade level

**GOAL**
By June of 2021, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from ___ percent to ___ percent.

**COMMUNITY STRATEGY SUGGESTIONS**
- Explore community partnerships to develop communication pathways for sharing reading best practices with caregivers.
- Partner with community members/agencies (such as Rotary, faith-based organizations, Middle School/HS students, senior center, etc...) to establish reading buddies.
- Develop partnerships with community libraries & elementary schools to increase marketing and communication to caregivers about library/literacy events.
All racial and economic achievement gaps are closed

**GOAL:** By June of 2021, ___ percent of ALL student groups will demonstrate Medium or High Growth as measured by MCA reading and math.

**COMMUNITY STRATEGY SUGGESTIONS**
- Support authentic cultural learning in classrooms through partnerships with teachers (Learning About Through Learning Among).
- Encourage use of additional growth metrics (not just MCAs), especially for reading and math.
- Use existing groups to communicate and create community partnerships and volunteer participation opportunities.

All students are ready for career and college

**GOAL:** By June of 2021, ___% of students taking the ACT will be “on-track” for success, as demonstrated by reaching a composite score of 23 on the ACT.

**COMMUNITY STRATEGY SUGGESTIONS**
- Engage businesses to facilitate school/business partnerships.
- Engage businesses to participate in student job fair(s).
- Engage parents to participate in student job fair(s).
All students graduate from high school

By June of 2021, Stillwater’s 4-year graduation rate will be at least 95.5 percent.

COMMUNITY STRATEGY SUGGESTIONS

- Engage businesses to facilitate school/business partnerships.
- Engage businesses to participate in student job fair(s).
- Engage parents to participate in student job fair(s).

GOAL

2018 Result: 95%

World’s Best Workforce Summary

1. All Children are Ready for School: At the start of the 2020-2021 school year, 80 percent of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

1. All Third Graders Can Read at Grade Level: By June of 2021, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from ___ percent to ___ percent.

1. All Racial and Economic Achievement Gaps are Closed: By June of 2021, ___ percent of ALL student groups will demonstrate Medium or High Growth as measured by MCA reading and math.

1. All Students are Ready for Career and College: By June of 2021, ___ percent of students taking the ACT will be “on-track” for success, as demonstrated by reaching a composite score of 23 on the ACT.

1. All Students Graduate from High School: By June of 2021, Stillwater’s 4-year graduation rate will be at least 95.5 percent.
Agenda Item: 2019 District Wide Renovations - Action  
Meeting Date: May 9, 2019  
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

The Stillwater Area Public Schools – 2019 District Wide Renovations will consist of projects at the following locations:

<table>
<thead>
<tr>
<th>Site</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afton-Lakeland Elementary</td>
<td>Replace flooring, casework, chalkboards and domestic water branch lines in 11 classrooms and teachers’ lounge.</td>
</tr>
<tr>
<td>Lake Elmo Elementary</td>
<td>Replace operable walls with permanent walls and provide lockable doors for improved security in 4 classrooms. Replace demountable walls in Special Education area. Replace casework, chalk boards, flooring and local domestic water lines in 4 classrooms, teachers' lounge, Gopher Room and Special Education area.</td>
</tr>
<tr>
<td>Lily Lake Elementary</td>
<td>Replace casework, chalkboards and local domestic water lines in 6 classrooms. Replace the flooring in the cafeteria and lower Media Center area.</td>
</tr>
<tr>
<td>Rutherford Elementary</td>
<td>Replace flooring in the Media Center, Multi-Purpose Room, Special Education area and Music Room.</td>
</tr>
<tr>
<td>Stillwater Area High School</td>
<td>Replace flooring in the Main Forum Room</td>
</tr>
<tr>
<td>Stillwater Middle School</td>
<td>Replace the flooring in two art classrooms</td>
</tr>
</tbody>
</table>

This project is part of the approved FY 2019 and FY 2020 Long-Term Facilities Maintenance program. Five bids were received on April 16, 2019 for the 2019 District Wide Renovations project. Renovation costs were estimated to be $1,124,900 for the Base Bid projects and $452,000 for the Lake Elmo Add Alternate project. The lowest responsible bidder was AVM Construction, LLC of Mendota Heights, MN with a Base Bid total of $1,119,300.00 and an Add Alternate bid for work at Lake Elmo Elementary of $369,000. BWBR Architects is recommending them as the lowest responsible bidder. Based on prior approval of the Long-Term Facilities Maintenance plan, Administration recommends awarding the contract to AVM Construction, LLC for the 2019 District Wide Renovations project.

Project Name: 2019 District Wide Renovations  
Location(s): Various Sites  
Fund: Long-Term Facilities Maintenance  
Item: Flooring, Casework, Walls, Plumbing

Base Bid Amount: AVM Construction LLC. $1,119,300  
ADD Alternate Lake Elmo Elementary: $369,000  
Combined Bid Total: $1,488,300

Recommendation:  
A motion and second to approve the expense will be requested.

Motion by: ____________________  Seconded by: ____________________  Vote: ____________________
## 2019 Stillwater Schools District Renovations
2PM April 16th, 2019

<table>
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<tr>
<th>Company Name</th>
<th>Base Bid</th>
<th>Signed</th>
<th>Bid Bond</th>
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<tr>
<td>*AVM Construction LLC</td>
<td>$1,119,300 alternate $369,000 ADD</td>
<td>X</td>
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<tr>
<td>2401 Pilot knob Rd. Suite 142 Mendota Heights, MN 55120</td>
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<tr>
<td>JPMI Construction</td>
<td>$1,163,868.00 alternate $371,346 ADD</td>
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<tr>
<td>2310 County Road D West Suite 3105 St. Paul, MN 55112</td>
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<td>Meisinger Construction Co. Inc.</td>
<td>$1,339,000 alternate $399,900 ADD</td>
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<td>121 Bridgepoint Way South St. Paul, MN 55075</td>
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<td>George Sigfreid Construction</td>
<td>$1,434,415 alternate $436,675 ADD</td>
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<td>510 Perro Creek Drive Bayport, MN 55003</td>
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<td>Market and Johnson Inc.</td>
<td>$1,448,000 alternate $546,000 ADD</td>
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<tr>
<td>P.O. Box 630 Eau Claire, WI 54702</td>
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*Indicates lowest bid
April 25 school board meeting
May 9 tentative project approval.
April 18, 2019

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: Stillwater Schools
2019 District Renovation Projects
BWBR Commission No. 3.2018295.00

Dear Tony:

BWBR has reviewed the bids for the 2019 Stillwater Schools District Renovations Project and contacted the apparent low bidder, AVM Construction, LLC for Afton-Lakeland Elementary School, Andersen Elementary, Lily Lake Elementary, Rutherford Elementary, Stillwater Middle School, and Stillwater High School. AVM Construction has acknowledged that their bid of $1,119,300.00 is complete for the Stillwater District Renovations. AVM Construction has acknowledged that their alternate bid of an additional $369,000.00 is complete for the additional scope of the Lake Elmo Elementary School project.

BWBR would recommend that Stillwater Area Public Schools enter into a contract with AVM Construction, LLC for the amount stated above to complete the work described in the bid documents.

Sincerely,

BWBR

Hanna Kuehl CID, LEED AP

Attachments:
2019 Stillwater Schools Bid Tab Sheet.pdf
2019-04-16_Bid Sign-in Sheet.pdf
Lily Lake Elementary School
First Level
Agenda Item: Annual Technology Replacement Cycles
Meeting Date: May 9, 2019
Contact Person: John Perry, Director of Learning Technology and Design Systems

Background: The ISD834 Technology plan identifies target replacement cycles for laptops, desktops, and Chromebook computers. Additionally we seek to support special technology hardware platforms for curricular programs such as early primary grades, Project Lead The Way, graphics arts, journalism, science courses, and K-12 robotics integration. In planning our annual technology projects, we identity timelines as “to be completed by” either the 1st day of school or by the 1st day of 2nd semester.

The board will soon see purchase order requests being processed in order to implement technology for the 1st day of school in August 2019. Specifically we will be replacing teacher laptops, staff desktops, adding student Chromebooks, replacing broken classroom displays, and adding tablets in early primary grades. The year’s acquisitions will be at a reduced level compared to what is required to fully support technology in the district due to funding shortfalls.

<table>
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<tr>
<th>Equipment</th>
<th>Replacement Cycle</th>
<th>District-wide Need</th>
<th>District-wide Actual</th>
<th>Estimated Expense</th>
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<tr>
<td>Chromebook Computers</td>
<td>4 Year Cycle</td>
<td>1000 chromebooks</td>
<td>572 chromebooks</td>
<td>$191,826.00</td>
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<td>Staff Computers</td>
<td>6 Year Cycle</td>
<td>140 computers</td>
<td>95 80 computers</td>
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<td>Classroom Video Display</td>
<td>8-10 Year Cycle</td>
<td>50 Displays</td>
<td>22 25 Displays</td>
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<td>K-2 Classroom Tablets</td>
<td>6 Year Cycle</td>
<td>180 iPads</td>
<td>160 480 iPads</td>
<td>$47,040.00</td>
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</table>

Display will require additional costs including carts, mounts, installation

Location(s): All
Project Name: Annual Technology Replacement Cycles
Fund: Technology Capital
Amount: $414,521.44

Recommendation:
A motion and second to approve the expense will be requested.

Motion by: ____________________ Seconded by: ____________________ Vote: ____________________
Dear John Perry,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. Click here to convert your quote to an order.

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<tr>
<th>QUOTE #</th>
<th>QUOTE DATE</th>
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**QUOTE DETAILS**

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**PURCHASER BILLING INFO**

**SUBTOTAL** $191,826.00

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<tr>
<td>Sales Tax</td>
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Please remit payments to:

Billing Address:
STILLWATER SCHOOL DIST. #834
1875 GREELEY ST S
STILLWATER, MN 55082-6094
Phone: (651) 351-8340
Payment Terms: Request Terms
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<th><strong>Shipping Address:</strong></th>
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<td>STILLWATER SCHOOL DIST. #834</td>
<td>75 Remittance Drive</td>
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<tr>
<td>JOHN PERRY</td>
<td>Suite 1515</td>
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<td>1875 GREELEY ST S</td>
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**Need Assistance? CDW•G SALES CONTACT INFORMATION**

| Oleg Krylov | (866) 770-0358 | olegkry@cdwg.com |

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at [http://www.cdwg.com/content/terms-conditions/product-sales.aspx](http://www.cdwg.com/content/terms-conditions/product-sales.aspx)

For more information, contact a CDW account manager

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Customer
Stillwater Area Public Schools  
John Perry  
Phone: (651) 351-8414  
Email: perryj@stillwaterschools.org

Account Manager
Ben Erickson  
Phone: 866-950-8868 x109  
Fax: 612-392-2155  
Email: ben@fireflycomputers.com

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Sub Total: $32,055.00
Tax: $0.00
Shipping: $0.00

Grand Total: $32,055.00

Special Offers / Notes
- Freight Included
- NCPA Contract Number: 01-43
- NASPO: MNWNC-110

Browse and Shop Our Online Store
www.fireflyadvantage.com

Prices reflect 3% discount for cash/check payment. Credit card payment is accepted without discount.

Notice: This quote is confidential and is to be viewed solely by individuals within the organization to whom it is addressed. Unauthorized distribution or disclosure of the contents of this quote is strictly prohibited. If you are not from the organization addressed, please notify us immediately so we can prepare a quote specific to your organization. Prices and availability may change without notice prior to the quote expiration date.
# Apple Inc. Education Price Quote

## Customer:
John Perry  
STILLWATER AREA SCHOOLS ISD 834  
Phone: 6513518414  
email: perryj@stillwaterschools.org

## Apple Inc:
Laurie Spinner  
One Apple Park Way  
Cupertino, CA 95014  
email: lspinner@apple.com

### Apple Quote:
2205457897

### Quote Date:
Friday, April 12, 2019

### Quote Valid Until:
Sunday, May 12, 2019

### Quote Comments:
Please reference Apple Quote number on your Purchase Order.

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<tr>
<th>Row #</th>
<th>Details &amp; Comments</th>
<th>Qty</th>
<th>Unit List Price</th>
<th>Extended List Price</th>
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<td>13-inch MacBook Air</td>
<td>60</td>
<td>$1,029.00</td>
<td>$61,740.00</td>
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**Part Number:** Z0WH  
**Configuration:**  
- 065-C63L 1.8GHz Intel Dual-Core Core i5, Turbo Boost up to 2.9GHz  
- 065-C63N Intel HD Graphics 6000  
- 065-C63P 8GB 1600MHz LPDDR3 SDRAM  
- 065-C63W 256GB PCIe-based SSD  
- 065-C64P KEYBOARD/USER’S GUIDE, 5–PK  
- 065-C64N Accessory Kit

- **Edu List Price Total** $61,740.00
- **Additional Tax** $0.00
- **Estimated Tax** $0.00
- **Extended Total Price** $61,740.00

*In most cases Extended Total Price does not include Sales Tax. *If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary.

---

Complete your order by one of the following:

- This document has been created for you as Apple Quote ID 2205457897. Please contact your institution's Authorized Purchaser to submit the above quote online. For account access or new account registration, go to [https://ecommerce.apple.com](https://ecommerce.apple.com). Simply go to the Quote area of your Apple Education Online Store, click on it and convert to an order.
- For registration assistance, call 1.800.800.2775
If you are unable to submit your order online, please send a copy of this Quote with your Purchase Order via email to institutionorders@apple.com. Be sure to reference the Apple Quote number on the PO to ensure expedited processing of your order.

For more information, go to provision C below, for details.

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B. ALL SALES ARE FINAL. PLEASE REVIEW RETURN POLICY BELOW IF YOU HAVE ANY QUESTIONS. IF YOU USE YOUR INSTITUTION’S PURCHASE ORDER FORM TO PLACE AN ORDER IN RESPONSE TO THIS QUOTE, APPLE REJECTS ANY TERMS SET OUT ON THE PURCHASE ORDER THAT ARE INCONSISTENT WITH OR IN ADDITION TO THE TERMS OF YOUR AGREEMENT WITH APPLE.

C. YOUR ORDER MUST REFER SPECIFICALLY TO THIS QUOTE AND IS SUBJECT TO APPLE’S ACCEPTANCE. ALL FORMAL PURCHASE ORDERS SUBMITTED BY EMAIL MUST SHOW THE INFORMATION BELOW:

- APPLE INC. AS THE VENDOR
- BILL-TO NAME AND ADDRESS FOR YOUR APPLE ACCOUNT
- PHYSICAL SHIP-TO NAME AND ADDRESS (NO PO BOXES)
- PURCHASE ORDER NUMBER
- VALID SIGNATURE OF AN AUTHORIZED PURCHASER
- APPLE PART NUMBER AND/OR DESCRIPTION OF PRODUCT AND QUANTITY
- TOTAL DOLLAR AMOUNT AUTHORIZED OR UNIT PRICE AND EXTENDED PRICE ON ALL LINE ITEMS
- CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL

D. UNLESS THIS QUOTE SPECIFIES OTHERWISE, IT REMAINS IN EFFECT UNTIL Sunday, May 12, 2019 UNLESS APPLE WITHDRAWS IT BEFORE YOU PLACE AN ORDER, BY SENDING NOTICE OF ITS INTENTION TO WITHDRAW THE QUOTE TO YOUR ADDRESS SET OUT IN THE QUOTE.

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E. THE AMOUNT OF THE VOLUME PURCHASE PROGRAM (VPP) CREDIT SHOWN ON THIS QUOTE WILL ALWAYS BE AT UNIT LIST PRICE VALUE DURING REDEMPTION ON THE VPP STORE.

F. UNLESS SPECIFIED ABOVE, APPLE’S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

Opportunity ID: https://ecommerce.apple.com
Fax:

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Document rev 10.6.1 Date of last revision – June 20th, 2016
This Agreement is between

ISD-834-Stillwater High School
1875 S. Greeley Street South
Stillwater, MN
6513518385

and

Affinitech Inc.
1264 Park Road
Chanhassen, MN 55317 USA
(952) 697-2100
http://affinitechinc.com/

Scope Of Work

Affinitech, Inc. Scope of Integration Services

Stillwater Public Schools
1875 Greeley Street South,
Stillwater, MN 55082

Drop ship 22 Viewsonic IFP7550 Inter-active displays to predetermined schools.

Pricing Summary

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<thead>
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<th>Equipment</th>
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Payment Terms

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<tr>
<td>Final</td>
<td>$81,860.44</td>
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</table>
Client accepts this Quote inclusive of its Scope of Work, Pricing and Payment Terms. Contractor agrees to furnish the equipment and materials listed and perform the work in an expedient, workmanlike and professional manner.

ISD-834-Stillwater High School

Accepted by

Affinitech Inc.

Date

Affinitech Inc.

Date

Stillwater 75" Interactive Summer 2019
Project No.: PJ-0236  Rev. 0  4/16/2019
## Item Details

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<tr>
<th>Item Description</th>
<th>Unit Price</th>
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<td>- ViewBoard IFP7550 4K Interactive display - LB-WIFI-001 Wireless AC adapter - WMK-047-2 wall mount</td>
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<td>ViewSonic IFP-EW-70-02, 70&quot; - 79&quot; Interactive Display Extended On-Site Repair Warranty 4th &amp; 5th Year</td>
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| Total                                                                 | $81,860.44 |

| Project Subtotal: | $81,860.44 |
### Apple Inc. Education Price Quote

**Customer:** John Perry  
STILLWATER AREA SCHOOLS ISD 834  
Phone: 6513518414  
email: perryj@stillwaterschools.org

**Apple Inc:**  
Donna Nations  
5505 W Parmer Lane  
Bldg 7  
Austin, TX 78727-6524  
Phone: +1-512-6742835  
email: nations@apple.com

**Apple Quote:**  
2205489142

**Quote Date:** Wednesday, May 01, 2019

**Quote Valid Until:** Thursday, May 30, 2019

### Quote Comments:
Please reference Apple Quote number on your Purchase Order.

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<th>Unit List Price</th>
<th>Extended List Price</th>
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Part Number: BN3U2LL/A | 16 | $2,940.00 | $47,040.00 |
|       | iPad Wi-Fi 32GB – Space Gray  
Part Number: MR8A2LL/A  
Quantity: 160 |       |       |       |

**Edu List Price Total**  
$47,040.00

- Additional Tax  
$0.00

- Estimated Tax  
$0.00

**Extended Total Price**  
$47,040.00

*In most cases Extended Total Price does not include Sales Tax  
*If applicable, eWaste/Recycling Fees are included. Standard shipping is complimentary

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- For registration assistance, call 1.800.800.2775

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- CONTACT INFORMATION: NAME, PHONE NUMBER AND EMAIL

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F. UNLESS SPECIFIED ABOVE, APPLE’S STANDARD SHIPPING IS INCLUDED IN THE TOTAL PRICE.

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Document rev 10.6.1 Date of last revision – June 20th, 2016
Agenda Item:  Snow Day Resolution  
Meeting Date:  May 9, 2019  
Contact Person:  Dr. Bob McDowell, Assistant Superintendent

Background:

The recent legislation around the "snow day" bill requires the board to formally adopt a resolution formally for the "forgiveness days".

Attachment:  Resolution

Recommendation:

A motion and second to approve the resolution will be requested.

Motion by:  ____________________  Seconded by:  ____________________  Vote:  ____________________
The following resolution was moved by _______________ and seconded by ______________:

RESOLUTION FOR SCHOOL CALENDAR ADJUSTMENT FOR THE 2018-2019 SCHOOL YEAR

WHEREAS, the Independent School District 834 – Stillwater Area Public Schools canceled instructional days on January 28, January 29, January 30, January 31, February 8, February 20, and April 11 during the 2018-2019 school year due to health and safety concerns; and

WHEREAS, the Minnesota Legislature enacted Laws of Minnesota 2019, Chapter 5—Senate File 1743, which permits Minnesota school districts and charter schools to count these dates as instructional days for purposes of calculating the number of hours and days in the school year pursuant to Minnesota law and the calculation of average daily membership pursuant to Minnesota law for students enrolled both before and after those school closure dates; and

WHEREAS, the School District wishes to count the dates identified above for the purposes set forth in Laws of Minnesota 2018, Chapter 5—Senate File 1743;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District 834, State of Minnesota, as follows:

Pursuant to Laws of Minnesota 2019, Chapter 5—Senate File 1743, the canceled instructional days of January 29 and January 30, 2019 will be counted in the calculation of the number of hours and days in the school year and the calculation of the average daily membership for the 2018-2019 school year; and

The School District will comply with all other requirements set forth in Laws of Minnesota 2019, Chapter 5—Senate File 1743.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, the Resolution was declared duly adopted.

By: ____________________________          By: ____________________________
    Michael B. Ptacek, Chair               Sarah Stivland, Clerk
Agenda Item: School Board Reports  
Meeting Date: May 9, 2019

Background:

A. Chairperson Report

B. Working Group Reports
   1. Community Engagement
   2. Finance and Operations
   3. Legislative
   4. Personnel
   5. 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.

Recommendation:
Board action is not required.
Agenda Item: Adjournment
Meeting Date: May 9, 2019
Contact Person: School Board Chair

Background:
The meeting must be adjourned formally.