



Stillwater

AREA PUBLIC SCHOOLS

REVISED

Independent School District 834

Stillwater City Hall – 216 North Fourth Street, Stillwater, MN

School Board Business Meeting Agenda – January 23, 2020, 6:00 p.m.

- I. Call to Order**
- II. Roll Call**
- III. Pledge of Allegiance**
- IV. District Mission Statement and School Board Goals**
- V. Approval of Agenda**
- VI. Superintendent Report**
- VII. Introductory Items**
 - A. Student Report
 - B. Recognition–Ana Weaver - Cross Country State Champion
- VIII. Open Forum**
- IX. Consent Agenda**
 - A. Minutes of December 19, 2019 Business Meeting
 - B. Minutes of January 9, 2020 Business Meeting
 - C. Disbursement Register January 11-24, 2020
 - D. Accept Gifts and Donations
 - E. Human Resources Personnel Report
 - F. Approval of Recommendation regarding Level III Grievance
 - G. Retirement Agreement with Employee
- X. Reports**
 - A. Second Reading: 520 – Student Surveys – Policy Work Group
 - B. Second Reading: 521 – Student Disability Nondiscrimination – Policy Work Group
 - C. Second Reading: 209 – Code of Conduct – Policy Work Group
- XI. Action Items**
 - A. School Board Committees and Working Group Assignments – Board Chair
 - B. Secondary Literacy Curriculum – Ms. Larson/Ms. Latterell
 - C. BWBR Architectural Services (summer projects) – Ms. Hoheisel
- XII. Board Member Reports**
 - A. Board Chair Report
 - B. Community Design Team
 - C. Working Group Reports
 - 1. Community Engagement
 - 2. Finance and Operations
 - 3. Legislative
 - 4. Policy
 - D. Board Member Reports
- XIII. Adjournment**
 - A. Adjourn to Closed Session



Agenda Item I.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Call to Order
Meeting Date: January 23, 2020

Background:

The School Board Chair will call the meeting to order.

Recommendation:

Board action is not required.



Agenda Item II.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Roll Call
Meeting Date: January 23, 2020

Background:

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

Board Members

Sarah Stivland, Board Chair

Shelley Pearson, Vice Chair

Tina Riehle, Treasurer

Mike Ptacek, Clerk

Mark Burns, Director

Jennifer Pelletier, Director

Liz Weisberg, Director

Denise Pontrelli, Superintendent of Schools (ex-officio)

Khuluc Yang, Student Representative for 2019-2020

Elise Riniker, Student Representative for 2019-2020

Recommendation:

Board action is not required.



Agenda Item III.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Pledge of Allegiance
Meeting Date: January 23, 2020

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 IV.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: District Mission and School Board Goals
Meeting Date: January 23, 2020

A School Board member will read the District Mission statement.

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

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

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

Increasing student achievement for ALL students.

Securing long-term financial stability of the district.

Increasing community trust and engagement.

Recommendation:

Board action is not required.



Agenda Item V.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Approval of the Agenda
Meeting Date: January 23, 2020

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 VI.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Superintendent Report
Meeting Date: January 23, 2020

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 VII.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Introductory Items
Meeting Date: January 23, 2020
Student Report and District Recognition

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.

Recommendation:

Board action is not required.



Agenda Item VIII.
Date Prepared: January 21, 2020
ISD 834 Board Meeting

Agenda Item: Open Forum
Meeting Date: January 23, 2020

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 15 for 3 minutes each. If you spoke at the last meeting, please consider allowing others to sign in before you. After you address the Board, please leave the podium.

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

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

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

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

Recommendation:

This is for informational purposes only.



Agenda Item IX. A.B.C.D.E.F.G.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Consent Agenda
Meeting Date: January 23, 2020
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. School Board Meeting Minutes December 19, 2019, Amended to include budget data

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

A copy of the minutes is included for your review

B. School Board Meeting Minutes January 9, 2020

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

A copy of the minutes is included for your review.

C. Disbursement Register January 11-24, 2020

Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

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

D. Accept Gifts and Donations - December

Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

A copy of the register has been distributed to board members

E. 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.

F. Approval of Recommendation regarding Level III Grievance

Contact Person: Cathy Moen, Executive Director of Administrative Services

Board members have had the opportunity to read the agreement prior to the meeting. The agreement is confidential employee information and will not be shared or discussed at this meeting.

G. Retirement Agreement with Employee

Contact Person: Cathy Moen, Executive Director of Administrative Services

Board members have had the opportunity to read the agreement prior to the meeting. The agreement is private personnel data and will not be shared or discussed at this meeting.



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:** _____



Independent School District No. 834 – Stillwater Area Public Schools
Oak Park, 6355 Osman Ave N, Stillwater, MN
December 19, 2019 – 6:00 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 6:02 p.m.
- II. **Roll Call:** Present: Mike Ptacek, chair; Shelley Pearson, vice chair; Liz Weisberg (7:05), treasurer; Sarah Stivland, clerk; Mark Burns, director; Jennifer Pelletier, director; Tina Riehle, director; Superintendent Pontrelli, ex-officio. Student Representatives: Elise Riniker and Khuluc Yang
- III. **Pledge of Allegiance:** Chair Ptacek led the Pledge of Allegiance.
- IV. **District Mission and School Board Goals:** The mission statement was read by Director Pearson and the goals were read by Director Pelletier.
- V. **Approval of the Agenda**

Motion to approve the amended agenda by Member Riehle to move Action Item A to after Action Item D if Director Weisberg is not present; seconded by: Member Stivland, Vote: 6 ayes, 0 nays, Motion Carried Unanimously.

- VI. **Superintendent Report**
 - ELA secondary curriculum – board is asking for more time and resources. This will come as an action item to a meeting in January.
 - Community Design Team met this week. Thank all members involved.
- VII. **Introductory Items**
 - A. Principal Bach introduced Maddie Whittington, a senior all conference, all state conference player and named Minnesota's Ms. Volleyball. Maddie will be graduating at the end of this semester and attending college to play volleyball for the University of Illinois. Maddie thanked the community, teachers, and coaches for their support.
- VIII. **Open Forum**
 1. Heather Morris – Marine – Former member of Community Design Team (CDT). Disappointed with the management of the design team.
 2. Kristie Mack – Stillwater – Concerns of what has come out of the CDT with three new buildings. Oak Park should be a consideration to reopen.
 3. Melanie Zahler – Member of the CDT. Concerns with the way the meetings were handled and managed.
 4. Carrie Rolstad – Stillwater Township – One of the 30 original members of the Long Range Planning Committee. Steered toward a pre-determined outcome. Do not agree with the process.
 5. Sandi Hayner – Stillwater – Read an article discussing how meetings should be facilitated and the process involved.
 6. Kari Piddle – West Lakeland – Shared her various passions at the school district and her support for Brookview.
 7. Dr. Kate Webster – Speaking on behalf of Brookview staff where their message this year is "All are Welcome". Running out of options of where to educate. Support the students by voting yes to expand Brookview.

8. Josiah Hill – 1124 Macey Way, Stillwater – Spoke on behalf of SCEA Executive Board. Formal action to share a message of thanks and support for the colleagues and community members who are part of the CDT. The adopted resolution provides SCEA building reps to share thoughts and concerns.
9. Jim Franklin – Need for expansion was approved by the past board. Approve the expansion of Brookview.
10. Kate Niemann – Stillwater Township – Look at the financials that are incurred as you will need to turn away students at Brookview.
11. Peggy Franklin – West Lakeland – Expand Brookview which is advocated by the consulting group and team you put together. Follow the rules and don't violate your own policies.
12. Diane Polasik – Provides early childhood screenings and many students are coming from the southern part of the district. Need to keep our kids in our schools. Listen to all staff, kids, parents and professionals.
13. Randal Newton – Lake Elmo – Co-chair of WBWF and member of CDT. Confident the plan being developed with improve the district. Biggest plan is to expand in the southern part of the district. Vote to expand Brookview.
14. Francis Porbeni – Support of the work of the CDT and their recommendations. Vote in the affirmative in the expansion for Brookview which is a recommendation of the CDT.
15. Vivian Votava– Looking at the demographics that show it would be irresponsible to not vote for the Brookview expansion.

Chair Ptacek addressed the legal invoices brought up at the December 12 School Board meeting. The legal invoices being mailed to his home deal with the superintendent evaluation. They are signed and returned to the Finance Director immediately. Mailing to the home address provides for a quick turnaround time. The Chair read statement/questions that were asked by a local television station.

IX. Consent Agenda

- A. Minutes of December 12, 2019 Business Meeting
- B. Human Resources Personnel Report
- C. Disbursement Register November 23-December 13, 2019
- D. Accept Gifts and Donations November 2019
- E. Field Trip: For 4 coaches, 1 chaperone and 28 boys Lacrosse players to travel to Cambria Durham, NC on April 2-5, 2020 for practice and attending games.

Motion by: Member Stivland to accept and approve; Second by: Member Riehle; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

X. Action Items

- A. Certify the 2019 Payable 2020 Tax Levy
Director Burns provided a report from this week's CDT meeting. Information shared on the anticipated build rates near Brookview coming in the next few years. Majority of meeting spent on the synthesis offerings. Projects and options for each school building as well as CSB. Conducted table discussions of likes and dislikes of the synthesized options. Proposals put together on each of the school buildings that were based on input of the CDT from previous meetings.

Table consensus votes and individual votes with the exception of board and some staff members that did not vote. Votes were done by table for various Lake Elmo options. Individual votes on Brookview to expand to 650 students was taken. Thirty votes in favor and one vote against. There was a further individual vote of expanding Brookview now through the COP rather than wait for a referendum and that vote was 29 people for and 2 against. Thank volunteers who devoted their time to this process.

Ms. Hoheisel requested the Board to take final action on the 2019 payable 2020 tax levy. Background information was provided at the previous board meeting. Administration recommends that the Board certify the 2019 Payable 2020 Tax Levy as follows:

Includes COP for Brookview Elementary	
General Fund	\$17,426,251.02
Community Service Fund	\$ 964,995.14
Debt Service Fund	\$10,332,401.91
Total Levy	\$38,723,648.07

Removes COP for Brookview Elementary	
General Fund	\$26,949,251.02
Community Service Fund	\$ 964,995.14
Debt Service Fund	\$10,332,401.91
Total Levy	\$38,246,648.07

Motion by: Member Riehle to adopt the total levy of \$38,246,648.07 (Removes COP for Brookview Elementary); Second by: Member Weisberg; Vote: 4 ayes (Riehle, Ptacek, Weisberg, Stivland), 3 nays (Pelletier, Burns, Pearson); Motion Carries.

B. 2019-2020 Revised Budget

Ms. Hoheisel presented the 2019-2020 Revised Budget at the previous board meeting. The Revised Budget is based on the October 1 student enrollment and revised revenue estimates.

Fund	2019-2020 Revenue Budget	2019-20 Expenditure Budget
General	113,975,831	113,479,468
Food Service	4,467,651	4,257,942
Community Service	7,467,253	7,654,144
Sub-Total Operating Funds	125,910,735	125,391,554
Building Construction Fund	75,000	3,012,980
Debt Service Fund	10,042,887	10,113,258
Sub-Total Non-Operating Funds	10,117,887	13,126,238
Former Trust Fund	0	0
Custodial Fund (Scholarships)	5,000	5,000
Sub-Total Fiduciary Funds	5,000	5,000
Total All Funds	136,033,622	138,522,792

Motion by: Member Pearson to approve the 2019 -2020 Revised Budget; Second by: Member Weisberg; Vote: 7 ayes, 0 nays, Motion Carried Unanimously

C. 2019-2021 Master Contract for Cafeteria Employees' Organization

Ms. Moen shared with the board that the Cafeteria Employees' Organization which represents 72 employees and expired on June 30, 2019. This is the first of seven contracts to come for board approval. The District reached an agreement on the terms and conditions of employment for the 2019-2021 Master Contract with the Cafeteria Employees Organization, covering the period of July 1, 2019 through June 30, 2021. Board members received the specifics of the contract for their review.

Motion by: Member Pearson to approve the Master Contract with the Cafeteria Employees' Organization; Second by: Member Pelletier; Vote: 7 ayes, 0 nays, Motion Carried Unanimously

D. Pathways Coordinator

Dr. McDowell and Principal Bach outlined the Pathways Coordinator job description. This position, in its current form, would be a one-semester position. The needs and ability to sustain such a position would be evaluated toward the end of the 2019-2020 school year. Community Education has funding available for this short term, and the Partnership Plan has also expressed interest in helping with financial support of the Pathways program.

Motion by: Member Pelletier to approve the Career Pathways Coordinator position; Second by: Member Pearson; Vote: 7 ayes, 0 nays, Motion Carried Unanimously

XI. Adjournment

A. The meeting adjourned at 8:45 p.m.

Respectfully submitted, Sarah Stivland, school board clerk.



Independent School District No. 834 – Stillwater Area Public Schools
Stillwater City Hall, 216 North 4th Street, Stillwater, MN
January 9, 2020 – 6:00 p.m. Meeting Minutes

- 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; Liz Weisberg, treasurer; Sarah Stivland, clerk; Mark Burns, director; Jennifer Pelletier, director; Tina Riehle, director; Superintendent Pontrelli, ex-officio.
Student Representative: Khuluc Yang
- III. **Pledge of Allegiance:** Khuluc Yang led the Pledge of Allegiance.
- IV. **District Mission and School Board Goals:** The mission statement was read by Director Pelletier and the goals were read by Director Burns.
- V. **Approval of the Agenda**

Motion to approve the agenda by: Member Weisberg; Second by: Member Pearson, Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

VI. Board Organization

Motion to keep the past process in place by Member Weisberg; Second by: Member Stivland, Vote: 4 ayes (Weisberg, Stivland, Pearson, Riehle), 3 nays (Ptacek, Burns, Pelletier). Motion Carried.

A. Election of Board Chair

Motion by Member Weisberg to nominate Member Stivland as board chair; Second by Member Riehle; Member Stivland accepted the nomination.

Motion by Member Burns to nominate Member Ptacek as board chair; no second, motion fails.

Motion by Member Pelletier to nominate Member Pearson as board chair; Second by Member Burns; Member Pearson accepted the nomination.

Vote: 4 votes for Member Stivland (Weisberg, Riehle, Stivland, Ptacek) 3 votes for Member Pearson (Burns, Pelletier, Pearson). Member Stivland elected board chair for 2020.

B. Election of Vice Chair Person

Motion by Member Weisberg to nominate Member Riehle as vice chair; no second, motion fails.

Motion by Member Pelletier to nominate Member Pearson as vice chair; Second by Member Burns; Member Pearson accepted the nomination.

Motion by Member Weisberg to nominate Member Ptacek as vice chair; Second by Member Riehle; Member Ptacek accepted the nomination.

Vote: 4 votes (Burns, Pelletier, Pearson, Stivland) for Member Pearson, 3 votes for Member Ptacek (Riehle, Ptacek, Weisberg). Member Pearson elected vice chair for 2020.

C. Election of Clerk

Motion by Member Weisberg to nomination Member Ptacek as clerk; Second by Member Riehle; Member Ptacek accepted the nomination.

Motion by Member Burns to nominate himself; Second by Member Pelletier.

Vote: 5 votes (Weisberg, Riehle, Stivland, Ptacek, Pearson) for Member Ptacek; 2 votes (Burns, Pelletier) for Member Burns; Member Ptacek elected clerk for 2020.

D. Election of Treasurer

Motion by Member Pearson to nominate Member Burns as treasurer; Second by Member Pelletier; Member Burns accepted the nomination.

Motion by Member Weisberg to nominate Member Riehle as treasurer; Second by Member Stivland; Member Riehle accepted the nomination.

Vote: 4 votes (Weisberg, Riehle, Stivland, Ptacek) for Member Riehle; 3 votes (Burns, Pearson, Pelletier) for Member Burns. Member Riehle elected treasurer for 2020.

Recess 6:30-6:34 p.m.

VII. Superintendent Report

Superintendent Pontrelli reported:

- Community Engagement Workgroup met today and continues to connect with the senior population and planning for the upcoming Community Design Team meeting.
- Met with the Mayor of Woodbury and city staff. Forming community connections and an opportunity for the school district to partner with the community.

VIII. Introductory Items

A. Student Report:

Elise Riniker is competing at the business professionals today

Khuluc Yang reported:

- Finals are next week
- Provided an update on all winter sports and activities
- AVID seniors are writing for scholarships
- Kindergarten registration is currently taking place
- Expressed concern experienced at the last board meeting on the Brookview decision

IX. Open Forum

1. Carl Blondin – Legal expenditure misinformation
2. Julie Bennett – Senior student in AP government class working on a project to impact climate change for our district and sustainable ideas for reducing waste

X. Consent Agenda

- A. Minutes of December 19, 2019 Business Meeting
- B. Disbursement Register December 21, 2019-January 10, 2020
- C. Human Resources Personnel Report
- D. Designate Official Publication
- E. Resolution to Designate District Depositories and Major Accounts
- F. Resolution Authorizing Use of Facsimile Signature
- G. Resolution Authorizing Administration to Contract for Budgeted Items
- H. Resolution Authorizing Administration Preparation to Develop Specifications and Solicit Bids
- I. Resolution Authorizing Executive Director of Finance and Operations and Supervisor of Financial Services to Make Electronic Fund Transfers
- J. Expenditure Approval – Two 6.5 hour paraprofessional positions at Afton Lakeland
- K. Expenditure Approval – One additional EBD teacher at Stonebridge
- L. Expenditure Approval – Desks and chairs for the middle school and high school
- M. Expenditure Approval - Fixed Asset Inventory and Appraisal
- N. Field Trip: One teacher, four chaperones and 50 high school students with the wind ensemble will take a motor coach to perform at various locations in Colorado April 15-19, 2020.

Motion by: Member Ptacek to accept items B, C, D, F, G, H, I and N; Second by: Member Weisberg; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

Motion by Member Stivland to accept item A to approve the amended December 19, 2019 minutes with a change in Action Item A to change the word 'level' to 'levy' and change 'motion fails' to 'motion carries'. Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

Member Riehle pulled item E and will abstain from voting as a family member is an employee at the US Bank.

Motion by Member Ptacek to accept item E; Second by Member Weisberg; Vote: 6 ayes, 0 nays, 1 abstain (Riehle), Motion Carried.

Member Weisberg pulled items J, K, L, and M

Member Pelletier pulled item J

Director Pelletier ask for a full board discussion on the expenditure form for personnel expenses; Director Weisberg asked for some clarification on the expenditure forms.

Motion by Member Burns to approve items J, K, L, and M; Second by Member Ptacek; Vote: 7 ayes, 0 nays. Motion Carried Unanimously.

XI. Reports

- A. 2020 School Board Committee Assignments and Working Groups

Board members are asked to submit their requests to the board chair as soon as possible. Action on the committee assignment will be taken at the January 23, 2020 business meeting.

XII. Action Items

- A. Establish 2020 Calendar of Meetings

Most meetings will be the second and fourth Thursday of each month except for February and March and November and December due to conflicts with spring break and the holidays.

Motion to approve the 2020 Calendar by: Member Pelletier; Second by Member Pearson; Vote: 7 ayes; 0 nays, Motion Carried Unanimously.

B. Establish 2020 Board Member Salaries

The board members established their salaries as \$4,750 for each board member with the Board Chair receiving an additional \$500 for a total of \$5,250. Board members may also submit for mileage and parking reimbursement for board workshops and conferences.

Motion to approve the 2020 board member annual salaries by: Member Ptacek; Second by Member Pelletier; Vote: 7 ayes; 0 nays, Motion Carried Unanimously.

C. SchoolCafe Service Agreement

Ms. Hoheisel shared with the Board that Fee Pay has had challenges since the beginning of the school year. SchoolCafe is an online payment service for parents/guardians of the School District to register and make credit card or check card payments to their student food accounts through the internet. The software is currently being used by the district to allow parents/guardians to apply for benefits, review menus and dietary information and check on their student's meal account balance. By entering into the service agreement with SchoolCafe, parents/guardians will also be able to make electronic payments into their student's food service account through SchoolCafe which will be implemented the next school year.

Motion to approve the SchoolCafe Service Agreement by: Member Pelletier; Second by Member Weisberg; Vote: 7 ayes; 0 nays, Motion Carried Unanimously.

XIII. Board Reports

A. Chairperson Report

- Currently serving on the board for School District 916 who is hosting a school leader equity seminar on January 22, 6-8 pm.

B. Working Group Reports

1. Community Engagement – Director Pearson shared the workgroup has met with senior leaders this last month. Seniors are excited to volunteer and help with music and be invited to larger district events. Will continue to build a relationship with our seniors.
2. Finance and Operations – Director Weisberg - No December meeting
3. Legislative – Director Ptacek – Talked as a committee of trying to meet with local representatives on cross subsidy and the items that are being discussed in Washington. January 24 SEE meeting will present two topics: 2020 legislative session education policy and priorities and effectively teaching kids to read.
4. Policy – No meeting in December

C. Board Member Reports

1. Director Burns – Participated as school liaison and visits are receiving positive feedback. Based on conversations made in the last few meetings the board has a lot of discussion to be had and decisions to make in the near future.
2. Director Riehle – No report
3. Director Ptacek – Friday morning will attend the AMSD meeting with Member Stivland.
4. Director Pearson – Will attend the MSBA Leadership Conference January 16-17. Attended the Alpine ski team competition and want to recognize our students on how hard they work in school and their activities.
5. Director Weisberg – Enjoyed visiting Stonebridge today as the school liaison. Contacted Transitions and will set up a time for next week.

6. Director Pelletier – Da Vinci Fest is January 25. Looking for volunteers and encourage board members to attend and help out. Recognized the TRUST Club (True Respect Unify Students Together) at the high school. Combines general education and special education students together and partner through various activities.

XIV. Adjournment

- A. The meeting adjourned at 7:32 p.m.

Respectfully submitted,

Mike Ptacek, school board clerk

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Cobb, Josh	Resignation	Community Education Assistant Andersen Elementary	CE Leads & Assistants	January 15, 2020
Fisher, Robert	Resignation	Head Volleyball Coach Stillwater Area High School	Co-Curricular	January 2, 2020
Ritzer, Kathryn	Retirement (17 years)	1.0 FTE Kindergarten Teacher Andersen Elementary	SCEA	June 2, 2020
Schill, Pam	Resignation	Cafeteria 4.0 hrs/day Stillwater Area High School	Cafeteria	January 6, 2020
Sebo, Tom	Resignation	9th Grade Baseball Coach Stillwater Area High School	Co-Curricular	December 14, 2019
Thompson, Kim	Retirement (23 years)	1.0 FTE English Teacher Stillwater Area High School	SCEA	June 2, 2020 (revised date)
Tynen, Patrick	Resignation	Assistant Volleyball Coach Stillwater Area High School	Co-Curricular	January 7, 2020

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Boehle, Emma	Community Education Aide Stonebridge Elementary School	\$9.65/hour	2019-2020 Staffing	CE Leads & Assistants	January 6, 2020
Gruber, Zachary	Community Education Casual District Wide	\$15.00/hour	Casual	Casual	January 2, 2020
Munoz, Michael	8th Grade Boys Basketball Coach Stillwater Middle School	\$1,892	Replacement	Co-Curricular	January 6, 2020
Purman, Robin	1.0 FTE Social Studies Teacher Stillwater Area High School	\$57,870	Replacement	SCEA	January 21, 2020 - June 2, 2020
Sanders Johnson, Susan	1.0 FTE LTS Special Education Teacher Stillwater Area High School	\$66,721	Replacement	SCEA	January 6, 2020 - June 2, 2020
Schwerzler, Myles	Community Education Casual District Wide	\$12.00/hour	Casual	Casual	January 9, 2020
Venske, Casey	Community Education Casual District Wide	\$12.00/hour	Casual	Casual	January 9, 2020
Wagner, Kenneth	Cafeteria 4.0 hrs/day Mahtomedi High School	\$15.33/hour	Replacement	Cafeteria	January 9, 2020
White, Sheryl	.8 FTE Math Teacher Stillwater Area High School	\$57,970	Replacement	SCEA	January 20, 2020 - June 2, 2020

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Schmidt, Heather	Approve	Paraprofessional 6.0 hrs/day Stillwater Middle School	SCPA	December 18, 2019 - January 15, 2020

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Gannon, Christine	Custodian, Lvl VI, 8.0 hrs/day District Wide	Custodian, Lvl VI, 8.0 hrs/day Rutherford Elementary School	Replacement	Custodial	January 19, 2020
Johnson, Linda	Cafeteria 4.0 hrs/day Stillwater Area High School	Cafeteria 5.75 hrs/day Brookview Elementary School	Replacement	Cafeteria	March 5, 2020
Pawelski, Patricia	Administrative Assistant - SSS, 4.0 hrs/day Oak Park Elementary	Admin Asst-SSS, 4.0 hrs/day, Due Proc Secr, 4.0 hrs/day Oak Park, Lake Elmo & Rutherford Elementary	Replacement	Tech Support	January 16, 2020
Manning, Robert	1.0 FTE Social Studies Teacher Stillwater Area High School	1.0 FTE TOSA - Career Pathways Stillwater Area High School	Board Approved Pos.	SCEA	January 21, 2020
Sherrick, Baylie	Special Education Paraprofessional, 7.0 hrs/day Rutherford Elementary School	1.0 FTE Special Education Teacher Rutherford Elementary School	2019-2020 Staffing	SCEA	January 7, 2020

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Kroening, Alexis	Community Education Assistant Anderson Elementary School	2019-2020 Staffing	CE Leads & Assistants	January 13, 2020
Lindgren, Laura	Community Education Assistant Anderson Elementary School	2019-2020 Staffing	CE Leads & Assistants	January 16, 2020
Olson, Mitch	7th Grade Boys Basketball Coach Oak-Land Middle School	Replacement	Co-Curricular	December 20, 2019
Parent, Ally	Community Education Assistant Anderson Elementary School	2019-2020 Staffing	CE Leads & Assistants	January 13, 2020



Agenda Item IX. F.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Consent Agenda Item: Level III Grievance Response

Meeting Date: January 23, 2020

Contact Person: Cathy Moen, Executive Director of Administrative Services

Background:

Mr. Ptacek, Ms. Pearson, and Ms. Riehle, as representatives of the Board, heard the Level III Grievance. Based on the facts presented during the hearing, a recommendation has been made by Mr. Ptacek, Ms. Pearson, and Ms. Riehle. Background information has been provided to the board.

Recommendation:

Board approval of recommended action.



Agenda Item X. A.B.C.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Meeting Date: January 23, 2020
Contact Person(s): Policy Working Group
Action Item: Policies for Second Reading

Summary:

The Policy Working Group will be presenting these policies for their second reading.

- A. Policy 520 – Student Surveys
- B. Policy 521 – Student Disability Nondiscrimination will replace R 1.3.3
- C. Policy 209 – Code of Conduct

The policies are included for your review.

Recommendation:

This is a report for future action.



STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Surveys	520	Adopted:	<u>3-year</u>

~~[Note: School districts are required by statute to have a policy addressing student surveys.]~~

I. PURPOSE

Occasionally, the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

- A. Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.
- B. Student surveys will be conducted anonymously and in an indiscernible fashion. ~~No mechanism will be used for identifying the participating student in any way.~~ No attempt will be made in any way to identify a student survey participant. There will be no requirement that the student ~~return~~ participate in the survey, and no record of the student ~~returning~~ participation ~~a survey~~ will be maintained.
- C. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.
- D. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered to any student unless the parent or guardian of the student is notified in writing that such survey is to be administered and the parent or guardian of the student gives written permission for the student to participate or the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.
- E. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act), 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act) and 34 C.F.R. Part 99.
- F. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.
- G. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400 *et seq.*).

~~—Student surveys may be conducted as determined necessary by the school district. Surveys, analyses, and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 U.S.C. § 1232h.~~

III.V. STUDENT SURVEYS CONDUCTED AS PART OF U.S. DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, ~~including teacher's manuals, films, tapes, or other supplementary material~~ which will be used in connection with any survey, analysis, or evaluation ~~as part of any program funded in whole or in part by the U.S. Department of Education,~~ shall be available for inspection by the parents or guardians of the students within a reasonable amount of time after the request is received.

B. No student shall be required, ~~as part of any program funded in whole or in part by the U.S. Department of Education,~~ without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;
2. mental and psychological problems of the student or the student's family;
3. sex behavior or attitudes;
4. illegal, antisocial, self-incriminating, or demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or the student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

~~C. —A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with Sections IVIII.A. and IVIII.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.~~

~~1. —The following policies are to be adopted in consultation with parents:~~

- ~~a. —The right of a parent to inspect, on request, a survey, including an evaluation, created by a third party before the survey is administered or~~

~~distributed by a school to a student, including procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.~~

~~"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.~~

b. ~~Arrangements to protect student privacy in the event of the administration or distribution of a survey, including an evaluation, to a student which contains one or more of the items listed in Section IVIII.B., above, including the right of a parent of a student to inspect, on request, any such survey.~~

c. ~~The right of a parent of a student to inspect, on request, any instructional material used as part of the educational curriculum for the student and procedures for granting a request by a parent for such access within a reasonable period of time after the request is received.~~

~~"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.~~

d. ~~The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).~~

e. ~~The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.~~

(1) ~~"Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.~~

(2) ~~This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:~~

- ~~(a) — college or other post-secondary education recruitment or military;~~
- ~~(b) — book clubs, magazines, and programs providing access to low-cost literary products;~~
- ~~(c) — curriculum and instructional materials used by elementary and secondary schools;~~
- ~~(d) — tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students, or to generate other statistically useful data for the purpose of securing such tests and assessments and the subsequent analysis and public release of the aggregate data from such tests and assessments;~~
- ~~(e) — the sale by students of products or services to raise funds for school-related or education-related activities; and~~
- ~~(f) — student recognition programs.~~

~~(3) — The right of a parent to inspect, on request, any instrument used in the collection of information, as described in Section III.V.C.1., Subparagraph e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.~~

~~2. — The policies adopted under Section IV.II.C., Subparagraph 1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.~~

~~a. — The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.~~

~~b. — The notice will provide parents with an opportunity to opt out of participation in the following activities:~~

~~(1) — Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.~~

~~(2) — The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in Section IVII.B., above.~~

~~(3) — Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.~~

~~“Invasive physical examination” means any medical examination that involves the exposure of private body parts, or act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.~~

~~c. — The notice will advise students of the specific or approximate dates during the school year when the activities in Section IVII.C.2., Subparagraph b., above, are scheduled, or expected to be scheduled.~~

~~d. — The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.~~

IV. NOTICE

A. The school district must give parents and students notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

~~C. — The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.~~

~~D. — The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.~~

V. DEFINITIONS

“Parent” means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the child lives, or a person who is legally responsible for the welfare of the child.

“Instructional material” means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (i.e., materials accessible through the Internet). The term does not include academic tests or academic assessments.

“Personal information” means individually identifiable information including a student or parent’s first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information;
Parent Notice and Opportunity for Opting Out)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. § 1232h (Protection of Pupil Rights)
34 C.F.R. § 99 (Family Educational Rights and Privacy Act Regulations)
Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*).
Gonzaga University v. Doe, 536 U.S. 273, 122 S.Ct. 2268, 153 L.Ed. 2d 309
(2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

~~**Cross References:** MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)~~
~~MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)~~
~~MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)~~

SCHOOL DISTRICT ADMINISTRATION

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Disability Nondiscrimination	521 R-1.3.3	Adopted:	

521 STUDENT DISABILITY NONDISCRIMINATION

~~*[Note: School districts are required by statute to have a policy addressing these issues.]*~~

I. PURPOSE

The purpose of this policy is to protect disabled students from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. A learner who is protected under Section 504 is one who has a physical or mental impairment that substantially limits one or more of such person's major life activities, or has a record of such an impairment, or is regarded as having such an impairment.

~~Disabled students~~Learners who meet theis criteria ~~of Paragraph C. below~~ are protected from discrimination on the basis of a disability.

- B The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

~~C. For this policy, a learner who is protected under Section 504 is one who:~~

- ~~1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or~~
- ~~2. has a record of such an impairment; or~~
- ~~3. is regarded as having such an impairment.~~

~~C.D.~~ Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact ~~_____ (title, name, office address, and telephone number)~~ Paul Lee, Director of Student Support Services; School District 834, 6355 Osman Ave N, Stillwater, MN 55082, leep@stillwaterschools.org, 651-351-8629. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

~~**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination)~~

SCHOOL BOARD

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Code of Conduct	209	Adopted: 11-29-2018 <u>Reviewed:</u>	2-Year

I. PURPOSE

The purpose of this policy is to assist each school board member in understanding his or her role in contributing to an effective and responsible school board.

II. GENERAL STATEMENT OF POLICY

Because we desire to maintain an effective and responsible school board, each school board member agrees to abide by this code of conduct.

-School Board members will:

1. Attend all board meetings prepared for discussion of agenda items.
2. Realize it is the primary responsibility of the school board to represent the best interest of all students in the district.
3. Participate in school board member trainings and orientation to learn about the duties and functions of the school board and the responsibilities of a board member.
4. Recognize that school board authority rests with the school board in legal session, and not with any individual school board member except as may be authorized by law.
5. Recognize that board decisions may only be legally transacted in an open meeting of the school board.
6. Make no personal promises or undertake any independent action that might compromise the Board as a whole.
7. Actively engage stakeholders, including community members, parents, staff, students, administration and other school board members to gain a wide range of perspectives to inform responsible decision making.
8. Understand that board members have wide latitude to speak out on controversial matters toward the goal of district improvement, while maintaining confidentiality of privileged information.

9. Guard the confidentiality of information that is protected under applicable law.
10. Listen with an open mind to the ideas and views of others and votes one's conscience after sufficient discussion has taken place.
11. Strive to support the decisions of the school board, even if one's position concerning an issue is different.
12. Understand that any action, private or otherwise is a reflection on the school district as a whole.
13. Recognize that disparaging remarks about fellow board members or administration undermine the board's ability to govern.
14. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.
15. Attempt to appraise and plan for both the present and future educational needs of our students, the school district, and community.
16. Board members shall include the Superintendent and Board chair in requests for reports and information.
17. Board members will notify the Board Chair prior to contacting District legal counsel.

Legal References: Minn. Stat. § 123B.02 (~~School District Powers~~General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (~~School Board Powers~~Boards of Independent School Districts)
Minn. Stat. § 123B.143 (Superintendent)



Agenda Item XI. A.
Date: January 21, 2020
ISD 834 Board Meeting

Report for Action: School Board Member Assignments 2020

Meeting Date: January 23, 2020

Contact Person: School Board Chair

Background:

The School Board Chair will appoint board committees and working groups for 2020. Working groups are advisory groups that gather information on topics in the related areas.

School Board Representative to:

Association of Metropolitan School Districts (AMSD)	Mike Ptacek
Community Education Advisory Council	Jen Pelletier
MN State High School League (MSHSL)	Mark Burns
Northeast Metro 916	Sarah Stivland
Partnership Plan	Liz Weisberg
Schools for Equity in Education (SEE)	Tina Riehle

School Board Sub-Committees 2020

Finance and Operations	Legislative	Personnel	Policy	Community Engagement
Tina Riehle*	Mike Ptacek*	Tina Riehle*	Mark Burns*	Liz Weisberg*
Liz Weisberg	Mark Burns	Shelley Pearson	Sarah Stivland	Jen Pelletier
Jen Pelletier	Shelley Pearson	Sarah Stivland	Shelley Pearson	Mike Ptacek

*Note: * indicates chair*

Assignments are made in January of each calendar year

Recommendation:

A motion and a second to approve the committee assignments will be requested.

Motion by:_____ **Second by:**_____ **Vote:**_____



Agenda Item XI. B.
Dated Prepared: January 17, 2020
ISD 834 Board Meeting

Report for Action: Secondary ELA Curriculum

Meeting Date: January 23, 2020

Contact Person: Ms. Rachel Larson, Director of Learning & Student Engagement
Ms. Karen Latterel, Curriculum Coordinator

Action Timeline: January 23, 2020

Summary:

It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.

Recommendation:

A motion and a second that the school board approve the Secondary English Language Arts curriculum.

Motion by: _____ **Seconded by:** _____ **Vote:** _____

Board Additional Requests for Information
Elementary Literacy & Secondary ELA
January 10, 2020

Preface: This document includes answers to the questions that board members have regarding their additional requests to literacy and English Language Arts. The additional requests include:

- LETRS Professional Development Information & Costs
- Addition of Middle School Intervention Staff
- Additional books needed to fully support K-12 classroom needs

Included at the end of this document for reference are the two different layouts (as was originally requested) of the same original budget request for the Secondary ELA Curriculum Adoption.

Submitted by: Rachel Larson, Director of Learning and Student Engagement and Karen Latterell, Curriculum Coordinator

Request: LETRS Professional Development Information & Costs

Overview Information

Language Essentials for Teaching Reading and Spelling (LETRS) professional development (PD) has eight modules. The modules progress from early literacy through comprehension. Each module requires fifteen hours of independent study/work and one day with a consultant. It is recommended that this professional development be completed over two years, totaling twelve days per year.

This PD could be delivered during the school year (requiring substitutes) or during the summer (requiring negotiations with the SCEA). We have laid out four scenarios: K-5 Summer PD, K-5 School Year PD, Elementary Interventionists & Instructional Coach Summer PD, Middle School ELA Summer PD.

Each scenario has a breakdown of the costs by module materials, consultant PD, teacher independent PD, study/work and/or substitute costs, and total investment. It is important to note the following:

- Costs vary depending upon if PD is conducted during the school year or the summer. We pay the substitute rate during the school year and the SCEA Master Contract In-Service rate of pay during the summer.
- Substitute rates per teacher are \$170 per day
- Teacher In-Service hourly rate of pay is \$24, \$192 per day
- Module materials per teacher total \$230
- Consultant PD costs for all eight modules totals \$32,000 and we need 8 sections of consultants; each section accommodates 31 teachers
- Cost projections/estimates based on 2017-2019 SCEA Master Contract and Voyager Sopris Learning quote (informal).

LETRS Cost Projections	K-5 (all) Summer Completion	K-5 (all) School Year Completion	Interventionists, Instructional Coaches Summer Completion	Middle School ELA & Special Education Co-Teachers Summer Completion
Module Materials	\$158,700	\$158,700	\$21,390	\$16,560
Consultant PD Costs	\$272,000	\$272,000	\$34,000	\$34,000
Teacher Pay to Attend Consultant PD	\$353,280	\$312,800	\$47,616	\$42,472
Additional Teacher Pay to Complete Independent Study/Work	\$662,400	\$625,600	\$89,280	\$69,120
TOTAL COST	\$1,446,380	\$1,369,100	\$192,286	\$161,152

Request: Addition of Middle School Intervention Staff

The average cost of an FTE is \$107,000. Total cost would be dependent on FTE added.

Request: Additional books needed to fully support K-12 classroom needs

Overview: These lists are ranked in order of our preferred priority.

1. Rather than dividing up over three years as we originally requested, fully fund the initial Secondary ELA Curriculum Proposal request for classroom books, novels, materials (high school & middle schools)	\$142,000
2. If we were to fully supply the middle schools with all of the classroom books, novels, materials needed we would request additional resources so we could supply every unit with varied levels of resources to personalize learning for all students	\$140,000
3. Supply the full amount of novels needed to support the high school including adding to the collection of classic, high-student interest, and varied levels of novels	\$30,000
4. Add more leveled books and resources to every elementary classroom library to meet student needs	\$75,000
Total for all four requests	\$387,000

ORIGINAL BUDGET PROPOSAL FOR SECONDARY ELA, October & December 2019

What is the total cost of the Secondary English Language Arts proposal and can it be laid out differently than the original table so it is more clear?

SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW PROPOSAL	
2019-2022 TOTAL COST OF PROPOSAL OVER ENTIRE THREE YEAR IMPLEMENTATION	
Curriculum	Cost
Houghton Mifflin Harcourt Into Literature (High School teacher materials and student textbooks)	\$255,000
Teachers College Units of Study Reading & Writing (Middle School teacher materials)	\$8,000
Classroom books, novels, materials (High School & Middle School)	\$144,000
Professional Development	Cost
Houghton Mifflin Harcourt on-site training & cost for teacher substitutes	\$21,500 training \$23,500 substitutes
Teachers College Units of Study Reading & Writing on-site training & substitutes	\$5,000 training \$25,000 substitutes
Teacher planning, learning, collaborating	\$20,000
TOTAL PROPOSAL COST	\$502,000

What is the total cost for this school year's implementation specifically?

SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW PROPOSAL 2019-2020 TOTAL COST OF PROPOSAL FOR FIRST YEAR IMPLEMENTATION	
Curriculum	Cost
Houghton Mifflin Harcourt Into Literature (High School teacher materials and student textbooks)	\$55,000
Teachers College Units of Study Reading & Writing (Middle School teacher materials)	\$8,000
Classroom books, novels, materials (High School & Middle School)	\$72,000
Professional Development	Cost
Houghton Mifflin Harcourt on-site training & cost for teacher substitutes	\$8,820 training \$4,200 substitutes
Teachers College Units of Study Reading & Writing on-site training & substitutes	\$3,000 training \$9,800 substitutes
Teacher planning, learning, collaborating	\$0
TOTAL PROPOSAL COST	\$160,820

This is the original slide detailing the budget from the October 10, 2019 presentation to the school board.

Recommendation & Proposal

Cost Per Student	TOTAL PACKAGE- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
	Curriculum	Budget	Professional Development	Budget
\$93	Houghton Mifflin Harcourt Into Literature	\$255,000	On-site training & substitutes	\$21,500/\$23,500=\$45,000
\$4	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$5,000/\$25,000=\$30,000
\$30	Classroom books, novels, materials	\$144,000	Teacher planning, writing, etc	\$20,000
\$127	Total	\$407,000	Total	\$95,000
Cost Per Student	2019-2020 ACTUAL DUE TO BUDGET CUTS- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
	Curriculum	Budget	Professional Development	Budget
\$20	Houghton Mifflin Harcourt Into Literature	\$55,000	On-site training & substitutes	\$8,820/\$4,200=\$13,020
\$4	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$3,000/\$9,800=\$12,800
\$15	Classroom books, novels, materials	\$72,000	Teacher planning, writing, etc	\$0
\$39	Total	\$135,000	Total	\$25,820
	<i>Difference from Total Package</i>	<i>\$272,000</i>	<i>Difference from Total Package</i>	<i>\$69,180</i>
	<i>*Writing has been postponed</i>			

LETRS Cost Projections	K-5 (all) Summer Completion	K-5 (all) School Year Completion	Interventionists, Instructional Coaches Summer Completion	Middle School ELA & Special Education Co-Teachers Summer Completion
Module Materials	\$158,700	\$158,700	\$21,390	\$16,560
Consultant PD Costs	\$272,000	\$272,000	\$34,000	\$34,000
Teacher Pay to Attend Consultant PD	\$353,280	\$312,800	\$47,616	\$42,472
Additional Teacher Pay to Complete Independent Study/Work	\$662,400	\$625,600	\$89,280	\$69,120
TOTAL COST	\$1,446,380	\$1,369,100	\$192,286	\$161,152
Total Cost divided by two-year implementation	\$723,190	\$684,550	\$96,143	\$80,576

LETRS Cost Projections	K-5 (all) Summer Completion	K-5 (all) School Year Completion	Interventionists, Instructional Coaches Summer Completion	Middle School ELA & Special Education Co-Teachers Summer Completion
Half of LETRS Implementation (Modules 1-4 only)	\$723,190	\$684,550	\$96,143	\$80,576
Modules 1-4, cost divided by two-year implementation	\$361,595	\$342,275	\$48,071	\$40,238



Board Learning Session

Secondary District English Language Arts Curriculum Proposal

December 12, 2019

Curiosity Thrives Here

Today's Agenda

- I. Explanation of our Curriculum Cycle Process
- II. Core Curriculum Review- Middle & High School
- III. What We Teach- Standard Examples in Language (Grammar) & Writing
- IV. Science of Reading
- V. Budget Overview
- VI. Discussion: Questions & Clarifications

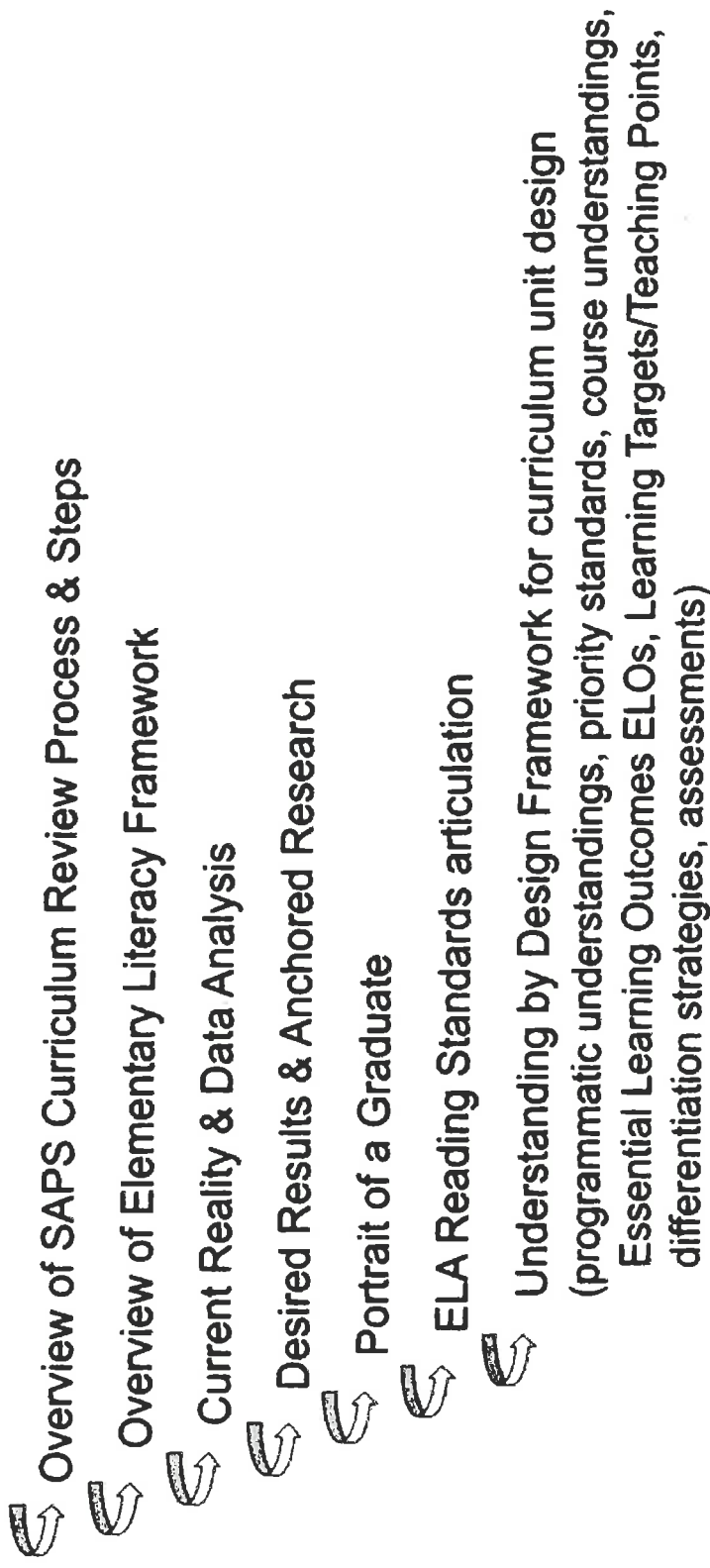
Resources for Reference:

- *October 10, 2019 and November 14, 2019 Board Presentations
- *Board Questions- Secondary ELA document sent on December 6, 2019
- *Research Base Underlying the Teachers College Reading and Writing Workshop's Approach to Literacy Instruction and Houghton-Mifflin Harcourt *Into Literature*
- *Minnesota K-12 Academic Standards in English Language Arts (ELA) Education (draft)

Learning & Innovation Department

Curriculum Review Process

Our "WHY"

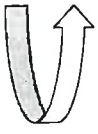


Stillwater

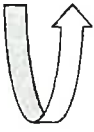
AREA PUBLIC SCHOOLS

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Current Reality



Data Analysis



Desired Results



Anchored Research

Dr. Nancy Fisher, San Diego State University, Educational Leadership
Kelly Gallagher, California Reading & Literature Project

Dr. Douglas Frey, San Diego State University, Educational Leadership

Dr. Mark Seidenberg, University of Wisconsin, Department of Psychology

Dr. Timothy Shanahan, University of Illinois- Chicago, Director of the Center for Literacy
Professional Developers from Columbia University

Dr. Donald Bear, Iowa State University, Literacy Education

Dr. Lori Helman, University of Minnesota, Curriculum and Instruction

Professors, University of Minnesota, Center for Reading Research
Professors, University of Minnesota, Department of Pediatric Neuropsychology
International Literacy Association

What Works Clearinghouse

Association for Supervision and Curriculum Development

Harvard Educational Review

Learning Forward

National Reading Panel

International Dyslexia Association

World-Class Instructional Design & Assessment

National Association of Gifted Children

UCLA School Mental Health Project

National Council of Teachers of English (NCTE)

Institute of Education Sciences (ERIC)

Learning & Innovation Department

Research-based Curriculum, Instruction, Assessment

UNDERSTANDING BY DESIGN FRAMEWORK UbD®

DISTRICT Program & Department Understandings

Big ideas we want students in a discipline to understand when they leave a system (standards, scope & sequence)

COURSE or GRADE Level Understandings

Big ideas we want students in a course to know and understand when they leave the course

UNIT Understandings are the Essential Learning Outcomes ELOs

Big ideas and essential questions we want students to understand and do when they finish a unit.

They come from our Priority Standards and Benchmarks.

“Students will understand that...”

LESSON Goals/Learning Targets (PLCs)

What students should know, understand and be able to do as a result of a lesson(s) in the journey toward mastering the benchmark(s). Represents individual concepts and skills embedded within standard.

Assessment Design

Solid assessment tells us what students know and are able to do. These come in the form of performance tasks, formative assessments, and summative assessments.

Assessment should include Success Criteria, which is defined as the measurable outcomes of the different levels of performance toward Learning Targets.

Assessment should be in direct alignment with Priority Standards derived from ELOs.



Why We Teach, DISTRICT Program & Department Understandings

What We Teach, UNIT Understandings, Standards, Essential Learning Outcomes

How We Teach, LESSON Goals/Learning Targets/Instructional Practices/PD

To Whom We Teach, Responsive to how all, some, few learn

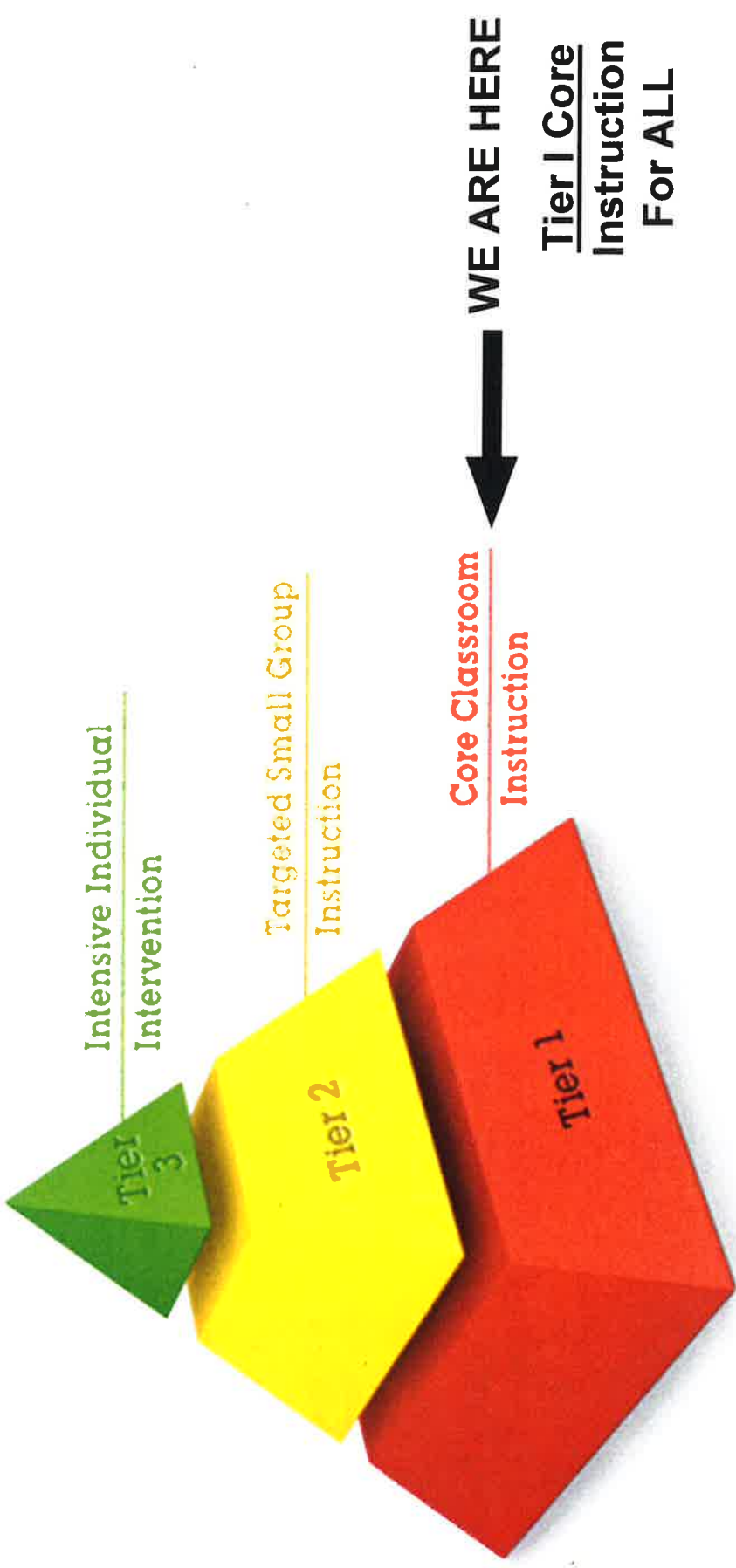
With What We Teach Standards, Resources, Novels,

Books



Curiosity Thrives Here

SECONDARY ELA CURRICULUM REVIEW CYCLE



Middle School Recommendation

Units of Study for Teaching Reading and Writing

6	Maintaining a Reading Life	Personal Narrative	A Deep Study of Character	Literary Essay	Tapping the Power of Nonfiction	Research-Based Informative Writing	TBD
7	Maintaining a Reading Life	Investigating Characterization Through Author Study	Reading Argument	Art of Argumentation Writing	Poetry	Historical Fiction Book Clubs	Historical Fiction Writing
8	Maintaining a Reading Life	Literary Nonfiction	Investigative Journalism	Dystopian Book Clubs	Literary Essay: Craft and Theme	Essential Research Skills	Position Paper

Reading and Writing Workshop

- Students read and write daily.
- Students learn in a skill-focused, mentorship model.
- Allows students to transfer learning to many texts.
- Materials and instruction are easily personalized and differentiated.

Word Study (TBD)

Curriculum should . . .

- Build on elementary program
- Teach strategies and word relationships.
- Help students understand how language works.

High School Recommendation & Rationale for Requested Resources and Professional Development

Uses Workshop Instructional Model

- Allows students to transition gently from middle school experience into a modified workshop model.
- Gradual release of responsibility woven throughout lessons and units.
- Blends direct instruction with autonomy and choice.

Develops Writing & Speaking

Techniques

- Mentor texts model what effective writing looks like.
- Lessons incorporate producing and publishing with technology
- Explicit speaking and listening tasks support student growth for success in post-secondary options.

Fosters Engaged Readers and Critical

Thinkers

- Student choice library supports transfer
- Embedded close reading strategies lead to deeper analysis of texts.
- Interactive texts develop annotation skills.



MDE State Standard: LANGUAGE

Demonstrate command of the use of conventions of standard English grammar and usage when writing or speaking.

Grade	Code	Benchmark
7	7.4.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
8	8.4.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
9-10	9.4.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
11-12	11.4.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

MDE State Standard: WRITING Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Grade	Code	Benchmark
8	8.2.2.1	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content, considering audience and in a consistent voice. - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section that follows from and supports the information or explanation presented.
9-10	9.2.2.1	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content, considering audience and in a consistent voice. - Introduce a topic; develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples. - Organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), and graphics (e.g., figures, tables) as appropriate. - Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Use precise language and domain-specific vocabulary to manage the complexity of the topic. - Establish and maintain an objective tone while attending to the norms and conventions of the discipline. - Provide a concluding statement or section that follows from and supports

m DEPARTMENT OF EDUCATION

2010 Minnesota Academic Standards-English Language Arts K-12

The standards are organized into three main sections

Standards for
English Language Arts &
Literacy in History/
Social Studies, Science
and Technical Subjects
GRADES K-5

Standards for
English Language Arts
GRADES 6-12

Standards for
Literacy in History/
Social Studies, Science
and Technical Subjects
GRADES 6-12

Each section is divided into strands

Reading

Reading

Reading

Writing

Writing

Writing

Speaking,
Viewing, Listening
& Media Literacy

Speaking,
Viewing, Listening
& Media Literacy

Language

Language

Each strand features learning progressions that are anchored in
college and career readiness standards

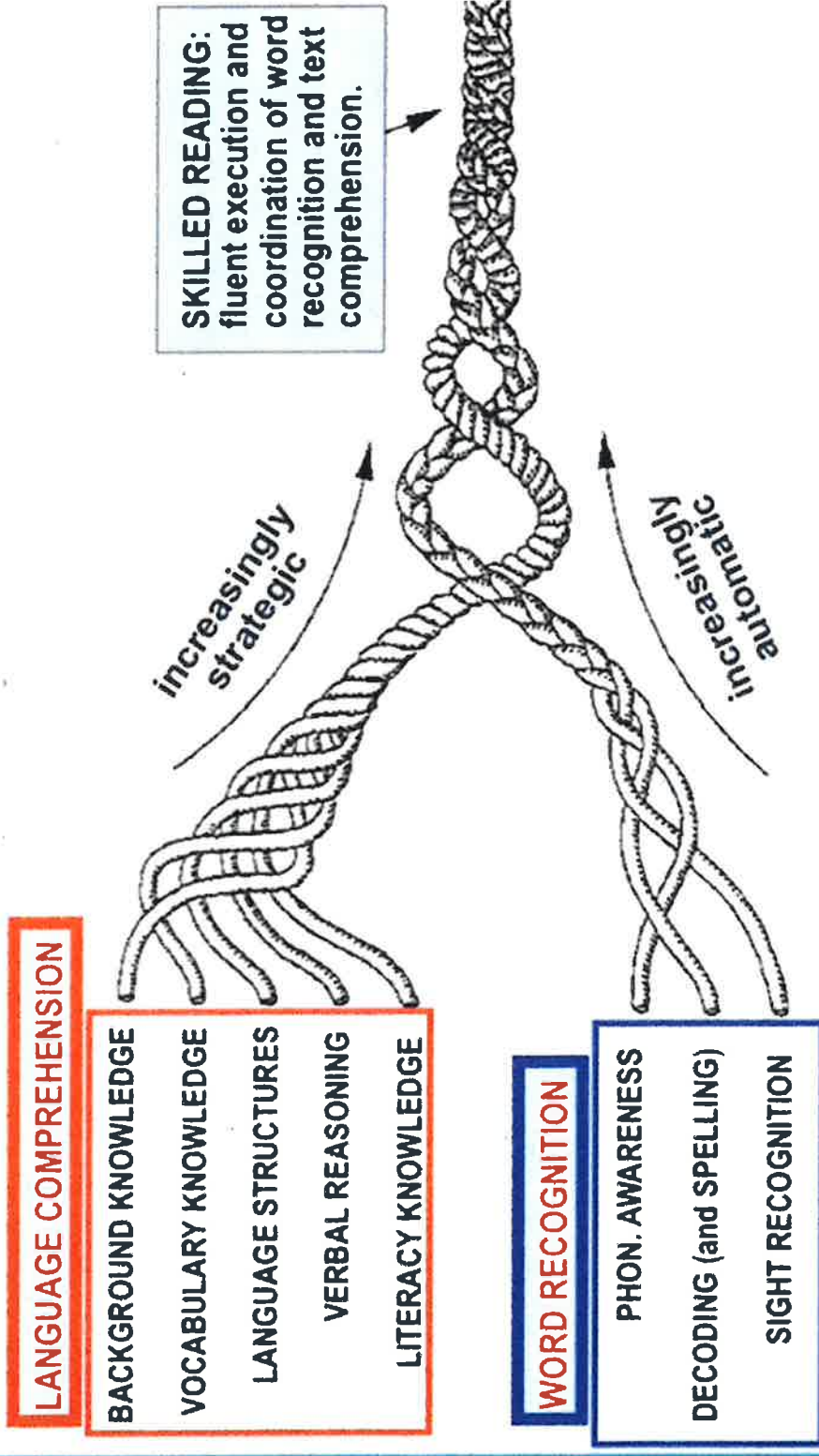


Stillwater
AREA PUBLIC SCHOOLS

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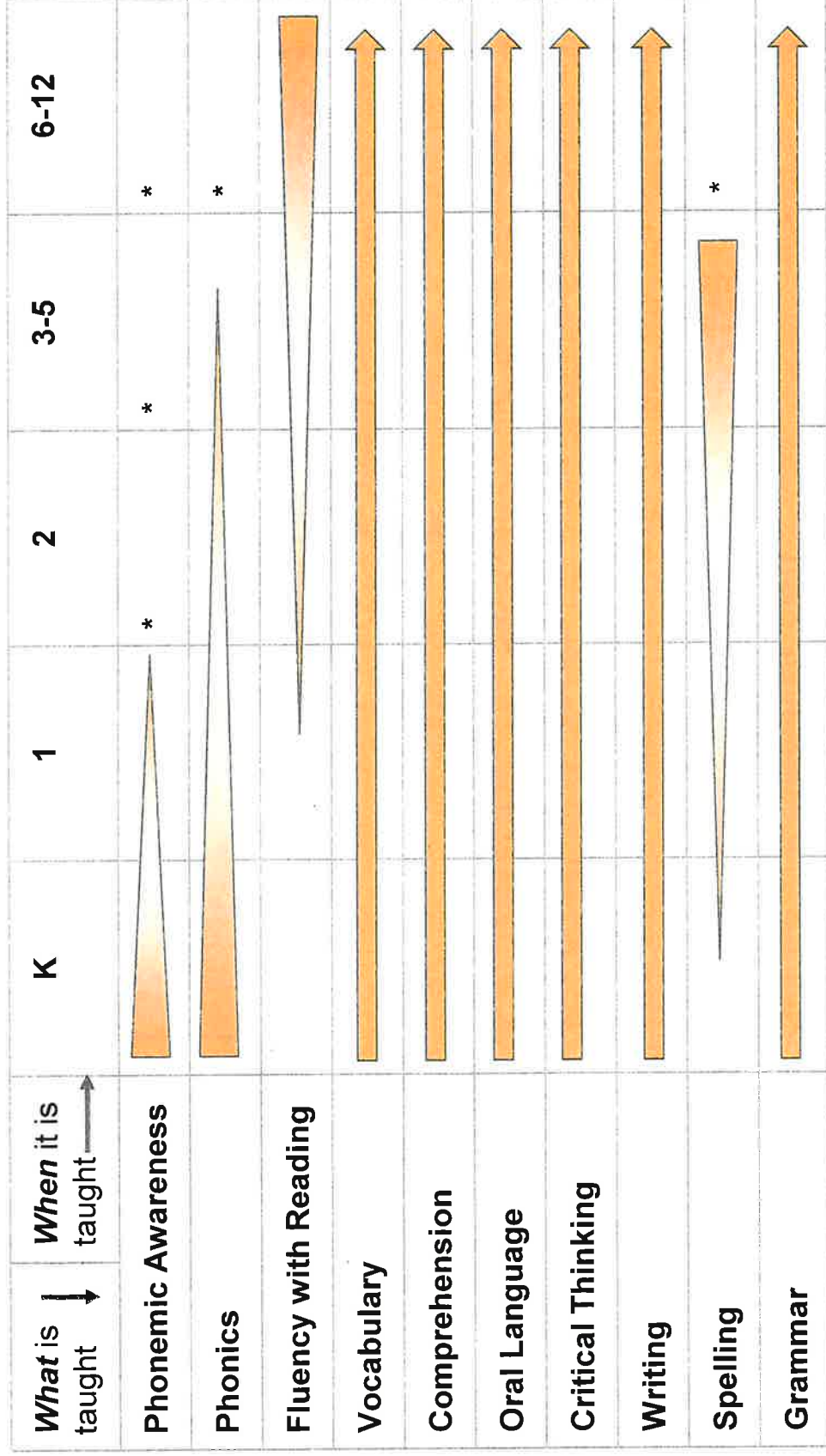
The Science of Reading

The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

K-12 Reading Continuum



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

Workshop Model: What & Why

Instructional Grouping	Workshop Components
Whole Group	Mini-Lesson (Teaching) The teacher explicitly instructs skill(s) derived from the standards.
Individual Partners Small Group	Small Group Instruction & Individual Conferencing (Teaching) Takes place during independent reading.
Whole Group	Mid-Workshop Instruction (Teaching) Extends the mini-lesson or acts as a reminder of ongoing skills/work.
Whole/Small Group Partners	Share The teacher and the students share, reflect, highlight, celebrate reading skills/work.

Supports ALL learners through:

- responsive teaching strategies in whole, small and individual groups
- differentiation of instructional strategies, approaches, and materials
 - student ownership and engagement of learning
- teacher selected and student selected books (stretch & strength materials)

Learning & Innovation Department/Minnesota Department of Education

Curriculum and Budget Priorities & Projections

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Year 1 Review & Study	*Elementary Literacy *Social Studies 6 MN *AP World History	*Next Generation Science Standards 6-8 *AP US History	*Secondary Literacy *Phys Ed	*Social-Emotional Science	*Math *Electives	*Music *Arts	*Career & Tech Ed	
Year 2 Evaluation & Recommendation		*Elementary Literacy *Social Studies 6 MN *AP World History	*Next Generation Science Standards 6-8 *AP US History	*Secondary Literacy *Phys Ed	*Social-Emotional Science	*Math *Electives	*Music *Arts	*Career & Tech Ed
Year 3 Implementation			*Elementary Literacy *Social Studies 6 MN *AP World History	*Next Generation Science Standards 6-8 *AP US History *Elementary Literacy	*Secondary Literacy *Phys Ed	*Social-Emotional Science *Secondary Literacy	*Math *Electives *Science	*Music *Arts
Year 4 & 5 Monitor & Evaluation				*Elementary Literacy *Social Studies 6 MN *AP World History	*Next Generation Science Standards 6-8 *AP US History	*Secondary Literacy *Phys Ed	*Social-Emotional Science *Science	*Math *Electives

Budget allocation and priorities continue for two to three years so that implementation is scaffolded for maximum impact and application.

*Red text indicates it is incorporated into budget projections due the significant investment required. Red italicized indicates delay due to budget cuts.

SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW PROPOSAL	
2019-2020 TOTAL COST FOR FIRST YEAR IMPLEMENTATION	
Curriculum	Cost
Houghton Mifflin Harcourt Into Literature (High School teacher materials and student textbooks)	\$55,000
Teachers College Units of Study Reading & Writing (Middle School teacher materials)	\$8,000
Classroom books, novels, materials (High School & Middle School)	\$72,000
Professional Development	Cost
Houghton Mifflin Harcourt on-site training & cost for teacher substitutes	\$8,820 training \$4,200 substitutes
Teachers College Units of Study Reading & Writing on-site training & substitute	\$3,000 training \$9,800 substitutes
Teacher planning, learning, collaborating	\$0
TOTAL COST	\$160,820

SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW PROPOSAL	
2019-2022 TOTAL COST OVER ENTIRE THREE YEAR IMPLEMENTATION	
Curriculum	Cost
Houghton Mifflin Harcourt Into Literature (High School teacher materials and student textbooks)	\$255,000
Teachers College Units of Study Reading & Writing (Middle School teacher materials)	\$8,000
Classroom books, novels, materials (High School & Middle School)	\$144,000
Professional Development	Cost
Houghton Mifflin Harcourt on-site training & cost for teacher substitutes	\$21,500 training \$23,500 substitutes
Teachers College Units of Study Reading & Writing on-site training & substitutes	\$5,000 training \$25,000 substitutes
Teacher planning, learning, collaborating	\$20,000
TOTAL PROPOSAL COST	\$502,000

Questions, Clarifications, Conversation





Secondary District English Language Arts Committee Proposal
Request for Final Approval
November 14, 2019

(Initially Presented to the School Board October 10, 2019)

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Policy # R 1.2: Curriculum

It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.



CURRICULUM FRAMEWORK

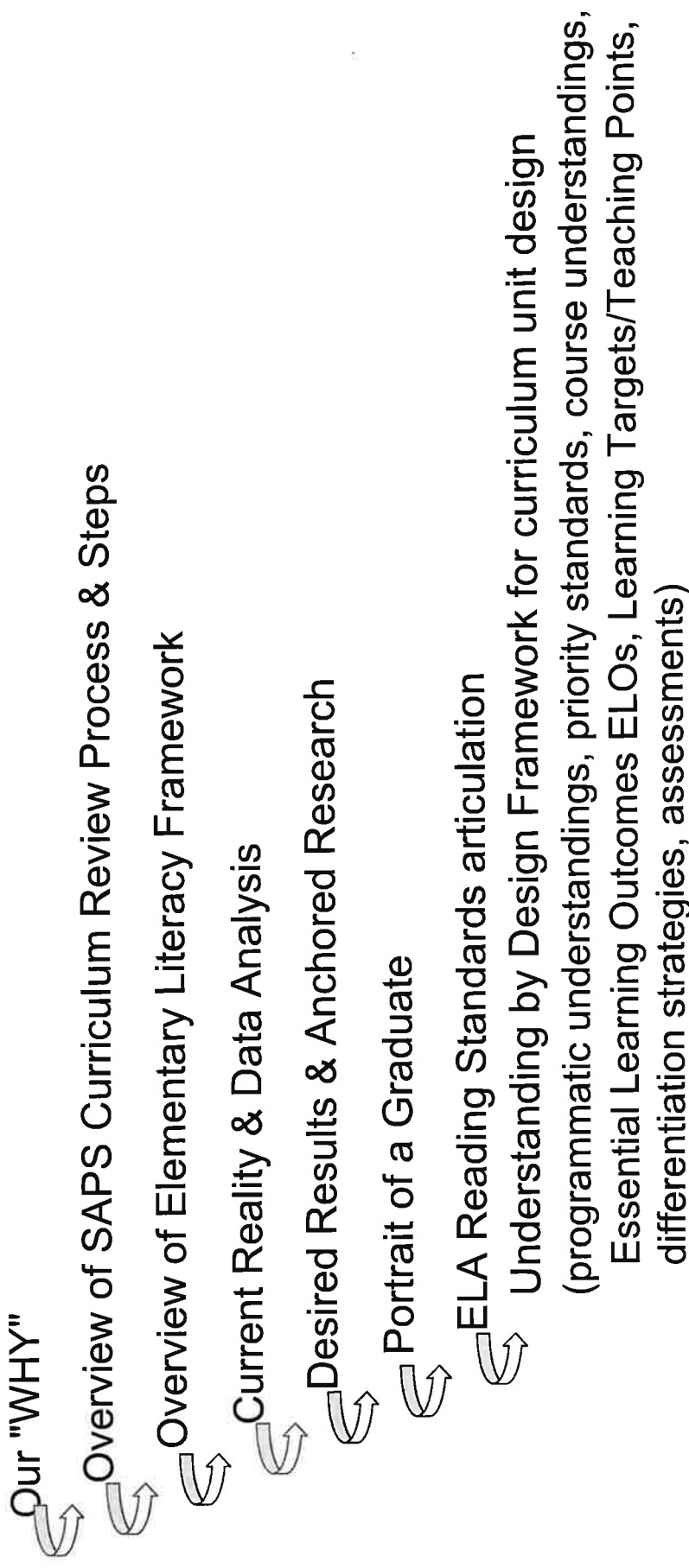
Administrative Process and Procedures

- Year 1: Study & Evaluate
- Year 2: Evaluate & Recommendation
- Year 3: Implementation
- Years 4 & 5: Monitor & Evaluate



Curiosity Thrives
Here

Curriculum Review Process



Secondary District ELA Committee

OMS	SMS	SAHS/ALC	District
Amy Cook	Andrea Vizenor	Andrea Schueler	Rachel Larson
Jackie Collins	Jennifer Walls	Corey Quick	Karen Latterell
Jessie Fredrickson	Liz Tomten	Dennis Ryan	Caitlyn Willis
Meagan Sinks	Traci Cox	Jessica Booker	
Rachel Hovland	Rachel Fugate	Katie Barre	
		Laura Hammond	
		Laux	
		Paul Wieland	
		Rachel Steil	
		Rob Bach	
		Mary Leadem Ticiu	

Thank You



Curiosity Thrives
Here

Middle School Recommendation

Units of Study for Teaching Reading and Writing

6	Maintaining a Reading Life	Personal Narrative	A Deep Study of Character	Literary Essay	Tapping the Power of Nonfiction	Research-Based Informative Writing	TBD
7	Maintaining a Reading Life	Investigating Characterization Through Author Study	Reading Argument	Art of Argumentation Writing	Poetry	Historical Fiction Book Clubs	Historical Fiction Writing
8	Maintaining a Reading Life	Literary Nonfiction	Investigative Journalism	Dystopian Book Clubs	Literary Essay: Craft and Theme	Essential Research Skills	Position Paper

Reading and Writing Workshop

- Students read and write daily.
- Students learn in a skill-focused, mentorship model.
- Allows students to transfer learning to many texts.
- Materials and instruction are easily personalized and differentiated.

Word Study (TBD due to budget)

- Curriculum should ...
- Build on elementary program
 - Teach strategies and word relationships.
 - Help students understand how language works.

High School Recommendation

Uses Workshop Instructional Model

- Allows students to transition gently from middle school experience into a modified workshop model.
- Gradual release of responsibility woven throughout lessons and units.
- Blends direct instruction with autonomy and choice.

Fosters Engaged Readers and Critical

Thinkers

- Student choice library supports transfer
- Embedded close reading strategies lead to deeper analysis of texts.
- Interactive texts develop annotation skills.

Develops Writing & Speaking

Techniques

- Mentor texts model what effective writing looks like.
- Lessons incorporate producing and publishing with technology
- Explicit speaking and listening tasks support student growth for success in post-secondary options.



E-12 Literacy Framework



Letterland	Letterland	Words Their Way	*TBD	Houghton Mifflin Harcourt
F&P Shared Reading	UoS Reading Workshop*	UoS Reading Workshop	UoS Reading Workshop	Into Literature
	UoS Writing Workshop	UoS Writing Workshop	UoS Writing Workshop	



Secondary English Language Arts Curriculum Review Proposal
Board Questions and Concerns Submitted for Response
December 6, 2019

Preface: This document includes answers to the questions and concerns that have been shared with Rachel Larson, Director of Learning and Student Engagement, and Karen Latterell, Curriculum Coordinator. We addressed questions and concerns in order from most recent to oldest. Names have been redacted to respect privacy. The title of each new section of questions from different individuals is noted by the date received and is underlined. The bulleted information refers to a question or concern received and is in bold print.

*This document does not include the email titled *Supporting Dyslexia* sent from Rachel Larson on November 13, 2019 or its attached learning session presentation on dyslexia from the March 29, 2018.

December 4, 2019

- What is the total cost of the Secondary English Language Arts proposal and can it be laid out differently than the original table so it is more clear?

SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW PROPOSAL	
2019-2022 TOTAL COST OF PROPOSAL OVER ENTIRE THREE YEAR IMPLEMENTATION	
Curriculum	Cost
Houghton Mifflin Harcourt Into Literature (High School teacher materials and student textbooks)	\$255,000
Teachers College Units of Study Reading & Writing (Middle School teacher materials)	\$8,000
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Professional Development	Cost
Houghton Mifflin Harcourt on-site training & cost for teacher substitutes	\$21,500 training \$23,500 substitutes
Teachers College Units of Study Reading & Writing on-site training & substitutes	\$5,000 training \$25,000 substitutes
Teacher planning, learning, collaborating	\$20,000
TOTAL PROPOSAL COST	\$502,000

- What is the total cost for this school year's implementation specifically?

SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW PROPOSAL	
2019-2020 TOTAL COST OF PROPOSAL FOR FIRST YEAR IMPLEMENTATION	
Curriculum	Cost
Houghton Mifflin Harcourt Into Literature (High School teacher materials and student textbooks)	\$55,000
Teachers College Units of Study Reading & Writing (Middle School teacher materials)	\$8,000
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Teachers College Units of Study Reading & Writing on-site training & substitutes	\$3,000 training \$9,800 substitutes
Teacher planning, learning, collaborating	\$0
TOTAL PROPOSAL COST	\$160,820

These numbers are the same as the tables on pages 2 and 3, but this is the original slide detailing the budget from the October 10, 2019 presentation to the school board.

Recommendation & Proposal

TOTAL PACKAGE- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW				
Cost Per Student	Curriculum	Budget	Professional Development	Budget
\$93	Houghton Mifflin Harcourt Into Literature	\$255,000	On-site training & substitutes	\$21,500/\$23,500=\$45,000
\$4	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$5,000/\$25,000=\$30,000
\$30	Classroom books, novels, materials	\$144,000	Teacher planning, writing, etc	\$20,000
\$127	Total	\$407,000	Total	\$95,000
2019-2020 ACTUAL DUE TO BUDGET CUTS- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW				
Cost Per Student	Curriculum	Budget	Professional Development	Budget
\$20	Houghton Mifflin Harcourt Into Literature	\$55,000	On-site training & substitutes	\$8,820/\$4,200=\$13,020
\$4	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$3,000/\$9,800=\$12,800
\$15	Classroom books, novels, materials	\$72,000	Teacher planning, writing, etc	\$0
\$39	Total	\$135,000	Total	\$25,820
	<i>Difference from Total Package</i>	<i>\$272,000</i>	<i>Difference from Total Package</i>	<i>\$69,180</i>
	<i>*Writing has been postponed</i>			

November 14, 2019

- **What are the remaining costs to fully implement the elementary curriculum cycle?**

We only have to finish providing Units of Study Writing professional development for teachers in grades 3-5.

Elementary Curriculum Cycle Implementation- Yet to be implemented: Grades 3-5 Writing	
Curriculum	Budget
*Purchased in 2018	N/A
Professional Development	
Units of Study- Writing Grades 3-5	
-4 days of training	\$24,000
-Teacher pay or substitute costs	\$40,000
TOTAL COST	\$64,000

- **What would it cost to extend the elementary curriculum proposal to support students with attributes of or dyslexia, what would it cost to complete LETRS and Orton-Gillingham?**

You have asked for the costs to do both LETRS and Orton-Gillingham. The chart on page 6 details the costs for LETRS implementation (both full and partial). Partial implementation focuses primarily on early reading skills. The bottom part of the chart details the costs to implement Orton-Gillingham throughout all elementary schools. It is important to note that Orton-Gillingham needs instructional groups to range from 1-3 with 1 yielding the best results. This is very difficult to do in the regular classroom during a literacy block which is why we have focused on it as a Tier III intervention support.

Extension of Elementary Curriculum	
Curriculum	Budget
LETRS (modules 1-8) <u>*full implementation</u>	\$154,000
Professional Development	Budget
LETRS (8 days of training + additional hours of work) - Consultant fees *negotiation with SCEA required	\$864,125 \$34,000
TOTAL COST	\$1,052,125
Curriculum	Budget
LETRS (modules 1-4) *partial implementation	\$79,200
Professional Development	
LETRS (4 days of training + additional hours of work) -Consultant fees	\$432,063 \$17,000
TOTAL COST	\$528,263
Curriculum	Budget
Orton-Gillingham Level I	*materials included with PD
Professional Development	Budget
Orton-Gillingham training -40 hours of PD -Teacher pay	\$258,500 \$205,744
TOTAL COST	\$464,244

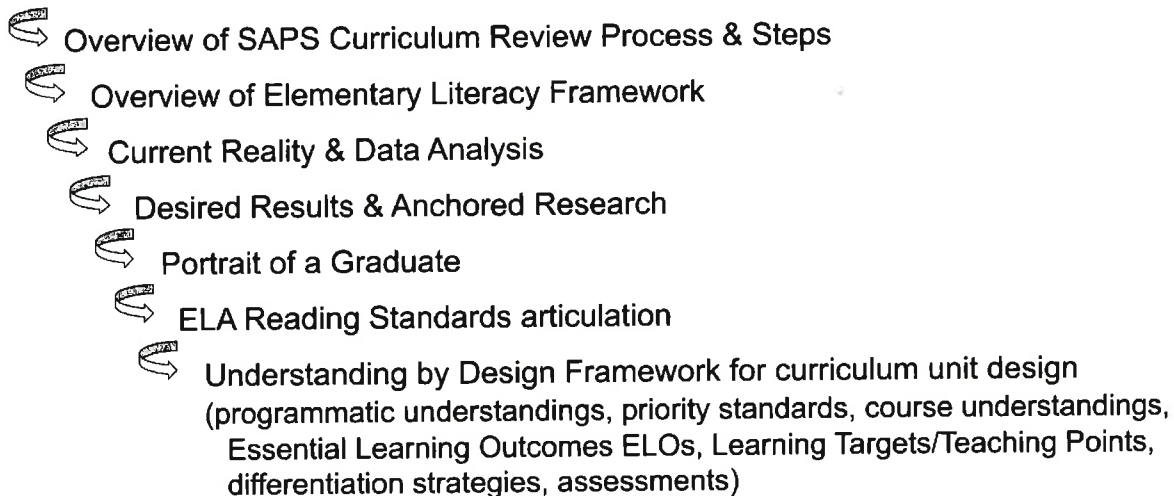
November 26, 2019

- **Why is this curriculum the best for our students? What is the rationale for choosing this over something else? What other curricula were considered? Why not them?**

As was shared at the October 10, 2019 board meeting with the Secondary District ELA Committee Curriculum Review presentation, we followed a thorough process that led us to determine what is best for our students. A copy of the slide, which covered this process, is below. When we analyzed our *Current Reality* we engaged in a *Data Analysis* review of student performance data, engagement data, and map our current framework for ELA. This led us to research best practices and high-yield instructional strategies that positively influence student achievement (*Anchored Research*). After we researched the high-yield instructional strategies, we then began reviewing curricular materials to support the high-yield instructional strategies. This led to the recommendation and decision which the committee presented to you.

Curriculum Review Process

Our "WHY"



Curiosity Thrives Here

Four options were considered for final selection. Heinemann *Units of Study for Teaching Reading and Writing*, American Reading Company *ARC Core*, Houghton Mifflin Harcourt *Into Literature*, and locally designed standards-based curriculum. Teachers reviewed each resource through the lens of best practice, board policy, Portrait of a Graduate, and Anchored Research and Desired Results. Units of Study was selected for middle school, and the high school selected *Into Literature*.

- What are the actual costs of each part of this plan? Can you break it down, and include specifics on the professional development and other ancillary costs?

Recommendation & Proposal

Cost Per Student	TOTAL PACKAGE- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
	Curriculum	Budget	Professional Development	Budget
\$93	Houghton Mifflin Harcourt Into Literature	\$255,000	On-site training & substitutes	\$21,500/\$23,500=\$45,000
\$4	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$5,000/\$25,000=\$30,000
\$30	Classroom books, novels, materials	\$144,000	Teacher planning, writing, etc	\$20,000
\$127	Total	\$407,000	Total	\$95,000
Cost Per Student	2019-2020 ACTUAL DUE TO BUDGET CUTS- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW			
	Curriculum	Budget	Professional Development	Budget
\$20	Houghton Mifflin Harcourt Into Literature	\$55,000	On-site training & substitutes	\$8,820/\$4,200=\$13,020
\$4	Teachers College Units of Study	\$8,000	On-site training & substitutes	\$3,000/\$9,800=\$12,800
\$15	Classroom books, novels, materials	\$72,000	Teacher planning, writing, etc	\$0
\$39	Total	\$135,000	Total	\$25,820
	<i>Difference from Total Package</i>	<i>\$272,000</i>	<i>Difference from Total Package</i>	<i>\$69,180</i>
	<i>*Writing has been postponed</i>			

- How much professional development would guarantee success of this plan for our students? What? When? Who? How much would this cost?

We have the funds built into the budget for the professional development needed to begin implementation. However, we would dedicate on-going funds for the next three years to continue supporting teachers. This is a best practice and it is consistent practice. Professional development can't all be delivered in one year; it needs to be scaffolded and supported alongside implementation.

- What experts are there that might be helpful for us to bring in and refer to for support with our reading program?

Dr. Nancy Fisher, San Diego State University, Educational Leadership
 Kelly Gallagher, California Reading & Literature Project
 Dr. Douglas Frey, San Diego State University, Educational Leadership
 Dr. Mark Seidenberg, University of Wisconsin, Department of Psychology
 Dr. Timothy Shanahan, University of Illinois- Chicago, Director of the Center for Literacy

Professional Developers from Columbia University
Dr. Stephen Krashen, University of Southern California
Dr. Donald Bear, Iowa State University, Literacy Education
Dr. Lori Helman, University of Minnesota, Curriculum and Instruction
Professors, University of Minnesota, Center for Reading Research
Professors, University of Minnesota, Department of Pediatric Neuropsychology

- **How many middle school teachers have BETA tested this new model? For how long? What challenges do they see in the implementation that we should be aware of? What is needed to assure success?**

Eight classroom teachers are on the middle school team and one special educator. These teachers piloted the workshop model during 2018-2019. During the 2019-2020 school years, all seven curriculum team members implemented *Units of Study for Teaching Reading and Writing*. All of their colleagues, except one, have chosen to pilot alongside curriculum team members. The question about challenges was asked during the board meeting on November 14th and was answered by Amy Cook. She stated that the biggest challenge was the learning curve required of teachers learning the new curriculum. This challenge would be the same with any new curriculum. Multi-year and scaffolded professional development and support are necessary to assure success.

- **What will the role of novels be in the new plan?**

Middle School--Teachers read aloud mentor texts (novels, nonfiction texts, poetry, online text, video, graphics, etc.) and use the common content to model teaching points during direct, explicit instruction. Students self-select (or guided selection, if necessary) texts to read individually or with book clubs. They then apply skills to the texts that they are reading.

High School--Teachers use a mentor text from the textbook to model teaching points during direct, explicit instruction. Groups apply/practice skills together on similar texts from the textbooks. Students then self-select independent texts or book club choices to extend their practice and to transfer learning. These texts include but are not limited to novels. High school teachers would like to add more independent selections to what is available with the textbook purchase.

- **First, it is incomplete. Second, it is unclear what the role of spelling, vocabulary, grammar and language structure is in this plan.**

Students who have not mastered the spelling concepts in Words Their Way by grade 5 will have opportunities to continue their learning at the middle school level. Middle school word study with Words Their Way would transition into learning generative vocabulary (i.e., the Latin root *fac* [also *fec*, *fic*, *fy*] meaning "to make") to unlock the meaning of many unknown words in complex texts. Secondary word study also includes domain-specific word study in science, social studies, mathematics, language arts, and general academic vocabulary.

Grammar instruction includes teaching the standards expected at each grade level

- 6th focuses on various pronouns, clauses, appropriate punctuation, varying sentence types
- 7th focuses on phrases, clauses, coordinating adjectives, appropriate punctuation, varying sentence types, and improved concision of message/precise language use

- 8th focuses on verbs of all types (gerunds, participles, infinitives, etc.), uncommon punctuation (i.e., comma, ellipses, dash to indicate a pause or break in information), active/passive sentence construction, and verb tenses to create effect (subjunctive, conditional)

Grammar instruction is most effective when it is taught explicitly and applied directly to authentic student writing. Grammar instruction takes place during the course of writers' workshop whole-group, small group, and during the editing phase. We are currently looking at No Red Ink, an online program that was piloted at Stillwater Middle School, to help support this part of the writing process.

- **How much freedom will teachers have to teach in their own style?**

Teachers get to teach in their own style. What they teach is laid out in the state standards. We collaborate with them to lay out programmatic understandings, course level understandings, Essential Learner Outcomes (ELOs), Learning Targets (LT), scope and sequence, success criteria/rubrics, and assessments. Teachers guide this design.

- **Would it be a good idea to wait and see what the new Minnesota standards for Literacy will be before we implement this new plan? How aligned is this plan with what is already made public? What pieces might we be missing?**

We have reviewed the first draft of the literacy standards and have consulted with the English Language Arts specialists at the Minnesota Department of Education. The majority of proposed changes are meant to clarify concepts and wording in the existing standards. Some standards have been removed or combined with other standards. According to these MDE specialists, no significant changes are happening.

- **Why Textbooks at the high school and not novels? Do we need more books? More novels? Could this be added to the plan?**

Please see the answer to this question addressed on page 9, question 2, paragraph 2.

- **Are classroom libraries chosen by the teachers, or if not, who chooses them? We used to give teachers a stipend for buying books for their classroom. Do we still do this?**

We will work together with classroom teachers and book companies to ensure they have the right texts for their students and the right texts for the unit of instruction. Several book companies design "shelves" of books related to the *Units of Study*. We do not know of any stipend given to teachers by the district to buy books for their classroom unless you are referencing PTA donations.

- **What is the writing component at all levels? Is a writing component being implemented at all levels? If not, why not? Can this be addressed?**

Writing is implemented at all levels, PreK-12. Minnesota State Standards for K-12 require us to teach narrative, informational, opinion/argument, and research. They require us to follow a writing process and to have students work collaboratively to produce writing. Both *Units of Study for Teaching Writing* and *HMH Into Literature* address these components.

- **How will the new writing component be different than what is currently being used? Why is it better?**

Writing is currently done periodically throughout the year. A topic is usually assigned to the students and they take one paper through the writing process. In *Units of Study*, students spend an extended period of time developing topics in a genre, studying mentor texts for technique, and choosing their best piece for editing and publication. With *Units of Study*, students will write much more than they have in the past. They will have multiple opportunities to generate work in each of the genres each year, whereas in the past they typically wrote one piece per genre per year. Students will have choices and will have the additional responsibility to evaluate their writing to choose the best to publish, whereas in the past they generally had one assigned prompt and they took that paper to the end whether they felt it was a successful piece or not.

- **What is the middle school equivalent to Words Their Way? What will be done for Word Study at the middle school level?**

Please see the answer to this question on page 9, question 3, paragraph 1.

- **Where is the focus on Spelling, Vocabulary, Grammar, and language structure? What will that look like at all levels?**

Beginning in grade 6, the ELA standards simply state that students should “spell correctly” (6.11.2.2.b). Spelling methods are taught in elementary through grade 5. Starting in middle school, students are expected to edit their work using their knowledge of spelling patterns and by using online tools.

Information about grammar and language structure instruction is addressed in question 6, paragraph 2.

Word study is addressed in many areas of the ELA standards but most specifically in 6.11.4.4.b), which expects students to “Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meanings of a word (e.g., *audience*, *auditory*, *audible*). Please see more information on how we intend to address this standard in the information answered on page 9, question 3, paragraph 1.

- **In the middle school section of the proposal, it states that students will learn in a “skill focused mentorship model”. What is this? What does it look like?**

During the curriculum review process, we unpack the standards using the research-based *Understanding by Design* framework and determine the Essential Learner Outcomes and Learning Targets which identify the specific standard skills and standard content students need to learn. The state academic standards are quite detailed so we spend time teaching skills, which looks different than teaching content. The standards require us to teach skills.

In the workshop model, teachers instruct in whole class, small group, and individual models. The small group and individual instruction are personalized to help students who are struggling or excelling in order to have their learning needs met. Daily lesson design is based on sound instructional practices and includes both demonstration and inquiry modes of learning. Instruction includes a connection to prior learning, a clear teaching point/learning target, teacher modeling of the teaching point in the mentor texts to make thinking visible to students, guided partner practice on the teaching point, and a reminder of how to implement the teaching point independently.

EXAMPLE:

In a 48 minute classroom, a teacher would begin the class with a bell-ringer and move into the mini-lesson, which is described below.

CONNECTION--Teacher connects to previous learning or to a simple scenario to draw students in and provide a connection to the day's learning.

TEACHING POINT--Teacher states the explicit teaching point for the day--what the teacher wants the students to be able to do.

TEACHING--Teacher explicitly models the teaching point for the day using text from a familiar text that has been read aloud in order to make the necessary thinking visible for the students.

ACTIVE ENGAGEMENT--Teacher recaps the teaching points and instructs students to continue the work with a partner for a short period of time. The teacher circulates, listens, affirms, questions, redirects.

LINK--Teacher ends partner work and shares some of the work that she overheard in order to reinforce the learning. Then the teacher recaps the teaching point and sends students off to do the work independently.

INDEPENDENT WORK--Students work independently, in partnerships, or in book clubs depending on the unit or teaching point. During this time, the teacher works with individual students or in small groups in order to determine progress, to affirm learning or to reteach necessary skills, and to extend learning to the next level of thinking once the student is ready.

SHARE--At the end of the workshop, the teacher pulls the students' attention, reminds students of the teaching point for the day, shares some of the independent work observed during workshop, and reminds students of any work to be continued at home to prepare for the next day.

- **What would happen to this plan if we were to lose the instructional coaches due to budget constraints?**

Instructional coaching is part of our systemic framework so if we lost our coaches our implementation plan would need to be completely redesigned. Coaches provide on-site job-embedded professional development support. They receive all the professional development that the ELA teachers receive so that they can provide classroom and implementation support.

Every staff member in the Learning & Innovation Department is doing multiple jobs within one position so there would be a gap in the ability to provide job-embedded professional development. Consequently, implementation would be significantly delayed.

- **How will we measure success of this plan? How long will it take before we see positive results?**

Research indicates there is typically a three-year dip during the initial implementation phase. We measure success through student, classroom, building, and district performance data and qualitative feedback from teachers and students.

- **One teacher at Open Forum mentioned that it would be great to have a media specialist at every building. Is this possible? Would it be helpful to our students? How much would it cost to implement that idea? Do we need more books, or other materials in the media centers as well?**

A Media Specialist would teach research skills, source analysis and help students find books to read. It would take this off the plate of the teachers. One teacher/media specialist costs approximately \$110,000.

We could always use more books but the proposed plan dedicates money for this. Instead of keeping them in the library, they would be kept in classrooms.

ELEMENTARY FOCUSED

- **What is the status of Word Study at the elementary level? What is this? Can I see a copy of it?**

In PreK-1, students receive systematic, explicit, multisensory phonics instruction with *Letterland* on a daily basis during Tier I instruction. The scope and sequence have been cross-checked with Wilson *Foundations*, Bloom and Traub's *Recipe for Reading* (acquired at Orton-Gillingham training), and Gunning's phonics sequence from *Creating Literacy Instruction for All Students*. Letterland methods were also examined. Both scope and sequence and methods align with the resources mentioned above and with multi-sensory Orton-Gillingham practices.

Sight words for K-2 are a combination of Letterland words and Units of Study words. These lists have been cross-checked against our previous Stillwater list, FastBridge lists, Harcourt *Trophies*, and Fry words (Dr. Edward Fry). Benchmarks for these words were developed from Columbia University's work, *Fastbridge, Benchmark Assessment System*, and previous Stillwater assessments.

Pearson's *Words Their Way* follows a common developmental spelling continuum. Students are assessed at the beginning of the year. Their spelling errors are analyzed to determine which spelling stage they should begin studying in, and then teachers form groups based on these stages of development. Students study these word patterns and learn to transfer their understanding to unknown words. For example, if a student learns that the spelling of the final /k/ sound depends on the vowel sound that precedes it, they can transfer that learning to other words. Short vowels are followed by -ck (i.e., duck, sick), long vowels are followed by -ke (i.e., duke, like), sounds that are neither short nor long are followed by -k (i.e., book, shook).

- **How many of our staff are now trained in Orton Gillingham or similar? Where are they in our district? How is this training being utilized?**

District Office

Superintendent Pontrelli--Orton-Gillingham

Karen Latterell--Orton Gillingham, Wilson Reading System, Sopris *Language!*

Elementary Intervention--Orton-Gillingham

AL--Kathy Nusbaum

AN--Kristi Campbell

BV--Meagan Widner, Chelsey Bockman

LE--Angie Weisbrod, Sarah Smith, Iris Wotzka

LL--Lisa Potter, Jennifer Friemann

RU--Dani Johnson

SB--Rachel Klancher

Classroom Teachers/Instructional Coaches/Special Educators--Orton-Gillingham & Sonday

AL—Melanie McPherson

AN--Jessica Johnson, Brigid Sandager, Jill Kostynik

LL--Val Corman

RU--Cadi O'Connell

OL--Brenda Aarness

Sonday-- All Special Education teachers were trained in Sonday when it was adopted several years ago.

- **Who are the interventionists who conduct Tier III supports? How many do we have in the district? Do we need more to meet the needs? Are these people all trained in OG?**

Elementary interventionists serve in both reading and math. The following FTE are currently allocated to each of the elementary buildings. I've listed the funding sources for the FTE break-downs. Staffing distribution within the first two columns is based on the analysis of fall and winter reading and math assessments. Title I funding is determined by the proportion of Free and Reduced Lunch students at eligible Title I buildings. Keep in mind that FRL determines staffing, but educational need at these buildings determines who receives service. Service is *not* restricted to FRL students. Federal law dictates that funding cannot be added to non-Title buildings without also adding an equal amount to Title buildings.

	General Fund	ADSIS	Title I	Total FTE	Total Humans
AL	.5	1.0	not eligible	1.5	2
AN	.4	.9	.2	1.5	3*
BV	.6	1.0	.4	2.0	2
LE	1.0	1.5	.9	3.4	4
LL	.7	1.3	.6	2.6	3*
RU	.4	1.0	not eligible	1.4	37
SB	.6	1.1	not eligible	1.7	3
TOTAL	4.2	7.8	2.1	14.1	19 (one counted for two buildings)

- **What happens to a 3rd grader who is not reading on grade level? Does intervention begin in 4th grade? Do we usually know this before the tests are given?**

Students are screened three times per year in PreK-5 and data is reviewed by building teams to determine intervention needs. Interventions begin in Tier II and Tier III as soon as data is reviewed and groups are formed. Interventions are available to all grades at the elementary level. More specific information can be found in the *Reading Well by Third Grade Plan*, which is presented annually to the board in May/June. For more information on screening tools used or subtests during different screening periods, please see Figure 1 on page 6 of the plan. For more information on our elementary Multi-tiered Systems of Support, including data review and intervention opportunities at the elementary level, please see the “Multi-tiered System of Support (MTSS)” in the plan (16-19).

- **How is the BAS used in conjunction with Units of Study? Why not use Fountas and Pinnell at the elementary level?**

BAS, or Benchmark Assessment System, is the brand name of an informal reading inventory (IRI) developed by Fountas and Pinnell and published by Heinemann. Many other publishers produce their own version of informal reading inventories. Some can be purchased in book form (i.e., the QRI or the John's Inventory), some are associated with online reading tools (i.e., Reading A-Z), and some come in various other scenarios (i.e., associated with textbook companies).

An IRI is a reading assessment where a teacher uses a variety of levels of text with a student to learn about the students' reading strengths and needs. Teachers listen for accuracy and fluency as the student reads aloud (older, proficient readers read part aloud and the rest silently) and use this information to help determine--it is not the sole source of this information--students' decoding and fluency needs. The teacher also asks a series of comprehension questions after the reading to help determine comprehension needs. One benefit of the BAS IRI is that the questions are broken into three levels of questioning--thinking within the text, thinking about the text, and thinking beyond the text. If you would like more information on these questioning techniques, please Google “BAS Systems of Strategic Actions.” Finally, teachers can usually pinpoint a reading range where students will be successful and a stretch range where students can read to grow.

Teachers use this information (accuracy, fluency, levels of comprehension, reading level) to help determine how best to help individual students either during small group or individual work in Tier I, or to supplement understanding of students' needs in Tier II or Tier III. It also helps teachers to guide students to appropriate books, especially for younger readers.

We do use the Fountas and Pinnell version for individual reading inventories, which is called the Benchmark Assessment System (BAS). If you are talking about curriculum, we did review the F&P Literacy program, but it was not fully developed and would not be fully developed for many years.

- **When a student is pulled for Tier III intervention, what are they missing in the classroom? How do they typically feel about this?**

Tier III interventionists work within the school schedule to pull students out during WIN (What I Need) time, which is designed to be a type of intervention block. Because scheduling, staffing, and student needs are different at each building, pulling students during WIN is not always a possibility. In those situations, Tier III interventionists coordinate with the classroom teacher to find a time that is least disruptive to the student's day and to their core learning.

Each year students are surveyed in our Tier III program. Overwhelmingly, students self report that their reading has improved a lot and that attending interventions has provided them with a safe space to go during the day. This does not mean that the rest of their day is unsafe. It simply means that interventions are places where they can go to feel successful.

- **What is LETRS training? Is this something that all teachers could do? When? Who? How much would it cost? How might it be helpful?**

LETRS is a professional development program developed by Louisa Moats and produced by Voyager Sopris. Interestingly enough, this is also the reading researcher and company who developed the *Language!* professional development that Karen has attended.

LETRS is made up of 8 learning modules. Modules 1-4 address phonology, basic and advanced phonics, screening, and diagnostic assessment. Modules 5-8 address the teaching of vocabulary, language and reading comprehension, and writing.

See pages 5 and 6 for cost estimates of LETRS training for K-5 teachers, interventionists, coaches.

- **What is being done right now to respond to the fact that only 58% of our third graders are reading at grade level?**

We have a Multi-Tiered Systems of Support (MTSS) structure to ensure that teachers and buildings are identifying which students are not reading at grade level, what specific skills they are struggling with, and how to support them in the classroom or intervention classes or special education programming. Along with differentiating instruction in the classroom for all students, students who are below grade level receive classroom PRESS reading skill strategy support and we use FastBridge progress monitoring to measure growth. If students are making adequate progress, they are referred to the Learning Supports Team for further evaluation and potential intervention or special education programming.

It is important to note that our teacher and classroom performance data shows that we have more than 58% of our third graders reading at grade level. That percentage is specific only to the MCA reading test and we must not judge our students' abilities based on one test given at one point in time.

- **How much would it cost to have Orton Gillingham training or similar for all elementary teachers? How could this be accomplished? Perhaps this is something we should take seriously.**

For cost estimates for Level I Orton-Gillingham training, refer to pages 5 and 6.

- **How many of our students currently receive Tier III supports? For how long? Are we meeting the needs of all students this way, or is there a need for more interventionists?**

At the start of the 19-20 school year, 328 elementary students were placed in Tier III reading intervention in reading, while 380 were identified. These numbers are flexible throughout the year as students move out or move into interventions. Students are exited from Tier III intervention when they score two or more normed data points above the upcoming testing season's benchmark. Interventionist and teacher feedback is also reviewed before exiting a student. Students who move out of a Tier III intervention or who are not placed in a Tier III intervention receive Tier II intervention from the classroom teacher.

- **How are parents kept in the loop of what their children need to be working on at each level? I am a big believer that parents are a child's first and best teacher. They do not always know how to help and reinforce the learning process.**

For information specific to this question, please review the "Parent/Guardian Notification and Involvement" section of the *Reading Well by Third Grade Plan* (18-19), which is presented to the board annually in

May/June.

- **What is Words Their Way and how often is it used in Tier I learning classrooms? Can I see a copy of this?**

Please see the answer to this question on page 13, question 2, paragraph 3. In most instances, Words Their Way is a daily part of a student's schedule.

- **First, it is incomplete. Second, it is unclear what the role of spelling, vocabulary, grammar and language structure is in this plan. These are really important in the middle grades, in my opinion. If students don't have a solid language foundation in middle school, they will struggle keeping up in high school.**

The full middle school plan, which this point seems to pertain to, addresses reading comprehension in a variety of genres, writing in a variety of genres, word study/vocabulary, grammar, collaboration, and discussion skills. Please provide specific information on what areas you feel are missing. The original plan may have seemed incomplete as it was developed to fit within our existing budget, yet it was also meant to be rolled out across two years or more, depending on budget needs. The lack of reasonable curriculum and professional development budgets are also why we submitted a request to purchase 11th grade only for the high school at this time, and it is why we have delayed professional development for the elementary intermediate grades.

- **Third, I have concerns about moving from a novel based system at the high school to a textbook. What will the role of novels be in the new plan? How much freedom will teachers have to teach in their own style?**

Please refer to the response to page 9, question 2 to learn how novels will be used with middle and high school adoption.

It is unclear how adopting a textbook will limit teachers' delivery or the art of teaching. Please see the answer about instructional approach answered on page 10, question 1.

November 20, 2019

- **What is the "Core Knowledge" curriculum, and where is it used?**

Core Knowledge was founded by E.D. Hirsch and referenced in chapter 5 of The Knowledge Gap.

We know that St. Croix Preparatory Academy uses Core Knowledge K-12. We hear from area colleagues that it is often used as a resource support for Special Education.

The following information is taken directly from Core Knowledge Sequence: Content and Skill Guidelines for Grades K-8:

*The Core Knowledge Sequence is a detailed outline of specific content and skills to be taught in language arts, history, geography, mathematics, science, and the fine arts.

*What Works Clearinghouse has identified no studies that met their criteria so cannot provide a recommendation for this program. Here is a [link to the research](#) that they have posted on their website.

*I don't know that it fully aligns with Minnesota standards in all subjects. When glancing through the grammar/language ideas, it didn't seem to align.

*Curriculum appears free for download, though they recommend you purchase the guide.

*Language arts selections appear to be very traditional. Another concern is that one of the 7th-grade texts for all students, *The Call of the Wild*, has a Lexile of 1120. A final concern of book/novel selection is the lack of culturally responsive materials.

- **What was being referred to by board members with regard to actions taken in Arkansas and Mississippi?**

Board members were referencing the email sent to the board by a Community Member on November 11, 2019. It is important to note that Community Member serves as the (redacted). Here is what Community Member referenced in her email: "I was at the International Dyslexia Association conference in Portland last week. It was great to hear some of the steps while states and individual districts are making. Arkansas recently passed the "Right to Read Act" which requires districts to align their instruction with the science of reading. Neither of the main ELA curricula that are currently used by Stillwater will be accepted for use in any of their public school district. Fountas and Pinnell and Lucy Calkins, Units of Study cannot be sold in Arkansas as it stands. Mississippi has also gone to a structured literacy approach and if you study the NAEP scores, they were the state making the most headway. MN and Stillwater are going in the wrong direction. MN has strong local control, not such a good thing in this regard, so MDE is only able to provide education on what a curriculum needs in order to be effective. They cannot require the use of effective curriculum or do more than explain what it is. Districts decide on their own in MN. The key players from MDE were also out in Portland last week with me."

We asked Board Member to provide the source of the information she referenced at the board meeting. Here is what we discovered: Arkansas legislation has this disclaimer *DISQUALIFIER: If the theoretical basis of any submitted program utilizes the Three Cueing Systems Model of Reading or Visual Memory as the primary basis for teaching word recognition, it shall be disqualified because cognitive science refutes use in foundational reading.* "Primary basis" is the key here. Balanced resources are not allowed to be the primary basis for foundational reading. Our framework includes both foundational reading skill development and balanced literacy/phonics (cueing systems)

We do not believe a NAEP comparison of Minnesota to Mississippi and Arkansas is appropriate. We found no factual evidence that Fountas and Pinnell and Lucy Calkins can not be sold in Arkansas.

Ongoing Foundational Skill Development	
Stillwater's Curriculum	Structured Literacy Components
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sondag	Phonology/Phonemic Awareness
Words Their Way (lexical semantics), Units of Study for Teaching Reading (conceptual semantics)	Semantics/Word Study
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sondag	Sound-Symbol/Phonics
Letterland, Units of Study for Teaching Reading, PRESS	Reading Fluency
Units of Study in Teaching Reading	Comprehension Strategies

Arkansas requires structured literacy instruction so that has to be included in a district's framework if they utilize balanced literacy resources and approaches. This is similar to our approach- we have curriculum that is both structured and balanced. The Nation's Report Card which illustrates NAEP rankings and statistics compares state scores to a national average score and ranks each state as being above, neutral or below the national average. With specific regard to NAEP reading scores, Minnesota ranks 7th out of 50 states whereas Arkansas ranks 39th and Mississippi 42nd. Minnesota is ranked and known for its investment in public education and the quality of curriculum, instruction, and teachers.

- **What are research-based counter-points to the papers cited in the links sent to us from Board Member on November 15 and 16, as well as the books "The Knowledge Gap" and "Language at the Speed of Sight" cited by Community Member?**

Language at the Speed of Sight--

This appears to be about learning language, early reading, spelling, writing, and dyslexia.

The Knowledge Gap

The premise of the book appears to be that we are not teaching students knowledge when we are letting them read self-selected trade books and that is what leads to reading difficulty. It is true that background knowledge is important to reading comprehension, but wide reading builds wide knowledge.

The article [Where Do We Get Our Academic Vocabulary? Comparing the Efficiency of Direct Instruction and Free Voluntary Reading](#) compares the efficiency of free voluntary reading and the inefficiency of direct vocabulary instruction.

Stephen Krashen's comments on Natalie Wexler: Wexler is not a teacher, not a researcher, but a journalist with excellent PR. As far as I know, she has never spent a day alone in a room with ten-year-old children. (personal email)

Krashen also responded to Forbes after they published an article by Wexler that accused self-selected fiction reading to be the cause of poor test scores. They didn't publish his response but [here's a link to what he sent them](#).

He also cited these older research articles:

Studies showing that those who read more, including FICTION (!!) know more about a number of areas, eg history, literature, science and even practical things.

Stanovich, K., and A. Cunningham. 1992. Studying the consequences of literacy within a literate society: the cognitive correlates of print exposure. *Memory and Cognition* 20(1): 51-68. Stanovich, K. & A. Cunningham. 1993.

Where does knowledge come from? Specific associations between print exposure and information acquisition. *Journal of Educational Psychology*, 85(2): 211-229.

West, R., K. Stanovich, & H. Mitchell. 1993. Reading in the real world and its correlates. *Reading Research Quarterly* 28: 35-50.

There is also research showing that reading fiction builds desirable "habits of mind": Capacity to empathize (Kidd, D., & Castano, E. (2013). Reading literary fiction improves theory of mind. *Science*, 342 (6156), 377-380.

Greater tolerance for vagueness (Djikic, M., Oatley, K. & Moldoveanu, M. (2013). Opening the closed mind: The effect of exposure to literature on the need for closure. *Creativity Research Journal*, 25(2), 149-154.)

Mark S. Seidenberg (Has also written a book: *Language at the Speed of Sight*)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4020782/>

This article appears to be about the Simple View of reading, that skill instruction plus rich oral language will lead to comprehension. He spends a lot of time arguing how cognitive scientists are better than educational researchers. He also makes a lot of assumptions about what teachers think, which, by extension implies that some of the board members believe the same. He assumes teachers are opposed to the National Reading Panel Report. He claims teachers let students discover how to read instead of teaching skills. This is incorrect. Just because he makes assumptions about how educators practice doesn't mean that it pertains to ALL educators or to what we are trying to do in Stillwater. I can see how the person who supplied this article and *The Knowledge Gap* thinks it should all fit together.

Interesting to note, this author says, "Eventually the relationship between spoken and written language becomes reciprocal and interactive. Knowledge of spoken language facilitates learning to read; the child can then acquire vocabulary and familiarity with diverse grammatical structures from reading as well as speech." I agree with this statement. We need to teach basic skills, we need to introduce students to rich language and experiences, and we need to get them into books to help build that reciprocal relationship. We don't just put kids into books and tell them to figure out how to read.

The last chunk of this article addresses language variations that certain cultural or racial groups bring to school and the impact that these variations have on learning. The issue there is that dialects that students bring to class can confuse the learning of Standard American English (SAE) because the sounds they have heard all of their lives and the way they pronounce words doesn't match with SAE.

Ending the Reading Wars: Reading Acquisition From Novice to Expert
Anne Castles, Kathleen Rastle, Kate Nation

<https://journals.sagepub.com/doi/full/10.1177/1529100618772271>

This is the NPR podcast that was sent to us a few months back from (omitted). It is a less hefty read, or listen, and is a great summary of the issues.

<https://www.apmreports.org/story/2018/09/10/hard-words-why-american-kids-arent-being-taught-to-read>

The article is about early reading development, not secondary language arts. It's impossible to know if the science of reading training is what led to the test score gains. Some of the schools in the district moved from half-day to full-day kindergarten the same year the training began, so that could have been a factor. But Bast, the principal at Calypso, thinks if her teachers had continued with the old approach to reading instruction, she'd still have a lot of struggling readers in her school. "We're actually teaching," she said. "We're doing our jobs."

This link will take you to [Dr. Stephen Krashen's response](#) to the APM report. Please note his short-list of credentials at the bottom of the response.

Dr. Louisa Moats, who is cited arguing against Balanced Literacy section of this article sells curriculum and professional development in “structured literacy.”

Article from the New York Times that also summarizes this all into something more readable.
<https://www.nytimes.com/2018/10/26/opinion/sunday/phonics-teaching-reading-wrong-way.html?searchResultPosition=5>

This article, too, is about early reading, not language arts instruction at the secondary level.

Also, a shorter piece that lays out the importance of phonological skills.
<https://improvingliteracy.org/brief/how-we-learn-read-critical-role-phonological-awareness>

It's important to note that our proposal is for grades 6-12, not PreK-3, which is when most phonological awareness skills are developed (short of those that may come up in lyric narratives and poetry--like assonance, alliteration, meter, etc). This article is irrelevant to a secondary literacy program.

Here are a list of additional resources from Karen:

These two links give a perspective on the “science of reading” and “reading wars”. Dr. Paul Thomas is a professor of education at Furman University.

[The Big Lie about the “Science of Reading”: NAEP 2019 Edition](#)
[Misreading the Reading Wars Again \(and Again\)](#)

These two links are from the International Literacy Association. They include reference pages to multiple resources.

[Dyslexia Research Advisory](#)
[Dyslexia Research Advisory Addendum](#)

Here is additional information that supports our approach:

[The Power and Promise of Read Alouds and Independent Reading](#)
[The link between fiction and teenagers' reading skills: International evidence from the OECD PISA study](#)

- **I believe that Karen Latterell had mentioned recent studies of balanced literacy programs reaching conclusions of “near zero affect scores”. Could you explain the meaning of this conclusion, and how it supports the district's secondary literacy proposal?**

The one area where Karen talked about effect size was in relationship to teaching phonics. The research she cited was from a meta-analysis commissioned by the federal government and published in 2000 (National Reading Panel Report). [Chapter 2, Part II](#) of this report focuses specifically on phonics instruction. The following information is taken directly from page 2-93 of the report, which is the “Results and Conclusions” section of Chapter 2, Part II.

Is phonics taught more effectively when students are tutored individually or when they are taught in small groups or when they are taught as classes?

All three delivery systems proved to be effective ways of teaching phonics, with effect sizes of $d = 0.57$ (tutoring), $d = 0.43$ (small group), and $d = 0.39$ (whole class). All effect sizes were statistically greater than zero, and no one differed significantly from the others. This supports the

conclusion that systematic phonics instruction is effective when delivered through tutoring, through small groups, and through teaching classes of students

Is phonics instruction more effective when it is introduced to students not yet reading, in kindergarten or 1st grade, than when it is introduced in grades above 1st after students have already begun to read?

Phonics instruction taught early proved much more effective than phonics instruction introduced after first grade. Mean effect sizes were kindergarten $d = 0.56$; first grade $d = 0.54$; 2nd through 6th grades $d = 0.27$. The conclusion drawn is that phonics instruction produces the biggest impact on growth in reading when it begins in kindergarten or 1st grade before children have learned to read independently. These results indicate clearly that systematic phonics instruction in kindergarten and 1st grade is highly beneficial and that children at these developmental levels are quite capable of learning phonemic and phonics concepts. To be effective, systematic phonics instruction introduced in kindergarten must be appropriately designed for learners and must begin with foundational knowledge involving letters and phonemic awareness.

According to the *What Works Clearinghouse Handbook* (NCES 2014, p. 23), an effect size should be at least .25 to be considered “substantively important” for education research.

Here is a [link to additional research](#) on the impact of phonics instruction on comprehension. The author is Dr. Stephen Krashen, Professor Emeritus at the University of Southern California and is highly regarded in the fields of linguistics, language acquisition, and reading development.

Tuesday, November 19, 2019

- **I don't know how more books will help the students that are not strong and confident readers. I never got a satisfactory answer to that concern. I also did not get a clear answer as to what is available to teachers with struggling students with the proposed curriculum.**

More books allow teachers to provide students with “stretch” and “strength” reading opportunities. “Stretch” books are those above a student’s reading level so that they are being challenged to read at the next level. “Strength” books are at a student’s reading level so they are able to apply and improve foundational reading skills.

When students struggle teachers personalize instructional strategies and resources to meet student’s needs. Part of this personalization includes “stretch” and “strength” books. Our proposal provides differentiated resources and also provides a workshop model in the classroom where students can receive small group support or individual conferring. A student who has a book at a Lexile score of 1100 yet is reading at an 850 Lexile level, struggles to apply or acquire new reading skills because they have difficulty reading and comprehending what they are reading. If a student has significant struggles, the Student Support Team will meet to consider what interventions may be needed and if an assessment for Special Education is appropriate.

- **Since we are on a 10 year curriculum rotation, would it make sense to delay a decision on our curriculum until after the new standards are established?**

We collaborate with MDE on a continuous basis and meet with MDE specialists on a monthly basis. We have already confirmed that the changes to the standards are minimal and won’t require disruptive

adaptation to what we are currently doing. They will be compacting some standards, adding some media literacy components, and adjusting the language to be more culturally responsive.

- **A review of Tier II and Tier III methodology and materials has not taken place. I would like to see this happen before we fund another curriculum. I would like to see a detailed break-down of what it will cost to fully implement our elementary curriculum as well as the secondary curriculum. What will the necessary professional development cost at the elementary and secondary level over the next 10 years? If we do not have the money in the budget to cover all expenses to properly implement both, what do you suggest we cut to pay to properly fund both programs?**

Curriculum review cycles focus on Tier I and Tier II classroom approaches and resources. A review of Tier II and Tier III would need to be a separate review cycle focusing on our Multi-Tiered Systems of Support across academic, social-emotional, and behavior systems of support and intervention.

For the budget breakdown and professional development needs, see pages 2-6.

We do not need to cut anything to properly fund our E-12 Literacy Framework. What we do need is for the curriculum and professional development budgets to not be cut again.

Wednesday, November 13

- **What have we been doing for dyslexia? Was it considered?**

A special education teacher and the Assistant Director of Secondary Special Education were both on the curriculum review committee so that we could review the curriculum through the lens of students with a variety of learning needs. Both of these educators agree that the selected curriculum is excellent for students with special learning needs as it allows teachers the time to differentiate instruction and materials.

We have also consulted with a dyslexia advocate in the region regarding secondary students with dyslexia and the use of assistive technology.

- **What is the budget for secondary ELA. How much have the cuts impacted this? What are the PD & Curriculum cut numbers?**

We were unable to train our teachers in and implement our new writing curriculum in grades 3-5 this year because of the budget cuts. The cost to provide this professional development for our teachers is \$42,000 (correction on 12.5.19 total amount is \$64,000). We purchased the curriculum in 2018 when the board approved our elementary literacy plan. Our K-2 teachers did receive the professional development they needed this last summer and are implementing writing this year.

Here is a breakdown of the FY20 budget cuts. Because these cuts are so significant, they will impact our plans for the next three years as we will need to make difficult decisions around what to prioritize, delay, or eliminate.

FY20 CUTS		
PD \$598,000	Curriculum \$250,000	Assessment \$76,000
598000 cut	250000 cut	76000 cut
*reduction of 56%	*reduction of 24%	*reduction of 33%
FY20 BUDGET REMAINING AFTER CUTS		
PD Total: 457,000	Curriculum Total: 808,000	Assessment Total: 155,000

- **Do we have both structured and balanced literacy proposed?**

Yes, our plan includes both. Students will experience structured and explicit instruction in a workshop model incorporating a variety of instructional approaches and materials.

- **Am I correct in my understanding that the Orton-Gillingham and upcoming Wilson Foundations materials are targeted toward Tier III interventions? What are the pros/cons of using these strategies at the Tier II level?**

Yes, it is correct that Orton-Gillingham and Wilson Foundations would be used in Tier III pull-out interventions. These approaches should only be utilized with 1-3 students due to the intensity and specificity of instruction. It also isn't an appropriate method for all students.

Knowledge of the Orton-Gillingham approach is beneficial to elementary classroom teachers, though this knowledge would be put to use most often in the K-1 classroom. Wilson Reading is based on the Orton-Gillingham approach and any purchase or professional development that we make will be intended for elementary Tier III. The use of these materials at the secondary level needs to be done 1:1 outside of the classroom and with the full support of the student.

The difficulty with using Wilson Reading with Tier II is that it would have a large impact on already limited teacher capacity. Additionally, PRESS, and now FastBridge have materials for use with Tier II that address the needs in a systematic, sequential manner. It's important to understand the tiny sliver of time that teachers have to do Tier II instruction during the day and how PRESS and FastBridge fit into that time period before making the decision to move to a much more expensive system that wouldn't fit well into the small amount of intervention time.

- **How are we addressing grammar and writing- particularly at the high school level?**

These strands are included in the textbook.

Grammar instruction is most effective when it is taught explicitly and applied directly to authentic student writing. Grammar instruction takes place during the course of writers' workshop whole-group, small group, and during the editing phase. The proposed curriculum and resources include writing. We follow the academic state standards which include writing.

- **Are we doing what we need to in supporting students with dyslexia? What else could we do?**

Students who have been officially diagnosed with dyslexia or have significant reading disabilities and struggles would qualify for Individual Education Plans supported through special education services. This provides individual, specific instruction and support for students. At the elementary level, if a student has attributes of or a diagnosis of dyslexia, they can also receive Tier III interventions providing them with additional support outside of the general classroom.

We plan to provide teachers with professional development on attributes of or diagnosed dyslexia. We would love to have more structural support and direction from MDE on dyslexia. We want to add Wilson Language to our Tier III intervention program. We also need reading interventionists at the secondary level.

November 11, 2019

- **Response to an email that the board received from a community member and forwarded it to us for response.**

Thank you very much for taking the time to share this email with us from Community Member. We sincerely appreciate the opportunity to respond as there are many assumptions and incorrect statements in this email. We trust and respect the passion and personal connection Community Member has with advocating for dyslexia. We have spent hours meeting with Community Member and have attended numerous presentations on dyslexia that were recommended to us. However, the comprehensive body of research and evidence does not support some statements made in the email nor are some of the statements about our approach correct.

We do not believe a NAEP comparison of Minnesota to Mississippi and Arkansas is appropriate. The Nation's Report Card which illustrates NAEP rankings and statistics compares state scores to a national average score and ranks each state as being above, neutral or below national average. With specific regard to NAEP reading scores, Minnesota ranks 7th out of 50 states whereas Arkansas ranks 39th and Mississippi 42nd. Minnesota is ranked and known for its investment in public education and the quality of curriculum, instruction, and teachers.

As for the comparison of the opioid pharmaceutical companies to poor curriculum and Stillwater's curriculum, we do not understand how a comparison like this could be made or agree with this comparison. If you would like us to discuss further we would welcome that opportunity.

We'd like to directly address the many problems listed as 1-7 in the email:

- 1) There is a misunderstanding that balanced literacy is a whole-language approach. It is not. Our approach is a balanced literacy model that includes both structured literacy and exposure to rich, authentic reading opportunities. Our structured approaches include Letterland, Words Their Way, PRESS, Orton-Gillingham, and Sonday. Our rich, authentic reading opportunities and approach include Units of Study with stretch and strength books in a workshop model (including direct, explicit instruction).
- 2) The only reason we have not brought a recommendation to you for word study reading skills at the middle level is that our budget has not allowed us to explore that yet. That is a top priority for us and the committee.

- 3) We know through research that dyslexic brains or brains with attributes of dyslexia learn differently than neurotypical brains. We cannot select a Tier I curriculum for every student forcing them to learn as if they had a dyslexic brain. We teach to all and then add specific, targeted approaches to help learners with unique needs.
- 4) Agree. Students need good phonemic awareness, phonics and decoding skills, vocabulary, background knowledge, and comprehension. We teach these skills through Units of Study, Letterland, Words Their Way, PRESS, Orton-Gillingham, and Sonday.
- 5) We have a plethora of research on why students need to read using both stretch and strength books. The implication that all we do is provide students with easy books is incorrect. Regarding, conferring, we don't know of anyone who wouldn't want their students to have this opportunity with their teacher. Conferring is when a teacher meets one-to-one with a student and focuses on specific skills that the student needs to stretch to harder texts. Her email implies that we do not read aloud to our students. In truth, read-alouds of wonderful books happen daily in our classrooms.
- 6) Agree. Here are the evidence-based approaches which include direct, explicit, systematic, cumulative, and sequential practices:

Our Approaches In a Balanced Literacy Framework	Structured Literacy Components
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday	Phonology
Words Their Way (lexical semantics), Units of Study for Teaching Reading (conceptual semantics)	Semantics
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday	Sound-Symbol
Units of Study in Teaching Reading (syntax acquisition) Standards-based instruction within the context of writing (syntax application)	Syntax
Letterland, Words Their way, PRESS, Orton-Gillingham, Sonday	Syllables
Words Their Way, Units of Study in Teaching Reading	Morphology

- 7) We need both social-emotional supports and an evidence-based and comprehensive reading framework (which we have).

Equity begins with meeting the unique needs of each and every one of our students. This requires us to not take a one-size-fits-all approach to reading instruction. We must utilize a variety of approaches to accommodate for the needs of all students we serve.

Thank you very much for taking the time to read this. We are hoping to offer PD to staff this year on attributes of dyslexia and specific strategies to support these students. We also plan on purchasing the

Wilson Reading System to support the elementary interventionists who are trained in Orton-Gillingham. This system is what dyslexia advocates have been requesting.

Our Approaches In a Balanced Literacy Framework THIS SEEMS LIKE A DUPLICATE OF THE ONE ABOVE	Structured Literacy Components
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday	Phonology
Words Their Way (lexical semantics), Units of Study for Teaching Reading (conceptual semantics)	Semantics
Letterland, Words Their Way, PRESS, Orton-Gillingham, Sonday	Sound-Symbol
Units of Study in Teaching Reading (syntax acquisition) In development (syntax application)	Syntax
Letterland, Words Their way, PRESS, Orton-Gillingham, Sonday	Syllables
Words Their Way, Units of Study in Teaching Reading	Morphology

November 4, 2019

- **Are there any classrooms currently piloting the program? If so, how many? And what is the feedback so far?**

We currently have 8 middle school and 3 high school committee members beta-testing some of the materials and instructional approaches. Teachers who didn't serve on the committee haven't received any PD yet but have been welcomed to join their grade level colleague/committee member in the pilot if they are comfortable doing so. The feedback has been that they have seen student engagement increase, the instructional approach allows them to spend time conferring individually with students, and students are reading volumes now that they have choice reading over assigned reading. Now that we are in year two of elementary implementation, sixth-grade teachers are reporting that incoming students demonstrate deeper levels of thinking and higher quality of writing than they have seen in years past.

- **Do you have any response to what we have heard from people like the open forum speaker from the last board meeting who believe Lucy Calkins curriculum is damaging to children's learning?**

I know you know this but we would never have selected a curriculum in which research had proven was damaging to children's learning. We were concerned about the comments shared at the Open Forum because they did not include all perspectives, research, levels, federally identified labels, and it was unclear if it was directed at primary, intermediate, middle school, or high school learning levels. It is

important that we select curriculum which serves the needs of all students. As students are identified as needing different approaches, that is when we differentiate the curriculum and instruction to meet individual needs.

- **How does the curriculum address grammar and spelling?**

We have yet to select a word study program at the middle level. A word study program focuses on vocabulary and spelling and is adjusted according to student level. Grammar instruction is driven by our state standards and is modeled, taught, and practiced within the context of authentic writing during instruction and independent practice.

- **Without the board being able to approve the total amount, does it decrease the integrity of the program enough that we should postpone until the full amount can be budgeted?**

The integrity of the program is not dependent upon having it all funded and implemented at one time but thank you for thinking of that. If we were to postpone implementation until we have the entire amount available, that may force us to delay implementation for quite a few years. Due to this year's budget cuts, we are having to postpone and delay multiple curriculum implementations that were already in progress such as elementary writing, physical education, Responsive Classroom, and science. If we delay this any further, I'm concerned that we will not be able to follow state standard changes and curriculum requirements in science and math.



Secondary District English Language Arts Committee Proposal

Presented to the School Board October 10, 2019

Curiosity Thrives Here

Policy # R 1.2: Curriculum

It is the policy of I.S.D. 834 that it shall develop and maintain an articulated, aligned curriculum for pre-kindergarten through grade twelve with standards for student performance set at or above state and national expectations. The administration will provide a curriculum framework process that will be used by district administrators and teachers for curriculum reviews, major purchases of instructional materials, and new course development.



CURRICULUM FRAMEWORK

Administrative Process and Procedures

- Year 1: Study & Evaluate
- Year 2: Evaluate & Recommendation
- Year 3: Implementation
- Years 4 & 5: Monitor & Evaluate

Stillwater Area Public Schools

Philosophy of Literacy Instruction



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 each student is our most important priority. The 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.

(From the Read Well by Third Grade Plan)

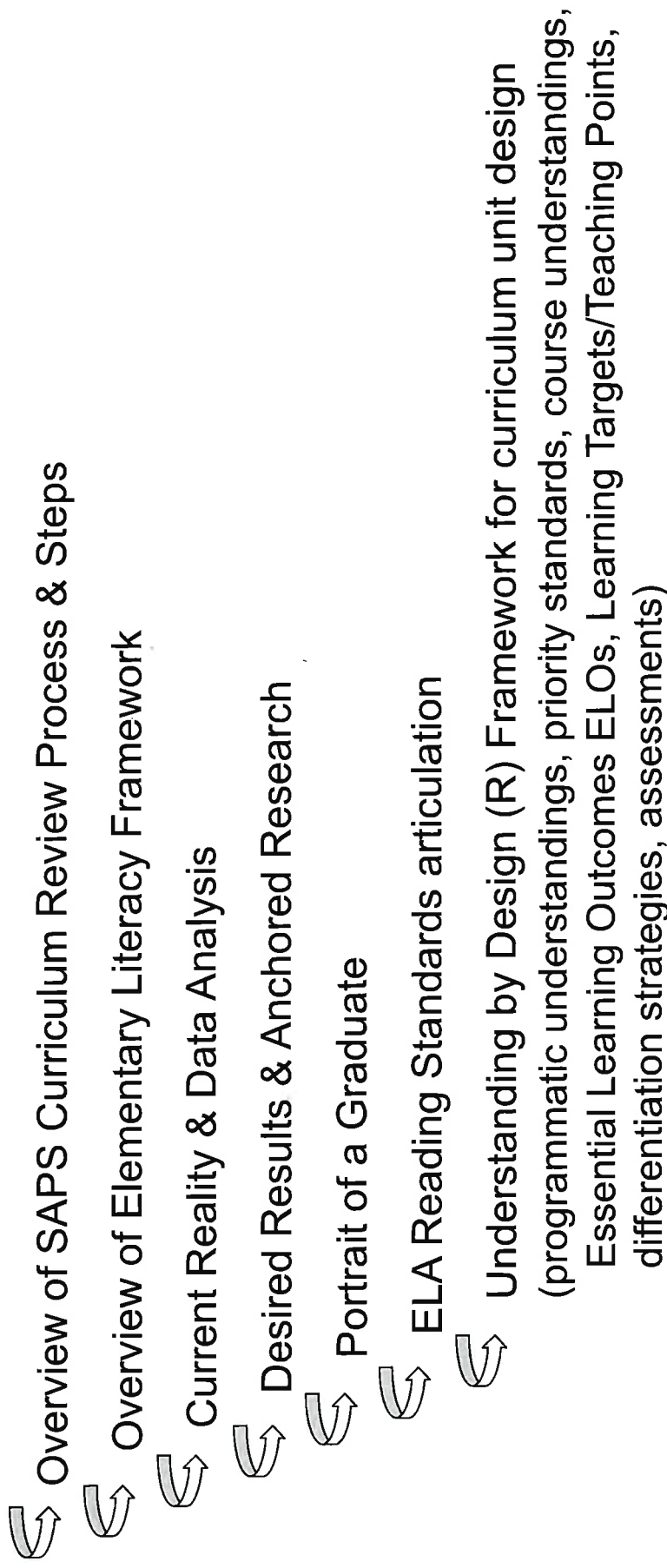
*Updated 2017

Secondary District ELA Committee

OMS	SMS	SAHS/ALC	District
Amy Cook	Andrea Vizenor	Andrea Schueler	Rachel Larson
Jackie Collins	Jennifer Walls	Corey Quick	Karen Latterell
Jessie Fredrickson	Liz Tomten	Dennis Ryan	Caitlyn Willis
Meagan Sinks	Traci Cox	Jessica Booker	
Rachel Hovland	Rachel Fugate	Katie Barre	
		Laura Hammond	
		Laux	
		Paul Wieland	
		Rachel Steil	
		Rob Bach	
		Mary Leadem Ticiu	

Curriculum Review Process

Our "WHY"



Current Reality & Desired Results

- more engaged, empowered learners across all learning/student levels
- meaningful assessments to meet needs
- leveled resources with skill focus
- skill & strategy focused curriculum, less on content
- comprehensive delivery of appropriate levels of rigor for each student
- consistency with grading, assessment
- flexible, meaningful course selection, choice-based electives
- matching text levels to reader levels
- high-interest texts/books/materials
- purpose of homework, frequency
- students first!
- harness expertise amongst colleagues
- manageable system (time) for providing feedback
- transition from elementary to middle school to high school



Stillwater
AREA PUBLIC SCHOOLS



Curiosity ⁵⁸Thrives Here

Middle School Recommendation

Units of Study for Teaching Reading and Writing

6	Maintaining a Reading Life	Personal Narrative	A Deep Study of Character	Literary Essay	Tapping the Power of Nonfiction	Research-Based Informative Writing	TBD
7	Maintaining a Reading Life	Investigating Characterization Through Author Study	Reading Argument	Art of Argumentation Writing	Poetry	Historical Fiction Book Clubs	Historical Fiction Writing
8	Maintaining a Reading Life	Literary Nonfiction	Investigative Journalism	Dystopian Book Clubs	Literary Essay: Craft and Theme	Essential Research Skills	Position Paper

Reading and Writing Workshop

- Students read and write daily.
- Students learn in a skill-focused, mentorship model.
- Allows students to transfer learning to many texts.
- Materials and instruction are easily personalized and differentiated.

Word Study (TBD)

- Curriculum should . . .
- Build on elementary program
 - Teach strategies and word relationships.
 - Help students understand how language works.

High School Recommendation

Uses Workshop Instructional Model

- Allows students to transition gently from middle school experience into a modified workshop model.
- Gradual release of responsibility woven throughout lessons and units.
- Blends direct instruction with autonomy and choice.

Fosters Engaged Readers and Critical

Thinkers

- Student choice library supports transfer
- Embedded close reading strategies lead to deeper analysis of texts.
- Interactive texts develop annotation skills.

Develops Writing & Speaking

Techniques

- Mentor texts model what effective writing looks like.
- Lessons incorporate producing and publishing with technology
- Explicit speaking and listening tasks support student growth for success in post-secondary options.



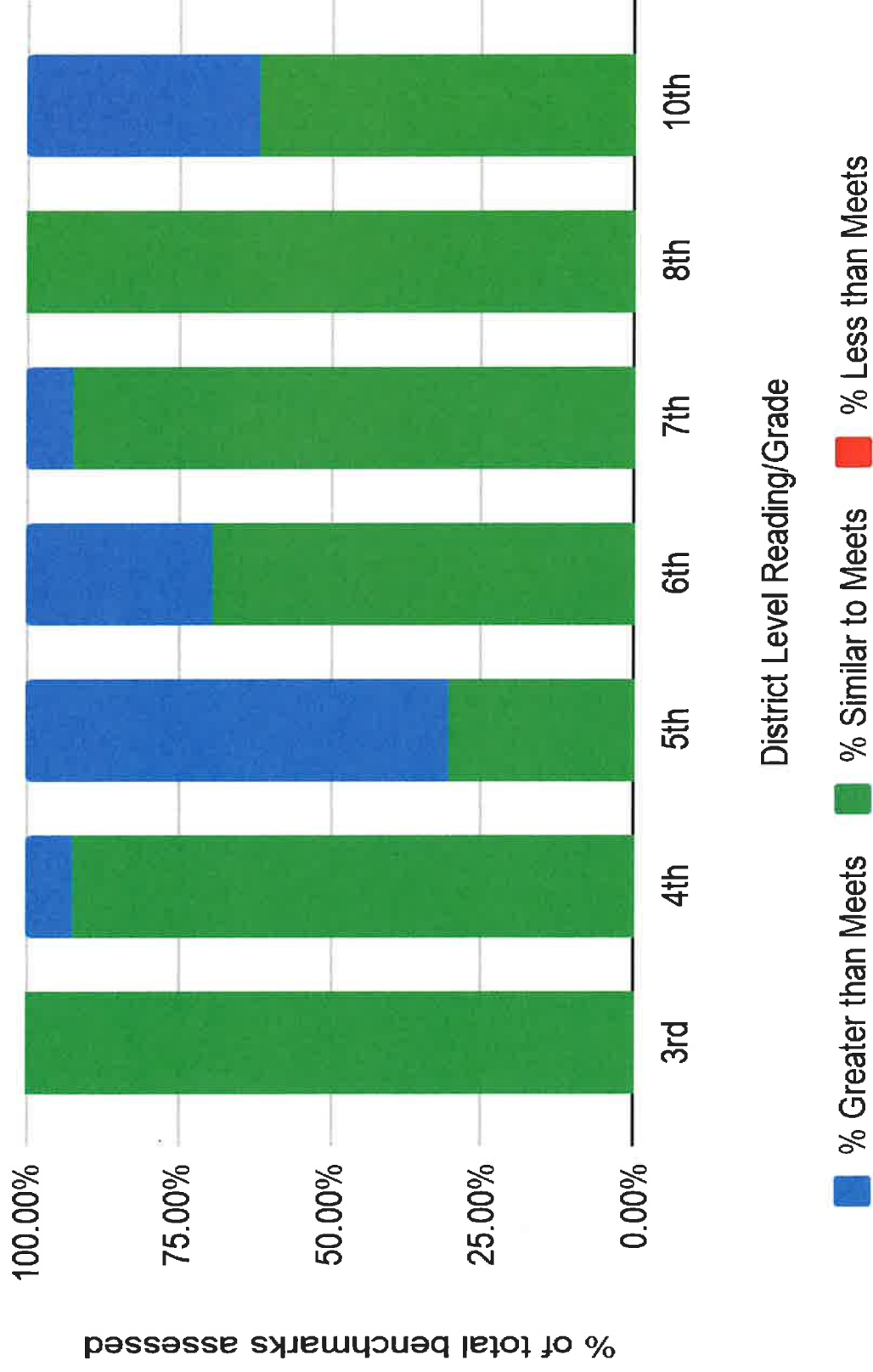
E-12 Literacy Framework



Letterland	Letterland	Words Their Way	TBD	Houghton Mifflin Harcourt
F&P Shared Reading	UoS Reading Workshop*	UoS Reading Workshop	UoS Reading Workshop	Into Literature
	UoS Writing Workshop	UoS Writing Workshop	UoS Writing Workshop	



District Reading Benchmark Performance by Grade



Recommendation & Proposal

TOTAL PACKAGE- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW

Curriculum	Budget	Professional Development	Budget
Houghton Mifflin Harcourt Into Literature	\$255,000	On-site training & substitutes	\$21,500/\$23,500=\$45,000
Teachers College Units of Study	\$8,000	On-site training & substitutes	\$5,000/\$25,000=\$30,000
Classroom books, novels, materials	\$144,000	Teacher planning, writing, etc	\$20,000
Total	\$407,000	Total	\$95,000

2019-2020 ACTUAL DUE TO BUDGET CUTS- SECONDARY ENGLISH LANGUAGE ARTS CURRICULUM REVIEW

Curriculum	Budget	Professional Development	Budget
Houghton Mifflin Harcourt Into Literature	\$55,000	On-site training & substitutes	\$8,820/\$4,200=\$13,020
Teachers College Units of Study	\$8,000	On-site training & substitutes	\$3,000/\$9,800=\$12,800
Classroom books, novels, materials	\$72,000	Teacher planning, writing, etc	\$0
Total	\$135,000	Total	\$25,820

Difference from Total Package \$272,000 *Difference from Total Package* \$69,180

**Writing has been postponed*

Thank you!





Agenda Item XI.C
Date Prepared: January 2, 2020
ISD 834 Board Meeting

Agenda Item: BWBR Architectural Services (summer projects)
Meeting Date: January 23, 2020
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

Background: BWBR has provided proposals for architectural services for the upcoming summers Long Term Facilities Maintenance projects. The projects will replace facility finishes, design restroom layouts and replace roofing systems. BWBR's architectural services will create bidding documents, review bids, provide contracts, approve submittals, issue change orders, certify payments and monitor construction progress. Reimbursable expenses and engineering design will be in additional costs to the proposed.

Location(s): District Wide

Project Name: BWBR Architectural Services

Fund: Long Term Facility Maintenance

Fund Description: Professional Services for 2020 District Renovations and Roofing Replacement

Item: Architectural Services

Amount: \$54,750.00

Recommendation:

A motion and a second to approve the BWBR Architectural Services for summer projects will be requested.

Motion by:_____ **Second by:**_____ **Vote:**_____

EXPENDITURE APPROVAL FORM

Fiscal Year 2019-2020

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

REQUESTED BY: Kristen Hoheisel **DATE:** 1/2/2020

DESCRIPTION OF REQUEST

BWBR has provided proposals for architectural services for the upcoming summers Long Term Facilities Maintenance projects. The projects will replace facility finishes, design restroom layouts and replace roofing systems. BWBR's architectural services will create bidding documents, review bids, provide contracts, approve submittals, issue change orders, certify payments and monitor construction progress. Reimbursable expenses and engineering design will be in additional costs to the proposed.

FINANCIAL IMPACT

\$ 54,750.00 (proposed) plus additional reimbursable expenses and engineering design.

Budget(s) Impacted: \$54,750.00 currently approved under long-term facility maintenance revenue.

Is This a One-Time Expenditure?

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

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

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

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

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

☐ **No**

PROGRESS MONITORING

Create bidding documents and solicit bids in early 2020. Complete 2020 summer construction prior to the start of the 2020-2021 school year.



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

651.222.3701
bwbr.com

January 7, 2020

Mr. Tony Willger
Manager of Facility and Site Operations
Stillwater Area Public Schools – ISD 834
1875 Greeley Street South
Stillwater, MN 55082

RE: Owner-Architect Agreement
Stillwater Area Public Schools Summer 2020 Projects
BWBR Commission No. 3.2019316.00

Dear Tony:

Thank you for your continued confidence in BWBR and for this opportunity to provide Design and Construction Administration services to District 834. BWBR is pleased to submit this proposal to assist you and Stillwater Area Public Schools in the continuing renovation of various schools in the District.

PROJECT UNDERSTANDING

The requested projects for summer 2020 will be at the locations listed below:

- Scope 1:
 - Stonebridge Elementary
 - Stillwater Middle School
 - Lilly Lake Elementary
- Scope 2:
 - Oak-Land Middle School
- Scope 3:
 - Afton Lakeland Elementary

In the attached plans, we have noted the scope for each school based on a conversation that occurred on December 17, 2019.

SCOPE OF SERVICES

BWBR shall provide the following services for ceiling replacement, tile replacement, flooring, paint, casework, etc. to take place in the referenced schools as shown on attachments.

- Tour of each school listed above in the Project Understanding to confirm project scope for each.
- One (1) meeting at each school with decision makers to review options based on scope and select any finishes.
- Prepare bidding documents.
- Review casework layouts, finishes and floor patterning with Owner prior to bidding.
- Attend pre-bid meeting.
- Distribute bidding documents.

- Review bids.
- Perform three (3) inspections and prepare associated inspection reports.
- Hazardous materials testing will be done by the Owner and is not included in the scope of this Agreement.

SCHEDULE

BWBR is available to start immediately. Bidding documents will be ready by the end of April 2020 at the latest to allow summer construction to be completed by August 2020.

DELIVERABLES

- BWBR shall prepare floor plans and finish schedule detailing replaced finishes.
- Construction Documents will be issued for each Scope (1-3).

COMPENSATION

BWBR proposes to provide these services for a lump sum fee of Forty-Two Thousand Five Hundred Dollars (\$42,500). Services beyond Basic Services identified above are available upon request and shall be billed on an hourly basis according to the attached Rate Schedule.

Reimbursable expenses are included in the above fee.

Consultants are not included in the above fee. Any consultants added, as mutually agreed between District 834 and BWBR, will be billed at the amount invoiced to BWBR plus fifteen percent (15%).

OTHER TERMS

Payment for professional services rendered and for reimbursable expenses will be due upon receipt of BWBR's invoice. A service charge of one percent (1%) per month will be assessed on outstanding invoices past thirty (30) days from date of billing.

This Agreement may be terminated by either party upon seven (7) days written notice. In the event of termination, BWBR shall be compensated for all services performed prior to the termination date, together with reimbursable expenses.

This letter is the entire Agreement between Stillwater Area Public Schools ISD – 834 and BWBR Architects. Changes or additions to this Agreement must be in writing and must be signed by both Stillwater Area Public Schools – ISD 834 and BWBR Architects.

If this Agreement is acceptable, please return a signed copy to contracts@bwbr.com as authorization to proceed.

Tony, we appreciate the opportunity to continue providing services to Stillwater Area Public Schools. If you have any questions, please don't hesitate to contact me at 651.290.1937.

Mr. Tony Willger
Stillwater Areas Public Schools – ISD 834
Stillwater Area Public Schools Summer 2020 Projects
BWBR Commission No. 3.2019316.00
January 7, 2020

Respectfully submitted,

BWBR ARCHITECTS, INC.



Peter G. Smith, FAIA
President/CEO

Accepted:

STILLWATER AREA PUBLIC SCHOOLS – ISD 834

(Typed/Printed Name and Title)

Date:

HK/jk

C: Hanna Kuehl, BWBR

Attachments: 2020 Billing Rate Schedule
Plans

EMPLOYEE CLASSIFICATION	HOURLY RATE
Principal	\$296
Associate Principal	\$283
Senior Operational Planner	\$277
Senior Project Designer	\$276
Senior Project Manager	\$240
Senior Project Planner	\$238
Specification Writer	\$225
Construction Administrator	\$225
Quality Assurance Specialist	\$225
Senior Code Analyst	\$225
Project Manager	\$215
Project Planner	\$215
Senior Administrative Staff	\$215
Design Leader	\$204
Senior Project Architect	\$204
Senior Job Captain	\$201
Senior Interior Designer	\$193
Design Researcher	\$193
Architectural Visualization Specialist	\$192
Project Architect	\$177
Job Captain	\$176
Staff Architect	\$176
Architectural Intern	\$167
Senior Graphic Designer	\$167
Senior BIM Technician	\$166
Interior Designer	\$149
Graphic Designer	\$149
BIM Technician	\$149
Administrative Staff	\$130
Student	\$ 89

Billing rates will be adjusted annually on January 1st in accordance with normal salary review practices of BWBR Architects, Inc.



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

651.222.3701
bwbr.com

January 7, 2020

Mr. Tony Willger
Manager of Facility and Site Operations
Stillwater Area Public Schools – ISD 834
1875 Greeley Street South
Stillwater, MN 55082

RE: Owner-Architect Agreement
Stillwater Schools 2020 Reroofing
BWBR Commission No. 3.2019317.00

Dear Tony:

Thank you for your continued confidence in BWBR and for this opportunity to provide Design and Construction Administration services to District 834. To allow tracking for these services, we have established a new BWBR Commission No. 3.2019317.00.

SCOPE OF SERVICES

It is our understanding that District 834 plans to reroof area Z3 of the Stillwater Middle School.

BWBR will provide design, documentation, and construction observation for the removal of existing roofing and installation of new roofing. In addition, BWBR will provide overall construction/contract administration related to:

- Preparing a combined and coordinated set of Construction Documents.
- Issuing bid documents.
- Preparing an advertisement for bid.
- Issuing addenda during the bidding period.
- Attending the pre-bid meeting.
- Reviewing proposed substitutions. *
- Reviewing bids.
- Preparing bid recommendations.
- Issuing modifications and processing change orders.
- Reviewing and certifying pay applications.
- Performing construction observation. **

* If review of proposed substitutions during the bid period, along with general responses to bidder inquiries, requires more than eight (8) hours of staff time, the additional hours will be billed on an hourly basis according to the attached Rate Schedule.

** Included in BWBR's construction observation are four (4) site visits during construction.

SCHEDULE

BWBR is prepared to start this work immediately with the understanding that District 834 would like to receive bids in early 2020 to allow for a Summer 2020 construction start and completion prior to the start of the 2020-2021 school year.

DELIVERABLES

BWBR will prepare drawings and specifications that will combine information related to roofing as described above and scope prepared by BWBR.

COMPENSATION

BWBR proposes to provide the scope of work and deliverables described above for a lump sum fee of Twelve Thousand Two Hundred and Fifty Dollars (\$12,250).

Reimbursable expenses are included in the above fee.

Consultants are not included in the above fee. Any consultants added, as mutually agreed between District 834 and BWBR, will be billed at the amount invoiced to BWBR plus fifteen percent (15%).

OTHER TERMS

Payments for professional services rendered and for reimbursable expenses will be due upon receipt of BWBR's invoice. A service charge of one percent (1%) per month will be assessed on outstanding invoices past thirty (30) days from date of billing.

This Agreement may be terminated by either party upon seven (7) days written notice. In the event of termination, BWBR shall be compensated for all services performed prior to the termination date, together with reimbursable expenses.

This letter is the entire Agreement between Stillwater Area Public Schools – ISD 834 and BWBR Architects. Changes or additions to this Agreement must be in writing and must be signed by both Stillwater Area Public Schools – ISD 834 and BWBR Architects.

If this Agreement is acceptable, please return a signed copy to contracts@bwbr.com as authorization to proceed.

Respectfully submitted,

Accepted:

BWBR ARCHITECTS, INC.

STILLWATER AREA PUBLIC SCHOOLS – ISD 834



Peter G. Smith, FAIA
President/CEO

(Typed/Printed Name and Title)

Date: _____

HK/jk

For professional licensure, visit bwbr.com/licenses-registrations

c: Hanna Kuehl, BWBR

Attachment: 2020 Billing Rate Schedule

EMPLOYEE CLASSIFICATION	HOURLY RATE
Principal	\$296
Associate Principal	\$283
Senior Operational Planner	\$277
Senior Project Designer	\$276
Senior Project Manager	\$240
Senior Project Planner	\$238
Specification Writer	\$225
Construction Administrator	\$225
Quality Assurance Specialist	\$225
Senior Code Analyst	\$225
Project Manager	\$215
Project Planner	\$215
Senior Administrative Staff	\$215
Design Leader	\$204
Senior Project Architect	\$204
Senior Job Captain	\$201
Senior Interior Designer	\$193
Design Researcher	\$193
Architectural Visualization Specialist	\$192
Project Architect	\$177
Job Captain	\$176
Staff Architect	\$176
Architectural Intern	\$167
Senior Graphic Designer	\$167
Senior BIM Technician	\$166
Interior Designer	\$149
Graphic Designer	\$149
BIM Technician	\$149
Administrative Staff	\$130
Student	\$ 89

Billing rates will be adjusted annually on January 1st in accordance with normal salary review practices of BWBR Architects, Inc.



Agenda Item XII. A. B.C.D.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: School Board Reports
Meeting Date: January 23, 2020

Background:

- A. Chairperson Report
- B. Community Design Team
- C. Working Group Reports
 - 1. Community Engagement
 - 2. Finance and Operations
 - 3. Legislative
 - 4. Policy
- D. 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 XIII.
Date Prepared: January 17, 2020
ISD 834 Board Meeting

Agenda Item: Adjournment
Meeting Date: January 23, 2020
Contact Person: School Board Chair

Background:
The meeting must be adjourned formally.
