



REVISED

**Independent School District 834
Video Conference
School Board Business Meeting Agenda – November 5, 2020 6:00 p.m.**

- I. **Call to Order**
- II. **Roll Call**
- III. **Approval of Agenda**
- IV. **Superintendent Report**
- V. **Introductory Items**
 - A. Student Report
 - B. Recognition – Athletics/Activities
- VI. **Open Forum**

Fifteen speakers will be allotted three minutes each to speak
- VII. **Consent Agenda**
 - A. Minutes of October 22, 2020 Business Meeting
 - B. Disbursement Register October 24, 2020 – November 06, 2020
 - C. Human Resources Personnel Report
 - D. District Wide Snow Removal and Pavement Treatment
 - E. Midyear Superintendent Evaluation
- VIII. **Reports**
 - A. Youth Services Bureau Services for SAPS – Mr. Mike Huntley, Interim Exec Director
 - B. On the Dial Learning Update – Superintendent Lansfeldt
 - C. Contract Reviews - October 16, 2020 - October 29, 2020 – Mr. Sundstrom
- IX. **Action Items**
 - A. District Learning Model – Superintendent Lansfeldt
 - B. In Person Board Meeting Options – Chair Stivland
 - C. CESO Contract for Services – Ms. Moen
 - D. Firewall Replacement – Mr. Perry
- X. **Board Member Reports**
 - A. Board Chair Report
 - B. Working Group Reports
 - 1. Community Engagement
 - 2. Finance and Operations
 - 3. Legislative
 - 4. Policy
 - C. Board Member Reports
- XI. **Adjournment**
 - A. Adjourn

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



Agenda Item I.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Call to Order
Meeting Date: November 5, 2020

Background:

The School Board Chair will call the meeting to order.

Recommendation:

Board action is not required.



Agenda Item II.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Roll Call
Meeting Date: November 5, 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

Tina Riehle, Treasurer

Mike Ptacek, Clerk

Timothy Brewington, II, Director

Bill Gilles, Director

Jennifer Pelletier, Director

Liz Weisberg, Director

Malinda Lansfeldt, Interim Superintendent, Ex-Officio

Recommendation:

Board action is not required.



Agenda Item III.
Date Prepared: October 23, 2020
ISD 834 Board Meeting

Agenda Item: Approval of the Agenda
Meeting Date: November 5, 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 IV.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Superintendent Report
Meeting Date: November 5, 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 V.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Introductory Items
Meeting Date: November 5, 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 VI.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Open Forum
Meeting Date: November 5, 2020

Background:

Open Forum Expectations during COVID-19 Pandemic

School board meetings will be held electronically until further notice. If you wish to speak to the School Board, you will be able to do so at the start of the school board meeting during Open Forum. A sign-up for Open Forum speakers will be available online on the board webpage from 3-4 p.m. on the day of the board meeting, to provide time for instructions to connect to the meeting to be sent to speakers.

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

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

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

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

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

Recommendation:

This is for informational purposes only.



Agenda Item VII. A.B.C.D.E.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Consent Agenda
Meeting Date: November 5, 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 Regular Meeting Minutes October 22, 2020

Contact Person: Mike Ptacek, Clerk or Joan Hurley, Secretary
A copy of the minutes is included for your review.

B. School Board Meeting Disbursement Register October 24, 2020 – November 6, 2020

Contact Person: Dale Sundstrom, Interim Executive Director, Finance
A copy of the register has been distributed to board members.

C. Human Resources Personnel Report

Contact Person: Cathy Moen, Executive Director of Administrative Services
A summary of personnel transactions for the month is included for your review.

D. District Wide Snow Removal and Pavement Treatment

Contact Person: Dale Sundstrom, Interim Executive Director, Finance
A copy of the materials are included for your review.

E. Midyear Superintendent Evaluation

Contact Person: Tina Riehle, School Board Treasurer
A copy of the materials are included for your review.

Recommendation:

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

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



Independent School District No. 834 – Stillwater Area Public Schools
Video Conference
October 22, 2020 – 6:00 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 6: p.m.
- II. **Roll Call:** Present: Sarah Stivland, chair; Mike Ptacek, clerk; Tina Riehle, treasurer; Timothy Brewington, director, Bill Gilles, director, Jennifer Pelletier, director; Liz Weisberg, director

III. **Approval of the Agenda**

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

IV. **Superintendent Report**

- Please join the Partnership Plan in our Pony Up for Kids virtual campaign and help reach the goal of raising \$50,000 to continue work in enhancing the education of all students in Stillwater Area Public Schools. Visit www.ponyupforkids.org from October 23-26.
- Unity Day was October 20 with a purpose to demonstrate together against bullying, acceptance and inclusion of all students.
- Many of our teachers and families have been able to connect this week virtually as part of our fall conferences.
- The high school's yearbook earned the state's highest honors at the recent Minnesota State High School Journalism Convention. The yearbook earned the top award for Best of Show and also received All-State Gold honors. Several students also received Gold Medallions for individual excellence.
- The high school's Pony Express newspaper also earned several top awards from the Journalism Education Association and Minnesota High School Press Association.
- Thanks to Community Thread for supporting our schools. Volunteers donated 200 "busy kits". The kits are filled with coloring books, crayons, paper and fidget toys that help entertain students exhibiting signs of illness while they wait for a family member to pick them up from school.
- The District is beginning to develop plans and timelines for a referendum November 2021. We'll be engaging in conversations about our facility needs for a potential bond, expiring levy, considering our need for additional levy funding and a possible technology levy. RFP's for a financial advisor, architect, construction manager and community engagement consultant has been posted. RFPs will close on November 3. Work sessions will be scheduled.

V. **Introductory Items**

A. **Student Report**

Mara provided a report on academics – High school hosted ACT for seniors which were rescheduled from March with the use of masks and social distancing. Students can pick up academic letters this week that were awarded during a virtual ceremony. Finals are coming up. Seniors are applying for colleges and scholarships will open Oct. 30 with over 100 scholarships awarded from the community.

Brynn provided a report on activities/student life – Ongoing efforts to unify the student body during COVID with the promotion of three theme weeks – Post Homecoming, Chill Week, and Unity Week. Many clubs have various ongoing activities with a blood drive in Lake Elmo; Music departments are practicing for upcoming virtual concerts; Drama and Theater is practicing for their play; Business Professionals of America are attending a virtual conference; Political clubs are hanging posters and preparing for a debate. Many students are enjoying the new movie 'Cloud'.

Encouraging messages are being sent to the freshman. Fall athletic updates were provided. Preparation for winter sports has begun.

- B. Recognition – Superintendent Lansfeldt recognized and introduced Paula McDonald, Supervisor for Health Services, Deb Hammergren, COVID Triage Nurse, and Nicole Myers, Licensed School Nurse, as well as the entire Health Services staff for their hard work during the COVID pandemic. Ms. McDonald, Ms. Hammergren and Ms. Myers shared some of the activities and guidance they provide during the pandemic along with all the health care staff.

VI. Open Forum

- 1. James Franklin – 642 Midwest Trail Place North – Board financial accountability
- 2. Pamela Carlson – 1266 Paris Tr N – Concern with the current board
- 3. Alison Sherman – 10954 Ashley Ln – Concern with the time frame for community to have input on the restructure for Finance and Operations.

VII. Consent Agenda

- A. Minutes of the October 8, 2020 Special Meeting
- B. Disbursement Register October 10-23, 2020
- C. Gifts and Donations – August 2020
- D. Human Resources Personnel Report

Motion by Member Weisberg to approve the Consent Agenda items; Seconded by: Member Brewington; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

VIII. Reports

- A. On the Dial Learning Update

Superintendent Lansfeldt reported on the current status of the learning model. Looking at the data Washington County is at 32.65 cases per 10,000 over the past 14 days. This puts us in the Hybrid Learning Model for elementary students and distance learning for secondary students.

The COVID dashboard for our district was shared which is updated weekly on Friday. The dashboard will provide a weekly overview of active COVID cases and exposure/quarantine rates within the district. The dashboard will be updated every Friday and posted online. For the time period of October 9-15 the current status shows:

Active COVID-19 Cases – students: 7; staff: 0

Total Exposed/Quarantined – students: 153; staff: 32 – number of individuals identified as having COVID related symptoms; exposed to someone who has tested positive; or have tested positive for COVID.

Cumulative COVID Cases – students: 23; staff: 14 – This is the total number of positive cases since the start of the school year.

Attending weekly meetings with the metro area superintendents and our regional support team as well as working with MDE and MDH to stick to our plan and the data. We continue to look at staffing coverage which has been difficult to find substitutes. Discussion was held on the possibility of moving secondary students into distance learning for second quarter. This will be reviewed and brought back for possible board action at the November 5 board meeting.

We are supporting the students by focusing on building connections with the students personally. Teachers both in hybrid and 100% online have more one-on-one and small group time with kids, get to know them better and can respond quickly. In the middle school bubble, the advisory teachers worked with students on how to stay healthy and organize their work and built community and engaged kids with their peers. The high school advisory is making time available each afternoon for students to meet in small groups or with individual teachers, counselors, and other staff for additional support.

We are supporting families by offering free meals for 2020-21, providing a COVID triage nurse and online family tech support.

An online survey will be sent out next week to families to provide stakeholder feedback. The goal is to better understand the experience of our families, students and staff in this new learning environment by identifying challenges to address at school, how the district can best support stakeholders during the pandemic and strategies to connect with families. Will also ask families to participate in a focus group on what is working and to ensure families and students are getting support

B. Reimagine Stillwater Schools

Dr. Cherry shared how equity and integration are built into the World's Best Workforce (WBWF) Strategic Plan. We are specifically looking at how the goals are laid out and how we are monitoring WBWF and the work we are doing across the district to ensure we are meeting these goals. Dr. Cherry reviewed the five goals that were approved at a May School Board meeting and where we are with these. The WBWF advisory committee had 35 parents, students and community members express an interest. A steering committee of volunteers will then be developed after the first WBWF meeting. Meetings will be scheduled on the 2nd Thursday of the month.

C. Contract Reviews

Mr. Sundell shared the school board requested a change to contract and expenditure procedures to enhance clarity and consistency at the October 8, 2020 business board meeting. A new procedure for contracts within the administration's authority less than \$50,000 will be brought to the Board after execution.

Contracts from October 9, 2020 to October 15, 2020 are as follows:

- Intermediate District 287 Setting IV Special Ed Program - \$ 17.30 per membership hour
- Anoka County Community Action Program ECSE Head Start Program – no cost
- KidCreate Studio – Art/Craft classes for age 5-12 years – Price varies from \$13.00 to \$49.00 per child
- Red Cape CPR Training – A Virtual Pet CPR/1st Aid Certification Course – no cost

D. Firewall Replacement

Mr. Perry reported the current district firewall license costs increased this year due to VPN costs required to support remote learning. Licensing costs are moving from \$30K/year to \$50K/year. The district can achieve more favorable pricing by replacing our equipment and bundling 3-year licensing. This will also support our future upgrade both to 10GB Internet services if/when needed. After year three we go back to an annual payment. This was discussed at the Finance Work Group meeting today. A purchase order for approval will be brought to the next board meeting.

IX. Action Items

A. Chromebook Purchases

Mr. John Perry is requesting the purchase of 2,200 Chromebooks to replace and replenish aging Chromebooks district-wide, as needed to maintain state testing guidelines and to meet the needs of our students. The cost of the Chromebooks will come out of the CARES Act funds.

Motion by: Member Weisberg to approve the proposed CDW-G quote in the amount of \$672,100; Seconded by: Member Ptacek; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

B. Board Meeting Decision-Making Model

Chair Stivland indicated that due to questions from the community and Board members we would like to discuss if we should have board meetings in person or virtually. We have been given guidance that we are in a pandemic and we should practice physical distancing. A discussion was held and options explored on whether or not it is safe and adventitious to have the board meetings in person. The various board meeting location options were shared with the advantages and disadvantages and the questions around the locations.

Considerations and concerns will be reviewed and brought back at a future board meeting on how to best hold in-person Board meetings.

Motion by: Member Pelletier to move to in person Board meeting at Oak Park on November 5; Seconded by: Member Gillis.

Motion by: Member Pelletier to amend the original motion to move to in person Board meetings at Oak Park to November 19; Seconded by: Member Gillis; Vote: 4 ayes (Brewington, Gillis, Pelletier, Riehle); 3 nays (Ptacek, Weisberg, Stivland)

Motion by: Member Stivland to table this topic to gather more information; Seconded by Member Weisberg; Vote: 5 ayes (Brewington, Ptacek, Riehle, Weisberg, Stivland); 2 nays (Gillis, Pelletier).

C. Finance and Operations Department Restructure

Superintendent Lansfeldt reported the District is seeking approval for the addition of a Director of Operations position, in conjunction with a restructure of the Finance and Operations department as follows:

1. Elimination of the Executive Director of Finance and Operations and replacement of the position with a Director of Finance (estimated reduction in cost of \$21,000 annually). This position will report directly to the Superintendent and will be responsible for Finance and Enrollment.
2. Addition of a Director of Operations position (estimated increased cost of \$190,000 annually). This position will report directly to the Superintendent and will be responsible for Facilities and Site Operations and Nutrition Services. The Director of Operations will also be the District contact/oversight for Transportation Management Services.
3. Outsourcing of Transportation Management Services (estimated to be cost neutral or a slight reduction in cost, depending on the outcome of negotiation of contract for services). As a part of this service, the District would be provided a Director of Transportation, a Coordinator of Transportation and an Assistant Router position. This service has been provided by CESO since July 2020. The District has had initial conversations with CESO regarding the possibility of continuing to provide this service on a longer term basis, i.e. two to three years. With approval of the plan, the District would intend to bring a negotiated contract for services for Board approval at the November 5, 2020 Board meeting.

The estimated overall increased (ongoing) cost to the General Fund as a result of this restructure is \$169,000 which is the overall difference in cost of the addition of a director position (+\$190,000), minus the cost savings of changing an Executive Director position to a Director position (-\$21,000).

Motion by: Member Weisberg for approval of the proposed restructure, including the addition of a Director of Operations and the outsourcing of Transportation Management Services, pending Board approval of a Contract at an upcoming Board meeting; Seconded by: Member Riehle; Vote: 6 ayes, 1 nays (Pelletier), Motion Carried.

X. Board Reports

- A. Board Chair Report – Pony up for Kids for the Partnership Plan is going on Oct 23-26. Community Thread in the midst of Holiday Hope as this helps families during the holidays. COVID is on the rise in 39 states.
- B. Working Group Reports
 1. Community Engagement – No meeting
 2. Finance and Operations – Met this morning. Annette presented the Community Ed. Budget which will have an over expenditure. The challenges for Community Ed were shared. John Perry presented his items presented at the board meeting.
 3. Legislative – Legislative Committee met once. Working on a legislative platform. Next meeting is November 6, 11-12:30.
 4. Policy – Next meeting on Oct 26 2-3:30.
- C. Member Reports:

Director Ptacek urged his colleagues to consider becoming versed on the 80 20 10 Educational Finance Reform Proposal. This School Finance proposal has been in the works for two years by a working committee appointed by Governor Walz. Highly regarded and extremely knowledgeable Tom Melcher, formerly of MDE has made several

group presentations to education groups including AMSD, MSBA, and SEE. Those presentations are available to board members on their respective websites. Attended the first Community Education Advisory Council.
Director Gilles – Thank Chair Stivland and Superintendent Lansfeldt for being forthright and having the information available and visible at the board meetings and your leadership in sorting out the bus garage issue.
Director Riehle – Attended the SEE Fall meeting on Oct 20.
Director Pelletier – Legal fees are very high and ask that the procedure form also include legal counsel calls and content of the discussion. NAMI organization has an opportunity for a virtual “Super Saturday” for people struggling with mental health free of charge.

XI. Adjournment

- A. The meeting adjourned at 9:32 p.m.

Respectfully submitted, Mike Ptacek, Clerk

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Conners, Michael	Retirement (31 years)	Custodian V and VI, 8.0 hrs/day Grounds & Stillwater Area High School	Custodial	December 11, 2020
Dinzeo, Nichole	Resignation	Community Education Site Lead 8.0 hrs/day Andersen Elementary School	CE Leads & Assistants	October 16, 2020
Millard, Patricia	Resignation	Paraprofessional 3.75 hrs/day St Croix Valley ALC Program	SCPA	October 23, 2020
Moroney, Sandra	Resignation	Paraprofessional 7.0 hrs/day Oak-Land Middle School	SCPA	October 14, 2020

HIRES/REHIRE

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Anderson, Claire	Community Education Assistant 11.0 hrs/week Andersen Elementary School	\$15.00 hour	Replacement	CE Leads & Assistants	October 26, 2020
Bethke, Shane	Cafeteria 4.0 hrs/day Stillwater Area High School	\$15.48 hour	Replacement	Cafeteria	October 20, 2020
Brevitz, Nicholas	Assistant Football Coach Stillwater Area High School	\$2,064	Replacement	Co-Curricular	October 4, 2020
Dingman, Kristi	Secretary - Second. Asst. Principal, 8.0 hrs/day St. Croix Valley ALC	\$19.53 hour	Replacement	Tech Support	October 20, 2020
Gulbrandsen, Ann	Paraprofessional 7.0 hrs/day Oak-Land Middle School	\$16.50 hour	Replacement	SCPA	October 26, 2020
Hernandez, Claudia	Counselors Secretary & Office Clerk, 6.25 hrs/day Oak-Land Middle School	\$17.95 hour	Replacement	Tech Support	October 21, 2020
Larson, Breanna	Assistant Volleyball Coach Stillwater Area High School	\$2,408.00	Replacement	Co-Curricular	October 5, 2020
McGraw, Louis	Health Paraprofessional 6.5 hrs/day Brookview Elementary School	\$16.31 hour	Replacement	SCPA	October 30, 2020
Meza, Cecilia	Community Education Assistant 15 hrs/week Early Childhood Family Center	\$15.00 hour	Replacement	CE Leads & Assistants	November 2, 2020
Sindt, Corrine	Temporary Floating Custodian, 5.0 hrs/day District Wide	\$14.50 hour	COVID	Casual	October 12, 2020
Snyder, Douglass	Temporary Floating Custodian, 8.0 hrs/day District Wide	\$16.46 hour	COVID	Casual	October 10, 2020
Wickoren, Brittany	.5 FTE Speech Pathologist Lake Elmo & Stonebridge Elementary	\$50,361	2020-2021 Staffing	SCEA	October 13, 2020
Wiebe, Jill	Cafeteria 4.0 hrs/day Mahtomedi High School	\$15.48 hour	Replacement	Cafeteria	October 20, 2020
Williams, Jerel	Temporary Floating Custodian, 8.0 hrs/day District Wide	\$16.46 hour	COVID	Casual	October 21, 2020

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Barber, Mikki	.5 FTE Intervention Teacher Rutherford Elementary	.6 FTE Intervention Teacher Rutherford Elementary	2020-2021 Staffing	SCEA	October 12, 2020
Budion, Amy	.8 FTE French Teacher Stillwater Middle & Oak-Land Middle School	.9 FTE French Teacher Stillwater MS, Oak-Land MS & Stillwater HS	2020-2021 Staffing	SCEA	November 11, 2020 - June 7, 2021
Chau, Jill	Behavior Paraprofessional, 7.0 hrs/day Rutherford Elementary	Payroll Technician, 8.0 hrs/day Central Services	Replacement	Tech Support	November 2, 2020
Dinzeo, Sara	.4 FTE Math Teacher Stillwater Middle School	.6 FTE Math & GATE Teacher Stillwater Middle School	COVID	SCEA	October 12, 2020 - June 7, 2021
Hurley, Joan	Secretary - Elementary Principal, 8.0 hrs/day Stonebridge Elementary	Executive Asst. - Supt. & School Board, 8.0 hrs/day Central Services	Replacement	Tech Support	October 26, 2020
Johnson, Danielle	.5 FTE Intervention Teacher Rutherford Elementary	.6 FTE Intervention Teacher Rutherford Elementary	2020-2021 Staffing	SCEA	October 12, 2020
Meyer, Suzanne	Paraprofessional, 6.0 hrs/day Stonebridge Elementary	Secretary - Elementary Principal, 8.0 hrs/day Stonebridge Elementary	Replacement	Tech Support	October 26, 2020
O'Connell, Kaitlyn	Temporary Floating Custodian, 8.0 hrs/day District Wide	Custodian, Lvl VI, 8.0 hrs/day Stillwater Area High School	Replacement	Custodial	October 25, 2020
Pawelski, Patricia	Admin. Asst SSS & Due Process Secr., 8.0 hrs/day	Admin. Asst SSS, 8.0 hrs/day	COVID	Tech Support	October 1, 2020 - June 30, 2021

	Oak Park, Lake Elmo & Rutherford	Oak Park			
Silva, Bradley	Temporary Floating Custodian, 8.0 hrs/day District Wide	Custodian, Lvl VI, 8.0 hrs/day Stillwater Area High School	Replacement	Custodial	October 21, 2020
Skogen, Sherri	Executive Asst. - Supt. & School Board, 8.0 hrs/day Central Services	Admin. Asst. - Assist. Supt., 8.0 hrs/day Central Services	Replacement	Tech Support	October 26, 2020

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Drommerhausen, Deb	Credit Recovery Teacher St. Croix Valley ALC	2020-2021 Staffing	SCEA	2020-2021 school year
Klehr, Anthony	Credit Recovery Teacher St. Croix Valley ALC	2020-2021 Staffing	SCEA	2020-2021 school year
McCarthy, Kris	Credit Recovery Teacher St. Croix Valley ALC	2020-2021 Staffing	SCEA	2020-2021 school year



Agenda Item: VII. D.
Date Prepared: October 19, 2020
ISD 834 Board Meeting

Consent Agenda Item: District Wide Snow Removal and Pavement Treatment

Meeting Date: November 5, 2020

Contact Person: Dale Sundstrom, Interim Executive Director of Finance and Operations

Background:

Each year Stillwater Area Public Schools contracts out the snow removal and pavement treatment services for all of the District's parking lots and playgrounds. The proposals for the service are set on hourly equipment rates. The total cost of snow removal is determined on the timing, wind direction, temperature trends, duration, time of year and amount of each snow event.

Miller Excavating INC. has provided hourly pricing to remove and treat the pavement at Stillwater Area High School, Stillwater Middle School/ECFC, Oak-Land Middle School and Lake Elmo Elementary. Bell's Trucking INC. has provided hourly pricing to remove and treat the pavement at Afton-Lakeland Elementary, Andersen Elementary, Brookview Elementary, Central Services Building, Jaycee Park, Lily Lake Elementary, Rutherford Elementary, Oak Park School and Stonebridge Elementary.

Administration is seeking approval to proceed with the snow removal and pavement treatment service proposals with each contractor at each of the respective sites as previously stated.

Location(s): District Wide

Project Name: District Wide Snow Removal and Pavement Treatment

Fund: Fixed Operational Budget

Item: Snow Removal and Pavement Treatment

Amount: Weather Dependent

Recommendation:

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

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

EXPENDITURE APPROVAL FORM

Fiscal Year 2020-2021

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

REQUESTED BY: Dale Sundstrom **DATE:** 10/19/2020

DESCRIPTION OF REQUEST

Each year Stillwater Area Public Schools contracts out the snow removal and pavement treatment services for all of the District's parking lots and playgrounds. The proposals for the service are set on hourly equipment rates. The total cost of snow removal is determined on the timing, wind direction, temperature trends, duration, time of year and amount of each snow event.

Miller Excavating INC. has provided hourly pricing to remove and treat the pavement at Stillwater Area High School, Stillwater Middle School/ECFC, Oak-Land Middle School and Lake Elmo Elementary. Bell's Trucking INC. has provided hourly pricing to remove and treat the pavement at Afton-Lakeland Elementary, Andersen Elementary, Brookview Elementary, Central Services Building, Jaycee Park, Lily Lake Elementary, Rutherford Elementary, Oak Park School and Stonebridge Elementary.

FINANCIAL IMPACT

Weather Dependent

Budget(s) Impacted: Fixed Operational Budget

Is This a One-Time Expenditure?

- ☐ Yes, once implemented there will be no ongoing costs
- ☒ No, it will need to be funded indefinitely as an ongoing operational expense
- ☐ No, it will need to be funded for Fiscal Years 2020-?

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

- ☒ Yes List Source(s): Fixed Operational Budget
- ☐ No

PROGRESS MONITORING

Provide snow removal and pavement treatment to keep parking lots safe and useable.

MILLER EXCAVATING INC
3741 Stagecoach Tr N
Stillwater, MN 55082

651-439-1637

Date: October 1, 2020
Submitted to: Stillwater Area Schools
1875 S Greeley St
Stillwater, MN 55082

Attention: Tony Willger
Job Name: Snowplowing, sanding
Location: Stillwater High School, Stillwater Middle School, Oak-Land Middle School,
Lake Elmo Elementary

WE PROPOSE TO FURNISH MATERIAL, LABOR, AND EQUIPMENT TO COMPLETE THE FOLLOWING:

Snowplowing, removal, sanding for the upcoming snow season.

RATES*

LOADERS W/SNOW PUSHER	\$138.00 HR.
GRADERS W/WING	\$144.00 HR.
BOBCATS W/PLOW	\$125.00 HR.
TRUCK w/SANDER and/or PLOW	\$114.60 HR.
SAND	\$13.70 YD.
SALT /SAND - 12% MIXTURE (see note below)	\$60.95 TON**
ROCK SALT	\$189.55 TON**
TANDEM TRUCKS (14 YDS.) - HAULING SNOW	\$111.00 HR.
MAN & PICKUP, MISC EQUIPMENT	\$100.00 HR.
MINIMUM CHARGE	\$85.00

** Salt price subject to change

***NOTE:**

1. If salt percent of mixture is to be increased, price will be increased.

TERMS: Payment due upon receipt. 1.5% monthly service charge will be
assessed on balances over 30 days old.

The customer hereby agrees to indemnify Miller Excavating, Inc., its employees and agents for any and all liability, obligations, losses, damages, penalties, actions, judgements, suits, costs (including reasonable attorneys' fees), expenses or disbursements of any kind or nature whatsoever which may be imposed on, incurred by, or asserted against Miller Excavating, Inc., its employees or agents brought by a third party relating to or arising out of work described in this contract to be performed by Miller Excavating, Inc. for the customer.

ACCEPTANCE:

MILLER EXCAVATING, INC.

DATE: _____

DATE: _____

Bell Excavating INC.
P.O. Box 775
Stillwater, MN 55082
651-439-6375

Snow plowing contract for 2020-2021 season

10/19/2020

ISD 834
1875 S. Greeley Street
Stillwater, MN 55082
Attn: Tony Willger

Plow unit 1- Truck w/ V-Plow and V-box Sander \$150.00 an hour.

Plow unit 2- Truck w/ V-Plow and V-box Sander \$150.00 an hour.

Plow unit 7- 926MWheel Loader w/ 12ft cage and Pusher \$180.00 an hour.

Plow unit 8- Wheel Loader w/ Pusher \$180.00 an hour

Plow unit 9- Tractor w/ Hydraulic Pusher and Rear Mounted Blade or Snowblower \$180.00 an hour.

Plow unit 10- Skid Steer w/ Hydraulic Box Plow \$150.00 an hour.

Plow unit 11- Skid Steer w/ Hydraulic Box Plow \$150.00 an hour.

Plow unit 13- Skid Steer w/ Snowblower \$180.00

Plow Unit 16- Dump Truck w/ Salt/Sand Spreader.

Salt/Sand is \$116.00 a yard. (mix is 20/80)

Contact Numbers: Jon Bell 612-919-0941, Chad Bell 612-919-0942, Jacob Bell 612-919-2539



Agenda Item: VII. E.
Date Prepared: October 30, 2020
ISD 834 Board Meeting

Consent Agenda Item: Midyear Superintendent Evaluation
Meeting Date: November 5, 2020
Contact Person: Tina Riehle, School Board Treasurer

Background:

The personnel committee recommends performing a midyear superintendent evaluation using the current board approved evaluation tool.

Recommendation:

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

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



Stillwater

AREA PUBLIC SCHOOLS

SUPERINTENDENT EVALUATION TOOL

Standard 1. Governance Team

Element 1.a. Roles and Responsibilities

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>	<i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>	<i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>	<i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>	

Element 1.b. Goals and/or Strategic Plan

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed</i>	

Element 1.c. Policy Implementation

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

Element 1.d. Information for Decision-Making

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

Element 1.e. Information for Operational Management

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Makes decisions and recommends programs based on comprehensive measurable data including direct and indirect costs, student count, sustainability, and student outcome; uses uniform processes</i>	<i>Makes decisions and recommends programs based on measurable data which may include direct and indirect costs, student count, sustainability, and student outcome; uses a some</i>	<i>Makes decisions and recommends programs based on limited data; sometimes uses a process for program implementation and evaluation</i>	<i>Does not have systems in place</i>	

<i>for program implementation and evaluation</i>	<i>processes for program implementation and evaluation</i>			
Element 1.f. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols; performs duties as assigned by the school board.</i>	<i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i>	<i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i>	<i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>	
COMMENTS:				
Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district.</i>	<i>Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs</i>	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>	<i>Regularly reports to the school board concerning budget and financial status</i>	<i>Reports status of financial accounts as requested by school board</i>	<i>Does not report financial information to school board other than annual audit</i>	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; Maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and</i>	<i>Helps school board develop community engagement strategies that build support</i>	<i>Helps school board assure that levy and bond campaigns are conducted in</i>	<i>Does not provide school board with timely and helpful guidance on</i>	

<i>advance long-term school district goals and/or priorities</i>	<i>levies and bonds</i>	<i>legally correct and fiscally responsible manner</i>	<i>conducting levy and bond campaigns</i>	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i>	<i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i>	<i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i>	<i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i>	
COMMENTS:				
Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>	<i>Creates relationships with public and private sectors</i>	<i>Reluctantly seeks some relationships with public or private sectors</i>	<i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process to build community consensus</i>	<i>Solicits input from select external groups and individuals</i>	<i>Very rarely seeks input from external groups and individuals</i>	<i>Demonstrates lack of regard for input and influence of external groups and individuals</i>	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>	<i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>	<i>Engages with government officials to protect students' interests</i>	<i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interest</i>	
Element 3.e. Media				

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Actively engages media; maintains professionalism with media; seeks to promote a positive image of the schools and the school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	
COMMENTS:				
Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	
Element 4.b. Transportation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>	<i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as</i>	
Element 4.c. Food Service				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>	<i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>	<i>Food service operates with a deficit; meals meet government standards</i>	<i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	
Element 4.e. Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in</i>	<i>Ensures maintenance department operates efficiently and effectively most of the time; work orders are completed in</i>	<i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>	<i>Maintenance department operates haphazardly with no system for reporting and/or handling work</i>	

<i>timely manner; schedule for maintenance is in place and is followed</i>	<i>timely manner</i>		<i>orders</i>	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	
COMMENTS:				
Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>	<i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>	<i>Establishes policies and procedures, but does not implement them consistently</i>	<i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i>	
Element 5.c. Delegation of Duties				
Note: School district finances and structures impact staffing levels and administrative oversight and responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>	<i>Is visible and approachable by staff; visits buildings and/or classrooms</i>	<i>Seldom visits buildings; attends few building events and activities; is not approachable</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	

Element 5.f. Collective Bargaining				
Note: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Assists school board in preparing for and conducting negotiations</i>	<i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>	<i>Accepts that collective bargaining is necessary and may be challenging</i>	<i>Does not seek to understand and/or improve collective bargaining</i>	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i>	<i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i>	<i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>	<i>No performance evaluation system in place; evaluations not completed as required by state law</i>	
COMMENTS:				
Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i>	<i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i>	<i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>	<i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place for all learners, including early childhood, elementary, middle school, high school, special education, gifted and talented, and adult levels and used for implementing improvement efforts and monitoring progress</i>	<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals.</i>	<i>School improvement plans are in place at building level, but lack school district-wide coordination</i>	<i>School improvement efforts are limited; no comprehensive plan in place.</i>	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards using valid and reliable performance indicators to measure performance</i>	<i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort</i>	<i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills</i>	<i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists;</i>	

<i>outcomes; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>	<i>to incorporate technology into learning</i>	<i>and embrace technology, but no comprehensive program is in place</i>	<i>Technology not utilized in classroom instruction</i>	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>	<i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>	<i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>	<i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Develops and supports open, productive, caring and trusting relationships and a positive working environment among staff</i>	<i>Encourages open, productive, caring and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	
COMMENTS:				
Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>	<i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>	<i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>	<i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>	<i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>	<i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>	<i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' diverse learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i>	<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment</i>	<i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most</i>	<i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>	

	<i>exists</i>	<i>students</i>		
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i>	<i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>	<i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i>	<i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i>	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Develops and supports open, productive, caring, positive and trusting school culture among students</i>	<i>Encourages open, productive, caring, and trusting school culture among students</i>	<i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>	<i>Trusting school climate does not exist</i>	
Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis</i>	<i>Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented</i>	<i>Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed</i>	<i>No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist</i>	
COMMENTS:				

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships</i>	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>	<i>Demonstrates self-awareness and need for improved professional practice</i>	<i>Has awareness of need to improve on professional practice</i>	<i>Does not demonstrate awareness of need to improve professional practice</i>	
Element 8.d. Diverse				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Fosters formal and information partnerships with diverse groups to support mutual goals</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	
Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	N/O
<i>Ensures a coordinated, system-</i>	<i>Ensures a system-wide plan</i>	<i>A plan to achieve equity has</i>	<i>No plan to achieve equity</i>	

<i>wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i>	<i>to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i>	<i>been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i>	<i>has been developed</i>
COMMENTS:			
-END-			
ADDITIONAL COMMENTS:			



Agenda Item: VIII. A.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Youth Services Bureau Services Update
Meeting Date: November 5, 2020
Contact Person: Mr. Mike Huntley, Interim Executive director

Background:

Mr. Huntley will provide an update on the services provided for the Stillwater Area Public Schools.

No Action required.



Agenda Item: VIII. B.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: On the Dial Learning Update
Meeting Date: November 5, 2020
Contact Person: Interim Superintendent Malinda Lansfeldt

Background:

Interim Superintendent Lansfeldt will provide an update on the district's learning model.

No Action required.



Agenda Item VIII. C.
Date Prepared: October 20, 2020
ISD 834 Board Meeting

Report Agenda: Contract and Expenditure Reviews

Meeting Date: November 5, 2020

Contact Person: Dale Sundstrom, Interim Executive Director of Finance and Operations

Summary

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

Below is a list of contracts from October 16, 2020 to October 29, 2020.

- Advantage Educational Programs - ACT testing - \$150 per child in school classes & \$60 per child for online classes
- Capture Video LLC d/b/a Captivate Media Consulting - Spanish Language Immersion Video Project - \$3,125.00 at signing of agreement and \$3,125 upon final completion/delivery
- City of Bayport – Coronavirus Relief Funds/CARES Act Transfer - \$21,000.00 to purchase five smart-board displays for Andersen Elementary School, which will promote public health in the City by facilitating distance learning for the students, parents, and teachers
- Science Explorers – Pre-recorded online Crazy Chemistry for grades 2-6 - \$69 or less per child
- Science Explorers – Pre-recorded online STEM sampler class for preschoolers ages 3.5-6 - \$42 or less per child
- Science Explorers – Pre-recorded online STEM sampler class for grades 2-6 - \$65 or less per child
- Tech Tac Toe – online coding program for grades 2nd to 4th - \$75 per student enrolled
- Yogatone – Fall, winter and spring sessions - \$60 for 5 sessions
- Young Rembrandts – Live Interactive Art Drawing class for age 5-12 years - \$29.00 per child
- Youth Enrichment League – Online Chess and Online Magic - \$40 for 4 sessions

Recommendation:

This is a report for information.



Agenda Item IX. A.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Action Item: District Learning Model Update
Meeting Date: November 5, 2020
Contact Person: Malinda Lansfeldt, Interim Superintendent

Background:

Due to the rapidly rising COVID-19 rates within Washington County, the school board will consider making a change to our current learning model.

Recommendation

Administration recommends moving the dial to distance learning for middle and high school students and keep athletics and activities operating as scheduled while in distance learning

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



Learning Model Change

*School Board Meeting
November 5, 2020*

Looking At the Data:

*Number of cases per 10,000
over 14 days, by county of residence
(Updated 11/5/20):*

Washington County: 58.54↑

Neighboring Counties:

- **Anoka: 48.7↑**
- **Chisago County: 67.79↑**
- **Dakota County: 33.40↑**
- **Hennepin County: 34.25↑**
- **Ramsey County: 34.07↑**

Number of cases per 10,000 over 14 days, by county of residence	Minnesota Department of Education Recommended Base Learning Model
0-9	In-person learning for all students
10-19	In-person learning for elementary students; Hybrid learning for secondary
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; Distance learning for secondary students
50+	Distance learning for all students

Learning Models: Neighboring Districts

District	Elementary Model	Secondary Learning Model
Forest Lake Public Schools	Move from In-Person to Hybrid Learning = Nov. 10	Grades 6-12 remain in Hybrid Learning
Mahtomedi Public Schools	Remain in Hybrid Learning	- Grades 9-12 move from Hybrid to Distance Learning = Nov. 10 - Grades 6-8 remain in Hybrid Learning - Reconsider in 2 weeks
NE Metro 916	Enhanced Distance Learning	Grades 6-12 in Enhanced Distance Learning
North St. Paul-Maplewood- Oakdale Schools	Remain in Hybrid Learning	Grades 6-12 move from Hybrid to Distance Learning = Nov. 2 - at least Nov. 24
South Washington County Schools	Remain in Hybrid Learning	Grades 6-12 move from Hybrid to Distance Learning = Nov. 16 - at least Dec. 22
White Bear Lake Schools	Remain in Hybrid Learning	- Grades 9-12 move from Hybrid to Distance Learning = Nov. 17 - Grades 6-8 remain in Hybrid Learning

Washington County Dashboard

Cases (Cumulative)

 **7,518**

Updated 11/4/2020, 1:00:00 PM

Cases

Median age: Case

Total cases hospitalized (cumulative)

 **392**

Total cases in ICU (cumulative)

 **103**

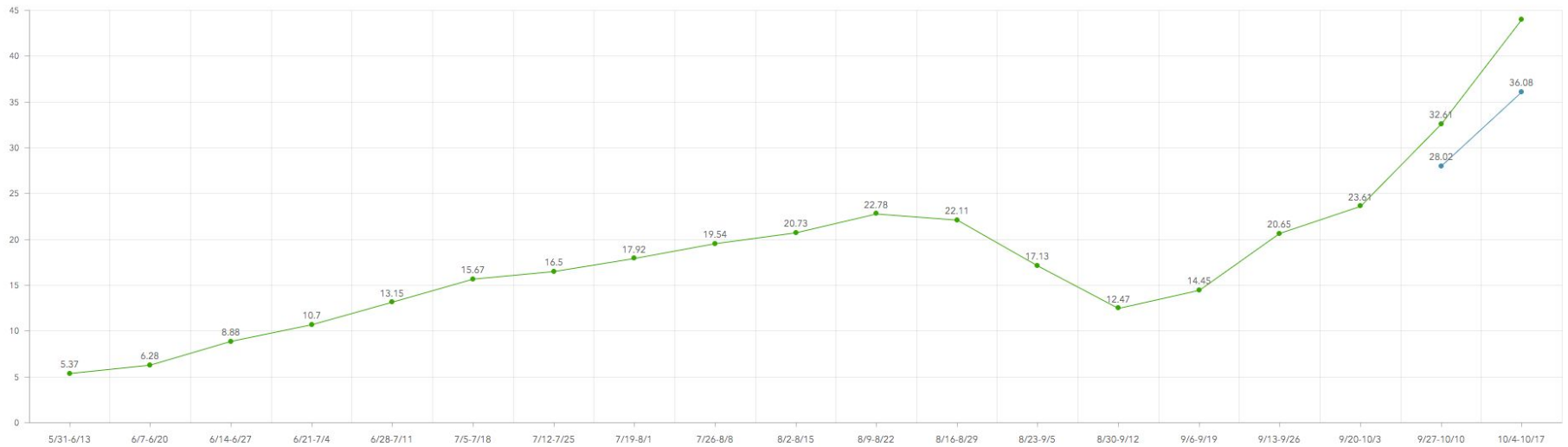
Total deaths

 **75**

Total deaths

Median age: Deceased

14-day case rate per 10,000 people by date of specimen collection



MDH 14 day case rate Website Posting date	14 day start Date	14 day end date	MDH 14 Day Case Rate: Includes all COVID-19 Cases	Adjusted 14 Day Case Rate: Excludes prison population)
10/22/2020	9/27/2020	10/10/2020	32.61	28.02
10/29/2020	10/4/2020	10/17/2020	43.98	36.08

Daily COVID Rates By County

By County

By School District

Source: [University of Minnesota](#)

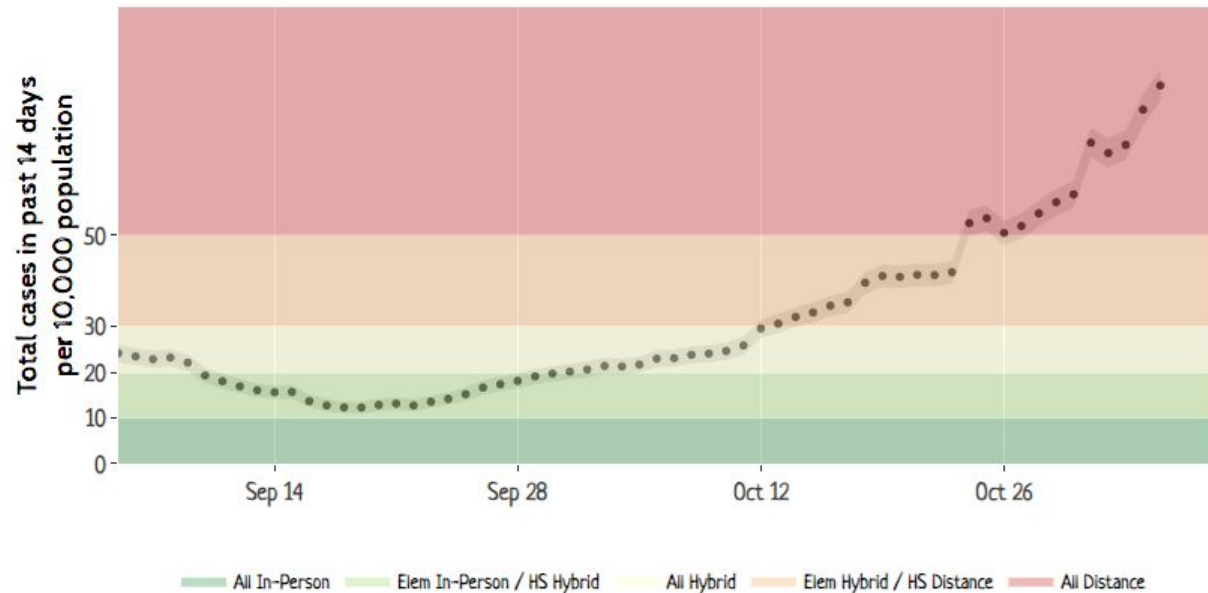
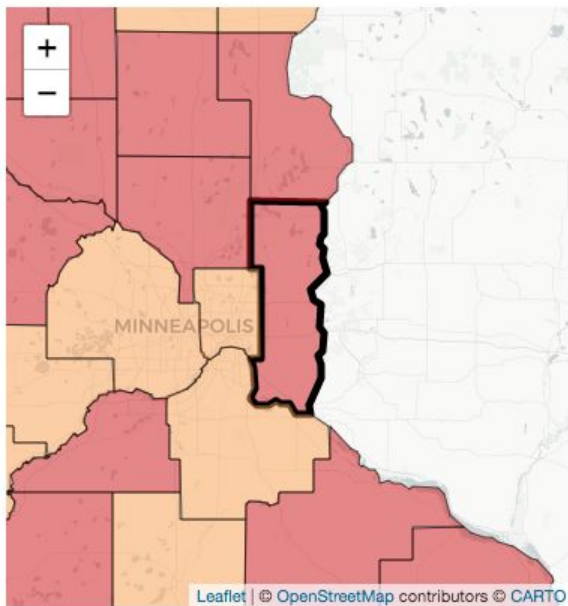
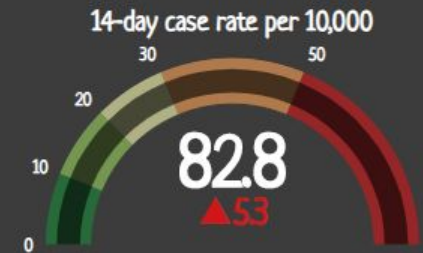
Washington County

Population (2019 estimated): 262,440

Data as of November 04, 2020

☒ Display MDH rates

☒ Display one-week forecast



Oct. 29: 57.3 | Oct. 30: 59.0 | Oct. 31: 70.3 | Nov. 1: 68.1 | Nov. 2: 69.8 | Nov. 3: 77.5 | Nov. 4: 82.8

Daily COVID Rates for Stillwater Schools

By County

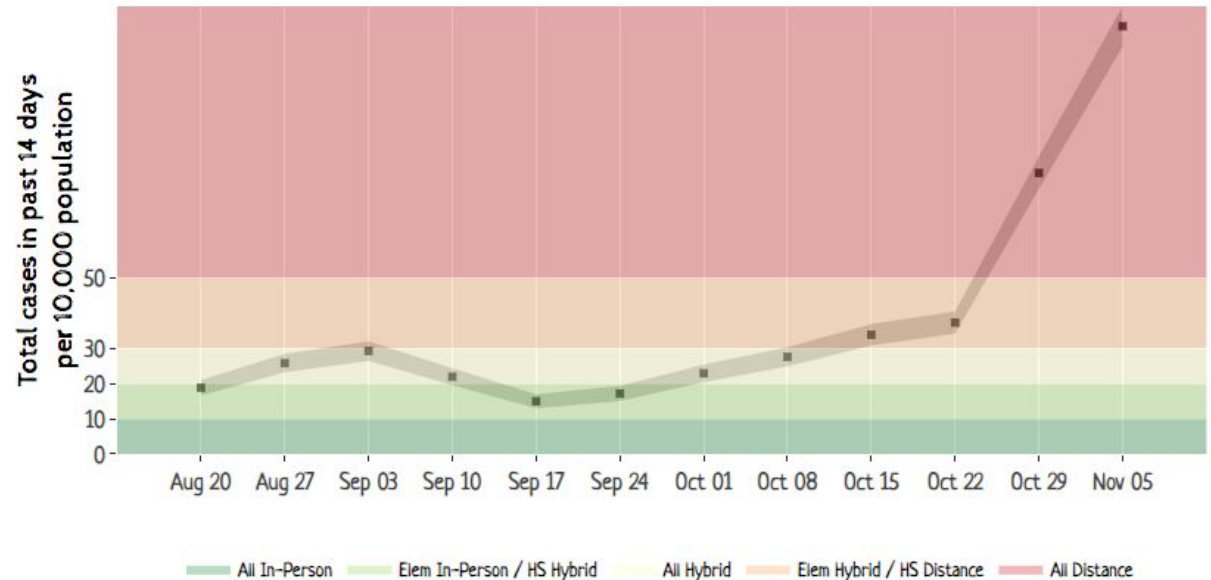
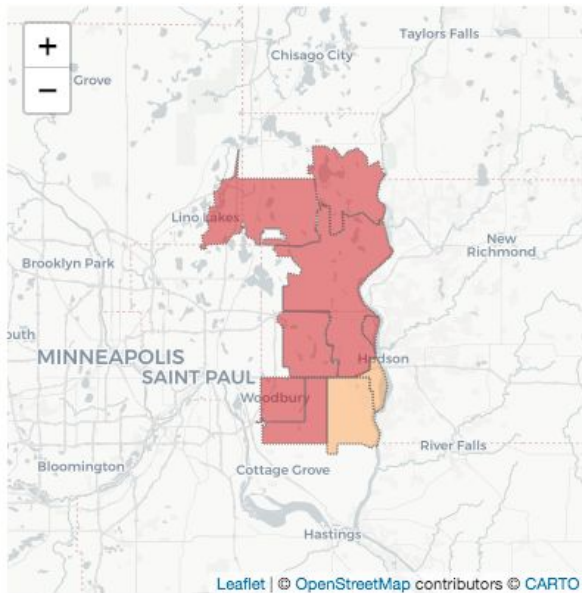
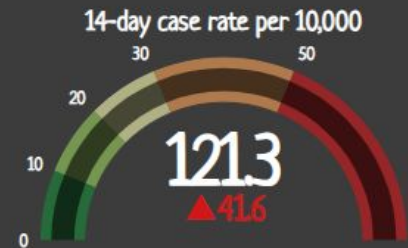
By School District

Stillwater Area Public School District

ZIP codes: 55001, 55003, 55038, 55042, 55043, 55047, 55082, 55125, 55129

(excludes ZIP codes where less than 0.25 square miles of land area is within district boundaries)

Data as of November 05, 2020



For districts containing ZIP codes with ≤ 5 cases, vertical bars give the range of 14-day per 10,000 case totals that are consistent with reported case data. Outer shaded region indicates 95% confidence intervals for the (range of) case rates.



COVID DASHBOARD

Stillwater Area Public Schools

DISTRICTWIDE DATA FOR WEEK 10/23/20 - 10/29/20

STATUS

Weekly Active COVID-19 Cases

Weekly Exposed/Quarantined*

STUDENTS

2

305

STAFF

9

26

Cumulative COVID-19 Cases
Since Start of School Year

30

30

Cumulative Exposed/Quarantined
Since Start of School Year

1,455

218

This chart is updated every Friday and active cases are removed from the table once the 14-day quarantine period has lapsed.

*Number of individuals who have been identified as having COVID-related symptoms; have been exposed to someone who has tested positive for COVID-19; or have tested positive for COVID-19.



STUDENT DATA: 10/23/20 - 10/29/20

	Weekly Active COVID Cases	Weekly Exposed/ Quarantined*	Cumulative COVID Cases**	Cumulative Exposed/ Quarantined**
ECFC	0	8	2	67
Afton-Lakeland	0	12	1	50
Andersen	0	12	5	92
Brookview	0	7	0	67
Lake Elmo	1	14	2	97
Lily Lake	0	6	0	62
Rutherford	0	12	2	193
Stonebridge	0	5	1	81
Oak-Land Middle	0	136	0	202
Stillwater Middle	0	41	1	196
SAHS & Transition	1	52	16	348

* Individuals who have been identified as having COVID-related symptoms; have been exposed to someone who has tested positive for COVID-19; or have tested positive for COVID-19

** Total number since the start of the school year



STAFF DATA: 10/23/20 - 10/29/20

	Weekly Active COVID Cases	Weekly Exposed/ Quarantined*	Cumulative COVID Cases**	Cumulative Exposed/ Quarantined**
ECFC	0	3	0	24
Afton-Lakeland	2	3	2	10
Andersen	0	0	2	17
Brookview	0	0	2	9
Lake Elmo	1	1	3	15
Lily Lake	0	3	1	19
Rutherford	0	2	2	15
Stonebridge	0	1	1	14
Oak-Land Middle	3	5	3	13
Stillwater Middle	1	1	2	22
SAHS & Transition	1	7	4	51
Central Services	0	0	2	9
Bus Drivers/Aides	1	NA	6	NA

* Individuals who have been identified as having COVID-related symptoms; have been exposed to someone who has tested positive for COVID-19; or have tested positive for COVID-19

** Total number since the start of the school year

Preview of 10/23/20 - 11/5/20 data

	Total Population <i>"On the Dial"</i>	Weekly Active COVID Cases		Weekly Exposed/Quarantined	
		Total #	% of Population	Total #	% of Population
Oak-Land Middle	Students: 734	1	0.1%	188	25.6%
	Staff: 102	3	3%	12	8.5%
Stillwater Middle	Students: 746	2	0.3%	93	12.5%
	Staff: 107	2	2.8%	9	8.4%
Stillwater Area High School	Students: 1,950	7	0.4%	117	6.0%
	Staff: 223	1	0.4%	13	5.8%

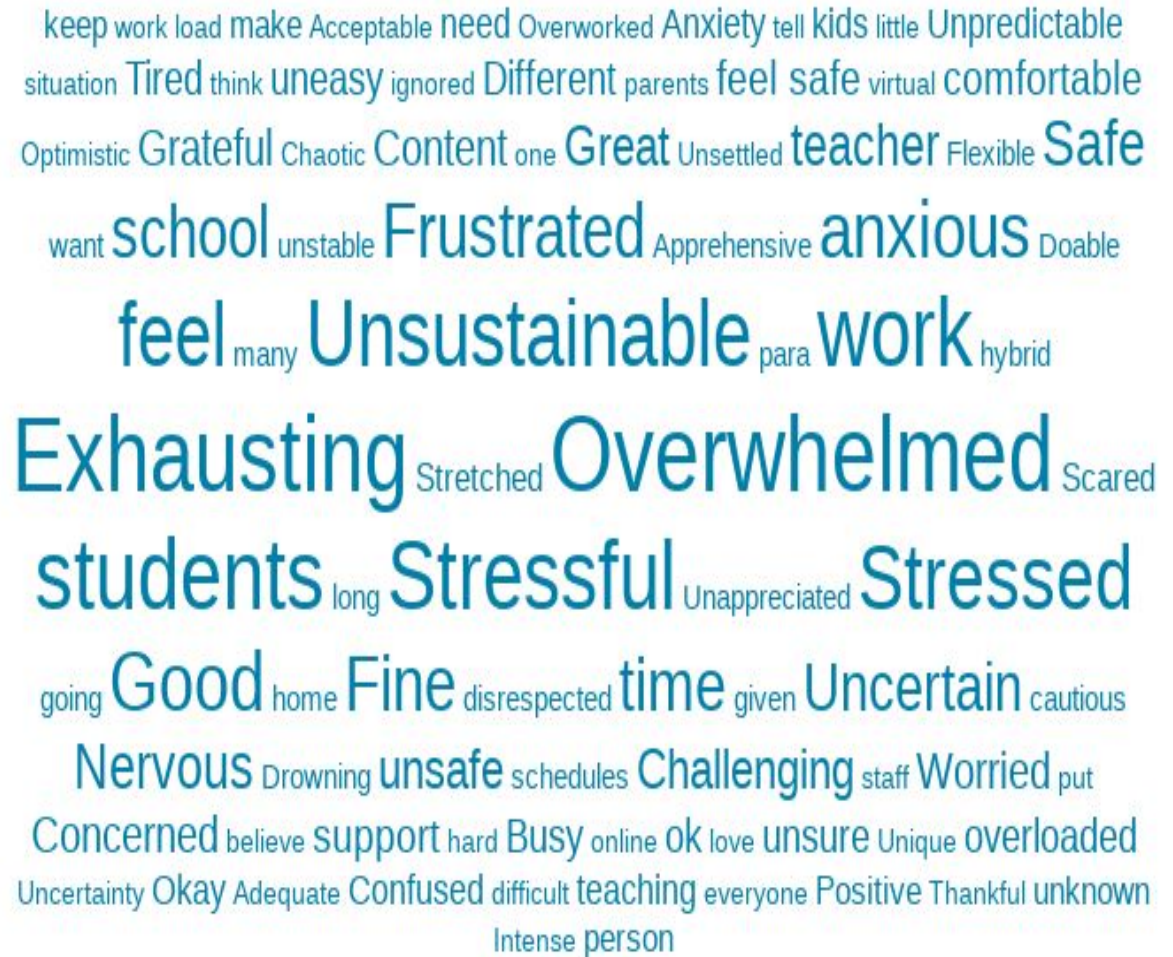
Learning Model Staff Survey

Teachers, district administration and principals rate their current workload as a concern

While the majority of staff say they feel supported and safe at work:

- 29% feel unsupported or very unsupported
- 33% feel unsafe or very unsafe

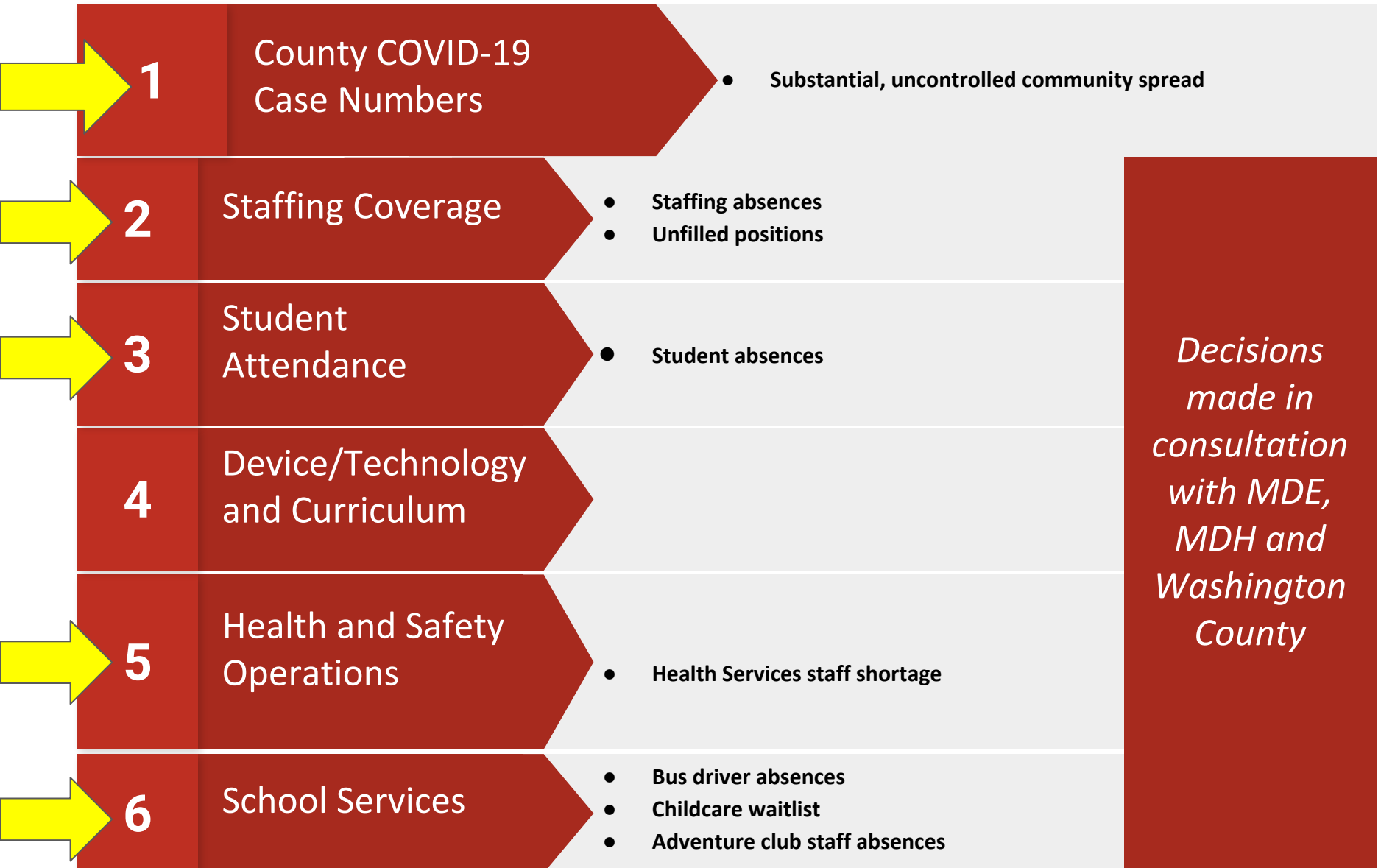
In one word, describe your current feelings regarding your working situation.



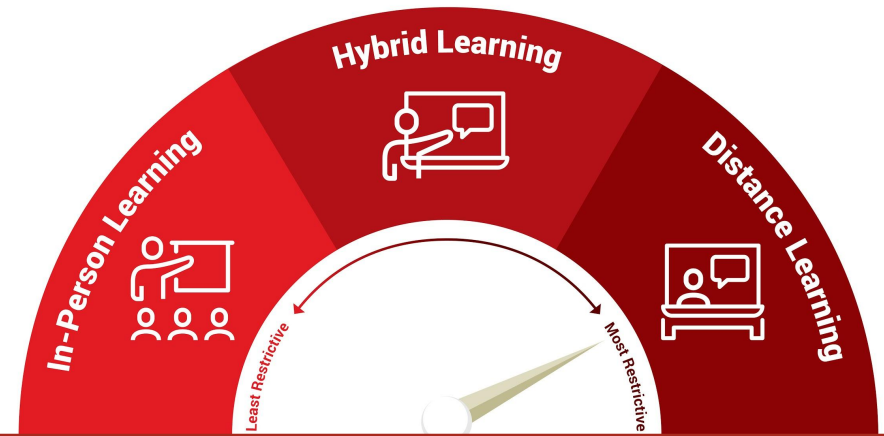
Learning Model Family Survey

- COVID safety was very important to 42% of families who chose the hybrid learning model, but very important to 88% of families who chose the distance learning model.
 - Nearly all families of hybrid students agree or strongly agree their children are safe at school
- Majority say learning activities are enjoyable, easy to understand, easily accessible on online learning platforms, and appropriately challenging for their children.
- High ratings given for teacher communication with students and families.
- Lower satisfaction for social and emotional support for children and sense of connection between children and their classmates

Why Change Learning Model?



Recommendation:



- Move dial to distance learning for middle and high school students
- Keep athletics and activities operating as scheduled while in distance learning
- Keep elementary in hybrid learning for as long as safely possible

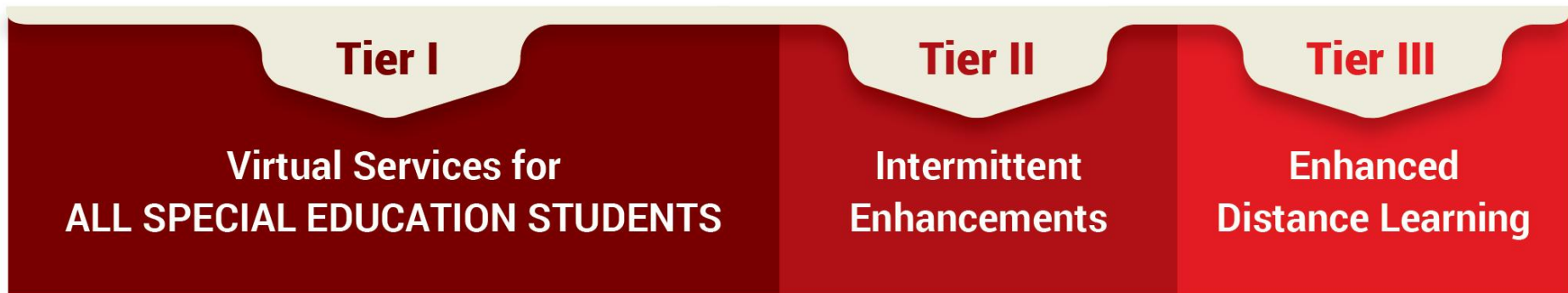
Timeline:

- **Wednesday & Thursday, Nov. 11-12: NO SCHOOL for grades 6-12**
These will be used as transition days to allow teachers to plan for distance learning
- **Monday, Nov. 16: Official start of distance learning grades 6-12**

Special Education in Distance Learning

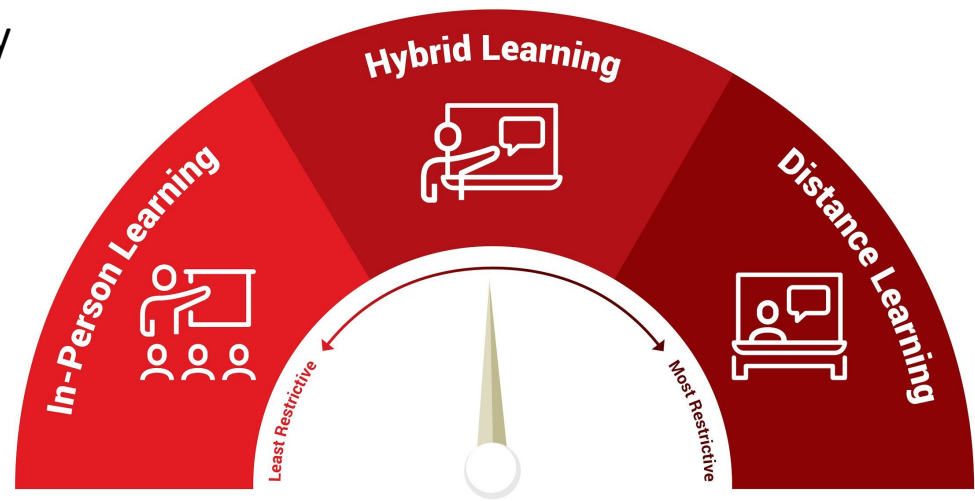
Grades 6-12+

- Services and supports will be provided as outlined in the Distance Learning Scenario of each students Contingency Learning Plan (CLP)
- If students are not making adequate progress on their IEP goals, a tiered response model will be used to consider enhanced interventions that may include limited in-person services



Specialized Programs Remain in Hybrid

- St. Croix Valley Area Learning Center
- Site-based Special Education programs:
 - Autism Spectrum Disorder
 - Bridge Transition (18-21 year old) program
 - Developmental Cognitive Delay
 - Emotional Behavioral Disability
 - Severely Multiply Impaired



Athletics and Activities

- Continue to follow all Minnesota State High School League safety guidelines
 - Fewer contests, limited audience, etc.
- Activities and clubs continue to meet
 - Many are already meeting virtually

What Will It Take to Move Back To A LESS Restrictive Model

Moving to Hybrid after Distance

- Wait a minimum of two weeks from start of distance learning before bringing students back for hybrid learning.
- Monitor county case rate for downward trend:
 - Consult with local public health officials, MDH and MDE to determine whether the situation has improved to the point that hybrid learning may be appropriate.

Moving to In-Person after Hybrid

- Wait a minimum of four weeks from start of hybrid learning before bringing students back for in-person learning.
- Monitor county case rate for downward trend:
 - Consult with local public health officials, MDH and MDE to determine whether the situation has improved to the point that in-person learning may be appropriate.

Questions?



Agenda Item IX. B.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Action Items: Board Meeting Decision-Making Model
Meeting Date: November 5, 2020
Contact Person: Chair Stivland

Summary:

The board would discuss a possible change to whether the board should have their meetings in person. This is meant to guide the conversation and a decision on how to proceed.

We have been given guidance that we are in a pandemic and we should practice physical distancing. We will explore whether or not it is safe and adventitious to have the board meetings in person.

Recommendation:

A motion and a second to choose a model and a location for the future board meetings with reconsideration at the January 7, 2021 organizational meeting.

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



Agenda Item IX. C.
Date Prepared: October 30, 2020
ISD 834 Board Meeting

Action Item: Approval of Contract for Transportation Management Services with The Center for Effective School Operations (CESO)

Meeting Date: November 5, 2020

Contact Person: Malinda Lansfeldt, Interim Superintendent

Background:

On October 22, 2020, the School Board approved a plan for restructuring the Finance and Operations department that included the outsourcing of Transportation Management Services pending Board approval of a contract. Since that Board meeting, Administration has reached agreement with CESO on the terms of a contract. The contract is anticipated to begin on December 1, 2020, and continue through June 30, 2023, with annual renewal thereafter unless terminated by either party as defined in the contract. The annual cost for the contract will be \$15,415 per month, or \$184,980 annually. As a result of this change, the District will have an increased level of transportation staffing, while experiencing a reduction in cost of approximately \$19,000 annually (an estimated \$47,500 over the term of the contract), as compared to our current transportation staffing costs. The full contract has been included in the packet for the Board's review.

Recommendation:

Board approval of the proposed contract for services with CESO.



Updated 10.30.20

**Contract Between The Center for Effective School Operations
and Stillwater Area School District for Full Transportation
Management Services**

1 | THE CESO STORY•

The Center for Effective School Operations (CESO) would like to thank you for the opportunity to continue partnering with Stillwater Area Public Schools. With a heart for kids and the knowledge that every education dollar matters, we’ve set out to help educators be as efficient and effective as they can be. With a holistic approach, insatiable curiosity and the ability to start each and every engagement with the question why, we’ve been able to put education dollars where they belong – the classroom.

2 | SCOPE OF WORK•

CESO shall provide Stillwater Area Public Schools (“School District” or “District”) full transportation management services, including the following:

- a. Management of all areas related to the District’s transportation services, including but not limited to regular daily routes and transportation related to curricular, extracurricular, and cocurricular activities.
- b. Provide management staff for transportation services, including but not limited to, a Transportation Director, a Transportation Router, and an Assistant Transportation Router.
- c. Create and maintain routing for all regular education, special education, homeless and care and treatment students to ensure maximum efficiencies and safety for all students. CESO shall utilize the District’s current VersaTrans license and server.
- d. Work as a liaison between the District and the bus company(ies) that provide service to the District, including the establishment of procedures to enhance the level of service to the District.
- e. Provide the primary customer service and telephone support to parents, bus drivers, District staff and others during the school year and summer months.
- f. Provide Director level communication to District staff, contractors, and parents, as needed.
- g. Train District staff and contractors in routing software and GPS application, as needed.
- h. Responsible for the Request for Proposals processes and/or contract negotiations for transportation services, with recommendations to the School Board regarding the Proposals.
- i. Review and audit invoices from the company(ies)/contractors that provide transportation services to the District for accuracy in regard to contract provisions and routes.
- j. Coordinate and lead all transportation technology upgrades and synchronizations.

- k. Prepare the annual transportation report for the Minnesota Department of Education for review by the Director of Operations.
- l. Provide leadership and input in transportation matters, including District boundary planning, bell time studies, District bus garage(s), boundary/ mapping software cleanup, and consulting on all areas related to transportation, as needed.
- m. Provide Type III vehicle training to School District staff as needed, and coordinate the annual Department of Transportation inspections on Type III vehicles.

3 | PAYMENT TERMS•

In consideration for the services performed by CESO, the School District shall pay CESO \$15,415.00 per month. Payment for any partial month shall be on a pro-rata basis.

Starting July 1, 2023, and each July 1 thereafter, the fee for CESO services will increase by 2%, unless otherwise agreed by written agreement by the parties.

Starting December 1, 2020 there will be a \$5,900 per month reduction to the current School District/CESO Contract (dated July 14, 2020) for Finance and Operation Services. Such reduction is for the transportation management services component of that Contract.

4 | TERMS OF CONTRACT AND TERMINATION•

- a. This Contract is for a term beginning December 1, 2020 and shall end on June 30, 2023, if at least 120 days' written notice of termination is given by the School District or 120 days' notice is given by CESO.
- b. If this Contract is not terminated effective June 30, 2023, or any June 30th thereafter, a new one-year term will automatically begin for another contract year (July 1 through June 30). This Contract may be terminated effective at the end of any Contract year (June 30) with 120 days' written notice by the School District or 120 days' written notice by CESO.
- c. In addition to provisions (a) and (b) for termination effective at the end of the Contract year, the parties may terminate this Contract at any time by mutual written consent or either party may terminate based on a material breach of this Contract, with written notice to the other party. The parties must agree, in writing, to a reasonable period of time (not to exceed 45 days) to cure the breach in lieu of termination of the Contract, and if the breach is cured, the Contract will return to good standing. If the breach is not cured within the agreed upon period of time, the Contract will automatically terminate. The maximum 45-day period may be extended by mutual written agreement of the parties.

| GENERAL CONDITIONS•

The following general conditions are made as part of this Contract:

a. Responsibilities

- (i) CESO will provide services as enumerated in No. 2 of this Contract with the care and skill ordinarily exercised by reputable members of its profession practicing under similar conditions during the period of this Contract and in the same locality.
- (ii) The School District will provide all information necessary and access to staff and facilities as needed so that work can be performed by CESO in an economical, timely and safe manner. The School District's Director of Operations will be the contact person for CESO for implementation and oversight of this Contract.
- (iii) The fees listed in No. 3 of this Contract shall be paid in accordance with the Prompt Payment Act, (Paragraph g below). Invoices will be submitted to the School District every month for work performed during the preceding month.

b. Disputes

All disputes arising out of this Contract shall be the subject of good faith negotiation, including possible mediation by a mutually acceptable mediator, whose fees shall be shared equally by the parties. Any claims, disputes or differences which are not resolved by negotiation or mediation shall be subject to the jurisdiction of Washington County District Court, Minnesota, and the parties may pursue all remedies in law or equity.

c. Indemnification and Insurance

- (i) CESO shall defend, indemnify and hold harmless the School District against losses, damages and claims, demands, actions, costs (including reasonable attorney fees), and fines of any kind resulting from any breach of this Contract by CESO, its employees, agents, subcontractors or licensees, of their obligation under this Contract, or from any negligence or misconduct by CESO, its employees, agents, subcontractors or licensees, but only for the proportion of damages which is equal to CESO's proportion of the total fault which directly caused the damages. This paragraph is not intended to waive any defenses or limits under the Municipal Tort Claims Act or any other statutory or common law defenses.

- (ii) CESO will maintain liability insurance coverage, including but not limited to, the following:
 - a. Workers Compensation
 - b. Employers' Liability
 - c. Comprehensive General Liability with the following coverage:
 - i. Bodily Injury
 - ii. Property Damage
 - iii. Personal Injury
 - iv. General Aggregate
 - v. Product
 - vi. Fire Damage
 - vii. Medical Expenses
 - d. Physical Loss insurance sufficient to cover loss or damage to CESO's owned or leased equipment.
 - e. Excess Umbrella Liability. CESO's Excess Umbrella Liability policy provides coverage in addition to each of the coverages listed above including Comprehensive General Liability, Professional Liability and Contractor Pollution Liability.

CESO shall provide the School District with Certificates of Insurance documenting all coverages, limits and endorsements within ten (10) days of execution of this Contract and on an annual basis thereafter. The liability insurance policies shall have a limit of at least one million (\$1,000,000) dollars per occurrence, and shall name the School District as an additional insured.

d. Record Keeping—Availability and Retention

Pursuant to Minnesota Statutes, Section 16C.05, subd. 5, CESO agrees that the books, records, documents and accounting procedures and practices of CESO, that are relevant to this Contract or transaction, are subject to examination by the School District and the state auditor for a minimum of six (6) years. CESO shall maintain such records for a minimum of six (6) years after final payment.

e. Data Practices

Pursuant to Minnesota Statutes, Section 13.05, subd. 11, all of the data created, collected, received, stored, used, maintained, or disseminated by CESO in performing this Contract is subject to the requirements of the Minnesota Government Data Practices Act ("MGDPA"), Minnesota Statutes, Chapter 13, and CESO must comply with those requirements as if it were a government entity. CESO does not have a duty to provide access to public data if the data are available from the School District, except as required by the terms of this Contract.

f. Non-Discrimination

Pursuant to Minnesota Statutes, Section 181.59, CESO will ensure that applicants are selected, and that employees are treated during employment, without regard to their race, color, creed, religion, national origin, sex, sexual orientation, marital status, status with regard to public assistance, membership or activity in a local civil rights commission, disability or age.

g. Prompt Payment of Local Government Bills, Minn. Stat. § 471.425

All payments to CESO shall be governed by the Prompt Payment of Local Government Bills, Minnesota Statutes, Section 471.425 (“Prompt Payment Act”), provided, however, that the interest rate for payments due but unpaid shall be four percent (4.00%) per annum. The statute requires invoices to be paid within 35 days of receipt, unless the School District has notified CESO within 10 days of receipt that the invoice is incorrect or otherwise improper, and in that case the School District will make payment for the corrected invoice within 35 days of receipt.

h. Prompt Payment to Subcontractors

In accordance with Minnesota Statutes, Section 471.425, CESO must pay any subcontractor within ten (10) days of CESO’s receipt of payment from the School District for undisputed services provided by the subcontractor. CESO to pay interest of 1½ percent per month or any part of a month to the subcontractor on any undisputed amount not paid on time to the subcontractor. The minimum monthly interest penalty payment for an unpaid balance of \$100 or more is \$10. For an unpaid balance of less than \$100, CESO shall pay the actual penalty due to the subcontractor. A subcontractor who prevails in a civil action to collect interest penalties from CESO must be awarded its costs and disbursements, including attorney’s fees, incurred in bringing the action.

i. Independent Contractor Status

CESO is performing services under this Contract as an independent contractor and its employees are not employees or agents of the School District. The School District’s financial obligation to CESO is limited to the fees specified in this Contract. No withholding or deduction for State or Federal income taxes, FICA, FUTA, or otherwise, will be made from the payments due CESO, and it is CESO’s sole obligation to comply with the applicable provisions of all Federal and State tax laws.

Because CESO is an independently established business, its employees are not eligible for and shall not participate in any fringe benefits available to School District employees, including, but not limited to, health, disability, life, retirement or deferred compensation.

All individuals providing services to the School District under this Contract, including but not limited to the individuals in the positions specified in No. 2 of this Contract, are employees of CESO, and thus CESO has sole discretion to hire, supervise, and terminate the employment of such individuals. However, the School District shall have the right, upon notice to CESO, to preclude certain individuals from providing services to the School District.

j. Compliance with Laws

CESO shall abide by all Federal, State and local laws, statutes, ordinances, rules and regulations now in effect or hereinafter adopted pertaining to this Contract or to the facilities, programs and staff for which CESO is responsible.

k. Authority to Contract and Assign

CESO has no authority to enter into contracts on behalf of the School District, unless expressly granted such authority, in writing, by the School Board or its designee. Neither this Contract nor any duties or obligations under this Contract may be assigned by CESO without the prior written consent of the District.

6 | EXECUTION AND APPROVAL•

This Contract is effective upon full execution of the parties and School Board approval. A copy of the fully executed Contract and documentation of Board approval shall be provided to CESO.

IN WITNESS THEREOF, the parties have executed this Contract as follows:

**Stillwater Area Public Schools,
Independent School District No. 834**

Date: _____

By: _____
Its Superintendent of Schools

Date: _____

By: _____
Its School Board Chair

**The Center for Effective School Operations
(CESO)**

Date: _____

By: _____
Its President



Agenda Item IX. D.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Action Items: Board Meeting Decision-Firewall Replacement

Meeting Date: November 5, 2020

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

Background

The current district firewall license costs increased this year due to VPN costs required to support remote learning.

Licensing costs are moving from \$30K/year to \$50K/year. The district can achieve more favorable pricing by replacing our equipment and bundling 3-year licensing. This will also support our future upgrade bath to 10GB Internet services if/when needed.

Location(s): District Wide

Project Name: Firewall Replacement

Fund: Technology Budget

Recommendation:

A motion and a second to replace our current firewall equipment and bundling 3-year licensing.

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

EXPENDITURE APPROVAL FORM

Fiscal Year 2020-2021

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

REQUESTED BY: John Perry **DATE:** 10/22/2020

DESCRIPTION OF REQUEST

Licensing & equipment to replace current firewall

FINANCIAL IMPACT

\$ 117,550 for equipment with 3 year licensing

Budget(s) Impacted:

Is This a One-Time Expenditure?

- ☐ **Yes**, once implemented there will be no ongoing costs
- ☒ **No**, it will need to be funded indefinitely
Annual costs after year-3 are expected to be approximately \$24,090
- ☐ **No**, it will need to be funded for Fiscal Years 2020-?

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

- ☐ **Yes** List Source(s): CARES Act Funding (GEER & ESSER)
- ☒ **No**

PROGRESS MONITORING

It is currently cheaper to replace our firewall and pay for new licensing than it is to continue paying renewals on our existing firewall.

10GBPS W ONSITE SPARE

Model - Palo Alto 5220	Qty	Price	Extended Price
PAN-PA-5220-AC	1	\$ 26,250.00	\$ 26,250.00
PAN-PA-5220-GP-3YR	1	\$ 15,540.00	\$ 15,540.00
PAN-PA-5220-TP-3YR	1	\$ 15,540.00	\$ 15,540.00
PAN-PA-5220-URL4-3YR	1	\$ 15,540.00	\$ 15,540.00
PAN-SVC-PREM-5220-3YR	1	\$ 25,650.00	\$ 25,650.00
Onsite Spare	1	\$ 18,810.00	\$ 18,810.00
Installation Hardware	2	\$ 110.00	\$ 220.00
3 Year Total			\$ 117,550.00
Annual (Year 4+)			\$ 24,090.00

HIGH END MODEL

Model - Palo Alto 5250	Qty	Price	Extended Price
PAN-PA-5250-AC	1	52500	\$ 52,500.00
PAN-PA-5250-GP-3YR	1	30800	\$ 30,800.00
PAN-PA-5250-TP-3YR	1	30800	\$ 30,800.00
PAN-PA-5250-URL4-3YR	1	30800	\$ 30,800.00
PAN-SVC-PREM-5250-3YR	1	51300	\$ 51,300.00
3 Year Total			\$ 196,200.00
Annual (Year 4+)			\$ 47,900.00

RENEW EXISTING LICENSE

3yr renewal on current 5050	Qty	Price	Extended Price
PAN-PA-5050-GP-3YR-R	1	\$ 30,240.00	\$ 30,240.00
PAN-PA-5050-TP-3YR-R	1	\$ 30,240.00	\$ 30,240.00
PAN-PA-5050-URL4-3YR-R	1	\$ 30,240.00	\$ 30,240.00
PAN-SVC-PREM-5050-3YR-R	1	\$ 41,283.00	\$ 41,283.00
3 Year Total			\$ 132,003.00
Annual			\$ 44,001.00

10GBPS W HIGH AVAILABILITY

Model - Palo Alto 5220	Qty	Price	Extended Price
PAN-PA-5220-AC	2	\$ 26,250.00	\$ 52,500.00
PAN-PA-5220-GP-3YR-HA2	2	\$ 15,540.00	\$ 31,080.00
PAN-PA-5220-TP-3YR-HA2	2	\$ 15,540.00	\$ 31,080.00
PAN-PA-5220-URL4-3YR-HA2	2	\$ 15,540.00	\$ 31,080.00
PAN-SVC-PREM-5220-3YR	2	\$ 25,650.00	\$ 51,300.00
3 Year Total			\$ 197,040.00
Annual (Year 4+)			\$ 48,180.00

HIGH END HIGH AVAILABILITY

Model - Palo Alto 5250	Qty	Price	Extended Price
PAN-PA-5250-AC	2	\$ 52,500.00	\$ 105,000.00
PAN-PA-5250-GP-3YR-HA2	2	\$ 30,800.00	\$ 61,600.00
PAN-PA-5250-TP-3YR-HA2	2	\$ 30,800.00	\$ 61,600.00
PAN-PA-5250-URL4-3YR-HA2	2	\$ 30,800.00	\$ 61,600.00
PAN-SVC-PREM-5250-3YR	2	\$ 51,300.00	\$ 102,600.00
3 Year Total			\$ 392,400.00
Annual (Year 4+)			\$ 95,800.00



Agenda Item X. A. B. C.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: School Board Reports
Meeting Date: November 5, 2020

Background:

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

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

Recommendation:

Board action is not required.



Agenda Item XI. A.
Date Prepared: October 28, 2020
ISD 834 Board Meeting

Agenda Item: Adjournment
Meeting Date: November 5, 2020
Contact Person: School Board Chair

The meeting must formally adjourn.