



Independent School District 834
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082
and 1 Riverfront Plaza, Lawrence, KS 66044
School Board Special Meeting Agenda – June 24, 2021 6:00 p.m.

- I. **Call to Order**
- II. **Roll Call**
- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of Agenda**
- VI. **Open Forum**
Fifteen speakers will be allotted three minutes each to speak
- VII. **Superintendent Report**
- VIII. **Consent Agenda**
 - A. Minutes of June 10, 2021 Business Meeting
 - B. Disbursement Register – June 12, 2021 – June 25, 2021
 - C. Accept Gifts and Donations – May 2021
 - D. Treasurer's Report – May 2021
 - E. Choir Tour – San Diego, CA
 - F. COVID 19 Academic Intervention Learning Support Services
 - G. Oak-Land Middle School Water Softener Replacement Project
 - H. Human Resources Personnel Report
- IX. **Reports**
 - A. Summer Program Report – Dr. Jennifer Cherry, Ms. Annette Sallman, Mr. Paul Lee
 - B. World's Best Workforce Advisory Committee Report - Dr. Jennifer Cherry
 - C. CliftonLarsonAllen LLP Auditor Engagement Letter – Dr. John Thein
 - D. School Board Goals - Development – Chair Petrie
 - E. District Handbook – Ms. Carissa Keister
- X. **Action Items**
 - A. Read Well by Third Grade – Karen Latterell
 - B. OPEB Levy – Dr. John Thein
 - C. QComp Levy - Dr. John Thein
 - D. 2021-22 Preliminary Budget – Dr. John Thein
 - E. LTFM Fiscal Year 2023 – Mark Drommerhausen
- XI. **Board Chair Report**
- XII. **Adjournment**
 - A. Adjourn

Attachments:

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



Agenda Item I.
Date Prepared: June 8, 2021
ISD 834 Board Meeting

Agenda Item: Call to Order
Meeting Date: June 24, 2021

Background:

The School Board Chair will call the meeting to order.

Recommendation:

Board action is not required.



Agenda Item II.
Date Prepared: June 8, 2021
ISD 834 Board Meeting

Agenda Item: Roll Call
Meeting Date: June 24, 2021

Background:

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

Board Members

Beverly Petrie, Chair

Alison Sherman, Vice Chair

Matt Onken, Treasurer

Annie Porbeni, Clerk

Katie Hockert, Director

Tina Riehle, Director

Liz Weisberg, Director

Malinda Lansfeldt, Interim Superintendent, Ex-Officio

Recommendation:

Board action is not required.



Agenda Item III.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Pledge of Allegiance
Meeting Date: June 24, 2021

Background:

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

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

Recommendation:

Board action is not required.



Agenda Item IV.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: District Mission and School Board Goals
Meeting Date: June 24, 2021

Background:

A School Board member will read the District Mission statement.

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

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

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

Increasing student achievement for ALL students.

Securing long-term financial stability of the district.

Increasing community trust and engagement.

Recommendation:

Board action is not required.



Agenda Item V.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Approval of the Agenda
Meeting Date: June 24, 2021

Background:

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

Recommendation:

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

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



Agenda Item VI.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Open Forum
Meeting Date: June 24, 2021

Background:

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

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

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. 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.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Superintendent Report
Meeting Date: June 24, 2021

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: Consent Agenda
Meeting Date: June 24, 2021
Contact Person: Varies by item

Agenda Item VIII. A.B.C.D.E.F.G.H.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Background:

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

A. School Board Closed Meeting Minutes June 10, 2021

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

A copy of the minutes is included for your review.

B. Disbursement Register – June 12, 2021 – June 25, 2021

Contact Person: Dr. John Thein, Director, Finance

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

C. Accept Gifts and Donations – May 2021

Contact Person: Dr. John Thein, Director, Finance

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

D. Treasurer's Report – May 2021

Contact Person: Dr. John Thein, Director, Finance

A copy of the register has been distributed to board members

E. Choir Tour – San Diego, CA

A copy of the field trip approval form is included for your review.

F. COVID 19 Academic Intervention Learning Support Services

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

A copy of the expenditure approval form is included for your review.

G. Oak-Land Middle School Water Softener Replacement Project

Contact Person: Mark Drommerhausen, Director, Operations

A copy of the report is included for you review.

H. Human Resources Personnel Report

Contact Person: Cindy Gustafson, Director, Human Resources

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

Recommendation:

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

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



Independent School District No. 834 – Stillwater Area Public Schools
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082
June 10, 2021 – 6:00 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 6:00 p.m.
- II. **Roll Call:** Present: Beverly Petrie, Chair, Alison Sherman, Vice-Chair, Matt Onken, Treasurer, Annie Porbeni, Clerk, Katie Hockert, director, Tina Riehle, director, Liz Weisberg, director
- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of the Agenda**

Motion to move action item B to report item I by: Member Riehle; second by: Member Weisberg; Vote: 2 ayes, nays 5 (Hockert, Onken, Petrie, Porbeni, Sherman); Motion failed.

Motion to approve the agenda by: Member Onken; second by: Member Porbeni; Vote: 5 ayes, 2 nays (Riehle, Weisberg); Motion carried.

VI. **Introductory Items**

A. Recognition

- Stillwater Area High School Senior Shahd Abouhekel and Sophomore Thuha Al-Dokhl were invited by elementary media specialists to talk with students as part of a lesson using the book Under My Hijab by Hena Khan. The pair created a video that was shown to all elementary students in the district to explain what the hijab is and why someone may wear it. In the video, they showed the younger students the different ways to wear the hijab, and talked about their experiences wearing it.
- The Stillwater Black bowling team took first place in the Class AA Junior Varsity State Tournament. They made it to bracket play after 14 games of head-to-head competition and competed against Park/Cottage Grove in the Championship match. Team members are Matthew Meyer, Ashley Gorman, CJ Walsh, Logan Schulte and Lexi Peterson.
- Students from our Bridge Transition program had a successful showing at the SkillsUSA Minnesota State Championships and Leadership Conference. They swept the Employment Application Process competition with Nevyn Pflugradt winning gold, Chazz Massey earning silver and Juan Malon awarded bronze.

VII. **Open Forum**

- Lisa Williams - Review Policy 721.1.

VIII. **Superintendent Report**

- The Distinguished Alumni dinner, which was sponsored by The Partnership Plan was held on Friday, June 4, 2021.
- Community members helped cheer on our Seniors during the Pony Parade on Saturday, June 5, 2021 after graduation.
- Thank you to the many individuals and businesses that donated and helped organize the Senior All Night Party at Pinz in Oakdale..

- Stillwater Area High School Prom will be held on Saturday, June 12, 2021 at the Pony Stadium.
- Stillwater area students are continuing to graduate at a higher rate than their peers across the state.
- The COVID-19 vaccine may be available to children between 5 and 11 years old by September 2021.
- If you have questions or concerns regarding the district's curriculum and what equity work really means, please reach out to us directly for accurate information.
- We are continuing to provide free meals to our students all summer long. For further details, visit the district's website.

IX. Consent Agenda

- A. Minutes of May 27, 2021 Closed Meeting
- B. Minutes of May 27, 2021 Regular Meeting
- C. Minutes of May 27, 2021 Closed Meeting
- D. Disbursement Register – May 29, 2021 - June 11, 2021
- E. PowerSchool Student Information System (SIS) Licensing Fee
- F. JPA Mahtomedi Nutrition Services Contract
- G. NE Metro 916 ECFC Nutrition Services Contract
- H. Pankalo 916 Nutrition Services Contract
- I. St Croix Catholic Schools Nutrition Services Contract
- J. NE Metro 916 LTFM Budget
- K. Human Resources Personnel Report

Motion to approve the Consent Agenda Items A,B,C,E,F,G,H,I,K by: Member Hockert; Second by: Member Sherman; Vote: 7 ayes, 0 nays: Motion carried unanimously.

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

Motion to approve the Consent Agenda Items J by: Member Hockert; Second by: Member Porbeni; Vote: 6 ayes, 0 nays, 1 abstain (Onken) : Motion carried.

X. Reports

- A. Read Well by Third Grade – Karen Latterell
Karen Latterell presented the Read Well by Third Grade plan. This will come to the next board meeting for approval.
- B. Contract and Expenditures Reviews - Dr. John Thein, Director of Finance
This is an information report on the four contracts from May 21, 2021 - June 3, 2021 for goods and services equalling less than \$50,000.00.
- C. OPEB Levy – Dr. John Thein
Direction on the district levying for OPEB and the dollar amount the district is requesting (max \$800,000) for the 2021 Payable 2022 levy cycle.
- D. QComp Levy - Dr. John Thein
Direction on the district levying for QComp and the dollar amount the district is requesting for the 2021 Payable 2022 levy cycle

Break taken at 8:15 p.m.

Back from break at 8:23 p.m.

- E. 2021-22 Draft Preliminary Budget Report – Dr. John Thein
The Board of Education is required by law to adopt a preliminary budget by June 30, 2021.
- F. LTFM Fiscal Year 2023 - Mark Drommerhausen
A comprehensive list of projects that qualify for long-term facility maintenance funding was reviewed.
- G. Withrow School and Kern Property Report - Mark Drommerhausen
Administration recommends placing Withrow School and the Kern property on the market and to approve a Request for Quotes (RFQ) to identify a realtor to list these properties.
- H. Superintendent Evaluation - Chair Petrie
A summary of the evaluation of the Interim Superintendent will be read at the meeting. A copy of the evaluation will be placed in the superintendent's personnel file.

XI. Action Items

A. Policy Approval (701, 701.1, 702, 703, 704, 706, 714, 721) - Dr. Jennifer Cherry

These finance policies have been reviewed at two previous meetings.

Motion to approve Policies 701, 701.1, 702, 703, 704, 706, 714, 721 by: Member Hockert; Second by: Member Onken; Vote: 7 ayes, 0 nays: Motion carried unanimously.

B. Revoke Policy 721.1 - Dr. Jennifer Cherry

Policy 721.1 was adopted on December 17, 2020. Since then, several finance related policies and resolutions have come before the board for consideration. Policy 721.1 is redundant.

Motion to call the question by: Member Sherman; second by: Member Hockert; Vote 5 ayes, 2 nays (Riehle, Weisberg)

Motion to revoke Policy 721.1 by: Member Onken; Second by: Member Porbeni; Vote: 5 ayes, 2 nays (Riehle, Weisberg): Motion carried.

XII. Board Chair Report

- Nothing to report.

XIII. Adjournment

A. The meeting adjourned at 9:52 p.m.

Respectfully submitted, Annie Porbeni, Clerk



Field Trip / Overnight Athletic Team Trip
Pre-Approval Form

Sent to CSB

6/3/2021

PLEASE REVIEW FIELD TRIP PROCEDURES/REQUIREMENTS ON BACK OF FORM PRIOR TO SUBMITTING FOR APPROVAL.

Teacher/Coach/Advisor: Angela Mitchell Cell Phone #: (651) 398-5556

In conjunction with (team/class/organization): The Stillwater Choir

Educational/Trip Purpose: Choir tour - outreach, personal growth, program building

☐ Itinerary details must be attached

Destination: San Diego, California

Destination Address/Phone: Gateway Music Tours 1-800-331-8579
(Address, City, State) (Phone number)

Departure from school Date: Wed April 20 Return to school Date: Sund April 24, 2022

Depart from school Time: 2:10 Arrival to destination Time: TBD

Departure from destination Time: _____ Return to school Time: 11pm

Number of: Students/Team Members: (Attach List) Stillwater Choir 2021-2022
Directors/Coaches: 1 Names: Angela Mitchell
Chaperones*: 6 Names: TBD

* All chaperones must have a completed and approved criminal background check.

Mode of Travel (see back for more info): air, coach

Lodging Information (if overnight): TBD
(Hotel Name, Address, City, State) (Phone number)

☒ Safety/Security Plans Reviewed Gateway Music Tours + School Contract
(Date and manner in which information provided)

☒ Discipline & Chemical Policy & Rules Reviewed MSHSL eligibility
(Date and manner in which information provided)

Estimated Cost \$ _____
Transportation \$ _____
Housing \$ _____
Fees \$ _____
Supplies \$ _____
(other) \$ _____

Total Cost \$ _____

Student Cost \$ 1,900

District Cost \$ 0

Funding Source (i.e. grant, prof. dev., etc.): fundraising

Teacher/Coach Signature: Amitchell 6-2-21
(Date)

Department Chair/Athletic Director Approval: _____ (Date)

Building Administration Approval: Z. J. C. Bal 6/2/2021
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY

District Administrative Approval: [Signature] 6/4/21
(Date)



Agenda Item VIII. F.
Dated Prepared: June 15, 2021
ISD 834 Board Meeting

Consent Agenda: COVID 19 Academic Intervention Learning Support Services

Meeting Date: June 23, 2021

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

Summary:

We are partnering with community businesses and organizations to provide highly trained tutors who can provide academic learning support in addition to the support we provide during the school year and day. Our system does not have the capacity and resources to provide additional personalized and specialized tutoring plans to all of our students who have proficiencies below the 30th percentile and who have been significantly impacted by shifts due to the COVID-19 pandemic. These services may begin July 1, 2021 and may extend until March 30, 2022.

These funds will have zero impact on the district general budget. The American Rescue Plan Act (ARP) will provide \$250,000 and the Elementary and Secondary School Emergency Rescue Plan (ESSER) will provide \$100,000.

Total: \$350,000

Recommendation:

Approval of Consent Agenda item will be requested.



EXPENDITURE APPROVAL FORM

Fiscal Year 2021-2022

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

☐ This is a staffing increase due to student need/count. This form will only show as a consent item for the board.

REQUESTED BY: John Perry

DATE: 6.15.21

DESCRIPTION OF REQUEST (Purpose, Intent, Reasoning)

We are partnering with community businesses and organizations to provide highly trained tutors who can provide academic learning support in addition to the support we provide during the school year and day. Our system does not have the capacity and resources to provide additional personalized and specialized tutoring plans to all of our students who have proficiencies below the 30th percentile and who have been significantly impacted by shifts due to the COVID-19 pandemic. These services may begin July 1, 2021 and may extend until March 30, 2022.

ANTICIPATED BUDGET AREA(S) IMPACTED

Anticipated Budget Area(s) Impacted (direct/indirect costs):

These funds will have zero impact on the district general budget. The American Rescue Plan Act (ARP) will provide \$250,000 and the Elementary and Secondary School Emergency Rescue Plan (ESSER) will provide \$100,000.

Total: \$350,000

Anticipated expense:

Is This a One-Time Expenditure?

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

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

☐ **No**, as long as the program continues to be a priority, the positions will potentially continue.

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

☒ **Yes** List Source(s): American Rescue Plan & ESSR (\$350K)

☐ **No**

NEXT STEPS (measurement and/or follow up)

POs will be opened as students are identified and assigned tutoring resources.



Agenda Item: VIII.G.
Date Prepared: June 15, 2021
ISD 834 Board Meeting

Agenda Item: Oak-Land Middle School Water Softener Replacement Project
Meeting Date: June 24, 2021
Contact Person: Mark Drommerhausen, Director of Operations

Background: The Oak-Land Middle School water softener system needs to be replaced. The project involves the removal and disposal of the existing system and furnishing and installing a new water softener. This project will be funded by the FY 2022 Long-Term Facilities Maintenance Fund.

Three proposals were received on June 9, 2021 for the Oak-Land Middle School Water Softener Replacement Project. The lowest proposal to furnish and install a new water softener system is from Horwitz Inc. of New Hope, MN for a total of \$54,391. Hallberg Engineering recommends awarding the contract to them. Administration requests approval to award the proposal to Horwitz Inc.

Location(s): Oak-Land Middle School

Project Name: Oak-Land Middle School Water Softener Replacement Project

Fund: Long-Term Facilities Maintenance

Item: Replace water softener system

Amount: Horwitz Inc. for a total of \$54,391.00

Recommendation:

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

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

EXPENDITURE APPROVAL FORM

Fiscal Year 2021-2022

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

REQUESTED BY: Mark Drommerhausen **DATE:** 6/24/2021

DESCRIPTION OF REQUEST

The Oak-Land Middle School Water Softener Replacement Project will replace the buildings water softener system. The project involves the removal and disposal of the existing system and furnishing and installing a new water softener. This project will be funded by the FY 2022 Long-Term Facilities Maintenance Fund.

Three proposals were received on June 9, 2021 for the Oak-Land Middle School Water Softener Replacement Project. The lowest proposal to furnish and install a new water softener system is from Horwitz Inc. of New Hope, MN for a total of \$54,391. Hallberg Engineering recommends awarding the contract to them. Administration requests approval to award the proposal to Horwitz Inc.

FINANCIAL IMPACT

\$54,391. Additional costs may be incurred to remedy issues not identified in the construction plans.

Budget(s) Impacted: \$54,391.00, FY 2022 Long-Term Facility Maintenance Budget.

Is This a One-Time Expenditure?

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

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

☐ **No**, it will need to be funded for Fiscal Years 2022-?

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

☒ **Yes** List Source(s): FY 2022 Long-Term Facilities Maintenance

☐ **No**

PROGRESS MONITORING

Work to be completed prior to September 2021.

Oak-Land Middle School - Water Softener Replacement Quote Tabulation

Company Name	Base Quote Contractor Provided Water Softener	Alternate Quote #1 Owner Provided Water Softener
Horwitz Inc.	\$54,391.00	\$32,391.00
RJ Mechanical	\$56,790.00	\$38,900.00
NAC Mechanical	\$62,400.00	\$42,400.00

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Beckers, Christine	Resignation	Administrative Assistant - Director of Community Education Central Services	Tech Support	June 25, 2021
Caslow, Amy	Probationary Release	1.0 FTE ASL Teacher Stillwater Area High School	SCEA	June 30, 2021
Garrett, Danielle	Resignation	Cafeteria 5.0 hrs/day Mahtomedi High School	Cafeteria	June 10, 2021
Johnson-Gray, Dana	Resignation	1.0 FTE Student Advocate Afton-Lakeland Elementary	SCEA	June 9, 2021
Kirby, Carolyn	Retired (18 years)	Paraprofessional 3.5 hrs/day Andersen Elementary	SCPA	June 3, 2021
Larson, Rachel	Resignation	Director of Learning & Student Engagement Central Services	Directors	June 30, 2021
Nordstrom, Daniel	Probationary Release	Custodian VI, 8.0 hrs.day Lily Lake Elementary	Custodial	June 3, 2021
Roth, Deborah	Resignation	Cafeteria 4.5 hrs/day Stillwater Area High School	Cafeteria	June 10, 2021

HIRES/REHIRE

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Anderson, Jessica	.50 FTE School Psychologist Brookview Elementary	\$71,445.00	2021-2022 Staffing	SCEA	August 17, 2021
Armstrong, Sydney	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	June 3, 2021
Aycock, Joshua	Assistant Boys Hockey Coach Stillwater Area High School	\$5,907.00	Replacement	Co-Curricular	August 23, 2021
Bayers, Lisa	Paraprofessional 6.0 hrs/day Rutherford Elementary	\$16.12 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Benson, Anna	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	June 3, 2021
Colburn, Christian	Community Education Assistant 5.5 hrs/day Brookview Elementary	\$15.00 / hour	Replacement	CE Leads & Assistant	June 11, 2021 - August 20, 2021
Coleman, Gregory	Paraprofessional 6.5 hrs/day Stillwater Middle School	\$18.14 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Fierro, Lorelei	Community Education Casual District Wide	\$12.50 / hour	Casual	Casual	June 3, 2021
Fischer, Amy (rehired)	1.0 FTE GATE Teacher Stillwater Middle School	\$84,271.00	Replacement	SCEA	August 23, 2021
Glover, John	Paraprofessional 6.5 hrs/day Stonebridge Elementary	\$16.31 / hour	2021-2022 Staffing	SCPA	2021-2022 School Year
Hei, Sarah	.4 FTE Occupational Therapist Oak-Land & Stillwater Middle School	\$66,341.00	2021-2022 Staffing	SCEA	August 17, 2021
Henson, Olivia	Paraprofessional ESY Summer Program Oak-Land Middle School	\$16.12 / hour	Casual	Casual	July 12, 2021 - July 29, 2021
Locke, Danielle	Summer Success Teacher, 6.0 hrs/day Andersen Elementary	\$35.66 / hour	Casual	Casual	July 12, 2021 - July 29, 2021
McDowell, Katelyn	Community Education Casual District Wide	\$12.50 / hour	Casual	Casual	June 3, 2021
Mohamoud, Farhan	1.0 FTE Special Education Teacher Brookview Elementary	\$57,639.00	2021-2022 Staffing	SCEA	August 17, 2021
Oberg, Alexander	Paraprofessional ESY Summer Program Oak-Land Middle School	\$16.12 / hour	Casual	Casual	July 12, 2021 - July 29, 2021
Stanton, Chloe	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	June 14, 2021
Tanski, Katie	Community Education Assistant 5.5 hrs/day Brookview Elementary	\$15.00 / hour	Replacement	CE Leads & Assistant	June 4, 2021 - August 20, 2021
Ullrich, Courtney	LTS Community Education Accounting Technician Central Services	\$19.84 / hour	Replacement	Tech Support	June 7, 2021 - May 22, 2022
Vandancker, Aaron	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	June 3, 2021

Weis, Kristin	Paraprofessional 18 hrs/week Early Childhood Family Center	\$16.50 / hour	2021-2022 Staffing	SCPA	July 12, 2021 - July 29, 2021
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LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Chapdelaine, Jennifer	Approve	1.0 FTE Speech Pathologist ESCE & Rutherford Elementary	SCEA	May 31, 2021 - August 26, 2021
Fitzpatrick, Foua	Approve	Secretary - Elementary Principal, 8.0 hrs/day Afton-Lakeland Elementary	Tech Support	November 25, 2021 - March 2, 2022
Nelson, Heather	Approve	Elementary Principal Rutherford Elementary	Principals	August 20, 2021 - January 21, 2022

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Carlton, Sarah	Coord - CED Adult Enrichment & Aquatics Central Services	Coord - CED Activity Center Stillwater Area High School	2021-2022 Staffing	CSS	July 1, 2021
Chau, Jill	Payroll Technician Central Service Building	Paraprofessional 6.5 hrs/day Transition/Oak Park	2021-2022 Staffing	SCPA	2021-2022 School Year
Ellison, Julie	Paraprofessional 6.0 hrs/day Lily Lake Elementary	Paraprofessional 6.25 hrs/day Lily Lake Elementary	2021-2022 Staffing	SCPA	2021-2022 School Year
Kragness, Michelle	Paraprofessional 6.0 hrs/day Lily Lake Elementary	Paraprofessional 6.25 hrs/day Lily Lake Elementary	2021-2022 Staffing	SCPA	2021-2022 School Year
Rosewicz, Angela	Paraprofessional 6.0 hrs/day Lily Lake Elementary	Paraprofessional 6.25 hrs/day Lily Lake Elementary	2021-2022 Staffing	SCPA	2021-2022 School Year
Tilmon, Roxanne	Cafeteria 4.5 hrs/day Mahtomedi High School	Cafeteria 5.0 hrs/day Mahtomedi High School	2021-2022 Staffing	Cafeteria	2021-2022 School Year



Agenda Item: IX. A.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Report for Information: Summer Programs
Meeting Date: June 24, 2021
Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

Summary:

Stillwater Area Public Schools offers a range of summer programs for students of all ages. Community Education, Summer Success, Extended School Year, and Credit Recovery are offered each summer. In response to the pandemic, we will also be offering additional specialized skill-based instruction for identified students in partnership with community providers.

Recommendation: For Information Only. No board action required.



2021 Summer Programs

Presented to the School Board
June 24, 2019

Districtwide Summer Support Programming

All Students	Some Students	Fewer Students
Community Education programming	Summer Success Grades K-5 by invitation	Educational Service Partnerships
	Extended School Year Special Education	
	Credit Recovery Grades 9-12 as needed	

Community Education

Enrichment, Athletics, Aquatics and Take-Home Kits	Adventure Club	Pony Activity Center
● Youth ages 6 months to 18 years ● Enrollment: 349 students ● June 7 - August 12	● Youth ages 4 to 13 ● Enrollment: 4,030 students ● June 9 - August 20	● All Ages ● 814 members ● All summer

Summer School Opportunities

Summer Success

- Serving students K-5
- Enrollment: 328 students
- July 12-23

Credit Recovery

- Enrollment:
 - Fall/Winter: 75 students
 - Spring/Summer: 140 students
- June 7-24 online

Special Education Summer Programs

Extended School Year (ESY)

- Program eligibility based on IEP team decision
- Services for students at risk of regression over the summer and to maintain skills learned during the previous school year
- Enrollment: 110 students
- July 12 - 29

Early Childhood Special Education

- Year round calendar to support learning progression
- July 6-23

Educational Service Partnerships

Academic Support

District is partnering with community businesses and organizations to provide highly-trained tutors who can provide academic learning support

- July 1, 2021 may extend until March 30, 2022
- Funding through grants = \$350,000

Summer Preschool

District is partnering with local early education programs to ensure 4 and 5 year-old children that qualify have a pre-kindergarten experience this summer

- Funding through grant = \$14,400



Agenda Item: IX. B.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Report for Information: World's Best Workforce Advisory Committee Report
Meeting Date: June 24, 2021
Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

Summary:

The World's Best Workforce Advisory Committee met virtually throughout the 2020-2021 school year to discuss and provide feedback on goals and strategies around five strategic areas:

1. All students are ready for kindergarten
 2. All students read well by third grade
 3. All student achievement gaps are closed
 4. All students ready for career and college
 5. All students graduate
-

Recommendation: Advisory committee report provided for information.



World's Best Workforce Advisory Committee **Summary Report**

June 24, 2021

Presented by
Jennifer Cherry, Brianna DeFoe,
and Meara Gregory

Curiosity Thrives Here

Contents

- World's Best Workforce legislation
- Committee charge
- Committee membership
- Committee activities
- Recommended goals and strategies

MN Statute, section 120B.11

"World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.



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STUDENT PERFORMANCE MEASURES PROGRESS REPORT

Bridge to Excellence Objectives
and World's Best Workforce SMART Goals

Student Engagement

Student Social, Emotional, Behavioral Development

All children are ready for school

All third-graders can read at grade level

All racial and economic achievement gaps are closed

All students are ready for career and college

All students graduate from high school

Student Population	Student Performance Measures Policy R.1.0	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	
3, 5, 9, 12 K-12	Bridge to Excellence Student Survey	see page 4	see page 4	see page 4	see page 4	see page 4	
7-12	Attendance rate	90.64%	94.3%	93.11%	94.29%	94.29%	#2
7-12	Number of students participating in extra-curricular activities (athletics, fine arts and clubs)	SAHS 5,415 OLJHS 2,414	SAHS 5,415 OLJHS 2,414	SAHS 5,415 OLJHS 2,414	SAHS 5,415 OLJHS 2,414	SAHS 5,415 OLJHS 2,414	#6
K-12	Number of students who failed one or more courses	1,112 810 271	1,281 759 494	1,278 687 542	2,481 756 897	2,477 727 601	#7
K-12	Number of dismissals	189	102	84	77	25	#4
K-12	Number of informal student visits to licensed school-based mental health practitioners	1,018	1,140	1,140	1,140	1,140	#5
3-4 year olds	Percent of students screened	NA	NA	NA	NA	NA	#1
K-1	FAST Bridge Early Reading Composite	575/1,389 + 41%	612/1,264 + 48%	508/1,062 + 48%	513/867 + 59%	501/1,069 + 47%	#1
2	Percent of students showing low risk reading	62%	56%	58.9%	71.1%	68.8%	#1
3	Percent of students showing low risk reading	62%	56%	58.9%	71.1%	68.8%	#1
K-12	Percent of students proficient on ACCESS test	85%	73.5%	73.5%	77.6%	76.8%	#1
K-12	Percent of students proficient on MCA test	23%	27.2%	28.1%	10.5%	11% levels 5 and 6 41% levels 4, 5 and 6	#1
K-12	State proficiency percentage declined almost 50% between 2016 and 2017	Reading AI: 54.3 Asian 68.7 Hispanic 48.3 Black 48.3 Hispanic 38.8 P/F/R 38.8	Math AI: 61.5 Asian 68.0 Hispanic 40.9 Black 40.9 Hispanic 38.8 P/F/R 41.2	Reading AI: 59.3 Asian 65.9 Hispanic 40.9 Black 40.9 Hispanic 38.8 P/F/R 41.2	Math AI: 60.9 Asian 65.9 Hispanic 40.9 Black 40.9 Hispanic 38.8 P/F/R 41.2	Reading AI: 60.9 Asian 65.9 Hispanic 40.9 Black 40.9 Hispanic 38.8 P/F/R 41.2	#1
8-10	ACT ASPIRE average composite	16.9	16.9	16.9	16.9	16.9	#1
2-8	Percent of students proficient on Performance Series tests	16.9	16.9	16.9	16.9	16.9	#1
3-6, 11	Percent of students proficient on MCA test	2015 FAST % low risk	2015 FAST % low risk	2015 FAST % low risk	2015 FAST % low risk	2015 FAST % low risk	#1
8-10	Predictive scores (EXPLORE, PLAN or ACT ASPIRE)	Math 80 Read 72 Science 61	Math 77 Read 72 Science 61	Math 77 Read 72 Science 61	Math 77 Read 72 Science 61	Math 77 Read 72 Science 61	#1
11-12	Average ACT composite score of cohort	16.9	16.9	16.9	16.9	16.9	#1
7-12	Number of students taking ACT	16.9	16.9	16.9	16.9	16.9	#1
7-12	Number of students enrolled in AVID	24.5	24.5	24.5	24.5	24.5	#1
12	Number of Advanced Placement exams taken	539	539	539	539	539	#1
Post-12	4 year graduation rate	79%	75.9%	72.7%	72.7%	72.7%	#1
Post-12	6 year Special Education graduation rate	1,457 exams	1,434 exams	1,434 exams	1,434 exams	1,434 exams	#1
Post-12	Graduation rate	88.1%	83.3%	83.3%	83.3%	83.3%	#1

Disposition

Math 78 Read 78 Science 78

Math 78 Read 78 Science 78

Math 78 Read 78 Science 78

Math 78 Read 78 Science 78

#1 SMART Goal: By June 2018 our community will increase the percent of children screened between their third and fourth birthday from 59 to 65 percent.

#1 SMART Goal: By June 2018, third graders meeting end of year proficiency as measured on the MCA reading will increase from 68 to 70 percent.

#1 SMART Goal: By June 2018 we will increase the percentage of non-white students who achieve proficiency in math and reading as measured by the MCAs.

#1 SMART Goal: By June 2018 students "on track" for success as measured by the MCA reading test will increase from 66 to 70 percent.

#1 SMART Goal: By June 2018 our community will increase the four-year graduation rate from 90 to 93 percent.

ools

Stillwater Area Public Schools Strategic Plan 2018-2021



WBWF Advisory Committee Charge

- **Make recommendations on student achievement goals and measures**
 - Consider pandemic barriers to valid and reliable measures
 - MDE recommends goals that are specific, measurable, attainable, realistic and timely (SMART).



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Committee Membership

- Nearly 50 committee members
- Committee members include parents, students, teachers, administrators, support staff, and additional community members
- Every school community represented

Committee Activities

- Met *virtually* November - May
 - Reviewed district goals and outcomes
 - Participated in data workshop
 - Examined student data (MN Report Card)
 - Worked in small groups
 - Drafted SMART goals
 - Reviewed district strategies

All Children Ready for School

GOAL

Increase the percentage of incoming kindergarteners who have attended a preschool program. In FY 2022 at least 50% of our kindergartners will have participated in a preschool program.



STRATEGIES

- Revise enrollment process: ask K families if child attended preschool
- Partner with Washington County Resources for Childcare and local providers
- Create preschool awareness campaign



Stillwater
AREA PUBLIC SCHOOLS

All third-graders can read at grade level

GOAL

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



STRATEGIES

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



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All racial and economic achievement gaps are closed

GOAL

72% of students who take the Pre-ACT will demonstrate college readiness through the College Readiness Benchmarks by June 2022.

STRATEGIES

- Achievement and Integration Plan (2020-2023)
- Family and Community Engagement: NAPAC, Caminos, Women's Engagement Group
- AVID, BARR, Pathways
- Ongoing job embedded professional development for staff



All students attain college and career readiness

GOAL

By June 2022, 98% of all SAHS students will demonstrate college or career readiness by completing at least one of the following:

- Receiving a grade of C or higher in a college-credit bearing course
- Receiving a score of 3 or higher on an AP Exam
- Receiving a proficient score on the MCA Science, Reading, and Math Exam
- Successfully completed an exploratory or developmental experience through the Pathways program



STRATEGIES

- Counselors meet individually with 9th graders
- Implement peer tutoring program
- Personal Learning Plan includes aptitude assessment
- Pathways planning and staff development
- Create Pathways advisory board



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AREA PUBLIC SCHOOLS

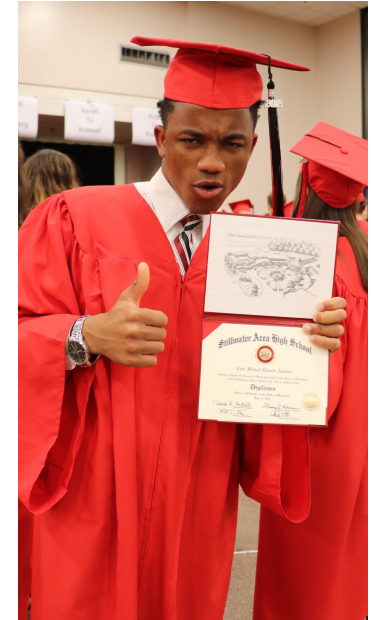
All students graduate from high school

GOAL

By June 2022, Stillwater's 4-year graduation rate will be at least 98%.

STRATEGIES

- AVID, BARR
- PSAT and PreACT
- Transition portfolios for students with disabilities starting in 9th grade
- Provide flexible learning options for students (online, blended courses)



Stillwater
AREA PUBLIC SCHOOLS

Next Steps

- School Board Goals
- District Strategic Plan
- School Improvement Plans



Agenda Item: IX. C.
Date Prepared: June 16, 2021
ISD 834 Board Meeting

Report for Information: CliftonLarsonAllen LLP
Meeting Date: June 24, 2021
Contact Person: Dr. John Thein, Director of Finance

Summary:

Per Auditing Standards, CliftonLarsonAllen LLP has provided an engagement letter explaining the basic services they will perform in conjunction with our upcoming audit.

A copy of the engagement letter was provided.

Recommendation:

This is a report for information.

June 16, 2021

The School Board and Management of
Independent School District No. 834
Stillwater Area Public Schools
1875 South Greeley Street
Stillwater, MN 55082

We are pleased to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the audit and nonaudit services CliftonLarsonAllen LLP (CLA) will provide for Independent School District No. 834 (“you,” “your,” or “the entity”) for the year ended June 30, 2021.

Dennis Hoogeveen is responsible for the performance of the audit engagement.

Audit services

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, which collectively comprise the basic financial statements of Independent School District No. 834, as of and for the year ended June 30, 2021, and the related notes to the financial statements.

The Governmental Accounting Standards Board (GASB) provides for certain required supplementary information (RSI) to accompany the entity’s basic financial statements. The following RSI will be subjected to certain limited procedures, but will not be audited.

1. Management’s discussion and analysis.
2. GASB-required supplementary pension and OPEB information reporting.

We will also evaluate and report on the presentation of the following supplementary information other than RSI accompanying the financial statements in relation to the financial statements as a whole:

1. Individual fund statements and supporting schedules.
2. Schedule of expenditures of federal awards
3. Uniform Financial Accounting and Reporting Standards (UFARS) Compliance Table.

The following information other than RSI accompanying the financial statements will not be subjected to the auditing procedures applied in our audit of the financial statements and our auditors’ report will not provide an opinion or any assurance on that information:

1. Statistical data.
2. Transmittal letter.

Further, we have agreed that the document will include statistical information and a transmittal letter to facilitate the entity's application for the ASBO Certificate of Excellence in Financial Reporting. Our engagement does not assure the entity that the ASBO Certificate will be awarded.

Nonaudit services

We will also provide the following nonaudit services:

- Preparation of your financial statements, schedule of expenditures of federal awards, and related notes.
- Preparation of adjusting journal entries, as applicable.

Audit objectives

The objective of our audit is the expression of opinions about whether your basic financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP). Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS); the standards for financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our audit will include tests of your accounting records, a determination of major program(s) in accordance with the Uniform Guidance, and other procedures we consider necessary to enable us to express opinions and render the required reports. We will apply certain limited procedures to the RSI in accordance with U.S. GAAS. However, we will not express an opinion or provide any assurance on the RSI because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. We will also perform procedures to enable us to express an opinion on whether the supplementary information (as identified above) other than RSI accompanying the financial statements is fairly stated, in all material respects, in relation to the financial statements as a whole.

The objectives of our audit also include:

- Reporting on internal control over financial reporting and compliance with the provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Reporting on internal control over compliance related to major programs and expressing an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Uniform Guidance.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will include a paragraph that states that the purpose of the report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the result of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

We will issue written reports upon completion of our audit of your financial statements and compliance with requirements applicable to major programs. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement. If our opinions on the financial statements or the single audit compliance opinion are other than unmodified, we will discuss the reasons with you in advance. If circumstances occur related to the condition of your records, the availability of sufficient, appropriate audit evidence, or the existence of a significant risk of material misstatement of the financial statements or material noncompliance caused by error, fraudulent financial reporting, or misappropriation of assets, which in our professional judgment prevent us from completing the audit or forming opinions on the financial statements or an opinion on compliance, we retain the right to take any course of action permitted by professional standards, including declining to express opinions or issue reports, or withdrawing from the engagement.

As part of our audit, we will also perform the procedures and provide the report required by the *Minnesota Legal Compliance Audit Guide for School Districts*.

Auditor responsibilities, procedures, and limitations

We will conduct our audit in accordance with U.S. GAAS and the standards for financial audits contained in *Government Auditing Standards*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements as a whole are free from material misstatement, whether due to fraud or error. An audit involves performing procedures to obtain sufficient appropriate audit evidence about the amounts and disclosures in the basic financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the basic financial statements.

There is an unavoidable risk, because of the inherent limitations of an audit, together with the inherent limitations of internal control, that some material misstatements or noncompliance may not be detected, even though the audit is properly planned and performed in accordance with U.S. GAAS, *Government Auditing Standards*, and the Uniform Guidance. Because we will not perform a detailed examination of all transactions, material misstatements, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity, may not be detected. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management and those charged with governance of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management and those charged with governance of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. We will include such matters in the reports required for a single audit.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the basic financial statements and compliance in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting fraud or errors that are material to the financial statements and to preventing and detecting misstatements resulting from noncompliance with provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with the direct and material compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify deficiencies, significant deficiencies, or material weaknesses in internal control. However, we will communicate to you in writing significant deficiencies or material weaknesses in internal control relevant to the audit of the basic financial statements that we identify during the audit that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the entity's compliance with the provisions of laws, regulations, contracts, and grant agreements that have a material effect on the financial statements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We will include in our report on internal control over financial reporting and on compliance relevant information about any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that may have occurred that are required to be communicated under *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards that may have a direct and material effect on each of the entity's major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the "OMB Compliance Supplement"

for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of these procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

We will evaluate the presentation of the schedule of expenditures of federal awards accompanying the financial statements in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the schedule to determine whether the information complies with U.S. GAAP and the Uniform Guidance, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the schedule to the underlying accounting records and other records used to prepare the financial statements or to the financial statements themselves.

Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Management responsibilities

Our audit will be conducted on the basis that you (management and, when appropriate, those charged with governance) acknowledge and understand that you have certain responsibilities that are fundamental to the conduct of an audit.

You are responsible for the preparation and fair presentation of the financial statements, RSI, and the schedule of expenditures of federal awards in accordance with U.S. GAAP. Management is also responsible for identifying all federal awards received, understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with the requirements of the Uniform Guidance.

Management's responsibilities include the selection and application of accounting principles; recording and reflecting all transactions in the financial statements; determining the reasonableness of significant accounting estimates included in the financial statements; adjusting the financial statements to correct material misstatements; and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. Management is responsible for compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs. Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are responsible for the design, implementation, and maintenance of effective internal control, including internal control over compliance, and for evaluating and monitoring ongoing activities to help ensure that appropriate goals and objectives are met relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error; and that there is reasonable assurance that government programs are administered in compliance with compliance requirements.

You are responsible for the design, implementation, and maintenance of internal controls to prevent and detect fraud; assessing the risk that the financial statements may be materially misstated as a result of fraud; and for informing us about all known or suspected fraud affecting the entity involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for implementing systems designed to achieve compliance with applicable laws and regulations and the provisions of contracts and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; identifying and ensuring that the entity complies with applicable laws, regulations, contracts, and grant agreements, including compliance with federal statutes, regulations, and the terms and conditions of federal awards applicable to the entity's federal programs; and informing us of all instances of identified or suspected noncompliance whose effects on the financial statements should be considered.

You are responsible for taking timely and appropriate steps to remedy any fraud; noncompliance with provisions of laws, regulations, contracts, or grant agreements; or abuse that we may report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings; and to follow up and take prompt corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings, if any, should be available for our review at the start of final fieldwork.

You are responsible for ensuring that management is reliable and for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters, and for the accuracy and completeness of that information, and for ensuring the information is reliable and properly reported; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance; (3) additional information that we may request for the purpose of the audit; and (4) unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence. You agree to inform us of events occurring or facts discovered subsequent to the date of the financial statements that may affect the financial statements.

You agree to include our report on the schedule of expenditures of federal awards in any document that contains and indicates that we have reported on the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon or make the audited financial statements readily available to intended users of the schedule of expenditures of federal awards no later than the date the schedule of expenditures of federal awards is issued with our report thereon. Your responsibilities include acknowledging to us in the representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is fairly presented in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

Management is responsible for the preparation and fair presentation of other supplementary information in accordance with U.S. GAAP. You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon or make the audited financial statements readily available to users of the supplementary information no later than the date the supplementary information is issued with our report thereon. You agree to provide us written representations related to the presentation of the supplementary information.

Management is responsible for providing us with a written confirmation concerning representations made by you and your staff to us in connection with the audit and the presentation of the basic financial statements and RSI. During our engagement, we will request information and explanations from you regarding, among other matters, the entity's activities, internal control, future plans, specific transactions, and accounting systems and procedures. The procedures we will perform during our engagement and the conclusions we reach as a basis for our report will be heavily influenced by the representations that we receive in the representation letter and otherwise from you. Accordingly, inaccurate, incomplete, or false representations could cause us to expend unnecessary effort or could cause a material fraud or error to go undetected by our procedures. In view of the foregoing, you agree that we shall not be responsible for any misstatements in the entity's financial statements that we may fail to detect as a result of misrepresentations made to us by you.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies to us of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the "Audit objectives" section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

Responsibilities and limitations related to nonaudit services

For all nonaudit services we may provide to you, management agrees to assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, and/or experience to understand and oversee the services; evaluate the adequacy and results of the services; and accept responsibility for the results of the services. Management is also responsible for ensuring that your data and records are complete and that you have received sufficient information to oversee the services.

The responsibilities and limitations related to the nonaudit services performed as part of this engagement are as follows:

- We will prepare a draft of your financial statements, schedule of expenditures of federal awards, and related notes in conformity with U.S. GAAP and the Uniform Guidance based on information provided by you. Since the preparation and fair presentation of the financial statements and schedule of expenditures of federal awards is your responsibility, you will be required to acknowledge in the representation letter our assistance with preparation of the financial statements and schedule of expenditures of federal awards and that you have reviewed and approved the financial statements, schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. You have a responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements and schedule of expenditures of federal awards.
- We will propose adjusting journal entries as needed. You will be required to review and approve those entries and to understand the nature of the changes and their impact on the financial statements.

These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*.

Use of financial statements

With regard to using the auditors' report, you understand that you must obtain our prior written consent to reproduce or use our report in bond offering official statements or other documents. The financial statements and our report thereon are for management's use. If you intend to reproduce and publish the financial statements and our report thereon, they must be reproduced in their entirety. Inclusion of the audited financial statements in a document, such as an annual report or bond offering document, should be done only with our prior approval of the document. You are responsible to provide us the opportunity to review such documents before issuance.

Should you decide to include or incorporate by reference these financial statements and our auditors' report(s) thereon in a future private placement or other offering of equity or debt securities, you agree that we are under no obligation to re-issue our report or provide consent for the use of our report in such a registration or offering document. We will determine, at our sole discretion, whether we will re-issue our report or provide consent for the use of our report only after we have performed the procedures we consider necessary in the circumstances. If we decide to re-issue our report or consent to the use of our report, we will be required to perform certain procedures including, but not limited to, (a) reading other information incorporated by reference in the registration statement or other offering document and (b) subsequent event procedures. These procedures will be considered an engagement separate and distinct from our audit engagement, and we will bill you separately. If we decide to re-issue our report or consent to the use of our report, you agree that we will be included on each distribution of draft offering materials and we will receive a complete set of final documents. If we decide not to re-issue our report or decide to withhold our consent to the use of our report, you may be required to engage another firm to audit periods covered by our audit reports, and that firm will likely bill you for its services. While the successor auditor may request access to our workpapers for those periods, we are under no obligation to permit such access.

With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website or submitted on a regulator website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information in the electronic site with the original document.

We may issue preliminary draft financial statements to you for your review. Any preliminary draft financial statements should not be relied on or distributed.

Engagement administration and other matters

We will work with you separately to establish and communicate the expected start date of the audit.

We understand that your employees will prepare all confirmations, account analyses, and audit schedules we request and will locate any documents or invoices selected by us for testing. A list of information we expect to need for our audit and the dates required will be provided in a separate communication.

At the conclusion of the engagement, we will complete the auditor sections of the electronic Data Collection Form SF-SAC and perform the steps to certify the Form SF-SAC and single audit reporting package. It is management's responsibility to complete the auditee sections of the Data Collection Form. We will create the single audit reporting package PDF file for submission; however, it is management's responsibility to review for completeness and accuracy and electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditors' reports, and corrective action plan) along with the Data Collection Form to the federal audit clearinghouse and, if appropriate, to pass-through entities. The Data Collection Form and the reporting package must be electronically submitted within the earlier of 30 calendar days after receipt of the auditors' reports or nine months after the end of the audit period.

We will provide copies of our reports to the entity; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the sole and exclusive property of CLA and constitutes confidential and proprietary information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely matter to the Minnesota Department of Education, the Minnesota Office of the State Auditor, or its designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of CLA personnel. Furthermore, upon request, we may provide copies or electronic versions of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies and legislative staff.

The audit documentation for this engagement will be retained for a minimum of seven years after the report release date or for any additional period requested by the Minnesota Department of Education or the Minnesota Office of the State Auditor. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Except as permitted by the "Consent" section of this agreement, CLA will not disclose any confidential, proprietary, or privileged information of the entity to any persons without the authorization of entity management or unless required by law. This confidentiality provision does not prohibit us from disclosing your information to one or more of our affiliated companies in order to provide services that you have requested from us or from any such

affiliated company. Any such affiliated company shall be subject to the same restrictions on the use and disclosure of your information as apply to us.

Our relationship with you is limited to that described in this letter. As such, you understand and agree that we are acting solely as independent accountants. We are not acting in any way as a fiduciary or assuming any fiduciary responsibilities for you. We are not responsible for the preparation of any report to any governmental agency, or any other form, return, or report or for providing advice or any other service not specifically recited in this letter.

Our engagement ends on delivery of our signed report. Any additional services that might be requested will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Government Auditing Standards require that we make our most recent external peer review report publicly available. The report is posted on our website at www.CLAconnect.com/Aboutus/.

Mediation

Any disagreement, controversy, or claim ("Dispute") that may arise out of any aspect of our services or relationship with you, including this engagement, shall be submitted to non-binding mediation by written notice ("Mediation Notice") to the other party. In mediation, we will work with you to resolve any differences voluntarily with the aid of an impartial mediator.

The mediation will be conducted as specified by the mediator and agreed upon by the parties. The parties agree to discuss their differences in good faith and to attempt, with the assistance of the mediator, to reach an amicable resolution of the Dispute.

Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

Any Dispute will be governed by the laws of the state of Minnesota, without giving effect to choice of law principles.

Time limitation

The nature of our services makes it difficult, with the passage of time, to gather and present evidence that fully and fairly establishes the facts underlying any Dispute that may arise between the parties. The parties agree that, notwithstanding any statute or law of limitations that might otherwise apply to a Dispute, including one arising out of this agreement or the services performed under this agreement, for breach of contract or fiduciary duty, tort, fraud, misrepresentation or any other cause of action or remedy, any action or legal proceeding by you against us must be commenced within twenty-four (24) months ("Limitation Period") after the date when we deliver our final audit report under this agreement to you, regardless of whether we do other services for you relating to the audit report, or you shall be forever barred from commencing a lawsuit or obtaining any legal or equitable relief or recovery. The Limitation Period applies and begins to run even if you have not suffered any damage or loss, or have not become aware of the existence or possible existence of a Dispute.

Fees

Our fees for the audit services will be based on the actual time spent at our standard hourly rates, plus out-of-pocket costs (such as report reproduction and supplies, postage, travel, copies, faxes, telephone, courier, etc.). Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our professional fees for the engagement will be \$48,720. We will also bill up to \$525 for expenses (including travel, other costs such as report production, word processing, postage, courier, copies, etc., and internal and administrative charges) plus a technology and client support fee of five percent (5%) of all professional fees billed. The fee estimate is based on anticipated cooperation from your personnel and their assistance with preparing confirmations and requested schedules. The fee estimate includes an estimate for complying with the cost of implementing new GASB pronouncements and ongoing costs of complying with previously issued GASB statements. You will receive a listing of schedules and information necessary for the completion of the audit which should be completed and ready for our review at the start of audit fieldwork. If these schedules and requested items are not available or are not accurate at the agreed upon start date of audit fieldwork, the estimated fee for audit services will likely be higher. The fees were estimated based on the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

You may request that we perform additional services not contemplated by this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. Finance charges of one and one half percent (1.5%) per month will be added to any past due amounts. In accordance with our firm policies, work may be suspended if your account becomes 60 days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not issued our report(s). You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

Changes in accounting and audit standards

Standard setters and regulators continue to evaluate and modify standards. Such changes may result in new or revised financial reporting and disclosure requirements or expand the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in the letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Changes related to COVID-19

COVID-19 continues to have significant direct and indirect impacts on financial reporting, disclosure requirements, and the nature, timing, and scope of the activities we are required to perform. To the extent that the amount of time required to provide the services described in this letter increases due to such changes, our fee may need to be adjusted. We will discuss such circumstances with you prior to performing the additional work.

Other fees

You also agree to compensate us for any time and expenses, including time and expenses of legal counsel, we may incur in responding to discovery requests or participating as a witness or otherwise in any legal, regulatory, or other proceedings that we are asked to respond to on your behalf.

Finance charges and collection expenses

You agree that if any statement is not paid within 30 days from its billing date, the unpaid balance shall accrue interest at the monthly rate of one and one-quarter percent (1.25%), which is an annual percentage rate of 15%. In the event that any collection action is required to collect unpaid balances due us, reasonable attorney fees and expenses shall be recoverable.

HIPAA Business Associate Agreement

To protect the privacy and provide for the security of any protected health information, as such is defined by the Health Insurance Portability and Accountability Act of 1996, as amended from time to time, and the regulations and policy guidances thereunder (HIPAA), Independent School District No. 834 and CLA shall enter into a HIPAA Business Associate Agreement (BAA) in the form attached hereto. If the attached HIPAA Business Associate Agreement is acceptable, please sign, date, and return it to us.

To protect the privacy and provide for the security of any protected health information, as such is defined by the Health Insurance Portability and Accountability Act of 1996, as amended from time to time, and the regulations and policy guidances thereunder (HIPAA), we acknowledge that Independent School District No. 834 and CLA have entered into a HIPAA Business Associate Agreement (BAA) as attached hereto dated June 16, 2021.

Consent

Consent to use financial information

Annually, we may assemble a variety of benchmarking analyses using client data obtained through our audit and other engagements. Some of this benchmarking information is published and released publicly. However, the information that we obtain is confidential, as required by ET Section 301 of the AICPA Code of Professional Conduct. Your acceptance of this engagement letter will serve as your consent to use of Independent School District No. 834's information in these cost comparison, performance indicator, and/or benchmarking reports.

Subcontractors

CLA may, at times, use subcontractors to perform services under this agreement, and they may have access to your information and records. Any such subcontractors will be subject to the same restrictions on the use of such information and records as apply to CLA under this agreement and the BAA.

Agreement

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. This letter constitutes the entire agreement regarding these services and supersedes all prior agreements (whether oral or written), understandings, negotiations, and discussions between you and CLA. If you have any questions, please let us know. Please sign, date, and return an electronic version of this letter to us to indicate your acknowledgment and understanding of, and agreement with, the arrangements for our audit of your financial statements including the terms of our engagement and the parties' respective responsibilities.

Sincerely,

CliftonLarsonAllen LLP



Dennis Hoozeveen, CPA
Principal
612/397-3063
Dennis.hoozeveen@CLAconnect.com

Enclosure

Response:

This letter correctly sets forth the understanding of Independent School District No. 834.

Authorized governance signature: _____

Title: School Board Chair

Date: July 8, 2021

Authorized management signature: _____

Title: Director of Finance

Date: July 8, 2021

HIPAA BUSINESS ASSOCIATE AGREEMENT

THIS HIPAA BUSINESS ASSOCIATE AGREEMENT (“Agreement”) is made by and between Independent School District No. 834 (hereinafter referred to as “Client”) and CliftonLarsonAllen LLP (hereinafter referred to as “CLA”). This Agreement is effective as of the date signed by Client.

RECITALS

WHEREAS, Client is a Covered Entity pursuant to the Health Insurance Portability and Accountability Act of 1996, the Health Information Technology for Economic and Clinical Health Act of 2009, and the regulations and policy guidances thereunder (the “HIPAA Standards”) and wishes to disclose certain information to CLA, or, if applicable, to allow CLA to create or receive information on behalf of Client pursuant to the terms of this Agreement, some of which may constitute Protected Health Information as defined under the HIPAA Standards (“PHI”); and

WHEREAS, Client and CLA intend to protect the privacy and provide for the security of PHI disclosed to CLA in compliance with the HIPAA Standards, and other applicable laws; and

WHEREAS, the purpose of this Agreement is to satisfy certain standards and requirements of the HIPAA Standards, as the same may be amended from time to time.

NOW, THEREFORE, in consideration of the foregoing recitals and mutual covenants herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties agree as follows:

TERMS OF AGREEMENT

1. Obligations of CLA.

a. **Permitted and Required Uses and Disclosures.** CLA may use and/or disclose PHI received by CLA from the Client, or, if applicable, created or received by CLA on behalf of the Client (hereinafter collectively referred to as the “Client’s PHI”) to perform functions, activities, or services for, or on behalf of, the Client in accordance with the specifications set forth in this Agreement; provided that such use or disclosure would not violate the HIPAA Standards if done by the Client. CLA must disclose PHI received by CLA from the Client as required by the HIPAA Standards and other applicable laws. Notwithstanding any other provision herein to the contrary, CLA agrees to use or disclose only the “Minimum Necessary” amount of information, as such term is defined in the HIPAA Standards, required to conduct the authorized activities herein, except that CLA will limit disclosures to a limited data set as set forth in 45 CFR. 164.514(e)(2) as required by the HIPAA Standards.

b. **Uses and Disclosures Restricted.** CLA shall not use or further disclose the Client’s PHI other than as permitted or required by this Agreement or as permitted or required by law. CLA shall not disclose Client’s PHI in a manner that would violate any restriction thereof which has been duly communicated to CLA. Except as permitted by the HIPAA Standards, CLA shall not directly or indirectly receive remuneration in exchange for any of the Client’s PHI unless a valid authorization has been provided to CLA.

c. Safeguards. CLA shall use appropriate safeguards, and comply with Subpart C of 45 CFR Part 164 with respect to protected health information, to prevent the use or disclosure of the Client's PHI other than as provided for by this Agreement.

i. Administrative Safeguards. CLA shall implement all required administrative safeguards pursuant to 45 CFR 164.308 as such are made applicable to business associates pursuant to the HIPAA Standards. Additionally, CLA shall either implement or properly document the reasons for non-implementation of all administrative safeguards of 45 CFR 164.308 that are designated as "addressable" as such are made applicable to business associates pursuant to the HIPAA Standards.

ii. Physical Safeguards. CLA shall implement all required physical safeguards pursuant to 45 CFR 164.310 as such are made applicable to business associates pursuant to the HIPAA Standards. Additionally, CLA shall either implement or properly document the reasons for non-implementation of all physical safeguards of 45 C.F.R. § 164.310 that are designated "addressable" as such are made applicable to business associates pursuant to the HIPAA Standards.

iii. Technological Safeguards. CLA shall implement all required technical safeguards pursuant to 45 CFR 164.312 as such are made applicable to business associates pursuant to the HIPAA Standards. Additionally, CLA shall either implement or properly document the reasons for non-implementation of all technical safeguards of 45 CFR 164.312 that are designated as "addressable" as such are made applicable to business associates pursuant to the HIPAA Standards.

d. Reporting of Disclosures. CLA shall report to Client in writing within 60 days any use or disclosure of the Client's PHI other than as provided for by this Agreement, including breaches of unsecured protected health information as required at 45 CFR 164.410, and any security incident of which CLA becomes aware.

e. CLA's Agents. CLA shall ensure that any agents, including subcontractors, to whom it provides the Client's PHI agree in writing to the same restrictions and conditions that apply to CLA with respect to such PHI and shall make such information available to the Client upon request. Upon CLA contracting with an agent for the sharing of the Client's PHI, CLA shall provide the Client written notice of any such executed agreement.

f. Availability of Information to the Client. CLA shall make available to the Client such information as the Client may require to fulfill the Client's obligations under 45 CFR 164.524 to provide access to and/or provide a copy (including an electronic copy) of PHI pursuant to the HIPAA Standards or, if requested by the Client or required by the HIPAA Standards, CLA shall make such information available (in electronic format as required by the HIPAA Standards) to the subject of such information or such subject's designee and shall confirm to the Client in writing that the request has been fulfilled.

g. Amendment of PHI. CLA shall make the Client's PHI available to the Client, upon the Client's request, to fulfill the Client's obligations to amend PHI pursuant to the HIPAA

Standards, and CLA shall, as directed by the Client, incorporate any amendments to PHI provided to CLA by the Client into copies pursuant to 45 CFR 164.526 such PHI maintained by CLA.

h. Internal Practices. CLA shall make its internal practices, books and records relating to the use and disclosure of Client's PHI available to the Secretary of the United States Department of Health and Human Services or his or her designee for purposes of determining the Client's compliance with the HIPAA Standards.

i. Accountings. CLA agrees to document disclosures of Client's PHI and information related to such disclosures as required for the Client to promptly respond to a request by an individual for an accounting of disclosures of such individual's PHI by CLA in compliance with the HIPAA Standards. CLA agrees to provide to the Client information collected in accordance with the requirements of this Section 1.i to permit the Client to make a timely and prompt response to a request by an individual for such accounting as required by the HIPAA Standards. As required by applicable HIPAA Standards, CLA shall provide an accounting of disclosures made by CLA upon a request made by an individual directly to CLA for such an accounting.

j. Notification of Breach. During the term of this Agreement, CLA shall notify the Client within a reasonable time following the occurrence of any breach of security, intrusion or unauthorized use or disclosure of Client's PHI and/or any use or disclosure of Client's PHI not provided for by this Agreement. CLA shall notify Client, without unreasonable delay and in no case later than 60 calendar days, of the discovery of an unauthorized acquisition, access, or disclosure of "unsecured protected health information," as such term is defined in the HIPAA Standards. Such notice shall include all information required by the HIPAA Standards.

k. Policies and Procedures; Documentation. CLA shall develop appropriate policies and procedures relating to its compliance with the administrative, physical, and technical safeguards set forth in Sections 1.c of this Agreement and shall document, retain, and update such policies and procedures as required by 45 CFR 164.316.

2. Specific Use and Disclosure Provisions. Except as otherwise limited in this Agreement, CLA may: (a) use Client's PHI to perform certain functions for or on behalf of Client as requested by Client from time to time, subject to the requirements of the HIPAA Standards and the terms of this Agreement; (b) use Client's PHI for the proper management and administration of CLA or to carry out the legal responsibilities of CLA; (c) disclose Client's PHI for the proper management and administration of CLA, provided that disclosures are required by law, or CLA obtains reasonable assurances from the person to whom the information is disclosed that it will remain confidential and used or further disclosed only as required by law or for the purpose for which it was disclosed to the person, and the person notifies CLA of any instances of which it is aware in which the confidentiality of the information has been breached; and (d) use Client's PHI to provide Data Aggregation services to the Client as permitted by 45 CFR 164.504(e)(2)(i)(B).

3. Client Obligations. As required by the HIPAA Standards, Client shall: (a) provide CLA with the notice of privacy practices that Client produces in accordance with 45 CFR 164.520, as well as any changes to such notice; (b) provide CLA with any changes in, or revocation of, permission by an individual to use or disclose PHI, if such changes affect CLA's permitted or required uses and disclosures; and (c) notify CLA of any restriction to the use or disclosure of PHI

that Client has agreed to in accordance with 45 CFR 164.522. Client shall not request CLA to use or disclose Client's PHI in any manner that would not be permissible under the HIPAA Standards if done by client, except that Client may request CLA to provide Data Aggregation services to the Client as permitted by 45 CFR 164.504(e)(2)(i)(B).

4. **Termination.** A breach by either party of any provision of this Agreement, as determined by the other party, shall constitute a material breach of the Agreement and shall provide grounds for termination of this Agreement and the services of CLA by the non-breaching party if the breaching party is unable to cure such breach within ten (10) days following written notice of such breach. CLA agrees to cooperate with the Client as necessary to mitigate the extent of any unauthorized disclosures of Client's PHI or any damages or potential damages and liability under the HIPAA Standards caused by any violation of this Agreement by CLA or other unauthorized use of Client's PHI.

5. **Treatment of Client's PHI after Termination.** Upon termination of the Agreement for any reason, including the cessation of services by CLA for any reason, CLA shall return or destroy all Client's PHI that CLA still maintains in any form, and shall retain no copies of such PHI. If the parties mutually agree that return or destruction is not feasible, this Agreement shall continue to apply to such information and, without limitation to the foregoing, CLA shall extend the protections of this Agreement to such information and limit further use and disclosure of such PHI to those purposes that make the return or destruction of such PHI infeasible. A senior officer of CLA shall certify in writing to the Client within thirty (30) days after termination or expiration of this Agreement that all Client's PHI has been returned or disposed of as required above.

6. **Amendment to Comply with Law.** The parties acknowledge that state and federal laws relating to electronic data security and privacy are rapidly evolving and that amendment of this Agreement may be required to provide for procedures to ensure compliance with such developments. The parties agree to promptly enter into negotiations concerning the terms of an amendment to this Agreement embodying written assurances consistent with the HIPAA Standards or other applicable laws upon the written request of the other party. Notwithstanding any other provision herein, either party may terminate this Agreement and the services of CLA, without penalty, upon thirty (30) days' written notice in the event (i) the other party does not promptly enter into negotiations to amend this Agreement when requested pursuant to this Section; or (ii) the other party does not enter into an amendment to this Agreement providing assurances regarding compliance with the HIPAA Standards or any other applicable laws relating to the security or privacy of PHI.

7. **No Third Party Beneficiaries.** Nothing expressed or implied in this Agreement is intended to confer, nor shall anything herein confer, upon any person other than the Client, CLA, and their respective successors or assigns, any rights, remedies, obligations or liabilities whatsoever.

8. **Indemnification.** Client shall indemnify, hold harmless and defend (with counsel of CLA's choosing) CLA from and against all claims, suits, administrative proceedings, demands, losses, damages or penalties, including reasonable attorneys' fees, arising out of Client's misuse or improper disclosure of PHI or CLA's possession, use or disclosure of PHI at the direction of Client.

9. Interpretation. This Agreement shall be interpreted as broadly as necessary to implement and comply with the HIPAA Standards. The parties agree that any ambiguity in this Agreement shall be resolved in favor of a meaning that complies and is consistent with the HIPAA Standards. There shall be no presumption for or against either party, by reason of one of the parties causing this Agreement to be drafted, with respect to the interpretation or enforcement of this Agreement.

10. Notices. All notices and other communications required or permitted hereunder or necessary or convenient in connection herewith shall be in writing and shall be deemed to have been given when hand delivered or mailed by registered or certified mail, as follows (provided that notice of change of address shall be deemed given only when received):

If to Client, to: Independent School District No. 834
1875 South Greeley Street
Stillwater, MN 55082
Attn: Lynne Ritzer, Supervisor of Financial Services

If to CLA, to: CliftonLarsonAllen LLP
220 South 6th Street
Minneapolis, MN 55402
Attention: Dennis Hoogeveen, Principal

or to such other names or addresses as Client or CLA, as the case may be, shall designate by notice to the other in the manner specified in this Section 9.

11.

12.

IN WITNESS WHEREOF, the parties have signed this Agreement.

Independent School District No. 834

By: _____
Print Name: Dr. John Thein
Title: Director of Finance
Date: July 8, 2021

CliftonLarsonAllen LLP

By:  _____
Print Name: Dennis Hoogeveen
Title: Principal
Date: June 16, 2021



Agenda Item IX.D.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Report for Action: School Board Goals 2021

Meeting Date: June 24, 2021

Contact Person: School Board Chair

Background:

The School Board Chair will introduce the draft of the goals that the board developed in a work session on June 22, 2021.

Recommendation:

Approval of the 2021 School Board Goals will be requested at a future business meeting.



Agenda Item 9 IX. E.
Date Prepared: June 18, 2021
ISD 834 Board Meeting

Report for Action: District Handbook 2020-2021

Meeting Date: June 24, 2021

Contact Person: Ms. Carissa Keister, Director of Communications

Report Purpose:

Each year the district is required to inform parents/guardians of district policies, required notices, and student/parent rights and responsibilities. This information is included in the District Handbook.

The district handbook contains summaries of the various required notices, as well as an overview and links to relevant school board-approved policies. The handbook is published electronically and can be found on the district's website. Families receive multiple communications each fall directing them to the online handbook. Each year, parents/guardians are required to sign off that they have reviewed the policies, procedures and required notices contained within this handbook.

Administration requests approval of the 2021-2022 District Handbook, which is available for review at stillwaterschools.org/handbook.

Recommendation:

Approval of the District Handbook for 2021-2022 will be requested at a future business meeting.



Agenda Item X.A.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Read Well by Third Grade Plan
Meeting Date: June 24, 2021
Contact Person: Ms. Karen Latterell, Literacy Curriculum Coordinator

Background:

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

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

Approval and submission of this data is required of all Minnesota districts and charter schools that enroll students in grades K-3 and is due by July 1, 2021. This plan must reflect required components of the World's Best Workforce legislation, Minnesota Statutes, section 120B.11, and is required to receive Literacy Incentive Aid as provided by Minnesota Statutes, section 124D.98.

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

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

Recommendation:

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

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



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

Rachel Larson
Director of Learning and Student Engagement

Karen Latterell
Literacy Curriculum Lead and Intervention Coordinator

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Goals and Objectives

District Philosophy on Reading

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

We believe:

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

District Reading Goal

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

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

Strategies to help reach this goal include the following:

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

Defining Reading Proficiency

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

Students who are literate and proficient:

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

Objectives

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

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

Assessment Process

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

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

Universal Screening Program

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

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

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

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

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

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

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

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

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

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

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

Table 1: Elementary Screening Program

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

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

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

Diagnostic Assessment

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

Oral Language Development—

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

Phonemic Awareness—

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

Phonics—

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

Fluency—

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

Vocabulary—

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

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

Comprehension—

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

Critical Reading—

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

Dyslexic Tendencies

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

Convergence Insufficiency

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

Progress Monitoring

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

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

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

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

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

Formative Assessments

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

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

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

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

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

Summative Assessments

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

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

Common rubrics for evaluating speaking and writing are in progress.

Parent/Guardian Notification and Involvement

Communication of Assessment Data

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

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

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

Communication of Classroom Progress

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

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

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

Communication of Intervention Progress

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

Communication of School and District Opportunities for Involvement

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

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

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

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

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

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

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

Current efforts include:

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

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

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

Communication of Opportunities to Support Child Development

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

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

Intervention and Instructional Supports

Alignment of Core Instruction (Tier I)

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

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

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

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

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

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

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

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

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

Multi-Tiered System of Support (MTSS)

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

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

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

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

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

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

Intervention Opportunities (Tiers I, II, and III)

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

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

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

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

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

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

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

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

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

Using Data to Determine Intervention

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

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

Professional Development on Scientifically-Based Reading Instruction

Alignment and Collaboration with Statutory Requirements

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

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

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

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

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

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

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

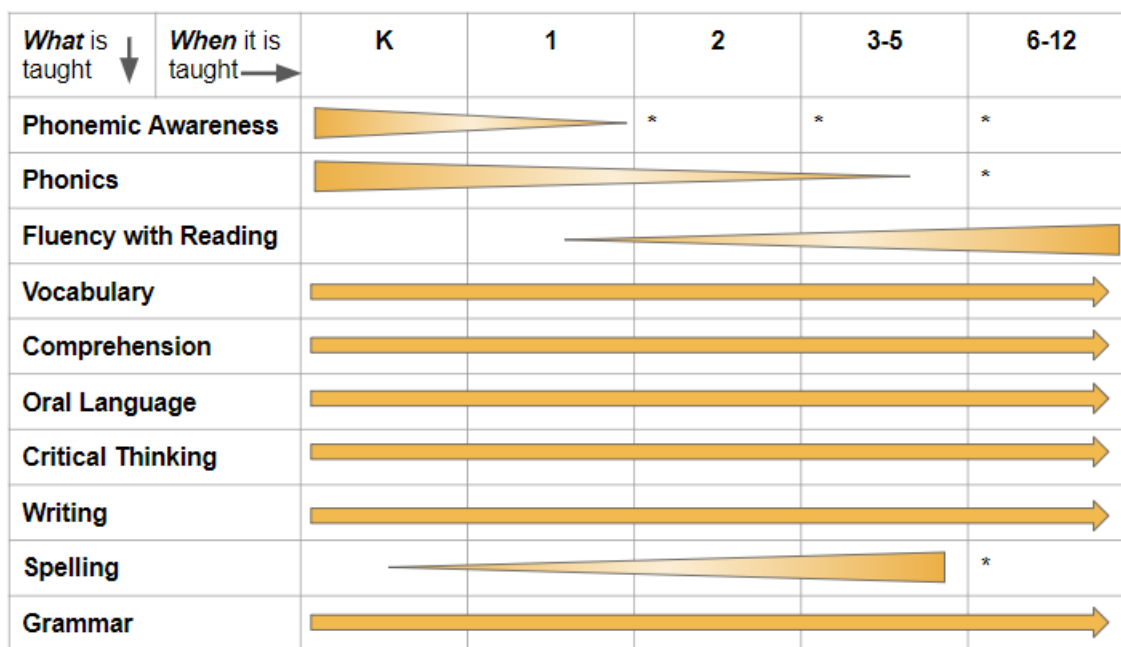
(f) "Vocabulary development" is the process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items. Learning in rich contexts, incidental learning, and use of computer technology enhance the acquiring of vocabulary.

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

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

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

Figure 1: Literacy Skill Introduction and Fading



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

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

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

This Tier I curricula includes:

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

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

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

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

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

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

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

District-Wide Professional Development Alignment

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

Job-Embedded Professional Development

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

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

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

Use of Student and Teacher Performance Data to Inform Professional Development

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

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

Curriculum and Instruction

Horizontal and Vertical Curriculum Alignment

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

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

Curriculum Resources

Letterland: PreK – grade 1

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

Words Their Way: grades 2 – 5

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

Fountas & Pinnell Classroom: PreK

- Shared reading, concepts of print, oral language development

Units of Study for Teaching Reading: grades K – 5

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

Units of Study for Teaching Writing: grades K – 5

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

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

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

Alignment and Collaboration with Statutory Requirements

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

Student Support System for EL Learners

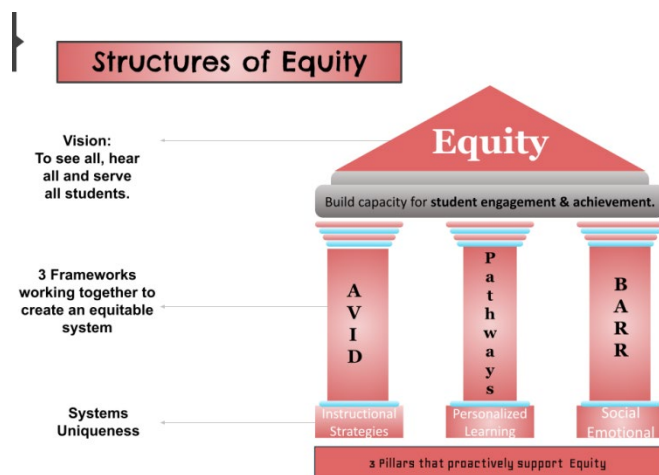
Professional Development for teachers of English Learners

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

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

Professional Development for General Education teachers

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



Communication System for Annual Reporting

Systems Accountability

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

Appendices

Appendix A: Philosophy and Beliefs in Language Arts

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

We believe:

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

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

Committee Members

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

Afton-Lakeland Elementary:

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

Andersen Elementary:

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

Brookview Elementary:

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

Lake Elmo Elementary:

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

Lily Lake Elementary:

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

Rutherford Elementary:

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

Stonebridge Elementary:

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

Appendix C: Dyslexic Tendencies Checklists

Stillwater Area Public Schools

Dyslexic Tendencies Checklist

Kindergarten

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

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

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

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

Stillwater Area Public Schools

Dyslexic Tendencies Checklist

Grade 1

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

Student Name		Student ID	
Date of Screening		Student Age:	

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

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

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

Stillwater Area Public Schools

Dyslexic Tendencies Checklist

Grades 2 -5

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

Student Name		Student ID	
Date of Screening		Student Age:	

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

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

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



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

Action Items: OPEB Levy
Meeting Date: June 24, 2021
Contact Person: Dr. John Thein, Director of Finance

Summary:

Dr. John Thein presented levying for OPEB for the 2021 Payable 2022 levy cycle at the June 10, 2021 school board business meeting.

A copy of the estimated tax impact document was provided on June 10, 2021 requesting the max of \$800,000.

Recommendation:

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

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

Exhibit D

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Stillwater Area Public Schools, ISD 834

May 21, 2021

Analysis of Tax Impact for Possible OPEB Levy

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

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

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

Alternative Teacher Compensation And Other Postemployment Benefits

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

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

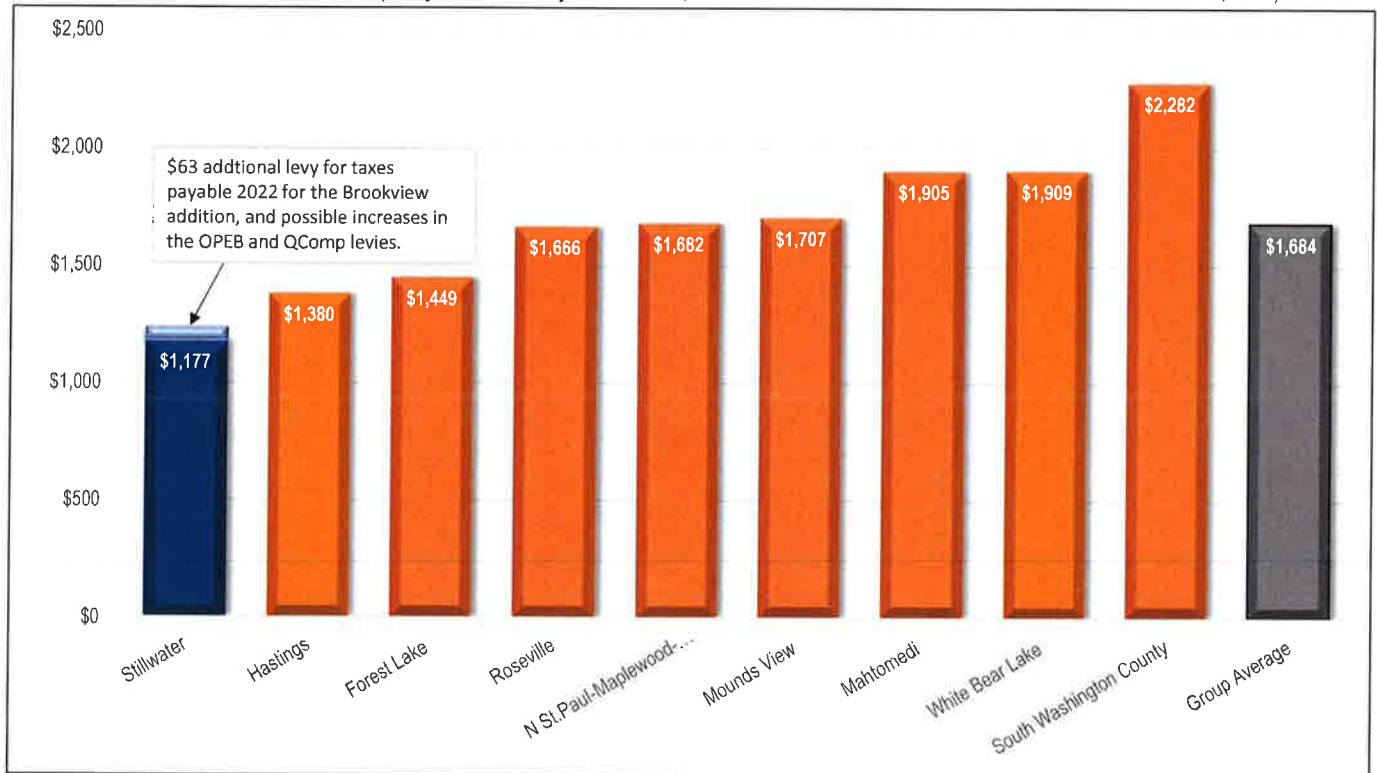
Alternative Teacher Compensation	<u>Pay 2021</u>	<u>December 2020</u>
Basic Aid	\$1,402,875	
Levy	\$ 826,351	Not Levied
OPEB Requested	\$ 0	N/A
Support Documentation Exhibit C		

Tax Impact for OPEB Exhibit D

Tax Impact for ATTPS Exhibit E

Stillwater Area Public Schools, ISD 834

Estimated Total School Property Taxes, Payable 2021, on a Home with an Estimated Market Value of \$350,000



Tax Base Source: Final values from Washington, Dakota and Ramsey Counties.

Levy Source: Taxes Payable 2021 Levy Certification Reports



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

Action Items: QComp Levy
Meeting Date: June 24, 2021
Contact Person: Dr. John Thein, Director of Finance

Summary:

Dr. John Thein presented levying for QComp for the 2021 Payable 2022 levy cycle at the June 10, 2021 school board business meeting.

A copy of the estimated tax impact document was provided on June 10, 2021.

Recommendation:

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

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

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Stillwater Area Public Schools, ISD 834

May 28, 2021

Analysis of Tax Impact for Possible Q-Comp Levy

Estimated Q-Comp Levy		\$825,000
Type of Property	Estimated Market Value	Estimated Annual Tax Impact Taxes Payable in 2022*
Residential Homestead	\$100,000	\$5
	200,000	13
	250,000	17
	300,000	20
	350,000	24
	400,000	28
	450,000	32
	500,000	35
	750,000	57
	1,000,000	79
Commercial/ Industrial **	\$100,000	\$7
	250,000	19
	500,000	42
	1,000,000	87
Apartments and Residential Non-Homestead	\$250,000	\$22
	500,000	44
	1,000,000	88
	2,000,000	176

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

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



Agenda Item X. D.
Date Prepared: May 28, 2021
ISD 834 Board Meeting

Action Item: 2021-2022 Preliminary Budget
Meeting Date: June 24, 2021
Contact Person: Dr. John Thein, Director of Finance

Summary:

Dr. Thein presented the draft 2021-2022 Preliminary Budget at the June 10, 2021 board business meeting. The Board of Education is required by law to adopt a preliminary budget by June 30, 2021.

Administration recommends approval of the 2021-2022 Preliminary Budget.

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

Recommendation:

A motion and a second to approve the 2021-2022 Preliminary Budget will be requested.

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



Stillwater
AREA PUBLIC SCHOOLS

2021-22 PRELIMINARY BUDGET

**Stillwater, Minnesota
June 2021**



Stillwater

AREA PUBLIC SCHOOLS

2021-22 PRELIMINARY BUDGET

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

**1875 South Greeley Street
Stillwater, MN 55082
www.stillwaterschools.org
651-351-8321**

Finance Department

**Dr. John Thein, Director of Finance
theinj@stillwaterschools.org**

Lynne Ritzer, Supervisor of Financial Services

Makenzie Fedors, District Accountant

Amanda Brunsvold, Student Support Services Accountant

Linda Moncrief, Admin Assistant

Tracy Constant, Accounts Processing Technician

Lorna Wells, Accounts Processing Technician

Tracy Caples-McDonald, Payroll Technician

Jill Chau, Payroll Technician

June 2021

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SECTION I

Introduction

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SCHOOL BOARD

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

ADMINISTRATION

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

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Curiosity Thrives Here

OUR STRATEGIC PLAN 2018-2021

Developed by stakeholders of the Stillwater Area Public Schools

OUR MISSION

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

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

OUR VISION

What we commit to creating for our students.

A Stillwater Area Public Schools student will be an effective:

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

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

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

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

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

OUR GOALS: WORLD'S BEST WORKFORCE

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

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



OUR PARAMETERS

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

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

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

* Goals unique to our district

Approved by the School Board - May 10, 2018

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A BRIEF HISTORY OF DISTRICT 834

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

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

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

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

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

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

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

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

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2021-22 PRELIMINARY BUDGET OVERVIEW

Introduction

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

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

Budget Timeline

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

Spring

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

Summer

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

Fall

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

Winter

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

Budget Assumptions

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

Enrollment Trends and Enrollment Projections

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

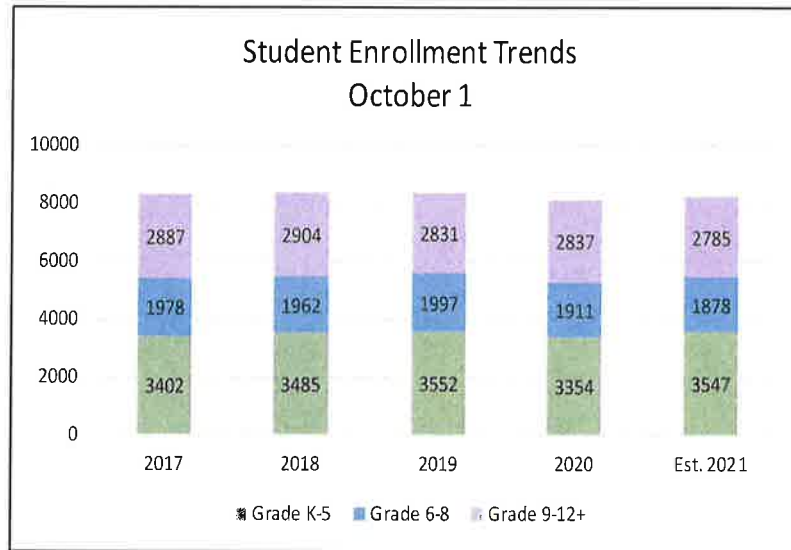


Figure 1

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

Employee Contracts

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

General Education Revenue

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

School Allocations

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

Special Education Revenue

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

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

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

Summary – 2021-22 Preliminary Budgets

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

Revenues

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

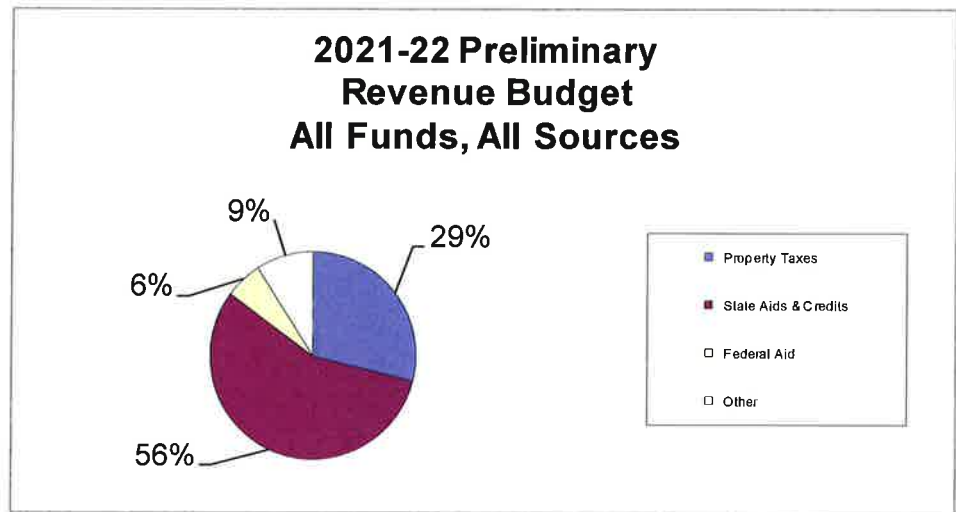


Figure 2

Expenditures

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

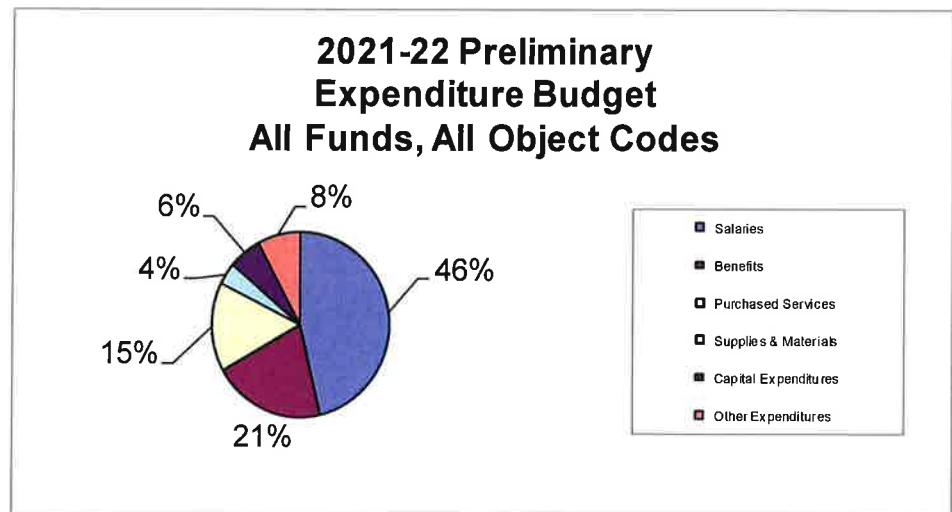


Figure 3

SECTION II

2021-22

Preliminary Budget

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2021-22 PRELIMINARY BUDGET

Budget Process and Assumptions

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

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

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

Enrollment

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

Staffing allocations

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

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

Table 1

*This does not represent average class size.

Non-salary budgets

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

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

Table 2

Staff development

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

2021-22 Preliminary Budget – Fund Detail

General Fund

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

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

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

Revenue

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

Expenditures

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

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

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

Capital Expenditure Account

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

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

Expenditures by Program

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

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

Administration

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

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

District Support Services

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

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

Regular and Vocational Instruction

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

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

Special Education Instruction

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

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

Instructional Support Services

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

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

Pupil Support Services (Including Transportation)

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

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

Operations and Maintenance

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

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

Fiscal and Other Fixed Costs

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

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

Food Service Fund

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

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

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

Community Service Fund

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

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

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

Building Construction Fund

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

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

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

Debt Service Fund

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

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

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

Trust Fund

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

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

OPEB Trust

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

Internal Service Fund

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

2021-22 PRELIMINARY BUDGET SUMMARY

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

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

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SECTION III

Summary

SUMMARY OF REVENUES BY SOURCE CATEGORY AND FUND

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

SUMMARY OF EXPENDITURES BY OBJECT CATEGORY AND FUND

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

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BUDGET DETAIL SUMMARY

REVENUE BY SOURCE

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

REVENUE BY SOURCE

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

FOOD SERVICE FUND

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

COMMUNITY SERVICE FUND

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

REVENUE BY SOURCE

SRC DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
301 Nonpublic Aid	71,855	83,728	106,532	Added Chesterton Academy.
370 Other Aid from DOE	181,924	177,464	196,137	Anticipating an increase in funding for the Adult Basic Ed (ABE) program.
405 Federal Aid Rec'd thru Other	3,103	2,600	4,933	
548 Gymnastics	31,252	56,141	56,046	
549 Aquatics	35,899	60,980	66,510	
551 Adult Athletics	62,850	74,722	24,720	Anticipating low enrollment in the Adult Athletics program.
552 Adult Enrichment	92,777	102,500	84,867	Anticipating low enrollment in the Adult Enrichment program.
553 Youth Athletics	56,999	82,000	77,000	
554 Camps and Clinics	77,718	125,000	130,000	
562 Instructional Music	34,892	35,550	35,500	
564 Special Events	54,692	110,159	114,237	
570 School Age Care Tuition	1,812,663	2,355,619	1,999,641	Anticipating low enrollment in the school-age care program.
571 School Age Care Preschool	186,310	241,273	232,260	
585 Youth Development/Youth Serv	296,868	410,000	362,700	Anticipating low enrollment in the Youth Dev/Youth Serv program.
591 Facilities Use	219,419	278,545	216,352	Anticipating reduction in facility use.
592 Turf Fields Use	3,484	6,801	5,138	
Total	6,133,641	7,611,700	7,116,232	
BUILDING CONSTRUCTION FUND				
092 Interest Earnings	43,840	20,000	1,000	
Total	43,840	20,000	1,000	
DEBT SERVICE FUND				
001 Property Tax Levy-General	9,830,382	10,332,402	9,146,306	
092 Interest Earnings	104,828	55,000	50,000	
234 Homestd/Agr Mrkt Value Credit	12,317	13,000	13,000	
258 Other State Credits	76,143	75,000	75,000	
631 Sale of Bonds	6,054,079	0	0	
Total	16,077,749	10,475,402	9,284,306	
CUSTODIAL FUND (SCHOLARSHIPS)				
All Gift Directed Revenues	82,409	5,000	15,000	
Total	82,409	5,000	15,000	

EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
GENERAL FUND				
100 Administrators	1,618,488	1,601,533	1,581,069	
101 School Board	34,329	33,750	33,750	
110 Principals	2,189,094	2,209,511	2,246,498	
120 Supervisors	650,734	699,692	695,676	
121 Confidential/Specialists	1,014,517	1,043,059	938,765	Decreased primarily due to loss of two transportation coordinators.
122 Subs-Health Specialists	8,446	25,000	25,000	
140 Teachers	33,573,006	34,757,934	37,000,914	Increased to reflect contract settlement costs.
141 Paraprofessionals	934,976	901,132	1,091,219	Increased to reflect contract settlement costs.
142 Subs-Paraprofessionals	5,632	21,000	21,000	
143 Coordinators	1,199,552	1,269,968	1,270,625	
144 Librarians	194,439	205,859	198,664	
145 Subs-Teacher	35,021	100,000	100,000	
150 Subs-Teacher School Business	7,763	27,858	41,456	
151 Occupational Therapists	266,438	275,017	330,583	Increased to reflect current staffing levels along with contract settlement costs.
152 Speech Language Pathologists	1,535,112	1,596,473	1,596,032	
154 School Nurse	222,741	206,188	235,860	
155 Health Care Specialists	310,627	325,868	289,443	
156 School Social Worker	439,886	454,050	466,689	
157 Psychologists	855,722	877,956	903,690	
161 Paraprofessionals - Certified	2,662,022	2,766,270	2,875,523	
162 Paraprofessionals - One-to-One	166,521	170,557	203,821	Increased to reflect current staffing levels along with contract settlement costs.
165 School Counselors	1,118,710	1,112,786	1,113,544	
170 Tech Support	2,137,935	2,202,430	2,165,386	
171 Subs-Tech Support	13,733	11,477	11,900	
172 Custodians	2,099,934	2,431,348	2,457,746	
173 Overtime	160,702	132,928	138,750	
174 DAPE Specialists	207,351	212,544	216,821	
176 Subs-Custodian	181,372	95,000	95,000	
177 Crossing Guards	10,426	10,636	21,844	
178 Lunchroom Supervisors-Licensed	7,242	10,000	10,000	
179 Lunchroom Supervisors-Non-Licensed	1,751	1,759	1,750	
180 Coaches	690,730	724,795	724,795	
185 Advisors	184,415	179,407	181,407	
186 Other Salary Payments-Non-Licensed	249,319	330,438	184,544	Decreased to better reflect planned expenditures.

EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
189 Other Salary Payments-Licensed	815,405	814,731	829,670	
195 Teacher Retirement Pay Differential	0	-250,000	-1,375,500	Decreased due to staffing level changes and to reflect projected retiree savings.
210 FICA	4,080,205	4,376,807	4,575,081	
214 PERA	853,640	853,855	865,540	
218 TRA	3,489,336	3,662,479	3,938,096	
220 Health Insurance	12,030,490	11,668,228	12,129,498	
225 Dental Insurance	777,956	795,914	780,611	
230 Life Insurance	160,747	186,821	199,497	
235 LTD Insurance	142,970	151,736	159,765	
236 Short Term Disability	116,800	15,416	14,116	
240 Legal Insurance	-11	0	0	
250 TSA	1,046,084	1,077,866	1,144,005	
251 Severance TSA	68,668	180,000	180,000	
252 Severance Health	18,288	100,000	100,000	
253 Health Care Savings Plan	667,126	674,837	729,131	
254 VEBA Contribution	1,170,916	1,185,452	1,286,215	Increased to better reflect planned expenditures.
270 Workers Compensation	313,165	327,556	333,572	
280 Reemployment Comp Insurance	65,436	46,388	46,388	
291 OPEB (pay as you go)	0	415,073	243,442	Decreased to better reflect planned expenditures.
297 Tuition/Classes	4,831	14,400	14,400	
298 Contract Dues	15,271	17,870	17,870	
299 Other Employee Benefits	5,508	14,200	14,200	
300 Contracted Services Not Subs	175,081	121,700	121,700	
301 Contracted Service Subs	678,811	600,000	600,000	
302 Background Check	8,991	22,789	22,789	
303 Federal Contracts < \$25,000	27,309	107,706	107,706	
304 Federal Contracts > \$25,000	0	25,000	25,000	
305 Consulting/Service Fees	1,465,616	1,509,962	1,205,936	Decreased primarily for planned long term facility maintenance projects.
306 Audit Services	64,532	85,000	70,000	
307 Legal Services	220,965	133,750	114,225	
308 Printing Services	59,928	106,750	63,200	Decreased to better reflect planned expenditures.
309 Credit Card Fees	6,086	0	0	
310 Snow Removal/Lawn Services	189,634	248,500	229,500	
312 Officials/Judges	49,320	65,600	65,600	
313 Laundry Services	19,581	20,825	21,125	
314 On-Line Courses	17,240	30,000	30,000	
315 Computer/Tech Repair and Maint	28,901	26,514	26,564	
316 Special Ed Litigation	2,171	0	2,171	

EXPENDITURE BY OBJECT

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

EXPENDITURE BY OBJECT

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

EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
220 Health Insurance	341,279	336,750	343,115	
225 Dental Insurance	21,688	23,500	21,675	
230 Life Insurance	1,195	1,320	1,211	
235 LTD Insurance	1,744	3,280	1,764	
236 Short Term Disability	1,367	0	0	
250 TSA	20,652	20,655	20,613	
253 Health Care Savings Plan	3,075	2,000	3,100	
254 VEBA Contribution	14,750	15,150	17,550	
270 Workers Compensation	42,818	43,530	41,932	
305 Consulting/Service Fees	398	125	400	
309 Credit Card Fees	71,505	125,000	125,000	
320 Communication Services	960	1,500	1,000	
329 Postage	123	350	200	
333 Garbage Collection	13,880	21,000	20,000	
350 Repair/Maintenance Services	22,428	55,000	45,000	
366 Travel and Conferences	2,489	4,300	1,550	
398 Administrative Chargebacks	98,540	130,000	133,000	
401 Non-Instructional Supplies	69,770	70,700	56,200	Prepackaging costs were higher than expected last year due to COVID.
402 Promotions	613	2,750	1,150	
403 Small Equipment	15,742	40,000	39,000	
405 Non-Instructional Annual License/Software	17,165	17,500	17,500	
442 Gasoline	208	850	600	
455 Non-Instructional Technology Supplies	0	500	500	
465 Non-Instructional Technology Devices	0	1,000	1,000	
490 Food	945,057	1,314,000	1,380,000	Food costs expected to increase along with participation.
491 Commodities	205,268	250,000	250,459	
495 Milk	131,631	134,800	137,050	
505 Non-Instructional Technology Software	35,496	6,000	6,000	
530 Other Equipment Purchased	41,925	152,500	101,000	Decrease in expected equipment purchases.
820 Dues and Memberships	2,265	2,870	2,470	
Total	3,744,400	4,425,385	4,475,524	
COMMUNITY SERVICE FUND				
100 Administrators	148,143	148,597	150,368	
120 Supervisors	413,941	488,460	438,596	Over projected expenditures in Youth Serv/Youth Dev in FY 20-21.
121 Confidential/Specialists	54,107	56,183	55,908	
123 SAC Site Leaders	364,072	365,754	360,358	

EXPENDITURE BY OBJECT

OBJ DESCRIPTION	2019-20 ACTUAL	2020-21 REVISED	2021-22 PRELIM.	NOTES
125 Schl Readiness/ABE Supervisor	163,755	177,190	170,367	
140 Teachers	1,044,525	1,089,789	1,061,015	
141 Community Ed Assistants	1,366,268	1,358,232	1,185,661	Reduced school-age care staff because of anticipated low enrollment.
142 Subs-Comm Ed Assts	0	0	2,000	
143 Coordinators	22,716	0	0	
150 Subs-Teacher School Business	0	1,250	1,250	
154 School Nurse	10,922	13,895	17,633	
165 School Counselors	13,401	12,000	23,454	
170 Tech Support	320,136	388,832	314,840	Eliminated a position from Early Childhood and youth programs support.
171 Subs-Tech Support	0	500	500	
172 Custodians	34,611	35,068	34,484	
173 Overtime	38,852	56,315	46,225	
186 Casual/Other Pmts Non-Licensed	279,825	333,308	311,469	
189 Casual/Other Pmts Licensed	101,824	155,019	100,485	Reduced staffing hours in several programs due to anticipated low enrollment and reduced school readiness expense as a result of a staff leave.
210 FICA	325,797	353,351	325,137	
214 PERA	194,307	239,931	214,570	
218 TRA	107,369	120,770	113,480	
220 Health Insurance	448,356	455,867	445,470	
225 Dental Insurance	35,659	39,190	35,589	
230 Life Insurance	8,802	7,808	7,515	
235 LTD Insurance	4,670	7,219	5,909	
236 Short Term Disability	3,041	1,200	1,200	
250 TSA	40,884	37,700	31,961	
251 Severance TSA	17,056	0	0	
253 Health Care Savings Plan	39,846	51,399	21,044	
254 VEBA Contribution	58,509	62,027	58,650	
270 Workers Compensation	22,658	22,781	20,618	
297 Tuition/Classes	332	5,200	0	
299 Other Employee Benefits	305	300	300	
301 Contracted Service Subs	43,154	29,000	44,000	Increased to better reflect planned expenditures.
304 Advertising Services	46	500	500	
305 Consulting/Service Fees	367,649	458,594	416,044	Anticipating fewer independent contractors and a reduction in program enrollment.
308 Printing Services	43,905	42,200	36,550	
309 Credit Card Fees	133,981	197,052	170,985	Decreased based on reduction in fees associated with enrollment.
310 Snow Removal/Lawn Services	1,852	3,000	3,000	
320 Communication Services	3,561	4,240	4,020	
329 Postage	11,722	15,325	14,825	
330 Electricity	18,552	23,200	23,200	
331 Natural Gas	4,471	5,000	5,000	

EXPENDITURE BY OBJECT

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

BUILDING CONSTRUCTION FUND

305 Consulting/Service Fees	49,907	0	0	
307 Legal Services	120,093	10,000	20,000	
401 Non Instructional Supplies	750	0	0	
520 Bldg Acquisition/Construction	2,837,203	467,000	472,000	
530 Other Equipment Purchased	6,606	0	0	
Total	3,014,559	477,000	492,000	

EXPENDITURE BY OBJECT

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

SECTION IV

Glossary

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GLOSSARY

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

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

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

State Revenue (Source 200-399)

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

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

Federal Revenues (Source 400-499, 599)

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

Other Revenue (Source 600-699)

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

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

Expenditure Object Codes

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

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Agenda Item X. E.
Date Prepared: June 10, 2021
ISD 834 Board Meeting

Action Items: Long-term Facilities Maintenance 10 year Plan
Meeting Date: June 24, 2021
Contact Person: Mr. Mark Drommerhausen, Director of Operations

Summary:

2023 Ten-Year Plan

Mr. Mark Drommerhausen presented a comprehensive list of projects that qualify for long-term facility maintenance funding at the June 10, 2021 school board business meeting.

The 2015, 1st Special Session, Chapter 3, Article 6 sections 1-4 and 14 (2015 Education Act) established this program for school districts, intermediate districts, other cooperatives and charter schools. The Long-term Facility Maintenance Ten Year Revenue Application replaces the old Health and Safety Revenue, Deferred Maintenance Revenue and Alternative Facilities Revenue programs beginning in FY 2018.

Four documents will be required as part of the Long-term Facility Maintenance application. The application must include a Long-term Facilities Maintenance Revenue Application-Ten-year Expenditure, Long-term Facilities Maintenance Projection, Statement of Assurances and School Board resolution/meeting minutes adopting the LTFM ten-year plan.

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

Administration recommends approval of the Long-term Facilities Maintenance Revenue Application.

Attachments:

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

Recommendation:

A motion and a second to approve the Long-term Facilities Maintenance Plan for 2022 Pay 2023 will be requested.

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



EXPENDITURE APPROVAL FORM

Fiscal Year 2020-2021

REQUESTED BY: Mark Drommerhausen, Director of Operations

DATE: June 24, 2021

DESCRIPTION OF REQUEST

Category	Amount
Physical Hazards	\$ 80,000.00
Other Hazardous Materials	\$ 70,000.00
Environmental Health and Safety Management	\$ 200,000.00
Asbestos Removal and Encapsulation	\$ 70,000.00
Fire Safety	\$ 200,000.00
Indoor Air Quality	\$ 45,000.00
Total Health and Safety Capital Projects	\$ 665,000.00
Building Envelope	\$ 615,000.00
Building Hardware and Equipment	\$ 821,000.00
Electrical	\$ 405,000.00
Interior Surfaces	\$ 1,471,000.00
Mechanical Systems	\$ 155,000.00
Plumbing	\$ 1,636,000.00
Professional Services and Salary	\$ 715,416.00
Roof Systems	\$ 820,000.00
Site Projects	\$ 840,000.00
Total Deferred Capital Expense and Maintenance	\$ 7,478,416.00
Total LTFM Fiscal Year 2023 Expenditures	\$ 8,143,416.00

FINANCIAL IMPACT

The above description is summary of the proposed FY23 Long-Term Facilities Maintenance (LTFM) program projects. This is a preliminary plan that can be modified as needs and priorities change. The approval of the expenditures is required to complete the LTFM application.

Budget(s) Impacted: Fiscal Year 2023 Long-Term Facility Maintenance Budget total of \$8,143,416.

Is This a One-Time Expenditure?

- ☐ Yes, once implemented there will be no ongoing costs
- ☒ No, it will need to be funded indefinitely
- ☐ No, it will need to be funded for Fiscal Years 2021-?

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

- ☒ Yes List Source(s): Long-Term Facilities Maintenance 2022 payable property tax
- ☐ No

PROGRESS MONITORING

2023 Long-Term Facilities Maintenance program



MDE / Minnesota

DEPARTMENT

OF EDUCATION

Division of School Finance

1500 Highway 36 West

Roseville, MN 55113-4266

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

ED - 02478-07

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes, section 123B.595, subdivision 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	Enter Information	District Info.	Enter Information									
District Name:	Stillwater Area Public Schools	Date:	6/16/2021									
District Number:	834	Email:	theinj@stillwaterschools.org									
District Contact Name:	John Thein											
Contact Phone #	651-351-8321											

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2021 (base year)	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	\$110,000	\$80,000	\$80,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000	\$85,000
349	Other Hazardous Materials	\$70,000	\$70,000	\$70,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000	\$75,000
352	Environmental Health and Safety Management	\$200,000	\$200,000	\$200,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000	\$210,000
358	Asbestos Removal and Encapsulation	\$120,000	\$75,000	\$70,000	\$60,000	\$60,000	\$60,000	\$60,000	\$50,000	\$50,000	\$50,000	\$50,000
363	Fire Safety	\$230,000	\$245,000	\$200,000	\$250,000	\$250,000	\$200,000	\$250,000	\$250,000	\$200,000	\$250,000	\$250,000
366	Indoor Air Quality	\$90,000	\$45,000	\$45,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000	\$50,000
Total Health and Safety Capital Projects		\$820,000	\$715,000	\$665,000	\$730,000	\$730,000	\$680,000	\$730,000	\$720,000	\$670,000	\$720,000	\$720,000
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category (3)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$464,000	\$492,000	\$615,000	\$500,000	\$510,000	\$512,000	\$522,000	\$532,000	\$537,000	\$547,000	\$555,000
369	Building Hardware and Equipment	\$467,000	\$1,042,000	\$821,000	\$470,000	\$480,000	\$485,000	\$500,000	\$500,000	\$500,000	\$500,000	\$500,000
370	Electrical	\$199,000	\$481,000	\$405,000	\$650,000	\$1,120,000	\$1,300,000	\$1,400,000	\$1,500,000	\$1,600,000	\$1,600,000	\$1,600,000
379	Interior Surfaces	\$757,000	\$1,651,000	\$1,471,000	\$1,650,000	\$1,684,000	\$1,700,000	\$1,200,000	\$1,000,000	\$1,100,000	\$1,100,000	\$1,200,000
380	Mechanical Systems	\$920,000	\$773,000	\$155,000	\$2,175,000	\$2,775,000	\$2,550,000	\$2,300,000	\$2,000,000	\$1,150,000	\$1,275,000	\$1,355,000
381	Plumbing	\$993,000	\$704,000	\$1,636,000	\$850,000	\$750,000	\$750,000	\$755,000	\$755,000	\$755,000	\$775,000	\$775,000
382	Professional Services and Salary	\$520,000	\$316,459	\$715,416	\$755,416	\$765,416	\$780,416	\$785,416	\$785,416	\$785,416	\$715,416	\$785,416
383	Roof Systems	\$950,000	\$590,000	\$820,000	\$720,000	\$700,000	\$650,000	\$675,000	\$688,000	\$700,000	\$750,000	\$750,000
384	Site Projects	\$748,000	\$838,000	\$840,000	\$1,050,000	\$859,999	\$865,000	\$2,800,000	\$3,900,000	\$1,025,000	\$1,050,000	\$850,000
Total Deferred Capital Expense and Maintenance		\$6,018,000	\$6,887,459	\$7,478,416	\$8,820,416	\$9,644,415	\$9,592,416	\$10,932,416	\$11,660,416	\$8,152,416	\$8,312,416	\$8,370,416
Total Annual 10-Year Plan Expenditures		\$6,838,000	\$7,602,459	\$8,143,416	\$9,550,416	\$10,374,415	\$10,272,416	\$11,662,416	\$12,380,416	\$8,822,416	\$9,032,416	\$9,090,416
Fund Balance Section												
Fund 01												
Beginning Fund Balance 01-467-XX		\$7,376,822	\$4,476,531	\$4,183,694	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975
LTFM Fiscal Year Revenue - Levy		\$5,999,986	\$7,602,459	\$7,103,416	\$4,090,416	\$3,874,415	\$4,222,416	\$3,852,416	\$4,040,416	\$4,212,416	\$9,032,416	\$9,090,416
LTFM Fiscal Year Revenue - AID if Applicable		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Revenue Other		-\$2,062,278	-\$292,837	-\$2,953,719	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT if applicable - Special Legislation FY 20 and FY 21		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$6,838,000	\$7,602,459	\$7,103,416	\$4,090,416	\$3,874,415	\$4,222,416	\$3,852,416	\$4,040,416	\$4,212,416	\$9,032,416	\$9,090,416
Ending Fiscal Year Fund Balance 01-467-XX		\$4,476,531	\$4,183,694	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975	\$1,229,975
Fund 06												
Beginning Fund Balance 06-467-XX		\$0	\$0	\$6,500,000	\$5,460,000	\$12,550,000	\$6,050,000	\$16,150,000	\$8,340,000	\$4,610,000	\$0	\$0
LTFM Fiscal Year Bonded Revenue		\$0	\$6,500,000	\$0	\$12,550,000	\$0	\$16,150,000	\$0	\$4,610,000	\$0	\$0	\$0
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$0	\$0	\$1,040,000	\$5,169,000	\$6,500,000	\$6,050,000	\$7,810,000	\$8,340,000	\$4,610,000	\$0	\$0
Ending Fiscal Year Fund Balance 06-467-XX		\$0	\$6,500,000	\$5,460,000	\$12,550,000	\$6,050,000	\$16,150,000	\$8,340,000	\$4,610,000	\$0	\$0	\$0

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection													Revised 5/12/2021
834 <= Type in School District Number													
STILLWATER AREA PUBLIC SCHOOL DIST.													
Calculations for Ten Year Projection													
1 Type your district number in cell A2 (Minneapolis = 1.2)	Pay 21 LLC #	Change only if requiring levy adjustments	Payable 2021 LLC Certification	Current Estimate									
				FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
2 Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b													
3 Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33													
4 Look-up data from following tabs													
5 Initial Formula Revenue													
6 Current year APU	57		9,369.20	9,465.95	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05
6a Additional Pre-K Pupil Units (line 19 of Pre-K Application)													
6b Total Adjusted Pupil Units = (6) + (6a)				9,465.95	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05
7 District average building age (uncapped)	451		39.31	39.31	40.31	41.31	42.31	43.31	44.31	45.31	46.31	47.31	48.31
8 Formula allowance			\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9 Building age ratio = (Lesser of 1 or (7) / 35)	452			1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000	1.00000
10 Initial revenue = (6) * (8) * (9)	453		3,560,296	3,597,060	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180
11 Added revenue for Eligible H&S Projects > \$100,000 / site													
12 Debt service for existing Alt facilities H&S bonds (18) - gross before debt excess	702												
13 Debt Excess related to Debt service for existing Alt facilities H&S bonds (18)	756												
14 Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701												
15 Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755												
16a Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab													
16b New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue													
17 Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767												
18 Pay as you go revenue for eligible new H&S projects > \$100,000 / site	455												
19 Total additional revenue for eligible H&S projects > \$100,000 / site (12) - (13) + (14) - (15) + (17) + (18)	456												
Added revenue for Pre-K remodeling (for VPK approvals only)													
20a Net debt service for bonds approved for Pre-K remodeling	768												
20b Pay as you go for projects approved for Pre-K remodeling	457												
20c Total Pre-K revenue													
20d Total New Law Revenue (10) + (19) + (20c)	458			3,597,060	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection						Revised 5/12/2021											
834 <= Type in School District Number																	
STILLWATER AREA PUBLIC SCHOOL DIST.																	
Calculations for Ten Year Projection						Pay 21	Change only if requiring levy adjustments	Payable 2021 LLC Certification	Current Estimate								
	LLC #					FY 2021	FY 2022	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030	FY 2031
Old Formula revenue																	
21																	
Old formula Health & Safety revenue (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)						459	715,000	715,000	665,000	730,000	730,000	680,000	730,000	720,000	670,000	720,000	720,000
22																	
Old formula alt facilities debt revenue (1A) - gross before debt excess						701		587,987									
23								80,752									
24								507,235									
25																	
26																	
27								6,876,000	6,423,000	3,345,000	3,128,999	3,527,000	3,107,000	3,305,000	3,527,000	8,297,000	8,355,000
Old formula alt facilities pay as you go revenue (1B) > \$500,000 (these should match the pay as you go amounts entered into the Health & Safety Data Submission System through FY 2023)						463											
27a																	
27b																	
28									214,043	745,343	745,343	1,427,843	1,427,843	1,427,843	2,112,233	1,914,728	
= (if (22) + (26) = 0, (10) * (\$64 / formula allowance))						466											
29																	
Total old formula revenue = (21)+(24)+(25)+(26)+(27)-(27a)+(27b)+(28)						467	8,098,235	8,098,235	7,088,000	4,289,043	4,604,342	4,952,343	5,264,843	5,452,843	5,624,843	11,129,233	10,989,728
30																	
Total LTFM Revenue for Individual District Projects = Greater of (20d) or [(29) + (20c)]						468	8,098,235	8,098,235	7,088,000	4,289,043	4,604,342	4,952,343	5,264,843	5,452,843	5,624,843	11,129,233	10,989,728
31																	
District Requested Reduction from Maximum LTFM Revenue (to levy less than the maximum). Also enter this amount in the Levy Information System. Stated as positive number						469											
32																	
District LTFM Revenue (30) - (31)						470	8,098,235	8,098,235	7,088,000	4,289,043	4,604,342	4,952,343	5,264,843	5,452,843	5,624,843	11,129,233	10,989,728
33																	
LTFM Revenue for District Share of Eligible Cooperative / Intermediate Projects (Unequalized)						471	11,459	11,459	15,416	15,416	15,416	15,416	15,416	15,416	15,416	15,416	15,416
34																	
Grand Total LTFM Revenue (32) + (33)						472	8,109,694	8,109,694	7,103,416	4,304,458	4,619,757	4,967,758	5,280,258	5,468,258	5,640,258	11,144,648	11,005,143
Aid and Levy Shares of Total Revenue																	
35																	
For ANTC & APU, three year prior date						33	2019	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
36																	
Three year prior Ag Modified ANTC						54	121,590,171	121,590,171	126,155,839	131,202,072	136,450,155	141,908,161	147,584,488	153,487,867	159,627,382	166,012,477	172,652,976
37																	
Three year prior Adjusted PU (New Weights)						474	9,276.62	9,276.77	9,280.86	9,095.45	9,465.95	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05	9,632.05
38																	
ANTC / APU = (36) / (37)						475	13,107.16	13,106.96	13,593.12	14,425.03	14,414.84	14,732.91	15,322.23	15,935.12	16,572.52	17,235.42	17,924.84
39																	
State average ANTC / APU with ag value adjustment						476	9,105.95	9,105.95	9,556.02	10,153.52	10,452.22	10,870.00	11,305.00	11,757.00	12,227.00	12,716.00	13,225.00
40																	
Equalizing Factor = 123% of (39)						477	11,200.32	11,200.32	11,753.90	12,488.83	12,856.23	13,370.10	13,905.15	14,461.11	15,039.21	15,640.68	16,266.75
41																	
Local (levy) share of Equalized Revenue (lessor of 1 or (38) / (40))						478	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
42																	
State (aid) share of Equalized Revenue (1 - (41))						479	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
43																	
Equalized Revenue (lessor of (34) or (6) * (8))						481	3,560,296	3,597,060	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180	3,660,180
44																	
Initial LTFM State Aid (42) * (43)						482											
45																	
Old formula Grandfathered Alternative Facilities Aid						483											
46																	
Total LTFM State Aid (Greater of (44) or (45))						484											
47																	
Total LTFM Levy (34) - (46) (including coop/intermediate)						485	8,109,694	8,109,694	7,103,416	4,304,458	4,619,757	4,967,758	5,280,258	5,468,258	5,640,258	11,144,648	11,005,143
Debt Service Portion of Revenue (non-grandfather districts)																	
48																	
49																	
Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)						765+766+767+768		507,235									
50																	
Existing LTFM bonds excluding bonds on line 17 (principal + interest)*1.05 from "FM Other Bonds" tab						769											
50b																	
New LTFM bonds excluding bonds on line 17 (principal + interest)*1.05																	
51																	
Total Debt Service Revenue = (49) + (50) + (50b)						770		507,235		214,043	745,343	745,343	1,427,843	1,427,843	1,427,843	2,112,233	1,914,728
52																	
Equalized debt Service Revenue (lessor of (43) or (51))						486		507,235		214,043	745,343	745,343	1,427,843	1,427,843	1,427,843	2,112,233	1,914,728
53																	
Debt Service Aid = (52) * (42)						488				214,043	745,343	745,343	1,427,843	1,427,843	1,427,843	2,112,233	1,914,728
54																	
Equalized Debt Service Levy = (52) - (53)						489		507,235		214,043	745,343	745,343	1,427,843	1,427,843	1,427,843	2,112,233	1,914,728
55																	
Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))						490											
General Fund Portion of Revenue (non-grandfather districts)																	
56																	
Total General Fund Revenue = (34) - (51)						491		7,602,459	7,103,416	4,090,416	3,874,415	4,222,416	3,852,416	4,040,416	4,212,416	9,032,416	9,090,416
57																	
General Fund Equalized Revenue = (43) - (52)						492		3,089,825	3,660,180	3,446,137	2,914,837	2,914,837	2,232,337	2,232,337	2,232,337	1,547,947	1,745,452
58																	
Total General Fund Aid = (46) - (53)						493											
59																	
General Fund Equalized Levy = (58) * (41)						494		3,089,825	3,660,180	3,446,137	2,914,837	2,914,837	2,232,337	2,232,337	2,232,337	1,547,947	1,745,452

FY 23 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection					Revised 5/12/2021																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
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Fiscal Year (FY) 2023 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

General Information: Minnesota school districts, intermediate school districts, cooperative districts, applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2021. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District or Cooperative: Stillwater Area Public Schools	District Number and Type: 0834	Date Submitted: 6/25/21
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2023 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clause (3), Minnesota Statutes, section 123B.57, subdivision 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
4. All actual expenditures to be reported in UFARS for FY 2023 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes, section 123B.595, subdivision 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes, section 123B.595, subdivision 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. § 127A.411, subd. 3).
6. The district's plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. § 121A.335). ***The district's ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Director:	Name – Superintendent or Cooperative Director (Please print) Malinda Lansfeldt	Date: 6/25/21
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EXTRACT OF MINUTES OF MEETING OF
SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT #834
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of School Board of Independent School District No. 834 State of Minnesota, was held on _____ 2021, at _____ clock p.m., for the purpose, in part, of approving the Stillwater Area Public School District No. 834's long term facility maintenance revenue ten year plan.

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING STILLWATER AREA PUBLIC SCHOOL
DISTRICT NO. 834'S LONG TERM FACILITY MAINTENANCE REVENUE
TEN YEAR PLAN

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

The school board of Stillwater Area Public School District No. 834 has approved a long term facility maintenance revenue ten year plan for its facilities for the 2022-2023 school year in the amount of \$ 8,143,416. The various components of this program budget are attached as EXHIBIT A hereto and are incorporated herein by reference. Said budget is hereby approved.

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA
COUNTY OF Washington

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 834, State of Minnesota, hereby attest that the preceding information is accurate.

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

Clerk

Independent School District No. 834



Agenda Item XI.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Board Chair Reports
Meeting Date: June 24, 2021

Background:

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

Recommendation:

Board action is not required.



Agenda Item XIII. A.
Date Prepared: June 14, 2021
ISD 834 Board Meeting

Agenda Item: Adjournment
Meeting Date: June 24, 2021
Contact Person: School Board Chair

The meeting must formally adjourn.

The following items were discussed:

1. LETRS Literacy Program Professional Development

- Per the previous board's decision it was voted that professional development to train teachers in the LETRS program would be funded for the 2020-21 school year. However, due to Covid 19, the training did not take place.
- It is being proposed that training will take place beginning for the fall of 2021 and the current board will need to determine where the funding will come from.
- At this time training will be focused on Instructional Coaches, Interventionists and some SPED and EL teachers.
- Once the board determines where the funding will come from, the procedures for training and costs will be presented to the board for a vote.

2. COVID 19 Academic Intervention Tutoring Support Services

- The district is able to apply Covid 19 funds of up to \$350,000 for academic interventions and these interventions can be for individually identified students.
- The costs will be offset by the ARP and ESSR funds.
- Bids were sent out and the top three choices, because of their holistic view in intervention, were Above and Beyond, Huntington Learning Center and Kumon.
- The district has set the date of March 31, 2022 to use these funds during the 2021-22 school year. If all the funds are not used by this date and there are more students who need/require intervention, the remaining funds can be used.
- Students will be identified and connected with a provider that is going to best suit their needs.
- Once funds are in use Purchase Orders will be requested.
- A follow up report will be given in the spring of 2022 to see how much of the \$350,000 has been used and to show student progress and growth.

3. Oakland Middle School water softener replacement

- The water softener system at OMS has failed.
- Requests for bids were sent out June 9th.
- 3 bids came in with Horwitz coming in at the lowest for a total cost of \$54,391.00.
- This money will come out of the 2022 LTMF budget.



Stillwater School Board
Policy Meeting Notes
June 16, 2021

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

Agenda

- Review new policy: Post Issuance Debt Compliance 731
- Continue discussion of Policy 705

Highlights of Discussion

- Follow up from board discussion about the logistics of making disbursements public and whether or not this becomes a policy issue.
- Reviewed Dr. Cherry's version of the Post Issuance Debt Compliance Policy 731
 - Wording is identical to Ehlers draft but in a more logical order.
 - Director of Finance raised some questions about section 5 and will follow up with Ehlers to understand origins and benefits of that section
- Quick follow up discussion on 705 but postponed decisions on moving forward until all board members weigh in to reach a consensus.

What's next

- Policy 705 will be held for further discussion in committee
- Continue working on Post Issuance Debt Compliance policy.

Next Meeting: July 14, 2021 at 12-1pm

Respectfully submitted by: Katie Hockert

Date: 6/17/21