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BOARD OF EDUCATION
Working Meeting - October 26, 2020 - 4:05 PM
Zoom Teleconference

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AGENDA

1. ROLL CALL/CALL TO ORDER
 - A. ADMINISTRATIVE
 1. Q-Comp Presentation

Wayzata School District

Q Comp Annual Report 2019-2020

This template, which may be changed as needed, is designed to help formulate the Quality Compensation (Q Comp) Annual Report. Per [Minnesota Statutes, section 122A.414, subdivision 3\(a\)](#) the report must be submitted to the school board by June 15 of each year and include findings and recommendations for the program. We also recommend that the report include a summary of what was implemented for the year, to help provide context for the findings and recommendations.

Please address the following questions for each program component describing the implementation of the approved plan, the impact of implementation, findings from the program review and recommendations to improve program effectiveness. **All information reported should be based on the current school year.** We recommend that each question be addressed with a brief summary of 3-7 sentences.

Core Component: Career Advancement Options

Implementation

Are the teacher leader positions that were implemented this year the same as those outlined in the approved plan (approval letter and subsequent plan change approval letters)?

YES

Impact

How did the work of teacher leaders through coaching, observing, mentoring, facilitating learning teams and performing other responsibilities impact classroom instruction?

The Peer Coaching process prioritizes personalized professional development that empowers teachers to try new instructional practices to better support their students. Building trusting relationships with teachers was the first step in this process to create opportunities for staff to authentically reflect upon their practice. Peer Coaches collaborated with staff to facilitate professional growth and serve as a resource for providing materials, ideas, and suggestions for achieving instructional goals. Peer Coaches structured conversations to help teachers create their team and/or individual SMART goal, and then they followed up with reflection on data gathered to help teachers propel their practice forward. These reflective discussions are designed to promote the use of research-based instructional practices.

Information was collected on the impact of the Peer Coaches through a Peer Coach Survey administered to licensed teachers in May 2020. The following bullets outline the responses from teachers regarding how working with their Peer Coach impacted their classroom instruction.

- *I have a trusting relationship with my Peer Coach - 99% agree*
- *I have experimented with new teaching practices as a result of interactions with my Peer Coach – 90% agree (nine-year range 81-90%, all-time high)*

- *“[Confidential conversations allow me to] share my thoughts about my instruction and students. I value my peer coach's thoughts and ideas about their observations and moving forward to improve my instruction.”*
- *“I had a class I was really struggling with classroom management wise this year, and she gave me some resources I could look into to find ideas and helped me reflect about what was good and what strategies I could implement to improve the course.”*
- *“[Confidential conversations allow me to] think critically about my teaching and openly discuss “mistakes” or things that could have gone differently in the best interests of student learning.”*
- *“Reflect on my work in the classroom and validate that my intentions for student learning are being accomplished as I perceive them.”*

How did the work of teacher leaders impact student achievement?

(This information is specific to the work of Peer Coaches only.)

According to the Peer Coach survey, 91% of teachers agreed that the peer coaching program impacts student achievement.

- *“[Confidential conversations allow me to] reflect on my teaching and learning to create a better outcome for students.”*
- *“[Confidential conversations allow me to] reflect on my teaching practices and student achievement.”*
- *“My peer coach is fantastic! I have really appreciated how supportive, reflective, observant, and helpful she has been this year. She has helped me brainstorm and reflect on some different ways of teaching that I think really benefited my class this year. I have deeply appreciated her support.”*

Review Findings

How did the training teacher-leaders received impact their ability to fulfill the responsibilities of the position and meet the needs of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

In our district, Peer Coaches are certified in an eight-day Cognitive Coaching Seminar that provides strategies, skills, and concepts to establish and support thinking and collaborating. They participate in a professional learning community, with bi-monthly meetings, which foster professional growth through discussion and book studies. Peer Coaches collaborate with Curriculum Instruction staff and Technology Integration Specialists to develop and maintain ongoing professional growth. Peer Coaches are also provided numerous professional development opportunities during the year through the Academy of Wayzata Educators, the Metro Coaching Summit, CCRTL with Dr. Sharroky Hollie and MyWay SHIFT. This year, a study group focused on behavior management programs that exist across the buildings and built Peer Coaches’ efficacy around the programs to best support the teachers we serve. Below is a summary of reflections from Peer Coaches regarding the impact of the training they received:

- *“The Cognitive Coaching Seminar provided the skills to build trust, encourage efficacy and problem solving with the staff we serve.”*
- *“The Metro Coaching Summit provided collaboration with other districts and insight on how to*

utilize our skills to impact teaching and learning.”

- *“SHIFT helped me build empathy so I can personalize Peer Coaching experience for the staff that I serve.”*
- *“CCRTL with Dr. Sharroky Holliie provided me with resources to share with the individuals that I serve to implement equitable teaching practices.”*

What did the results of the evaluations of the teacher leaders in their leadership roles demonstrate about the impact they had on the effectiveness of the licensed staff members?

(This information is specific to the work of Peer Coaches only.)

Two questions on the Peer Coach Survey addressed teacher perception of the impact of Peer Coaching on their own effectiveness.

- *The Peer Coaching program supports teacher effectiveness – 96% agree (eight-year range 90-96, all time high)*
- *Working with my Peer Coach helps me utilize my professional strengths – 96% agree (nine-year range 82-96%, all time high)*

The following are open-ended responses that relate to the impact of Peer Coaches on teacher effectiveness.

- *“My peer coach allowed me to open up and be honest on where I thought areas in my teaching could be more effective. It also allowed me to pull back those layers and really dive into what I wanted to work on and to receive honest feedback.”*
- *“He is relatable, offers specific feedback to my teaching. He really has helped me through the reflecting process of evaluating my teaching practices.”*

Recommendations

How will the district use the review findings to improve the effectiveness of teacher leadership?

Peer Coaches analyzed the Peer Coach survey data as a team to support individual and program wide reflection, planning, and professional growth. Two themes emerged.

1. *Develop staff understanding of options for using peer coaching to personalize their professional growth.*
2. *Continue to consider options for maximizing professional growth and supporting staff with documentation requirements.*

Peer Coaches will continue looking for more opportunities to support building professional development and PLC work, which may include delivering site-based professional development and/or participating in building and district professional development.

Core Component: Job-embedded Professional Development

Implementation

Are learning teams configured and meeting as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *NO*

Learning teams were not outlined in the original Q Comp plan. However, all licensed teachers in the district meet regularly in PLCs. In 2019-2020 Peer Coaches were involved in PLCs by supporting them as they complete their individual/learning team SMART goals.

Job-embedded professional development through the Academy of Wayzata Educators (AWE), which includes AWE Courses and AWE Study Groups, was implemented as outlined in the approved plan.

Each teacher in the district receives personalized job-embedded professional development through meeting with their assigned Peer Coach.

Impact

How did teacher learning from learning teams and other job-embedded professional development activities impact classroom instruction?

Academy of Wayzata Educators (AWE)

In 2019-2020, there were 374 participants in AWE classes and 246 participants in AWE study groups. In 2018-2019, there were 399 participants in AWE classes and 247 participants in AWE study groups.

Common themes that emerged from staff regarding AWE classes included:

- *Collaboration and sharing of ideas*
- *Timeliness and immediacy of implementing new learning*
- *Relevancy of topics*

Common themes that emerged from staff regarding the AWE Study Groups included:

- *Time spent as a PLC to collaborate and extend learning*
- *Immediately and directly implement learning into practice*
- *Time to research and create processes and strategies for implementation*

Peer Coaching

In 2020, there were approximately 900 licensed staff who participated in Q-comp through interactions with their assigned Peer Coach as a form of job-embedded professional development.

Data from Peer Coach Survey:

- *“Working with my Peer Coach has allowed me to more effectively meet my students learning needs” – 96% agree (nine-year range 81-96%, all time high)*

- *“(Confidential conversations with my peer coach allow me to) reflect on my practice and get feedback that helps me in determining my effectiveness and direction for growth”*
- *“She does a great job of making me feel comfortable with new ideas. She also encouraged me to try different things.”*

How did teacher learning from learning teams and other job-embedded professional development impact student achievement?

This year, many PLCs set a group goal as their individual SMART goal and participated in data driven dialogues within their PLC to enhance student achievement. Teachers discussed and reviewed student data directly related to their goal to generate frameworks to positively impact student achievement. This process encouraged teachers to focus on specific students and groups of students that needed additional support and resources at particular sites.

All teachers reported on and reflected on their individual SMART goal as part of the TDE or Q Comp evaluation process. We do not have the individual SMART goal data summarized district-wide at this point. However, all teachers completed the goal setting, data collection and reflection process.

Review Findings

How did the sites or learning teams identify needs and instructional strategies to increase student achievement?

Each school set a site goal at the beginning of the school year. Building leadership teams participated in a data retreat in August to review MCA data, Student Engagement Survey data and to reflect on the practices of the previous year. Teams brought this information back to their buildings and together determined the building Site Goal.

How did learning teams use data and implement the selected instructional strategies and follow-up on implementation?

Building professional development for the year was planned around the building’s Site Goal. PLCs used content and grade specific student achievement data to set individual SMART Goals, which were set at the individual teacher, PLC or department level. PLC and individual work throughout the year supported teachers to meet their student achievement goals.

Recommendations

How will the district use the review findings to improve the effectiveness of job-embedded professional development?

The district will continue to connect job-embedded professional development to teachers’ needs. This is done using a personalized approach to professional development. Teachers select the AWE courses and study groups based on interest and/or building site goals.

Peer Coaches will continue involvement in building level professional development. In addition, Peer Coaches will share building level professional development with each other to provide shared opportunities across the district. Peer Coaches will continue to support teachers through confidential innovative spaces to take risks and reflect on their practices which align and support the district vision.

Core Component: Teacher Evaluation

Implementation

Are licensed staff members observed/evaluated as outlined in the approved plan (approval letter and subsequent plan change approval letters)? *YES*

Impact

What impact did the observation/evaluation process, including coaching, have on classroom instruction?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the observation/evaluation process on classroom instruction.

- *I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies – 94% agree (five-year range 84-94%, all time high)*

Below are some direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“Explore areas that I may not feel as confident about in a confidential space”*
- *“Reflect on my practice and get feedback that helps me in determining my effectiveness and direction for growth”*

What impact did the observation/evaluation process, including coaching, have on student achievement?

Peer Coaches work to promote teachers’ use of evidence-based practices that research has shown are linked to improved student achievement. Specific examples include helping teachers design and implement lessons that focus on standards-based learning targets, promote student discussion, and utilize formative assessment. We have implemented the Peer Coaching Program since 2006-07. Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of the Peer Coaching Program.

According to teacher feedback in the Peer Coach Survey, 91% of teachers agreed that the Peer Coaching Program impacts student achievement. Below are direct quotes from Wayzata teachers.

Peer Coaching allows me to:

- *“Share my thoughts about my instruction and students. I value my peer coach’s thoughts and ideas about their observations and moving forward to improve my instruction.”*
- *“Really focus on student achievement and try different teaching techniques that I might not normally. It pushes me to think outside the box and try new strategies, all while keeping the students at the center of my teaching.”*

Review Findings

How did the feedback teachers received from each observation/evaluation assist in self-reflection and improved instructional practice?

The following question on the Peer Coach Survey addressed teacher perception of the impact of the feedback received through evaluation.

- *My Peer Coach supplies data/evidence that helps me reflect on my teaching practices – 96% agree (nine-year range 89-96%)*

Below are three direct quotes from Wayzata teachers:

Peer Coaching allows me to:

- *“Be vulnerable about where my practice is.”*
- *“Think critically about my teaching and openly discuss mistakes in an honest way. It allows me to voice concerns without feeling like I will be judged.”*
- *“Reflect on my work in the classroom and validate that my intentions for student learning are being accomplished as I perceive them.”*

How did the training observers/evaluators received throughout the year impact inter-rater reliability and their ability to provide constructive and meaningful feedback to all licensed staff members?

Peer Coaches conducted observations in teams and discussed the rubric placements for consistency. Peer Coaches shared written feedback and modeled conversations to provide examples for one another. Additionally, Peer Coaches collaborated with neighboring districts to examine evaluation practices.

Recommendations

How will the district use the review findings to improve the effectiveness of teacher evaluation?

According to information from the Peer Coach Survey, overall teacher satisfaction with the observation/evaluation process in the Peer Coaching Program is very high. The district will continue to work on updating and differentiating the rubric and aligning the Q Comp and TDE evaluation processes per teacher suggestions in the Peer Coach Survey

General Program Impact and Recommendations

What overall impact on instruction has the district or charter school seen as a result of implementing the Q Comp program?

The percent of teachers who agree that working with their Peer Coach allowed them to meet the learning needs of their students and supported their effectiveness as a teacher are at an all-time high of 96%.

Over 99% of teachers who participated in AWE offerings agreed or strongly agreed that they learned concepts that will increase their effectiveness as a teacher.

What overall impact on student achievement has the district or charter school seen as a result of implementing the Q Comp program?

Overall our district has consistently demonstrated high performance on state standardized tests throughout the implementation of Q Comp. The Q Comp program is designed to promote best practices that have been shown through research to increase student achievement. Based on the self-report of Wayzata teachers, the Q Comp program has helped them apply these practices in their teaching.

How will the district use the review findings to improve the overall effectiveness of the program?

Based on the data collected in teacher feedback surveys, AWE course and study group evaluations, and district PLC committee work, the district will work on the following improvements to the Q Comp program in 2020-21:

- *Collaborate with PLCs to help foster a safe environment where teachers' contributions are honored and explored.*
- *Differentiate professional employee development to align with staff passion, student engagement and propel student learning.*
- *Personalize the coaching process based on expressed staff needs. This may include additional coaching sessions, assistance navigating My Learning Plan, collaboration with grade level teams district wide, etc.*
- *Assist staff to streamline the Peer Coaching components and if applicable, TDE requirements, to align with their vision for student innovation.*

Q Comp Teacher Survey Results 2012-2020

	2012	2013	2014	2015	2016	2017	2018	2019	2020
I understand the vision of the peer coaching program		96	97	96	98	97	98		
I value the choices I have in the peer coaching program to direct my own professional growth									98
The peer coaching program supports teacher effectiveness		90	94	93	96	93	94	94	96
The peer coaching program impacts student achievement		84	87	89	88	87	89	91	91
The peer coaching program is effectively implemented		87	90	90	91	90	91		
The peer coaching program adds value to the Wayzata Public Schools		86	91	89	92	89	91	93	93
Working with my peer coach has allowed me to meet my students learning needs in a more effective manner	81	84	89	88	90	88	92	94	
Working with my peer coach has allowed me to more effectively meet my students' learning needs.								94	96
Working with my peer coach helps me utilize my professional strengths	82	83	89	91	92	88	93	95	96
I have a caring and respectful relationship with my peer coach	98	96	99	98	98	98	98		
I have a trusting relationship with my peer coach.								98	99
My peer coach is a good listener	99	95	99	97	98	98	98		
My peer coach encourages me to reflect on how I support my students	98	92	97	97	97	97	98		
My peer coach supplies data/evidence that helps me reflect on my teaching practices	89	89	94	94	96	94	96	96	96
My peer coach encourages my professional growth	95	90	95	96					
I have considered alternative teaching practices as a result of interactions with my peer coach	68	78	83	86					
I see the evaluation process as an opportunity to take risks and receive feedback as I try new strategies					85	84	87	91	94
I have experimented with new teaching practices as a result of interactions with my peer coach	81	76	84	86	83	83	87	89	90
My peer coach is flexible when it comes to scheduling and/or rescheduling our meetings	99	94	99	98	99	98	99	99	100
My peer coach is available to talk outside of scheduled meetings	95	84	98	96	97	96	96		99
My peer coach responds to my communication (email and phone calls) in a	99	93	99	98	98	97	98	99	100
My peer coach arrives on time to our meetings	96	92	99	98	96	97	99	99	99
Overall, how satisfied are you with the peer coaching program?		85	90	90	92	87	90	92	95
The peer coach program would be enhanced by having my peer coach involved in my PLC.					57				

My SMART goal has impacted my professional practice.					74	78	81	84	90
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- B. FINANCE AND BUSINESS
- 1. Facilities Update



SUMMARY OF POTENTIAL NEEDS

A. MIDDLE SCHOOLS

Facility Issue: Additional Capacity Needs at the Middle School Level

Analysis:

1. Enrollment projections for the middle level indicate an enrollment of 3,304 students by 2025/2026. The 2019/2020 enrollment was 2,754. This represents 550 student growth in the next five years. By 2028/29 projections indicate 3,805, which is 1,051 more middle school students than Fall 2019.
2. Enrollment projections for middle level indicate CMS attendance area could generate an enrollment of 2,134 students in (10) years. CMS’s 2019/2020 population was 1,316 and current capacity has recently been remodeled to serve up to 1,680. Projections for 2025/26 indicate CMS at 1,761 students.
3. Enrollment projections for EMS and WMS indicate they will grow to be at or near their current capacities but not likely exceed them due to how their feeder schools sizes limit the Middle School growth.

Facility Issue: Maintain a comparable experience at all Wayzata Middle Schools

Analysis: As CMS grows to be more than twice the size of EMS or WMS, there becomes some differences in how each school operates and therefore, concerns about potential differences in the student experience arise. The District’s teaching and learning department and middle school administration responds by organizing students into sub groups of approximately 120 students, no matter which school a student attends.

Facility Issue: Maintain the Middle School feeder school concept. Elementary attendance areas are often strong determiners for Middle School attendance areas. The current elementary feeder system is established, which aligns certain elementary schools attendance areas with each of the middle schools attendance areas to provide a positive experience for students and families.

Analysis: The District has opened two (2) new elementary schools (and additions to four schools) in the last five (5) years in response to population growth, especially from housing growth in the northern part of the District. The primary area of the District that is developing / growing is currently within the CMS attendance area. Growth is expected to continue in this attendance area for the foreseeable future.

Facility Issue: Emerging and Changing Programs

Analysis: The District has defined “Middle School Level Teaching and Learning Best Practices” which creates a guide on the Pathway and Encore opportunities that feed into the High School. “Encore” is Wayzata’s name for Middle School exploratory offerings. These Encore Programs include Art, FACS, EDT, Spanish, Music (Band, Orchestra, Choir), and Physical Education.

Analysis: Distance Learning opportunities and challenges continue to be tested during the pandemic.



B. HIGH SCHOOL

Facility Issue: Additional capacity needs at the High School level.

Analysis: Enrollment projections for the High School indicate an enrollment of 4,525 in 2028/29. In five years, the projection is for 3,958 students which is essentially at the current High School’s capacity of 3,900.

Facility Issue: Emerging and Changing Programs

Analysis: The District has defined several focus programs at this site that include a Wayzata Public Schools Innovation Center for Advanced Classes in Career & Technical Education and Compass Professional Studies. Reorganization of Physical and Mental Health Services to better serve students. The Media Center remains to be redefined per the District Standard.

Analysis: High School Distance Learning opportunities and challenges continue to be tested during the pandemic. This delivery method has reinforced the need for hands-on Labs on campus.

C. ELEMENTARY SCHOOLS

Facility Issue: Spaces for Emerging and Changing Programs

Analysis: Need to redefine the satellite kitchens, cafeteria upgrades and flexible support spaces

Analysis: K-5 Distance Learning opportunities and challenges continue to be tested during the pandemic.

D. COMMUNITY EDUCATION; EARLY CHILDHOOD

Facility Issue: Growth of Early Childhood. As student population grows, so does the Early Childhood population in direct proportion. Current facilities cannot meet these increased needs nor are they meeting current needs due to waiting lists for certain programs. There is also a potential of the State funding universal preschool which would increase space needs.

Analysis: The District currently dedicates 24 classrooms to Early Childhood programming. Based upon Elementary enrollment projections, this would grow 14% over the next five years, aggravating an already current shortage of classrooms to serve student demand. If preschool is universally funded, the need for additional classroom space to meet demand could be significant.

E. SPECIAL SERVICES: 18-21 YEAR OLD TRANSITION PROGRAM

Facility Issue: Offsite Special Services recently moved on-site.

Analysis: The District continues to maintain partnership opportunities with Post-Secondary institutions. The District recently implemented an interim solution that needs further definition for a long-term solution.



F. DISTRICT ADMINISTRATION

Facility Issue: The District has been strategically locating then re-locating District Administrative Departments (T&L, SPED, Comm. Ed., Science Ctr., etc.) in a variety of temporary spaces within the District over the last 10-15 years to help accommodate student growth:

- 16th Avenue
- CMS
- W.E.L.S.
- MN School of Business
- Oakwood Elementary School

Analysis: Appropriate current and future staffing projection for each department to be in alignment with student growth and suitability at current location.

G. DISTRICT TRANSPORTATION AND STORAGE

Facility Issue: The District has outgrown the bus transportation and storage facilities.

Analysis: The District currently houses 1/3 of its bus fleet outdoors at the High School. A long-term indoor/outdoor solution should be considered.

Analysis: There are also numerous storage needs and vehicle maintenance needs unmet as well.

H. COMMUNITY ACTIVITY SPACE

Facility Issue: Community education and field demand grows as the District grows.

Analysis: In the next (5) years, projections indicate growth in elementary population of 14%, middle level by 20% and high school by 7%. In aggregate this represents 1,654 additional students, many of which will need outdoor facilities to support activities.

Analysis: The District continues to support strategic partnerships with the Cities and Communities it serves. The District strives to get maximum School District use while working cooperatively with City and Community programming.

I. TECHNOLOGY

Facility Issue: Continue to invest in current and future District technological initiatives.

Analysis: Support Fiber Optic redundancy for existing and new facilities that the District builds or purchases; Support Facility Infrastructure and connectivity which includes inside networking and wireless capabilities; Support classroom technology initiatives.

Analysis: Continue to analyze pandemic testing of widespread technology use.



J. SAFETY AND SECURITY

Facility Issue: Continue to Support Best Practices regarding site/traffic/drop off; building entrances; safety systems; data rooms and operations/procedures

Analysis: District to give consideration of replacement cycles; Pandemic learnings and ventilation systems. Consideration of the way teachers, students, visitors engage and enter into facilities with a more touchless approach.

K. FURNITURE STANDARDS

Facility Issue: Continue to support the transition to District Standards in all facilities

Analysis: Middle Schools and Some Adult Spaces have not yet been addressed.

Analysis: Furniture to better support online-learning and pandemic opportunities/challenges.

L. SUSTAINABILITY / NET ZERO / ENERGY EFFICIENCY

Facility Issue: Facilities to be in alignment with District Sustainability Carbon Reduction Goals and Energy Use

Analysis: Consideration of existing system enhancements and approaches that could be converted or provided for Existing and New Future Buildings



SCHOOL BOARD INTERNAL WORKING DOCUMENT

DRAFT: BOND ELECTION TIMELINES Considerations

	<u>November 2021 Election</u>	<u>February 2022 Election</u>
Board Establish Task Force	December 2020	March 2021
Community Survey #1 <i>(Test Climate/Needs/Awareness)</i>	December 2020	March 2021
Community Taskforce (3 Months)	January-March 2021	April-June 2021
Report from Taskforce (Board Meeting)	March 2021	June 2021
Community Survey #2 <i>(Test Tolerance/Priorities)</i>	April 2021	July 2021
Board Work Session(s)	May-June 2021	August-September 2021
Board Finalize Proposal	June (July (latest))	September (October (latest))
Submit Review and Comment	August 8, 2021	November 2021
Community Survey #3 <i>(Optional: Test Messaging)</i>	September 2021	December 2021
Early Voting	September 2021	December 2021
Special Election	November 9, 2021	February 2022
Timing Considerations	Benefits: <ul style="list-style-type: none"> Concurrent with an existing election. Challenges: <ul style="list-style-type: none"> Sometimes Other Elections on Ballot Capacity Relief by Fall 2025 Evolving Pandemic Considerations 	Benefits: <ul style="list-style-type: none"> Additional time for Pandemic Learnings Challenges: <ul style="list-style-type: none"> Capacity Relief by Fall 2025 Evolving Pandemic Considerations

2. Finance and Enrollment update

Timeline for 2020 Special Elections

		Second Tuesday In February	Second Tuesday In April	Second Tuesday In May	Second Tuesday In August	First Tuesday After First Monday in November
		February 11, 2020	April 14, 2020	May 12, 2020	August 11, 2020	November 3, 2020
		No later than:	No later than:	No later than:	No later than:	No later than:
Adoption Resolution Calling Election	74 days prior to election	November 29, 2019	January 31, 2020	February 28, 2020	May 29, 2020	August 21, 2020
Notify County Auditor and Commissioner of Date and Questions	74 days prior to election	November 29, 2019	January 31, 2020	February 28, 2020	May 29, 2020	August 21, 2020
Have Absentee Ballots Available	46 days prior to election	December 27, 2019	February 28, 2020	March 27, 2020	June 26, 2020	September 18, 2020
Adopt Resolution Appointing Election Judges	25 days prior to election	January 17, 2020	March 20, 2020	April 17, 2020	July 17, 2020	October 9, 2020
Mail Referendum Notice [Levy]	15 to 30 days prior to election	January 12, 2020 to January 27, 2020	March 15, 2020 to March 30, 2020	April 12, 2020 to April 29, 2020	July 14, 2020 to July 27, 2020	October 4, 2020 to October 19, 2020
Publish Review and Comment [Bond]	20 to 60 days prior to election	December 13, 2019 to January 22, 2020	February 14, 2020 to March 25, 2020	March 15, 2020 to April 27, 2020	June 12, 2020 to July 22, 2020	September 4, 2020 to October 14, 2020
Publish Notice of Special Election	2 weeks prior to election	January 28, 2020	March 31, 2020	April 28, 2020	July 28, 2020	October 20, 2020
Publish Notice of Location Where Ballots will be Counted	1 week prior to election	February 4, 2020	April 7, 2020	May 6, 2020	August 4, 2020	October 27, 2020
Post Notice of Special Election	10 days prior to election	February 1, 2020	April 4, 2020	May 2, 2020	August 1, 2020	October 24, 2020
Post Sample Ballot	4 days prior to election and on election day	February 7, 2020 and February 11, 2020	April 10, 2020 and April 14, 2020	May 8, 2020 and May 12, 2020	August 7, 2020 and August 11, 2020	October 30, 2020 and November 3, 2020
Publish Notice of Testing of Optical Scan System	2 days prior to election	February 9, 2020	April 12, 2020	May 10, 2020	August 9, 2020	November 1, 2020
Conduct Election		February 11, 2020	April 14, 2020	May 12, 2020	August 11, 2020	November 3, 2020
Adopt Resolution Canvassing Results	3 to 10 days after election	February 14, 2020 to February 21, 2020	April 17, 2020 to April 24, 2020	May 15, 2020 to May 22, 2020	August 14, 2020 to August 21, 2020	November 6, 2020 to November 13, 2020
Notify the Commissioner of the Results	15 days after canvass					

2. ADJOURN