

## Study Session

Tuesday, February 6, 2024 6:00 PM

Stillwater Middle School, 523 Marsh St W, Stillwater, Minnesota 55082

I. <b>Call to Order</b>	<b>Speaker (s)</b> : Ms. Alison Sherman, School Board Chair
II. <b>Roll Call</b>	<b>Speaker (s)</b> : Ms. Alison Sherman, School Board Chair
III. <b>Pledge of Allegiance</b>	<b>Speaker (s)</b> : Ms. Alison Sherman, School Board Chair
IV. <b>Approval of Agenda</b>	<b>Speaker (s)</b> : Ms. Alison Sherman, School Board Chair
V. <b>Consent Agenda</b>	
V.A. Payment of Invoices - January 20, 2024 through February 2, 2024	<b>Speaker (s)</b> : Ms. Marie Schrul, Executive Director of Finance
V.B. Pay Equity Report	<b>Speaker (s)</b> : Ms. Kristine Carlston, Executive Director of Human Resources
V.C. Stillwater Middle School Serving Line Remodel - 2024	<b>Speaker (s)</b> : Mr. Mark Drommerhausen, Executive Director of Operations
V.D. Huelsmann Grant	<b>Speaker (s)</b> : Dr. Caleb Drexler Booth , Director of Teaching and Learning
V.E. Wold Architects and Engineers Proposal for the New Andersen Elementary School	<b>Speaker (s)</b> : Mr. Mark Drommerhausen, Executive Director of Operations
V.F. Wold Architects and Engineers Proposal for the New Lake Elmo Elementary School	<b>Speaker (s)</b> : Mr. Mark Drommerhausen, Executive Director of Operations
V.G. Memorandum of Agreement - Paraprofessional Seniority Reinstatement	<b>Speaker (s)</b> : Ms. Kristine Carlston, Executive Director of Human Resources
VI. <b>Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs</b>	
VI.A. Report: Pony Plan Mid-Year Update	<b>Speaker (s)</b> : Ms. Carissa Keister Chief of Staff
VII. <b>Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students</b>	
VIII. <b>Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning</b>	
VIII.A. Second Reading Policy 208 - Development,	<b>Speaker (s)</b> : Mr. Paul Lee, Executive

Adoption and Implementation of Policies	Director of Student Support Services
VIII.B. Public Input for Policy 208 - Development, Adoption and Implementation of Policies	<b>Speaker (s)</b> : Mr. Paul Lee, Executive Director of Student Support Services
VIII.C. Action: Policy 208 - Development, Adoption and Implementation of Policies	<b>Speaker (s)</b> : Mr. Paul Lee, Executive Director of Student Support Services
IX. <b>Strategic Direction D: Develop strong partnerships with the communities we serve</b>	
X. <b>Closed Session</b>	<b>Speaker (s)</b> : Ms. Alison Sherman, School Board Chair
XI. <b>Adjournment</b>	<b>Speaker (s)</b> : Ms. Alison Sherman, School Board Chair

Posting date: 01/30/2024

Jurisdiction Name: Stillwater Area Public Schools

## NOTICE: 2024 Pay Equity Report

This jurisdiction is submitting a pay equity implementation report to Minnesota Management & Budget as required by the **Local Government Pay Equity Act, Minnesota Statutes 471.991 to 471.999**. The report must be submitted to the department by January 31, 2024.

The report is public data under the Minnesota Government Data Practices Act, Minnesota Statutes, Chapter 13. That means that the report is available to anyone requesting this information.

This notice is being sent to all union representatives (if any) in this jurisdiction. In addition, this notice must remain posted in a prominent location for at least 90 days from the date the report was submitted.

For more information about this jurisdiction's pay equity program, or to request a copy of the implementation report, please contact:

Kristine Carlston, Executive Director of HR

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1875 Greely St S, Stillwater, MN 55082

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(651)351-8311

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(Local contact person's name, address, telephone)

For more information about the state pay equity law, you may contact the Pay Equity Office at:

[pay.equity@state.mn.us](mailto:pay.equity@state.mn.us)

Pay Equity Office  
Minnesota Management & Budget  
400 Centennial Office Building  
658 Cedar Street  
St. Paul, MN 55155



**Consent Agenda Item:** Pay Equity Compliance Report

**Meeting Date:** 02/06/2024

**Contact Person:** Kristine Carlston, Executive Director of Human Resources

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**Background:**

The Local Government Pay Equity Act M.S. 471.991-471.999 and Minnesota Rules, Chapter 3920 require the school districts to submit a Pay Equity Compliance Report every three years. This report is completed in order to provide verification to the state that the District has established equitable compensation relationships between job classes of comparable work value.

This report has been completed and all appropriate analytical tests run. The results of the analytical tests indicate that the District is in compliance with Pay Equity laws. A copy of the posting notice attached.

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**Recommendation:**

School Board approval of the compliance report is requested.



**Agenda Item: V.C.**  
**Date Prepared: January 25, 2024**  
**ISD 834 Board Meeting**

Agenda Item: Stillwater Middle School Serving Line Remodel - 2024  
 Meeting Date: February 6, 2024  
 Contact Person: Mark Drommerhausen, Executive Director of Operations

*Background:* The Stillwater Middle School project will renovate the entire serving line in the cafeteria. In addition, the cashier stands, condiment cart and worktables will be replaced. This project will allow Nutrition Services to better serve our students.

The funding for this project will come out of the Nutrition Services Fund Balance. The current Fund Balance exceeds the 3-6 month threshold we are allowed from the Minnesota Department of Education. This is part of the plan to spend down the fund balance.

The following is a description of the work scope and amount for each lowest responsible bidder:

Work Scope	Lowest Responsible Bidder and Amount
<b>Purchase of all new equipment including freight, uncrate, set in place.</b>	5 bids were received. The lowest responsible bidder is Trimark, Rogers, MN for a bid total of \$184,637.61

Recap of Bids:

Vendor	Trimark	Boelter	Zepole	Douglas	The Yes Group
Equipment Cost	\$181,200.14	\$184,995.00	\$189,277.53	\$201,570.14	\$180,380.20
Delivery/Installation/ Removal	\$3,437.47	\$9,125.00	\$6,637.11	\$7,550.00	didn't list
<b>Grand Total</b>	\$184,637.61	\$194,120.00	\$195,914.64	\$209,120.14	\$180,380.20
Notes	Recommended Bid	Complete Bid	Missing 3 forms	Missing 3 forms	Missing 3 forms, Did not follow specs

The total amount for this project is \$184,637.61.

Project Name: Stillwater Middle School Cafeteria Serving Line Remodel - Summer 2024

Location(s): Stillwater Middle School

Funding: Nutrition Services Fund 02 for \$184,637.61

Amount: Total project cost \$184,637.61



**EXPENDITURE APPROVAL FORM**  
**Fiscal Year 2023-2024**

**Instructions:** This form is to be completed any time a lease, purchase, or contract for goods or services exceeds \$100,000.

**REQUESTED BY:** Mark Drommerhausen, Executive Director of Operations

**DATE:** February 6, 2024

**DESCRIPTION OF REQUEST**

**Stillwater Middle School Kitchen Equipment Bid Summer 2024**

The Stillwater Middle School project will renovate the entire serving line in the cafeteria. In addition, the cashier stands, condiment cart and worktables will be replaced. This project will allow Nutrition Services to better serve our students.

The funding for this project will come out of the Nutrition Services Fund Balance. The current Fund Balance exceeds the 3-6 month threshold we are allowed from the Minnesota Department of Education. This is part of the plan to spend down the fund balance.

The following is a description of the work scope and amount for each lowest responsible bidder:

Work Scope	Lowest Responsible Bidder and Amount
<b>Purchase of all new equipment including freight, uncrate, set in place.</b>	5 bids were received. The lowest responsible bidder is Trimark, Rogers, MN for a bid total of \$184,637.61

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<b>Grand Total</b>	<b>\$184,637.61</b>	\$194,120.00	\$195,914.64	\$209,120.14	\$180,380.20
Notes	Recommended Bid	Complete Bid	Missing 3 forms	Missing 3 forms	Missing 3 forms, Did not follow specs

**FINANCIAL IMPACT**

**Budget(s) Impacted: \$184,637.61 Nutrition Services Budget. Additional costs may be incurred to remedy issues not identified in the construction bidding documents.**

**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): Nutrition Service Fund
- No**

**PROGRESS MONITORING:**

Work to be completed summer of 2024

# Huelsmann Foundation

## Funding Request Application for 2024

### GENERAL INFORMATION:

Today's Date: 01/30/2024

Organization: Stillwater Area Public Schools

Primary Contact Name: Caleb Drexler Booth Title: Director, Teaching & Learning

Email: drexlerboothc@stillwaterschools.org Phone: (651) 351-8317

Address: 1875 Greeley Street South

City: Stillwater State: MN Zip: 55082

Is your organization tax exempt under IRS 501(c)(3)?  Yes

If no, name of fiscal agent (fiscal sponsor) \_\_\_\_\_

What is your EIN Number? 41-6008519

What was your first year of operation? 1850

### AMOUNT AND TYPE OF SUPPORT REQUESTED:

What is the dollar amount being requested? \$ 20,000

What will funds be used for?

Project support  Program  Other (Specify) \_\_\_\_\_

The Huelsmann Foundation seeks to fund programs and projects that are begun and completed within the 2024 calendar year. What is your proposed Project/Program timeframe: 01/01/2024 to 12/31/2024

### AGREEMENT TO REPORT PROGRESS/RESULTS:

The Huelsmann Foundation requires that all Grantees submit a quarterly progress report during the grant year, together with 3-5 current high-resolution digital photos of your project to be used by the Huelsmann Foundation for publication. Please email the reports and photos to us at [Information@huelsmannfoundation.org](mailto:Information@huelsmannfoundation.org). Please provide quarterly reports in the following manner:

- Q1-January through March: report by April 15<sup>th</sup>
- Q2: April through June: report by July 15<sup>th</sup>
- Q3: July through September: report by October 15<sup>th</sup>
- Q4: October through December: report by January 15<sup>th</sup>

Please indicated below your willingness to meet these requirements:

Yes  No

**SUMMARY OF REQUEST: (Please attach additional pages if necessary, in order to support your request)**

**Project/Program Name:** Foundational Reading & Dyslexia Support

**Describe the population and people served:**

- Elementary teachers
- Students struggling with foundational reading skills and dyslexia

**Provide a 2-3 sentence summary of the request, including the results or outcomes you plan to achieve:**

We are requesting funding from the Huelsmann Foundation to support continued professional development of Stillwater teachers in the Language Essentials for Teachers of Reading and Spelling (LETRS), an intensive training in the science of reading, dyslexia, and research-based instructional methodology for teaching reading. These efforts will result in increased organizational capacity and institutional knowledge around effective literacy instruction and dyslexia awareness.

**PROPOSAL NARRATIVE**

Please provide the following information in narrative form. **Five to seven pages or less** is recommended excluding attachments.

**1. Briefly describe your organization and its activities/services.**

Established in 1850, Stillwater Area Public Schools is Minnesota's first school district. With over 8,000 students, we serve the eastern twin cities communities of Afton, Bayport, Baytown Township, Grant, 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 Woodbury.

We provide educational services for students from birth through grade 12 and beyond through transition services and community education programs. Our schools include an early childhood learning center, seven elementary schools, two middle schools, a comprehensive high school, an alternative learning center, a transitions program, a dual immersion Spanish program, and a gifted and talented program.

**2. Briefly outline your accomplishments over the past year.**

Stillwater Area Public Schools recently underwent an operational planning process that included voices and perspectives of stakeholders. One of the outcomes of this work is a strategic focus in the area literacy. This dovetails with the revised MN academic standards for English Language Arts as well as the Read Act in the 2023 education omnibus bill. Within this context we have seen the benefits for our elementary staff who have participated in the Language Essentials for Teachers of Reading and Spelling (LETRS). We have had over 50 educators engage in the two-year program since 2021, and currently all

K-1 classroom teachers are participating in the Volume 1 training. This has only been possible by building capacity for internal facilitators and financial support from the Huelsmann Foundation and limited district professional development funding.

We have breached the hinge point, and the remaining staff in grades 2-5, along with special education teachers, and teachers of multilingual learners, and early childhood teachers desire to engage in this experience as well. Additionally, we have seen a positive impact on our students' performance on FastBridge assessments in foundational reading skills. We are seeing the highest scores in phonics and phonemic awareness ever over the last three testing periods. These data go back to the 2015-2016 school year.

**3. What were some discouragements / difficulties that you faced this past year?**

While we have seen an increase across the board in our lower grade levels and basic skills for older students, the general reading comprehension scores of our students in third grade and above continue a downward trajectory. This must be interrupted. Immediately.

Additionally, the MN Read Act passed as a part of the 2023 education omnibus bill, has placed significant requirements on districts regarding literacy screening, professional development, and curricular materials. While a funding component was included in the bill, no dollars are directly available to districts; all funding for professional development goes to the MN Department of Education and the Regional Centers of Excellence. What we know right now is that trainings provided by these entities will only be available to teachers at nights and on weekends. For LETRS training, this would require 32 hours of online interactions in addition to the 40+ hours of reading and online coursework for each volume (two volumes are required).

What we need is flexibility to utilize our dedication professional development days, and funding to support internal facilitation.

**4. What are your goals for the coming year?**

Quite simply, our goal is for each student to reach grade-level reading proficiency by the end of the school year. This is stated in the MN Read Act and is reinforced in our Pony Plan (district strategic plan). To achieve this goal we want all elementary and early childhood staff trained in LETRS, we want to upgrade our curricular materials and develop multi-tiered systems of student supports, and we want to provide the accountability and supports through our principals and teacher leaders.

**5. What are your total funding needs for the next year? What are the primary sources of your funds?**

Key to achieving our goals is to expand our capacity for internal LETRS facilitation. With Huelsmann Foundation funds we will provide Volume 2 facilitation training to our two individuals who are already trained in Volume 1 facilitation and add a third trainer for Volume 1 to address the significant training needs over the next few years. Remaining funds will be used to provide training materials and substitute coverage for staff not able to receive training on professional development days.

We will also aggressively advocate the MN Department of Education to provide a majority of the LETRS training materials and we will prioritize LETRS on professional development

days and dedicate additional district dollars to funding this initiative. The only way to make this work at scale and at speed is to braid funding from multiple sources.

**6. What percentage of your operating budget is program-related (versus administrative/ overhead expense)?**

Of the overall district budget, approximately 84% is expensed to salaries and benefits of educators.

- 57.4% - Licensed Instruction
- 11.9% - Pupil Support Services
- 6.4% - Instructional Support Services
- 2.7% - District and School Administration
- 3% - District Support Services
- 16.3% - Operations and Maintenance; Fiscal and Other Fixed Costs

Costs expensed to Huelsmann Foundation funds will cover internal LETRS facilitator training and substitute costs for teachers engaged in LETRS professional development.

**7. Include financials for the previous two years and projected for 2024 (If your organization has a fiscal year other than the calendar year, please include the period from January 1 through December 31, for 2022 and 2023, and projected financials for 2024.**

In alignment with school year budgeting, fiscal years for Stillwater Area Public Schools run July 1 through June 30. The General Fund is comprised of revenues from federal, state, and local sources. This does not include funds specifically generated for food service, community education, capital projects, or debt service.

**GENERAL FUND REVENUES**

- 2020-2021: \$113,213,336
- 2021-2022: \$119,751,137
- 2022-2023: \$156,201,811
- 2023-2024: \$161,177,299 (projected)

**GENERAL FUND EXPENDITURES**

- 2020-2021: \$120,366,394
- 2021-2022: \$118,954,505
- 2022-2023: \$167,947,839
- 2023-2024: \$171,953,062 (budgeted)

8. Provide a brief (2 pages or less) illustration of a significant impact your programs and services have had on an individual or within the community you serve.

Percent of Students Performing at Grade Level Expectations on Winter FastBridge Screening									
Grade	Assessment Measure	2023	2022	2021	2019	2018	2017	2016	2015
K	earlyReading (foundational skills)	71	66	59	56	54	51	43	51
1	earlyReading (foundational skills)	63	61	57	60	58	58	64	72
1	CBM (fluency)	62	58	60	59	58	58	67	67
2	CBM (fluency)	66	63	57	64	61*	69*	72*	73*
3	CBM (fluency)	67	65	52	57	51*	58*	63*	61*
4	CBM (fluency)	67	64	40	43	31*	53*	55*	52*
5	CBM (fluency)	65	64	49	38	36*	52*	51*	51*

\* no winter screening during the 2020-2021 school year

**AUTHORIZATION:**

I, \_\_\_\_\_, Executive Director (or Board Chair), have sought and obtained a Board of Directors Resolution to apply for a 2024 Grant from the Huelsmann Foundation for the purpose indicated in this application. Furthermore, if the Huelsmann Foundation awards this organization a 2024 grant, this organization will use the grant for the specific Project/Program requested in this application.

Executive Director (or Board Chair): \_\_\_\_\_ Date: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Signature \_\_\_\_\_

**Note: When available, please provide a copy of the Board of Directors Resolution that is referenced above.**

Name of person completing this Request: \_\_\_\_\_

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

To ensure consideration for financial support, the completed and signed application and supporting documents must be received by **January 15, 2024**.  
**Please address all correspondence to**  
**Jennifer Huelsmann and Kristin Rossiter, Co-Presidents:**

**Send the original to:**  
Jennifer Huelsmann & Kristin Rossiter  
Huelsmann Foundation  
c/o Guardian Counsel Law Office  
Attn.: Elizabeth E. Michaelis, J.D., MBA  
3800 American Blvd. West - Suite 1500  
Bloomington, Minnesota 55431-4429



## EXPENDITURE APPROVAL FORM 2024 - 2025

**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:** 2/6/2024

### DESCRIPTION OF REQUEST

Wold Architects and Engineers have provided a proposal for architectural and engineering services for the new Andersen Elementary School. Wold Architects and Engineers will facilitate the design team meetings, create bidding specifications and drawings, approve submittals, issue change orders, certify payments and monitor construction progress. Reimbursable expenses and engineering design will have additional costs to the proposal.

### FINANCIAL IMPACT

**\$2,599,790.00 (proposed) plus additional reimbursable expenses and engineering design.**

**Budget(s) Impacted:** \$2,599,79.00 currently approved under 2024 School Building Bonds.

#### Is This a One-Time Expenditure?

- Yes**, once implemented there will be no ongoing costs.
- No**, it will need to be funded indefinitely.
- No**, it will need to be funded for Fiscal Years 2020-?

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

- Yes** List Source(s): 2024 School Building Bonds
- No**

### PROGRESS MONITORING

Project completion Fall of 2026.



January 26, 2024

Marie Schrul  
Executive Director of Finance  
Stillwater Area Public Schools  
1875 South Greeley Street  
Stillwater, Minnesota 55082

Re: Independent School District #834 - Stillwater Area Public Schools  
New Andersen Elementary School  
Commission No. 232223

Dear Marie:

Congratulations again on the successful passage of the bond referendum! The purpose of this letter is to establish our fees for Architectural and Engineering services for the project based on the scope outlined within the referendum as delineated in the Review and Comment submittal.

As we have discussed previously, we are proposing a fixed fee for our services based on a percentage of the budgeted construction costs plus one half of the contingency amount. We believe fixed fees provide our clients with full services without future surprises for additional expenses. For the new Elementary School our fixed fee is 6%. Reimbursable expenses are additional and will be billed at actual cost (estimated at approximately \$4,500 per million of construction typically). Our fee for these projects is outlined below.

We have excluded any fees for FF&E procurement or any work at the existing Andersen Elementary site. As these efforts proceed, we will work with the District to determine what our involvement might need to be.

We are very excited to be working on these projects and look forward to continuing our working relationship with the District. I know it will be a wonderful experience! Please do not hesitate to call if you have any questions.

The fee calculation for this work would be as follows:

<b><u>Fee Calculation:</u></b>	<b><u>Project Costs</u></b>
Total Construction Cost	\$ 42,273,000
Contingency (5%)	\$ 2,113,650
Project Soft Costs (Land acquisition, fees, printing, technology, etc.) (20%)	\$ 14,496,663
<b>Total Project Budget</b>	<b>\$ 58,883,313</b>

<b><u>Fee Basis:</u></b>	
\$42,273,000 Construction Cost + ½ Contingency (\$1,056,825)	\$ 43,329,825
	x 6.0%
<b>Calculated Fee</b>	<b>\$ 2,599,790</b>

Wold Architects and Engineers  
332 Minnesota Street, Suite W2000  
Saint Paul, MN 55101  
woldae.com | 651 227 7773

PLANNERS  
ARCHITECTS  
ENGINEERS



We anticipate the following schedule such that the project will be fully complete for the start of the 2026-27 school year.

Schematic Design	December 2023 – March 2024
Design Development:	April 2024 – July 2024
Contract Documents:	July 2024 – October 2024
Bidding:	November 2024
Substantial Completion:	June 2026

Per our Master Contract with the School District, please sign this letter below. We will take that as our written authorization to proceed with this work.

As I stated before, please contact me if you have any questions.

Sincerely,

Wold Architects and Engineers

A handwritten signature in black ink, appearing to read "V. Peterson", written over a horizontal line.

Valerie Peterson | AIA, LEED AP  
Associate

Stillwater Area Public Schools

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Marie Schrul  
Executive Director of Finance

cc: Mark Drommerhausen, ISD #834  
Anthony Willger, ISD #834  
Paul Aplikowski, Wold  
Matthew Mohr, Wold  
Accounting



## EXPENDITURE APPROVAL FORM 2024 - 2025

**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:** 2/6/2024

### DESCRIPTION OF REQUEST

Wold Architects and Engineers have provided a proposal for architectural and engineering services for the new Lake Elmo Elementary School. Wold Architects and Engineers will facilitate the design team meetings, create bidding specifications and drawings, approve submittals, issue change orders, certify payments and monitor construction progress. Reimbursable expenses and engineering design will have additional costs to the proposal.

### FINANCIAL IMPACT

**\$3,766,660.00 (proposed) plus additional reimbursable expenses and engineering design.**

**Budget(s) Impacted:** \$3,766,660.00 currently approved under 2024 School Building Bonds.

#### Is This a One-Time Expenditure?

- Yes**, once implemented there will be no ongoing costs.
- No**, it will need to be funded indefinitely.
- No**, it will need to be funded for Fiscal Years 2020-?

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

- Yes** List Source(s): 2024 School Building Bonds
- No**

### PROGRESS MONITORING

Project completion Fall of 2026.



January 26, 2024

Marie Schrul  
Executive Director of Finance  
Stillwater Area Public Schools  
1875 South Greeley Street  
Stillwater, Minnesota 55082

Re: Independent School District #834  
Stillwater Area Public Schools  
New Lake Elmo Elementary School  
Commission No. 232224

Dear Marie:

Congratulations again on the successful passage of the bond referendum! The purpose of this letter is to establish our fees for Architectural and Engineering services for the project based on the scope outlined within the referendum as delineated in the Review and Comment submittal.

As we have discussed previously, we are proposing a fixed fee for our services based on a percentage of the budgeted construction costs plus 1/2 of the contingency amount. We believe fixed fees provide our clients with full services without future surprises for additional expenses. For the new Elementary School our fixed fee is 6%. Reimbursable expenses are additional and will be billed at actual cost (estimated at approximately \$4,500 per million of construction typically). Our fee for these projects is outlined below.

We have excluded any fees for FF&E procurement or any work at the existing Lake Elmo Elementary site. As these efforts proceed, we will work with the District to determine what our involvement might need to be.

We are very excited to be working on these projects and look forward to continuing our working relationship with the District. I know it will be a wonderful experience! Please do not hesitate to call if you have any questions.

The fee calculation for this work would be as follows:

<b><u>Fee Calculation:</u></b>	<b><u>Project Costs</u></b>
Total Construction Cost	\$ 61,246,500
Contingency (5%)	\$ 3,062,325
Project Soft Costs (Land acquisition, fees, printing, technology, etc.) (20%)	<u>\$ 21,777,206</u>
<b>Total Project Budget</b>	<b>\$ 86,086.031</b>
<b><u>Fee Basis:</u></b>	
\$61,246,500 Construction Cost + 1/2 Contingency (\$1,531,163)	\$ 62,777,663
	x <u>6.0%</u>
<b>Calculated Fee</b>	<b>\$ 3,766,660</b>

Wold Architects and Engineers  
332 Minnesota Street, Suite W2000  
Saint Paul, MN 55101  
woldae.com | 651 227 7773

PLANNERS  
ARCHITECTS  
ENGINEERS



# MEMORANDUM OF AGREEMENT

## Paraprofessional Seniority Reinstatement

This Memorandum of Agreement is entered into between Independent School District No. 834, Stillwater, Minnesota (hereafter referred to as the "District") and the St. Croix Paraprofessional Association (herein referred to as the "SCPA").

WHEREAS, the SCPA Master working agreement has specific language in Article III, Section 9 limiting the calculation of a paraprofessional's seniority date to, "*The first date of the most recent continuous service, including Board approved leaves, in the St. Croix Paraprofessional Association, shall be considered an employee's seniority date.*" The District and the unit acknowledge the extenuating circumstances surrounding the employment of Christa Shores;

NOW THEREFORE, it is mutually agreed and understood as follows:

1. A one-time exception to this contract language will be made in order to restore the seniority date and associated benefits of Paraprofessional Christa Shores.
2. This MOU shall be effective upon execution by the parties and shall expire on June 30, 2024. It shall not have force or effect thereafter.
3. This MOA does not constitute a past practice, nor does it establish a precedent.

ST. CROIX PARAPROFESSONAL  
ASSOCIATION

INDEPENDENT SCHOOL DIST.  
834

BY:   
CHRISTINE M. HOEFFLER,  
SCPA PRESIDENT

BY: 

DATE: Feb 2, 2024

DATE: 2/2/2024



Expect  
**More.**

# Pony Plan Mid-Year Update

Presented to the School Board  
February 6, 2024



# Our Purpose:

To inspire curiosity and the love of learning in every child.

To provide a wide range of engaging learning opportunities to build the resilience and empathy learners need to successfully navigate their futures.



Expect  
**More.**

# Strategic Directions

- **Strategic Direction A:** Ensure the learning process is adaptable to meet individual student needs
- **Strategic Direction B:** Foster a safe, welcoming and inclusive environment for all staff and students
- **Strategic Direction C:** Utilize systems and align resources in an efficient manner to support learning
- **Strategic Direction D:** Develop strong partnerships with the communities we serve



Expect  
**More.**



2023-2024

# OUR FOCUS

Literacy

Equity & Inclusion

Social Emotional Learning  
& Mental Health

# Pony Plan: Taking Action

## Action cards

*Used at district department and individual school levels to:*

- Identify goals
- Outline steps to reach goals
- Assign tasks
- Provide a timeline
- Monitor progress

## Vision scorecard

*Used at the district level to:*

- Establish measures
- Identify data sources
- Record data
- Monitor progress toward our goals



Expect  
**More.**



# Action Cards - District Level

15 district-level action cards focused on:

- Literacy (training, curriculum, evaluation)
- Professional development
- Social emotional learning and mental health
- Diversity, equity and inclusion
- Systems alignment (HR, finance, operations, etc.)
- Partnerships with families and communities



Expect  
**More.**

# Action Cards - School Level

Building leadership teams at each school worked together to develop an action card for each of the 4 strategic directions.

Action cards are focused on:

- Literacy
- Social emotional learning
- Systems alignment
- Partnerships and communication



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# Stillwater Area Public Schools' Vision Scorecard

Strategic Direction	Measure	Action Card #	Description	Source details	Intervention	Base	Vision	Baseline 22-23	MidYear 23-24
Direction A: Ensure the learning process is adaptable to meet individual student needs	Achievement	1	% of 4-year old preschool students who demonstrate at least "one level" growth in phonological awareness (WBWF-1)	COR Advantage assessment from fall to spring.	<70%	70-79%	>80%	93% [May 23]	
		1	% of students who meeting their 1 year growth expectation (i.e. growth at/above national 50th percentile)	FastBridge earlyReading (English) Composite (K-1)	<50%	50-60%	>60%		52% [Jan 24]
				FastBridge aReading (2-5)	<50%	50-60%	>60%	41% [Jan 24]	
				NWEA MAP Reading (6-8)	<50%	50-60%	>60%	46% [F2F 2023]	
				FastBridge earlyMath Composite (K-1)	<50%	50-60%	>60%	56% [Jan 24]	
				FastBridge aMath (2-5)	<50%	50-60%	>60%	48% [Jan 24]	
		1	% of students reading at or above grade level (WBWF-2 & 3)	earlyReading composite (K-1)	<70% of all students	70 - 79% of all students	>79% of all students		66% [Jan 24]
				aReading (2nd)	<70% of all students	70 - 79% of all students	>79% of all students		65% [Jan 24]
				aReading (2-5)	<70% of all students	70 - 79% of all students	>79% of all students		64% [Jan 24]
		1	% of graduating students meeting college and career readiness benchmarks (WBWF-3 & 4)	MCA (3-8)	<70% of all students and no more than 10% gap between any student group	70 - 79% of all students and no more than 5% gap between any student group	>79% of all students and no more than 5% gap between any student group	56.2% Gap - 21.7 [Aug 23]	-
				ACT (CCR in all 4 domains)	<50%	50-60%	>60%	54.3% [2023]	
		1	% of students who graduate in 4 years (WBWF-5)	ASVAB (31)					
				Accuplacer (351)					
1	% of students who graduate in 5 years	MDE Report Card	<84	85 - 92%	>92%	93.1% [June 22]			
Multi-Tiered Systems of Support	5	Global score % on the SEMI-DLT	Self-evaluation of MTSS for District Leadership Teams (SEMI-DLT)	<50%	50 - 79%	>80%	36.1% [Feb 23]		
Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	Social Emotional Support	4	% of K-5 students at low risk on the SAEBRBS	Social, Academic, and Emotional Behavior Risk Screener (SAEBRBS)	<70%	70-79%	>80%	86% [Fall 23]	88% [Winter 23]
		4	% of 6-12 students at low risk on the mySAEBRBS	Social, Academic, and Emotional Behavior Risk Screener (SAEBRBS)	<70%	70-79%	>80%		



Expect **More.**

# Direction A:

Ensure the learning process is adaptable to meet individual student needs

Description	Source details	Intervention	Base	Vision	Baseline 22-23	MidYear 23-24
<b>% of students meeting their 1 year growth expectation</b>  <i>(Growth at/above national 50th percentile)</i>	FastBridge earlyReading (English) Composite (K-1)	<50%	50-60%	>60%		52% [Jan 24]
	<i>FastBridge aReading (2-5)</i>	<50%	50-60%	>60%		41% [Jan 24]
	<i>NWEA MAP Reading (6-8)</i>	<50%	50-60%	>60%	46% [Fall to Fall 2023]	
	<i>FastBridge earlyMath Composite (K-1)</i>	<50%	50-60%	>60%		56% [Jan 24]
	<i>FastBridge aMath (2-5)</i>	<50%	50-60%	>60%		46% [Jan 24]
	<i>NWEA MAP Math (6-8)</i>	<50%	50-60%	>60%	54% [Fall to Fall 2023]	



Expect  
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# Direction A:

Ensure the learning process is adaptable to meet individual student needs

Description	Source details	Intervention	Base	Vision	Baseline 22-23	MidYear 23-24
% of students reading at or above grade level (WBWF-2 & 3)	earlyReading composite (K-1)	<70% of all students	70 - 79% of all students	>79% of all students		66% [Jan 24]
	aReading (2nd)	<70% of all students	70 - 79% of all students	>79% of all students		65% [Jan 24]
	aReading (2-5)	<70% of all students	70 - 79% of all students	>79% of all students		64% [Jan 24]
	MCA (3-8)	<70% of all students and no more than 10% gap between any student group	70 - 79% of all students and no more than 5% gap between any student group	>79% of all students and no more than 5% gap between any student group	56.2% Gap - 21.7 [Aug 23]	
% of graduating students meeting college and career readiness benchmarks (WBWF-3 & 4)	ACT (College Career Readiness in all 4 domains)	<50%	50-60%	>60%	54.3% [23]	



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# Direction B:

Foster a safe, welcoming and inclusive environment for all staff and students

Description	Source details	Intervention	Base	Vision	Baseline 22-23	MidYear 23-24
Global score % on the SEMI-DLT	<i>Self-evaluation of MTSS for District Leadership Teams (SEMI-DLT)</i>	<50%	50 - 79%	>80%	36.1% [Feb 23]	
% of K-5 students at low risk on the SAEBRS	<i>Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)</i>	<70%	70-79%	>80%	86% [Fall 23]	88% [Winter 23]



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# Direction C:

Utilize systems and align resources in an efficient manner to support learning

Description	Source details	Intervention	Base	Vision	Baseline 22-23	MidYear 23-24
Unassigned general fund balance (% of annual general fund expenditures)	<i>Annual audit - November 2023</i>	<5%	5%	>5% or more		1.1% [Nov 2023]
District's bond rating assigned by an external credit rating agency	<i>Bond Rating - December 2023</i>	Downgraded	Maintained	Maintained or Upgraded		Aa2 [Dec 2023]



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**More.**

# Direction D:

Develop strong partnerships with the communities we serve

Description	Source details	Intervention	Base	Vision	Baseline 22-23	MidYear 23-24
% of residents surveyed agree or strongly agree that the district does a good job of involving community leaders, parents, and interested citizens in decisions about the schools.	<i>Community Survey</i>	<70%	70-80 %	>80%	<b>78%</b> <b>[Feb 2023]</b>	



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# Mid-Year Highlights: District

- Passed bond for new facilities
- Implemented social/emotional/behavioral screener grades K-5
- Expanded BARR
- Provided training in restorative practices; equity-focused leadership
- Aligned budget investments to priorities in our strategic plan
- Launched K-5 literacy committee
- Making recommendations to Expand, Keep/Sustain, Fix, Replace, or Eliminate investments for 24-25 budget
- Training all K-1 teachers in LETRS Volume 1
- Developing on-demand, online professional development (PD)
- Exploring badging system to ensure staff fulfill required PD



# Mid-Year Highlights: Schools

## Elementary Schools:

- All of our elementary schools have worked to implement their What I Need (WIN) Time with fidelity using PRESS interventions
- Each school has used their data from their School-Wide Intervention Meetings (SWIM) to provide interventions for Tier 2 and 3 in reading
- All schools have been working with the data to identify instructional needs at each tier



Expect  
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# Mid-Year Highlights: Schools

## **Stillwater Area High School:**

On To College is being used for ACT prep, and all juniors will have practice using the tool prior to the test

## **St. Croix ALC:**

System alignment using Power School to determine accurate grades and credits. Staff has also been exploring class offerings

## **Oak-Land Middle:**

Small groups of staff are meeting monthly to explore equity topics and apply that learning in the classroom

## **Stillwater Middle:**

Staff is providing exploratory opportunities at the end of each quarter in celebration of student's hard work



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**More.**

# Key Takeaways

- Pony Plan is aligning work and providing focus and direction at all levels
- Action cards are central to work of Building Leadership Teams
- Vision Scorecard is being used to determine Academic-Return on Investment (A-ROI) as part of Priority-Based Budgeting



Expect  
**More.**



Questions

<b>Development, Adoption, and Implementation of Policies</b>	<b>208</b>	<b>Adopted: 07-12-2018 Reviewed: 11-18-2021</b>	<b>Annual Review</b>

**I. PURPOSE**

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

**II. GENERAL STATEMENT OF POLICY**

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an equitable, effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

**III. DEVELOPMENT OF POLICY**

- A. The school board has jurisdiction to legislate policy for the school district. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.
- B. The school board’s written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.
- C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent and board chair for review prior to possible placement on the school board agenda.

**IV. ADOPTION OF POLICY**

- A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.
- B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board ~~at a subsequent meeting after the meetings at which public input was received.~~ The policy will be effective on the later of the date of passage or the date stated in the motion.

- C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.
- D. If a policy is modified with minor changes that do not affect the substance of the policy or because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

## V. IMPLEMENTATION OF POLICY

- A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.
- B. Policies will be available on the school district website at [www.stillwaterschools.org](http://www.stillwaterschools.org). Anyone requesting a paper copy of a policy may do so by contacting the district office.
- C. The superintendent or employees designated by the superintendent shall be responsible for maintaining policies on the district's website.
- D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually: ~~District administration shall review, and seek legal review as appropriate, on policies and recommend changes to the board policy working group. The board policy working group shall review and determine if changes should be recommended to the full board. Recommended policy changes shall be presented to the full school board in two readings with action requested at subsequent meeting.~~
- E. ~~The school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability; 722 Public Data Requests; and 806 Crisis Management Policy.~~
- F. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. The superintendent shall advise the school board when he/she believes it is necessary to adopt a policy on a particular matter and present recommendations to the school board for approval.

**Legal References:** Minn. Stat. § 123B.02 (School District Powers)  
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

**Cross References:** MSBA/MASA Model Policy 305 (Policy Implementation)

**SCHOOL BOARD**

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