Study Session

Tuesday, March 4, 2025 5:30 PM
Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

I.	**Call to Order**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
II.	**Roll Call**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
III.	**Pledge of Allegiance**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
IV.	**Approval of Agenda**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
V.	**Consent Agenda**	
V.A.	Payment of Invoices - February 15 - 28, 2025; Gifts and Donations Report - October through December 2024; Treasurer's Report - June through December 2024	**Speaker(s):** Ms. Marie Schrul, Chief Financial Officer
VI.	**Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs**	
VI.A.	Rutherford Elementary Building Update	**Speaker(s):** Ms. Heather Murray, Rutherford Elementary Principal
VI.B.	Report: Elementary Literacy Curriculum Adoption Proposal	**Speaker(s):** Ms. Caitlyn Willis, Executive Director of Elementary Education
VII.	**Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students**	
VIII.	**Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning**	
VIII.A.	Report: Third Reading Policy 524.5 - Personal Electronic Communication Devices	**Speaker(s):** Mr. Paul Lee, Executive Director of Student Support Services
VIII.B.	Public Input for Policy 524.5 - Personal Electronic Communication Devices	**Speaker(s):** Ms. Alison Sherman, School Board Chair
VIII.C.	Action: Approval of Policy 524.5 - Personal Electronic Communication Devices	**Speaker(s):** Mr. Paul Lee, Executive Director of Student Support Services
VIII.D.	Legislative Update	**Speaker(s):** Dr. Mike Funk, Superintendent
IX.	**Strategic Direction D: Develop strong partnerships with the communities we serve**	
X.	**Adjournment**	**Speaker(s):** Ms. Alison Sherman, School Board Chair

Rutherford Elementary

Presented to the School Board
March 4, 2025

About Our School

	Rutherford Elementary	District
Free & Reduced Lunch	16%	21.7%
Multilingual Learners	2.4%	3.9%
Special Education	16.7%	18.1%
Students of Color	15.4%	25.1%

Source: 2024 Report Card, Minnesota Department of Education

Total Enrollment: 573 students (K-5)

Capacity: 675 students

*Oct. 1 enrollment

Current Reality

Strengths

- Seasoned, dedicated staff

- Open learning environment

- PTA/Community engagement

- Developmental Cognitive Delayed (DCD) cluster program (*Yellow House*)

- Tier II/III SWIM process

Challenges & Opportunities

- Student achievement

- Time for collaboration

- Space

- Systems for SEL

Staff

Seasoned, Dedicated Staff

- Certified Staff = 874 years of combined experience

- Support Staff = 248 years of combined experience
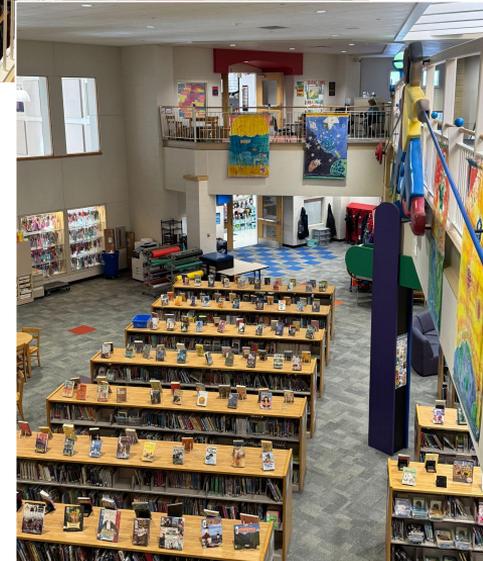
- 26 staff = 10+ years

- 19 staff = 5+ years

Open Learning Environment

Open Learning Environment

- Bricks and mortar

- 5 houses

- Flexible learning spaces

- Collaboration/between teachers

PTA/Community Engagement

- PTA/Community engagement

- New playgrounds

- Makerspace carts

- Grants for classroom use

- Ashland productions

- Building community (back to school bash, Monthly PTA meetings, bingo night, move and groove (parents involvement), Adult night (formerly Wishes)

DCD Cluster Program

DCD District Cluster Program (Yellow House)

- House 18 students K-5

- Individualized programming

- Strengthens based programming

Unique opportunities

- RU Hungry

- Giving Feast

Tier II/III SWIM Process
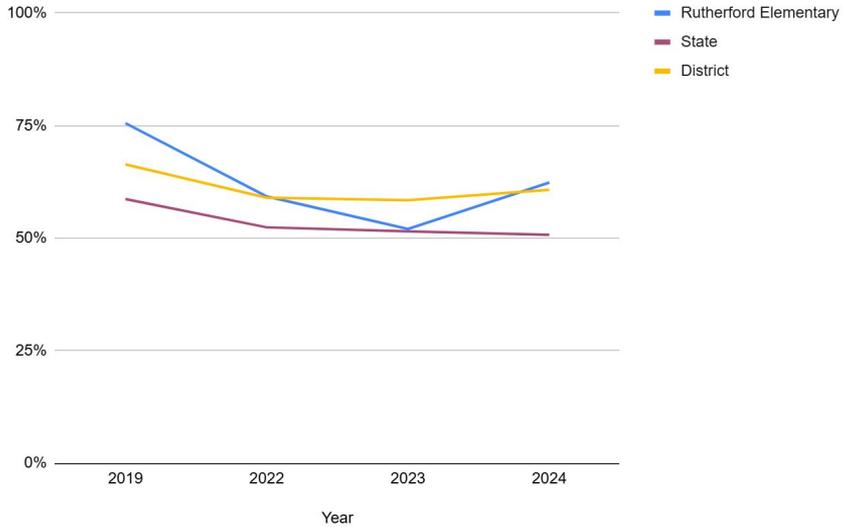
SWIM (School-Wide Improvement Meeting)

- Well established team (Community Connect Team)

- Targeted focus

- Data meetings 4 quarterly

- Growth Tier II/III (UFLI)

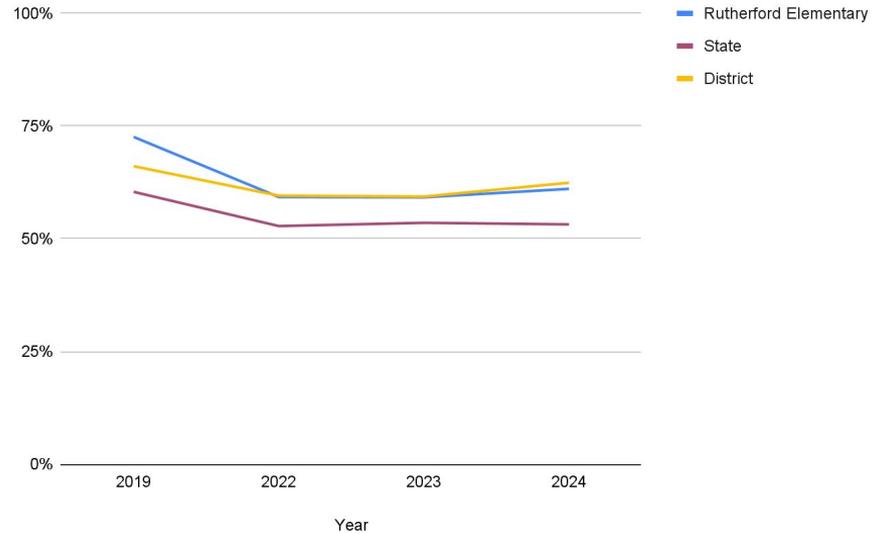**37%** of our Tier II students qualify to exit and enter Tier I

Student Achievement

Student Achievement

61% MCA Reading Proficiency

- Tier I instruction
  - Gaps in curriculum
  - Targeted PD around reading comprehension (grades 4 and 5)

- WIN (What I Need)
  - 3 year focus WIN
  - Read Theory
    - Grades 3-5 targeting 40% - 59%
  - All teachers engaged in this work

Time for Collaboration

Specialist Schedule - teams of 4 or more

- Limited common prep

- Common lunch/recess

- Meetings before school

- House structure (lending to teaming for some)

Space

Voice Levels

4	**Outside Voice** Playground Talk
3	**Loud Proud Voice** Classroom Talk
2	**Normal Voice** Table Talk
1	**Whisper Voice** Partner Talk
0	**Silent Voice** No Talking

- **5 houses**
  - Movement
  - Fluctuation of staffing
  - Departmentalizing (movement)
  - Middle space

- **Space**
  - Creating a system for space that is communicated to all
  - House Guidelines created
  - Supporting teams within a house

- **Voice**
  - Created a system
  - Responsive Classroom (RC) - Interactive Modeling
  - Check ins - Operations/Safety Team

Systems for SEL

Social Emotional Learning (SEL) Reset

- September staff meeting kick-off

- Implementation of an additional hour during SWIM academics

- Discussion at BILT Tier I - Second Steps

- Continued work

Summary

- Highly dedicated, seasoned staff

- Committed to continuous improvement for our students and as a staff

- We have amazing families/ students that we have the privilege of working with each day
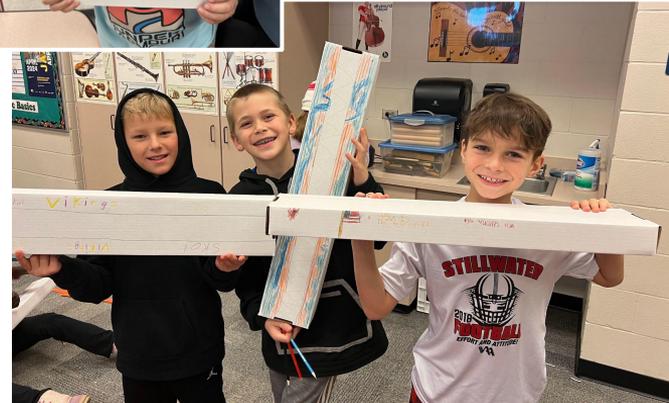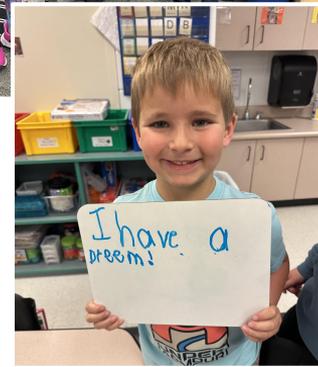
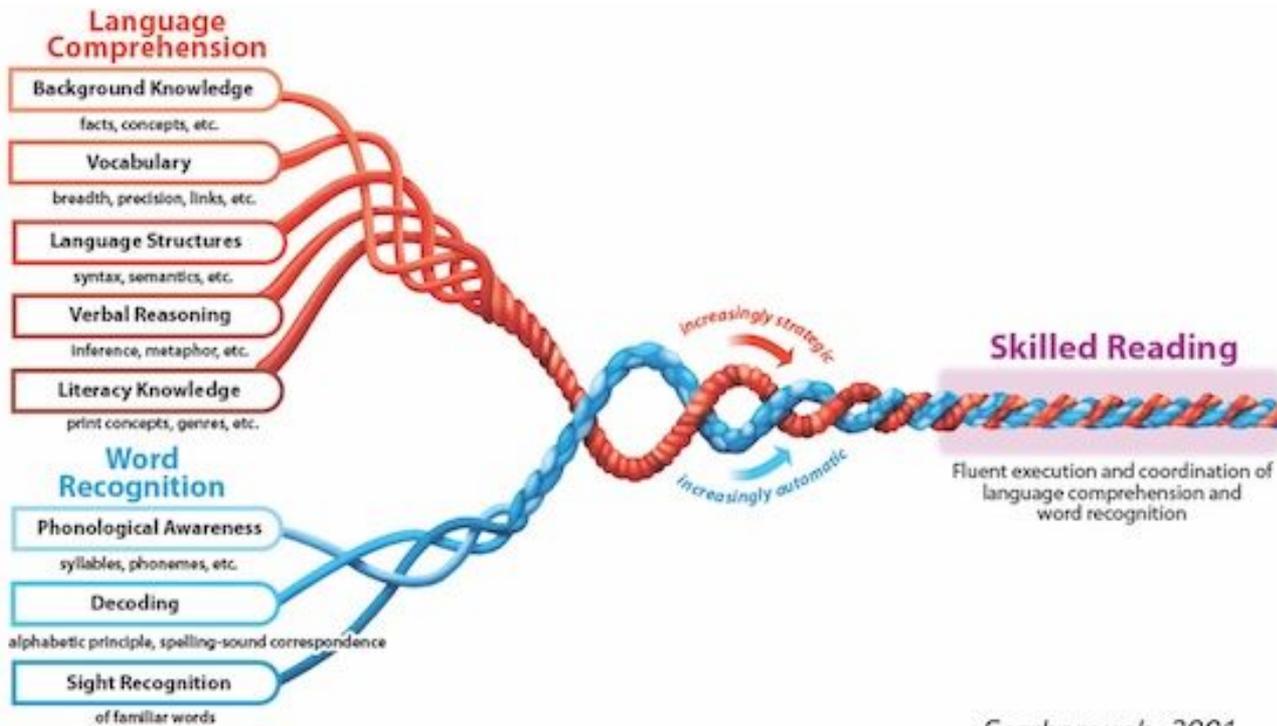# The Case for Two Curriculums:
Foundational Skills & Knowledge Building

Strong foundation in decoding

+

Rich content knowledge

=

Comprehension and critical thinking

Scarborough, 2001

Kindergarten - Grade 2

Ensures students master decoding, phonemic awareness, and fluency
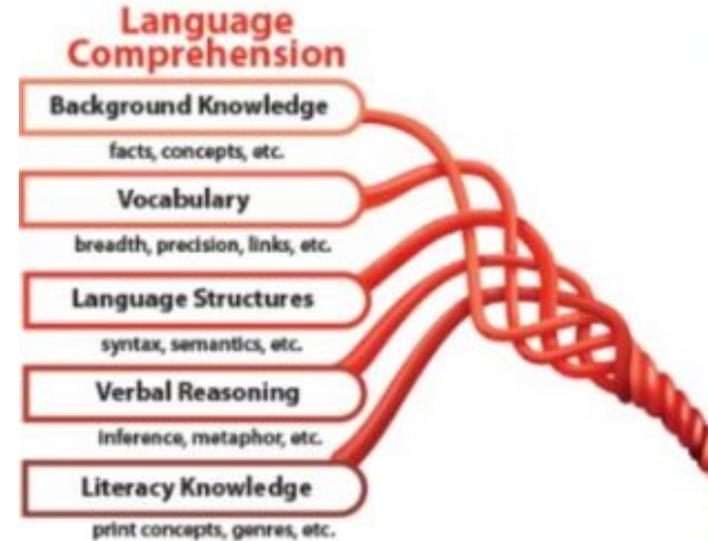
Grade 3-5

Support older students in **reading accuracy, fluency, and vocabulary growth** by focusing on morphology—the study of word parts (prefixes, suffixes, roots)

Word Recognition

Phonological Awareness
syllables, phonemes, etc.

Decoding
alphabetic principle, spelling-sound correspondence

Sight Recognition
of familiar words

Develops **comprehension, vocabulary, background knowledge, and writing skills** by exposing students to rich, meaningful texts that deepen their understanding of language and literacy

Language Comprehension

Background Knowledge
facts, concepts, etc.

Vocabulary
breadth, precision, links, etc.

Language Structures
syntax, semantics, etc.

Verbal Reasoning
inference, metaphor, etc.

Literacy Knowledge
print concepts, genres, etc.

Expect **More.**

Stillwater Area Public Schools

Questions

Committee Timeline

November 7
Google Meet Literacy Committee Launch

November 19
Literacy Curriculum Presentations Day 1

December 5
Literacy Curriculum Presentations Day 2

January 7
Half day to prep for Community Feedback Process

January 17
Parent, Staff, and Community Feedback

Feb. 4
Meeting to review feedback & Reach Consensus
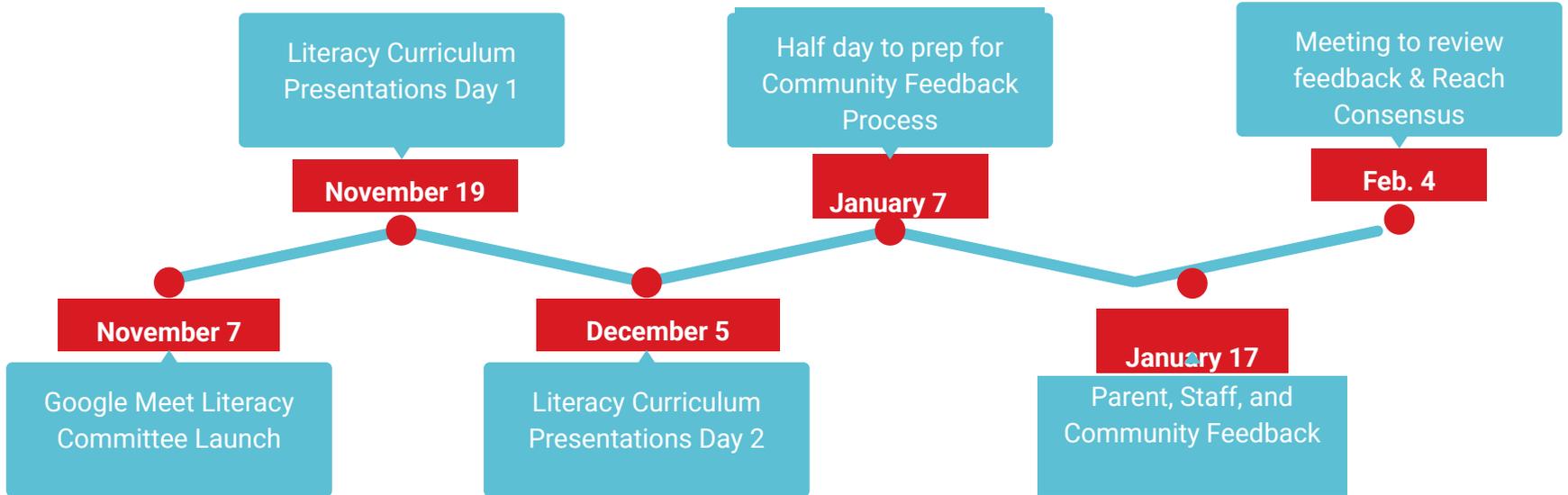
The Selection Process

📝 **Purpose:** A thorough, collaborative process to select the best literacy curriculum for our students.

Step 1: Forming the Selection Committee

Step 2: Reviewing Curriculum Presentations

Step 3: Narrowing Down the Options

Step 4: Deep Dive into Finalists

Step 5: Gathering Staff & Community Input

Step 6: Reviewing Feedback & Reaching Consensus

Staff & Community Feedback Summary

- 94.6% of staff and community surveys endorse adopting Benchmark Advance.

- 55.7% of staff and community surveys support the committee's foundational skill recommendations.

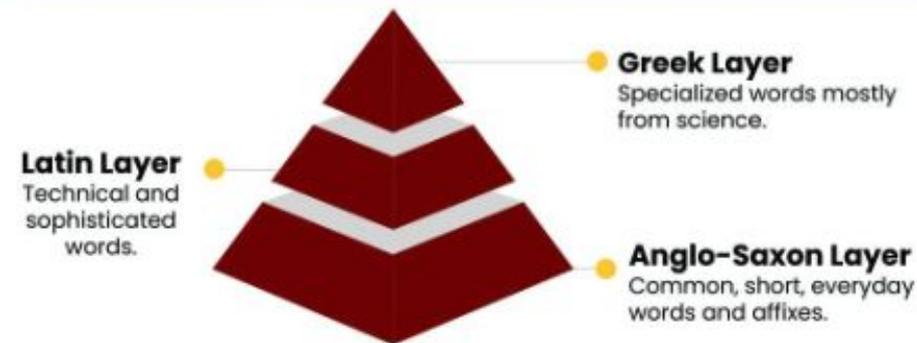## UFLI Foundations

✔ Explicit & Systematic Instruction

✔ Aligned with the Science of Reading

✔ Supports All Learners

✔ Engaging, Multi-Sensory Approach

✔ Consistent & Easy to Implement

✔ Data-Driven Progress Monitoring

Recommendation: Foundational Skills 3-5

Layers of English

Greek Layer
Specialized words mostly from science.

Latin Layer
Technical and sophisticated words.

Anglo-Saxon Layer
Common, short, everyday words and affixes.

Functional Morphology

✔ Explicit & Systematic Instruction

✔ Aligned with the Science of Reading

✔ Supports All Learners

✔ Engaging, Multi-Sensory Approach

✔ Consistent & Easy to Implement

✔ Data-Driven Progress Monitoring

Recommendation: Knowledge Building

Benchmark Advance

✔ Comprehensive Literacy Approach

✔ Rich, Diverse Texts

✔ Focus on Critical Thinking & Writing
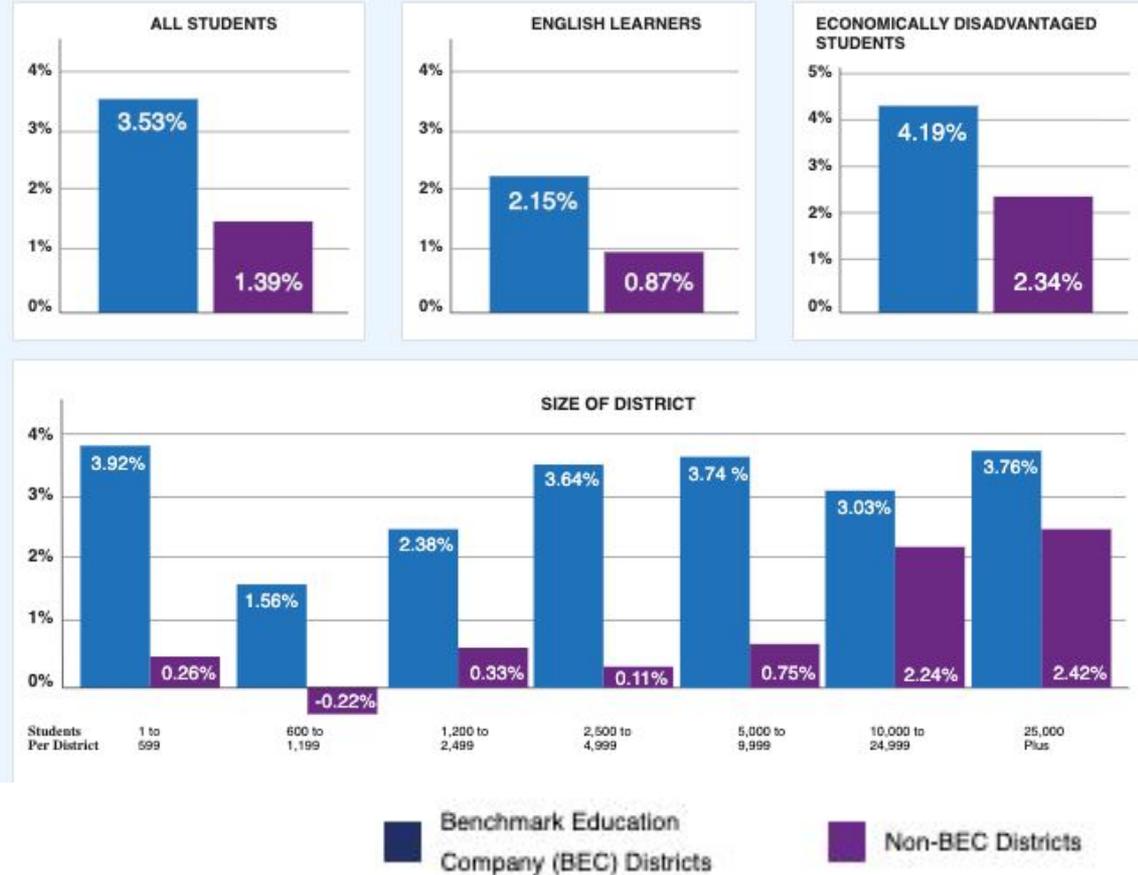
✔ Differentiated Instruction

✔ Teacher Support & Professional Development

✔ Digital Integration

Recommendation: Knowledge Building

Nationwide, Students Using Benchmark Advance Showed 2.5x Growth in Proficiency

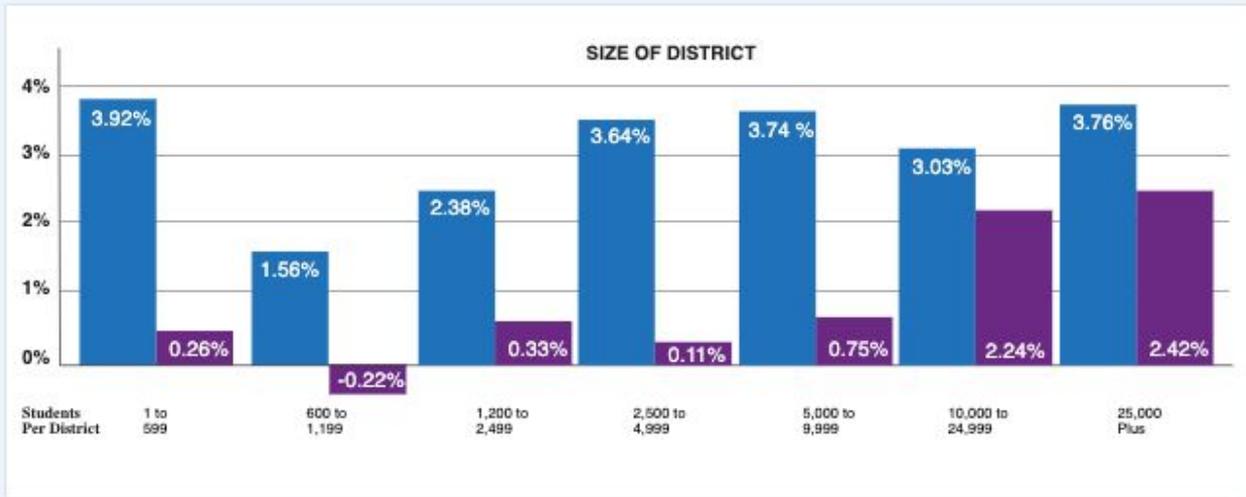Sustained Gains Across Demographics, Including English Learners and Disadvantaged Students
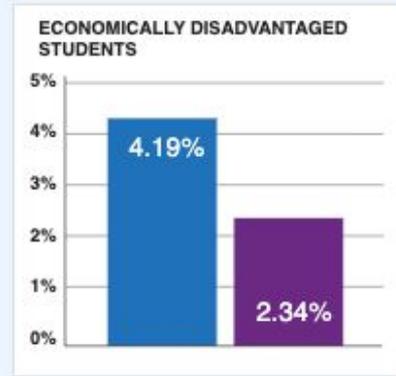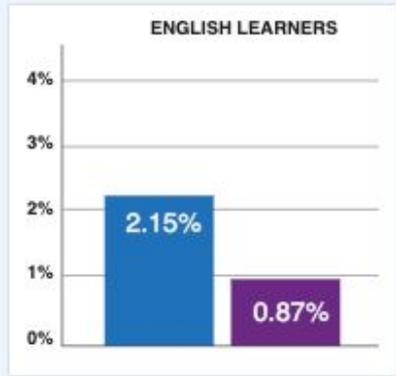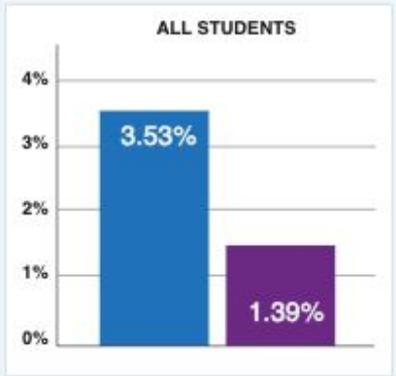
Nationwide, Students Using Benchmark Advance Showed 2.5x Growth in Proficiency

Sustained Gains Across Demographics, Including English Learners and Disadvantaged Students

ALL STUDENTS
- 3.53%
- 1.39%

ENGLISH LEARNERS
- 2.15%
- 0.87%

ECONOMICALLY DISADVANTAGED STUDENTS
- 4.19%
- 2.34%

SIZE OF DISTRICT

Students Per District	1 to 599	600 to 1,199	1,200 to 2,499	2,500 to 4,999	5,000 to 9,999	10,000 to 24,999	25,000 Plus
Blue	3.92%	1.56%	2.38%	3.64%	3.74%	3.03%	3.76%
Purple	0.26%	-0.22%	0.33%	0.11%	0.75%	2.24%	2.42%

What This Means for Stillwater:

3.7% growth in the number of students grades 3-5 reaching proficiency would result in approx. **65 more students** reaching proficiency per year.

Recommendations and Why

	Foundational Skills	Knowledge Building
Year One	Adopt K-2 UFLI ● **Focus:** Training, foundational implementation, and baseline data collection.	Adopt K-5 Knowledge Building ● **Focus:** Training, foundational implementation, and baseline data collection.
Year Two	Adopt 3-5 Morphology ● **Focus:** Training, foundational implementation, and baseline data collection.	Refinement & Acceleration ● **Focus:** Deepening instructional effectiveness and responding to data.
Years Three+	Mastery & Sustained Growth ● **Focus:** Independent student success, instructional mastery, and sustainability.	

Implementation Planning

	Foundational Skills	Knowledge Building
Year One	- Train teachers - Implement curriculum with fidelity - Collect baseline student data and initial progress monitoring	- Align Benchmark Advance curriculum with state standards - Engage families - Provide targeted professional development
Year Two	- Integrate phonics with literacy instruction - Strengthen interventions - Add morphology grades 3-5 - Track student achievement with regular assessments - Engage families	Focus on effective lesson pacing, differentiated instruction, and ongoing student progress monitoring
Years Three+	- Continue professional development to sustain best practices - Embed phonics instruction into daily literacy routines - Analyze student achievement data - Evaluate and refine	Sustain and refine curriculum implementation through data-driven instruction, ongoing professional development, and curriculum customization

Expected Outcomes & Accountability

Foundational Skills

- Regularly assess student progress using UFLI tools to guide instruction.

- Monitor teacher implementation through classroom observations and feedback.

- Collect and analyze data on student achievement to inform curriculum adjustments.

- Evaluate program effectiveness annually to make improvements for future years.

Knowledge Building

- Regularly use Benchmark Advance assessments to monitor student progress and adjust instruction as needed.

- Analyze data from standardized tests and benchmark assessments to evaluate overall program effectiveness.

- Collect feedback from teachers on the program's usability, effectiveness, and alignment with their teaching needs.

Anticipated Curriculum Cost
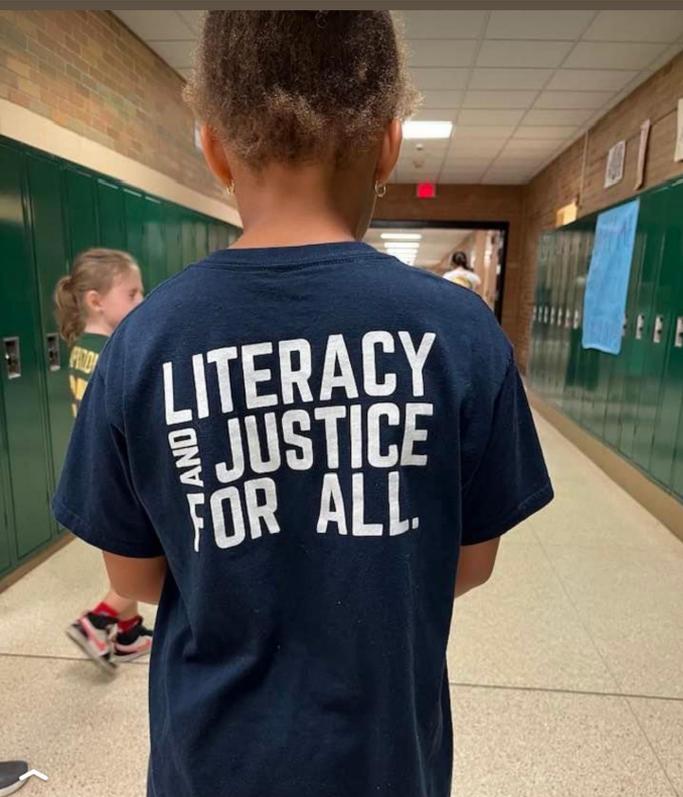
- Year 1 = $815,013

- Year 2 = $69,793

- Years 3-6 = $97,000

Total 6 year implementation cost =
$1,048,806

Questions

Personal Electronic Communication Devices	524.5	Adopted:	Three Years

I. PURPOSE

The objective of this policy is to support the school district's focus on learning in alignment with the district's mission to ignite students' passion for learning, cultivate a strong foundation of knowledge, and foster a sense of community within our schools. Possession and use of personal electronic communication devices must be regulated to ensure that such devices do not disrupt or interfere with the education process or school operations, impair the safety, welfare, and privacy of students and staff, or are used as part of an act of academic dishonesty.

II. GENERAL STATEMENT OF POLICY

To minimize the impact of personal electronic communication devices on student behavior, mental health, and academic attainment and to support school environments in which students can engage fully with their classmates, their teachers, and instruction, the school board has determined the use of personal electronic communication devices by students during school hours should be limited.

III. DEFINITIONS

A. "Bell-to-Bell" means from when the first bell rings at the start of the school day to begin instructional time until the dismissal bell rings at the end of the academic school day. "Bell-to bell" includes lunch and time in between class periods.

B. "Cell Phone" means a personal device capable of making calls, transmitting pictures or video, or sending or receiving messages through electronic means. The definition of cell phone includes a non-smart phone that is limited to making phone calls or text messages and a smartphone that encompasses the above features.

C. "Cyberbullying" means bullying using technology or other electronic communication, including but not limited to a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device.

D. "Instructional Time" means any structured or unstructured learning experiences that occur from when the first bell rings at the start of the school day until the dismissal bell rings at the end of the academic school day.

E. "Personal Electronic Communication Device" means any personal device capable of connecting wirelessly to a cell phone, the internet, a cellular or Wi-Fi network, or directly connects to another similar device. Personal electronic communication devices may include cell phones, wearable devices such as smart watches, personal headphones, earbuds or pods, laptops, tablets, virtual reality devices, and other personal electronic communication devices with the above mentioned characteristics.

F. "Stored" means a cell phone or personal electronic communication device not being carried on the student's person, including not in the student's pocket. Storage options may include, but are not limited to, in the student's backpack, in the student's locker, in a locked pouch, or in a designated place in the classroom, as determined by school administration.

IV.   **PERSONAL ELECTRONIC COMMUNICATION DEVICE USE AND STORAGE**

A. Personal Electronic Communication Device Use

1. All students (preK-12) are prohibited from using personal electronic communication devices on school premises from bell-to-bell, which includes but is not limited to instructional time, lunch periods, recess, school-sponsored programs, events or activities, or any other time during the designated school day.

2. All personal electronic communication devices shall be kept in designated areas and turned off.

B. Off-Campus School-Sponsored Activities

School administration may establish guidelines for personal electronic communication device possession and use during off-campus school-sponsored activities, such as extracurricular activities, outdoor and service trips, and school field trips. These guidelines will be provided at pre-activity meetings, activity-specific permission slips, and by other means as appropriate in the circumstances.

V.   **LIMITATIONS ON USE OF AND STORAGE OF PERSONAL ELECTRONIC COMMUNICATION DEVICES**

A. Limitations on Use of Personal Electronic Communication Devices

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2. Devices, including but not limited to personal electronic communication devices, with audio, video, or photo-taking capabilities shall not be used at any time in locker rooms, bathrooms, or other locations where the presence of such devices poses an unreasonable risk to the safety, welfare, or privacy of others. Confiscation and search of such devices will occur if found in these areas.

3. Students may not use a device to record, transmit, or post audio, videos, or photos of a person or persons on school grounds or on a school bus without the express permission of school staff in addition to the express consent of the individual or individuals that are the subjects of the recording.

4. Personal electronic communication devices may not be used to engage in bullying, cyberbullying, harassment, discrimination, or other activity prohibited under federal or state law or under school district policy.

5. Personal electronic communication devices shall not be used during a lockdown drill, a fire drill, or a similar safety drill.

VI. EXCEPTIONS

A. Nothing in this policy prohibits a student from using a personal electronic communication device for a purpose documented in the student's individualized education program, a plan developed under section 504 of the Rehabilitation Act of 1973, or a health care plan in force regarding the student.

B. A student may use a personal electronic communication device to monitor or address a health concern or medical condition upon permission granted by school administration.

C. Students may use a personal electronic communication device when the use is necessary to respond to or report an emergency. For purposes of this policy, "emergency" means an actual or imminent threat to the health or safety of students and/or school personnel, which may result in death, bodily injury, or substantial property damage.

D. A student may use a personal electronic communication device during a time when such use would otherwise be prohibited if the building principal or designee grants permission for specific curricular purposes for specific courses.

E. A personal electronic communication device may be stored in student vehicles parked on school district property provided that the device is not removed from the vehicle while on school district property.

F. Students who need to make a call may request permission to use a telephone in the building office.

VII. SCHOOL DISTRICT RESPONSIBILITY

A. The school district is not responsible for, nor is it required to investigate, any lost, stolen, or damaged personal electronic communication devices brought onto school grounds or the bus or school-sponsored activities or events.

B. The school board directs the superintendent and school district administration to establish additional rules and procedures regarding student possession and use of personal electronic communication devices in schools as the superintendent and school district administration find appropriate. These rules shall be consistent with this policy and other applicable school district policies. These rules and procedures should seek to minimize the impact of personal electronic communication devices on student behavior, mental

health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or pursuant to similar criteria.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
29 U.S.C. § 794 (Nondiscrimination under Federal Grants and Programs)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)
Away for the Day (www.awayfortheday.org)
MASSP/MESPA, The Cell Phone Toolkit (July 2024)

Personal Electronic Communication Devices	524.5	Adopted:	Three Years

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MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 524 (Internet, Technology, and Cell Phone Acceptable Use and Safety Policy)
Away for the Day (www.awayfortheday.org)
MASSP/MESPA, The Cell Phone Toolkit (July 2024)

Legislative Update

March 4, 2025

Bills of Note

HF 1550: Authorizes a district to reauthorize a capital project referendum through board action

HF1582: TRA - provides an unreduced retirement annuity upon reaching age 60 with 30 years of service

SF2002: Calculating a school's compensatory revenue based on direct certification and the application of education benefits. Establishes a compensatory revenue task force