

**New London-Spicer Schools**  
**“To Inspire Every Student Every Day”**

Listening Time – 5:00 p.m. – District Conference Room  
Monday, May 14, 2018 - School Board Meeting Agenda  
District Conference Room – 6:00 p.m.

Agenda Item	
1. <b>Convene</b> Call to order, Pledge of Allegiance	
2. <b>Changes to Agenda</b>	
3. <b>Agenda Approval – May 14, 2018</b>	Action
4. <b>Student/Staff/Community Recognition</b> 4.1 “The New London-Spicer School District is Proud of:”	
5. <b>Comments from Visitors</b> – <i>(Comments from visitors must be informational in nature and not exceed five (5) minutes per issue. Visitors must abide by the criteria set forth in the <u>Board Meeting Public Participation brochure.</u>)</i>	
6. <b>Administration Reports</b>	Informational pdf’s
7. <b>School Board Reports</b> 7.1 Listening Time Report 7.2 Board Committee Reports	Informational
8. <b>Consent Agenda – Approval</b> 8.1 Approval of School Board Meeting Minutes – April 23, 2018 8.2 April, 2018 Bills	Action Pdf
9. <b>Items Removed from Consent Agenda for Consideration</b>	
10. <b>Technology</b>	
11. <b>Facilities and Finance</b> 11.1 Building Project Update – Robbie Schultz – Winkelman Building Company 11.2 Acceptance of Gift Resolution – 1 <sup>st</sup> Robotics World’s Competition 11.3 Capital Project Budget (Summer Projects)	Informational Action-pdf Information-pdf
12. <b>Student Achievement and Student Support</b> 12.1 Reading Curriculum Recommendation/Approval 12.3 Enrollment/Class Size by Grade - Waiting List	Action-pdf’s Informational-pdf’s
13. <b>Communication/Marketing &amp; Stakeholder Engagement</b> 13.1 MOU – Snow Day Make-ups	Action-pdf
14. <b>Workforce</b> 14.1 Tenure Approval – Valor Gorans – Elementary, Grade 4 14.2 Tenure Approval – Rachel Mitchell – Middle School Science 14.3 Tenure Approval – Rachel Carlson – Middle School English 14.4 Tenure Approval – McKenzie Quade – Elementary, Grade 2 14.5 Tenure Approval – Nicole Reicks – Middle School Reading 14.6 Tenure Approval – Cassie Akerson – Elementary, Grade 4 14.7 Tenure Approval – Hannah Danielson – Elementary, Grade 4 14.8 Tenure Approval – Tracy Detloff – Middle School Special Education 14.9 Tenure Approval – Karen Johnson – Elementary, Grade 1 14.10 Tenure Approval – Benjamin Mooberry – English	Action Action Action Action Action Action Action Action Action Action
15. <b>Next School Board Meeting/Planning Session – Tuesday, May 29, 2018, 6:00 p.m. District Conference Room</b>	
16. <b>Adjourn</b>	Action

The New London-Spicer School District is Proud of:

1. The River Lakes Girls Hockey Team, as they were voted by their peers for the CLC Sportsmanship Award for the past season!
2. The Speech students who made the Finals at Sections 2018  
Creative Expression – Maddie Schiller - Placed 5th  
Discussion - Ashton Hedman - Placed 5th  
Dramatic Interpretation - Jordan Peterson - Placed 3rd  
Extemporaneous Reading - Nathan Klaers - Placed 1st  
Poetry Reading - Stella Depuydt - Placed 7th
3. Jordan Peterson and Nathan Klaers who qualified for the State Speech Competition. Jordan placed 1<sup>st</sup> in Dramatic Interpretation and Nathan placed 7<sup>th</sup> in Extemporaneous Reading.
4. The FFA who qualified 37 members for the State FFA Convention held Sunday-Tuesday, April 22<sup>nd</sup>-24<sup>th</sup> at the University of Minnesota, St. Paul Campus. There were nine different teams competing at the State Convention.
5. Abbi Moline, Annika Spors, and Dylan White who received their State FFA degree at the Convention. This is the highest degree possible at the State level.
6. The FFA Chapter for being awarded the Outstanding Chapter in Region V for the 2017-18 school year. The NL-S FFA edged out 23 schools for this honor.
7. The follow students who have been selected to participate in Boys/Girls State this June: Joey Hillenbrand, Nathan Klaers, and Harley Ford.
8. Sebastian Bitzan, Ivy Bolle, Stella Depuydt, Griffin Duininck, Brenden Mayhew, Hailey Meadows, Namira Moen, Brady Olson, Breanna Ryan, Eryn Sasse, Emma Solsrud, and Riley Strauss who were accepted into the CEO class for the 2018-2019 school year. The Board of Directors for the Kandiyohi County Creating Entrepreneurial Opportunities (KCEO) approved 25 students to participate in this program for the 2018-2019 school year.
9. Instructor Kari Lindquist-Weber and Art Department for planning, organizing and hosting the MSHSL Region 5A Visual Arts Festival. The local artists who judged for this event and the local artists who opened their studios and businesses for tours and demonstrations for the 12 schools that participated. Gossman Studio, A Thousand Cranes Gallery, and Dancing Goat Studio all provided tours this year. This year there were over 170 pieces of artwork from 12 schools.  
Artists from the area judged work based on a written artist statement and the quality of the art. Superior rankings allow for just a three point deduction. Excellent rankings allow nine points.

NL-S had 16 entries in nine categories winning six Spotlight on the Arts Awards! Our Spotlight on the Arts winners were the judges' choices in the following categories: Ceramics, Printmaking, Computer Art, Graphic Design, Video Art, and Mixed Media. These works will be headed to the state exhibition at the Perpich Center in Minneapolis.

Here are our festival results:

### **DRAWING**

Niki Cappelen, 12th grade.....Excellent

Jaime Gordon, 12<sup>th</sup> grade.....Excellent

### **PAINTING**

Madison Partyka, 12th grade.....Superior

Madison Partyka, 12th grade.....Excellent

Lily Cordes, 12th grade.....Superior

Jilliane Kleine, 11<sup>th</sup> grade.....Excellent

### **VIDEO ART**

Hana Deschepper, 12th grade.....Superior (Perfect Score) \**Spotlight on the Arts Winner*

### **CERAMICS**

Nate Thein, 12th grade.....Excellent

Lily Cordes, 12th grade.....Excellent

Suzanne Schneider, 12th grade.....Superior \**Spotlight on the Arts Winner*

### **COMPUTER ART**

Jozefine Harding, 12th grade.....Superior (Perfect Score) \**Spotlight on the Arts Winner*

### **2D MIXED MEDIA**

Taylor Lara, 12th grade.....Excellent

Madison Partyka, 12th grade.....Superior \**Spotlight on the Arts Winner*

### **PRINTMAKING**

Suzanne Schneider, 12th grade.....Superior (Perfect Score) \**Spotlight on the Arts Winner*

Lily Cordes, 12th grade.....Superior

### **CRAFT**

Sam Woltjer, 12th grade.....Superior (Perfect Score)

### **GRAPHIC DESIGN**

Spencer Folz, 12<sup>th</sup> grade.....Superior \**Spotlight on the Arts Winner*

\*Look for these works and more at the PAC Foundation Sneak Peak on May 7<sup>th</sup> and the Fine Arts Banquet on May 16<sup>th</sup>. And don't miss the **Senior Art Show and Ice Cream Social fundraiser** in two weeks, Thursday, May 17<sup>th</sup> from 5-7 pm. Art, live music, pottery and ice cream!



The New London-Spicer School Board,  
Education Minnesota New London-Spicer,  
and the New London-Spicer Educational  
Support Professionals

Invite you to a  
Retirement Recognition for

**Mary Haug  
&  
Laura Molenaar**

Wednesday, May 16<sup>th</sup>, 2018

3:30 - 5:00 P.M.

Program at 3:45 P.M.

Johnny O'Neil's in Spicer

Personal celebrations should be conducted by  
arrangement with the retiree for another time.

Cost per PPU

		Before Erate	W/Erate	monthly
	Fiber/WAN	500,665	155,206	12,933.83
	per Dist Cost	45,515	14,110	1,175.80
		Before Erate	W/Erate	
	Internet	218,168	67,632	5,636.00
	per district	19,833	6,148	512.36
Totals	TOTAL	65,348	20,258	1,688.17
	enrollment			
ACGC	784	83.35	25.84	
BBE	628	104.06	32.26	
BLHS	538	121.47	37.65	
BOLD	695	94.03	29.15	
GSL	1583	41.28	12.80	
Hutch	2889	22.62	7.01	
KMS	661	98.86	30.65	
Lester Prairie	405	161.35	50.02	
MACCRAY	648	100.85	31.26	
NLS	1433	45.60	14.14	
Willmar	4114	15.88	4.92	
			275.70	
			cost per MB	
		Avg cost	25.06	



"Providing an innovative, virtual venue to meet the sophisticated needs of the 21<sup>st</sup> century learner"

## Director's Report

### Infinity Online Program Update

#### Historical Statistics

##### Enrollment:

2017-2018: 1667 enrollments  
2016-2017: 1434 enrollments  
2015-2016: 1374 enrollments  
2014-2015: 1220 enrollments  
2013-2014: 1187 enrollments  
2012-2013: 1186 enrollments  
2011-2012: 1148 enrollments  
2010-2011: 960 enrollments

##### Completion Rate:

2017-2018: 89.4% (*Fall 2017*)  
2016-2017: 91%  
2015-2016: 90.8%  
2014-2015: 89.5%  
2013-2014: 88.5%  
2012-2013: 86%  
2011-2012: 90%  
2010-2011: 87.2%

#### Budget Update

Billed \$384,000 in Spring Semester Tuition.  
\$342,319 from member districts  
\$20,605 MDE/MARSS – 8 districts  
\$21,067 Service Agreements – 5 districts

#### Open Positions

- Creative Writing
- Social Studies 9 – 12 (may teach U.S. History or Government)
- Introduction to Game Design (Business, Math or Computer Science)
- American Sign Language
- French II & III

Positions close on Friday, May 4th

#### Summer Projects

- Office 365 Implementation – Staff / Students
- Website/DNS Migration
- SIS/D2L/Office365 Single Sign On Integration
- Infinity Online All Teacher Workshop – **Wednesday, August 8<sup>th</sup>, 2018**



**Your Support Team:**

Recruiter:

Becca Johnson

Program Manager:

Megan Karlgaard

## **We're Excited to Partner with You!**



Dear Randy Juhl,

It is my pleasure to notify you that New London-Spicer Middle (K3) has been awarded the following for the 2018-19 school year:

- 1 Full Time (FT) - 7 hours per day - Elementary Literacy Tutor
- 2 Part Time (PT) - 5 hours per day - Elementary Literacy Tutors

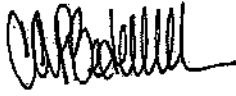
Our decision was influenced by your demonstrated commitment to helping all students reach their full potential.

This year, as part of the Reading Corps program, New London-Spicer Middle (K3) will be one of hundreds of schools across Minnesota partnering with us. Working together, I'm confident we can help our students make great gains!

In the coming days, you will receive an email regarding your Site Agreement. Additionally, a Launch Box will be delivered to your school containing materials and tips for tutor recruitment. Should you have any questions, our team is ready to assist.

We look forward to working together and thank you for your thoughtful submission.

Yours In Service,

A handwritten signature in black ink, appearing to read 'C. Bedell', with a stylized, cursive script.

Christine A. P. Bedell

Director of School Partnerships



## **Listening Time Schedule (Updated May 2018)**

**June 11, 2018**

Cherrish Holland

Lucinda Dahlberg

Robert Moller

**October 8, 2018**

Dan DeGeest

Holli Cogelow Ruter

Renee Nolting

**July 9, 2018**

Cherrish Holland

Susan Lange

Renee Nolting

**November 12, 2018**

Lucinda Dahlberg

Susan Lange

Renee Nolting

**August 13, 2018**

Dan DeGeest

Holli Cogelow Ruter

Robert Moller

**December 10, 2018**

Holli Cogelow Ruter

Lucinda Dahlberg

Susan Lange

**September 10, 2018**

Cherrish Holland

Dan DeGeest

Robert Moller

### Upcoming Meetings:

**(Updated: April 27, 2018)**

**Monday, April 23, 2018 – Board Meeting/Work Session – 6:00 p.m. – Conference Room**

**Tuesday, April 24, 2018 – MIST Executive Board Meeting – 11:30 a.m. – Chaska – (Robert)**

**Wednesday, May 2, 2018 – LCTN Board Meeting – 7:00 p.m. – Willmar ITV Room – (Robert)**

**Thursday, May 3, 2018 – Technology Committee Meeting – 3:30 p.m. – PW Conference Room (Holli, Lucinda, Susan)**

**Tuesday, May 8, 2018 – ECFE Parent Advisory Board – Prairie Meadows, 5:30 p.m. (Lucinda, Robert)**

**Tuesday, May 8, 2018 – PTO Board Meeting – 6:30 p.m. – Conference Room – (Renee, Susan)**

**Wednesday, May 9, 2018 – MIST General Membership Meeting – 10:30 a.m. – Duluth – (Robert)**

**Thursday, May 10, 2018 – Health and Safety Meeting – 7:00 a.m. – Conference Room – (Lucinda, Renee)**

**Monday, May 14, 2018 – Listening Time – 5:00 p.m. – Conference Room (Holli, Lucinda, Susan)**

**Monday, May 14, 2018 – Regular Board Meeting – 6:00 p.m. – Conference Room**

**Wednesday, May 16, 2018 – High School Student Council – 7:30 a.m. – Mrs. Schultz Science Room – (Cherrish)**

**Thursday, May 24, 2018 – SEE General Membership Meeting – Leave from District Office Doors at 7:30 a.m. – (Susan and Lucinda)**

**Monday, June 11, 2018 – Listening Time – 5:00 p.m. – Conference Room ()**

**Monday, June 11, 2018 – Regular Board Meeting – 6:00 p.m. – Conference Room**

### **Choir Concert (MS Gym – 7:00 p.m.)**

**Thursday, May 17<sup>th</sup> (Grades 7-8) Follows Band**

**Friday, May 18<sup>th</sup> Pops Concert (9-12)**

**Wednesday, May 30<sup>th</sup> Baccalaureate (9-12)**

**Graduation-Sunday, June 3, 2018 (2pm)**

### **Band Concert (HS Gym – 7:00 p.m.)**

**Thursday, May 17<sup>th</sup> (Grades 6-8)**

**Friday, May 18<sup>th</sup> (9-12) Follows Choir**

**Graduation-Sunday, June 3, 2018 (2pm)**

### **Other Important Events**

**Friday, April 27<sup>th</sup> – Bus Driver Appreciation – Bus Barn – 7:45 to 8:15 a.m.**

**Tuesday, May 8<sup>th</sup>, – Staff Appreciation – 7:30 – 8:30 a.m.**

**Wednesday, May 9<sup>th</sup> – Honors and Awards Program – 7:00 p.m. PAC**

**Wednesday, May 16<sup>th</sup> – Retirement Recognition – 3:30 p.m. O’Neil’s**

**Wednesday, May 16<sup>th</sup> – Fine Arts Awards Night – 7:00 p.m. PAC**

**Thursday, May 17<sup>th</sup> – Senior Art Show – Greenwater Garage**

**Sunday, May 20<sup>th</sup> – FFA Banquet – 6:00 pm – HS Cafeteria**

**Wednesday, May 23<sup>rd</sup> – Athletic Awards Ceremony – 7:00 p.m. PAC**

## **Prairie Woods Elementary School**

### **School Board Report – May 2018**

**STAFF APPRECIATION WEEK:** I just want to pass along a big THANK YOU to our entire staff for making Prairie Woods and Prairie Meadows great! It takes everyone working together to provide the best education possible for our students. I have witnessed the countless hours and extra dedication they put into making our school great. Thanks again, staff for everything you do!!! Also, I would like to thank our PTO, Educational Foundation, and School District for our Staff Appreciation Week goodies. Thank you! Thank you! Thank you!

**MAP TESTING:** We started our Spring NWEA Map testing on Monday, May 7<sup>th</sup> and will wrap-up all testing on Friday, May 18<sup>th</sup>. Results will be sent home with each child's report card. In addition, we will conduct our DIBELS testing on May 14<sup>th</sup> through 16<sup>th</sup>.

**TALENT SHOW:** Prairie Woods will be holding our annual talent show at 9:00 a.m. on June 1, 2018. This has been a wonderful tradition. Mrs. Nelson & Mrs. Novak have stepped up to be our coordinators. Feel free to come and watch.

### **May Board Meeting Report (2018)**

1. MCA/MTAS Math and Reading Testing completed.
2. MCA Science Testing will be completed by the end of the week.
3. We have eleven students who will be participating in the CEO program next year.
4. I was one of five MS/HS staff members who went to the RTI/PLC taking action workshop in St. Cloud. The PLC's will be looking at their essential standards closer and revise them as necessary. Next year the HS will visit some sites and look at some models of how other schools have been able to implement some RTI in their daily schedules.
5. Senior class trip will be Friday, June 1<sup>st</sup> back up in Duluth. White water rafting and dinner cruise.

**Kevin Acquard**

# Committee Report to the Board

April 10, 2018

Committee	PTO
Committee Members	Susan Lange Renee Nolting
Meeting Date	April 10, 2018 6:30pm District Conference room
Next Meeting Date	May 8, 2018 6:30pm District Conference room
Meeting Summary	<ul style="list-style-type: none"><li>• School Board update<ul style="list-style-type: none"><li>▪ Updates on ALICE training, PAC update, new Exit Interview process</li></ul></li><li>• Cherrydale fundraiser update</li><li>• Cat Scratch – May 11, planning progressing</li><li>• Staff Appreciation week – May 7-11, planning in process</li><li>• Update on Sloppy Jo Supper – well attended, ran very smoothly</li><li>• SEE Day at the Capitol – Alison Keenan will attend</li><li>• PTO gave \$1000 to the NLS Toolcats – much appreciated by the Toolcats!</li><li>• Color Run 2018 – discussed planning for fall 2018</li></ul>
Upcoming Activities and Events	<ul style="list-style-type: none"><li>• SEE Day at the Capital – April 11</li><li>• Staff Appreciation Week – May 7-11</li><li>• Cat Scratch 5K, 1K – May 11</li></ul>






Submitted by: Susan Lange

# Committee Report to the Board

April 20, 2018

Committee	SEE General Membership Meeting
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Committee Members	Susan Lange Paul Carlson Lucinda Dahlberg also attended
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Meeting Date	April 20, 2018 9:30 am Radisson Hotel Roseville
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Next Meeting Date	May 24, 2018 9:30 am Radisson Hotel Roseville
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Meeting Summary	<ul style="list-style-type: none"><li>• Discussion around Mental Illness: NAMI MN – Sue Abderholden, Executive Director</li><li>• Legislative Update</li><li>• NLS Schools Follow Up:<ul style="list-style-type: none"><li>◦ Consider creating a Suicide Prevention Policy for our district</li></ul></li></ul>
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Upcoming Activities and Events	<ul style="list-style-type: none"><li>• None</li></ul>
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Submitted by: Susan Lange

# Committee Report to the Board

May 3, 2018

<b>Committee</b>	<b>Technology</b>
<b>Committee Members</b>	Susan Lange Lucinda Dahlberg
<b>Meeting Date</b>	May 3, 2018 3:30pm PW Media Center
<b>Next Meeting Date</b>	May 29, 2018 3:30pm PW Media Center
<b>Meeting Summary</b>	<ul style="list-style-type: none"><li>• Reviewed draft Technology Plan and provided feedback, including a 3 year staffing plan</li><li>• Administration will meet with staff to review plan highlights and get feedback over next few weeks</li><li>• Committee will meet on May 29 to incorporate staff feedback and review action steps</li><li>• Will present draft plan to School Board on June 25, 2018 meeting</li></ul>

Submitted by: Susan Lange

# Little Crow Telemedia Network

## 2017-2018 ANNUAL REPORT

The following is a report outlining the LCTN's 29th year of operation, and the 18th year with a joint network with MRVED.

### CURRICULUM

The LCTN offered a variety of secondary courses including:

American Sign Language I & II      Spanish I & II      College Human Interaction  
German I, II & III      French I & II      ASL High School  
Chinese I, & II      College Biology      College Chemistry

Number of:	<u>2014-15</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-2018</u>
Classes(F/S/Yr)	24/24=48	26/25=51	24/24=48	23/23=46
Remote sites	40/39=79	52/50=102	54/53=107	51/52=103
Students	266/251=517	385/340=725	270/271=541	316/313=629

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### GRANTS

Submitted E-rate application for all members for ITV fiber lease and Internet circuits. This included approximately \$300,000 in funds for the LCTN for the FY2017 year.

Minnesota Telecom Aid was prorated to 42% of actual costs but we still received \$212,520 in revenue.

### TECHNICAL CONCERNS

#### Outages:

We had one small fiber outage, affecting Benson only for about 12 hours due to cut.  
We did have some outages in the Fall that were fixed by updates in Firmware.

#### Repaired:

A few cables had to be replaced or reconnected. One pad camera quit working.  
Codecs were solid and we are not continuing with maintenance on them.



## DATA

### Tech Support:

Provided Technical Support for all districts LAN to Internet connections.  
Provided forum for Technology Coordinators to meet and discuss issues with Peers.

New virtual Firewall offerings to district had 9 districts take advantage of this offering and severely cut their individual cost but maintaining their control of settings.

Maintain Internet bandwidth at reasonable levels as well as access to Internet 2, currently at 2.25 Gbps with the possibility to go to 10 gig on current circuit.

## Recommendations

Aid districts in transitioning over to our Private Cloud service and SAN.

Continue with Security Audit screenings quarterly to all districts.

Expand schools on our virtual firewall.

Continue to voice concerns for continued permanent state funding for Data & ITV thru Telecom Aide or other State of Minnesota funding sources.

Voice support for E-rate on the federal level, as this has been a proven federal program to fund telecommunications.

Continue to work with other districts to expand our ITV offerings/PSEO classes.

Continue to promote video Field Trips at each district and our Field Trip Bank.

**OFFICIAL PROCEEDINGS OF THE BOARD OF DIRECTORS  
INDEPENDENT SCHOOL DISTRICT 0345, NEW LONDON-SPICER SCHOOLS  
SCHOOL BOARD MEETING, DISTRICT CONFERENCE ROOM  
101 4<sup>TH</sup> AVENUE SW, NEW LONDON, MINNESOTA  
MONDAY, APRIL 23, 2018**

**ITEM 1: Call to Order**

The meeting of the Board of Education of School District 0345 was called to order by Vice Chair Cherrish Holland, 6:00 p.m., in the District Conference Room, New London, Minnesota. Board members present: Holli Cogelow Ruter, Lucinda Dahlberg, Dan DeGeest, Cherrish Holland, Susan Lange, and Renee Nolting. Board member absent: Robert Moller.

Others in attendance: Superintendent Paul Carlson, Business Manager Donna Wilson, Community Education/Activities Director John Vraa, student Josh Proehl, Little Crow Telemedia Executive Director Pete Royer, and one member of the press Brett Blocker.

**ITEM 2: Pledge of Allegiance**

**ITEM 3: Changes to Agenda –**

Add Item 5.2 - Letter of Resignation, Tereasa Bontjes, Head Cheer Coach  
Add Item 5.3 - Child care leave request, Lindsay Vernier

**ITEM 4: April 23, 2018, Board Meeting Agenda- Approval**

**Motion by DeGeest, second by Cogelow Ruter, and unanimously carried to approve the agenda with the addition of items 5.2 and 5.3.**

**ITEM 5: Comments from Visitors: (none)**

**ITEM 6: Consent Agenda Items- Approval**

**Motion by Lange, second by Cogelow Ruter, and unanimously carried to approve the consent agenda with the additions of items 5.2 and 5.3.** The following items were approved under the Consent Agenda:

- April 9, 2018 meeting minutes
- Letter of Resignation - Tereasa Bontjes – Head Cheer Coach
- Child Care Leave Request - Lindsay Vernier, Elementary Technology Integration Specialist.

**ITEM 7: Information Security Assessment – LCTN Update – Pete Royer**

Little Crow Telemedia Network (LCTN) Executive Director Pete Royer provided information on the LCTN Telemedia Network that provides 1 Gig and 10 Gig Cloud capacity internet service to each school district member district. New London-Spicer Schools is a member of the collaborative and receives network services, internet services, and interactive television course as a part of the membership. School districts receive telecom aide if they are a part of

collaborative like LCTN. Pete Royer also highlighted the information security assessment that was conducted through LCTN on December 6<sup>th</sup>, 2017. The assessment identified any potential external technical controls vulnerabilities, to address any potential open ports to gain access through the firewalls.

- ITEM 8: Cybersecurity – What School Districts Need to Know – MSBA Webinar  
The Minnesota School Boards Association (MSBA) conducted a cybersecurity webinar. School board members participated in the webinar. Lucinda Dahlberg and Susan Lange provided highlights of the webinar and reviewed important aspects of cybersecurity that the school district should be aware of such as physical file retention and disposal. Best practices training for security measures will also be a priority.
- ITEM 9: 2017-2018 Current Year Budget Update – Donna Wilson  
Business Manager Donna Wilson provided an overview of the current year budget revenues and expenditures by source, object series, and program series as of March 31, 2018, comparing percent of budget to the prior two years.
- ITEM 10: Theatre Progress – Update  
Viewed a video tour of the new performing arts center authored by Director of Communication Megan Field.
- ITEM 11: Josh Proehl – International Science and Engineering Fair (ISEF) Research -  
Josh highlighted his research to determine if there is a line between Atypical Ductal Hyperplasia and Ductal Carcinoma in Situ. Josh has been conducting his research under the supervision of Dr. Vanderwerf at Rice Memorial Hospital. Josh will be traveling to Pittsburgh on May 24<sup>th</sup> to present his research as a part of the International Science and Engineering Fair. He is one of 18 students representing Minnesota.
- ITEM 12: Adapted Bowling Activity  
Activities Director John Vraa reviewed the basis of adding adapted bowling as a Minnesota State High School League (MSHSL) Activity. Bylaws and other MSHSL information were reviewed. The adapted bowling season is March 5<sup>th</sup>, 2018, to May 18<sup>th</sup>, 2018. Practice and regular season competitions are similar to trap shooting, one day per week at home site. Schools can either submit scores to compete against another school or compete at the same bowling alley if scheduled. Season ends with State meet. **Motion by Lange, second by Dahlberg, and unanimously carried to approve adding adapted bowling as a MSHSL activity to begin in the 2018-2019 school year.**
- ITEM 13: Next Meeting  
Regular meeting, Monday, May 14<sup>th</sup>, 2018, 6:00 p.m., District Conference Room. Listening Time will begin at 5:00 p.m.
- ITEM 14: Conclude Meeting

There being no further business, the meeting concluded at 7:45p.m. **Motion by Lange, second by Nolting, and unanimously carried to adjourn the meeting.**

Respectfully submitted,

Renee Nolting, Clerk

**Date of Board Meeting:** May 14, 2018

Agenda Item Number: 11.2

**Topic:** Acceptance of Gifts

**Issue:** Minn. Stat. 465.03 - GIFTS TO MUNICIPALITIES.

“Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”

**THEREFORE;** the superintendent recommends the following Resolution:

**BE IT RESOLVED** by the Board of Education of Independent School District No. 345 that the Board of Education accepts with appreciation the donations from various individuals and organization for support of the New London-Spicer Robotics Program and the Toolcats 1<sup>st</sup> Robotics World’s Competition, which are in compliance with current District policy and guidelines.

Total Donations
<b>\$24,227</b>

Member \_\_\_\_\_ introduced the above resolution and moved its adoption:

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

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

Note: Complete list of donations is on file in the District Office.

May 14, 2018

**CAPITAL PROJECT FUNDING**  
**2017-2018 Budget and Projected 2018-19**

2/22/2018	PC
4/24/2018	DW

2017-2018		Capital	H & S	LTFM	Lease Levy
Audited Balance 06/30/17		\$ 2,279	\$ -	\$ (38,394)	\$ -
FY18 Revenue (Levy + State Aids + School Rent )		415,300	(11,007)	438,802	31,424
FY18 Expenditures - See detail below		494,642	-	371,920	41,213
Balance Over (Under) as of 4/24/18		\$ (77,063)	\$ (11,007)	\$ 28,488	\$ (9,789)
<b>2017-18 EXPENDITURE DETAIL</b>					
Expenditures are actual through 4-24-18, plus anticipated lease payments thru 6-30-18					
PROJECTS	Site	Type	Capital	LTFM/H&S	Lease Levy
				(from 10-yr plan)	
Fire Alarm, Monitoring, Inspections, Upgrades	DW	H&S		9,811	
Routine H&S Fees, Permits, Inspections, Other	DW	H&S		11,292	
Asbestos removal	DW	H&S		6,466	
Service bleachers - MS	MS	H&S		5,168	
Service bleachers - HS	HS	H&S		10,374	
Service bleachers - PW	PW	H&S		4,488	
Hep B Vaccinations	DW	H&S		256	
Gloves, respirator cartridge	DW	H&S		885	
Playground surface/inspection	PW	H&S		6,972	
Compressor/silencer	HS	H&S		8,143	
Haug-Kubota equipment lease \$575/mo. (tractor)	DW	Cap	6,900		
Copier costs - MOVED OUT OF CAPITAL	DW	Cap	-		
Little Crow Telemedia (Annual Fee)	DW	Cap	30,000		
Lease payment-HP computers (Final pmt April, 2019)	DW	Cap	9,052		
Infinite Campus	DW	Cap	13,814		
HVAC payment - Wells Fargo (Final pmt Dec. 2020)	DW	LTFM		67,084	
Lease payments (NL Bowl, Little Theatre, City of Spicer)	DW	Lease			41,213
HP Financial Services - Server/Wireless annual pmt	DW	Cap	16,642		
Replace flooring in bathrooms		LTFM		4,931	
Lock services (move to construction??)		LTFM		4,531	
Door repairs		LTFM		705	
Plumbing services		LTFM		1,413	
Electrical services		LTFM		16,419	
Roof repairs		LTFM		613	
Irrigation system service		LTFM		16,329	
Outside lighting		LTFM		8,381	
Carpet - HS office & Conference room		LTFM		10,554	
Carpet - MS Room 211		LTFM		2,470	
Tile - Nurse's office		LTFM		2,779	
Remove & replace brick		LTFM		31,458	
HVAC/boiler/air handler repairs/AC compressor unit		LTFM		73,700	
Building/Grounds Custodian Salary/Benefits		LTFM		60,703	
Tunnel insulation		LTFM		5,995	
Utility trailer		Cap	2,100		
Cleaning companion/vacuum		Cap	2,552		
Floor cleaner/finisher		Cap	15,400		
Refrigerator		Cap	585		
Motors/cords installed		Cap	1,515		
Scrubber		Cap	6,430		
Forklift		Cap	6,700		
Vacuum		Cap	600		
Athletic equipment		Cap	20,546		
Textbooks		Cap	64,396		
Plasma cutter		Cap	9,237		
Band equipment (Bass drum, Tom-toms, Xylophone)		Cap	4,767		
Speaker/microphone		Cap	330		
Remote services		Cap	1,000		
Choir robes (less donations)		Cap	3,290		
Router/software		Cap	17,043		
Desks/chairs		Cap	2,639		
Elementary Phy Ed equipment		Cap	1,056		
Quark (software licenses)		Cap	2,448		
Blackboard (web page software)		Cap	1,400		
Art desks		Cap	9,455		
Chairs for conference room		Cap	2,911		
Other software		Cap	57,571		
Technology		Cap	184,263		
Expenditures thru 4/23/2018, plus anticipated		\$ 494,642	\$ -	\$ 371,920	\$ 41,213
		Capital		LTFM/H&S	Lease Levy



2018-2019			Capital	H & S	LTFM	Lease Levy
Projected Balance 6-30-18 (from Revised Budget)			\$ (94,122)	\$ (11,007)	\$ 38,827	\$ -
FY19 Revenue			365,147	-	597,687	83,333
Total Estimated Available for 2018-19			271,025	(11,007)	636,514	83,333
FY19 Expenditures - See detail below			319,572	-	650,567	83,333
Projected Balance 6-30-19			\$ (48,547)	\$ (11,007)	\$ (14,053)	\$ -

2018-19 PROJECTS (ESTIMATED)						
Annual Costs to Budget			Capital		LTFM/H&S	Lease Levy
Reserved for HP Financial/BusinessWare/Other Tech			55,000			
Reserved for Haug-Kubota (tractor)			6,900			
Reserved for Little Crow Media (Annual fee)			31,000			
Reserved for Lease Payments - HP computers Final 4/2019			7,543			
Infinite Campus			15,000			
HVAC payment - Wells Fargo (Johnson Ctrl's) Final Dec/2020					67,064	
LTFM Bond (from schedule)					121,600	
Salary/Benefits - Building/Grounds Custodian					60,000	
Facilities Leases (Turf, NL Bowl, City of Spicer)						83,333
Total Yearly Costs			\$ 115,443		\$ 248,664	\$ 83,333
From 10-yr plan:	Site	Type				
Environmental Health/Safety Mgmt	DW	H&S			16,500	
Remove asbestos from MS flooring	DW	H&S			6,000	
Fire Safety	DW	H&S			6,000	
Masonry Repairs/Tuck-pointing	DW	LTFM				
Base of Student Lockers	PW	LTFM			7,638	
General Maintenance and Painting	DW	LTFM			25,000	
Bleacher Improvements (General Maintenance)	DW	LTFM			15,000	
Flooring HS Classrooms/English Hall	HS	LTFM			7,500	
Flooring MS Classrooms (2/yr)	MS	LTFM			11,000	
Flooring PW Classrooms	PW	LTFM			5,500	
Roofing (PM)	PM	LTFM			85,000	
Parking lots/Paving	HS	LTFM			150,000	
Asphalt Seal Coat - Resurfacing Tennis Courts	DW	LTFM			39,870	
Sidewalk and Curbing Cement Repairs	DW	LTFM			20,000	
Replace Round Windows (7)	PW	LTFM			6,895	
Exterior Lighting LED	DW	LTFM				
Paint and Stain Outdoor Amphitheater	PW	LTFM				
Air Conditioning Unit	PW	LTFM				
Air Handling Unit 205 Motor Not at full capacity	PW	LTFM				
Switches on Boiler	PW	LTFM				
Bleacher Hand Rails (Exterior)	DW	LTFM				
OTHER POTENTIAL PROJECTS FOR 2018-19:						
1) iPad/MDM Lease	DW	Cap	61,929			
2) Technology Equipment/Services	DW	Cap				
3) Switches (E-rate reimb.)	DW	Cap				
4) Cameras/Cabling	DW	Cap	TBD			
5) Curriculum (Reading) - Due July 1, 2019 = 53,050	MS/HS	Cap	94,700			
6) Athletic Equipment	DW	Cap	5,000			
7) High School - Instructional Equip	HS	Cap	5,000			
8) Middle School - Instructional Equip	MS	Cap	5,000			
9) Prairie Woods Elem - Instructional Equip	PW	Cap	27,500			
10) Desks/Chairs HS/MS	DW	Cap	5,000			
12) Carpet Extractor (Ride on)	DW	Cap	TBD			
13) Tool Cat (Lease)	DW	Cap	TBD			
TOTALS			\$ 319,572	\$ -	\$ 650,567	\$ 83,333
Available after 2018-19 Yearly Costs, 10-Year Plan Estimates & Other Potential Projects 2018-19			\$ (48,547)	\$ (11,007)	\$ (14,053)	\$ -
			Capital		LTFM/H&S	Lease Levy

Contingency Use of Existing Project (Potential)

Priority

Dehumidification - PW \$124,750; HS/MS \$TBD  
Media Center Furniture  
Student Desk Chairs  
Technology  
Future Projects

DW \$400,000  
HS/MS \$63,363  
DW \$75,000  
DW

2  
  
  
1

Underground Storage Tank Removal  
Student Lockers

PW  
MS

\$9,000  
\$75,000

# Program Description

## Benchmark Advance™ for Grades K–6

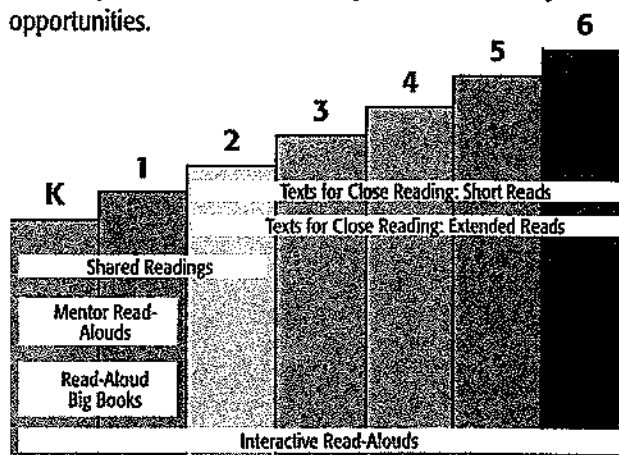
*Benchmark Advance* © 2018 is a brand-new comprehensive English Language Arts/English Language Development program from Benchmark Education Company. This program was built to address key shifts in curriculum and instruction that reflect research on how best to prepare students for success in the globally competitive society of the 21st century.



*Benchmark Advance* enables all students to master rigorous learning goals with the support of strong differentiated instruction, focused English language development, and responsive teaching based on ongoing assessment. As a flexible comprehensive solution, *Benchmark Advance* meets the needs of districts implementing a reading collaborative, balanced approach, or workshop model.

## Scaffolding Students on the Staircase of Text Complexity

Complex, high-quality texts worthy of close reading are at the heart of each three-week unit in *Benchmark Advance*. All students encounter complex grade-level texts during daily whole-group instruction—through read-aloud experiences, shared reading, and close reading opportunities.



Complex Texts in *Benchmark Advance*

### Literacy Foundations for Reading Complex Text

Negotiating increasingly complex texts requires students to have strong literacy foundations, and in *Benchmark Advance*, the four key foundational areas—print concepts, phonological awareness, phonics and word recognition, and fluency—are integrated into the meaningful context of each unit.

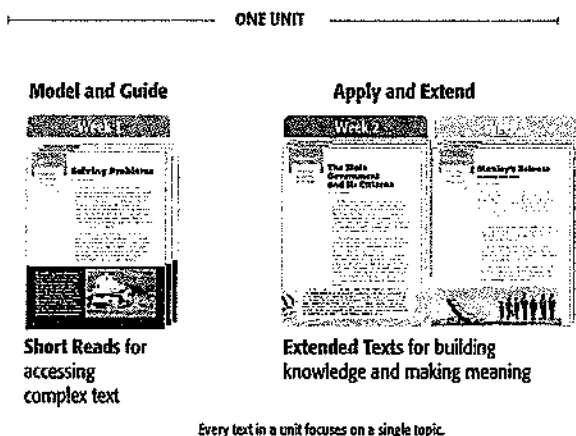
Foundational Skill	Instruction
Print Concepts	<ul style="list-style-type: none"> <li>-Shared reading of engaging rhymes, poems, stories, and short informational texts (K–1)</li> <li>-Shared writing experiences (K–1)</li> <li>-Small-Group reading (K–1)</li> <li>-Intervention lessons (K–3)</li> </ul>
Phonological Awareness	<ul style="list-style-type: none"> <li>-Explicit, systematic phonological and phonemic awareness instruction (K–1)</li> <li>-Reinforcement through shared reading experiences (K–1)</li> <li>-Intervention lessons (K–3)</li> </ul>
Phonics and Word Recognition	<ul style="list-style-type: none"> <li>-Explicit, systematic phonics and high-frequency-word instruction (K–2)</li> <li>-Explicit word study lessons (3–6)</li> <li>-Intervention lessons (K–6)</li> </ul>
Fluency	<ul style="list-style-type: none"> <li>-Fluency modeling and practice through shared reading (K–2)</li> <li>-Decodable reading practice to build automaticity (K–2)</li> <li>-Modeling of fluency reading through read-alouds (K–6)</li> <li>-Fluency modeling and practice through reader's theater (K–6)</li> <li>-Independent fluency practice with audio-highlighted interactive e-readers (K–6)</li> <li>-Small-Group reading (K–6)</li> <li>-Intervention lessons (K–6)</li> </ul>



## Units That Promote Meaning-Making Strategies

*Benchmark Advance* recognizes that every complex text presents unique barriers to comprehension. The reading mini-lessons taught in each unit are specific to that unit's selections. In Week 1, students practice strategies within "Short Reads" that prepare them for the text challenges they will encounter within "Extended Reads" during Weeks 2 and 3.

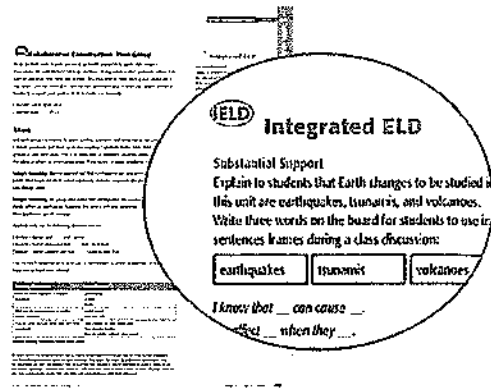
A careful backward-mapping process was applied in the creation of lessons that promote meaning-making strategies in Week 1 and close reading opportunities in Weeks 2 and 3:



1. In Weeks 2 and 3 of each unit, students read and reread high-quality, complex Extended Reads to find textual evidence and answer a series of text-dependent questions, applying the strategies necessary to support meaning making. **These Extended Reads were selected first in our program development.**
2. The **Extended Reads** were analyzed and ranked based on the four dimensions of qualitative text complexity (purpose or levels of meaning, language conventionality and clarity, structure, knowledge demand) to determine potential challenges and opportunities for instruction.
3. Based on this analysis, potential barriers were identified. **Week 1 strategy and skill lessons were then developed.**
4. Finally, appropriate **Short Reads** were selected to provide the context for **Week 1 strategy lessons.**

## English Language Support During Core Instruction

Supporting English Learners to access complex texts requires additional scaffolding. During core ELA instruction, explicit strategies provided in every lesson at every grade level break down challenging linguistic barriers to ensure that English Learners participate in lessons in meaningful, cognitively demanding ways.



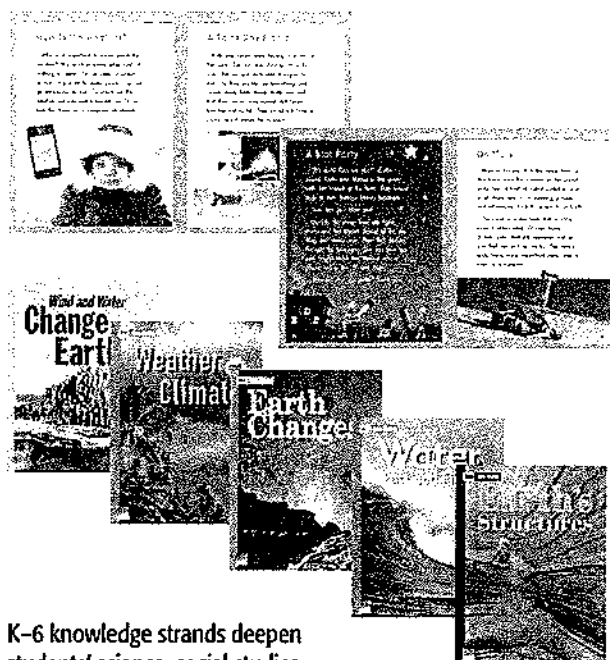
## Focused Language Study in How English Works

English language instruction builds into and from content instruction. English Learners do not read adapted texts. Instead, they read shorter sections of the core complex text with enhanced visual support, and they unpack meaning as they deconstruct key sections to learn how English grammar and syntax work.



# Building Knowledge in the Disciplines

The *Benchmark Advance* program architecture provides a cohesive K–6 framework for the development of content knowledge over time. All instruction occurs in the context of 10 content-focused strands that increase in complexity and build knowledge over time from Grade K to Grade 6. At each grade level, students revisit these strands through the lens of a grade-level topic and an Essential Question that builds from prior years of instruction and supports grade-level standards and expectations. Each Essential Question, crafted to support the tenets of Understanding by Design, promotes thinking about a topic or concept from many perspectives simultaneously. Engaging, multi-genre reading selections, complex read-alouds, decodable texts, differentiated leveled texts, and reader's theater experiences in each three-week unit immerse students deeply in the topic, expanding their academic knowledge and vocabulary as they build literacy and English language skills. This provides ample time for students to internalize vocabulary and concepts.



K–6 knowledge strands deepen students' science, social studies, and ELA knowledge over time and support school-wide alignment of learning goals.

## K–6 Vertical Alignment of Unit Topics and Essential Questions

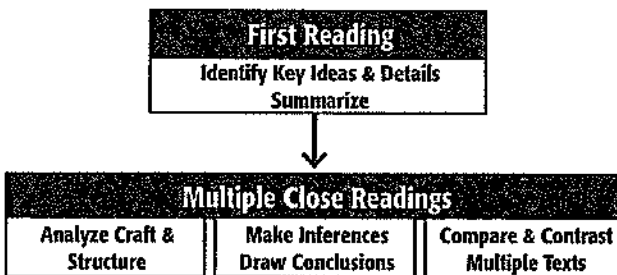
Unit	Knowledge Strand	GRADES						
		K	1	2	3	4	5	6
1	Government and Citizenship	Rules at Home and School Why do we have rules?	Being a Good Community Member Why do people get involved in their communities?	Government at Work Why do we need a government?	Government for the People Why do people participate in government?	Government in Action How can government influence the way we live?	The U.S. Constitution: Then and Now Why do laws continue to evolve?	Beyond Democracy Why might societies form different types of government?
2	Character	Every Story Has Characters How are characters different?	Many Kinds of Characters How do we learn about characters?	Characters Facing Challenges What can we learn when we face problems?	Ways Characters Shape Stories How do our actions influence our lives?	Characters' Actions and Reactions How do we reveal ourselves to others?	Developing Characters' Relationships Why do we value certain qualities in people?	Characters at Crossroads How can people inspire and change us?
3	Life Science	Plants and Animals Have Needs Why do living things have different needs?	Plants and Animals Grow and Change Why do living things change?	Plants and Animals in Their Habitats How do living things get what they need to survive?	Animal Adaptations How do living things adapt to change?	Observing Nature How do we respond to nature?	Cultivating Natural Resources How do we decide which resources we should develop?	Relationships in Nature What roles can we play in the balance of nature?
4	Point of View	Writers Tell Many Stories Why do people tell stories?	Stories Have a Narrator How do people create stories?	Many Characters, Many Points of View How can a story change depending on who tells it?	Comparing Points of View What makes people view the same experience in different ways?	Understanding Different Points of View What do we learn when we look at the world through the eyes of others?	Recognizing Author's Point of View How can other perspectives help us evaluate the world?	The Reader's Perspective How does the journey through life influence a person's point of view?
5	Technology and Society	Technology at Home and School Why do we use technology?	Technology at Work How can technology make a difference in our lives?	Solving Problems Through Technology Where do ideas for inventions come from?	Advancements in Technology What is the value of innovation?	Technology for a Green Future How do we make decisions about developing new technology?	Technology's Impact on Society What value does technology bring to people's lives?	Technology in the 21st Century How do we take responsibility in making advances in technology?
6	Theme	Stories Have a Message How do we know what is right?	Stories Teach Many Lessons What can we learn from a mistake?	Tales to Live By What can different cultures teach us?	Making Decisions What helps us solve problems?	Confronting Challenges How do we overcome obstacles?	Up Against the Wild What compels us to survive?	Legendary Journeys What inspires a quest?
7	History and Culture	Holidays and Celebrations Why do we celebrate people and events?	Past, Present, and Future Why is the past important?	Investigating the Past How does understanding the past shape the future?	Communities Then and Now What is a community?	Developing a Nation How do communities evolve?	Civil War Era How does conflict shape a society?	Achievements of Ancient Cultures Why do we consider certain civilizations "great"?
8	Earth Science	Weather and Seasons How do our lives change with the seasons?	Observing the Sky Why do the sun and moon capture our imagination?	Wind and Water Change Earth How do we react to changes in nature?	Weather and Climate How do we explain the unknown?	Earth Changes How do Earth's natural processes impact our lives?	Water: Fact and Fiction What does water mean to people and the societies they live in?	Exploring Earth's Structures How does Earth itself inspire human endeavors?
9	Economics	Meeting Our Needs and Wants Why do we make choices?	We Use Goods and Services How do the goods we make, buy, and sell connect to us?	Buyers and Sellers How do the goods we make, buy, and sell connect to us?	Spending Time and Money What do our economic choices tell us about ourselves?	Resources and Their Impact How does access to resources influence people's lives?	The Economic Development of Cities How do economic changes impact society?	Economic Expansion What does it mean to be a citizen in a global society?
10	Physical Science	Forces and Motion What makes things move?	Exploring Sound and Light How would our lives be different without light and sound?	States of Matter How can something old become new?	Transforming Matter Why do we measure and describe the world?	The Power of Electricity Where do scientific discoveries lead us?	Physics and Invention How can we use science to accomplish the impossible?	Understanding Our Energy Resources What does our energy future look like?

## Using Text Evidence

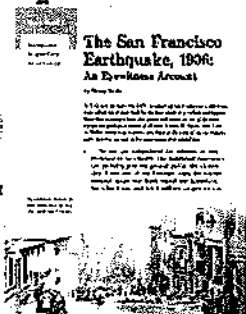
New rigorous state assessments require students to cite stated and implicit textual evidence to answer questions and construct written responses. *Benchmark Advance* provides explicit modeling of how to find and use text evidence, as well as authentic, engaging opportunities for students to practice and apply these skills.

### Close Reading to Analyze Texts

In Weeks 2 and 3 of each unit, students encounter extended complex reads. In K–1, students participate in shared reading, listening closely to each text to find text evidence through modeling and guided practice. Beginning in Grade 2, students read closely for different purposes.



In Grades K–1, students learn how to interact with texts as a first step toward close reading and text annotation.



In Grades 2–6, students annotate each text and take margin notes as they read closely to find answers and evidence.

## Collaborative Conversations

After reading a text closely, students join with peers in collaborative conversations to discuss their ideas. During these structured academic conversation, they refer to their text evidence to support their inferences, conclusions, and connections. They learn how to build on each other's ideas, ask clarifying questions, and respectfully agree and disagree with each other's opinions, using evidence to support their claims.

**Think-Speak-Listen Book**

**Choose the Best Idea(s)**

Evaluate the Strengths and Weaknesses of Reasons, Evidence, Examples, and Explanations of All Ideas

How well does this evidence/example support the reason/idea that \_\_\_\_\_?

How do we know this is true?

This reason/evidence/example is strong/weak because \_\_\_\_\_

Link this example to biased because \_\_\_\_\_

One example; there are opposite examples

Ask for More and Challenge of Others

What do you think about \_\_\_\_\_?

What's your opinion on \_\_\_\_\_?

What's your opinion on \_\_\_\_\_?

What's your opinion on \_\_\_\_\_?

Structured academic conversations help clarify thinking.

## Using Text Evidence in Writing

During writing to sources mini lessons in Grades K–1, students learn how to find and use key details from a text they have read to support an idea or opinion. Students also use texts as inspiration for their creative writing.

Beginning in Grade 2, students write informational, opinion, and narrative texts based on one or more sources they have read. Through engaging prompts and explicit mini-lessons, they become proficient in the kind of writing they will be required to do on new assessments.

## Writing to Sources

### Opinion

In the play "The True Jack?," each character shares his or her opinion of Jack, the main character in "Jack and the Beanstalk." Which character's point of view do you most agree with? State your opinion, and support it using details from both texts.

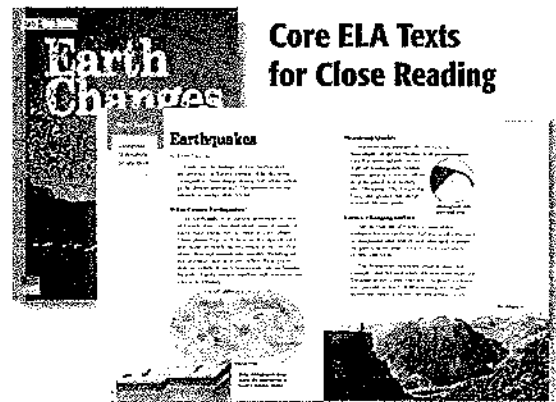
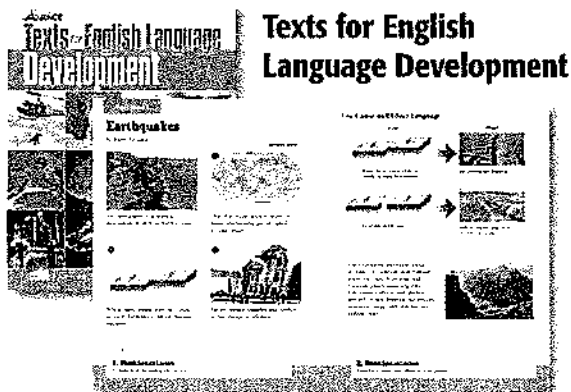
Sample Grade 3 Writing to Source prompt

# Academic English Language Development

The three-week-long units in *Benchmark Advance* provide the necessary time and integrated opportunities for strong academic language development to occur. Over the course of three weeks, students read, write, listen to, and speak about texts and ideas that share a common academic vocabulary. During daily read-aloud time, students have the opportunity to listen and respond to complex texts. During explicit lessons, they analyze words, phrases, sentences, and paragraphs from texts to practice and apply vocabulary acquisition strategies. During collaborative conversations, they express and build on one another's ideas about the topic and texts, using modeled linguistic frames and adapting or generating their own language choices with increased proficiency. During writing lessons, students receive explicit instruction to build their knowledge of English language conventions.

Strategies to support ELLs are embedded into every core lesson at three levels of scaffolding intensity. The goal of these strategies is to target the most cognitively or linguistically challenging task in each lesson with substantial, moderate, and light support so that all learners benefit from the core instruction. Therefore, teachers are able to consider and provide the level of support students need in relation to specific lessons, and to use the strategies flexibly.

In *Benchmark Advance*, all ELD instruction focuses on language development standards in ways that build into and from content instruction. English Language Learners do not read adapted texts. Instead they read shorter sections of the core complex text with enhanced visual support, and they unpack meaning as they deconstruct key sections to learn how English grammar and syntax work. All lessons serve as a preview or review of core instruction. Observation rubrics for the three modes of communication—collaborative, interpretive, and productive—serve as ongoing tools to help teachers monitor student progress and make instructional decisions.



Texts are excerpted, not adapted

## Listening, Speaking, Writing

### Listening, Speaking

Strong listening, speaking, and writing skills are essential for college and career readiness, and they are a key instructional focus in *Benchmark Advance*. Structured academic conversations take place frequently as students collaborate to analyze a text, build ideas around the Essential Question, compare and contrast texts, and state and support opinions. Collaborative conversations and hands-on student tools for academic talk have been provided with input from contributing author Jeff Zwiers, senior researcher in the Stanford University Graduate School of Education. These student tools include a range of linguistic frames students may use to adapt and make language choices as they create, clarify, fortify, and evaluate ideas.

### Writing

In *Benchmark Advance*, students engage in both short and extended writing activities. Daily explicit mini-lessons support writing to sources and process writing of narrative, informative, and opinion texts as well as poetry. Within the lessons, sample conferring prompts guide teachers to monitor and support developing writers along the gradual release continuum.

**Grades K–1** feature modeled and shared writing mini-lessons for the following writing tasks:

- Daily writing tasks connect directly to the same day's reading mini-lessons and provide meaningful and engaging ways for students to write short narrative, informative, and opinion texts in response to reading.
- Process writing weeks of instruction take students through all steps in the writing process. Grade K includes 5- and 10-day process writing experiences, while Grade 1 features 10- and 15-day process

writing. Each grade includes weeks devoted to narrative, informative, and opinion writing. Through peer collaboration, students orally rehearse what they will write during independent time, and they learn the skills for providing constructive feedback to their peers.

- Poetry Writing is an engaging two-week unit of instruction in Unit 10 at each grade level.

**Grades 2–6** include the following opportunities and mini-lessons for writing.

- Show your knowledge tasks within reading mini-lessons provide opportunities for students to write directly in response to reading to demonstrate understanding.
- Writing to Sources Weeks of Instruction include daily focused mini-lessons that model planning, drafting, revising, and editing a narrative, informative, and opinion response to a prompt using evidence from one or more sources. During independent writing time, students write their own responses to a prompt.
- Three-Week Process Writing Units include daily workshop mini-lessons that model brainstorming and organizing ideas, conducting research, author's craft elements associated with drafting, revising and editing, and sharing. Each grade includes units devoted to narrative, informative, and opinion genres.
- Three-Week Unit on Multimedia Presentations includes daily mini-lessons to support students in creating their own multimedia presentations related to the unit topic.
- Poetry Writing is an engaging two-week process writing experience in Unit 10 at each grade level.

## Online at Benchmark Universe

*Benchmark Advance* is a forward-thinking program that reflects a 21st-century vision. A state-of-the-art digital portal provides access to online planning tools, interactive, customizable e-books built for annotation and accessible on any device, weekly teacher presentations, online assessments that prepare students for tech-enabled and tech-enhanced tests, and reporting features that enable teachers to identify and respond to the learning needs of every student.

**Contact representative:**

Kelly Romo  
 Email: kelly.romo@customedu.com  
 Work Phone: 763-323-3133 ext. 21  
 Fax: 763-576-1110

**By Mail: Benchmark Education Company**

145 Huguenot Street 8th Floor  
 New Rochelle, NY 10801  
 By Phone: Toll-Free 1-877-236-2465  
 By Fax: 1-877-732-8273  
 E-Mail: neworders@benchmarkeducation.com  
 Web Site: www.benchmarkeducation.com

**Benchmark Advance**
**Proposal for**

New London-Spicer School District 345

New London, MN

PID: 00538033

May 4, 2018

<Opportunity #1049>

Product Code	Grade	Product	Unit Price	Quantity Ordered	Total Price
<b>Benchmark Advance</b>					
XY1046	Gr. K	Benchmark Advance Grade K 6-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics Packages and Assessment books for 6 years and 6 years consumables (25 copies each of 5 titles) in Whole Group	\$4,450	5	\$22,250
XY1654	Gr. 1	Benchmark Advance Grade 1 6-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics Packages and Assessment books for 6 years and 6 years consumables (25 copies each of 10 titles) in Whole Group	\$4,450	5	\$22,250
XY1048	Gr. 2	Benchmark Advance Grade 2 6-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics Packages and Assessment books for 6 years and 6 years consumables (30 copies each of 10 titles) in Whole Group	\$4,750	5	\$23,750
XY1049	Gr. 3	Benchmark Advance Grade 3 6-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group and Assessment books for 6 years and 6 years consumables (30 copies each of 10 titles) in Whole Group	\$4,750	5	\$23,750
XY1050	Gr. 4	Benchmark Advance Grade 4 6-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group and Assessment books for 6 years and 6 years consumables (30 copies each of 10 titles) in Whole Group	\$4,750	5	\$23,750
XY1027	Gr. 2	Benchmark Advance Grade 2 1-Year Core Package - National Edition (plus digital) Includes: all print and digital materials for Whole Group, Student Practice, Small Group, Phonics Packages and Assessment books for 1 year and 1 year consumables (30 copies each of 10 titles) in Whole Group	\$3,500	1	\$3,500
XY0329	Gr. K	Benchmark Advance Grade K 6-Year English Language Development Package - National Edition (plus digital)	\$600	1	\$600
XY0330	Gr. 1	Benchmark Advance Grade 1 6-Year English Language Development Package - National Edition (plus digital)	\$600	1	\$600
XY0331	Gr. 2	Benchmark Advance Grade 2 6-Year English Language Development Package - National Edition (plus digital)	\$600	1	\$600
XY0332	Gr. 3	Benchmark Advance Grade 3 6-Year English Language Development Package - National Edition (plus digital)	\$600	1	\$600
XY0333	Gr. 4	Benchmark Advance Grade 4 6-Year English Language Development Package - National Edition (plus digital)	\$600	1	\$600
XY1101	Gr. K	Benchmark Advance Grade K 6-Year Intervention Package - National Edition (plus digital)	\$600	1	\$600
XY1102	Gr. 1	Benchmark Advance Grade 1 6-Year Intervention Package - National Edition (plus digital)	\$600	1	\$600
XY1103	Gr. 2	Benchmark Advance Grade 2 6-Year Intervention Package - National Edition (plus digital)	\$850	1	\$850
XY1104	Gr. 3	Benchmark Advance Grade 3 6-Year Intervention Package - National Edition (plus digital)	\$850	1	\$850
XY1105	Gr. 4	Benchmark Advance Grade 4 6-Year Intervention Package - National Edition (plus digital)	\$850	1	\$850
XY0062	Gr. K-2	Phonics Skill Bags StartUp/BuildUp/SpiralUp	\$6,025	1	\$6,025
XY1885	Gr. 2	Steps to Advance Grade 2 Teacher and Students Package with 6-Year Subscription Includes: - Teacher's Guides (2-volume set) - Program Guide - Assessment - 6 years of 2 Volumes Student Books 5-Copy Set - 6-Year Classroom Subscription	\$1,025	1	\$1,025
XY1886	Gr. 3	Steps to Advance Grade 3 Teacher and Students Package with 6-Year Subscription Includes: - Teacher's Guides (2-volume set) - Program Guide - Assessment - 6 years of 2 Volumes Student Books 5-Copy Set - 6-Year Classroom Subscription	\$1,025	1	\$1,025
XY1887	Gr. 4	Steps to Advance Grade 4 Teacher and Students Package with 6-Year Subscription Includes: - Teacher's Guides (2-volume set) - Program Guide - Assessment - 6 years of 2 Volumes Student Books 5-Copy Set - 6-Year Classroom Subscription	\$1,025	1	\$1,025

**Contact representative:**

Kelly Romo  
 Email: kelly.romo@customedu.com  
 Work Phone: 763-323-3133 ext. 21  
 Fax: 763-576-1110

**By Mail: Benchmark Education Company**

145 Huguenot Street 8th Floor  
 New Rochelle, NY 10801  
 By Phone: Toll-Free 1-877-236-2465  
 By Fax: 1-877-732-8273  
 E-Mail: neworders@benchmarkeducation.com  
 Web Site: www.benchmarkeducation.com

**Benchmark Advance**
**Proposal for**

New London-Spicer School District 345

New London, MN

PID: 00538033

May 4, 2018

<Opportunity #1049>

Product Code	Grade	Product	Unit Price	Quantity Ordered	Total Price
XY1821	Gr. 2	Steps to Advance Grade 2 Student Book 2 Volume Set with 1-Year Subscription	\$19.95	1	\$19.95
XY1822	Gr. 3	Steps to Advance Grade 3 Student Book 2 Volume Set with 1-Year Subscription	\$19.95	1	\$19.95
XY1823	Gr. 4	Steps to Advance Grade 4 Student Book 2 Volume Set with 1-Year Subscription	\$19.95	1	\$19.95
Total of Products before S/H					\$135,160
S/H			5%		\$6,758
X39381	Gr. K	Benchmark Advance Grade K 6-Year Taking Assessment Online Package - National Edition	\$675	1	\$675
X39382	Gr. 1	Benchmark Advance Grade 1 6-Year Taking Assessment Online Package - National Edition	\$675	1	\$675
X39383	Gr. 2	Benchmark Advance Grade 2 6-Year Taking Assessment Online Package - National Edition	\$800	1	\$800
X39384	Gr. 3	Benchmark Advance Grade 3 6-Year Taking Assessment Online Package - National Edition	\$800	1	\$800
X39385	Gr. 4	Benchmark Advance Grade 4 6-Year Taking Assessment Online Package - National Edition	\$800	1	\$800
PR991		Professional Development including expenses (per consultant per day)	\$2,800	5	N/C
<b>TOTAL</b>					<b>\$ 145,668</b>

\* 5% Shipping and Handling if all materials shipped to one location.

\* The above pricing cannot be combined with any other offers.

\* The student consumable books are provided for the life of the adoption and will be shipped upon request/instruction from customer for the following years.

\* Upon receipt of signed Deferred Payment Letter, Benchmark Education Company will accept the deferred payment: The first payment of 65% of the total amount or \$94,684.10 is to be paid within 30 days of invoice in 2018, the second payment of 35% of the total amount or \$50,983.75 is due one (1) year after the first invoice. Shipping and Handling fee will be collected all upfront.

\* Additional 4% interest will be charged on the last payment totaling \$2,039.35



## CLASS SIZE INFORMATION 2018-2019

Recommendations				
	School Board (2012)	Federal	State	NCA
K	19--23	17	-	11.38
1	19-23	17	18	11.38
2	19-23	17	18	11.38
3	19-23	17	18	11.38
4	19-23	17	-	11.38
5	22-25	17	-	11.38
6	22-25	17	-	11.38
Gr 7-8	26-30			
Gr 9-12	27-34			
<i>Includes</i>	<i>Classroom teachers</i>	<i>Classroom teachers</i>	<i>Classroom teachers</i>	<i>Classroom teachers</i>
		<i>Spec Ed teachers</i>	<i>Art Teachers</i>	<i>Art Teachers</i>
			<i>Music Teachers</i>	<i>Music Teachers</i>
			<i>Phy Ed Teachers</i>	<i>Phy Ed Teachers</i>
			<i>Social Worker</i>	<i>Spec Ed teachers</i>
				<i>Teacher Aides</i>
				<i>Social Worker</i>
				<i>Librarian/Media</i>
				<i>School Nurse</i>
				<i>Principal</i>
				<i>Superintendent</i>

NL-S Current Staff				
	Classroom Teachers	Spec Ed Teachers	Art,Music,PE,SW	Lib,Adm,Nurse,Aides
K	5	1.2	1.38	3.10
1	5	1.2	1.38	3.16
2	6	1.2	1.38	3.16
3	5	1.2	1.38	3.16
4	5	1.2	1.38	3.16
5	6	1.4	1.4	3.75
6	5	1.4	1.4	3.75

NL-S Current Class Size (with recommended inclusions)				
	School Board	Federal	State	NCA
K(107)	21.40	17.26	-	10.02
1(105)	21.00	16.94	16.46	9.78
2(121)	20.17	16.81	16.40	10.31
3(112)	22.40	18.06	17.55	10.43
4(117)	23.40	18.87	-	10.89
5(131)	21.83	17.70	-	10.44
6(127)	25.40	19.84	-	11.00



Student Enrollment Count by Month 2017-2018																		
Budget	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	# of Sec.	Class Size	Proj. Sec. #	Class Total	Class Size	Class Total	Class Size	Class Total
	Unofficial											Ratio		Oct. 1	Ratio	EOY	Ratio	EOY
K	105	106	105	105	105	107	107	105	105		5	21.00	5	107	21.40		0.00	K
1	119	121	120	121	121	121	118	118	119		6	19.83	5	105	21.00		0.00	1
2	109	111	112	111	111	113	113	112	112		5	22.40	6	121	20.17		0.00	2
3	114	118	117	117	117	120	118	118	118		5	23.60	5	112	22.40		0.00	3
4	129	130	131	132	133	132	132	132	131		6	21.83	5	117	23.40		0.00	4
5	121	128	127	128	129	129	128	128	128		5	25.60	6	131	21.83		0.00	5
6	122	122	120	121	122	120	119	119	118		5	23.60	5	127	25.40		0.00	6
7	117	118	117	115	116	116	116	116	115		5	23.00	5	120	24.00		0.00	7
8	117	122	121	122	121	121	121	122	122		5	24.40	5	117	23.40		0.00	8
9	121	126	125	124	124	125	123	125	124		5	24.80	5	121	24.20		0.00	9
10	108	113	113	112	111	110	110	109	109		5	21.80	5	125	25.00		0.00	10
11	107	115	113	113	110	110	112	112	112		4	28.00	5	113	22.60		0.00	11
12	96	97	97	96	96	93	93	93	94		4	23.50	4	113	28.25		0.00	12
Totals	1485	1527	1519	1513	1515	1516	1517	1509	1507	0	65	AVG	66	1529		0	AVG	0.00
Note: September Column is unofficial																		
The student enrollment by month will begin on October 1st.																		
Note:	Enrollment as of June 1st 2011 ADM = 1,460; Oct. 1st 2010 ADM = 1,465																	
	Enrollment as of June 1st 2012 ADM = 1,405; Oct. 1st 2011 ADM = 1,427																	
	Enrollment as of June 1st 2013 ADM = 1,384 ; Oct. 1st 2012 ADM = 1,407																	
	Enrollment as of June 1st 2014 ADM = 1,397 ; Oct. 1st 2013 ADM = 1,393																	
	Enrollment as of June 1st 2015 ADM = 1,402 ; Oct. 1st 2014 ADM = 1,415																	
	Enrollment as of June 1st 2016 ADM = 1,437 ; Oct. 1st 2015 ADM = 1,436																	
	Enrollment as of June 1st 2017 ADM = 1,497; Oct. 1st 2016 ADM = 1,479																	
	Enrollment as of June 1st 2018 ADM = ; Oct. 1st 2017 ADM = 1,519																	
Formula Allowance: \$6,067 FY 2017; \$6,188 FY 2018; \$6,312 FY 2019																		
PRE-KGN	1,250	1																
HCP-KGN	1,000	1 (-.55 for Half-time)																
REG-KGN	0,612	1																
GRADES 1-3	1,115	1																
GRADES 4-6	1,060	1																
GRADES 7-12	1,300	1.2																
Enrollment Difference Oct 1 =															-12			
Enrollment Difference EOY =															##			

OPEN ENROLLMENT as of 5/1/18			
IN		OUT	
Grade K	32	Grade K	4
Grade 1	30	Grade 1	12
Grade 2	25	Grade 2	9
Grade 3	28	Grade 3	10
Grade 4	24	Grade 4	9
<b>Total</b>	<b>139</b>	<b>Total</b>	<b>44</b>
Grade 5	27	Grade 5	11
Grade 6	22	Grade 6	12
Grade 7	26	Grade 7	8
Grade 8	19	Grade 8	9
<b>Total</b>	<b>94</b>	<b>Total</b>	<b>40</b>
Grade 9	24	Grade 9	7
Grade 10	17	Grade 10	13
Grade 11	15	Grade 11	19
Grade 12	18	Grade 12	10
<b>Total</b>	<b>74</b>	<b>Total</b>	<b>49</b>
<b>TOTAL</b>	<b>307</b>	<b>TOTAL</b>	<b>133</b>

## **MEMORANDUM OF UNDERSTANDING SNOW DAY MAKE-UP**

This Memorandum of Agreement (“Agreement”) is entered into by and between the **New London Spicer School District, ISD #345** (the “Employer” or “District”) and **Education Minnesota –New London Spicer** (“Union”), the exclusive representative of the teachers employed by the Employer. The Employer and Union are collectively referred to as the “Parties.”

**WHEREAS**, the Union and the Employer are parties to a Collective Bargaining Agreement from July 1, 2017 to June 30, 2019, governing the terms and conditions of employment of the teachers employed by the District, and

**WHEREAS**, the Collective Bargaining Agreement states:

Article XIII-Length of School Year, Modifications in Calendar Length of School Day.

Section 2. Emergency Closing states: In the event of a student day or teacher duty day lost for any emergency, the teacher shall perform duties on that day or other such day in lieu thereof as the School District shall determine.

Section 3. Other Closing states; In the event of an energy shortage, severe weather or other exigency, the School District reserves the right to modify the school calendar and, if school is closed on a normal duty day(s), the teacher shall perform duties on such other day(s) in lieu thereof as the school Board shall determine.

**WHEREAS**, the Union and the Employer wish to provide written clarification on the make-up of one (1) snow day for the 2017-18 school year pursuant to Article XIII,

**NOW, THEREFORE IT IS HEREBY AGREED** by and between the parties as follows:

1. The certified teachers of the District must attend one (1) of the following snow-day make-up options:

**Option 1. Reading Curriculum Writing.** On June 5, 2018 the District will provide one (1) reading curriculum session. This option is for Prairie Woods (and possibly Prairie Meadows teachers only).

**Option 2. Technology Training.** During the months of June, July, or August the District will provide three (3) technology-training sessions. Employees would need to attend one (1) session.

**Option 3. Supervisor Approval.** If for any reason neither option 1 or 2 are possible, the employee can elect to contact their direct supervisor to make alternate arrangements for the make-up of their snow-day.

2. **Entire Agreement.** This is the full and complete agreement of the parties on this issue. There are no other oral or implied agreements.
3. **No Precedent.** This agreement does not set any precedent for any future issue, nor does it authorize opening any collective bargaining agreement between the Parties for negotiation.

Employer:

For the Union:

\_\_\_\_\_  
Date: \_\_\_\_\_

\_\_\_\_\_  
Date: \_\_\_\_\_