

Regular Meeting

Thursday, October 27, 2022 6:30 PM

Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082

I. Recognition	Speaker (s) : Ms. Alison Sherman, School Board Chair
II. Public Comment	
III. Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV. Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
V. Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
VI. Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
VII. Student Report	Speaker (s) : Ms. Iliana Balok and Ms. Keira Jelinek, Student Representatives
VIII. Superintendent Report	Speaker (s) : Dr. Mike Funk, Superintendent
IX. Board Chair Report	Speaker (s) : Ms. Alison Sherman, Board Chair
X. Consent Agenda	
X.A. School Board Regular Meeting Minutes for September 22, 2022	Speaker (s) : Dr. Annie Porbeni, Clerk
X.B. School Board Meeting - Study Session for October 13, 2022	Speaker (s) : Dr. Annie Porbeni, School Board Clerk
X.C. Payment of Invoices - October 15, 2022 - October 28, 2022	Speaker (s) : Ms. Julie Cink, Interim Director of Finance
X.D. District Wide Snow Removal and Pavement Treatment for 2022-2023	Speaker (s) : Mr. Mark Drommerhausen, Director of Operations
X.E. Huntington Learning Center Services	Speaker (s) : Dr. Caleb Drexler Booth , Director of Teaching and Learning
X.F. Field Trip Approval Form for Stillwater Area High School Softball Team to Orlando, Florida	Speaker (s) : Angie Ryan, Coach
X.G. Field Trip Approval Form for Stillwater Area High School Varsity Baseball to Port St. Lucie, Florida	Speaker (s) : Michael Parker, Coach
X.H. Marsh & McLennan Agency - Workers' Compensation Renewal	Speaker (s) : Ms. Julie Cink, Interim

X.I. Project Lead the Way (PLTW) Robotics Purchase	Director of Finance Speaker (s) : Mr. John Perry, Director of Learning Technology and Design Systems
X.J. Human Resources Personnel Report	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
XI. Action Item	
XI.A. Final Reading Policy 905 - Advertising	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
XII. Reports	
XII.A. 2023-2024 Calendar	Speaker (s) : Mr. Mark Drommerhausen, Director of Operations
XII.B. Student Achievement Update	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
XII.C. First Reading Policy 522 - Title IX - Sex Non Discrimination	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
XII.D. First Reading Policy 428 - Employee Technology and Internet Access and Acceptable Use	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
XII.E. First Reading Policy 524 - Student Technology and Internet Access and Acceptable Use	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
XII.F. Second Reading Policy 806 - Crisis Management	Speaker (s) : Dr. Jennifer Cherry, Assistant Superintendent
XIII. Adjournment	Speaker (s) : Ms. Alison Sherman, Board Chair
XIV. Attachments	

Regular Meeting

Thursday, September 22, 2022 6:30 PM

Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082

Katie Hockert: Present
Pete Kelzenberg: Present
Beverly Petrie: Present
Annie Porbeni: Present
Tina Riehle: Present
Alison Sherman: Present
Vivian Votava: Present

I. Recognition - Partnership Plan

Discussion: The school board recognized The Partnership Plan (TPP), the local educational foundation that supports our schools. Each year, TPP provides thousands of dollars in classroom grants to support innovative teaching and learning. It also recognizes outstanding teachers and support staff through the annual Partnership Awards.

Speaker(s): Ms. Alison Sherman, School Board Chair

II. Public Comment

Discussion: No speakers

III. Call to Order

Discussion: The meeting was called to order at 6:39 p.m.

Speaker(s): Ms. Alison Sherman, School Board Chair

IV. Roll Call

Speaker(s): Ms. Alison Sherman, School Board Chair

V. Pledge of Allegiance

Speaker(s): Ms. Alison Sherman, School Board Chair

VI. Approval of Agenda

Action(s):

Motion to approve the agenda. This motion, made by Beverly Petrie and seconded by Annie Porbeni, Carried.

Voting Detail:

Katie Hockert: Yea
Pete Kelzenberg: Yea
Beverly Petrie: Yea
Annie Porbeni: Yea
Tina Riehle: Yea

Alison Sherman: Yea
Vivian Votava: Yea

Voting Summary: Yea: 7, Nay: 0

Speaker(s): Ms. Alison Sherman, School Board Chair

VII. **School Board Student Representative Oath of Office**

Discussion: Keira Jelinek and Iliana Balok were officially sworn in as the School Board Student Representatives.

Speaker(s): Ms. Alison Sherman, School Board Chair

VIII. **Student Report**

Discussion: Iliana reported on academics and activities -

- The new attendance policy is going well.
- There is a strong desire to bring office hours back.
- Students had the opportunity to join clubs and sports teams this past week.
- Homecoming events begin on Sunday, September 25.

Keira shared a report on high school sporting events, including the following teams; boys and girls soccer, girls swim and dive, boys and girls cross county, football, girls tennis and volleyball. The high school hosted their Activities Fair on Thursday, September 22.

Speaker(s): Ms. Iliana Balok and Ms. Kiera Jelinek, Student Representatives

IX. **Superintendent Report**

Discussion:

- Superintendent Funk welcomed Dawn Lueck, Director of Schools, to the district.
- We had a smooth start to the school year with minimal transportation issues.
- Dr. Funk continues to meet with the community to learn more about Stillwater and the district. A couple of the groups he met with are the BE SMART Group and Solar for Stillwater. On September 26, he will meet with the district PTO groups and on Friday, October 7, he will kick off the first district podcast.
- The Superintendent's Advisory group will begin on October 12.

Speaker(s): Dr. Mike Funk, Superintendent

X. **Board Chair Report**

Discussion:

- Chair Sherman thanked the board for completing the MSBA results for the School Board Self Evaluations.

Speaker(s): Ms. Alison Sherman, School Board Chair

XI. **Consent Agenda**

Action(s):

Motion and a second to approve Consent Agenda Items A through E. This motion, made by Alison Sherman and seconded by Katie Hockert, Carried.

Voting Detail:

Katie
Hockert: Yea
Pete Yea

Kelzenberg:
 Beverly Petrie: Yea
 Annie Porbeni: Yea
 Tina Riehle: Yea
 Alison Sherman: Yea
 Vivian Votava: Yea

Voting Summary: Yea: 7, Nay: 0

- | | | |
|-------|---|---|
| XI.A. | School Board Regular Meeting Minutes | Speaker (s): Dr. Annie Porbeni, Clerk |
| XI.B. | Payment of Invoices - September 10, 2-22 - September 23, 2022 | Speaker (s): Ms. Julie Cink, Director of Finance |
| XI.C. | Technology Purchases- Staff Laptops and Classroom Displays | Speaker (s): Mr. John Perry, Director of Learning, Technology & Design Systems |
| XI.D. | Rutherford Elementary Rooftop Unit Replacement | Speaker (s): Mr. Mark Drommerhausen, Director of Operations |
| XI.E. | Human Resources Personnel Report | Speaker (s): Dr. Jennifer Cherry, Assistant Superintendent |

XII. Action Item

- | | | |
|--------|--|---|
| XII.A. | Adopt Preliminary Proposed Property Tax Levy 2022 Payable 2023 | Speaker (s): Ms. Julie Cink, Director of Finance |
|--------|--|---|
- Action(s):**
 Motion to approve the Adopt Preliminary Proposed Property Tax Levy 2022 Payable 2023. This motion, made by Katie Hockert and seconded by Annie Porbeni, Carried.
- Voting Detail:**
- | | |
|------------------|-----|
| Katie Hockert: | Yea |
| Pete Kelzenberg: | Yea |
| Beverly Petrie: | Yea |
| Annie Porbeni: | Yea |
| Tina Riehle: | Nay |
| Alison Sherman: | Yea |
| Vivian Votava: | Yea |
- Voting Summary:** Yea: 6, Nay: 1
Discussion: Ms. Cink presented a report to Adopt the Preliminary Proposed Property Tax Levy 2022

Payable 2023.

XIII. **Reports**

XIII.A. Student Achievement Update

Discussion: School board members reviewed student achievement results from the spring of 2022. The update included various assessments used to measure student progress, with a specific focus on recent results of the Minnesota Comprehensive Assessments. The board also viewed results from district assessments that are used to help gather data on a more frequent basis to better understand how students are doing in the areas of math and reading, including FastBridge, NWEA/MAP, and ACT.

Speaker (s): Dr. Caleb Drexler Booth,
Director of Teaching
and Learning

XIII.B. First Reading Policy 806 - Crisis Management

Discussion: Policy 806 - Crisis Management will come to the board for a second reading at a future meeting.

Speaker (s): Dr. Jennifer Cherry,
Assistant
Superintendent

XIII.C. Second Reading Policy 905 - Advertising

Discussion: Policy 905 - Advertising will come to the board for a final reading and approval at a future meeting.

Speaker (s): Dr. Jennifer Cherry,
Assistant
Superintendent

XIV. **Adjournment**

Discussion: The meeting adjourned at 8:59 p.m.

Speaker (s): Ms. Alison Sherman,
School Board Chair

XV. **Attachments**

Board Secretary

Study Session

Thursday, October 13, 2022 6:30 PM

Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082

Katie Hockert: Present
Pete Kelzenberg: Present
Beverly Petrie: Present
Annie Porbeni: Absent
Tina Riehle: Present
Alison Sherman: Present
Vivian Votava: Present

Annie Porbeni: Present

I. Call to Order

Discussion: The meeting was called to order at 6:31 p.m.

II. Roll Call

Discussion: Annie Porbeni joined the meeting at 6:54 p.m.

III. Pledge of Allegiance

IV. Approval of Agenda

Action(s):

A motion and a second to approve the meeting agenda will be requested. This motion, made by Alison Sherman and seconded by Katie Hockert, Carried.

Voting Detail:

Katie Hockert: Yea
Pete Kelzenberg: Yea
Beverly Petrie: Yea
Annie Porbeni: Absent
Tina Riehle: Yea
Alison Sherman: Yea
Vivian Votava: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

V. Consent Agenda

Speaker(s): Varied by Item

Action(s):

Motion and a second to approve consent agenda A, B will be requested. This motion, made by Beverly Petrie and seconded by Alison Sherman, Carried.

Voting Detail:

Katie Hockert: Yea
Pete Kelzenberg: Yea
Beverly Petrie: Yea
Annie Porbeni: Absent
Tina Riehle: Yea
Alison Sherman: Yea
Vivian Votava: Yea

Voting Summary: Yea: 6, Nay: 0, Absent: 1

V.A. Payment of Invoices - September 24, 2022 to October 14, 2022

Speaker (s): Ms. Julie Cink, Director of Finance

V.B. Stillwater Area High School FFA trip request to the National FFA Convention in Indianapolis, IN.

Speaker (s): Glenn Boettcher, Advisor

VI. Study Session

VI.A. School Board Self-Evaluation

Speaker (s): Ms. Alison Sherman, School Board Chair

Discussion: School Board members and the superintendent reviewed the board's self-evaluation results, which is a reflection of the collective responses of the board team. These results build a profile of the board's work in five standards (Conduct and Ethics, Vision, Structure, Accountability, Advocacy, and Communication) of board practice proven to support student achievement.

VII. Adjournment

Speaker (s): Alison Sherman, Board Chair

Discussion: The board adjourned at 8:31 p.m.

Annie Porbeni,
Board Clerk



EXPENDITURE APPROVAL FORM

Fiscal Year 2022-2023

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

REQUESTED BY: Mark Drommerhausen **DATE:** 10/27/2022

DESCRIPTION OF REQUEST

Each year Stillwater Area Public Schools contracts snow removal and pavement treatment services out for all of the District's parking lots and playgrounds. The total cost of snow removal is determined by time and equipment needed to keep the parking lots and playgrounds cleared of snow and treated for ice.

Seven snow removal contractors were contacted to provide pricing for the upcoming snow season. Three snow removal contractors responded. The request divided the District properties into two groups. Group 1, consists of Stillwater Area High School, Stillwater Middle School/ECFC, Oak-Land Middle School and Lake Elmo Elementary. Group 2, consists of Afton-Lakeland Elementary, Andersen Elementary, Brookview Elementary, Central Services Building, Jaycee Park, Lily Lake Elementary, Rutherford Elementary, Oak Park School and Stonebridge Elementary. The proposals for snow removal were reviewed based on estimated removal costs, hourly equipment rates and past experience with the District. After reviewing the proposals, Miller Excavating, Inc. has the lowest estimated total cost for Group 1 and Bell Excavating, Inc. has the lowest estimated total cost for Group 2 to remove snow and ice for the upcoming winter season. The agreements may be extended up to two additional years with the same terms and conditions if the District and respective contractor agree. Administration is seeking approval to proceed with the snow removal and pavement treatment proposals with each respective contractor.

FINANCIAL IMPACT

Dependent on the number and duration of each winter precipitation event.

Budget(s) Impacted: Fixed Operational Budget

Is This a One-Time Expenditure?

- Yes, once implemented there will be no ongoing costs
- No, it will need to be funded indefinitely as an ongoing operational expense
- No, it will need to be funded for Fiscal Years 2022-?

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

- Yes List Source(s): Fixed Operational Budget
- No

PROGRESS MONITORING

Provide snow removal and pavement treatment to keep parking lots accessible and safe.

Estimated One Time Removal Cost

Site - Group 1	All Weather Services		Miller Excavating INC.	
Per Push*	1-3 Inches	4-8 inches	1-3 Inches	4-8 inches
Stillwater Area High School	\$4,120.00	\$5,974.00	\$1,772.67	\$2,890.24
Oak-Land Middle School	\$890.00	\$1,290.00	\$1,036.60	\$1,679.17
Stillwater Middle School	\$1,610.00	\$2,334.00	\$1,342.51	\$2,235.14
Lake Elmo Elementary	\$577.00	\$837.00	\$963.53	\$1,531.80
Total	\$7,197.00	\$10,435.00	\$5,115.31	\$8,336.35

Site - Group 2	All Weather Services		Bell Excavating INC.	
Per Push*	1-3 Inches	4-8 inches	1-3 Inches	4-8 inches
Afton-Lakeland Elementary	\$491.00	\$712.00	\$225.00	\$350.00
Andersen Elementary	\$325.00	\$472.00	\$175.00	\$235.00
Brookview Elementary	\$810.00	\$1,175.00	\$325.00	\$450.00
Lily Lake Elementary	\$764.00	\$1,108.00	\$255.00	\$370.00
Oak Park Elementary	\$360.00	\$522.00	\$190.00	\$250.00
Rutherford Elementary	\$930.00	\$1,349.00	\$290.00	\$400.00
Stonebridge Elementary	\$337.00	\$489.00	\$225.00	\$325.00
Central Services Building	\$315.00	\$457.00	\$225.00	\$325.00
Jaycee Ballfield	\$300.00	\$435.00	\$200.00	\$295.00
Total	\$4,632.00	\$6,719.00	\$2,110.00	\$3,000.00

*Per Push is the cost estimate for being on site one time to remove snow in the parking lot.

*Additional costs are incurred for return trips to remove drifted snow, ice removal and parking lot cleanup.



EXPENDITURE APPROVAL FORM

Fiscal Year 2022-2023

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

REQUESTED BY: Caleb Drexler Booth

DATE: 09-27-2022

DESCRIPTION OF REQUEST

Stillwater Area Public Schools will continue its previous year’s partnership Huntington Learning Center to provide reading interventions. Services will be provided online by a trained 1:1 tutor outside of school hours. This partnership will be funded through ESSER dollars (FIN 161) awarded solely for afterschool and summer programming to support student support needs related to learning impacted by COVID. Total FIN 161 funds available are \$179,026.57. Costs will not exceed this amount.

FINANCIAL IMPACT

Budget(s) Impacted:
Annual expenses will be earmarked and will not exceed board approved General Budgets for FY23, FY24, and FY25. Specifically, this expense will come out of the Teaching and Learning Department testing budget. Therefore, this is not an additional expense for the board.

Is This a One-Time Expenditure?

Yes, once implemented there will be no ongoing costs

No, it will need to be funded indefinitely
It is an annual expense that supports our elementary programming. This contract will cover a three-year period.

No, it will need to be funded for Fiscal Years 2023-2025 as long as the numbers support the need.

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

Yes List Source(s): ESSER Dollars - FIN 161
 Amount: \$179,026.57

No

PROGRESS MONITORING

Huntington Learning Center will invoice Stillwater Area Public Schools monthly. As funds are expended, we will review planned tutor hours, determine remaining available funds, and make adjustments to services to match budget.

Field Trip / Overnight Athletic Team Trip Pre-Approval Form



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

Teacher/Coach/Advisor: Angie Ryan Cell Phone #: (651) 335-7468

In conjunction with (team/class/organization): SAHS Softball

Educational/Trip Purpose: To practice outside on a softball field and to work on our team building.

Itinerary details must be attached

Destination: Orlando / Cocoa Beach, Florida

Destination Address/Phone: 5600 N Atlantic Ave. Cocoa Beach, FL 32931
(Address, City, State) (Phone number)

Departure from school Date: 3/19/23 Return to school Date: 3/25/23 ↓ 321-783-7621

Depart from school Time: Arrival to destination Time:

Departure from destination Time: Return to school Time:

Number of: Students/Team Members: (Attach List) ✓, 25
 Directors/Coaches: 3 Names: Angie Ryan, Amy Hoffman, Jen Zidar
 Chaperones*: Names:

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

Mode of Travel (see back for more info): Flight, Vans

Lodging Information (if overnight): Best Western Cocoa Beach Hotel & Suites
5600 N. Atlantic Ave. Cocoa Beach, FL 321-783-7621
(Hotel Name, Address, City, State) (Phone number)

Safety/Security Plans Reviewed
(Date and manner in which information provided)

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

Estimated Cost \$ 1400/person
 Transportation \$ 748
 Housing \$ 403
 Fees \$
 Supplies Vans \$ 142
 (other) \$

Total Cost \$ 35,000
 Student Cost \$ 1400.00 District Cost \$
 Funding Source (i.e. grant, prof. dev., etc.):

Teacher/Coach Signature: [Signature]

Department Chair/Athletic Director Approval: [Signature] 9/26/22
(Date)

Building Administration Approval: [Signature] 9/26/22
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
 District Administrative Approval: [Signature] 9/26/22
(Date)

Field Trip / Overnight Athletic Team Trip Pre-Approval Form



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

Teacher/Coach/Advisor: Michael Parker Cell Phone #: (657) 271 4880

In conjunction with (team/class/organization): SATS Varsity Baseball

Educational/Trip Purpose: Team building and additional practice

Itinerary details must be attached

Destination: Port. St. Lucie, FL

Destination Address/Phone: See Attached
(Address, City, State) (Phone number)

Departure from school Date: _____ Return to school Date: _____

Depart from school Time: _____ Arrival to destination Time: _____ SEE Attached

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

Number of: Students/Team Members: (Attach List) 42

Directors/Coaches: 5 Names: Mike Parker, Mike Weiss, John Hardgrove

Chaperones*: 0 Names: Ryan Bartosiewski, Tom Sebo

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

Mode of Travel (see back for more info): Airplane

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

Safety/Security Plans Reviewed Yes Parent meeting ~~at~~ 9/14/22
(Date and manner in which information provided)

Discipline & Chemical Policy & Rules Reviewed Yes parent meeting 9/14/22
(Date and manner in which information provided)

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

Total Cost \$ 64,000 See Attached
 Student Cost \$ 1600 District Cost \$ _____
 Funding Source (i.e. grant, prof. dev., etc.): fund raisers; parents

Teacher/Coach Signature: Michael Parker 9/27/22
(Date)

Department Chair/Athletic Director Approval: Ricky D. Mehel 10/4/22
(Date)

Building Administration Approval: F.H.C. F.L. _____
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
 District Administrative Approval: Dawn Walker 10-7-22
(Date)

Business Insurance Proposal

Stillwater ISD #834

1875 Greeley Street South Stillwater, MN 55082

Presented By: John Siffert

Presented On: September 2022

Policy Term: 10/04/22 to 10/04/23

Volunteer Accident 10/01/22 to 10/01/23

Proposal Expires On: 10/04/22

Table of Contents

BUSINESS INSURANCE PROPOSAL

- Workers' Compensation
- Volunteer Accident Coverage

PREMIUM SUMMARY & COMPARISON

- Premium Summary & Comparison
- Direct Bill Payment Terms
- Compensation Disclosure & Limitation of Liability
- Disclaimer

Workers' Compensation-SFM 1st Year of 2 Year Retention

EMPLOYER'S LIABILITY:

Bodily Injury by Accident:	Each Accident	\$500,000
Bodily Injury by Disease:	Per Policy	\$500,000
Bodily Injury by Disease:	Each Employee	\$500,000

STATES:

MN

Includes: Other States Coverage except North Dakota, Ohio, Washington, Wyoming

SCHEDULE OF OPERATIONS:

STATE	CODE	CLASSIFICATION	21-22 PAYROLL	22-23 PAYROLL	21-22 RATE	22-23 RATE	PREMIUM
MN	8868	Professional Employees	\$59,947,250	\$61,595,878	0.59	0.61	\$375,735
MN	9101	All other Employees	\$3,716,840	\$3,837,637	5.76	5.78	\$221,815
MN	7382	Bus: All other Employees	If Any	If Any	5.65	5.34	\$0
						Manual Premium	\$597,550
						Increased Limit Factor	4,780
						Experience Mod (0.70)	-180,699
						Schedule Credit (20%)	-84,326
						Premium Discount	-35,460
						Expense Constant	205
						Terrorism	3,272
						Estimated Annual Premium	\$305,322
						MN Special Compensation Fund Assessment	10,272
						*Total Estimated Cost	\$315,594

* This Workers' Compensation policy is subject to an annual audit. The final premium is determined after the audit has been completed.

POLICY TERM	EXPERIENCE MOD.
2022-2023	0.70
2021-2022	0.79
2020-2021	0.99
2019-2020	0.92
2018-2019	0.82
2017-2018	1.03

Workers' Compensation SFM 1st year of 2 year Retention (Continued)

FIRST YEAR OF A TWO YEAR RETENTION PLAN

SFM Mutual Insurance Company agrees to accept a stated percentage (Retention Factor) of the final audited discounted premium as its fee for administering and servicing the plan. A percentage fee (Loss Conversion factor) is also applied to all incurred claims. In addition, a tax multiplier will be applied to the total of the administration fee and converted losses. The difference of this and the 2 year audited discounted premiums or maximum premium will either be charged or returned to the Insured or SFM Mutual Insurance Company, as the case may be, within thirty (30) days after the calculations described below are made and delivered in writing to the Insured.

Losses will be valued nine (9) months after policy expiration of the second policy period, and will include a loading for loss development, with the initial calculation being run as soon as practical. All subsequent calculations will be made approximately twelve (12) months after the initial calculation.

This plan is a "Losses to Completion" type plan, thus all reductions, as well as increases in reserves for the policy year, will be considered at each successive calculation. The maximum premium charged to an Insured will not exceed 100% of the combined 2 year audited discounted premiums. Any successive calculation can be considered as a "Final" calculation if it is mutually agreed upon by SFM Mutual Insurance Company and the Insured.

Returns are not payable under the Retention Plan if:

1. The policy is canceled for any reason other than retiring from business.
2. Proper records are not available for determination of the final audited discounted premium.
3. Final audited discounted premiums are less than \$25,000.

Total Estimated "Annual" Premium: \$302,050

Retention Factor: **0.34** Loss Conversion Factor: 1.15 Tax Multiplier: 1.055

Maximum Premium: 100% of the 2 year audited discounted premiums

Minimum premium: 90% of the 2 year audited discounted premium.

The retention plan applies to the following state(s): Minnesota and is based on premium before the charge for Terrorism and for other state specific fees and assessments.

Workers' Compensation SFM 2nd Year of 2 year Retention (Continued)

Two Year Retention Plan Exhibit

Based upon an Estimated Annual Discounted Premium of **\$302,050**

Retention Factor 0.34 Premium	Loss Ratio	Losses	Loss Conversion Factor 1.150	Tax Multiplier 1.055	Estimated Estimated Retention Premium
102,697	0.446	134,762	154,976	257,673	271,845
	0.450	135,923	156,311	259,008	273,253
	0.500	151,025	173,679	276,376	291,577
	0.529	159,657	183,606	286,303	302,050 MAXIMUM

This exhibit is based on just one year of the retention information. The actual retention calculation will include both the first and second years. Losses in actual retention calculation will include a loading for loss development.

The retention plan applies to the following state(s): Minnesota and is based on premium before the charge for Terrorism and for other state specific fees and assessments.

Workers' Compensation (Continued)

NOTATIONS:

- Workers' Compensation quotation contemplates exposures in the states listed above. Some carriers are not licensed in all states. Therefore, you must notify us if you have any operations or plan to hire any employees to work in states other than those listed above.
- Beginning January 1, 2003, the information page on your Workers' Compensation policy will show a surcharge for Minnesota's Special Compensation Fund assessments. Until now, the amount of the assessment has been built into your rates and included in the total estimated annual premium amount. New state law does not consider the SCF assessment as premium and requires insurers to take the assessment out of their rate and identify it separately.
 - This new "SCF assessment" line item on your policy information page does not represent a new charge to you.
 - The SCF assessment used to be built into your insurance rate. Now it will be displayed separately.
 - The separately displayed amount should be comparable to what you paid last year, assuming the factors that go into figuring your estimated premium are also comparable.
 - The SCF, administered by the Minnesota Department of Labor and Industry, pays benefits to injured workers of uninsured employers and supplemental benefits to certain low-wage workers. It also pays the cost of operating the state's worker's compensation system, including the Office of Administration Hearings, the Workers' Compensation Court of Appeals and certain department divisions including MN OSHA.
- You may be required under the Workers' Compensation law of your state to include liability for compensation to employees of contractors (or subcontractors) as well as to contractors (or subcontractors) without employees performing work for you. However, this does not apply if the contractor (or subcontractor) has furnished you with a Certificate of Insurance indicating he has Workers' Compensation coverage.

Workers' Compensation (Continued)

Indemnity \$250,000

2021-2022 NUMBER OF VOLUNTEERS	2022-2023 NUMBER OF VOLUNTEERS
150	150

Premium Summary & Comparison

COVERAGE	2021 - 2022 (SFM) EXPIRING PREMIUMS	2022 - 2023 (SFM) PROPOSED RENEWAL PREMIUMS
Workers' Compensation	\$343,477.00	\$315,594.00
Terrorism	Included	Included
Annual Premium:	\$343,477.00	\$315,594.00
Volunteer Accident	\$399.00	\$399.00
Total Estimated Annual Premium:	\$343,876.00	\$315,993.00

PAYMENT TERMS & PLANS:

- Direct Bill: SFM
- Agency Bill – Volunteer Accident

Request to Bind Insurance Coverage

Please bind insurance coverage as specifically quoted and identified in this proposal. I understand coverage is ONLY bound when written confirmation is received from the carrier(s).

Signature: _____ Date: _____

Print Name: _____ Title: _____

Direct Bill Payment Terms

Your policy is what we refer to as Direct Bill. This means that you are billed directly by the insurance company, instead of making payments to Marsh & McLennan Agency.

You will receive all future bills from your insurance company, and will make out your checks directly to them.

You will be given a number to call with any billing questions you might have, but you are welcome to call us for help in resolving your billing questions.

PREMIUM DEPOSIT:

We must receive the required deposit premium from you before coverage can be put in force. All future installments under the payment plan will be billed to you even if the policy has not yet been issued. You will be provided with “binders” as proof of coverage once the deposit is paid.

INSTALLMENTS:

Future installments will be billed to you by the insurance company in advance of the day they are due. They should be mailed in time to be received by the insurance company by the due date. It is important that you pay your premiums on time because some carriers are eliminating the existing pay plan if there are too many late payments.

ENDORSEMENTS (POLICY CHANGES):

For most policy changes, you will not be billed until the change (endorsement) is processed by the insurance company. Then, depending on the insurance company and the amount, it will either be due in thirty (30) days, or split out over your remaining installments. If you have problems understanding the bill, call us.

AUDITS:

Certain policies (usually Workers' Compensation and General Liability) are auditable policies. This means that the premium you are charged throughout the year is based on the estimates of payroll, sales, etc. that were included on the application. After the policy period ends, you will be contacted by someone representing the insurance company to do an audit of your actual payroll or sales figures.

These audited figures are used to re-figure your premium. You may either owe additional premium or have money coming back. Audit billings are usually due immediately. Audits should be reviewed in detail to be sure they are correct. Audits should get prompt attention when you get them. (Make sure to ask for a copy of the auditor's work papers before they leave. This can help you understand an audit and will also help determine if people are included under the correct classification codes.)

We thank you for your business.

Compensation Disclosure & Limitation of Liability

Marsh & McLennan Agency LLC (“MMA”) prides itself on being an industry leader in the area of transparency and compensation disclosure. We believe you should understand how we are paid for the services we are providing to you. We are committed to compensation transparency and to disclosing to you information that will assist you in evaluating potential conflicts of interest.

As a professional insurance producer, MMA and its subsidiaries facilitate the placement of insurance coverage on behalf of our clients. As an independent insurance agent, MMA may have authority to obligate an insurance company on behalf of our clients and as a result, we may be required to act within the scope of the authority granted to us under our contract with the insurer. In accordance with industry custom, we are compensated either through commissions that are calculated as a percentage of the insurance premiums charged by insurers, or fees agreed to with our clients.

MMA engages with clients on behalf of itself and in some cases as agent on behalf of its non-US affiliates with respect to the services we may provide. For a list of our non-US affiliates, please visit: <https://mma.marshmma.com/non-us-affiliates>. In those instances, MMA will bill and collect on behalf of the non-US Affiliates amounts payable to them for placements made by them on your behalf and remit to them any such amounts collected on their behalf;

MMA receives compensation through one or a combination of the following methods:

- **Retail Commissions** – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client.
- **Client Fees** – Some clients may negotiate a fee for MMA’s services in lieu of, or in addition to, retail commissions paid by insurance companies. Fee agreements are in writing, typically pursuant to a Client Service Agreement, which sets forth the services to be provided by MMA, the compensation to be paid to MMA, and the terms of MMA’s engagement. The fee may be collected in whole, or in part, through the crediting of retail commissions collected by MMA for the client’s placements.
- **Contingent Commissions** – Many insurers agree to pay contingent commissions to insurance producers who meet set goals for all or some of the policies the insurance producers place with the insurer during the current year. The set goals may include volume, profitability, retention and/or growth thresholds. Because the amount of contingent commission earned may vary depending on factors relating to an entire book of business over the course of a year, the amount of contingent commission attributable to any given policy typically will not be known at the time of placement.

Compensation Disclosure & Limitation of Liability

- **Supplemental Commissions** – Certain insurers and wholesalers agree to pay supplemental commissions, which are based on an insurance producer's performance during the prior year. Supplemental commissions are paid as a percentage of premium that is set at the beginning of the calendar year. This percentage remains fixed for all eligible policies written by the insurer during the ensuing year. Unlike contingent commissions, the amount of supplemental commission is known at the time of insurance placement. Like contingent commissions, they may be based on volume, profitability, retention and/or growth.
- **Wholesale Broking Commissions** – Sometimes MMA acts as a wholesale insurance broker. In these placements, MMA is engaged by a retail agent that has the direct relationship with the insured. As the wholesaler, MMA may have specialized expertise, access to surplus lines markets, or access to specialized insurance facilities that the retail agent does not have. In these transactions, the insurer typically pays a commission that is divided between the retail and wholesale broker pursuant to arrangements made between them.
- **Medallion Program and Sponsorships** – Pursuant to MMA's Medallion Program, participating carriers sponsor educational programs, MMA events and other initiatives. Depending on their sponsorship levels, participating carriers are invited to attend meetings and events with MMA executives, have the opportunity to provide education and training to MMA colleagues and receive data reports from MMA. Insurers may also sponsor other national and regional programs and events.
- **Other Compensation & Sponsorships** – From time to time, MMA may be compensated by insurers for providing administrative services to clients on behalf of those insurers. Such amounts are typically calculated as a percentage of premium or are based on the number of insureds. Additionally, insurers may sponsor MMA training programs and events.

We will be pleased to provide you additional information about our compensation and information about alternative quotes upon your request. For more detailed information about the forms of compensation we receive please refer to our Marsh & McLennan Agency Compensation Guide at <https://www.marshmma.com/us/compensation-guide.html>.

MMA's aggregate liability arising out of or relating to any services on your account shall not exceed ten million dollars (\$10,000,000), and in no event shall we be liable for any indirect, special, incidental, consequential or punitive damages or for any lost profits or other economic loss arising out of or relating to such services. In addition, you agree to waive your right to a jury trial in any action or legal proceeding arising out of or relating to such services. The foregoing limitation of liability and jury waiver shall apply to the fullest extent permitted by law.

Disclaimer

No coverage is provided by this summary, nor can it be construed to replace any provision of the policy. Refer to the actual policy for complete information on the coverages provided. If there is a conflict between the policy and this summary, the provisions of the policy shall govern.

This proposal contains a brief outline of coverages and not a complete explanation of insurance being presented. It is intended to provide a summary of coverage for your review. Only the policy itself can provide a detailed description of the terms conditions, exclusions and endorsements of coverage. A complete specimen policy form will be made available upon your request. For details of coverage refer to the policy itself when issued. This document is neither a binder nor a legal interpretation of the insurance coverage.

In evaluating your exposures to loss, we are dependent upon information provided by you. You ultimately choose the values elected. If there are any areas that need to be evaluated prior to binding coverage, or should any of your exposures change after coverage is bound, such as the beginning of new operations, hiring employees in new states, buying additional property, autos, equipment, etc., please let us know so coverage can be discussed. While we will strive to place your insurance with reputable, highly rated companies, we cannot guarantee the financial stability of an insurance company.

In order to ensure that your important changes are properly communicated, please contact us as questions arise and or exposure changes occur. We must discuss how they affect your insurance program.

The changes in exposure that have an impact on your insurance program include, but are not limited to, those listed below:

1. Changes to any operation such as expansion to another state, new products, etc.
2. Mergers and/or acquisitions of new companies
3. Any assumed contractual liability, granting of indemnities, or hold harmless agreements
4. Circumstances which may require an increase in liability insurance limits
5. Any changes to fire or theft protection, such as installation or disconnection of sprinkler system, burglar alarms, etc. This includes alterations to same.
6. Any changes to scheduled equipment such as contractors' equipment, computer equipment, etc.
7. Property, of yours that is in transit, unless we have previously arranged for this insurance.
8. Any changes in existing premises including vacancy, whether temporary or permanent, alterations, demolition, etc. Also, any new premises purchased, constructed, or occupied.
9. Any new exposures or plans for foreign travel or operations

Your insurance program will only be as good as the communication between your organization and Marsh & McLennan Agency.



Marsh & McLennan Agency
6160 Golden Hills Drive
Minneapolis, MN 55416
763.746.8000



EXPENDITURE APPROVAL FORM Fiscal Year 2022-2023

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

REQUESTED BY: John Perry **DATE:** 10/27/2022

DESCRIPTION OF REQUEST

School board approval for \$123,833.27 for Project Lead the Way (PLTW) Robotics to update the program for grades 6-12.

FINANCIAL IMPACT

\$123,833.27

Budget(s) Impacted: 50% Technology Levy, 50% Learning & Innovation- Curriculum

Is This a One-Time Expenditure?

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

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

- Yes** List Source(s):
- No** Tech Levy

PROGRESS MONITORING

We are as committed as ever to timely, safe delivery of the equipment and supplies you need to run your PLTW programs. Our partners are doing their best to maintain shipping schedules, although some items may have extended ship dates due to COVID-19 restrictions. The anticipated ship date is noted next to each impacted item. In addition, it's possible that some estimated ship dates may change, so please check in the Store in myPLTW when you place your order for current estimates.

September 12, 2022

Project Lead The Way, Inc.
 5939 Castle Creek Parkway North Drive
 Indianapolis, Indiana 46250



Summary

PLTW Gateway (6-8) \$103,358.25

Automation and Robotics \$103,358.25

Durable \$103,358.25

Item	Item Price	Qty	Total Price
VEX Rubber Shaft Collar (30-Pack)	\$8.00	20	\$160.00
VEX V5 Controller	\$134.25	8	\$1,074.00
VEX V5 Distance Sensor	\$52.00	24	\$1,248.00
VEX V5 Gateway Custom Upgrade Kit New Product Sole Source	\$1,120.00	76	\$85,120.00
VEX V5 Motor Upgrade Kit - 4 x V5 Smart Motors and 1 x V5 Smart Cable Starter Pack	\$199.25	25	\$4,981.25
VEX V5 Optical Sensor	\$52.00	60	\$3,120.00
VEX V5 Robot Brain	\$362.75	20	\$7,255.00
VEX V5 Robot Radio	\$50.00	8	\$400.00

PLTW Engineering (9-12) \$16,345.00

Principles of Engineering \$16,345.00

Durable \$16,345.00

Item	Item Price	Qty	Total Price
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VEX V5 POE/CIM Custom Kit (need to upgrade existing Cortex kits? Use Optional filter to view Upgrade kits)	\$2,335.00	7	\$16,345.00
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New Product **Sole Source**

Equipment and Supplies Subtotal	\$119,703.25
Total	\$119,703.25
Total for Items Available in PLTW Store	\$119,703.25
Total for Items Unavailable in PLTW Store	\$0.00

Attention: To avoid potential duplication of orders, and decrease the leadtime to obtain your supplies, we kindly ask that you return a copy of the approved purchase order to the requester to complete the order via the Store in myPLTW. Please do not mail/email/fax the order to PLTW.

PLTW Product List

Quote

Address	PLTW 5939 Castle Creek Parkway North Drive Indianapolis IN 46250	Created: 09/12/2022 Expires: 12/11/2022
Website	mypltw.org	
Payment accepted	Credit Card and Purchase Order	
Discount code		

Item	Item #	Item Price	Qty	Total Price
VEX Rubber Shaft Collar (30-Pack)	228-3510	\$8.00	20	\$160.00
VEX V5 Controller	276-4820	\$134.25	8	\$1,074.00
VEX V5 Distance Sensor	276-4852	\$52.00	24	\$1,248.00
VEX V5 Gateway Custom Upgrade Kit New Product Sole Source	270-7247	\$1,120.00	76	\$85,120.00
VEX V5 Motor Upgrade Kit - 4 x V5 Smart Motors and 1 x V5 Smart Cable Starter Pack	270-7247-801	\$199.25	25	\$4,981.25
VEX V5 Optical Sensor	276-7043	\$52.00	60	\$3,120.00
VEX V5 POE/CIM Custom Kit (need to upgrade existing Cortex kits? Use Optional filter to view Upgrade kits) New Product Sole Source	270-7921	\$2,335.00	7	\$16,345.00
VEX V5 Robot Brain	276-4810	\$362.75	20	\$7,255.00
VEX V5 Robot Radio	276-4831	\$50.00	8	\$400.00

PLTW Product List Total \$119,703.25

To place an order for the items included on this PLTW Product List, [visit the myPLTW Store](#).
Saved lists expire 90 days after being created or at the end of each calendar year.

Don't have a myPLTW account? To be added to your organization's account, please contact your Program Coordinator or the PLTW Solution Center at solutioncenter@pltw.org or 877.335.PLTW.

Attention: To avoid potential duplication of orders, and decrease the leadtime to obtain your supplies, we kindly ask that you return a copy of the approved purchase order to the requester to complete the order via the Store in myPLTW. Please do not mail/email/fax the order to PLTW.

Not Available in PLTW Store

These items are not directly available for purchase through PLTW but should be sourced from the preferred vendors listed on the Saved List pdf document.

Equipment and Supplies

Equipment and Supplies Total is calculated based on the details you provided about your classes and the items selected.

Pricing

Prices are subject to change. Annual program participation and professional development registration fees are excluded from this total. Professional development fees may vary by state.

Standard shipping and processing charges are included for items available for order directly through PLTW. PLTW reserves the right to pass on additional shipping charges for orders shipped outside of the lower 48 contiguous states (i.e. Hawaii, Alaska, and Puerto Rico).

Sales Tax

Sales tax (where applicable) is not included in the total. Sales tax will be included at checkout.

Computer Hardware

Note that costs for computers, tablets, printers, and projectors are not included in the total. Refer to **PLTW's Computer Specifications** for details.

PLTW Returns Guidelines

Please visit our **Additional Resources** page to review Project Lead The Way's guidelines related to product warranties, handling of shipping errors, receipt of damaged products, and the return of equipment.



QUOTE

Quote #: 11943028
Creation Date: Sep 13, 2022
Expiration Date: Nov 12, 2022

Bill to:
Eli Davies
Stillwater Middle School
523 Marsh St W
Stillwater, Minnesota, 55082
United States
T: 6127023287

Ship to:
Eli Davies
Stillwater Middle School
523 MARSH ST W
STILLWATER, Minnesota, 55082-5753
United States
T: 6127023287

Payment Method
Generate Quote

Shipping Method
FedEx - Ground

SKU	Product	Price	Qty	Subtotal
275-0659	#6-32 x 1/4" Screw (50-pack)	\$5.49	10	\$54.90
275-1169	#6-32 x 1/2" Screw (50-pack)	\$5.49	5	\$27.45
276-5773	Smart Cable Crimping Tool	\$21.99	5	\$109.95
276-5774	Smart Cable Stock (8m)	\$6.99	7	\$48.93
276-5775	Smart Cable Connectors (50-Pack)	\$3.49	5	\$17.45
276-4350	Open End Wrench (12-pack)	\$32.99	3	\$98.97
276-4850	Vision Sensor	\$79.99	6	\$479.94
276-6050	Rotation Sensor	\$39.99	6	\$239.94

Sku	Product	Price	Qty	Subtotal
275-0276	Pneumatics Kit 2 - Double Acting Cylinders <i>Backordered. Availability Varies</i>	\$249.00	4	\$996.00
275-0447	Pneumatics Tubing (5')	\$5.49	10	\$54.90
278-1004	Classroom Competition Field Kit	\$499.00	2	\$998.00
276-7417	Potentiometer V2 (2-Pack)	\$14.49	12	\$173.88
276-4840	V5 Smart Motor (11W)	\$44.99	10	\$449.90
Subtotal:				\$3,750.21
Shipping & Handling:				\$380.26
Grand Total:				\$4,130.47

Per our [order policies](#), we do not offer partial shipping for orders containing backordered items. If you require in-stock items urgently, we recommend placing a separate order for the backordered items.

Beginning April 1, 2019, VEX Robotics will begin collecting sales tax in compliance with the recent South Dakota vs. Wayfair ruling. [More Information](#).

Three ways to proceed once you are ready to purchase:

1. With an [account](#) you can order from your quote. Purchase Orders and Credit cards are accepted.
2. Email your Purchase Order to Ricky Quinones at rickyq@vexrobotics.com. Include your quote and your tax exemption certificate (if applicable).
3. Call Ricky Quinones at (903) 513-2196 Monday-Friday, 7am-5pm CT

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Anderson, Lauren	Resignation	Assistant Softball Coach Stillwater Area High School	Co-Curricular	September 15, 2022
Bauer, Tammera	Resignation	Health Care Specialist, 4.0 hrs/day District Wide	CSS	September 25, 2022
Euchevarria, Luis	Resignation	Custodian Lvl V, 8.0 hrs/day Lily Lake Elementary	Custodial	November 4, 2022
Hildenbrand, Breanna	Resignation	Paraprofessional, 6.0 hrs/day Stillwater Middle School	SCPA	September 12, 2022
Choiniere, Charles	Resignation	Assistant Baseball Coach Stillwater Area High School	Co-Curricular	September 13, 2022
Dochniak, Dave	Resignation	Assistant Girls Hockey Coach Stillwater Area High School	Co-Curricular	September 22, 2022
Ewing, Markus	Resignation	Custodian, Lvl V, 8.0 hrs/day Lake Elmo Elementary	Custodial	September 29, 2022
Hartung, Tim	Resignation	Head Wrestling Coach Stillwater Area High School	Co-Curricular	October 11, 2022
Killen, Brent	Resignation	Assistant Baseball Coach Stillwater Area High School	Co-Curricular	September 13, 2022
King, Kristina	Resignation	GSA Advisor Stillwater Area High School	Co-Curricular	September 14, 2022
Rodriguez, Christina	Resignation	Custodian, Lvl VI, 8.0 hrs/day Stillwater Middle School	Custodial	September 16, 2022
Shelton, Alyssa	Resignation	Assistant Girls Hockey Coach Stillwater Area High School	Co-Curricular	September 22, 2022
Soukop, Megan	Resignation	Winter Dance Coach Stillwater Area High School	Co-Curricular	September 13, 2022
Swanson, Donald	Retirement	Custodian Lvl V, 8.0 hrs/day Rutherford Elementary	Custodial	October 19, 2022

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Adams, Avery	Community Education Aide, 1.0 hr/day Rutherford Elementary	\$13.00 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 21, 2022
Alexander-Whalen, Sandi	Community Education Assistant, 15.0 hrs/week Afton-Lakeland Elementary	\$17.08 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 12, 2022
Aljaroudi, Kifah	Paraprofessional, 6.0 hrs/day Brookview Elementary	\$17.18 / hour	2022-2023 Staffing	SCPA	October 3, 2022
Ball, Marin rehire	.7 FTE Intervention Teacher Afton-Lakeland Elementary	\$60,529	Replacement	SCEA	October 10, 2022
Breitbarth, Kristen	Cafeteria Employee, 4.0 hrs/day Brookview Elementary	\$17.10 / hour	2022-2023 Staffing	Cafeteria	September 26, 2022
Burnett, Hunter	Paraprofessional, 6.0 hrs/day Stillwater Middle School	16.78 / hour	2022-2023 Staffing	SCPA	October 4, 2022
Calverley, Gary	Cafeteria Employee, 4.0 hrs/day Stillwater Area High School	16.21 / hour	2022-2023 Staffing	Cafeteria	August 29, 2022
Cashman, Ann	Head Girls Hockey Coach Stillwater Area High School	\$8,415.00	Replacement	Co-Curricular	October 1, 2022
Caudill, Bethany	1.0 FTE Special Education Teacher Andersen Elementary	\$81,262	2022-2023 Staffing	SCEA	September 20, 2022 - June 8, 2023
Chapman, Brian	Assistant Soccer Coach Stillwater Area High School	\$5,236.00	Replacement	Co-Curricular	August 26, 2022

Collier-Hutchinson, Trenise rehire	Community Education Assistant, 26.5 hrs/week Rutherford Elementary	\$18.22 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 6, 2022
Currey, Kimberly	Community Education Assistant, 12.5 hrs/week Andersen Elementary	16.86 / hour	2022-2023 Staffing	Community Ed Leads & Assts	October 25, 2022
Davila, Daniel	Assistant Soccer Coach Stillwater Area High School	\$2,992.00	Replacement	Co-Curricular	September 8, 2022
Diez, Antonio	Assistant Football Coach Stillwater Area High School	\$3,094.00	Replacement	Co-Curricular	August 29, 2022
DiMartino, Emily	Paraprofessional, 6.5 hrs/day Andersen Elementary	\$17.88 / hour	2022-2023 Staffing	SCPA	October 4, 2022
Ehne, Kimberly	Assistant Volleyball Coach Stillwater Area High School	\$2,431.00	Replacement	Co-Curricular	August 11, 2022
Feldman, Colleen	1.0 FTE LTS School Psychologist District Wide	\$99,711	Replacement	SCEA	September 12, 2022 - February 16, 2023
Gibson, Linda	Assistant Girls Swim Coach Stillwater Area High School	\$4,004.00	Replacement	Co-Curricular	August 15, 2022
Gilmore, Brenden	Paraprofessional, 6.0 hrs/day Oak Park	\$17.88 / hour	2022-2023 Staffing	SCPA	October 10, 2022
Felipe, Michael	Cafeteria Employee, 4.0 hrs/day Mahtomedi High School	\$17.41 / hour	2022-2023 Staffing	Cafeteria	September 26, 2022
Hansen, Savannah	Community Education Assistant, 16.25 hrs/week Stonebridge Elementary	\$17.08 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 6, 2022
Heller, Jeffrey	Paraprofessional 20 hrs/week Andersen Elementary	\$16.98	2022-2023 Staffing	SCPA	October 10, 2022
Hendrickson, Amy	Paraprofessional, 6.50 hrs/day Afton-Lakeland Elementary	\$17.18 / hour	2022-2023 Staffing	SCPA	September 20, 2022
Hendrickson, Amy	Community Education Assistant, 1.5 hours/day Afton-Lakeland Elementary	17.66 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 20, 2022
Holiskey, Jennie	Cafeteria Employee, 4.0 hrs/day Stillwater Area High School	\$17.41	2022-2023 Staffing	Cafeteria	September 28, 2022
Huttner, Darcy	Assistant Volleyball Coach Oak-Land Middle School	\$1,870.00	Replacement	Co-Curricular	September 14, 2022
O'Brien, Daniel	Custodian LVL VI, 8.0 hrs/day Brookview Elementary	\$23.57 / hour	Replacement	Custodial	October 6, 2022
LaBarre, Love	Community Education Assistant 6.25 hrs/week Brookview Elementary	\$16.86 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 12, 2022
Loida, Deborah	Cafeteria Employee 5.5 hrs/day Wildwood Elementary	\$17.10 / hour	2022-2023 Staffing	Cafeteria	August 29, 2022
Metzler, Holly	Health Care Specialist, 6.5 hrs/day District Wide	\$64,000.00	Student Need	CSS	October 24, 2022 - June 8, 2023
Metzler, Holly	Assistant Volleyball Coach Stillwater Middle School	\$1,496.00	Replacement	Co-Curricular	September 19, 2022
Richert, Karen	Cafeteria 4.0 hrs/day Mahtomedi High School	\$17.41 / hour	2022-2023 Staffing	Cafeteria	September 26, 2022
Rysavy, Hailey	Community Education Assistant 11 hrs/week Brookview Elementary	\$17.08 / hour	2022-2022 Staffing	Community Ed Leads & Assts	October 10, 2022
Sawyer, Patricia	Cafeteria Employee 4.0 hrs/day Stillwater Area High School	\$17.41 / hour	2022-2023 Staffing	Cafeteria	August 29, 2022
Schrul, Marie	Executive Director of Finance Central Services	\$171,103	Replacement	Finance	November 14, 2022
Schyma, Alysha	Due Process Secretary, 6.5 hrs/day Early Childhood & Oak-Land Middle School	\$21.49 / hour	Replacement	Tech Support	September 26, 2022
Seipel, Joseph	Adventure Club Assistant, 10 hrs/week Afton-Lakeland Elementary	\$16.86 / hour	2022-2023 Staffing	Community Ed Leads & Assts	October 17, 2022

Smith, Christian	Assistant Boys Soccer Coach Oak-Land Middle School	\$1,122.00	Replacement	Co-Curricular	September 27, 2022
Turner, Pamela	Paraprofessional 6.2 hrs/day Oak-Land Middle School	16.78 /hour	2022-2023 Staffing	SCPA	October 17, 2022
Vanek, Thomas	Assistant Hockey Coach Stillwater Area High School	\$6,358.00	Replacement	Co-Curricular	September 20, 2022
Vang, Mai	Community Education Assistant, 26.5 hrs/week Rutherford Elementary	\$17.66 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 19, 2022
Wells, Melissa	Cafeteria Assistant Manager, 7.0 hrs/day Stillwater Area High School	23.24 / hour	2022-2023 Staffing	Cafeteria	September 30, 2022
Ziebol, Isabella	Community Education Assistant, 5.0 hrs/day Brookview Elementary	\$17.66 / hour	2022-2023 Staffing	Community Ed Leads & Assts	September 8, 2022

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Byrne, Lauren	Approve	1.0 FTE Social Worker Lake Elmo Elementary	SCEA	August 28, 2022 - November 29, 2022 (revised dates)
Foster Borchartt, Shannon	Approve	1.0 FTE Elementary Education Teacher Stonebridge Elementary	SCEA	October 24, 2022 - January 23, 2023
Hoemke, Jacqueline	Approve	1.0 FTE Social Studies Teacher Stillwater Middle School	SCEA	October 31, 2022 - December 21, 2022
Isker, Brenda	Approve	Custodian, Lvl VI, 8.0 / hours Rutherford Elementary	Custodial	August 24, 2022 - February 28, 2023 (Intermittent)
McDonough, Alyssa	Approve	1.0 FTE School Psychologist Stillwater Area High School	SCEA	September 13, 2022 - November 7, 2022
Nettleton, Brianna	Approve	.60 FTE Math Teacher Stillwater Area High School	SCEA	December 14, 2022 - March 7, 2023
O'Donnell, Connie	Approve	.7243 Preschool Teacher Brookview Elementary	SCEA	October 25, 2022 - January 12, 2023
Ross, Jessica	Approve	1.0 FTE Math Teacher Oak-Land Middle School	SCEA	December 12, 2022 - April 14, 2023
Zabadal, Rochelle	Approve	1.0 FTE School Psychologist Afton-Lakeland Elementary	SCEA	November 24, 2022 - February 16, 2023

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Alfaro-Carillo, Karen	Community Education Assistant, 1.6 hrs/day Lake Elmo Elementary	Community Education Assistant, 8.0 hrs/week Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Anderson, Claire	Community Education Assistant, 1.3 hrs/day Andersen Elementary	Community Education Assistant, 7.5 hrs/week Andersen Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Backlund, Elizabeth	Community Education Assistant, 2.2 hrs/day Rutherford Elementary	Community Education Assistant, 10.0 hrs/week Rutherford Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Boucher, Carrie	Cafeteria Employee, 5.0 hours/day Stillwater Middle School	Cafeteria Employee 5.5 hrs/day Stillwater Middle School	2022-2023 Staffing	Cafeteria	September 6, 2022
Bauer, Jean	Community Education Assistant, .90 hrs/day Andersen Elementary	Community Education Assistant, 14.75 hrs/week Lake Elmo and Lily Lake Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Balfanz, Sharon	Paraprofessional, 6.0/hrs day Lily Lake Elementary	Paraprofessional 6.5/hrs day Lily Lake Elementary	2022-2023 Staffing	SCPA	August 29, 2022
Breucop de Flores, Silvia	Community Education Assistant, 1.6 hrs/day Lake Elmo Elementary	Community Education Assistant, 1.75 hrs/day Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Buschette, Sara	Community Education Assistant, 8.0 hrs/day Lily Lake Elementary	Community Education Assistant, 5.75 hrs/week Afton-Lakeland Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Cady, Gina	Community Education Assistant, 5.5 hrs/day Rutherford Elementary	Community Education Assistant, 6.08 hrs/day Rutherford Elementary	2022-2023 Staffing	Community Ed Leads and	September 6, 2022

Cady, Mariah	Community Education Assistant, 4.5 hrs/day Lily Lake Elementary	Community Education Assistant, 5.0 hrs/day Lily Lake Elementary	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Chmielewski, Victoria	Community Education Assistant, 2.0 hrs/day Early Childhood Family Center	Community Education Assistant, 7.5 hrs/week Afton-Lakeland Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Christopherson, Joann	Paraprofessional, 7.25/hrs day Lily Lake Elementary	Paraprofessional 7.45/hrs day Lily Lake Elementary	2022-2023 Staffing	SCPA	September 6, 2022
Culbertson, Lisa	Community Education Assistant 5.5 hrs/day Stonebridge Elementary	Community Education Assistant 4.6 hrs/day Early Childhood Family Center	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Dinzeo, Nichole	CE Site Lead Lily Lake Elementary	Coordinator - School Age Care & Enrichment Central Services	2022-2023 Staffing	CSS	September 28, 2022
Fischer-Hansen, Susan	Community Education Assistant, 2.5 hrs/day Rutherford Elementary	Community Education Assistant, 2.75 hrs/day Rutherford Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Gipple, Emily	Community Education Assistant 7 hrs/day Stonebridge Elementary	Community Education Assistant 4.5 hrs/week Stonebridge Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Gruetzmacher, Krista	Community Education Assistant, 1.75 hrs/day Lake Elmo Elementary	Community Education Assistant, 1 hr/day Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Heller, Jeff	Paraprofessional 3.75 hrs/day Andersen Elementary	Paraprofessional 4.0 hrs/day Andersen Elementary	2022-2023 Staffing	SCPA	October 10, 2022
Hendrickson, Amy	Paraprofessional, 7.0 hrs/day Afton-Lakeland Elementary	Paraprofessional 6.5/hrs day Afton-Lakeland Elementary	2022-2023 Staffing	SCPA	October 4, 2022
Hollerbach, Casey	Community Education Assistant, 13 hrs/week Afton-Lakeland Elementary	Community Education Assistant, 5.75 hrs/week Afton-Lakeland Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Huntress, Connar	Community Education Assistant, 2.0 hrs/day Stonebridge Elementary	Community Education Assistant, 1.75 hrs/day Stonebridge Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Johannsen, Brittany	.8 FTE ELL Teacher Afton-Lakeland & Andersen Elementary	1.0 FTE ELL Teacher Afton-Lakeland & Andersen Elementary	2022-2023 Staffing	SCEA	October 6, 2022
Johnson, Danielle	.8 FTE Intervention Teacher Afton-Lakeland Elementary	1.0 FTE Instructional Coach Afton-Lakeland Elementary	2022-2023 Staffing	SCEA	October 5, 2022
Johnson, Steven	Custodian, LVL IV, 8.0 hrs/day Early Childhood Family Center	Custodian, LVL VI, 8.0 hrs/day Stillwater Area High School	Replacement	Custodial	September 12, 2022
Judkins, Abby	Community Education Assistant, 2.48 hrs/day Early Childhood Family Center	Community Education Assistant, 2.5 hrs/week Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Kane, Jaclyn	Paraprofessional, 6.0 hours/day Lake Elmo Elementary	1.0 FTE Special Education Teacher Lily Lake Elementary	2022-2023 Staffing	SCPA	September 14, 2022 - June 8, 2023
Klein, Stacey	Paraprofessional, 6.5 hours/day Andersen Elementary	Paraprofessional 6.0 hours/day Andersen Elementary	2022-2023 Staffing	SCPA	October 10, 2022
Koehn, Myra	Paraprofessional, 6.0 hours/day Brookview Elementary	Paraprofessional, 6.5 hours/day Stillwater Area High School	2022-2023 Staffing	SCEA	September 12, 2022
Kocur, Nicole	.5 FTE English Teacher Stillwater Area High School	.6 FTE English Teacher Stillwater Area High School	2022-2023 Staffing	SCEA	September 27, 2022
Kragness, Michelle	Paraprofessional, 6.25 hours/day Lily Lake Elementary	Paraprofessional, 6.5 hours/day Lily Lake Elementary	2022-2023 Staffing	SCPA	August 29, 2022
Loe, Nancy	Community Education Assistant, 1.25 hrs/day Lake Elmo Elementary	Community Education Assistant, 1.5 hrs/day Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Martineau, Violetta	Community Education Assistant, 1.2 hrs/day Early Childhood Family Center	Community Education Assistant, 6.0 hrs/week Early Childhood Family Center	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Mazzara, Taylor	Coordinator - School Age Care & Enrichment Central Services	Coordinator - Enrichment & Aquatics Central Services	2022-2023 Staffing	CSS	October 10, 2022
McCabe, Julie	Community Education Assistant, 5.9 hrs/day Early Childhood Family Center	Community Education Assistant, 28.5 hrs/week Early Childhood Family Center	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Miggler, Nancy	Community Education Assistant, 5.5 hrs/day Early Childhood Family Center	Community Education Assistant, 27.75 hrs/week Early Childhood Family Center	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Mobroten, Robin	Community Education Assistant, 1.1 hrs/day Lake Elmo Elementary	Community Education Assistant, 6.25 hrs/week Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and	September 6, 2022

Price, Heather	Paraprofessional, 6.5 hours/day Oak-Land Middle School	Paraprofessional, 7.0 hours/day Oak-Land Middle School	2022-2023 Staffing	SCPA	September 6, 2022
Quiroz, Wendy	Due Process Secretary, 7.5 hours/day Lake Elmo & Rutherford Elementary	Due Process Secretary, 6.0 hours/day Lake Elmo & Rutherford Elementary	2022-2023 Staffing	Tech Support	October 10, 2022
Runk, Laura	Community Education Assistant, 1.4 hrs/day Afton-Lakeland Elementary	Community Education Assistant, 7.0 hrs/week Afton-Lakeland Elementary	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Schmoeckel, Megan	Community Education Assistant, 2.6 hrs/day Brookview Elementary	Community Education Assistant, 3.25 hrs/week Brookview Elementary	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Schmulske, Tammy	Paraprofessional, 6.5 hours/day Stonebridge Elementary	Paraprofessional, 7.0 hours/day Stonebridge Elementary	2022-2023 Staffing	SCPA	September 19, 2022
Selb, Marilyn	Community Education Assistant, 8.0 hrs/day Lily Lake Elementary	Community Education Assistant, 1.75 hrs/week Stonebridge Elementary	2022-2023 Staffing	Community Ed Leads and	September 6, 2022
Sous, Amany	Community Education Assistant 12 hrs/week Stonebridge Elementary	Community Education Assistant 17.25 hrs/week Stonebridge Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Verduin, Shannon	Paraprofessional 7.0 hrs/day Stillwater Area High School	Paraprofessional 7.5 hrs/day Stillwater Area High School	2022-2023 Staffing	SCPA	September 6, 2022
Spaulding, Melissa	Community Education Assistant, 10.25 hrs/week Lily Lake Elementary	Community Education Assistant, 5.6 hrs/week Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Teske, Melissa	Paraprofessional, 6.0 hours/day Lily Lake Elementary	Paraprofessional, 5.0 hrs/day Lily Lake Elementary	2022-2023 Staffing	SCPA	August 29, 2022
Walczak, Kathleen	Community Education Assistant, 1.8 hrs/day Early Childhood Family Center	Community Education Assistant, 9.75 hrs/week Lake Elmo Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Wasko, Kathryn	Community Education Assistant, 1.25 hrs/day Brookview Elementary	Community Education Assistant, 9.0 hrs/week Brookview Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022
Wodaszewski, Charmaine	Paraprofessional 6.0 hrs/day Anderson	Paraprofessional 6.25 hrs/day Andersen Elementary	2022-2023 Staffing	SCPA	October 10, 2022
Wohlers, McKenna	Paraprofessional, 6.0 hrs/day Afton-Lakeland Elementary	Paraprofessional 6.25 hrs/day Afton-Lakeland Elementary	2022-2023 Staffing	SCPA	October 4, 2022
Zemlicka, Maddison	Community Education Assistant, 1.3 hrs/day Andersen Elementary	Community Education Assistant, 3.25 hrs/week Andersen Elementary	2022-2023 Staffing	Community Ed Leads and Assts	September 6, 2022

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Bealke, David	Assistant Girls Soccer Coach Oak-Land Middle School	Student Need	Co-Curricular	Fall Season 2022
Branch, Derrick	Assistant Boys Basketball Coach Stillwater Area High School	Replacement	Co-Curricular	October 12, 2022
Christian, Tammy	Community Education Assistant, 3.5 hrs/week Stonebridge	2022-2023 Staffing	Community Ed Leads and	October 31, 2022
Danielson, Aaron	School Patrol Supervisor Andersen Elementary	Replacement	SCEA	August 29, 2022
Drommerhauson, Deb	Credit Recovery Teacher St. Croix Valley ALC	2022-2023 Staffing	SCEA	September 27, 2022 - June 22, 2023
Hayes, Cameron	Assistant Boys Basketball Coach Stillwater Area High School	Student Need	Co-Curricular	October 12, 2022
Klehr, Tony	Credit Recovery Teacher St. Croix Valley ALC	2022-2023 Staffing	SCEA	September 27, 2022 - June 22, 2023
McCarthy, Kris	Credit Recovery Teacher St. Croix Valley ALC	2022-2023 Staffing	SCEA	September 27, 2022 - June 22, 2023
Nielsen, Amy	Assistant Girls Softball Coach Oak-Land Middle School	Replacement	Co-Curricular	October 14, 2022
Vang, Mai	Community Education Assistant, 3.5 hrs/week ECFE	2022-2023 Staffing	Community Ed Leads and	October 14, 2022

SCHOOL/COMMUNITY RELATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Advertising	905	Adopted:	3 Year Cycle

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district’s policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

- A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the **appropriate building** administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.
- B. The superintendent may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the superintendent. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.
- C. Donations which include or carry advertisements must be approved by the school board.
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar by-line with the organization’s name and/or symbol on the item. Examples include activity programs or yearbooks.

- E. Nonprofit entities ~~and organizations~~ may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the superintendent. Advertising will be limited to the specific event or purpose approved by the superintendent.
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. **Funding will be allocated to the general fund to offset the costs of extracurricular activities.** A periodic report shall be made to the school board by the superintendent or designee regarding the scope and amount of such revenues.

Legal References:

Minn. Stat. § 123B.93 (Advertising on School Buses)

Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)

Minn. Stat. § 173.08 (Excluded Road Advertising Devices)



2023-2024 School Calendar

Presented to the School Board
October 27, 2022

Calendar Development Overview

Committee:

Parents

Teachers

Paraprofessionals

Principals

District

Administrators

Process:

Reviewed calendar requirements

Analyzed input information

Drafted calendar options

Came to consensus on two calendar options; one unanimous recommendation

Inputs:

Student contact day requirements

Employee contract requirements

Holidays and elections

Academic, athletic, assessment and activity needs

- Assessment calendar
- Balancing quarters and semesters
- Graduation
- MSHSL and neighboring district calendars
- Secondary registration
- Spring Break and end of 3rd Quarter
- Staggered Start for Secondary and Elementary



Committee Recommendation

- Aug 15-17 New Teachers Workshop
- Aug 21-24 Professional Development Day
- Aug 25 Teacher Non-Duty Day (no school)
- Aug 28 First day of school Gr 6 & 9**
- Aug 28-31 Ready Set Go conferences K-5
- Aug 29 First day of school Gr 7-8 & 10-12**
- Sept 1 Teacher Non-Duty Day (no school)
- Sept 4 Holiday (no school)
- Sept 5 First day of school Gr K-5**
- Sept 29 Professional Development Day (no school)
- Oct 19-20 MEA - Teacher Non-Duty Day (no school)
- Oct 23 Conference Planning Day (no school)
- Nov 3 End of quarter 1
- Nov 6 Teacher Workshop/Grading (no school)
- Nov 7 Professional Development Day (no school)
- Nov 23 Holiday (no school)
- Nov 24 Teacher Conference Comp (no school)
- Dec 25 Holiday (no school)
- Dec 26-29 Teacher Non-Duty Day (no school)
- Jan 1 Holiday (no school)
- Jan 15 Teacher Conference Comp (no school)
- Jan 19 End of quarter 2/semester 1
- Jan 22 Teacher Workshop/Grading (no school)
- Feb 16 Professional Development Day (no school)
- Feb 19 Conference Planning Day (no school)
- Mar 21 End of quarter 3
- Mar 22 Teacher Workshop/Grading (no school)
- Mar 25-29 Teacher Non-Duty Day (no school)
- May 27 Holiday (no school)
- May 30 Last day of school/End of semester 2
- May 31 Teacher Workshop/Grading (no school)
- June 1 Graduation

August 2023

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

September 2023

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

October 2023

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2023

M	T	W	Th	F
	1	2	3*	
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

December 2023

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

January 2024

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19*
22	23	24	25	26
29	30	31		

February 2024

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

March 2024

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21*	22
25	26	27	28	29

April 2024

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

May 2024

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30*	31

June 2024

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

- New Teachers Workshop (3)
- Professional Development Day (7)
- Holiday Days (5)
- Teacher Conference Comp (2)
- Teacher Workshop/Grading (4)
- Conference Planning Day (2)
- No School/Teacher Non-Duty day
- * End of Quarter/Semester

Quarter 1 = 44	Quarter 2 = 44	Semester 1 = 88	Quarter 3 = 41	Quarter 4 = 43	Semester 2 = 84
Student Contact Days = 172		Teacher Contract Days = 192		New Teacher Contract Days = 195	



Questions?



Student Achievement Update: Strategy

School Board Work Session
October 27, 2022

“Every system is perfectly designed to get the results it gets.”

- W. Edward Deming

Teaching and Learning in schools is impacted by 3 primary factors:

- **Curriculum:** What we teach, how it aligns to state standards
- **Staffing:** Student teacher ratios, social emotional and curricular supports for kids
- **Professional Development of Staff:** Mentorship of new teachers, implementation of new curriculum, ongoing implementation as staff turns over, adjustments to curriculum as standards are revised

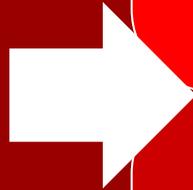
These key strategic inputs impact the experience of our students, and district results.

Moving Forward With Data

- **Standards-based alignment of curriculum, instruction and assessment** → center standards in instructional decision making
- **Professional Learning Communities** → strengthen data-driven Collaborative ACTION Teams to accelerate progress and performance through collective efforts
 - Solution Tree Assessment Coaching Academy
- **Instructional coaching** → strengthen and deepen coaching within and across schools
- **Multi-Tiered Systems of Support** → Identify students for reading and math interventions & provide support through ADSIS, Title I, & scheduled WIN time
 - include seasonal data analysis and action planning days
- **PowerSchool suite implementation** → integrate technology resources to effectively support the curriculum, instruction, & assessment

School Improvement Planning

**Evaluate
Data
and
Access
Needs**



**District-Wide
Goal Setting &
Programming**

+

**School
Improvement
Planning**

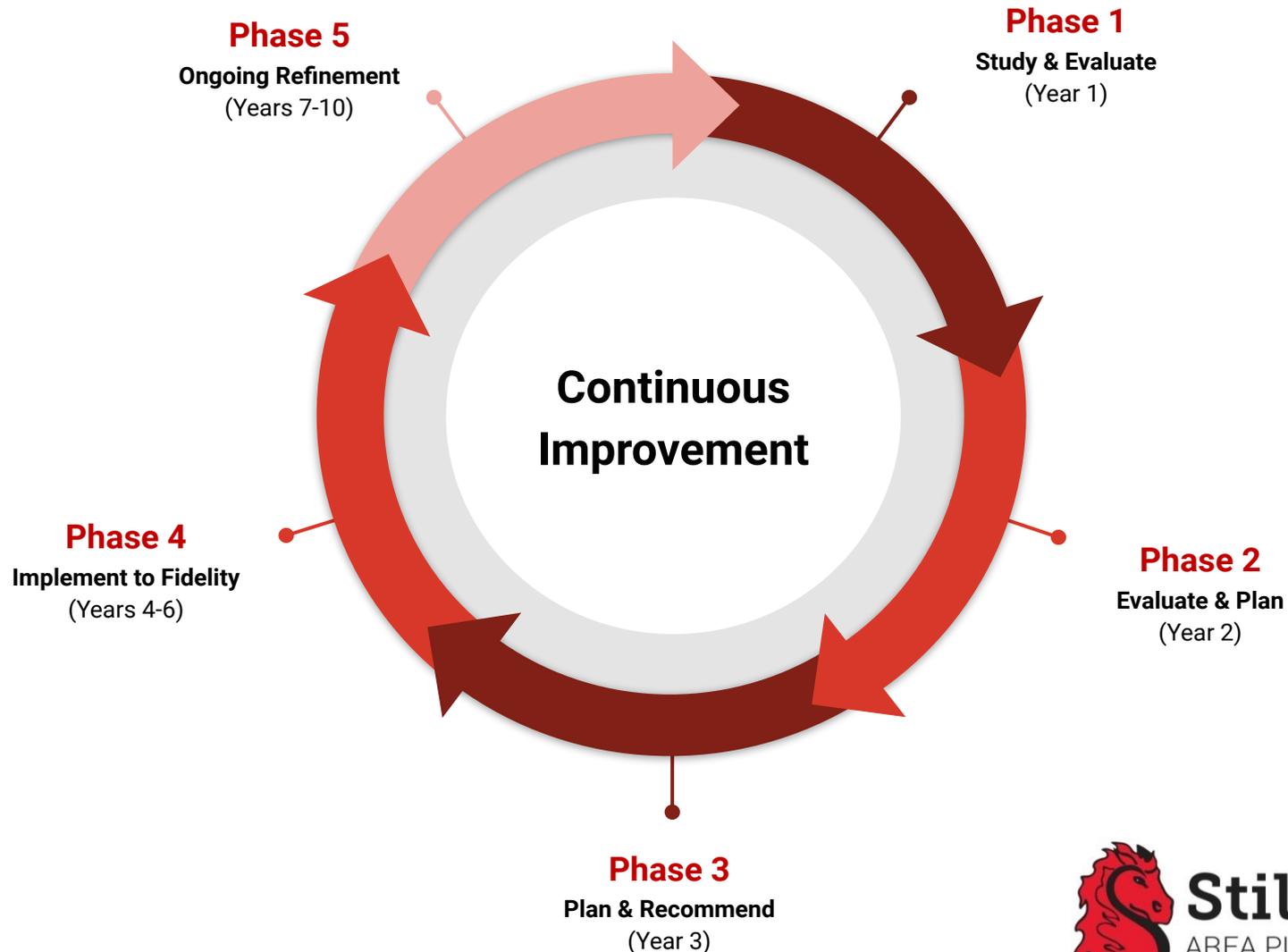
**5D
Instructional
Framework**

**Implement
Building-
Specific
Strategies**



Stillwater
AREA PUBLIC SCHOOLS

Curriculum & Instructional Review



Curriculum & Instructional Review

Elementary Instructional Review Schedule											
	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
MDE Revised	Math					PE	Arts	Science	ELA	Social Studies	Math
MCA Implement			Fine Arts & PE*	Science*	ELA*	Social Studies	Math				
Phase 1 Study		Social Studies		Math		PE/Health	Art/Music	Science	ELA	Social Studies	Math
Phase 2 Evaluate	Science		Social Studies		Math		PE/Health	Art/Music	Science	ELA	Social Studies
Phase 3 Plan	Art/Music	Science		Social Studies		Math		PE/Health	Art/Music	Science	ELA
Phase 4 Implement to Fidelity	ELA	Art/Music	Science		Social Studies		Math		PE/Health	Art/Music	Science
	Media	ELA	Art/Music	Science		Social Studies		Math		PE/Health	Art/Music
	PE/Health	Media	ELA	Art/Music	Science		Social Studies		Math		PE/Health
Phase 5 Ongoing Refinement		PE/Health	Media	ELA	Art/Music	Science		Social Studies		Math	
	Math		PE/Health	Media	ELA	Art/Music	Science		Social Studies		
		Math		PE/Health	Media	ELA					
	Social Studies		Math		PE/Health	Media	ELA	ELA			

Curriculum & Instructional Review

Phase	Task	Documentation
Phase 1: Study & Evaluate (Year 1)	<ul style="list-style-type: none"> Align adult action to district mission, vision, beliefs, outcomes 	<input type="checkbox"/> Instructional Framework
	<ul style="list-style-type: none"> Create collaborative team norms to support contributive and iterative processes and foster mutual accountability 	Developing & Review Norms <input type="checkbox"/> Collaborative Team Norms
	<ul style="list-style-type: none"> Gather stakeholder perceptions Analyze internal summative assessments/projects Identify accomplishments, challenges, and emerging questions Analyze external assessment data (proficiency, growth, benchmark reports) Examine classroom practices for (a) culturally & linguistically relevant and responsive instruction, (b) connection to 4C and personalization, (c) innovation and technology integration, (d) transfer of learning. 	<input type="checkbox"/> Instructional Audit
	<ul style="list-style-type: none"> Research evidence-based and best practices Explore innovations in the subject area 	<input type="checkbox"/> State of the Discipline Summary
	<ul style="list-style-type: none"> Identify pathways to college and career readiness 	<input type="checkbox"/> Pathways to CCR
Phase 2: Evaluate & Plan (Year 2)	<ul style="list-style-type: none"> Identify changes in instructional practices 	<input type="checkbox"/> Instructional Framework
	<ul style="list-style-type: none"> Identify changes in courses, scope and sequencing 	<input type="checkbox"/> Course Overview (YAG) <input type="checkbox"/> Course Proposal Form (if needed)
	<ul style="list-style-type: none"> Unpack and analyze standards: <ul style="list-style-type: none"> changes from previous standards cognitive demand scope/sequence of articulated knowledge/skill Identify priority standards Create specific learning targets to scaffold and extend 	Identifying Priority Benchmarks Developing Learning Targets <input type="checkbox"/> Standards-based Learning Targets
	<ul style="list-style-type: none"> Create scope/sequence of assessments, projects, & performances 	<input type="checkbox"/> Cornerstone Assessment Map <input type="checkbox"/> Assessment Map
	<ul style="list-style-type: none"> Design cornerstone and summative assessments Create rubrics for performances, projects, and extending written responses 	<input type="checkbox"/> Summative Assessments/Rubrics <input type="checkbox"/> Cornerstone Assessments/Rubrics
	<ul style="list-style-type: none"> Narrowed list of materials options for feedback and finalization 	<input type="checkbox"/> Materials Review Process
	<ul style="list-style-type: none"> Create projected budget 	<input type="checkbox"/> Budget Plan
<ul style="list-style-type: none"> Create tool to evaluate curricular materials Assess instructional materials, assessments and placement for bias and inclusion. 	<input type="checkbox"/> Program Quality Indicators for Curricular Materials	

Curriculum & Instructional Review

Phase 3: Plan & Recommend (Year 3)	<ul style="list-style-type: none"> ● Identify staff development needs to implement curriculum (teacher knowledge and skills) ● Identify technological skills and support essential to the curricular area. ● Plan and schedule professional development 	<input type="checkbox"/> Staff Development Plan (Year 1, Year 2, Year 3)
	<ul style="list-style-type: none"> ● Submit materials recommendation to Curriculum Advisory Council and School Board. ● Order instructional resources. 	<input type="checkbox"/> Curricular Materials Request
	<ul style="list-style-type: none"> ● Develop piloting/initial adoption procedures ● Develop a three-year implementation to fidelity plan 	<input type="checkbox"/> Implementation Plan (Year 1, Year 2, Year 3)
	<ul style="list-style-type: none"> ● Create instructional expectations with success indicators 	<input type="checkbox"/> Innovation Configuration <input type="checkbox"/> Loose/Tight Instructional Guide
	<ul style="list-style-type: none"> ● Identify core instructional components to observe through walkthroughs, self-reflection, and learning visits 	<input type="checkbox"/> Curricular Snapshot Checklist
	<ul style="list-style-type: none"> ● Determine report card/grading changes 	<input type="checkbox"/> Revised Report Card
	<ul style="list-style-type: none"> ● Develop unit maps 	<input type="checkbox"/> Unit Maps
	<ul style="list-style-type: none"> ● Develop unit pacing guides 	<input type="checkbox"/> Pacing Guide Semester 1 <input type="checkbox"/> Pacing Guide Semester 2
	<ul style="list-style-type: none"> ● Design formative assessments 	<input type="checkbox"/> Formative Assessments/Rubrics
Phase 4: Implement to Fidelity (Years 4-6)	<ul style="list-style-type: none"> ● Conduct observational/instructional walkthroughs (admin and peer) for systems needs analysis ● Teacher surveys on implementation needs ● Refine formative assessments ● Monitor cornerstone, summative, and external assessments ● Provide professional development ● Engage in impact cycles ● Provide training in materials. 	<input type="checkbox"/> Implementation Summary: Curriculum Snapshots, PD needs, student learning and growth <input type="checkbox"/> PLC Meeting Guide
Phase 5: Ongoing Refinement	<ul style="list-style-type: none"> ● Peer/coach observational/instructional walkthroughs ● Just-in-time modifications ● Monitor summative and external assessments 	<input type="checkbox"/> PLC Continuous Improvement Survey <input type="checkbox"/> PLC Continuous Improvement Plan
(Years 7-10)	<ul style="list-style-type: none"> ● Impact cycles ● Key outcomes for short-term improvements 	<input type="checkbox"/> PLC Meeting Guide

Teaching & Learning Leadership

Curriculum Coordinators

[Amy Fischer](#)

- elementary science and mathematics, including math interventions and MTSS.

[Skye Hoekstra](#)

- elementary literacy and social studies, including reading interventions and MTSS

[Amber Bentley](#)

- secondary STEM/CTE subject areas including science, technology education, mathematics, physical education, health, business, FACS, and support for Pathways

[Rebecca Biel](#)

- K-12 Social Studies, K-12 Arts and World Languages and 6-12 English Language Arts and support for Pathways.

Coaches, Coordinators, & Leads

[Bre Vollrath](#) (*District Assessment Coordinator*)

[Christi Wallace](#) (*Elementary Technology Integration Coach*)

[Scott Sirek](#) (*Talent Development Lead*)

[Eric Anderson](#) (*Achievement & Integration Coordinator*)

[Deb Van Klei](#) (*Q Comp/JEPD Coordinator*)

[Brandon Auge](#) (*EL Lead*)

[Katie Perron-Pantano](#) (*Amigos Unidos Lead*)

[Sarah Neitz](#) (*AVID Coordinator*)

[Cornelius Rish](#) (*Cultural Liaison*)



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AREA PUBLIC SCHOOLS



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Professional Development

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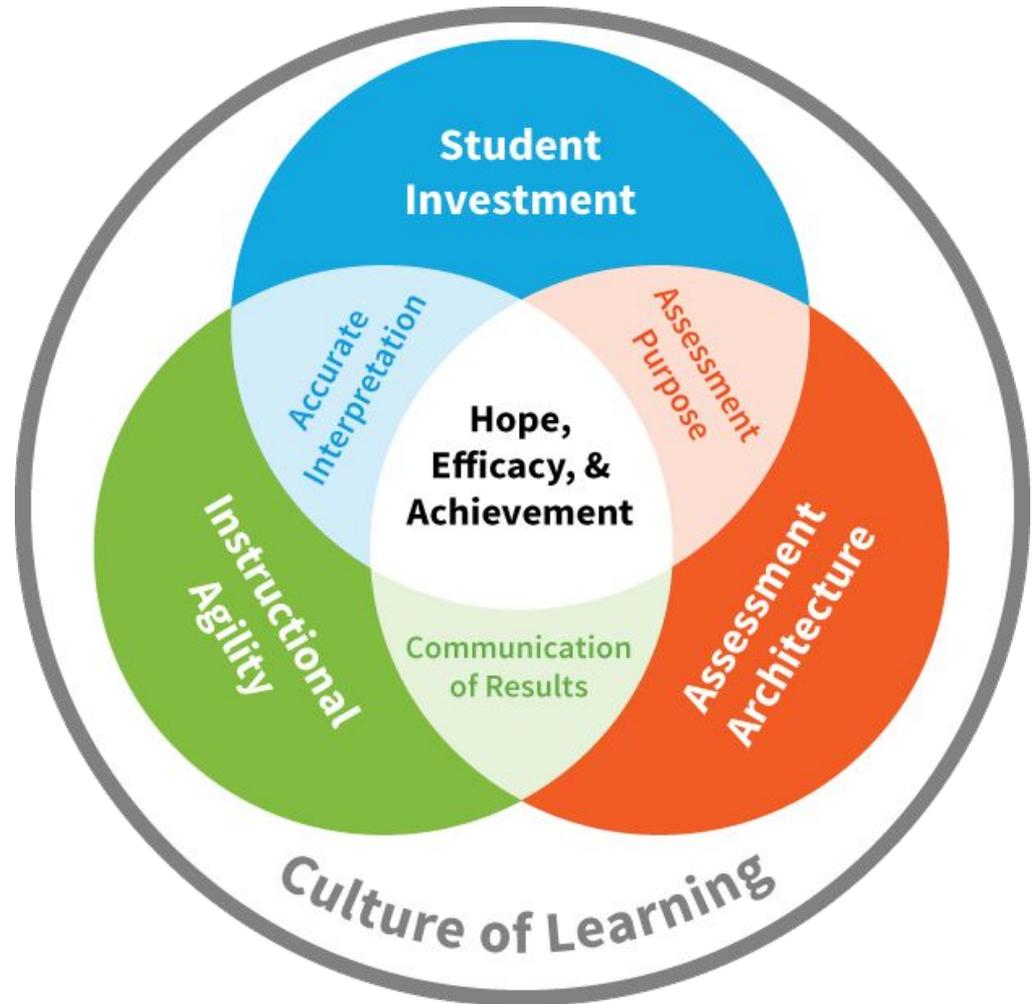
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Professional Learning Community

Collaborative ACTION Teams

PLC
AT WORK®



Stillwater
AREA PUBLIC SCHOOLS

Instructional Coaching

Job Embedded Professional Development (JEPD) Learning Cohort



INDUCTION PHASE

1-3 year staff, staff new to the district, or staff with grade level/content changes



BUILDING COHORTS

Any staff not in an induction phase: based on needs



DISTRICT COHORTS

Any staff not in an induction phase; based on district initiatives



EDUCATIONAL LEADERSHIP

Any staff participating as a mentor, building PLC/PD lead or on a building leadership team



INDIVIDUALIZED COACHING

All staff



SELF-SUSTAINED STUDY

Staff with admin approval



Stillwater
AREA PUBLIC SCHOOLS

Professional Development

Districtwide Focus Areas

Elementary Literacy

- LETRS
- Letterland
- PRESS
- Heggerty Phonemic Awareness

Responsive Classroom

- Introductory Course
- Advanced Course

PLC Refresh

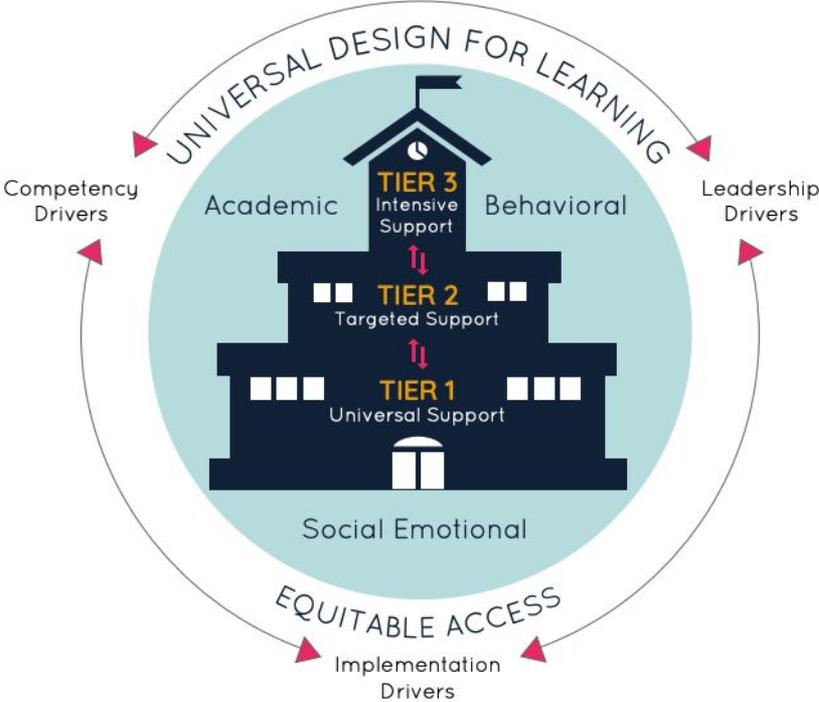
Specific Program/Content Support

- Standards & unit planning
- Assessment alignment
- Technology integration
- Talent development
- Phenomena-based science
- Amigos Unidos
- English Learners



Multi-Tiered System of Supports

MTSS VISUAL



MULTI-TIERED SYSTEM OF SUPPORT



Schoolwide Interventions/Supports

Tier 2 Reading

- Classroom teachers
- What-I-Need Time (WIN Time)
- Below national 40th percentile
- PRESS or Letterland

Tier 3 Reading & Mathematics

- Intervention teachers
- Pull-out support
- Below the national 16th percentile
- Reading: Foundations, Orton-Gillingham
- Math: Bridges Intervention

BARR

- SEL & relationships (I-Time, U-Time)
- Student cohorts
- Strengths & struggles
- Match supports

Student Engagement Specialists

- SEL and behavior problem solving
- Coordinate student supports (green room, MTSS, restorative practices)

SEL & Behavior

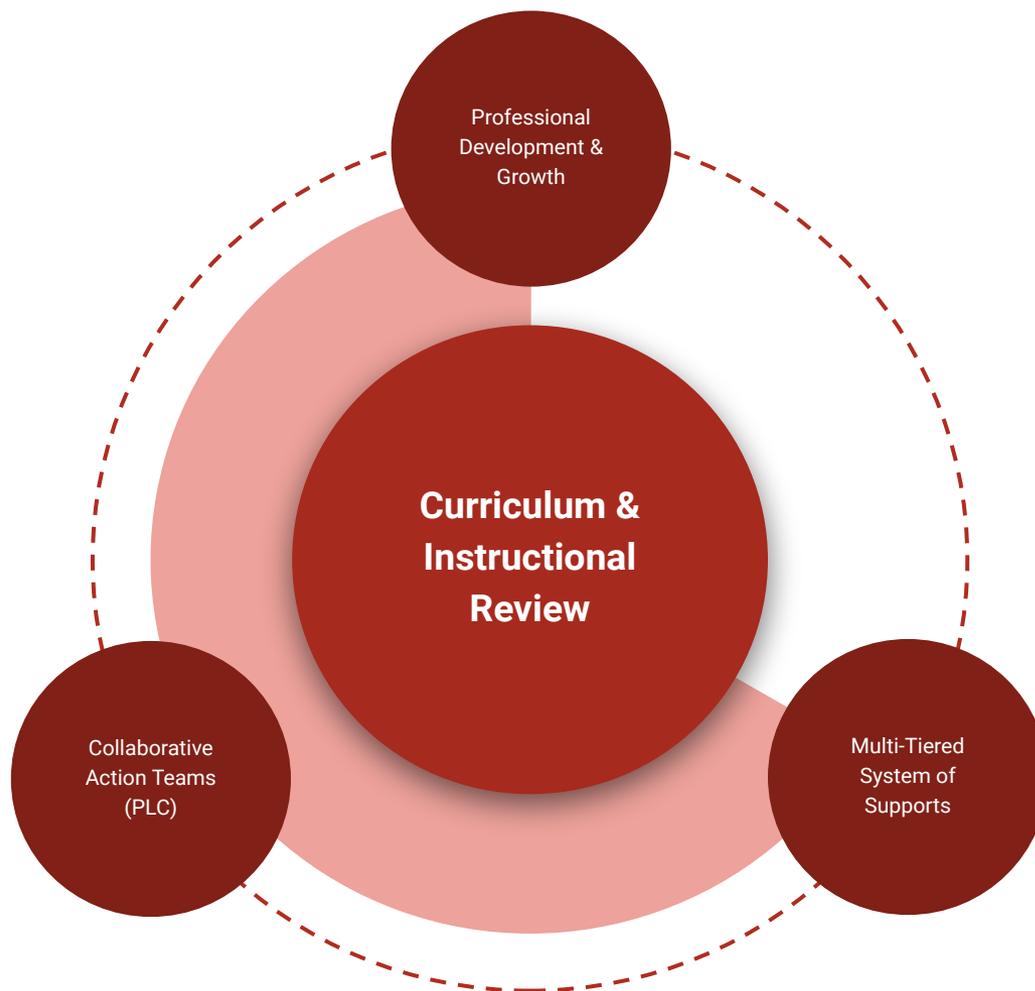
- Check-in/Check-out
- Second Step
- Green rooms



Structuring Data Informed Decisions

September	Monday	Tuesday	Wednesday	Thursday	Friday
8/29/22- 9/2/22 Ready Set Go Conferences	Ready, Set, Go Conferences FastBridge EarlyReading (K-1) FastBridge CBM-R (2-5)				
9/5/22- 9/9/22	No School				
9/12/22-9/16/22	FastBridge EarlyReading (K-1) & FastBridge EarlyMath (k-1) FastBridge FASTtrack Reading 2-5 Fastbridge FASTtrack Math 2-5				
9/19/22-9/23/22					T&L Team Meet to plan data review with interventionists
9/26/22-9/30/22	District Wide Interventionists Meeting	SWIM meetings AL, BV, SB		SWIM Meetings RF, LE, AN, LL	
October	Monday	Tuesday	Wednesday	Thursday	Friday
10/3/22-10/7/22	Interventions Begin				Progress Monitor 1
10/10/22-10/14/22					
10/17/22-10/21/22			Progress Monitor 2 Literacy: CBM-R Math: CBMmath CAP	No School MEA	
10/24/22-10/28/22					
November	Monday	Tuesday	Wednesday	Thursday	Friday
10/31/22-11/4/22			Progress Monitor 3 *end of 5 wk int	T&L Team Meet to plan data review with interventionists	District Wide Interventionists Meeting
11/7/22-11/11/22	Teacher Workshop	Conf Planning			
11/14/22-11/18/22			SWIM meetings AL, BV, SB	SWIM Meetings RF, LE, AN, LL	
11/21/22-11/25/22	Interventions Begin	Progress Monitor 1	No School / Thanksgiving		
11/28/22-12/2/22					
December	Monday	Tuesday	Wednesday	Thursday	Friday
12/5/22-12/12/9/22					Progress Monitor 2 Literacy: CBM-R Math: CBMmath CAP
12/12/22-12/16/22					
12/19/22-12/23/22		End of 6 week int. Progress monitor 3	T&L Team Meet to plan data review with interventionists	Winter Break	
12/26/22-12/30/22	Winter Break				
January	Monday	Tuesday	Wednesday	Thursday	Friday
1/2/23-1/6/23	Winter Break	PD Days			
1/9/23-1/13/23	FastBridge EarlyReading (K-1) & FastBridge EarlyMath (k-1) FastBridge FASTtrack Reading 2-5 FastBridge FASTtrack Math 2-5				
1/16/23-1/20/23	No Work Day	FastBridge Testing Continues this week			
1/23/23-1/27/23	CBM-Reading 2-5				T&L Team Meet to plan data review with interventionists
1/30/23-2/3/23	Teacher Workshop	District Wide Interventionists Meeting			

Moving Forward with Data: Continuous Improvement





Thank You!

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Title IX - Sex Non-Discrimination	522	Adopted:	Annual

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. The school district prohibits sexual harassment that occurs within its education programs and activities. When the school district has actual knowledge of sexual harassment in its education program or activity against a person in the United States, it shall promptly respond in a manner that is not deliberately indifferent.
- C. This policy applies to sexual harassment that occurs within the school district’s education programs and activities and that is committed by a school district employee, student, or other members of the school community. This policy does not apply to sexual harassment that occurs off school grounds, in a private setting, and outside the scope of the school district’s education programs and activities. This policy does not apply to sexual harassment that occurs outside the geographic boundaries of the United States, even if the sexual harassment occurs in the school district’s education programs or activities.

- D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy and grievance process should discuss them with the Title IX Coordinator. The school district's Title IX Coordinator is:

Assistant Superintendent
1875 South Greeley Street
Stillwater, MN 55082
651-351-8391
titleixcoordinator@stillwaterschools.org

Questions relating solely to Title IX and its regulations may be referred to the Title IX Coordinator(s), the Assistant Secretary for Civil Rights of the United States Department of Education, or both.

III. DEFINITIONS

- A. "Actual knowledge" means notice of sexual harassment or allegations of sexual harassment to the school district's Title IX Coordinator or to any employee of the school district. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This standard is not met when the only official of the school district with actual knowledge is the respondent.
- B. "Complainant" means a person who is alleged to be the victim of conduct that could constitute sexual harassment under Title IX. A Title IX Coordinator who signs a formal complaint is not a complainant unless the Title IX Coordinator is alleged to be the victim of the conduct described in the formal complaint.
- C. "Day" or "days" means, unless expressly stated otherwise, business days (i.e. day(s) that the school district office is open for normal operating hours, Monday - Friday, excluding State-recognized holidays).
- D. "Deliberately indifferent" means clearly unreasonable in light of the known circumstances. The school district is deliberately indifferent only if its response to sexual harassment is clearly unreasonable in light of the known circumstances.
- E. "Education program or activity" means locations, events, or circumstances for which the school district exercises substantial control over both the respondent and the context in which the sexual harassment occurs and includes school district education programs or activities that occur on or off of school district property.
- F. "Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting that the school district investigate the allegation of sexual harassment.
1. A formal complaint filed by a complainant must be a physical document or an electronic submission. The formal complaint must contain the complainant's

physical or digital signature, or otherwise indicate that the complainant is the person filing the formal complaint, and must be submitted to the Title IX Coordinator in person, by mail, or by email.

2. A formal complaint shall state that, at the time of filing the formal complaint, the complainant was participating in, or attempting to participate in, an education program or activity of the school district with which the formal complaint is filed.
- G. “Informal resolution” means options for resolving a formal complaint that do not involve a full investigation and adjudication. Informal resolution may encompass a broad range of conflict resolution strategies, including mediation or restorative justice.
- H. “Relevant questions” and “relevant evidence” are questions, documents, statements, or information that are related to the allegations raised in a formal complaint. Relevant evidence includes evidence that is both inculpatory and exculpatory. Questions and evidence about the complainant’s sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant’s prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant’s prior sexual behavior with respect to the respondent and are offered to prove consent.
- I. “Remedies” means actions designed to restore or preserve the complainant’s equal access to education after a respondent is found responsible. Remedies may include the same individualized services that constitute supportive measures, but need not be non-punitive or non-disciplinary, nor must they avoid burdening the respondent.
- J. “Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment under Title IX.
- K. “Sexual harassment” means any of three types of misconduct on the basis of sex that occurs in a school district education program or activity and is committed against a person in the United States:
1. *Quid pro quo* harassment by a school district employee (conditioning the provision of an aid, benefit, or service of the school district on an individual's participation in unwelcome sexual conduct);
 2. Unwelcome conduct that a reasonable person would find so severe, pervasive, and objectively offensive that it denies a person equal educational access; or
 3. Any instance of sexual assault (as defined in the Clery Act, 20 United States Code section 1092(f)(6)A(v)), dating violence, domestic violence, or stalking (as

defined in the Violence Against Women Act, 34 United States Code section 12291).

- L. “Supportive measures” means individualized services provided to the complainant or respondent without fee or charge that are reasonably available, non-punitive, non-disciplinary, not unreasonably burdensome to the other party, and designed to ensure equal educational access, protect safety, and deter sexual harassment. Supportive measures may include counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, alternative educational services as defined under Minnesota Statutes section 121A.41, as amended, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the school district buildings or property, and other similar measures.
- M. “Title IX Personnel” means any person who addresses, works on, or assists with the school district’s response to a report of sexual harassment or formal complaint, and includes persons who facilitate informal resolutions. The following are considered Title IX Personnel:
1. “Title IX Coordinator” means an employee of the school district that coordinates the school district’s efforts to comply with and carry out its responsibilities under Title IX. The Title IX Coordinator is responsible for acting as the primary contact for the parties and ensuring that the parties are provided with all notices, evidence, reports, and written determinations to which they are entitled under this policy and grievance process. The Title IX Coordinator is also responsible for effective implementation of any supportive measures or remedies. The Title IX Coordinator must be free from conflicts of interest and bias when administering the grievance process.
 2. “Investigator” means a person who investigates a formal complaint. The investigator of a formal complaint may not be the same person as the Decision-maker or the Appellate Decision-maker. The Investigator may be a school district employee, school district official, or a third party designated by the school district.
 3. “Decision-maker” means a person who makes a determination regarding responsibility after the investigation has concluded. The Decision-maker cannot be the same person as the Title IX Coordinator, the Investigator, or the Appellate Decision-maker.
 4. “Appellate Decision-maker” means a person who considers and decides appeals of determinations regarding responsibility and dismissals of formal complaints. The Appellate Decision-maker cannot be the same person as the Title IX Coordinator, Investigator, or Decision-maker. The Appellate Decision-maker

may be a school district employee, or a third party designated by the school district.

The superintendent of the school district may delegate functions assigned to a specific school district employee under this policy, including but not limited to the functions assigned to the Title IX Coordinator, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes, to any suitably qualified individual and such delegation may be rescinded by the superintendent at any time. The school district may also, in its discretion, appoint suitably qualified persons who are not school district employees to fulfill any function under this policy, including, but not limited to, Investigator, Decision-maker, Appellate Decision-maker, and facilitator of informal resolution processes.

IV. BASIC REQUIREMENTS FOR GRIEVANCE PROCESS

A. Equitable Treatment

1. The school district shall treat complainants and respondents equitably. However, equality or parity with respect to supportive measures provided to complainants and respondents is not required.
2. The school district will not impose any disciplinary sanctions or take any other actions against a respondent that do not constitute supportive measures until it has completed this grievance process and the respondent has been found responsible.
3. The school district will provide appropriate remedies to the complainant any time a respondent is found responsible.

B. Objective and Unbiased Evaluation of Complaints

1. Title IX Personnel, including the Title IX Coordinator, Investigator, Decision-maker, and Appellate Decision-maker, shall be free from conflicts of interest or bias for or against complainants or respondents generally or a specific complainant or respondent.
2. Throughout the grievance process, Title IX Personnel will objectively evaluate all relevant evidence, inculpatory and exculpatory, and shall avoid credibility determinations based solely on a person's status as a complainant, respondent, or witness.
3. Title IX Personnel will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.

C. Confidentiality

The school district will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint of sexual harassment, any complainant, any individual

who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted by the Family Educational Rights and Privacy Act (FERPA), 20 United States Code section 1232g, FERPA regulations, 34 Code of Federal Regulations part 99, Minnesota law under Minnesota Statutes section 13.32, or as required by law, or to carry out the purposes of 34 Code of Federal Regulations part 106, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder (i.e., the school district's obligation to maintain confidentiality shall not impair or otherwise affect the complainants and respondents receipt of the information to which they are entitled with respect to the investigative record and determination of responsibility).

D. Right to an Advisor; Right to a Support Person

Complainants and respondents have the right, at their own expense, to be assisted by an advisor of their choice during all stages of any grievance proceeding, including all meetings and investigative interviews. The advisor may be, but is not required to be, an attorney. In general, an advisor is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

A complainant or respondent with a disability may be assisted by a support person throughout the grievance process, including all meetings and investigative interviews, if such accommodation is necessary. A support person may be a friend, family member, or any individual who is not otherwise a potential witness. The support person is not permitted to speak for or on behalf of a complainant or respondent, appear in lieu of complainant or respondent, participate as a witness, or participate directly in any other manner during any phase of the grievance process.

E. Notice

The school district will send written notice of any investigative interviews or meetings to any party whose participation is invited or expected. The written notice will include the date, time, location, participants, and purpose of the meeting or interview, and will be provided to allow sufficient time for the party to prepare to participate.

F. Consolidation

The school district may, in its discretion, consolidate formal complaints as to allegations of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.

G. Evidence

1. During the grievance process, the school district will not require, allow, rely upon, or otherwise use questions or evidence that constitute or seek disclosure of information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
2. The school district shall not access, consider, disclose, or otherwise use a party's medical, psychological, and similar treatment records unless the school district obtains the party's voluntary, written consent.

H. Burden of Proof

1. The burden of gathering evidence and the burden of proof shall remain upon the school district and not upon the parties.
2. The grievance process shall use a preponderance of the evidence standard (i.e. whether it is more likely than not that the respondent engaged in sexual harassment) for all formal complaints of sexual harassment, including when school district employees are respondents.

I. Timelines

1. Any informal resolution process must be completed within thirty (30) calendar days following the parties' agreement to participate in such informal process.
2. An appeal of a determination of responsibility or of a decision dismissing a formal complaint must be received by the school district within five (5) days of the date the determination of responsibility or dismissal was provided to the parties.
3. Any appeal of a determination of responsibility or of a dismissal will be decided within thirty (30) calendar days of the day the appeal was received by the School District.
4. The school district will seek to conclude the grievance process, including any appeal, within 120 calendar days of the date the formal complaint was received by the School District.

Although the school district strives to adhere to the timelines described above, in each case, the school district may extend the time frames for good cause. Good cause may include, without limitation: the complexity of the allegations; the severity and extent of the alleged misconduct; the number of parties, witnesses, and the types of other evidence (e.g., forensic evidence) involved; the availability of the parties, advisors, witnesses, and evidence (e.g., forensic evidence); concurrent law enforcement activity; intervening school district holidays, breaks, or other closures; the need for language assistance or accommodation of disabilities; and/or other unforeseen circumstances.

J. Potential Remedies and Disciplinary Sanctions

1. The following is the range of possible remedies that the school district may provide a complainant and disciplinary sanctions that the school district might impose upon a respondent, following determination of responsibility: counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, mutual or unilateral restrictions on contact between the parties, changes in work locations, leaves of absence, monitoring of certain areas of the school district buildings or property, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge.
2. If the Decision-maker determines a student-respondent is responsible for violating this policy, the Decision-maker will recommend appropriate remedies, including disciplinary sanctions/consequences. The Title IX Coordinator will notify the superintendent of the recommended remedies, such that an authorized administrator can consider the recommendation(s) and implement appropriate remedies in compliance with Policy 506 – Student Discipline. The discipline of a student-respondent must comply with the applicable provisions of Minnesota Pupil Fair Dismissal Act, the Individuals with Disabilities Education Improvement Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1972, and their respective implementing regulations.

V. REPORTING PROHIBITED CONDUCT

- A. Any student who believes they have been the victim of unlawful sex discrimination or sexual harassment, or any person (including the parent of a student) with actual knowledge of conduct which may constitute unlawful sex discrimination or sexual harassment toward a student should report the alleged acts as soon as possible to the Title IX Coordinator.
- B. Any employee of the school district who has experienced, has actual knowledge of, or has witnessed unlawful sex discrimination, including sexual harassment, or who otherwise becomes aware of unlawful sex discrimination, including sexual harassment, must promptly report the allegations to the Title IX Coordinator without screening or investigating the report or allegations.
- C. A report of unlawful sex discrimination or sexual harassment may be made at any time, including during non-business hours, and may be made in person, by mail, by telephone, or by e-mail using the Title IX Coordinator’s contact information. A report may also be made by any other means that results in the Title IX Coordinator receiving the person’s verbal or written report.
- D. Sexual harassment may constitute both a violation of this policy and criminal law. To the extent the alleged conduct may constitute a crime, the School District may report the

alleged conduct to law enforcement authorities. The school district encourages complainants to report criminal behavior to the police immediately.

VI. INITIAL RESPONSE AND ASSESSMENT BY THE TITLE IX COORDINATOR

- A. When the Title IX Coordinator receives a report, the Title IX Coordinator shall promptly contact the complainant confidentially to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- B. The school district will offer supportive measures to the complainant whether or not the complainant decides to make a formal complaint. The school district must maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the school district's ability to provide the supportive measures. The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- C. If the complainant does not wish to file a formal complaint, the allegations will not be investigated by the school district unless the Title IX Coordinator determines that signing a formal complaint to initiate an investigation over the complainant's wishes is not clearly unreasonable in light of the known circumstances.
- D. Upon receipt of a formal complaint, the school district must provide written notice of the formal complaint to the known parties with sufficient time to prepare a response before any initial interview. This written notice must contain:
 - 1. The allegations of sexual harassment, including sufficient details known at the time, the identities of the parties involved in the incident (if known), the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known;
 - 2. A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility will be made at the conclusion of the grievance process;
 - 3. A statement explaining that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - 4. A statement that the parties may inspect and review evidence gathered pursuant to this policy;

5. A statement informing the parties of any code of conduct provision that prohibits knowingly making false statements or knowingly submitting false information; and
6. A copy of this policy.

VII. STATUS OF RESPONDENT DURING PENDENCY OF FORMAL COMPLAINT

A. Emergency Removal of a Student

The school district may remove a student-respondent from an education program or activity of the school district on an emergency basis before a determination regarding responsibility is made if:

1. The school district undertakes an individualized safety and risk analysis;
2. The school district determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal of the student-respondent; and
3. The school district determines the student-respondent poses such a threat, it will notify the student-respondent and the student-respondent will have an opportunity to challenge the decision immediately following the removal. In determining whether to impose emergency removal measures, the Title IX Coordinator shall consult related school district policies, including MSBA Model Policy 506 – Student Discipline. The school district must take into consideration applicable requirements of the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, prior to removing a special education student or Section 504 student on an emergency basis.

B. Employee Administrative Leave

The school district may place a non-student employee on administrative leave during the pendency of the grievance process of a formal complaint. Such leave will typically be paid leave unless circumstances justify unpaid leave in compliance with legal requirements. The school district must take into consideration applicable requirements of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act prior to removing an individual with a qualifying disability.

VIII. INFORMAL RESOLUTION OF A FORMAL COMPLAINT

- A. At any time prior to reaching a determination of responsibility, informal resolution may be offered and facilitated by the school district at the school district's discretion, but only after a formal complaint has been received by the school district.
- B. The school district may not require as a condition of enrollment or continued enrollment, or of employment or continued employment, or enjoyment of any other right, waiver of

the right to a formal investigation and adjudication of formal complaints of sexual harassment.

- C. The informal resolution process may not be used to resolve allegations that a school district employee sexually harassed a student.
- D. The school district will not facilitate an informal resolution process without both parties' agreement, and will obtain their voluntary, written consent. The school district will provide to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations, the parties' right to withdraw from the informal resolution process, and any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.
- E. At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.

IX. DISMISSAL OF A FORMAL COMPLAINT

- A. Under federal law, the school district must dismiss a Title IX complaint, or a portion thereof, if the conduct alleged in a formal complaint or a portion thereof:
 - 1. Would not meet the definition of sexual harassment, even if proven;
 - 2. Did not occur in the school district's education program or activity; or
 - 3. Did not occur against a person in the United States.
- B. The school district may, in its discretion, dismiss a formal complaint or allegations therein if:
 - 1. The complainant informs the Title IX Coordinator in writing that the complainant desires to withdraw the formal complaint or allegations therein;
 - 2. The respondent is no longer enrolled or employed by the school district; or
 - 3. Specific circumstances prevent the school district from gathering sufficient evidence to reach a determination.
- C. The school district shall provide written notice to both parties of a dismissal. The notice must include the reasons for the dismissal.
- D. Dismissal of a formal complaint or a portion thereof does not preclude the school district from addressing the underlying conduct in any manner that the school district deems appropriate.

X. INVESTIGATION OF A FORMAL COMPLAINT

- A. If a formal complaint is received by the School District, the school district will assign or designate an Investigator to investigate the allegations set forth in the formal complaint.
- B. If during the course of the investigation the school district decides to investigate any allegations about the complainant or respondent that were not included in the written notice of a formal complaint provided to the parties, the school district must provide notice of the additional allegations to the known parties.
- C. When a party's participation is invited or expected in an investigative interview, the Investigator will coordinate with the Title IX Coordinator to provide written notice to the party of the date, time, location, participants, and purposes of the investigative interview with sufficient time for the party to prepare.
- D. During the investigation, the Investigator must provide the parties with an equal opportunity to present witnesses for interviews, including fact witnesses and expert witnesses, and other inculpatory and exculpatory evidence.
- E. Prior to the completion of the investigative report, the Investigator, through the Title IX Coordinator, will provide the parties and their advisors (if any) with an equal opportunity to inspect and review any evidence directly related to the allegations. The evidence shall be provided in electronic format or hard copy and shall include all relevant evidence, evidence upon which the school district does not intend to rely in reaching a determination regarding responsibility, and any inculpatory or exculpatory evidence whether obtained from a party or another source. The parties will have ten (10) days to submit a written response, which the Investigator will consider prior to completion of the investigative report.
- F. The Investigator will prepare a written investigative report that fairly summarizes the relevant evidence. The investigative report may include credibility determinations that are not based on a person's status as a complainant, respondent or witness. The school district will send the parties and their advisors (if any) a copy of the report in electronic format or hard copy, for their review and written response at least ten (10) days prior to a determination of responsibility.

XI. DETERMINATION REGARDING RESPONSIBILITY

- A. After the school district has sent the investigative report to both parties and before the school district has reached a determination regarding responsibility, the Decision-maker must afford each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness.

- B. The Decision-maker must provide the relevant questions submitted by the parties to the other parties or witnesses to whom the questions are offered, and then provide each party with the answers, and allow for additional, limited follow-up questions from each party.
- C. The Decision-maker must explain to the party proposing the questions any decision to exclude a question as not relevant.
- D. When the exchange of questions and answers has concluded, the Decision-maker must issue a written determination regarding responsibility that applies the preponderance of the evidence standard to the facts and circumstances of the formal complaint. The written determination of responsibility must include the following:
 - 1. Identification of the allegations potentially constituting sexual harassment;
 - 2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
 - 3. Findings of fact supporting the determination;
 - 4. Conclusions regarding the application of the school district's code of conduct to the facts;
 - 5. A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions the school district imposes on the respondent, and whether remedies designed to restore or preserve equal access to the recipient's education program or activity will be provided by the school district to the complainant; and
 - 6. The school district's procedures and permissible bases for the complainant and respondent to appeal and the date by which an appeal must be made.
- E. In determining appropriate disciplinary sanctions, the Decision-maker should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incident occurred.
- F. The written determination of responsibility must be provided to the parties simultaneously.
- G. The Title IX Coordinator is responsible for the effective implementation of any remedies.
- H. The determination regarding responsibility becomes final either on the date that the school district provides the parties with the written determination of the result of the

appeal, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

XII. APPEALS

- A. The school district shall offer the parties an opportunity to appeal a determination regarding responsibility or the school district's dismissal of a formal complaint or any allegations therein, on the following bases:
 - 1. A procedural irregularity that affected the outcome of the matter (e.g., a material deviation from established procedures);
 - 2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; and
 - 3. The Title IX Coordinator, Investigator, or Decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- B. If notice of an appeal is timely received by the school district, the school district will notify the parties in writing of the receipt of the appeal, assign or designate the Appellate Decision-maker, and give the parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- C. After reviewing the parties' written statements, the Appellate Decision-maker must issue a written decision describing the result of the appeal and the rationale for the result.
- D. The written decision describing the result of the appeal must be provided simultaneously to the parties.
- E. The decision of the Appellate Decision-maker is final. No further review beyond the appeal is permitted.

XIII. RETALIATION PROHIBITED

- A. Neither the school district nor any other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this policy. Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX, its implementing

regulations, or this policy, constitutes retaliation. Retaliation against a person for making a report of sexual harassment, filing a formal complaint, or participating in an investigation, constitutes a violation of this policy that can result in the imposition of disciplinary sanctions/consequences and/or other appropriate remedies.

- B. Any person may submit a report or formal complaint alleging retaliation in the manner described in this policy and it will be addressed in the same manner as other complaints of sexual harassment or sex discrimination.
- C. Charging an individual with violation of school district policies for making a materially false statement in bad faith in the course of a grievance proceeding under this policy shall not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. §§ 121A.40–121A.575 (Minnesota Pupil Fair Dismissal Act)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)
20 U.S.C § 1400, *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 (Section 504 of the Rehabilitation Act)
42 U.S.C. § 12101, *et seq.* (Americans with Disabilities Act)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act of 1974)
20 U.S.C. § 1092 *et seq.* (Jeanne Clery Disclosure of Campus Security and Campus Crime Statistics Act (“Clery Act”))

PERSONNEL

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Employee Technology and Internet Access and Acceptable Use	428	Adopted: 6/11/2020	Annually

I. PURPOSE

The School Board recognizes that technological resources can enhance employee performance by offering effective tools to assist in providing a quality instructional program, facilitating communications with parents/guardians, students, and the community, supporting district and school operations, and improving access to and exchange of information. The Board expects all employees to learn to use the available technological resources that will assist them in the performance of their job responsibilities. As needed, employees shall receive professional development in the appropriate use of these resources.

Employees shall be responsible for the appropriate use of technology and shall use the district's technological resources primarily for purposes related to their employment. Employees may have limited personal use of technology that is confined to break-times and does not negatively impact the technology, the employee's job performance, or their work environment, as long as all other policies and regulations are being adhered to.

II. NOTICE TO EMPLOYEES

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all employees who use the district's technological resources. Employees shall be required to acknowledge that they have read and understood the district's policies related to technology.

III. CONTENT FILTERING FOR EMPLOYEES

The Superintendent or designee shall ensure that all District computers with Internet access have a technology protection measure that prevents access to visual depictions that are obscene or child pornography and that the operation of such measures is enforced. The Superintendent or designee may disable the technology protection measure during use by an adult to enable access for bona fide research or other lawful purpose.

IV. PRIVACY STATEMENT

To ensure proper use, the Superintendent or designee may monitor employee usage of technological resources, including all network traffic, email, and stored files. Monitoring may occur at any time without advance notice or consent.

Employees shall be notified that computer files and electronic communications, including email and voicemail, are not private. Technological resources shall not be used to transmit confidential information about students, employees, or district operations without authority. When authorized, any electronic transmission of confidential information must be clearly noted as such in the header, subject line, or footer.

V. **PUBLISHING STUDENT WORK**

The board recognizes that staff want to celebrate student achievement and work by publishing their accomplishments online. The Board expects staff to acquire prior approval from a student's parent/guardian prior to publishing any student images or work as needed. (public publishing)

VI. **ELECTRONIC COMMUNICATION WITH STUDENTS**

Employees shall communicate electronically (2-Way communication) only with students through their District approved technology resources. Violation of this article will result in disciplinary action, and/or legal action in accordance with law, Board policy, and administrative procedures.

A. Texting Exception

1. Staff may use text-based messaging with any student with whom they share a familial relationship without conditions.
2. Staff may use text-based messaging with students under the following conditions:
 - a. Proper notice has been provided to parents regarding the use of text-based messaging, including the person(s), purpose(s), and time frame(s) during which such communications will take place.
 - b. The content and context of the text-based messages directly relate to the academic, athletic, or club to which the staff and student need text-based communication to support.
 - c. Parents and students are provided an opportunity to opt-out of text-based communications between a staff and student.

VII. **USE OF INTERNET-BASED RESOURCES**

The Board recognizes that employees require the use of Internet-based resources beyond the scope of what has been officially adopted by the District. Employees must notify their site Principal or Superintendent of any Internet-based resources which they control that directly relate to their employment with the District. Employees must also remove any content immediately upon the request of their site Principal, Superintendent or direct supervisor. Employees must take offline and stop using any Internet-based services upon the request of their site Principal, Superintendent or direct supervisor.

[Any district staff member who uses an Internet based resource with students is responsible for ensuring that parents/guardians are informed of the tool being used and the student data](#)

being shared with or created on the tool. This information must be present in the syllabus and must be proactively sent to parents/guardians at the beginning of the term, before the tool is used.

Employees using Internet-based resources to publish information to web sites, blogs, forums, or other online communications representing the school or district shall do so unidirectionally; whereby information is only provided via One-way Communication*. These resources must be set up in such a way that they cannot be used as two-way communication platforms. Such resources shall be subject to rules and guidelines established for district online publishing activities including, but not limited to, copyright laws, privacy rights, and prohibitions against obscene, libelous, and slanderous content. The District retains the right to delete material on any such online resource and employees must comply with the District request to do so.

VIII. EMPLOYEE USE OF TECHNOLOGY RULES AND RESPONSIBILITIES

- A. Employees are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, including the user obligations and responsibilities specified below.
1. The employee in whose name an online services account is issued is responsible for its proper use at all times. Employees shall keep account information private. Each employee shall only use the account(s) to which they have been assigned. Under no circumstance shall employees reveal their passwords to anyone.
 2. Employees shall use computer systems and the Internet safely, responsibly, and primarily for work-related purposes.
 3. Employees shall not access, post, submit, publish, or display harmful or inappropriate ~~manner~~ material. Employee shall not post information that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, age, disability, religion, or political beliefs.
 4. Employees shall not use the district computer systems or the Internet to promote unethical practices or any activity prohibited by law, Board policy, or administrative procedure.
 5. Employees shall not use district computer systems or the Internet to engage in commercial or other for-profit activities without permission of the Superintendent or designee.
 6. Copyrighted material shall be posted online only in accordance with applicable copyright laws.
 7. Employees shall not engage in computer **hacking**; broadly **defined** as intentionally accessing a computer, computer system, network, network system, or user account without authorization or exceeding one's authorized access.

8. Users shall report any security problem or misuse of the services to the Superintendent or designee.
9. When using email to discuss issues and data surrounding individual students, staff is required to indicate that the email contains confidential information by including the word “confidential” in either the email’s subject or main message area.
10. When using email to transfer one or more sets of student data (i.e. an excel document of student names and addresses), staff are required to secure the email’s attachment(s) using encryption.
11. Unless authorized by an employee’s supervisor, staff are only to use District email groups to which they are a member or are inclusive of the building that they work in. Wider message distribution must occur in cooperation with Building or District leadership.

IX. DEFINITIONS

“One-way Communication” is defined as any Internet, app, or cellular based communication where a message is sent or posted with no continuing dialogue. An example would be a staff member using an internet based texting service to notify the class of an upcoming test, where that service is one-way and doesn’t facilitate the recipient’s action to reply.

“Two-way Communication” is defined as any Internet, app, or cellular based conversation where there is a message, a response, and a response to the response. For instance, a staff member could post a notice on Facebook (message), and people could comment on that post (a response) without this being considered two-way communication. When the teacher responds with a comment (a response to a response), there is now a two-way communication and therefore a conversation is taking place.

“Text Messaging” is defined as any communication platform that is enabled from a cellular phone, tablet device, or messaging application that facilitates private communication between two parties via text, videos, or images being sent and received. This includes standard cellular text messaging, sms and mms protocols, and any apps that perform similar functions such as, but not limited to, WhatsApp, Snapchat, Signal, Facebook Messenger, etc.

“District authorized Internet-based resources” are any communication platform adopted and/or paid for by the school district including but not limited to district email, gradebook software, student information system(s), learning management systems, etc.

Legal References:

17 U.S.C. § 101 *et seq.* (Copyrights)

47 C.F.R. § 54.520 (FCC rules implementing CIPA)

Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)

STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Technology and Internet Access and Acceptable Use	524	Adopted: 12-18-2014 Reviewed: 04-25-2019 Revised: 06-11-2020 Reviewed: 11-04-2021 Revised:	Annually

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

~~The School Board believes that students should have an opportunity to access the Internet to facilitate learning, and for educational and personal growth in the use of technology, resource sharing, information gathering and communication skills. The use of the District technology system and access to use of the Internet is a privilege, not a right.~~

II. GENERAL STATEMENT OF POLICY

Access to District technology systems and to the Internet enables students to explore thousands of libraries, databases, bulletin boards, and other global resources while exchanging messages with people around the world. The District expects that staff will blend thoughtful use of the school District technology system and the Internet throughout the curriculum and will educate students **in their use.** ~~about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, as well as bullying awareness and response.~~

The value of access to information and interaction on the Internet far outweighs the risk that users may procure material that is inconsistent with the educational goals of the District.

Students are expected to use Internet access through the District technology systems to further educational and personal goals consistent with the mission and policies of the District. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited purpose network.

III. NOTIFICATION / DISCLAIMER

A. Students will use the District technology systems, resources and accounts to access the Internet.

- B. The District makes no warranties, expressed or implied, for the Internet access it is providing. The system is provided on an “as is, as available” basis.
- C. The District will not be responsible for any damages users experience, including but not limited to, damage, loss or unavailability of data stored on or accessed through the district technology system or for delays or interruptions in service or misdeliveries or non-deliveries of information. Additionally, the District will not be responsible for the accuracy, nature or quality of information stored or gathered on the District technology system.
- D. The District will not be responsible for personal property used to access the District technology system or networks.
- E. The District will not be responsible for the setup or maintenance of personal property used for remote access to District technology devices, networks, or District provided Internet access.
- F. The collection, creation, reception, maintenance and dissemination of data via the Internet, including electronic communications, are governed by the Minnesota Data Practices law and District policy Data Privacy Protection and Privacy of Pupil Specific Data Policy.
- G. District policy and all its provisions and rules are subordinate to local, state and federal statutes.
- H. The District will not be responsible for financial obligations incurred by users through district technology systems or the Internet. Parents/guardians must be aware that it is possible to purchase goods and services via the Internet.

IV. FILTERING TECHNOLOGY

Pursuant to state law, school districts are required to restrict access to inappropriate materials on school computers with Internet access. School districts seeking technology revenue pursuant to Minnesota Statutes section 125B.26 or certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children’s Internet Protection Act, effective in 2001. Those districts are required to comply with additional standards in restricting possible access to inappropriate materials.

- A. The District will use various means to limit student access to the Internet; however, these limits do not provide a foolproof means for enforcing the provisions of District policy and rules.
- B. Filtering technology will be narrowly tailored and will not discriminate based on viewpoint.
- C. The District will monitor online activities and employ technology protection measures during use of such technology devices by all users on the network. The

technology protection measures utilized will block or filter Internet access to any visual depictions that are:

1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - a. taken as a whole and with respect to minors, appeals to an indecent interest in nudity, sex, or excretion; or
 - b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual or perverted act or sexual contact, or a lewd exhibition of the genitals; or
 - c. taken as whole, lacks serious literary, artistic, political, or scientific value for minors.
- D. Technology protection measures may be disabled by authorized personnel, to enable access for bona fide research or other lawful purposes.

V. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

VI. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in section VI paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by section VI paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;

5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

VII. ACCEPTABLE USE AND RESPONSIBILITY

- A. Stillwater Area Public Schools assigns technology devices to students in order to support their learning and perform standardized assessments. Students are expected to maintain their assigned device and keep it in working order through responsible care and use of the device.
- B. Guidelines for technology device use
1. Devices will be assigned in working condition. When a device is damaged, lost, stolen, or is otherwise unusable for its intended educational purposes, it must be reported to the school.
 - a. Accidental damage, as determined by The District, will be billed per the Device Fee Schedule found in the Parent Student Handbook.
 - b. Intentional damage, as determined by The District, will be billed per the actual cost of repair incurred by The District.
 - c. Lost or stolen devices will be assessed and billed per the Device Fee Schedule found in the Parent Student Handbook.
 - d. All repairs must be completed by ISD#834 or an agent of ISD#834. Students are not allowed to perform their own repairs.
 2. Student devices must be properly cared for and kept in a secure location. Students are responsible for ensuring that their assigned device is safe from theft and/or damage.
 3. Student assigned devices may only be used by the assigned student or parents of the assigned student.
 4. Students must either keep their device at school in a secure charging location or bring their device each day in a fully charged state.
 5. Students unable to take their assigned device home will be provided with a secure storage location on campus.

6. Student assigned devices and their use are subject to all district policies, as applicable, regardless of device location.
 7. Student devices may not be used to record others without their permission.
- C. Users exercising their privilege to use the Internet as a resource must take responsibility for their choices in accessing and viewing information, and creating and publishing content.
- D. Guidelines for Internet and District Technology System Use
1. It is impossible to assure that District staff can continually monitor each learner; therefore, it is important to emphasize the need for each student's cooperation to act responsibly. With Internet access, users join a community of millions of people who share a world of information resources. Since this community is not ruled by laws in the traditional sense, users of the district technology system and the Internet must abide by the following rules:
 2. Users will be courteous and respectful in their messages to others, using appropriate language. Language that is knowingly false, defamatory, harassing, assaultive, bullying, discriminatory, obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit is prohibited.
 3. Users will not use the District technology system to engage in any illegal act or violate any local, state or federal ordinance or law.
 4. Users will respect legal protection provided by copyright laws, software licensing and trademarks.
 5. The District-provided Internet access will not be used for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district, nor will it be used for political fundraising and lobbying, or religious proselytizing.
 6. Users are prohibited from attempting unauthorized access to the District technology system, attempting to log in through another person's account, or using computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the District technology system may not be encrypted without the permission of appropriate school authorities.
 7. By authorizing use of the District technology system, the District does not relinquish control over materials on the system or contained in files on the system. Users must be aware that they must expect only limited privacy in the contents of personal files on the District technology system. The District retains the right at any time to investigate or review the contents of any files and e-mail files. In addition, data and other materials in files maintained on the District technology system may be subject to review, disclosure or discovery under Minnesota Statutes, Chapter 13.
 8. Users will not use the District technology system or Internet to access, review, upload, download, store, print, post, receive, transmit or distribute:
 - a. pornographic, obscene or sexually explicit material or other visual depictions that are harmful to minors;

- b. materials or information that includes language or images that are inappropriate in or disruptive to the education setting;
 - c. materials that use language or images that advocate violence;
 - d. materials that may constitute bullying, harassment or discrimination.
9. Users will not use the District technology system or Internet to:
- a. vandalize, damage, or disable property of another person or organization
 - b. Degrade or disrupt equipment, software, or system performance by spreading computer viruses or by other means;
 - c. Tamper with, modify or change the District technology system software, hardware, or wiring;
 - d. Take any action to violate the District's technology security system, or use the system in such a way as to disrupt the use of other users.
10. Students may use the District technology system for educational purposes consistent with the educational mission of the District.
11. For their safety, students will not send personal information about self or others, including but not limited to, home or school address, phone or credit card numbers or other personally identifiable information over the Internet.
12. Students who inadvertently access unacceptable material or an unacceptable Internet site should immediately report the situation to their classroom teacher or the building principal.

VII. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

IX. PARENT/GUARDIAN RIGHTS/RESPONSIBILITIES

- A. The proper use of the District technology system and the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents/guardians and employees of the District. Outside of school, parents/guardians are responsible for monitoring their student's use of the District technology system and of the Internet if the student is accessing the District technology system from home or a remote location.
- B. Parents/guardians have the right at any time to investigate or review the contents of their child's files and e-mail files and to request the termination of their child's individual account at any time.

- C. Parents/guardians are responsible for ensuring that their students use all devices responsibly, per this policy. This includes financial responsibility for when a device is damaged, lost, or stolen. Repair or replacement costs will be assessed by The District per the Device Fee Schedule found in the Parent Student Handbook.

X. CONSEQUENCES OF DISTRICT TECHNOLOGY ~~SYSTEM/INTERNET~~ MISUSE

- A. Inappropriate or offensive content distributed electronically or posted to social media, regardless of whether it was done using the district technology system, may be investigated by school and District officials and, if warranted, may result in disciplinary action.
- B. Students engaging in unacceptable use of the Internet when off school District premises may be in violation of this policy as well as other District policies. If the District receives a report of unacceptable use originating from a non-district technology device or resource, the District may investigate such reports to the best of its ability. Students may be subject to disciplinary action for such conduct.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or District policy or rules.
- D. Evidence of illegal or prohibited activities may be disclosed to law enforcement authorities and civil or criminal liability under applicable laws may result. The District will cooperate fully with local, state or federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with District policies conducted through the District technology system.
 - 1. Inappropriate use may result in termination of the student's access privileges and other consequences as described in the District's Discipline Policy, including, but not limited to, payments for unauthorized financial obligations, damages or repairs.
 - 2. Obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents/guardians. Inappropriate use may also result in suspension, expulsion or exclusion from school.
 - 3. Student use of Internet capabilities in a manner which violates any other school policy or procedure will be subject to additional consequences pursuant to the District and building disciplinary rules.

XI. DISTRIBUTION AND ACKNOWLEDGEMENT OF POLICY TERMS AND CONDITIONS

- A. Notification of this policy and the requirements herein will be provided to parents/guardians and students as part of the annual district handbook and on the District's web page.

- B. User agreement and acceptance of the terms and conditions of this policy will be accomplished through parental/guardian electronic acknowledgement via the District's online registration process at the beginning of each school year.

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. § 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)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
~~*Doninger v. Niehoff*, 527 F.3d 41 (2nd Cir. 2008)~~
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
~~*Kowalski v. Berkeley County Sch.*, 652 F.3d 565 (4th Cir. 2011)~~
~~*Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3rd Cir. 2011)~~
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Buildings and Sites

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Crisis Management	806	Adopted: 6-29-2000 Renumbered: 3-11-2021 Revised:	Annual

~~It is the policy of I.S.D. 834 to provide a safe and healthy work environment for its staff and students. The Superintendent/designee is directed to develop and implement procedures for responding to a wide range of natural and man-made crisis situations. Such plans shall include roles for I.S.D. 834 administrators, staff, community/county agencies in addressing emergencies. The Emergency Procedures Handbook will be maintained in the office of the Coordinator of Communications and Community Relations.~~

~~Review of policy, procedures and attendant documents will be conducted in accordance with applicable laws.~~

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school and building administrators, employees, students, and community members to address a wide range of potential emergency situations in the school district. Each building in the district shall develop site-specific emergency management plans based on building needs. The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with first responders and other relevant community organizations.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific emergency management plan to meet that building's specific situation and needs. The school district will ensure that relevant first responders in the community have access to their building-specific emergency management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

B. Elements of the District Crisis Management Policy

1. General Emergency Procedures

The Emergency Management Plan includes procedures for hold, secure, lock-down, evacuation and shelter. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures shall be included in building-specific crisis management plans. Building administrators may include additional crisis management procedures to fit the context of the school facility and population. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to

convey contact information to the appropriate staff persons. Crisis procedures will address specific procedures for children with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a) Hold Procedures. Hold procedures will be used in situations that require students to remain in their classroom or area and clear the halls, such as an altercation in the hallway, medical issue that needs attention, or unfinished maintenance operation in a common area during class changes. Students and staff are to remain in their classroom or area, even if there is a scheduled class change, until the all clear is announced.
- b) Secure Procedures. Secure procedures will be used in situations when there is a threat or hazard outside of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood or a dangerous animal in the playground, Secure uses the security of the physical facility to act as protection. School activities continue inside as scheduled.
- c) Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down.
- d) Evacuation Procedures. Evacuation procedures will be used in situations where people need to be moved from one location to another, such as a fire, heating/ventilation system failure, nearby gas leak, or bomb threat. Classroom and building evacuations shall be implemented at the discretion of the building administrator or designee. Campus evacuations shall be implemented at the discretion of the superintendent or designee.
- e) Sheltering Procedures. Sheltering procedures will be used in situations that require refuge for students, staff, and visitors within the school building such as tornadoes or other severe weather events. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system.

2. School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community, and will discuss the factors to be considered in closing and reopening a school or building.

3. Emergency Management Teams

- a) Composition. The building administrator in each school building will select a building safety committee that will be trained to respond in an emergency. Team members should be trained to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas.

- b) Leaders. The building administrator or designee serves as the leader of the building safety committee and the primary contact for emergency response officials. The designee list should include more than one alternative designee and may include members of the emergency response team.

4. Communication

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure.

- a) Employees. All employees shall be aware of the school district's Crisis Management Policy and their own site-specific emergency management plan. Employees shall receive periodic training on plan implementation.
- b) Students. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.
- c) Media. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure.

5. Facility Diagrams

All school and district buildings will include a facility diagram in their site plan. Facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel, as needed.

6. Emergency Contacts

Each building will maintain a current list of emergency telephone numbers of local, county, and state personnel who may be involved in a crisis situation. The list will include local police, fire, ambulance, hospital, poison control, county and state emergency management agencies, local public works departments, local utility companies, public health, mental health/suicide hotlines, and the county welfare agency.

7. Warning Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

ADMINISTRATIVE PROCEDURES AND REGULATIONS

~~An Emergency Procedures Handbook and an Emergency Action Procedures flip chart have been developed and will be reviewed annually, as will this policy, with assistance from school administrators, and local emergency response agencies, and in accordance to Minnesota Statute 121A.57 (Minn. Laws 1999, Ch. 241, Art. 9, Sec. 6). District 834 employees will be trained to address crisis situations on a building level and district level as required by State regulation, district policy, and the district's Emergency Procedures Handbook.~~

Directors Report for October 27, 2022
Katie Hockert, 916 Representative from 834
Annual Board Retreat



The 916 Board had our annual retreat on Wednesday, September 28. We opened with a fun Makerspace activity using 3D printing pens to create our own plastic name tag. 916 students have used this technology to create projects in class. It was challenging but rewarding to “fail forward” in using this new tool.

After the activity and dinner, we signed up for board committees.

I volunteered to join the Board Self-Evaluation committee. Then Shanaya Walker, the 916 DEI Manager, updated us on grant funded equity work in the district. The presentation ended with a demonstration highlighting staff resources on Anti-Ableism.





Stillwater School Board
Policy Meeting Notes
October 5, 2022

Present: Katie Hockert, Bev Petrie, Annie Porbeni, Jennifer Cherry, Mike Funk, Joan Hurley, John Perry

Agenda

- Review board comments on Policy 905: Advertising & Policy 806: Crisis Management
- Introduce Policies 524: Student Tech and Internet Access, 428: Employee Tech and Internet Access, & 522: Sex Non-Discrimination
- Update on 600 series workshop

Highlights of Discussion

- John Perry, Tech Director, explained the revisions to Policy 428: Employee Tech & Policy 524: Student Tech that reflect the new legislative and administrative updates.
 - Both are moving to the board for a first reading on Oct 27, 2022
- Reviewed comments to 905: Advertising
 - No changes were made to the policy, moving forward for a final read and action on Oct 27, 2022
- Reviewed comments on 806: Crisis Management
 - No changes were made to the policy, moving forward for a second read on Oct 27, 2022
- Postponed 600 series workshop has been rescheduled for Nov 22 as an extended introduction during our first reading at our regular board meeting
- Didn't get to 522, but will next time

What's next

- Introduce Policy 522: Sex Non-Discrimination
- Also coming up in policy: 501: School Weapons, 502: Search of Student Lockers, Desks, Personal Possessions, and Student's Person, 532: Use of Peace Officers and Crisis Teams to remove students with IEPs from school grounds

Respectfully submitted by: Katie Hockert

Submission date: 10/5/22

Next Meeting of Policy Committee: Oct 19, 2022



NORTHEAST METRO | 916
Intermediate School District

partners in education

TO: Northeast Metro 916 Board of Education
FROM: Val Rae Boe
DATE: October 7, 2022
RE: October 5 Board of Education Meeting Talking Points

Members present: Knisely-12, Palmer-13, Forsberg-16, Oksnevad-282, Yener-622, Clark-623, Daniels- 624, Keto-831, Donovan-832, and Hockert-834.

Members absent: Starck-14, Westerman-621, and Dols-833.

- **Standard Response Protocol Training:** District 916, Ramsey County Sherriff's Office and Ramsey County Emergency Management a& Homeland Security are sponsoring a full day Standard Response Protocol Train the Trainer Workshop. The workshop will be hosted by the I Love U Guys Foundation. It will be held from 8am-4pm on Tuesday, November 29 at Vadnais Heights Commons. Staff from 916, member districts staff, intermediate district staff, School Board members, and local law enforcement have all been invited to attend free of charge. A flyer with information will be sent out next week with information and details on how to register.
- **Makerspace at 916:** Emily Thomas, Technology Integration Analyst, and Theresa Wallace, Special Projects Manager, presented information on Makerspace at 916. They outlined the timeline which started in Spring 2021 with brainstorming ideas to increase 916 student access to STEAM activities. Since then, the Mobile Education Center has been prepped as a flex space, four kits with six levels of differentiation each have been created, and a calendar has been made to ensure every program has access to Makerspace during the school year. They spoke of the importance of sharing the Makerspace expectations- safety, respect, share, ask for help and fail forward- every time an activity is being done. Approximately 250 students have participated in a Makerspace activity and the feedback from both students and staff has been extremely positive. Watching students, who may not typically get to participate in these types of new activities and technologies, be engaged and proud of what they have created has been very valuable to the students themselves, their staff and their families. They ended by saying that learning should be fun and fun is good and Makerspace is a chance to bring fun learning to our students.
- **First Reading of Board Policy 416: Drug and Alcohol:** The School Board was given Policy 416 Drug and Alcohol as a first reading. A few changes will be made before the

November meeting and School Board Members were encouraged to email any questions they have to be answered before that time.



Stillwater School Board
Finance Operations Committee Meeting Notes
October 19th, 2022
8:15am

Attendees: Jennifer Cherry, Mark Drommerhausen, Pete Kelzenberg, and Alison Sherman

- a. Snow Removal Quote - Mark Drommerhausen
 - Quotes reviewed by committee and moved for board approval on next business meeting's consent agenda
 - Three quotes were received
 - Lowest quotes were from incumbent service providers which Mark Drommerhausen is recommending for board approval
 - Cost is an ongoing operation expense in the district's budget

- b. Solar Panel Exploration - [Mark Drommerhausen](#)
 - Staff is investigating the feasibility of solar panels at any of our current buildings
 - Review process is in early stages
 - Some factors being considered include age of roof, size of roof, roof interference, roof orientation, and structural integrity
 - Initial sites being further explored include Oak Park, Brookview Elementary, and the High School
 - Staff will continue to meet internally and with outside organizations to investigate opportunities that may come to the board for consideration

Respectfully submitted by Alison Sherman on 10/20/22



Stillwater School Board
Policy Meeting Notes
October 19, 2022

Present: Katie Hockert, Bev Petrie, Jennifer Cherry, Mike Funk, Joan Hurley, Amy Berge
Absent: Annie Porbeni

Agenda

- Introduce Policy 522: Title IX Sex Non-Discrimination

Highlights of Discussion

- Dr. Cherry gave some historical background on Title IX to introduce Policy 522: Title IX Sex Non-Discrimination
 - Policy 522 will be new for ISD 834. It specifically defines and addresses the district's responsibility in responding to reports of sexual harassment. Sexual harassment has previously been covered under a broader policy SR 1.10 (renumbered as 526) which is also coming up for review.
 - Recommendation to adopt the recently updated MSBA model policy 522
 - First reading at the October 27 regular business meeting

What's next

- Next under review: Policy 501: School Weapons, 502: Search of Student Lockers, Desks, Personal Possessions, and Student's Person, 532: Use of Peace Officers and Crisis Teams to remove students with IEPs from school grounds
- 600 Series introduction presentation at Nov 22, 2022 board meeting

Respectfully submitted by: Katie Hockert

Submission date: 10/19/22

Next Meeting of Policy Committee: Nov 2, 2022