

Business Meeting

Tuesday, September 26, 2023 6:00 PM

Andersen Elementary, 309 4th St N, Bayport, MN 55082

I. Recognition	Speaker (s) : Dr. Mike Funk, Superintendent
II. Public Comment	Speaker (s) : Ms. Alison, School Board Chair
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, School Board Chair
X. Consent Agenda	
X.A. School Board Meeting Minutes, August 22, 2023	Speaker (s) : Ms. Katie Hockert, School Board Clerk
X.B. School Board Meeting Minutes, September 12, 2023	Speaker (s) : Ms. Katie Hockert, School Board Clerk
X.C. Payment of Invoices 9/9/23 - 9/22/23 & Off-Cycle Payments from Previous Register	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
X.D. Field Trip request for the Stillwater Area High School Belle Chanter Choir	Speaker (s) : Katelyn Larsen- Teacher
X.E. Field trip request for the Wind Ensemble and Concert Wind Symphony	Speaker (s) : Tark Katzenmeyer, Teacher
X.F. Field Trip Request for the Stillwater Area High School Softball Team	Speaker (s) : Angie Ryan, Coach
X.G. Memorandum of Understanding (MOU) Hiring Bonus	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources
X.H. Human Resources Personnel Report	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources

XI. Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning		
XI.A.	Action: Adopt Preliminary Proposed Property Tax Levy 2023 Payable 2024	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
XI.B.	Action: Resolution Appointing Election Judges	Speaker (s) : Ms. Alison Sherman, School Board Chair
XI.C.	Action: Policy 722 - Public Data Request	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources
XI.D.	Second Reading: Policy 424 - License Status	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources
XI.E.	Second Reading: Policy 708 - Transportation of Nonpublic School Students	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources
XI.F.	Second Reading: Policy 602 - Organization of School Calendar and School Day	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources
XII. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs		
XII.A.	Action: Policy 601 - School District Curriculum	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
XII.B.	Action: Policy 616 - School District System Accountability	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
XII.C.	Second Reading: Policy 613 - Graduation Requirements	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
XII.D.	Second Reading: Policy 621 - Literacy and the Read Act	Speaker (s) : Dr. Caleb Drexler Booth, Director of Teaching and Learning
XIII. Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students		
XIII.A.	Second Reading: Policy 516.5 - Overdose Medication	Speaker (s) : Mr. Bob Graf, Executive Director of Human Resources
XIV. Strategic Direction D: Develop strong partnerships with the communities we serve		
XIV.A.	Referendum Update	Speaker (s) : Ms. Carissa Keister, Chief of Staff
XV. Closed Session		
		Speaker (s) : Ms. Alison Sherman, School Board Chair

XVI. **Adjournment**

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

XVII. **Attachments**

- I. Public Comment: Mary Hanf-Andersen and Lake Elmo Elementary Schools; Ava Michaels - Curriculum Transparency
- II. Call to Order: The meeting was called to order at 6:02 p.m.
- III. Roll Call: Present: Katie Hockert, Pete Kelzenberg, Chris Lauer, Beverly Petrie, Alison Sherman, Andrew Thelander; Absent: Annie Porbeni
- IV. Pledge of Allegiance
- V. Approval of Agenda: Motion made by Sherman, second by Thelander, Carried 6-0.
- VI. Student Report: Sam Young reported that students are preparing for the beginning of school, fall sports have begun and the student council is planning for homecoming week.
- VII. Superintendent Report: Dr. Funk provided his observations from the past year. He noted what is working well in the district and identified areas for improvement. He discussed how instability and turnover of leadership within the Finance and Human Resources departments over the last few years has impacted the district. He shared information regarding a \$4 million shortfall, resulting from staffing assumptions within the 2022-2023 budget that were not realized. He also provided details of the district's plan to address the shortfall over the next several years.
- VIII. Board Chair Report: Chair Sherman provided a summary of the superintendent's performance evaluation, which was held during a closed session on August 8, 2023.
- IX. Consent Agenda:
 - A. School Board Minutes, June 22, 2023
 - B. School Board Minutes, July 11, 2023
 - C. School Board Minutes, August 8, 2023
 - D. Payment of Invoices - August 5, 2023 - August 18, 2023 & Offcycle Payments From Previous Register
 - E. 2023-24 District-wide classroom displays purchase
 - F. Human Resources Personnel ReportMotion made by Sherman to approve consent agenda A-F, second by Lauer, Carried 6-0.
- X. Strategic Direction: Ensure the Learning Process is Adaptable to Meet Individual Student Needs
 - A. Report: First Reading of New Policy 621 - Literacy and the Read Act. This policy will come to the board for a second reading at a future board meeting.
- XI. Strategic Direction - Utilize Systems and Align Resources in an Efficient Manner to Support Learning
 - A. Report: First Reading New Policy 602 - Organization of School Calendar and School Day. This policy will come to the board for a second reading at a future board meeting.
 - B. Action: Amended Policy 534 - School Meal Policy. Motion to approve by Sherman, second by Petrie, Carried 6-0.
 - C. Action: Resolution Approving Purchase Agreement. Motion to approve by Sherman, second by Hockert, Carried 6-0.
- XII. Strategic Direction: Develop Strong Partnerships with the Communities We Serve.
 - A. Report: Referendum Update. School board members had the opportunity to preview a bond information video that is being created to share with the public. The video is intended to provide an overview of the bond request, and will be shared as administrators visit with civic groups and organizations this fall.
- XIII. Strategic Direction - Foster a Safe, Welcoming and Inclusive Environment for all Staff and Students - Nothing to report.
- XIV. Closed Session-Pursuant to Minnesota Statute 13D.03(b). The governing body of a public employer may by a majority vote in a public meeting, decide to hold a closed meeting to consider strategy for labor negotiations, including negotiation strategies or developments or discussion and review of labor negotiation proposals, conducted pursuant to sections 179A.01 to 179A.25. Motion to adjourn to closed session by Sherman, second by Kelzenberg, Carried 6-0.
- XV. Adjourn
 - A. The meeting adjourned at 8:17 p.m.
Respectfully submitted, Katie Hockert, Board Clerk

- I. Call to Order: The meeting was called to order at 6:02 p.m.
- II. Roll Call: Present: Katie Hockert, Pete Kelzenberg, Chris Lauer, Beverly Petrie, Annie Porbeni, Alison Sherman, Andrew Thelander
- III. Pledge of Allegiance
- IV. Approval of Agenda: Motion made by Sherman and seconded by Petrie, Carried 7-0.
- V. Consent Agenda:
 - A. Payment of Invoices - August 19, 2023 - September 8, 2023 and Off-Cycle Payment from Previous Register
Motion made by Sherman to approve consent agenda A, second by Hockert, Carried 7-0.
- VI. Strategic Direction A: Ensure the Learning Process is Adaptable to Meet Individual Student Needs Foster a Safe, Welcoming and Inclusive Environment for All Staff and Students
 - A. Report: Back to School Report: The board received an update on the start of the school year.
 - B. Report: Elementary MCA Results: School board members reviewed proficiency data from the 2023 Minnesota Comprehensive Assessments (MCA). Overall, the percentage of students proficient on the exams decreased from last year in all areas - reading, math and science. Administrators stressed how the assessments are an indicator of the systems in place within the district to support learning, and identified several systemic issues that have had a negative impact on our results. They also outlined numerous opportunities for improvement related to professional development, alignment to state standards, and collaboration around data that should positively impact future test results.
 - C. Report: First Reading Policy 613 - Graduation Requirements: This policy will come to the board for a second reading at a future meeting.
 - D. Report: Review Policy 601 - School District Curriculum: This policy will come to the board for approval at a future meeting.
 - E. Report: Review Policy 616 - School District System Accountability: This policy will come to the board for approval at a future meeting.
 - F. Report: Review Policy 722 - Public Data Request: This policy will come to the board for approval at a future meeting.
- VII. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for All Staff and Students
 - A. Report: Summer 2023 Long-Term Facility Maintenance (LTFM) Accomplishments: School board members received an update on facility improvements made around the district over the summer. Projects included things like replacement of classroom finishes, flooring, toilet rooms, exterior improvements, and paving rehabilitation.
- VIII. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning
 - A. Action: 2022-2024 Master Contract - St. Croix Paraprofessional Association: The contract covers more than 180 people holding positions as general education, special education, tech, and health paraprofessionals. The new contract covers the period of July 1, 2022 through June 30, 2024. Motion to approve by Sherman and second by Lauer, Carried 7-0.
 - B. Report: First Reading Policy 424 - License Status: This policy will come to the board for a second reading at a future meeting.
 - C. Report: First Reading Policy 516.5 - Overdose Medication: This policy will come to the board for a second reading at a future meeting.
 - D. Report: First Reading Policy 708 - Transportation on Nonpublic School Students: This policy will come to the board for a second reading at a future meeting.
- IX. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve - Nothing to report.
 - A. Report: Referendum Update: School board members learned about the security improvements proposed as part of the bond referendum. A successful bond would provide

funds to add additional security features like emergency strobes and security glazing in school buildings, as well as remodel the main office at Stillwater Area High School.

X. Adjourn

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

Respectfully submitted, Katie Hockert, Board Clerk



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: Katelyn Larson Cell Phone #: (651) 491-4617

In conjunction with (team/class/organization): Belle Chanters Choir

Educational/Trip Purpose: Annual Choir Tour

Itinerary details must be attached

Destination: Omaha, NE

Destination Address/Phone: 1616 Dodge St. Omaha, NE 68102 (402) 346-762
(Address, City, State) (Phone number)

Departure from school Date: 3/16/24 Return to school Date: 3/19/24

Depart from school Time: 8:00 am Arrival to destination Time: 7:00 pm

Departure from destination Time: 9:00 am 3/19 Return to school Time: 4:00 pm

Number of: Students/Team Members: (Attach List) 46 students
Directors/Coaches: 1 Names: Katelyn Larson
Chaperones*: 5 Names: TBD

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

Mode of Travel (see back for more info): Coach Bus

Lodging Information (if overnight): 1) Hilton Garden Inn Des Moines / Urbandale
8600 Northpark Drive Johnson, IA and
(Hotel Name, Address, City, State) (Phone number)

Safety/Security Plans Reviewed 8/23/23
(Date and manner in which information provided)

Discipline & Chemical Policy & Rules Reviewed 8/23/23
(Date and manner in which information provided)

Estimated Cost \$ _____
Transportation \$ _____
Housing \$ _____
Fees \$ _____
Supplies \$ _____

(other)

Total Cost \$ 36,000
Student Cost \$ About \$1800 District Cost \$ 0
Funding Source (i.e. grant, prof. dev., etc.): Students

Teacher/Coach Signature: Katelyn Larson 8/23/23
(Date)

Department Chair/Athletic Director Approval: [Signature] 8/23/23
(Date)

Building Administration Approval: [Signature] _____
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
District Administrative Approval: Dawn Waller Good 8-29-23
(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: Tark Katzenmeyer Cell Phone #: () 727-776-1492

In conjunction with (team/class/organization): Wind Ensemble and Concert Wind Symphony

Educational/Trip Purpose: We will perform in the Sousa Band Festival. sousabandfestival.org

Itinerary details must be attached

Destination: Washington, D.C.

Destination Address/Phone: 2700 F St NW, Washington, DC 20566 (Kennedy Center) +12024674600
(Address, City, State) (Phone number)

Departure from school Date: 3/7/24 Return to school Date: 3/11/24

Depart from school Time: 6 AM Arrival to destination Time: 10 AM

Departure from destination Time: 12 PM Return to school Time: 10 PM

Number of: Students/Team Members: (Attach List) Attached
Directors/Coaches: 2 Names: Dennis Lindsay, Tark Katzenmeyer
Chaperones*: 10 Names: TBD-Will have a background check

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

Mode of Travel (see back for more info): Air Travel, to be determined by tour company

Lodging Information (if overnight): TBD-To be determined by tour company
(Hotel Name, Address, City, State) (Phone number)

Safety/Security Plans Reviewed Via handouts, trip meeting
(Date and manner in which information provided)

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

Estimated Cost \$ _____
Transportation \$ _____
Housing \$ _____
Fees \$ _____
Supplies \$ _____
tour company \$1895
(other)

Total Cost \$170,550
Student Cost \$1895 District Cost \$⁰
Funding Source (i.e. grant, prof. dev., etc.): Fundraising

Teacher/Coach Signature: [Signature] 9/12/23
(Date)

Department Chair/Athletic Director Approval: _____

Building Administration Approval: [Signature] 9/13/23
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
District Administrative Approval: _____
(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: 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: West Palm Beach, FL / Cocoa Beach, FL

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

Departure from school Date: 3-21-24 Return to school Date: 3-28-24 321-783-7621

Depart from school Time: 7 a.m. Arrival to destination Time: /

Departure from destination Time: / Return to school Time: N/A

Number of: Students/Team Members: (Attach List) 24
Directors/Coaches: 3 Names: Angie Ryan, Amy Hoffman, Sophia Peterson
Chaperones*: / Names: /

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

Mode of Travel (see back for more info): Flights, Vans
Lodging Information (if overnight): Best Western Cocoa Beach Hotel & Suites 321-783-7621
5600 N. Atlantic Ave. Cocoa Beach, FL
(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	\$	<u>910</u>
Transportation	\$	<u>290</u>
Housing	\$	<u>403</u>
Fees / Fields	\$	<u>20</u>
Supplies Vans	\$	<u>142</u>
(other)	\$	<u>/</u>

Total Cost	\$	<u>21,840</u>
Student Cost	\$	<u>910</u>
District Cost	\$	<u>/</u>
Funding Source (i.e. grant, prof. dev., etc.):	<u>/</u>	

Teacher/Coach Signature: Angie Ryan 8/28/23
(Date)

Department Chair/Athletic Director Approval: Ruby M... 8/29/23
(Date)

Building Administration Approval: Dawn Waller Ruesch 9-12-23
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
District Administrative Approval: _____
(Date)



Memorandum of Understanding

This MOU is a collaborative effort to address the current challenges associated with staffing our Cafeteria operations. The Cafeteria Employees' Organization and the Stillwater Area Public Schools (District 834) have agreed to offer a hiring bonus of \$500 per eligible position for a limited time.

1. This bonus is specifically aimed at our openings for part-time cafeteria staff, in preparation for the 2023-2024 school year.
2. The hiring bonus will be adopted and maintained until staffing levels have stabilized.
3. The employee will receive \$200 with their first paycheck after hire and the remaining \$300 on the first paycheck following the completion of one full year of employment in the Cafeteria role for which they were hired.
4. Hiring bonuses are taxable income to the employee.
5. Program begins August 1, 2023 and runs through the end of September 2023, if needed for that duration.

Cafeteria Employees Organization

Stillwater Area Public Schools, District 834

President

Chairperson

Date

Date

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Bryan, Joel	Resignation	Jazz Band & 9th/10th Grade Band Advisor Stillwater Area High School	Co-Curricular	June 8, 2023
Chapman, Brian	Resignation	Assistant Soccer Coach Stillwater Area High School	Co-Curricular	July 26, 2023
Christensen, Scott	Resignation	Cross Country & Track Coach Stillwater Area High School	Co-Curricular	June 20, 2023
Christenson, Terri	Retirement (27 years)	Secretary - Secondary Principal, 8.0 hours/day Stillwater Middle School	Tech Support	November 3, 2023
Houde, Kassidy	Resignation	Paraprofessional, 6.0 hours/day Lily Lake Elementary	SCPA	August 28, 2023
Kane, Kyle	Resignation	Middle School Principal Oak-Land Middle School	Principals	September 11, 2023
Litvinchik, Larisa	Resignation	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	Cafeteria	August 18, 2023
Lumby, Lancer	Resignation	Wrestling Coach Oak-Land Middle School	Co-Curricular	July 25, 2023
Maxwell, Brandon	Resignation	Assistant Baseball Coach Stillwater Area High School	Co-Curricular	August 21, 2023
Mazzara, Rebecca	Resignation	Homecoming Advisor Stillwater Area High School	Co-Curricular	June 8, 2023
Nord, Stephanie	Resignation	Math League Co-Advisor Stillwater Area High School	Co-Curricular	August 23, 2023
Podolske, Dawn	Resignation	Cross Country & Track Coach Stillwater Area High School	Co-Curricular	June 12, 2023
Polakowski, Stephen	Resignation	Head Wrestling Coach Stillwater Area High School	Co-Curricular	July 7, 2023
Reier, Brian	Resignation	Assistant Wrestling Coach Stillwater Area High School	Co-Curricular	July 7, 2023
Zidar, Jennifer	Resignation	Assistant Softball Coach Stillwater Area High School	Co-Curricular	August 31, 2023

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Ali, Maryan	East African Stud., Family & Comm. Engagement Brookview Elementary	\$21.10 / hour	2023-2024 Staffing	Tech Support	September 5, 2023
Alves, Laura	Cafeteria Employee, 5.5 hours/day O.H. Anderson Elementary	\$17.10 / hour	2023-2024 Staffing	Cafeteria	September 7, 2023
Angstman, Emily	Community Ed Assistant, 3.5 hours/week Lake Elmo Elementary	\$17.33 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 12, 2023
Archibald, Jennifer	Asst. Girls Cross Country Coach Stillwater Area High School	\$3,366	Replacement	Co-Curricular	August 14, 2023
Baxter, Megan	Preschool Assistant, 4.5 hours/day Early Childhood Family Center	\$18.14 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023
Biederman, Kristine	Paraprofessional, 6.0 hours/day Lily Lake Elementary	\$16.78 / hour	2023-2024 Staffing	SCPA	September 18, 2023
Bliss, Kalynn	Health Care Specialist, 6.5 hours Brookview Elementary	\$40.14 / hour	2023-2024 Staffing	CSS	August 28, 2023
Buse, Kyler	Paraprofessional, 6.0 hours/day Stillwater Area High School	\$16.78	2023-2024 Staffing	SCPA	August 28, 2023
Buss, Lucca	Preschool Assistant, 17.5 hour/week Early Childhood Family Center	\$17.55 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 9, 2023
Carlson, Emma	Asst. Volleyball Coach Stillwater Area High School	\$3,927	Replacement	Co-Curricular	August 14, 2023
Carlson, Luke	Community Ed Assistant, 22.5 hours/week Stonebridge Elementary	\$17.33 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023
Chmielewski, Victoria	Community Ed Assistant, 10 hours/week	\$18.14 / hour	2023-2024	Community Ed	August 21, 2023

	Afton-Lakeland Elementary		Staffing	Leads & Assistants	
Cheban, Zinaida	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	\$17.41 /hour	2023-2024 Staffing	Cafeteria	September 18, 2023
Clough, Susan	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	\$17.41 / hour	2023-2024 Staffing	Cafeteria	September 18, 2023
Christiansen, Kimberly	.4 FTE ASL Teacher Stillwater Area High School	\$47,520	Replacement	SCEA	August 29, 2023 - May 31, 2024
Deleo, Shelbee	Paraprofessional, 6.25 hours/day Andersen Elementary	\$16.78 / hour	2023-2024 Staffing	SCPA	September 5, 2023
Durant, Kelly	Paraprofessional, 6.0 hours/day Stillwater Area High School	\$17.18 / hour	2023-2024 Staffing	SCPA	September 5, 2023
Early, Christopher	Asst. Boys Soccer Coach Stillwater Area High School	\$5,236	Replacement	Co-Curricular	August 14, 2023
Ellingsworth, Mollie	Paraprofessional, 3.0 hours/day Afton-Lakeland Elementary	\$16.78 / hour	2023-2024 Staffing	SCPA	September 18, 2023
Feldman, Colleen	.6 FTE School Psychologist Lake Elmo Elementary	\$99,711	Replacement	SCEA	August 22, 2023 - December 22, 2023
Gipple, Emily	1.0 FTE Elementary Education Teacher Rutherford Elementary	\$47,520	2023-2024 Staffing	SCEA	September 6, 2023 - May 31, 2024
Gosso, Deborah	Cafeteria, 5.0 hours/day Lake Elmo Elementary	18.34 / hour	2023-2024 Staffing	Cafeteria	August 21, 2023
Greer, Robert	Head Girls Cross Country Coach Stillwater Area High School	\$5,797	Replacement	Co-Curricular	July 24, 2023
Hanson, Rita	Paraprofessional, 3.0 hours/day Brookview Elementary	\$16.78 /hour	2023-2024 Staffing	SCPA	September 5, 2023
Hernandez, Juanita	Cafeteria, 4.75 hours/day Oak-Land Middle School	\$17.41 / hour	2023-2024 Staffing	Cafeteria	August 28, 2023
Herzog, Allyson	Community Ed Assistant Andersen Elementary	\$18.14 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023
Ibrahim, Mushtaq	Community Ed Assistant, 22.75 hours/week Brookview Elementary	\$17.33 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023
Kemp, Alina	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	\$17.41	2023-2024 Staffing	Cafeteria	September 11, 2023
Klepel, Michael	Custodian LVL VI, 8.0 hours Stillwater Middle School	\$19.74 / hour	Replacement	Custodial	September 5, 2023
Kooiker, Heather	Paraprofessional, 12 hours/week Rutherford Elementary	\$17.18 / hour	2023-2024 Staffing	SCPA	August 28, 2023
Lewis, Rebecca	Paraprofessional, 6.5 hour/day Lake Elmo Elementary	\$17.18 / hour	2023-2024 Staffing	SCPA	August 28, 2023
Lundgren, Tessa	Paraprofessional, 6.5 hour/day Oak-Land Middle School	\$17.18 / hour	2023-2024 Staffing	SCPA	August 28, 2023
Mattlin, Andria	Due Process Secretary, 5.0 hours/day Early Childhood Family Center	\$22.78 / hour	Replacement	Tech Support	September 11, 2023
McClosky, James	Cafeteria Employee, 4.0 hours/day Mahtomedi Middle School	\$17.41 / hour	2023-2024 Staffing	Cafeteria	September 5, 2023
McDonough, Grace	Head Debate Coach Stillwater Area High School	\$5,610	Replacement	Co-Curricular	August 28, 2023
McGuire, Jolene	Paraprofessional, 12 hours/week Brookview Elementary	\$17.18 / hour	2023-2024 Staffing	SCPA	September 20, 2023
Milbrandt, David	Assistant Boys Soccer Coach Oak-Land Middle School	\$2,057	Replacement	Co-Curricular	September 7, 2023
Miskowiak, Kelly	Counselors Secretary & Office Clerk, 6.25 hours Oak-Land Middle School	\$20.50 / hour	Replacement	Tech Support	August 21, 2023
Moua, Joshua	1.0 FTE Technology Teacher Oak-Land Middle School	\$47,520	Replacement	SCEA	August 29, 2023 - May 31, 2024
Nelson, Janice	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	17.41 / hour	2023-2024 Staffing	Cafeteria	September 11, 2023
Nelson, Erin	Administrative Assistant to the Chief of Staff Central Services	\$28.45 / hour	2023-2024 Staffing	Tech Support	September 18, 2023
Nolen, Chandler	Cafeteria Employee, 4.0 hours/day	\$17.41 / hour	2023-2024	Cafeteria	September 18, 2023

	Stillwater Area High School		Staffing		
Omotola, Feyinka	Cafeteria Employee, 5.75 hours /day Afton-Lakeland Elementary	\$17.10 / hour	2023-2024 Staffing	Cafeteria	September 18, 2023
Patton, Elena	Cafeteria Employee, 4.0 hours/day Rutherford Elementary	\$17.10/hour	2023-2024 Staffing	Cafeteria	August 21, 2023
Petschke, Margaret	Paraprofessional, 6.0 hours/day Lily Lake Elementary	\$16.78 / hour	2023-2024 Staffing	SCPA	August 28, 2023
Polakowski, Stephen	Assistant Wrestling Coach Stillwater Area High School	\$4,862	Replacement	Co-Curricular	July 24, 2023
Pronina, Inna	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	\$17.41 / hour	2023-2024 Staffing	Cafeteria	September 5, 2023
Rodriguez, Maritza	Hispanic Student, Family & Comm. Engagement Spec., 7.0 hours Stillwater Area High School	\$23.23 / hour	2023-2024 Staffing	Tech Support	August 28, 2023
Russell, Jon	Paraprofessional, 6.0 hours/day Brookview Elementary	\$17.18 / hour	2023-2024 Staffing	SCPA	August 28, 2023
Sampair, Makayla	Paraprofessional, 6.5 hour/day Oak-Land Middle School	\$17.18 / hour	2023-2024 Staffing	SCPA	September 5, 2023
Scamehorn, Emelia	1.0 FTE Elementary Education Teacher Rutherford Elementary	\$47,520	2023-2024 Staffing	SCEA	August 21, 2023
Scott, Serina	Community Ed Assistant, 6.25 hours/week Afton-Lakeland Elementary	\$17.55 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023
Solinsky, Isabelle	Community Ed Assistant, 6.5 hours/day Stonebridge Elementary	18.14 / hour	2023-2024 Staffing	SCPA	August 28, 2023
Sullivan, Robert	Custodian LVL IVB, 8.0 hours Stillwater Middle School	\$24.81 / hour	Replacement	Custodial	September 11, 2023
Tobin, Kari	1.0 FTE Elementary Education Teacher Andersen Elementary	\$79,640	2023-2024 Staffing	SCEA	August 21, 2023
Troesken, Tamara	Paraprofessional, 6.0 hours/day Stillwater Middle School	\$17.18 / hour	2023-2024 Staffing	SCPA	September 19, 2023
Trudeau, Julie	Cafeteria Employee, 5.75 hours/day Lake Elmo Elementary	\$17.10 / hour	2023-2024 Staffing	Cafeteria	August 21, 2023
Vandemmeltraadt, Sharon	Preschool Assistant, 22.5 hours/week Rutherford Elementary	\$18.14 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023
Watson, Layland	Assistant Boys Soccer Coach Stillwater Area High School	\$3,366	Replacement	Co-Curricular	August 24, 2023
Willkom, Olivia	Community Ed Assistant Afton-Lakeland Elementary	17.33 / hour	2023-2024 Staffing	Community Ed Leads & Assistants	August 21, 2023

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Billstein, Kaitlyn	Approve	1.0 FTE Speech Pathologist Early Childhood Family Center	SCEA	January 2, 2024 - March 26, 2024
Byrne, Lauren	Approve	1.0 FTE Student Advocate Lake Elmo Elementary	SCEA	February 27, 2024 - May 31, 2024
Duke, Nataya	Approve	Paraprofessional, 6.25 hours/day Lily Lake Elementary	SCPA	August 28, 2023 - September 26, 2023
Johnson, Ashley	Approve	Secretary - Secondary Asst. Principal, 8.0 hours/day Stillwater Area High School	Tech Support	October 16, 2023 - December 22, 2023
Moldenhauer, Samantha	Approve	1.0 FTE Math Teacher Oak-Land Middle School	SCEA	August 23, 2023 - December 22, 2023
Van Alstine, Tanya	Approve	Paraprofessional, 7.0 hours/day Oak-Land Middle School	SCPA	September 7, 2023 - November 30,
Will, Jerusha	Approve	1.0 FTE English Teacher Oak-Land Middle School	SCEA	August 21, 2023 - November 3, 2023

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Arney, Ann	Paraprofessional, 6.0 hours/day Stillwater Middle School	Paraprofessional, 6.0 hours/day Oak-Land Middle School	2023-2024 Staffing	SCPA	August 28, 2023
Auge, Brandon	1.0 FTE ELL Teacher	1.2 FTE ELL / PD Lead Teacher	2023-2024	SCEA	August 21, 2023 - May 31, 2024

	Lake Elmo Elementary	Lake Elmo Elementary	Staffing		
Bakke, Sophia	Paraprofessional, 6.0 hours/day Bridge Transition Program	Paraprofessional, 6.5 hours/day Bridge Transition Program	2023-2024 Staffing	SCPA	August 28, 2023
Balfanz, Sharon	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Bethke, Shane	Cafeteria Employee, 5.5 hours/day Stillwater Area High School	Cafeteria Employee 5.75 hours/day Mahtomedi Middle School	2023-2024 Staffing	Cafeteria	September 5, 2023
Boyd, Denay	Paraprofessional, 6.0 hours/day Brookview Elementary	Paraprofessional, 6.5 hours/day Oak-Land Middle School	2023-2024 Staffing	SCPA	August 28, 2023
Christopherson, Joann	Paraprofessional, 7.45 hours/day Lily Lake Elementary	Paraprofessional, 7.40 hours/day Lily Lake Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Emily DiMartino	Paraprofessional, 6.0 hours/day Andersen Elementary	Paraprofessional, 6.25 hours/day Andersen Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Dyvig, Deborah	Community Ed Assistant, 6 hours/week Lake Elmo, Elementary	Paraprofessional, 6.5 hours/day Lake Elmo, Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Edgell, Nichole	Paraprofessional, 3.0 hours/day Afton-Lakeland Elementary	Paraprofessional, 3.25 hours/day Afton-Lakeland Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Ellison, Julie	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Giardino, Ann	Assistant Senior High Principal Stillwater Area High School	Middle School Principal Oak-Land Middle School	2023-2024 Staffing	SCEA	September 11, 2023
Graham, Julie	Cafeteria Manager, 7.0 hours/day Mahtomedi Middle School	Cafeteria Manager, 7.5 hours/day Mahtomedi Middle School	2023-2024 Staffing	Cafeteria	September 5, 2023
Gross, Mindy	Paraprofessional, 6.0 hours/day Brookview Elementary	Paraprofessional, 6.0 hours/day Afton-Lakeland Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Hannigan, Brady	1.0 FTE Social Studies Teacher Stillwater Area High School	1.1 FTE Social Studies Teacher Stillwater Area High School	2023-2024 Staffing	SCEA	August 21, 2023 - January 19, 2024
Haslach, Keri	Paraprofessional, 5.9 hours/day Lily Lake Elementary	Paraprofessional, 6.0 hours/day Lily Lake Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Kiedrowski, Matt	1.0 FTE Social Studies Teacher Stillwater Area High School	1.1 FTE Social Studies Teacher Stillwater Area High School	2023-2024 Staffing	SCEA	January 22, 2024 - May 31, 2023
Kirby, Laurel	Cafeteria Employee, 4.0 hours/day Stillwater Area High School	Cafeteria Employee, 5.5 hours/day Stillwater Area High School	2023-2024 Staffing	Cafeteria	August 28, 2023
Kragness, Michelle	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Madline, Carrie	Paraprofessional, 6.25 hours/day Rutherford Elementary	Paraprofessional, 6.05 hours/day Rutherford Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Mathias, Shelby	Health Care Specialist, 4.0 hours District Wide	Health Care Specialist, 6.5 hours District Wide	2023-2024	Replacement	August 21, 2023
Mayaka, Laura	Cafeteria, 4.0 hours/day Mahtomedi High School	Cafeteria, 3.0 hours/day Andersen Elementary	2023-2024 Staffing	Cafeteria	August 21, 2023
McCarthy, Kris	1.0 FTE Social Studies Teacher Stillwater Area High School	1.2 FTE Social Studies Teacher Stillwater Area High School	2023-2024 Staffing	SCEA	August 21, 2023 - May 31, 2024
McIntyre, Kris Ann	Human Resource Technician Central Services	Human Resource Generalist Central Services	Position Change	CSS	September 1, 2023
Milbauer, Wendy	Paraprofessional, 24 hours/week Early Childhood Family Center	Paraprofessional, 26 hours/week Lake Elmo Elementary	2023-2024 Staffing	SCPA	September 5, 2023
Nelson, Kristine	Paraprofessional, 6.0 hours/day Oak-Land Middle School	Paraprofessional, 6.5 hours/day Oak-Land Middle School	2023-2024 Staffing	SCPA	August 28, 2023
Noack, Dana	Paraprofessional, 6.5 hours/day Rutherford Elementary	Paraprofessional, 6.0 hours/day Rutherford Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Rangel, Anthony	1.0 FTE Music Teacher Stillwater Middle School	1.3 FTE Music & GATE Teacher Stillwater Middle School	2023-2024 Staffing	SCEA	August 21, 2023 - May 31, 2024
Reiner, Lisa	Paraprofessional, 6 hours/week Early Childhood Family Center	Paraprofessional, 6.0 hours/day Early Childhood Family Center	2023-2024 Staffing	SCPA	September 5, 2023
Rich, Kendall	Community Ed Aide, 2.5 hours/week Andersen Elementary & Rutherford Elementary	Community Ed Aide, 7.5 hours/week Andersen Elementary & Rutherford Elementary	2023-2024 Staffing	Community Ed Leads & Assistants	August 21, 2023
Schmuck, Erin	Paraprofessional, 12 hours/week Early Childhood Family Center	Paraprofessional, 15 hours/week Early Childhood Family Center	2023-2024 Staffing	SCPA	September 5, 2023
Schoenecker, Nancy	Paraprofessional, 7.25 hours/day	Paraprofessional, 6.25 hours/day	2023-2024	SCPA	August 21, 2023

Sebo, Tom	Stillwater Area High School Math League - Co Advisor Stillwater Area High School	Stillwater Area High School Math League Advisor Stillwater Area High School	Staffing Replacement	Co-Curricular	August 21, 2023
Sobiech, Christa	Paraprofessional, 6.5 hours/day Afton-Lakeland Elementary	Paraprofessional, 7.0 hours/day Afton-Lakeland Elementary	2023-2024 Staffing	SCPA	August 28, 2023
Stahl, Lisa	Due Process & Counselor Secretary, 7.5 hours Stillwater Middle School	Due Process Secretary, 7.5 hours Oak-Land & Stillwater Middle School	Replacement	Tech Support	August 21, 2023
Taylor, Deb	Human Resource Generalist Central Services	Senior Human Resource Generalist Central Services	Position Change	CSS	September 1, 2023
Wade, Marc	Paraprofessional, 6.0 hours/day Stillwater Area High School	Paraprofessional, 6.5 hours/day Stillwater Area High School	2023-2024 Staffing	SCPA	September 5, 2023
Walk, Michael	1.0 FTE Band & GATE Teacher Stillwater Middle School	1.1 FTE Band & GATE Teacher Stillwater Middle School	2023-2024 Staffing	SCEA	August 21, 2023 - May 31, 2024
Williams-McClung, Cindy	Paraprofessional, 6.5 hours/day Stillwater Area High School	Paraprofessional, 6.5 hours/day Bridge Transition Program	2023-2024 Staffing	SCPA	August 28, 2023
Yorga, Shawn	Cafeteria Employee, 5.5 hours/day Lake Elmo, Elementary	Cafeteria Employee, 5.5 hours/day Andersen Elementary	2023-2024 Staffing	Cafeteria	September 11, 2023
Ziebol, Isabel	Preschool Assistant, 5.0 hours/day Brookview Elementary	Preschool Assistant, 4.0 hours/day Early Childhood Family Center	2023-2024 Staffing	Community Ed Leads & Assistants	September 5, 2023

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Banick, Steve	School Patrol Supervisor Brookview Elementary	Replacement	Co-Curricular	August 21, 2023
Boyd, Samantha	Yearbook Advisor Stillwater Middle School	Replacement	Co-Curricular	August 21, 2023
Bryan, Joel	A & B Jazz Band Advisor Oak-Land Middle School	Replacement	Co-Curricular	September 5, 2023
Drommerhausen, Deb	Credit Recovery Teacher St. Croix Valley ALC	2023-2024 Staffing	SCEA	September 26, 2023 - July 31, 2024
Enriquez, Yvette	Cafeteria Assignment, .40 hours/day (breakfast) Lake Elmo Elementary	2023-2024 Staffing	Cafeteria	September 5, 2023
Feidt, Tanya	Community Ed Assistant, 11 hours/week Stonebridge Elementary	2023-2024 Staffing	Community Ed Leads & Assistants	September 14, 2023
Fisher, Erika	Girls Volleyball Coach Oak-Land Middle School	Replacement	Co-Curricular	August 24, 2023
Geister, Dan	Community Ed Assistant, Rutherford Elementary	2023-2024 Staffing	Community Ed Leads & Assistants	September 11, 2023
Hartung, Tim	Head Wrestling Coach Stillwater Area High School	Replacement	Co-Curricular	July 24, 2023
Hemmele, Eric	Boys Soccer Coach Stillwater Middle School	Replacement	Co-Curricular	September 12, 2023
Hendrickson, Amy	Preschool Assistant, 8 hours/week Afton-Lakeland Elementary	2023-2024 Staffing	Community Ed Leads & Assistants	September 8, 2023
Joy, Laura	Yearbook Advisor Oak-Land Middle School	Replacement	Co-Curricular	August 15, 2023
Kadera, Katie	Assistant Boys Cross Country Coach Stillwater Area High School	Replacement	Co-Curricular	September 12, 2023
Klehr, Tony	Credit Recovery Teacher St. Croix Valley ALC	2023-2024 Staffing	SCEA	September 26, 2023 - July 31, 2024
LaBore, Mike	Assistant Football Coach Stillwater Area High School	Replacement	Co-Curricular	June 28, 2023
McCarthy, Kris	Credit Recovery Teacher St. Croix Valley ALC	2023-2024 Staffing	SCEA	September 26, 2023 - July 31, 2024
Mentz, Chris	Robotics Advisor Stillwater Area High School	Replacement	Co-Curricular	August 19, 2023
Miller, Ryan	Head Boys Cross Country Coach Stillwater Area High School	Replacement	Co-Curricular	July 13, 2023
Mollegas, Susie	School Patrol Co-Supervisor Lake Elmo Elementary	Replacement	Co-Curricular	August 21, 2023

Potucek, Scott	Girls Tennis Coach Stillwater Middle School	Replacement	Co-Curricular	August 24, 2023
Seipel, Joe	Cafeteria Assignment, .5 hours/day (breakfast) Afton-Lakeland Elementary	2023-2024 Staffing	Cafeteria	September 5, 2023
Spain, Maggie	Preschool Assistant, 2 hours/week Lily Lake Elementary	2023-2024 Staffing	Community Ed Leads & Assistants	September 11, 2023
Terpstra, Vanessa	Assistant Student Council Advisor Stillwater Area High School	Replacement	Co-Curricular	August 19, 2023
Vitale Kapping, Antonella	School Patrol Co-Supervisor Lake Elmo Elementary	Replacement	Co-Curricular	August 21, 2023
Weyer, Steven	Assistant Football Coach Stillwater Area High School	Replacement	Co-Curricular	June 28, 2023
Youssef, Nermeen	Cafeteria Assignment, .40 hours/day (breakfast) Lake Elmo Elementary	2023-2024 Staffing	Cafeteria	September 5, 2023



Preliminary Proposed 2023 Payable 2024 Property Tax Levy

**Presented to the School Board
Marie Schrul
Executive Director of Finance
September 26, 2023**

Purpose

- To provide an overview of the Preliminary Proposed 2023 Payable 2024 Property Tax Levy
- Set the date for the December Truth in Taxation meeting

Key Messages

- Preliminary levy certification is part of the overall levy process & due to the county auditor and the Minnesota Department of Education (MDE) by Sept. 30*
- Based upon calculations provided by MDE in late September
- Revisions to the levy are still being made which will likely change the total amount
- Certifying the “Maximum” allows for greater flexibility
- Levy can only move down after Oct. 1
- The school board is scheduled to certify the final 2023 Payable 2024 property tax levy on Dec. 19

Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including voter approved operating, bond & technology levies
- Unlike cities and counties, the 2023 Payable 2024 school levy is for the following school year (2024-2025)
- Levy revenue is approximately 31% of the district's total budget

Factors Impacting School Levies

- Changes in tax base – increases often result in less state aid
- Changes in enrollment
- Legislative changes to education formulas
- Referendum inflationary increase
- Pension contribution changes required by law
- Employment changes that drive severance and unemployment levies
- Capital bonding, refunding of bonds, abatements, long term facilities maintenance & health and safety projects, lease costs

General Fund Levies

GENERAL FUND	Certified 2022 Payable 2023			Preliminary Proposed 2023 Payable 2024			Potential Levy Change
	RMV	NTC	Total	RMV	NTC	Total	
	Information	Information		Information	Information		
Operating Referendum - Voter Approved	15,814,576.80		15,814,576.80	16,335,722.02		16,335,722.02	521,145.22
Prior Years Adjustments	(352,191.24)		(352,191.24)	82,963.51		82,963.51	435,154.75
Sub Total	15,462,385.56	0.00	15,462,385.56	16,418,685.53	0.00	16,418,685.53	956,299.97
Equity	859,400.51		859,400.51	780,662.11		780,662.11	(78,738.40)
Local Optional	6,533,831.81		6,533,831.81	6,495,170.21		6,495,170.21	(38,661.60)
Transition	27,934.55		27,934.55	27,770.60		27,770.60	(163.95)
1st Tier Board Approved Referendum	0.00		0.00	0.00		0.00	0.00
Prior Years Adjustments	(268,345.92)		(268,345.92)	(300,837.13)		(300,837.13)	(32,491.21)
Sub Total	7,152,820.95	0.00	7,152,820.95	7,002,765.79	0.00	7,002,765.79	(150,055.16)
Capital Projects Referendum - Tech Levy		5,210,401.51	5,210,401.51		6,319,386.41	6,319,386.41	1,108,984.90
Operating Capital		1,353,547.93	1,353,547.93		1,610,864.33	1,610,864.33	257,316.40
Alt Teacher Comp (QCOMP)		777,671.11	777,671.11		758,876.30	758,876.30	(18,794.81)
Achievement & Integration		347,745.38	347,745.38		361,312.06	361,312.06	13,566.68
Reemployment Ins		75,000.00	75,000.00		68,000.00	68,000.00	(7,000.00)
Safe Schools		328,125.60	328,125.60		329,162.40	329,162.40	1,036.80
Safe Schools Intermediate		136,719.00	136,719.00		137,151.00	137,151.00	432.00
Career and Technical		350,179.17	350,179.17		350,179.17	350,179.17	0.00
Annual OPEB		879,347.00	879,347.00		1,017,454.00	1,017,454.00	138,107.00
Long Term Facilities Maintenance		7,116,990.00	7,116,990.00		9,521,174.00	9,521,174.00	2,404,184.00
Building / Land Lease		1,927,981.00	1,927,981.00		1,957,742.00	1,957,742.00	29,761.00
Total Before Adjustments	0.00	13,293,306.19	13,293,306.19	0.00	16,111,915.26	16,111,915.26	2,818,609.07
Prior Years Adjustments	0.00	(2,041,867.69)	(2,041,867.69)	0.00	(1,681,112.71)	(1,681,112.71)	360,754.98
Sub Total	0.00	11,251,438.50	11,251,438.50	0.00	14,430,802.55	14,430,802.55	3,179,364.05
Total General	22,615,206.51	16,461,840.01	39,077,046.52	23,421,451.32	20,750,188.96	44,171,640.28	5,094,593.76

Community Service Fund Levies

COMMUNITY SERVICE	Certified 2022 Payable 2023			Preliminary Proposed 2023 Payable 2024			Potential Levy Change
	RMV Information	NTC Information	Total	RMV Information	NTC Information	Total	
Basic Community Education		482,445.45	482,445.45		546,017.46	546,017.46	63,572.01
Early Child Family		339,331.45	339,331.45		310,911.71	310,911.71	(28,419.74)
Home Visiting		9,452.00	9,452.00		10,665.00	10,665.00	1,213.00
Adults w/ Disabilities		2,000.00	2,000.00		9,811.20	9,811.20	7,811.20
School Age Care		200,000.00	200,000.00		300,000.00	300,000.00	100,000.00
Prior Years Adjustments		23,974.91	23,974.91		87,349.64	87,349.64	63,374.73
Total Comm Service	0.00	1,057,203.81	1,057,203.81	0.00	1,264,755.01	1,264,755.01	207,551.20

Debt Service Fund Levies

DEBT SERVICE

	Certified 2022 Payable 2023			Preliminary Proposed 2023 Payable 2024			Potential Levy Change
	RMV	NTC	Total	RMV	NTC	Total	
	Information	Information		Information	Information		
Debt Service Voter-Approved		10,171,272.00	10,171,272.00		10,172,584.00	10,172,584.00	1,312.00
Debt Excess		(654,013.40)	(654,013.40)		0.00	0.00	654,013.40
Prior Years Adjustments		8,035.49	8,035.49		18,210.39	18,210.39	10,174.90
Sub Total	0.00	9,525,294.09	9,525,294.09	0.00	10,190,794.39	10,190,794.39	665,500.30
Debt Service Other		252,810.00	252,810.00		252,810.00	252,810.00	0.00
Debt Excess		(16,255.73)	(16,255.73)		0.00	0.00	16,255.73
Prior Years Adjustments		0.00	0.00		0.00	0.00	0.00
Sub Total	0.00	236,554.27	236,554.27	0.00	252,810.00	252,810.00	16,255.73
Total Debt Service	0.00	9,761,848.36	9,761,848.36	0.00	10,443,604.39	10,443,604.39	681,756.03

Preliminary Proposed 2023 Payable 2024 Levy

Fund	Certified 2022 Payable 2023			Preliminary Proposed 2023 Payable 2024			Potential Levy Change
	RMV Information	NTC Information	Total	RMV Information	NTC Information	Total	
General	22,615,206.51	16,461,840.01	39,077,046.52	23,421,451.32	20,750,188.96	44,171,640.28	5,094,593.76
Community Service	0.00	1,057,203.81	1,057,203.81	0.00	1,264,755.01	1,264,755.01	207,551.20
Debt Service	0.00	9,761,848.36	9,761,848.36	0.00	10,443,604.39	10,443,604.39	681,756.03
Total	22,615,206.51	27,280,892.18	49,896,098.69	23,421,451.32	32,458,548.36	55,879,999.68	5,983,900.99

Estimated Annual Property Tax Impact

Jodie Zesbaugh

Senior Municipal Advisor

Ehlers Public Finance Advisors

Levy Timeline



Date	Action
July – mid September	District submits levy information to MDE
September 8	MDE provides preliminary levy calculations
September 26	Board meeting to adopt the Preliminary Proposed Pay 2024 levy
October 2	Deadline for the district to provide the county with the proposed levy and the date of the truth in taxation meeting. The proposed levy and current school year budget will be discussed at the truth in taxation hearing.
October 7-23	District mails out the notice of the bond levy to each taxpayer in the district
November 7	General Election Day
November 11-24	County mails property tax statements showing estimated Payable 2024 property taxes and meeting date/time/location for the final levy and budget discussions
December 5	Proposed meeting date for the Truth in Taxation meeting, 6:00 p.m. (time certain)
December 19	Board meeting to adopt the final property tax levy
December 28	School district deadline to certify final adopted levies to home county auditor

Recommended Actions

- Adopt a “Maximum” Proposed 2023 Payable 2024 Property Tax Levy at the Sept. 26, 2023 School Board meeting
- Set the Truth in Taxation meeting for Dec. 5, 2023, at 6 p.m. at Stillwater Middle School, 523 Marsh St W., Stillwater, MN 55082



Questions?

Stillwater Area Public Schools No. 834

September 25, 2023

Preliminary Comparison of School District Taxes Payable in 2023 and 2024

		Actual Taxes Payable in 2023	Preliminary Estimate of Proposed Taxes Payable in 2024	Estimated Change in Annual Taxes (Prior to Referendum)	Estimated Impact of Bond Referendum	Estimated Total Change in Taxes (with Referendum)	
						Annual	Monthly
Type of Property	Estimated Market Value	Estimated School District Property Taxes					
Residential Homestead	\$100,000	\$275	\$270	-\$5	\$28	\$23	\$2
	200,000	613	608	-5	71	66	6
	300,000	952	946	-6	114	108	9
	400,000	1,290	1,283	-7	157	150	13
	500,000	1,615	1,607	-8	197	189	16
	600,000	1,981	1,973	-8	246	238	20
	700,000	2,347	2,340	-7	296	289	24
	800,000	2,713	2,706	-7	345	338	28
	900,000	3,079	3,073	-6	394	388	32
1,000,000	3,445	3,439	-6	444	438	37	
Commercial/Industrial	\$250,000	\$827	\$823	-\$4	\$103	\$99	\$8
	500,000	1,732	1,730	-2	224	222	19
	750,000	2,638	2,637	-1	345	344	29
	1,000,000	3,544	3,544	0	466	466	39
2,000,000	7,167	7,171	4	951	955	80	
Apartments	\$250,000	\$915	\$916	\$1	\$123	\$124	\$10
	500,000	1,830	1,833	3	246	249	21
	1,000,000	3,659	3,665	6	493	499	42
	2,000,000	7,319	7,331	12	986	998	83

Key Assumptions:

1. Preliminary Pay 24 RMV is estimated to change by 11.95% and NTC by 14.04% as compared to taxes payable 2023.
 2. Assumes no change in the value of individual parcels of property from 2023 to 2024 taxes. If the value of a parcel changed, the change in taxes will be different than shown above.
 3. Taxes payable in 2024 are based on latest estimates of proposed levy, as of the date above.
- * For commercial-industrial property, the estimates above are for property in the City of Stillwater. The tax impact for commercial industrial property in other municipalities in the school district may be slightly different due to the varying impact of the Twin Cities Fiscal Disparity program.



EXTRACT OF MINUTES OF A MEETING
OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT NO. 834
(STILLWATER AREA PUBLIC SCHOOLS)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 834 (Stillwater Area Public Schools), State of Minnesota, was duly held in said school district on September 26, 2023, at six o'clock p.m., for the purpose, in part, of adopting a resolution appointing election judges.

Member Kelzenberg moved the adoption of the following Resolution:

**RESOLUTION APPOINTING ELECTION JUDGES
FOR THE NOVEMBER 7, 2023
SCHOOL DISTRICT SPECIAL ELECTION**

BE IT RESOLVED by the School Board of Independent School District No. 834, State of Minnesota, as follows:

1. The individuals specified on EXHIBIT A attached hereto, each of whom is qualified to serve as an election judge, are hereby appointed as judges of election for the School District's special elections on November 7, 2023 to act as such at the polling places and combined polling places listed on said exhibit.
2. The election judges shall act as clerks of election, count the ballots cast, and submit the results to the School Board for canvass in the manner provided for other School District elections.
3. The School District Clerk and the Clerk's designee are hereby authorized to appoint additional election judges, as needed, to fill vacancies that may occur on or before election day.

The motion for the adoption of the foregoing resolution was duly seconded by Lauer. On a roll call vote, the following voted in favor: (7) Hockert, Kelzenberg, Lauer, Petrie, Porbeni, Sherman, Thelander

and the following voted against: None

whereupon said resolution was declared duly passed and adopted

EXHIBIT A

Polling Places and Combined Polling Places	Position	Judges Name
Shepherd Of The Valley Lutheran Church ISD 834 PO1 Afton W1-P1, W2-P2, W3-P3, W4-P4, Denmark TWP P2	Head Judge	Bonnie Reyers, Charles Kandel Jr
	Election Judge	Pam Bonine, Dawn Fellows, Henry Grothaus, Kathy Grothaus, Roxane Jahn, Jon Kroschel, Liz Kroschel, Karen Kopitzke, Nancy Holly Melroe, Brent Mortenson, Cindy Peterson, Dan Ruh, Susan Seftik, Nancy Stewart
Bayport Fire Department ISD 834 PO2 Bayport	Head Judge	Heather Kennedy-Bordeaux, Coleen Sigfried, Ray Valley
	Election Judge	Eric Ackermann, Mary Croft, Mary Goulette, Beth Kelly, Ted Olson, Kathy Ritzer
Baytown Community Center (Town Hall) ISD 834 P03 Baytown TWP	Head Judge	Mary Schmitt, Paul Yokanovich
	Election Judge	Wendy Hornback, Michael Kramer, Roger Miller, Walter Ogburn, Candy Patrin, Jessica Rother, James Schenz, Lorraine Weber, Mary Wold, Mary Zweber
Woodbury Lutheran Church Oak Hill ISD 834 P04 Grant P1, P2	Head Judge	Darin Sumstad
	Co-Head Judge	Sharon Dib
	Election Judge	Diane Allen, Susan Beulke, Matthew Carter, Julie Chinn, Rebecca Delmore, Janice Kiefner, Maureen Reed, Rebecca Siekmeier
May Town Hall ISD 834 P05 Hugo W3-P6, Marine, Scandia	Head Judge	Bob Swinehart
	Election Judge	Ann Brookman, Jacci Hogan, Jane Keller-Malenfant, Darlin Kister, Sharon Mallman, Sue St Sauver, Mary Waldkirch
Lake Elmo Fire Station ISD 834 P06 Lake Elmo P1	Head Judge	Mark Hartmann, Linda Wagner
	Election Judge	Dan Beck, David Bucheck, Michael Burress, Jamie Campbell, Angela Dreis, Paula O'Loughlin, Paul Thomas, Todd Williams
Lake Elmo City Hall ISD 834 P07 Lake Elmo P2	Head Judge	Julie Johnson
	Co-Head Judge	Rebecca McGuire
	Election Judge	Charles Dennis II, Michael Hansel, Diane Hinz, Vicki Iverson, Jan Kiefner, John Krueger, Marigitta Lindberg, Patricia Lovelette, Ella Menendez, Jacki Pierre, Tyler Torgrimson
Lakeland City Hall ISD 834 P08 Lake St Croix Beach, Lakeland, Lakeland Shores, St Mary's Point	Head Judge	Sandra Bishop
	Co-Head Judge	Ester Phippen

	Election Judge	John Brach, Jennifer Cannell, Charlotte Franey, James Gribble, Timothy Hanson, Tamara Kipp, Ann Oubaha, Carol Trombley
Oak Park Heights City Hall ISD 834 P09 Oak Park Heights	Head Judge	Julius Zaccagnini
	Election Judge	Emilie Carlson, Bruce Clark, Penny Eberhardt, Maggie Hart, Donna Hoepfner, Ann Lemon, Karen McQuillan, Eric Welshons
Stillwater TWP Town Hall ISD 834 P10 Stillwater TWP P1, P2I	Head Judge	Deb Sinclair
	Election Judge	Viv Hanson, Joleen Jacobson, Judy Johnson, Robyn Stoller, Vicky Turchiniak, Jon Victorsen, Julie Wasser
St Paul Lutheran Church ISD 834 P11 STILLWATER W1 P1, Trinity Lutheran Church ISD 834 P12 STILLWATER W2 P2, Stillwater Evangelical ISD 834 P13 STILLWATER W3 P3, Free Church, Our Saviors Lutheran Church ISD 834 P14 STILLWATER W4 P4,	Head Judge	Jeffrey Anderson, Winona Havir, Chris Hilgers, Mary Holmbert, Heidi Koehnle, Sheryl Meyer, David Tomenes, Jane Wilkens
	Election Judge	Kathryn Baker, Monica Bartkey, Joan Beaver, Laura Belknap, Kevin Berndt, Theresa Blondin, Renee Brinkman, Rebecca bush, Ellen Callet, Ann Caturia, Julia Charlsen, Rachael Cooper, Debbie Crea-Riffel, Jill Davis Kneeskern, Lizabeth Dawson, Erin Dimopoulos, Michelle Dockter, Brenda Doneux, Eileen Douglass, Karen Dufty, Jan Edstrom, Sally Erickson, Kent Farrington, Darlene Ferkingstad, Ron Ferkingstad, Ken Freimark, Nora Hahn, Paula Hemer, Harold Holmberg, Julia James, Paul Johnson, Art Junker, Carol Jursik, Dan Kalusche, Paul Kirkwold, Lynn Kuker, Reeve Lasky, Sara Letourneau, Douglas Little, Trudi Lohne, Carol McKinney, Jim McKinney, Roberta Miller, Stan Miller, Richard Myran, Bridget Nelson, Lisa Nordling, Julie O'Reilly, Michelle Ortmeier, Susanna Patterson, Wendy Paulson, Karlyn Peterson, Keith Proctor, James Purcell, Deb Reckner, Joe Rheinberger, Margot Rheinberger, Curtis Riffel, Barb Rinehart, Frank Ritter, Mary Ruch, Lynette Schleusner, Donald Schuld, Jon Skaalen, Rebecca Spessard, Mary Beth Springborn Maurice Stenerson, Lori Swanson, Margaret Thomas, Dona True Johnson, Deanne Wessel, Brian Williams, James Wolfe Wood, Carol Woods
West Lakeland Town Hall	Head Judge	Betsy Vance

ISD 834 P15 WEST LAKELAND TWP	Election Judge	Danielle Dennison, Shirley Glas, Margie Horning, Carol Incremona, Joe Incremona, Debbie Johnson, Brian Kelly, Judy Lepp, Dave Nechrebecki, Jennifer Samec, Mary Tierney
ST JOHN LUTHERAN CHURCH	Head Judge	Richard Braunig
ISD 834 P16 Woodbury P7, P8, P13	Co-Head Judge	Susan Young
	Election Judge	Jean Glaraton, Michael Henning, Charles Kolars, Sandra Kroeber, Pamela Pettee, April Powers, Carlye Sherrill, David Skuza, Gail Upton
BROOKVIEW ELEMENTARY SCHOOL	Head Judge	Christine Wengronowitz
ISD 834 P17 Woodbury P9	Co-Head Judge	Rhonda Gaulke
	Election Judge	James Allen, Mary Brodd, Michael Kamnikar, Celeste Klein, Carrie Klumb, Sheri Rylicki, Michael Sheak, Theodore Snaza, Paul Tuveson

NON-INSTRUCTIONAL OPERATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED/REVIEWED	REVIEW FREQUENCY
PUBLIC DATA REQUESTS	722	Adopted: 12/12/2019 Amended: 03-03-2022	3-Year Annual

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

~~“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.~~

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

“Individual” means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the

minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:
 - a) Date the request is made;
 - b) A clear description of the data requested;

- c) Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d) Method to contact the requestor (such as phone number, address, or email address).
 - 2. ~~A requestor is not required to explain the reason for the data request.~~ Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 - 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 - 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
 - 1. The responsible authority will notify the requestor in writing as follows:
 - a) The requested data does not exist; or
 - b) The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requester of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c) ~~⊖~~ The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 - 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 - 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 - 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a

specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
 1. A request for the preparation of summary data must include the following information:
 - a) Date the request is made;
 - b) A clear description of the data requested;
 - c) Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d) Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.

- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).

- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

1. The school district will charge for copies provided as follows:
 - a) 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
 - b) More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a) The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b) The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.
2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or

guardian or by the child upon the child reaching the age of majority.

IX. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

This section is duplicated in our policy under section III

~~DEFINITIONS -- MOVED TO SECTION III.~~

~~C. Government Data~~

~~“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.~~

~~D. Inspection~~

~~“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.~~

~~E. Public Data~~

~~“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.~~

~~F. Responsible Authority~~

~~“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law.~~

~~G. Summary Data~~

~~“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.~~

Data Practices Contacts

Responsible Authority:
Superintendent

Data Practices Compliance Official:
Chief of Staff

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices)

Minn. Stat. § 13.01 (Government Data)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.025 (Government Entity Obligation)

Minn. Stat. § 13.03 (Access to Government Data)

Minn. Stat. § 13.04 (Rights of Subjects to Data)

Minn. Stat. § 13.05 (Duties of Responsible Authority)

Minn. Stat. § 13.32 (Educational Data)

Minn. Rules Part 1205.0300 (Access to Public Data)

Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
License Status	424		Annual

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school board that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher’s duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies, through the Minnesota education licensing system available on the Minnesota Professional Educator Licensing and Standards Board website, that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district’s teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher’s license is current and appropriate to the particular service for which the teacher is employed by the school district.
- D. The school district must annually report to the Professional Educator Licensing and Standards Board: (1) all new teacher hires and terminations, including layoffs, by race and ethnicity; and (2) the reasons for all teacher resignations and requested leaves of absence. The report must not include data that would personally identify individuals.

III. PROCEDURE

- A. The superintendent or the superintendent’s designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher’s license will expire within one year from the date of the annual review, the superintendent or the superintendent’s designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher’s license has expired, the superintendent will immediately investigate the circumstances surrounding the lack of license and will take appropriate

action. The teacher shall be advised that the teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References:

Minn. Stat. § 122A.16 (Qualified Teacher Defined)

Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)

Minn. Stat. § 122A.40 (Employment; Contracts; Termination – Immediate Discharge)

Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)

Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)

Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)

In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References: None

NON-INSTRUCTIONAL OPERATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED/REVIEWED	REVIEW FREQUENCY
Transportation of Nonpublic Students	708		Annual

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes, sections 123B.88 and 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district must provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation must be provided whether or not there is another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such transportation provided outside the school district boundaries.
- D. The school district must provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. A nonpublic or charter school student transported by the school district shall comply with school district student bus conduct and student bus discipline policies.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the

school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.

- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district when such services are provided in the discretion of the school district.

IV. **STUDENTS WITH DISABILITIES**

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district boundary. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law.
- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program, the student shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Each driver and aide assigned to a vehicle transporting students with a disability must (1) be instructed in basic first aid and procedures for the students under their care; (2) within one month after the effective date of assignment, participate in a program of in-service training on the proper methods of dealing with the specific needs and problems of students with disabilities; (3) assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and (4) ensure that proper safety devices are in use and fastened properly.
- D. Each driver and aide assigned to a vehicle transporting students with a disability shall have available to them the following information in hard copy or immediately accessible through a two-way communication system: (1) the student's name and address; (2) the nature of the student's disabilities; (3) emergency health care information; and (4) the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.
- E. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the due process procedures provided for in Minnesota Statutes chapter 125A

V. **APPLICATION OF GENERAL POLICY**

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically

provided herein.

Legal References:

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (School District Bus Safety Requirements)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Special Education and Special Programs)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References:

MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Organization of School Calendar and School Day	602		Annual

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher’s workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minnesota Statutes section 123A.30, 123A.32, or 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.

- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.

- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References:

Minn Stat. 10.55 (Juneteenth)

Minn. Stat. § 120A.40 (School Calendar)

Minn. Stat. § 120A.41 (Length of School Year; Hours of Instruction)

Minn. Stat. § 120A.414 (E-Learning Days)

Minn. Stat. § 120A.415 (Extended School Calendar)

Minn. Stat. § 120A.42 (Conduct of School on Certain Holidays)

Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123A.30 (Agreements for Secondary Education)

Minn. Stat. § 123A.32 (Interdistrict Cooperation)

Minn. Stat. § 123A.35 (Cooperation and Combination)

Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)

Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)

Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)

Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
School District Curriculum Instruction and Goals	601	Adopted: 8-09-2001 Renumbered: 3-11-2021 Revised: 01-24-2023	3 Years Annual

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating the world’s best workforce.

II. GENERAL STATEMENT OF POLICY

~~Students’ academic success and learning in Stillwater Area Public Schools is based on effective implementation of the interrelated components of standards, assessment, curricula, and instruction. Successful implementation of these systems results in a continuous improvement cycle of instruction, assessment of clearly defined learning objectives, and equity of access and opportunity for each and every student. Strategic and operational plans that provide for the focused delivery of learning will be developed and regularly made available to the community with the intent of ongoing dialogue to support improvement and student achievement.~~

The policy of the school district is to establish the “world’s best workforce” in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

A. “Academic standard” means a summary description of student learning in a required content area or elective content area. ~~defines expectations for the educational achievement of public school students across the state in grades K-12. Standards and benchmarks are important because they:~~

1. ~~identify the knowledge and skills that all students must achieve by the end of a grade level or grade band;~~
2. ~~help define the course credit requirements for graduation; and~~
3. ~~serve as a guide for the local adoption and design of curricula.~~

B. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities.

D. “Curriculum” means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and

skills.

- E. "Ethnic studies" as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- G. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- H. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:
 - 1. the size of the academic achievement gap;
 - 2. rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, (including concurrent enrollment), other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 - 3. student performance on the Minnesota Comprehensive Assessments;
 - 4. high school graduation rates; and
 - 5. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.
- I. ~~"World's best workforce" under Minn. Stat. § 120B.11~~ means striving to ~~accomplish the following goals:~~ meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
 - 1. ~~all children are ready for school;~~
 - 2. ~~all third-grade students achieve grade-level literacy;~~
 - 3. ~~all racial and economic achievement gaps between students are closed;~~ 4. ~~all students are ready for career and college; and~~
 - 4. ~~all students graduate from high school.~~

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, ~~shall~~ **must** adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes the following:
 - 1. clearly defined school district and school site goals for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.35, subdivision 3, paragraph (b)(2)
 - 2. a process to:
 - a) assess and evaluate each student's progress toward meeting state and local academic standards,
 - b) assess and identify students for participation in gifted and talented programs and services and accelerate their instruction,
 - c) adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and
 - d) identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;
 - 3. a system to periodically review and evaluate the effectiveness of all curriculum and instruction, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, subdivision 3, students' access to effective teachers who are

members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;

4. strategies for improving curriculum, instruction, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;
5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income and Black, Indigenous, and children of color families, children in families of People of Color, and children in American Indian families are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that
 - a) integrate high-quality instruction, rigorous curriculum, technology and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; curriculum that is rigorous, accurate, and culturally sustaining;
 - b) ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c) provide a collaborative professional culture that develops and supports seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness;
7. an annual budget for continuing to implement the school district plan; and
- ~~B. School district and school site goals shall include the following:~~
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners

~~1. All students will be prepared to effectively participate in lifelong learning. Each student will have the opportunity and will be expected to develop and apply essential knowledge that aligns with the district's Profile of a Graduate. A Stillwater Area Public Schools student will be an effective:~~

~~a. Communicator: Can express themselves effectively in both written and oral communications. Listens actively to others and treats them with kindness and respect. Shows cultural understanding and global awareness when engaging with others.~~

~~b. Collaborator: Builds strong relationships and works effectively and respectfully with diverse teams. Seeks out diverse ideas and perspectives. Values the individual contributions made by each team member.~~

~~c. Critical Thinker: Shows empathy for others. Can solve complex problems and is able to discern accurate and relevant information. Reasons effectively to make sound judgments and decisions.~~

d. ~~Creator: Is courageous, takes risks and learns from failure. Is open-minded and responsive to new and diverse perspectives. Is flexible and can adapt to new environments and situations. Carefully considers ideas in order to improve and maximize creative efforts.~~

e. ~~Self-Advocate: Remains curious and loves to learn new things. Understands personal strengths and weaknesses and is motivated and confident. Follows their passions and interests.~~

C. ~~Multiple performance measures will be utilized to determine progress in striving to create the world's best workforce and must include at least the following:~~

- ~~1. rigorous course taking, including college-level advanced placement, postsecondary enrollment options, concurrent enrollment, industry certification courses or programs, and other enrichment experiences;~~
- ~~2. student performance on the Minnesota Comprehensive Assessments;~~
- ~~3. high school graduation rates; and~~
- ~~4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.~~

~~Each measure will include analysis of all students as well as by subgroup to identify achievement gaps and inform continuous improvement efforts.~~

Legal References: Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.12 (Read Act Goal and Interventions)

Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)

Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)

Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.147, Subd. 3 (Principals)

Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required before Assessment Referral)

20 U.S.C. § 5801, *et seq.* (National Education Goals)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Shared Responsibility and Student Performance Measures School District System Accountability	616	Adopted: 7-17-2014 Renumbered: 3-11-2021	One year from adoption Annual

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "World's best workforce" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals that take into account based on the recommendations of the school district's Advisory Committee.
2. The District Advisory Committee created under Policy 603 (Curriculum Development) is established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards
3. The school district-wide improvement goals should address recommendations identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board district leadership on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues.
2. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement that show growth relative to an individual

student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school district board will utilize models developed by the Commissioner for measuring individual student progress. The school district board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By [Oct 30] of each year, the District Advisory Committee will meet to review the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The District Advisory Committee will provide active community participation in:
 - a) Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b) Reviewing annual instruction and curriculum improvement goals for recommendation to the school board;
3. The District Advisory Committee shall meet the following criteria:
 - a) The District Advisory Committee shall ensure active community participation in all phases of planning and improving the for instruction and curriculum affecting state and district academic Graduation Standards.
 - b) The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c) Building teams 9.12.23 Remove may be established as subcommittees to shall develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d) A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the state and district academic standards the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minnesota Statutes, section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.
3. The school district must annually report the district's class size ratios by each grade to the commissioner of education in the form and manner specified by the commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

1. ~~The Board of Education is committed to identifying meaningful measures of student performance in order to monitor and improve student learning. These measures will assist in making informed decisions related to the use of staff and financial resources.~~

2. ~~Shared Responsibility for Student Learning~~

- ~~2.1. Students are responsible for their own learning.

 - ~~2.1.1. It is expected that, through opportunities made available by District 834, students will develop their academic talents in order to become lifelong learners.~~~~
- ~~2.2. Parents/guardians are expected to be active participants in student learning.

 - ~~2.2.1. Parents/guardians are expected to ensure their child(ren)'s attendance at school, insist on the completion of student work, monitor student performance, and advocate for the needs of their child(ren).~~~~
- ~~2.3. Teachers are recognized as having the most important impact on day-to-day student learning.

 - ~~2.3.1. Through the use of innovative practices, positive relationships, and the implementation of district curriculum, high achievement for all learners is expected.~~
 - ~~2.3.2. Teachers' professional learning plans, as well as the evaluation of teachers, must have student learning as their ultimate outcome.~~~~
- ~~2.4. The community plays a vital role in student learning.

 - ~~2.4.1. Through its financial support, the community will determine the scope of the district educational programming and opportunities for student choice.~~
 - ~~2.4.2. The community's willingness to partner, as volunteers, community experts, and as a support system for our students, will help determine how effective the District can be in helping all students reach their potential.~~~~
- ~~2.5. The Superintendent shall administer district programs and evaluate the outcomes through seven measures of student performance.

 - ~~2.5.1. Measures of Student Performance

 - ~~2.5.1.1. Student Engagement~~
 - ~~2.5.1.2. Student Social, Emotional and Behavioral Development~~
 - ~~2.5.1.3. Kindergarten Readiness~~
 - ~~2.5.1.4. Third Grade Literacy Proficiency~~
 - ~~2.5.1.5. Closing of Identified Achievement Gaps~~
 - ~~2.5.1.6. College and Career Readiness~~
 - ~~2.5.1.7. High School Graduation Rates~~~~
 - ~~2.5.2. Success in these measures of performance is defined as maintaining or improving the results over time.~~~~

~~2.6.~~

~~The Board of Education, in its governance capacity, will bi-annually review the results of the measures of student performance.~~

Legal References: Minn. Stat. § 120B.018 (Definitions)
 Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
 Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)
 Minn. Stat. § 120B.35 (Student Academic Achievement and Growth)
 Minn. Stat. § 120B.36 (School Accountability)
 Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
 Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)

Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Graduation Requirements	613		Annual

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of one semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- C. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.
- D. “Required standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, and the arts, and (2) a locally adopted expectation for student learning in health.
- E. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The Data and Assessment Coordinator shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

Students’ state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students’ attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to

- succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
 - C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
 - D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
 - E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
 - F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Six credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Six credits of science, including at least: (a) ~~one~~ **two** credits of biology; (b) ~~one~~ **two** credits of chemistry or physics; and (c) ~~one~~ **two** elective credits of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;

- E. Eight ~~and one-half~~ credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. Two credits in the arts sufficient to satisfy all of the state or local academic standards in the arts;
- G. One Health credit; and
- H. One PE credit
- I. A minimum of eleven elective credits.
- J. Credit equivalencies
 - 1. ~~OneTwo~~ credits of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill one credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.
 - 6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on a periodic basis. A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References:

Minn. Stat. § 120B.018 (Definitions)

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)

Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Credits)

Minn. Stat. § 120B.07 (Early Graduation)

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)

Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)

Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)

Minn. Rules Part 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Literacy and the Read Act	621		Annual

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes the centrality of reading in a student’s educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher, who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.
- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other

- support staff to support classroom literacy instruction. A literacy lead may be employed by one district, jointly by two or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
 - G. "Oral language," also called "spoken language," includes speaking and listening, and consists of five components: phonology, morphology, syntax, semantics, and pragmatics.
 - H. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
 - I. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
 - J. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
 - K. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
 - L. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension.
 - M. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
 - N. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six weeks of the school year, and again within the last six weeks of the school year. The screener must be one of the screening tools approved by the Minnesota Department of Education (MDE).
- B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C. Schools, at least biannually after administering each screener, must give the parent of each student who is not reading at or above grade level timely information about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and oral language.
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.
- D. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

- E. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:
1. a summary of the school district's efforts to screen for dyslexia;
 2. the number of students universally screened for that reporting year;
 3. the number of students demonstrating characteristics of dyslexia for that year; and
 4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.1118, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.1118.
- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and

outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
2. a process to notify and involve parents;
3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
5. identification of staff development needs, including a plan to meet those needs;
6. the curricula used by school site and grade level;
7. a statement of whether the school district has adopted a MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a) students in kindergarten through grade 3;
 - b) students who demonstrate characteristics of dyslexia; and
 - c) students in grades 4 to 12 who are identified as not reading at grade level; and

B. the number of teachers and other staff that have completed training approved by the department.

VIII. STAFF TRAINING

A. Beginning July 1, 2024, a school district must provide access to the training required under Minnesota Statutes, section 120B.123, subdivision 5, to:

1. intervention teachers working with students in kindergarten through grade 12;
2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
3. special education teachers;

4. curriculum directors;
 5. instructional support staff who provide reading instruction; and
 6. employees who select literacy instructional materials for a district.
- B. The school district must provide training from a menu of approved evidence-based training programs to all reading intervention teachers, literacy specialists, and other teachers and staff identified in Minnesota Statutes, section 120B.12, subdivision 1, paragraph (b), by July 1, 2025; and by July 1, 2027, to other teachers in the school district, prioritizing teachers who work with students with disabilities, English learners, and students who qualify for the graduation incentives program under Minnesota Statutes, section 124D.68. The Commissioner of MDE may grant a school district an extension to these deadlines.
- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to support implementation of evidence-based reading instruction. The following are eligible uses of literacy incentive aid:

1. training for kindergarten through grade 3 teachers, early childhood educators, special education teachers, reading intervention teachers working with students in kindergarten through grade 12, curriculum directors, and instructional support staff that provide reading instruction, on using evidence-based screening and progress monitoring tools;
2. evidence-based training using a training program approved by MDE;
3. employing or contracting with a literacy lead, as defined in Minnesota Statutes, section 120B.1118;
4. materials, training, and ongoing coaching to ensure reading interventions under Minnesota Statutes, section 125A.56, subdivision 1, are evidence-based; and costs of substitute teachers to allow teachers to complete required training during the teachers' contract day.

References: Minn. Stat. § 120B.1118 (Read Act Definitions)

Minn. Stat. § 120B.12 (Read Act Goal and Interventions)

Minn. Stat. § 120B.123 (Read Act Implementation)

Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)

Minn. Stat. § 124D.68 (Graduation Incentives Program)

Minn. Stat. § 124D.98 (Literacy Incentive Aid)

Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)

Cross References: None



Second Reading: 9-26-2023

New Policy

Students

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Overdose Medication	516.5		Annual

I. PURPOSE

As a means of enhancing the health and safety of its students, staff and visitors, the school district will acquire, administer, and store doses of an opiate antagonist, specifically Naloxone (Narcan)¹, and administration devices or kits for emergency use to assist a student, staff member, or other individual believed or suspected to be experiencing an opioid overdose on school district property during the school day. ~~or at school district activities.~~

II. GENERAL STATEMENT OF POLICY

The school board authorizes school administration to obtain and possess opioid overdose reversal medication, such as Naloxone, to be maintained and administered to a student or other individual by trained school staff if the staff member determines in good faith that the person to whom the medication is administered is experiencing an opioid overdose. Authorization for obtaining, possessing and administering Naloxone or similar permissible medications under this policy are contingent upon: 1) the continued validity of state and federal law that permit a person who is not a healthcare professional to dispense an opiate antagonist to the school district and its employees by law; 2) that the school district and its staff are immune from criminal prosecution and not otherwise liable for civil damages for administering the opiate antagonist to another person who the staff member believes in good faith to be suffering from a drug overdose; and 3) the availability of funding either from outside sources or as approved by the school board to obtain and administer opioid overdose reversal medication.

III. DEFINITIONS

- A. **"Drug-related overdose"** means an acute condition, including mania, hysteria, extreme physical illness, respiratory depression or coma, resulting from the consumption or use of a controlled substance, or another substance with which a controlled substance was combined, and that a layperson would reasonably believe to be a drug overdose that requires immediate medical assistance.
- B. **"Naloxone Coordinator"** is a school district staff person or administrator appointed to monitor adherence to protocols outlined in this policy and referenced procedures. The Naloxone Coordinator is responsible for building-level administration and management of Opiate Antagonist medications and supplies. The school district's Naloxone Coordinator is Executive Director of Special Services.
- C. **"Opiate"** means any dangerous substance having an addiction forming or addiction sustaining liability similar to morphine or being capable of conversion into a drug having such addiction forming or addiction sustaining liability.
- D. **"Opiate Antagonist"** means naloxone hydrochloride ("Naloxone") or any similarly acting drug approved by the federal Food and Drug Administration for the treatment of a drug overdose.
- E. **"Standing Order"** means directions from ~~a licensed school district's~~ **a licensed** medical provider that sets forth how to house and administer Naloxone or other Opiate Antagonist medications to students, staff members or other individuals believed or suspected to be experiencing an opioid overdose. This Standing Order should include the following information:
 - 1. Administration type
 - 2. Dosage

¹ Naloxone is the medication that reverses an opioid overdose. Narcan® is the brand name for the intranasal applicator (nasal spray) form of naloxone. Naloxone usually refers to an intramuscular (IN+M) naloxone form that comes in a vial and is administered with a syringe, normally dispensed as an "IM kit."

3. Date of issuance
4. Signature of the authorized provider

IV. **GENERAL STATEMENT OF POLICY AND RESPONSIBILITIES**

- A.** The school district must maintain a supply of opiate antagonists at each school site to be administered in compliance with Minnesota law. Each school building must have two doses of nasal naloxone available on-site.
- B.** A licensed physician, a licensed advanced practice registered nurse authorized to prescribe drugs pursuant to Minnesota Statutes, section 148.235, or a licensed physician assistant may authorize a nurse or other personnel employed by, or under contract with, a public school may be authorized to administer opiate antagonists as defined under Minnesota Statutes, section 604A.04, subdivision 1.
- C.** A licensed practical nurse is authorized to possess and administer an opiate antagonist in a school setting notwithstanding Minnesota Statutes, 148.235, subdivisions 8 and 9.
- D.** School District Collaborative Planning and Implementation Team
To the extent Naloxone is obtained for use consistent with this policy, the school district will establish a school district-wide collaborative planning and implementation team ("School District Planning Team") who will oversee the general development and operations related to the use of opiate antagonist Naloxone and regularly report to the school board as to its activities.
 1. The School District Planning Team will include the Naloxone Coordinator and may include the superintendent (or designee), health services supervisor, school nurse, public health experts, first responders, student or family representatives, and community partners who will be assigned to the Team by the superintendent or designee or solicited as volunteers by the superintendent.
 2. The School District Planning Team, through the Naloxone Coordinator, will obtain a protocol or Standing Order from a licensed medical prescriber for the use of Naloxone or other Opiate Antagonist by school district staff in all school facilities and activities and will update or renew the protocol or Standing Order annually or as otherwise required. A copy of the protocol or Standing Order will be maintained in the office of the Naloxone Coordinator.
 3. The School District Planning Team will develop school district-wide guidelines and procedures and determine the form(s) of Naloxone to be used within the school district (nasal, auto injector, manual injector) and the method and manner of arranging for the financing and purchasing, storage and use of Naloxone to be approved by the school board. Once approved by the school district board, these guidelines and procedures will be attached and incorporated into this policy. At a minimum, these guidelines and procedures will:
 - a) Ensure that when Naloxone is administered, school district employees must activate the community emergency response system (911) to ensure additional medical support due to the limited temporary effect of Naloxone and the continued need of recipients of additional medical care;
 - b) Require school district employees to contact a school district healthcare professional to obtain medical assistance for the recipient of the Naloxone, if possible, pending arrival of emergency personnel;
 - c) Direct school district employees to make immediate attempts to determine if the recipient is a minor and, if so, locate the identity of the parent or guardian of the minor and ensure contact with that parent or guardian is made as soon as possible after administration of the Naloxone for the purpose of informing the parent or guardian of the actions that have been taken; and
 - d) Require school district staff to inform the building administrator or other administrator overseeing an event or activity of the administration of Naloxone, as well as the Naloxone Coordinator, after taking necessary immediate emergency steps.
 4. The School District Planning Team will determine the type and method of annual training, identify staff members at each school site to be trained and coordinate the implementation of the training with the assistance of the Naloxone Coordinator.
- E.** Site Planning Teams
 1. In consultation with the School District Planning Team, the administrator at each school site may establish, in the manner the superintendent or Naloxone Coordinator deems appropriate, a Site Planning Team within the school site.
 2. The Site Planning Team will be responsible for the coordination and implementation of this policy, school district-wide guidelines and procedures within the school site and will develop and implement any specific guidelines and procedure for the storage and use of Naloxone within the school site in a manner consistent with this policy and school district wide procedures and guidelines.
- F.** School District Staff
School district staff members will be responsible for attending all required training pertaining to the policy, procedures and guidelines for the storage and use of Naloxone and performing any assigned

responsibilities pursuant to the guidelines and procedures.

V. **NALOXONE STORAGE**

- A. The Site Planning Team will select numerous **the** Naloxone storage locations within the school site. ~~and outside the school site when activities are conducted off school grounds (i.e., transportation services, field trips, etc.).~~
- B. The selected storage locations of Naloxone will be classified as non-public "security information" as the school board has determined that the disclosure of this data to the general public would be likely to substantially jeopardize the security of the medication that could be subject to theft, tampering, and improper use. Therefore, the identity of the storage locations will be shared only with those school district staff members whom the School District Planning Team or Site Team have determined need access to this information to aid public health and safety as determined in the procedures and guidelines.
- C. Stock Naloxone will be clearly labeled, monitored for expiration dates, and stored in a secured location that is accessible by trained staff as set forth in paragraph V.B.

VI. **Privacy Protections**

The school district will maintain the privacy of students and staff related to the administration of Naloxone as required by law.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 121A.21 (School Health Services)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.224 (Opiate Antagonists)
Minn. Stat. § 144.344 (Emergency Treatment)
Minn. Stat. § 148.235 (Prescribing Drugs and Therapeutic Devices)
Minn. Stat. § 151.37 (Legend Drugs; Who May Prescribe, Possess)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.02 (Schedules of Controlled Substances)
Minn. Stat. § 604A.01 (Good Samaritan Law)
Minn. Stat. § 604A.015 (School Bus Driver Immunity from Liability)
Minn. Stat. § 604A.04 (Good Samaritan Overdose Prevention)
Minn. Stat. § 604A.05 (Good Samaritan Overdose Medical Assistance)
Minn. R. Pt. 6800.4220 (Schedule II Controlled Substances)
20 U.S.C. § 1232g (Family Educational and Privacy Rights)

Cross Reference: MSBA/MASA Model Policy 516 (Student Medication)
Minnesota Department of Health Toolkit on the Administration of Naloxone



TO: Northeast Metro 916 Board of Education
FROM: Val Rae Boe
DATE: September 12, 2023
RE: September 6 Board of Education Meeting Talking Points

Members present: Knisely-12, Palmer-13, Starck-14, Forsberg-16, Oksnevad-282, Westerman-621, Yener-622, Clark-623, Daniels- 624, Payne-832, and Hockert-834.

Members absent: Theisen-831 and Dols-833.

- **School Board Policies:** The School Board was presented with a first reading of several policies and approved several policies that were presented in August.
 - First Reading: Policies 425, 514, 526, 602, and 806
 - Approved: Policies 504, 506, 515, 516.5, and 624.

- **Recognitions:** Several Principals and Vice Principals presented information to the School Board recognizing their programs and staff.
 - **Karner Blue Education Center:** Jasmine Smith, principal, and Lindsay Nelson, assistant principal, shared an impact story of students transitioning back to their home districts and also their dedication to staff recruitment and retention.
 - **Bellaire Education Center:** Tammy Bednar, principal, and Laura Leslie, assistant principal shared student and family stories, as well as, a video created for Staff Appreciation which showed the Happy and Proud experience at 916.
 - **Retirement:** Jay Fehrman, manager of related and itinerant services, recognized and shared his appreciation for Melissa Barg, interpreter, who will be retiring in November after providing 916 with 30 years of service. Melissa thanked 916 for the opportunity and encouraging her to do bigger and better things over her 30 years than she had imagined possible.

- **Approval of Building Construction Joint Powers Agreement between the City of North St. Paul and Career & Technical Center:** The School Board approved the Building Construction Joint Powers Agreement with the City of North St. Paul for the construction of a single dwelling home at 2170 Eldridge Ave East in North St Paul with students in the Career and Technical Center Construction Occupations classes.

- **Approval of Strategic Actions Benchmarks for the 2023-24 School Year:** The School Board approved the 2023-24 Strategic Action Benchmarks. These benchmarks reflect the district's commitment to continuous improvement and its dedication to providing an exceptional, individualized education for all students. The benchmarks include:
 - Happy and Proud: The 916 Experience, Where Joy meets Purpose
 - Equity: Removing Systemic Barriers to Student Success
 - Creating the Conditions for Student Success: Implementing the Vision for Student Learning
 - Professional Support and Development: Growing Capacity to Support Student Success
 - Recruitment and Retention: Building Tomorrow's Team, Unlocking Potential and Fostering Growth

- **Approval of Joint Powers Agreement with Minnesota State Colleges and Universities and Century College:** The School Board authorized the administration to execute a joint powers agreement with Minnesota State Colleges and Universities on behalf of Century College relate to the concurrent enrollment courses at 916 Career and Technical Center for the 23-24 School Year. The course number has grown from four courses in 21-22, to six courses in 22-23, to 16 courses in 23-24.