

Business Meeting

Tuesday, September 24, 2024 6:00 PM

Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, 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. Maysen Puhmann and Ms. Ainsley Smith, 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 27, 2024	Speaker (s) : Ms. Beverly Petrie, Clerk
X.B. School Board Meeting Minutes, September 10, 2024	Speaker (s) : Ms. Beverly Petrie, School Board Clerk
X.C. Payment of Invoices - September 7, 2024 - September 20, 2024	Speaker (s) : Ms. Marie Schrul, Executive Director of Finance
X.D. Field Trip Request Form for Band and Orchestra to Orlando, Florida	Speaker (s) : Mr. Tark Katzenmeyer & Mr. Ryan Jensen
X.E. Human Resources Personnel Report	Speaker (s) : Ms. Kristine Carlston, Executive Director of Human Resources
XI. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs	
XI.A. Report: Elementary Data Overview	Speaker (s) : Ms. Elsa Mundt, Education Data Analyst & Assessment Supervisor
XII. Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	

XIII. **Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning**

XIII.A. Action: Adopt Preliminary Proposed Property Tax Levy 2024 Payable 2025

Speaker (s) : Ms. Marie Schrul, Chief of Finance

XIII.B. Action: Revised Resolution Authorizing Administration to Lease, Purchase, and Contract for Goods and Services

Speaker (s) : Ms. Marie, Chief Financial Officer

XIII.C. Report: Second Reading: Policy 519 - Interviews of Students by Outside Agencies; Policy 527 - Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches; 611 - Homeschooling; 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students

Speaker (s) : Mr. Paul Lee, Executive Director of Student Support Services

XIII.D. Action: Approval of Policy 519 - Interviews of Students by Outside Agencies; Policy 527 - Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches; 611 - Homeschooling; 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students

Speaker (s) : Mr. Paul Lee, Executive Director of Student Support Services

XIV. **Strategic Direction D: Develop strong partnerships with the communities we serve**

XIV.A. Report: Strategic Plan Update

Speaker (s) : Ms. Carissa Keister Chief of Staff

XV. **Adjournment**

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

XVI. **Attachments**

- I. Public Comment: No speakers.
 - II. Call to Order: The meeting was called to order at 6:00 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 and second by Thelander, Carried 6-0.
 - VI. Student Report: The first day of school for the 9th graders went smoothly. Fall sports super fans will be organizing special events and school themes. The student council is working to build school spirit and to promote an inclusive and welcoming environment.
 - VII. Superintendent Report: Welcome Jamie Atkins to the finance department. There was some confusion with the message that went out to the community, due to a power outage at Oak-Land Middle School and Stillwater Area High School this morning. Dr. Funk discussed the challenges of the compatibility with the student database system and the transportation routing system.
 - VIII. Chair Report: Chair Sherman shared Superintendent Funk's second year evaluation.
 - IX. Consent Agenda: A. School Board Meeting Minutes, July 16, 2024; B. School Board Meeting Minutes, August 6, 2024; C. Payment of Invoices - August 3 - 22, 2024; D. Policy 507 - Corporal Punishment and Prone Restraint; Policy 513 Student Promotion, Retention, and Program Design; Policy 521 Student Disability Nondiscrimination; Policy 532 - Use of Peace Officers and Crisis Teams to remove students with IEPs from school grounds; Policy 722 - Public Data Request; Policy 806 - Crisis Management Policy; E. Memorandum of Agreement (MOA); F. Insurance Rate Change for Child Life and AD&D; G. 2024-25 Substitute Pay Rate; H. Human Resources Personnel Report. Motion by Sherman and second by Hockert, Carried 6-0.
 - X. 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. Nothing to report.
 - XI. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for All Staff and Students. Nothing to report.
 - XII. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning.
 - A. Report: First Reading Policy 515 Data Privacy Protection and Privacy of Pupil Specific Data and Form. This policy will come to the board for a second reading and approval at a future meeting.
 - B. Revoke Policies 722.1 - Information Access/Decision Making; 725 - Record Retention. Motion to approve by Petrie, second by Thelander, carried 6-0.
 - XIII. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve. Nothing to report.
 - A. Adventure Club Update. The board received an update on Adventure Club's before and after school child care.
 - B. Adjourn
 - C. The meeting adjourned at 7:11 p.m.
- Respectfully submitted, Beverly Petrie, Board Clerk

- I. Call to Order: The meeting was called to order at 6:00 p.m.
- II. Roll Call: Present: Katie Hockert, Pete Kelzenberg, Chris Lauer, Beverly Petrie, Alison Sherman, Andrew Thelander
- III. Pledge of Allegiance
- IV. Approval of Agenda: Motion made by Sherman and second by Thelander; Carried 6-0.
- V. Consent Agenda: A. Payment of Invoices - August 24 - September 6,, 2024; B. Policy 509 Enrollment of Nonresident Students; Motion to approve by Sherman and second by Lauer; carried 6-0.
- 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. Back to School Report: Enrollment, Transportation, Staffing and Professional Development. School board members received a report on the start of the school year, which included an update on enrollment numbers, staffing, transportation, professional development, and district initiatives for the year ahead.
 - B. Assessment Update. MCA results were released last week and the board received an update on our students' performance. These scores provide a snapshot of where we are as a system. A strategic approach to professional development and a tighter curriculum alignment will positively impact student outcomes and improve our teaching practices.
- VII. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for All Staff and Students. Nothing to report.
- VIII. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning.
 - A. Superintendent Contract. The school board approved a new three-year contract with Superintendent Funk. Changes to the contract include compensation adjusted to the market rate for superintendents in similarly sized districts in the metro area. It also includes compensation for retention and education level. The contract will be in place beginning July 1, 2025 through June 30, 2028.
 - B. First Reading Policy 519 - Interviews of Students by Outside Agencies; Policy 527 - Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches; 611 - Home Schooling; 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students These policies will come to the board for a second reading and approval at a future meeting.
 - C. Second Reading Policy 515 Protection and Privacy of Pupil Records. There have been no changes to this policy since the first reading on August 27.
 - D. Public Input Related to Policies. No speakers.
 - E. Action: Approval of Policy 515 Protection and Privacy of Pupil Records. Motion by Sherman and second by Kelzenberg; carried 6-0.
 - F. Revoke Policy SR 1.21 Development of Parental Involvement Policies For Title I Programs; Policy 616.1 Examination/Grading/Rating. Motion by Sherman and second by Hockert; carried 6-0.
- IX. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve.
 - A. Report: Long Term Facility Maintenance (LTFM) Summer Update. School board members reviewed projects completed over the summer with Long-Term Facilities Maintenance funding. This included work at Afton-Lakeland, Lily Lake, Rutherford, Stonebridge, and Stillwater Middle.
- X. Adjourn
 - A. The meeting adjourned at 7:16 p.m.

Respectfully submitted, Beverly Petrie, 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: Tark Katzenmeyer Cell Phone #: (727) 776-1492
(320) 494-6758

In conjunction with (team/class/organization): SATS Band and Orchestra

Educational/Trip Purpose: Perform at "Sound Design: Music & the Art of Foley"
(see attached)

Itinerary details must be attached

Destination: Universal Studios Florida, 6000 Universal Blvd, Orlando FL 3281

Destination Address/Phone: (407) 363-8000
(Address, City, State) (Phone number)

Departure from school Date: 3/6/25 Return to school Date: 3/10/25

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

Departure from destination Time: 2 PM Return to school Time: Tuesday, 3/11/25 7:40 AM
3/10/25

Number of: Students/Team Members: (Attach List) See Attached
Directors/Coaches: 2 Names: Tark Katzenmeyer & Ryan Jensen

Chaperones*: TBD Names: Approved by Background Check in

* All chaperones must have a completed and approved criminal background check. October 2020

Mode of Travel (see back for more info): Round Trip Airfare and Deluxe Motorcoach in Florida

Lodging Information (if overnight): Universal Studios Cabana Bay Beach Resort
(Hotel Name, Address, City, State) (Phone number) 6550 Adventure Way, Orlando FL 32819

Safety/Security Plans Reviewed Meeting 9/4/24
(Date and manner in which information provided) (407) 503-4000

Discipline & Chemical Policy & Rules Reviewed Meeting 9/4/24
(Date and manner in which information provided) 4000

Estimated Cost \$
Transportation \$ 620.00
Housing \$ 1,325.00
Fees \$ _____
Supplies \$ _____
(other) \$ _____

Total Cost \$ <u>1,945.00</u> / Student
Student Cost \$ <u>1,945.00</u> District Cost \$ <u>0</u>
Funding Source (i.e. grant, prof. dev., etc.): <u>Students/Families \$</u>

Teacher/Coach Signature: [Signature] 09/04/24 Fundrais
(Date)

Department Chair/Athletic Director Approval: _____ (Date)

Building Administration Approval: [Signature] 9/4/24
(Date)

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

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Akindele, Akeem	Probationary Release	Custodian LVL V, 8.0 hours/day Brookview Elementary	Custodial	September 12, 2024
Bennett, Brittany	Resignation	Dance Coach Stillwater Area High School	Co-Curricular	April 5, 2024
Benson, Gina	Resignation	Paraprofessional, 7.0 hours/day Lake Elmo Elementary	SCPA	August 9, 2024
Burow, Angela	Resignation	1.0 FTE LTS Occupational Therapist Lake Elmo & Stillwater Area High School	SCEA	September 16, 2024
Dhein, Lee	Resignation	Assistant Girls Track Coach Stillwater Area High School	Co-Curricular	July 2, 2024
Ehen, Kimberly	Resignation	Assistant Volleyball Coach Stillwater Area High School	Co-Curricular	July 12, 2024
Hartung, Timothy	Resignation	Head Wrestling Coach Stillwater Area High School	Co-Curricular	April 30, 2024
Janssen, Jonathan	Resignation	1.0 FTE Math Teacher Stillwater Area High School	SCEA	August 23, 2024
Mathias, Shelby	Resignation	Health Care Specialist, 6.5 hours/day Lake Elmo Elementary	Tech Support	September 5, 2024
Milbauer, Wendy	Resignation	Paraprofessional, 26 hours/week Lake Elmo Elementary	SCPA	August 19, 2024
Ries, Jessica	Resignation	Paraprofessional, 6.5 hours/day Afton-Lakeland	SCPA	August 22, 2024
Sharp, Carolyn	Resignation	Paraprofessional, 6.7 hours/day Lily Lake Elementary	SCPA	August 12, 2024
Skiba, Kaela	Resignation	Dance Coach Stillwater Area High School	Co-Curricular	April 19, 2024
Watson, Leyland	Resignation	Assistant Boys Soccer Coach Stillwater Area High School	Co-Curricular	July 9, 2024

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Alvarado Soto, Yazmin	.5 FTE Social Worker Early Childhood & Transition	\$65,347	2024-2025 Staffing	SCEA	September 5, 2024
Anderson, Susan	Paraprofessional, 6.0 hours/day Afton-Lakeland Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	September 16, 2024
Atkins, Jamie	Assistant Director of Finance Central Services	\$143,212	2024-2025 Staffing	Directors	September 23, 2024
Bailey, Ann	Nutrition Services Asst Manager Mahtomedi High School	\$25.26 / hour	2024-2025 Staffing	Nutrition Services	September 23, 2024
Bambery, Elizabeth	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	August 26, 2024
Bayless, Jacqueline	Integration Coordinator Oak Park	\$84,949	2024-2025 Staffing	CSS	August 26, 2024
Cramlet, Emily rehired	1.0 FTE Kindergarten Teacher Rutherford Elementary	\$60,420	2024-2025 Staffing	SCEA	August 19, 2024
Biggar-Larson, Jessica	Paraprofessional, 6.0 hours/day Stillwater Middle School	\$18.00 / hour	2024-2025 Staffing	SCPA	September 9, 2024
Dahlin, Brooke	Paraprofessional, 26 hours/week Lake Elmo Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	September 3, 2024
Garcia Balmaceda, Ana	Paraprofessional, 7.0 hours/week Lake Elmo Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	September 3, 2024
Gerlach, Gwyneth	1.0 FTE Elementary Education Teacher Lake Elmo Elementary	\$53,710	2024-2025 Staffing	SCEA	August 26, 2024
Gunderson, Nicole	1.0 FTE English Teacher	\$90,148	2024-2025	SCEA	September 2, 2024

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

	Stillwater Middle School		Staffing		
Feldkamp, Karen	Paraprofessional, 7.0 hours/day Lake Elmo Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	August 26, 2024
Feldman, Colleen	.2 FTE School Psychologist District Wide	\$108,366	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Holmes-Shrestha, Doreen	Girls Swim Coach Stillwater Middle School	\$2,436	Replacement	Co-Curricular	August 19, 2024
Kidd, William	Boys Assistant Soccer Coach Stillwater Area High School	\$3,248	Replacement	Co-Curricular	August 27, 2024
Koepke, Betsy	1.0 FTE School Psychologist Andersen & Stillwater Area High School	\$101,338	Replacement	SCEA	September 9, 2024
Larson, Sharon	Girls Swim Coach Oak-Land Middle School	\$2,639	Replacement	Co-Curricular	August 19, 2024
Lofgren, Kristin	Nutrition Services Employee, 4.0 hours/day Mahtomedi High School	\$18.92 / hour	2024-2025 Staffing	Nutrition Services	September 9, 2024
Malecek, Ella	Paraprofessional, 6.0 hours/day Stillwater Area High School	\$18.00 / hour	2024-2025 Staffing	SCPA	September 3, 2024
Mellin, Daniela	Community Ed Assistant, 2.5 hours/day Lily Lake Elementary	\$18.14 / hour	2024-2025 Staffing	Community Ed Leads & Assistants	September 3, 2024
Michalski, Vickie	Nutrition Services, 5.5 hours/day Stillwater Middle School	\$18.92 / hour	2024-2025 Staffing	Nutrition Services	September 3, 2024
Molina, Ahkeen	Nutrition Services Employee, 4.0 hours/day Stillwater Middle School	\$18.92 / hour	2024-2025 Staffing	Nutrition Services	September 5, 2024
Nielsen, Carissa	1.0 FTE Special Education Teacher Stillwater Area High School	\$74,129	Replacement	SCEA	September 16, 2024
Nusbaum, Pete	Paraprofessional, 6.0 hours/day Stillwater Area High School	\$18.00 / hour	2024-2025 Staffing	SCPA	September 9, 2024
Pawleski, Celeste	Administrative Assistant II - Due Process, 7.0 hours/day Oak Park	\$24.28 / hour	Replacement	Tech Support	August 26, 2024
Racheli, Desdamona	.4 FTE Music Teacher Oak-Land Middle School	\$75,192	2024-2025 Staffing	SCEA	August 19, 2024
Ries, Jessica	Paraprofessional, 6.5 hours/day Afton-Lakeland Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	August 22, 2024
Ross, Nellyda	Hispanic Student, Fam. & Comm. Engagement Specialist Stillwater Area High School	\$24.17 / hour	Replacement	Tech Support	August 28, 2024
Sainvilus, Nelva rehired	Custodian VI, 8.0 hours/day Stillwater Area High School	\$20.77 / hour	2024-2025 Staffing	Custodial	September 10, 2024
Smith, Erin	Paraprofessional, 6.0 hours/day Afton-Lakeland Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	September 16, 2024
Smith, Jessi	.4 FTE Art & English Teacher Stillwater Middle School	\$71,751	2024-2025 Staffing	SCEA	September 12, 2024
Strom, Reba	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	September 9, 2024
Schildwachter, Samantha	Preschool Assistant, 16 hours/week Early Childhood Family Center	\$18.14 / hour	2024-2025 Staffing	Community Ed Leads & Assistants	September 9, 2024
Thelander, Kary	.7292 FTE Preschool Teacher Early Childhood Family Center	\$90,148	Replacement	SCEA	August 21, 2024
Tomek, Kari	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	\$18.00 / hour	2024-2025 Staffing	SCPA	August 26, 2024
Wallace, Gemma	Community Ed Aide, 7.0 hours/week Lily Lake Elementary & Lake Elmo Elementary	\$15.50 /hour	2024-2025 Staffing	Community Ed Leads & Assistants	August 20, 2024
Williams, LaTwanna	.4 FTE CE Marketing Coordinator Central Services	\$66,894.00	2024-2025 Staffing	CSS	September 5, 2024

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
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(New Hires, Resignations, Retirements, Terminations, Leave Requests)

Alvarado Soto, Yazmin	Approve	.5 FTE Social Worker Early Childhood & Transition	SCEA	November 4, 2024 - January 27, 2025
Baumgard, Sara	Approve	1.0 FTE Math Teacher Stillwater Area High School	SCEA	September 9, 2024 - January 17, 2025
Gorr, Krista	Approve	1.0 FTE Counselor Stillwater Area High School	SCEA	November 11, 2024 - March 31, 2025
Iverson, Sofia	Approve	1.0 FTE ECSE Teacher Early Childhood Family Center	SCEA	February 13, 2025 - June 4, 2025
Terpstra, Vanessa	Approve	Paraprofessional, 6.5 hours/day Stillwater Area High School	SCPA	August 26, 2024 - October 17, 2024
VerDuin, Shannon	Approve	Paraprofessional, 7.5 hours/day Stillwater Area High School	SCPA	August 22, 2024 - October 7, 2024

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Auge, Brandon	1.0 FTE ELL/ML Teacher / SCEA President Lake Elmo & District Wide	1.2 FTE ELL/ML Teacher / SCEA President Lake Elmo & District Wide	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Barre, Katherine	1.0 FTE English Teacher Stillwater Area High School	1.2 FTE English Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Cortez, Sandy	Paraprofessional, 6.5 hours/day Stillwater Area High School	Hispanic Student, Fam. & Comm. Engagement Stillwater Area High School	Replacement	Tech Support	September 3, 2024
Dabrowski, Emily	1.0 FTE PE Teacher Oak-Land Middle School	1.2 FTE PE Teacher Oak-Land Middle School	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Drommerhausen, Deb	1.0 FTE Business Teacher Stillwater Area High School	1.2 FTE Business Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Fog, Michelle	Paraprofessional, 24 hours/week Afton-Lakeland Elementary/Early Childhood Family Center	Paraprofessional, 28 hours/week Early Childhood Family Center	2024-2025 Staffing	SCPA	August 26, 2024
Gross, Mindy	Paraprofessional, 6.0 hours/day Afton-Lakeland Elementary	Paraprofessional, 6.5 hours/day Afton-Lakeland Elementary	2024-2025 Staffing	SCPA	August 26, 2024
Holmberg, Shelly	1.0 FTE Science Teacher Stillwater Area High School	1.2 FTE Science Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	August 19, 2024 - January 17, 2025
Johnson, Anna	Paraprofessional, 18 hours/week Brookview Elementary	Paraprofessional, 6.0 hours/day Lily Lake Elementary	2024-2025 Staffing	SCPA	September 3, 2024
Kogl, Wendy	CE ECFC Assistant, 28 hours/week Brookview Elementary	Admin. Asst. I - Elementary Building, 6.0 hours/day Afton-Lakeland Elementary	Replacement	Tech Support	September 3, 2024
Laming, Christine	Paraprofessional, 1.0 hours/day Lily Lake Elementary	Paraprofessional, 2.0 hours/day Lily Lake Elementary	2024-2025 Staffing	SCPA	August 26, 2024
Kent, Jean	Paraprofessional, 28 hours/week Early Childhood Family Center	Paraprofessional, 28 hours/week Stonebridge Elementary	2024-2025 Staffing	SCPA	September 3, 2024
Klayman, Emily	1.0 FTE AVID & Technology Teacher Stillwater Middle School	1.2 FTE AVID & Technology Teacher Stillwater Middle School	2024-2025 Staffing	SCEA	September 4, 2024 - June 4, 2025
Linnell, Ashley	Paraprofessional, 27 hours/week Early Childhood Family Center & Lily Lake Elementary	Paraprofessional, 24 hours/week Early Childhood Family Center	2024-2025 Staffing	SCPA	September 9, 2024
Melin, Daniela	Community Ed Assistant, 2.5 hours/day Lily Lake Elementary	Community Ed Assistant, 2.5 hours/day Brookview Elementary	2024-2025 Staffing	Community Ed Leads & Assistants	September 9, 2024
Molin Englund, Kindra	1.0 FTE AVID & English Teacher Stillwater Area High School	1.2 FTE AVID & English Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
O'Brien, Amanda	School Age Care Coordinator (temporary), 8 hours/day Central Service Building	Community Ed Site Lead, 8.0 hours/day Rutherford Elementary	2024-2025 Staffing	Community Ed Leads & Assistants	September 3, 2024
Perkins, Wayne	1.0 FTE Social Studies Teacher Stillwater Area High School	1.2 FTE Social Studies Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Perkins, Wayne	Assistant Debate Coach Stillwater Area High School	Head Debate Coach Stillwater Area High School	Replacement	Co-Curricular	August 19, 2024
Puhrman, Mike	1.0 FTE Social Studies Teacher Stillwater Area High School	1.1 FTE Social Studies Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	January 20, 2025 - June 4, 2025
Rangel, Anthony	1.0 FTE Music & GATE Teacher	1.2 FTE Music & GATE Teacher	2024-2025	SCEA	August 19, 2024 - January 17, 2025

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

	Stillwater Middle School	Stillwater Middle School	Staffing		
Schoenecker, Nancy	Paraprofessional, 6.5 hours/day Stillwater Area High School	Paraprofessional, 6.75 hours/day Stillwater Area High School	2024-2025 Staffing	SCPA	August 29, 2024
Shoen, Sofia	Paraprofessional, 12 hours/week Afton-Lakeland Elementary	Paraprofessional, 12 hours/week Early Childhood Family Center	2024-2025 Staffing	SCPA	September 6, 2024
Walk, Michael	1.0 FTE Band & GATE Teacher Stillwater Middle School	1.2 FTE Band & GATE Teacher Stillwater Middle School	2024-2025 Staffing	SCEA	August 19, 2024 - June 4, 2025
Wasko, Kathryn	Paraprofessional, 6.5 hours/day Brookview Elementary	Paraprofessional, 6.0 hours/day Brookview Elementary	2024-2025 Staffing	SCPA	August 26, 2024
Weiss, Mike	1.0 FTE Social Studies Teacher Stillwater Area High School	1.1 FTE Social Studies Teacher Stillwater Area High School	2024-2025 Staffing	SCEA	August 19, 2024 - January 17, 2025

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Beety, Dean	Paraprofessional, 4.55 hours/day Stonebridge Elementary	2024-2025 Staffing	SCPA	August 26, 2024
Isaac, Dominic	.2 FTE Middle School Activities Coordinator Stillwater Middle School	2024-2025 Staffing	Paraprofessional	August 1, 2024 - June 15, 2025
Katzenmeier, AnnaGrace	Yearbook Advisor Oak-Land Middle School	Replacement	Co-Curricular	September 4, 2024
Martin, Jaime	Community Ed Assistant, 3.5 hours/week Stonebridge Elementary	2024-2025 Staffing	Community Ed Leads & Assistants	August 26, 2024
Nielsen, Amy	Student Government Oak-Land Middle School	Replacement	Co-Curricular	September 16, 2024
Peskar, Bailey	Preschool Assistant, 6.0 hours/week Brookview Elementary	2024-2025 Staffing	Community Ed Leads & Assistants	September 9, 2024
Runk, Laura	Community Ed Assistant, 3.5 hours/week Lake Elmo Elementary	2024-2025 Staffing	Community Ed Leads & Assistants	September 16, 2024



Expect
More.

MCA/MTAS Data Dive

Elementary 2023-2024

Presented to the school board
Sept 24, 2024

Grounding

- The MCA assessments are designed to measure achievement towards meeting the Minnesota Academic Standards.
- These results should be used at a summarized level (district, school, grade, student group) to examine student access to rigorous, standards-based content.
- These results are one piece of our district's assessment system, and cannot be used in isolation from other data sources.

Potential Uses

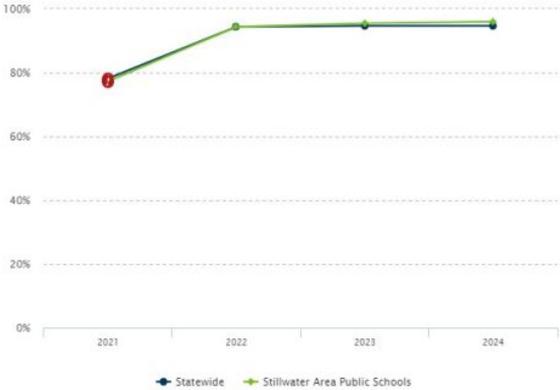
- Evaluate curriculum
- Align instruction to standards
- Evaluate equity between groups



Expect
More.

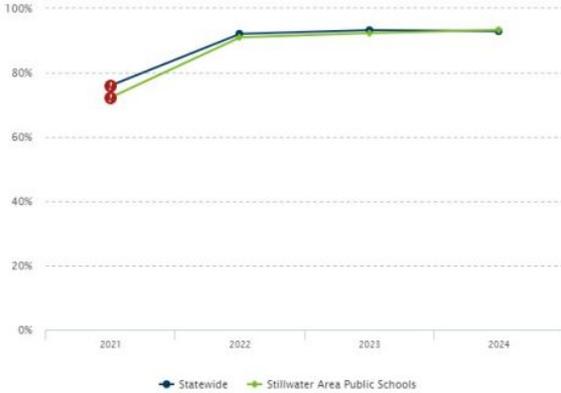
Participation Rates

2021 - 2024 Participation



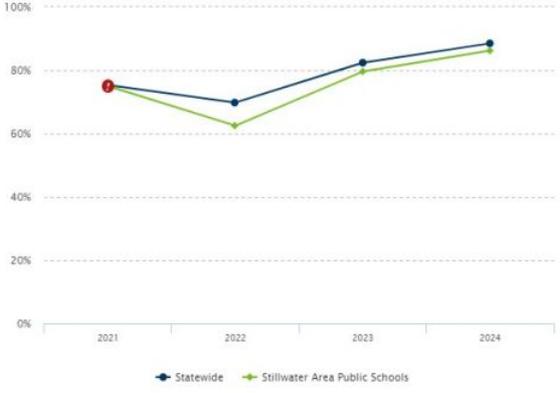
Reading: 96%

2021 - 2024 Participation



Math: 93%

2021 - 2024 Participation



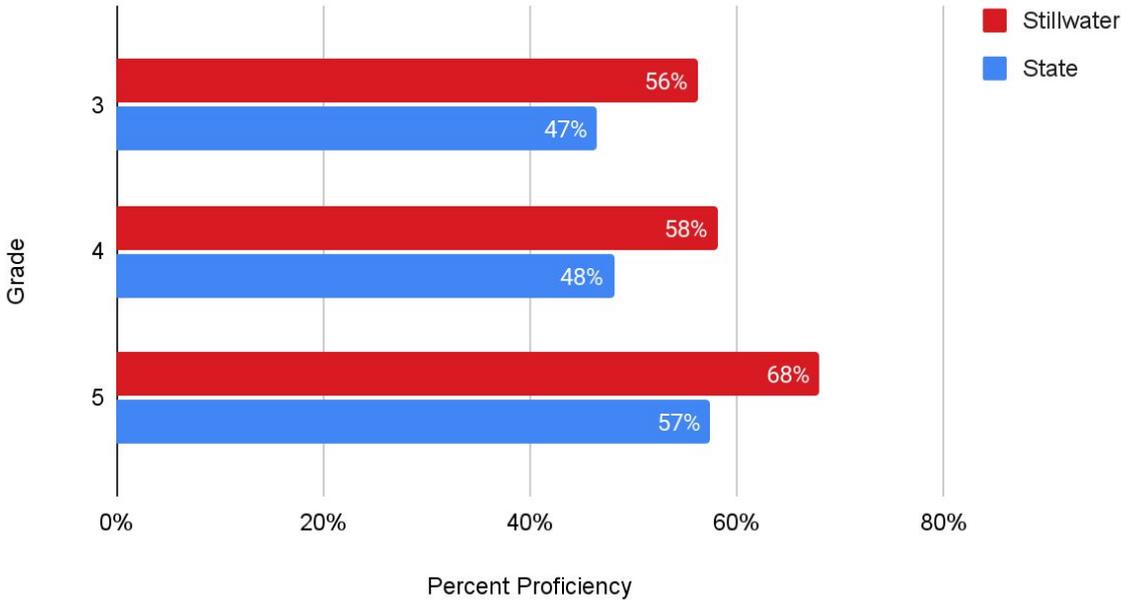
Science: 86%



Expect **More.**

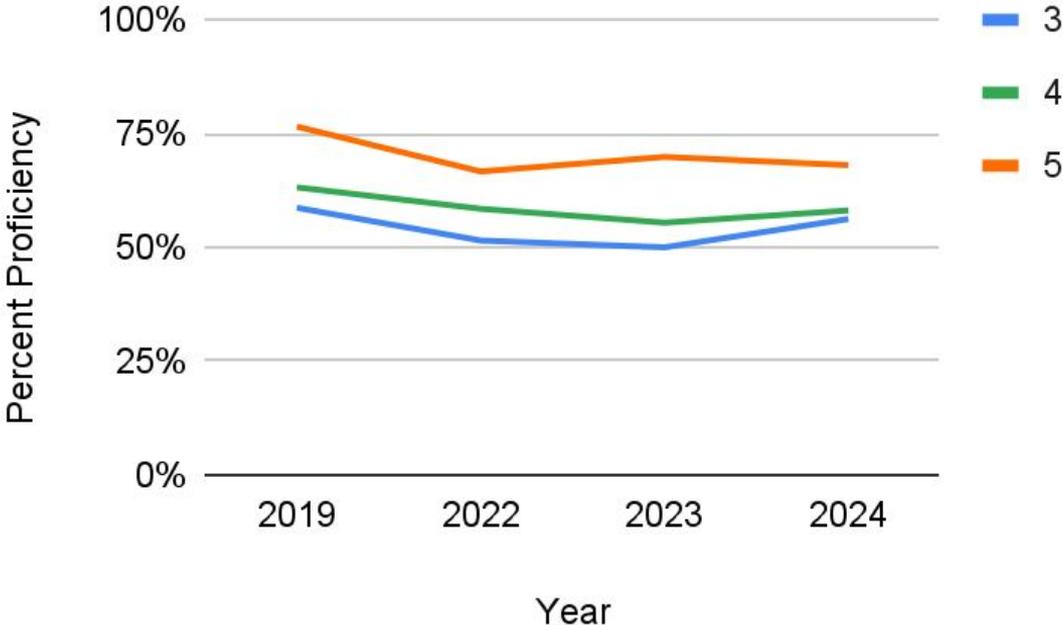
MCA /MTAS Reading by Grade

Reading Proficiency by Grade



Expect **More.**

MCA/MTAS Reading by Grade Trend



Expect
More.

MCA/MTAS Reading by Grade Cohort Trend

Stillwater	2022	2023	2024
3	51.49%	50.00%	56.23%
4	58.47%	55.42%	58.11%
5	66.67%	69.88%	68.05%

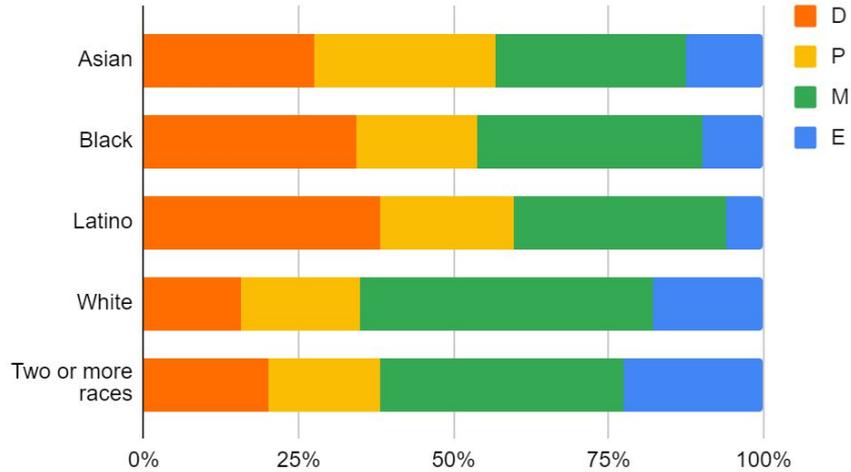
Minnesota	2022	2023	2024
3	48.10%	47.42%	46.54%
4	49.62%	48.36%	48.10%
5	59.35%	58.73%	57.45%



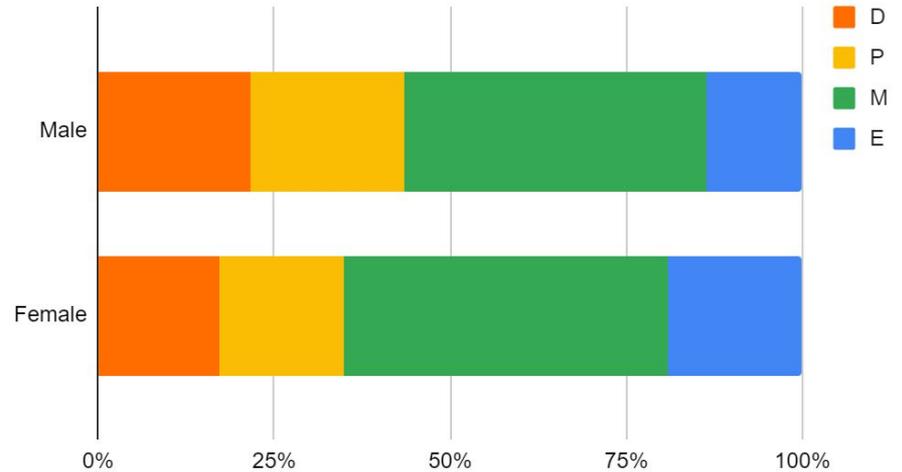
Expect
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MCA Reading by Student Group

Reading Achievement Level Distribution by Race

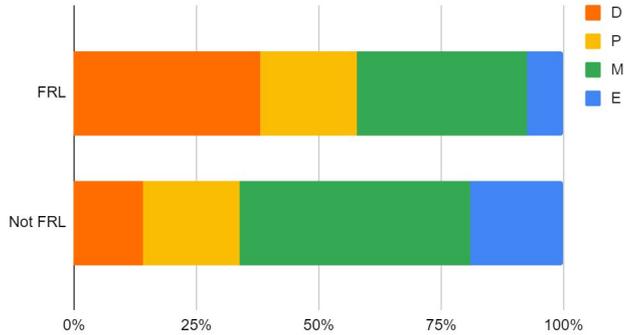


Reading Achievement Level Distribution by Gender

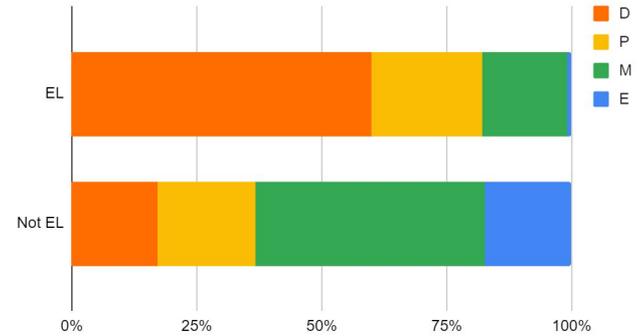


MCA Reading by Student Group

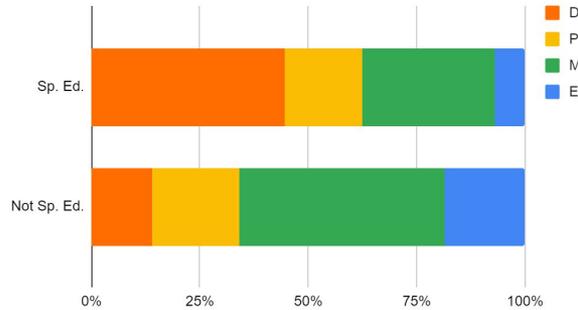
Reading Achievement Level Distribution by FRL



Reading Achievement Level Distribution by EL



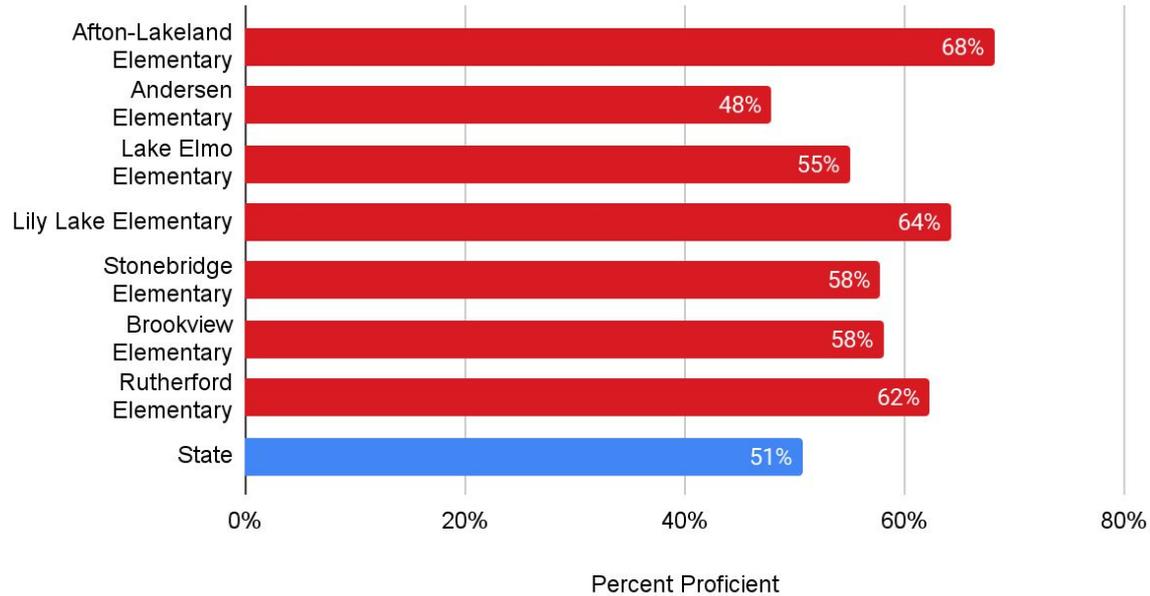
Reading Achievement Level Distribution by SPED



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MCA Reading by School

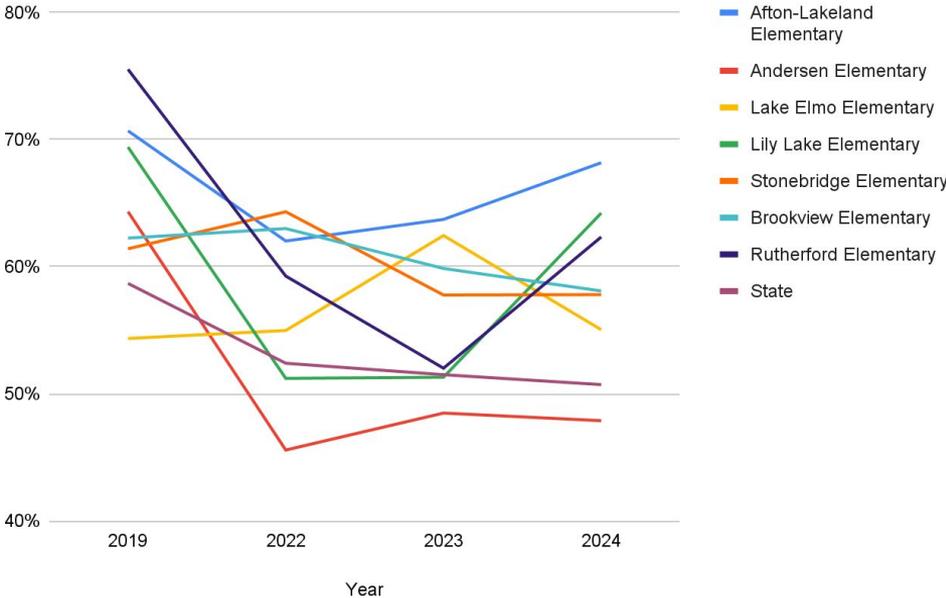
MCA/MTAS Reading



Expect
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MCA Reading by School Trend

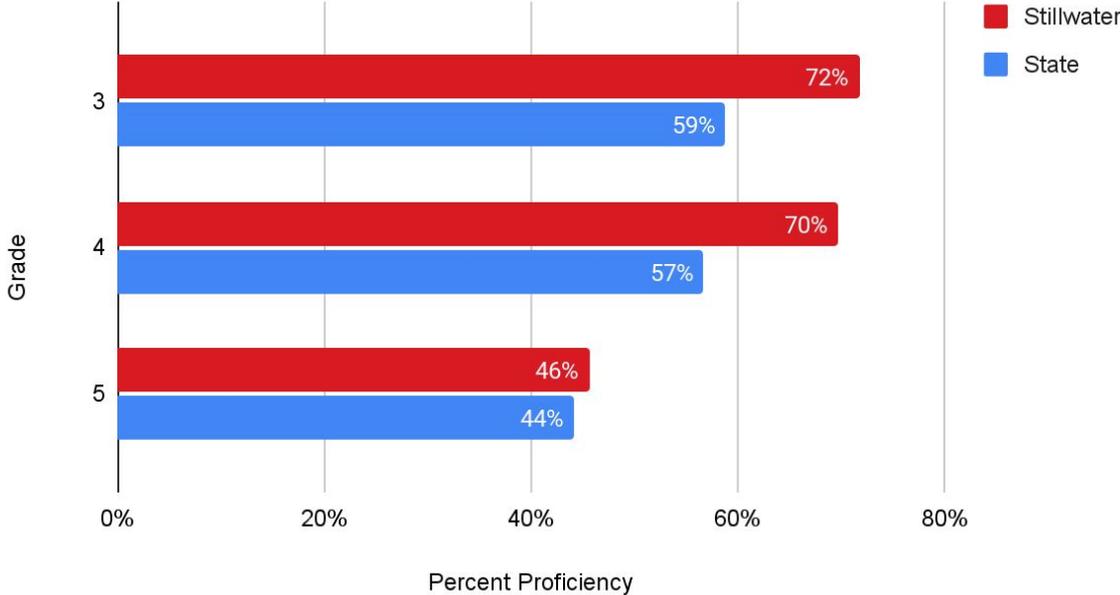
MCA/MTAS Reading Over Time



Expect
More.

MCA /MTAS Math by Grade

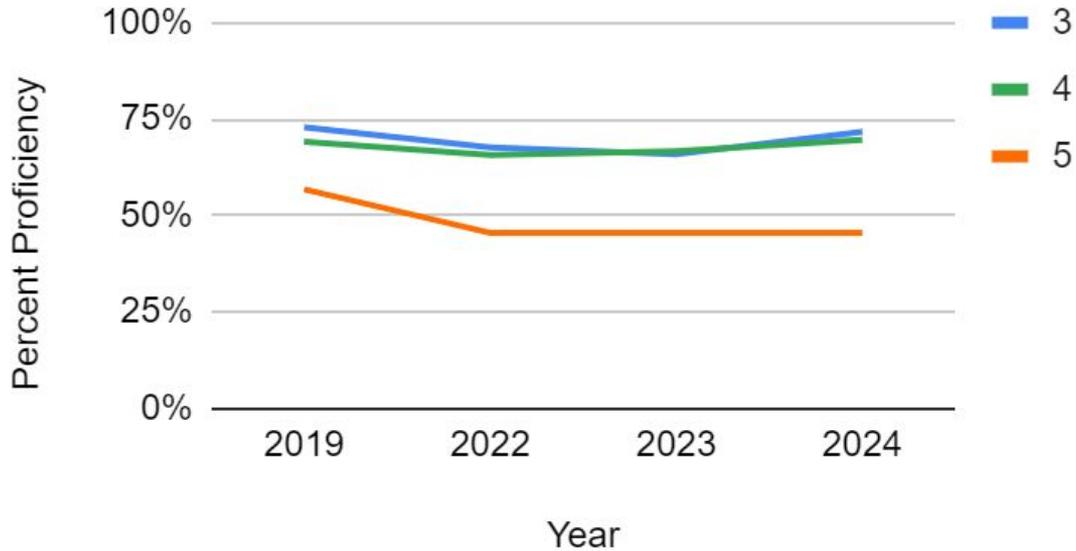
Math Proficiency by Grade



Expect **More.**

MCA/MTAS Math by Grade Trend

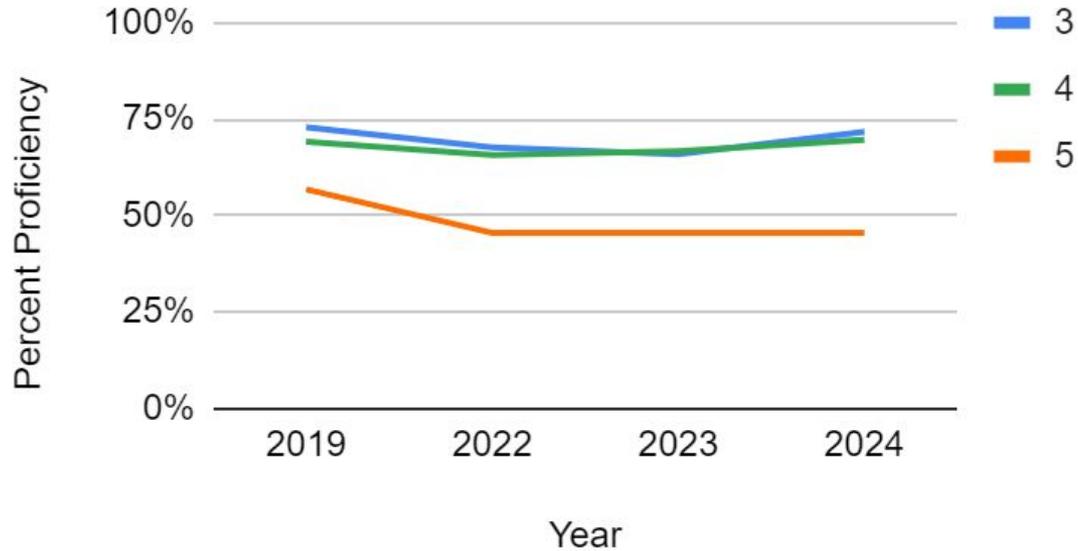
Math Proficiency Over Time



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MCA/MTAS Math by Grade Trend

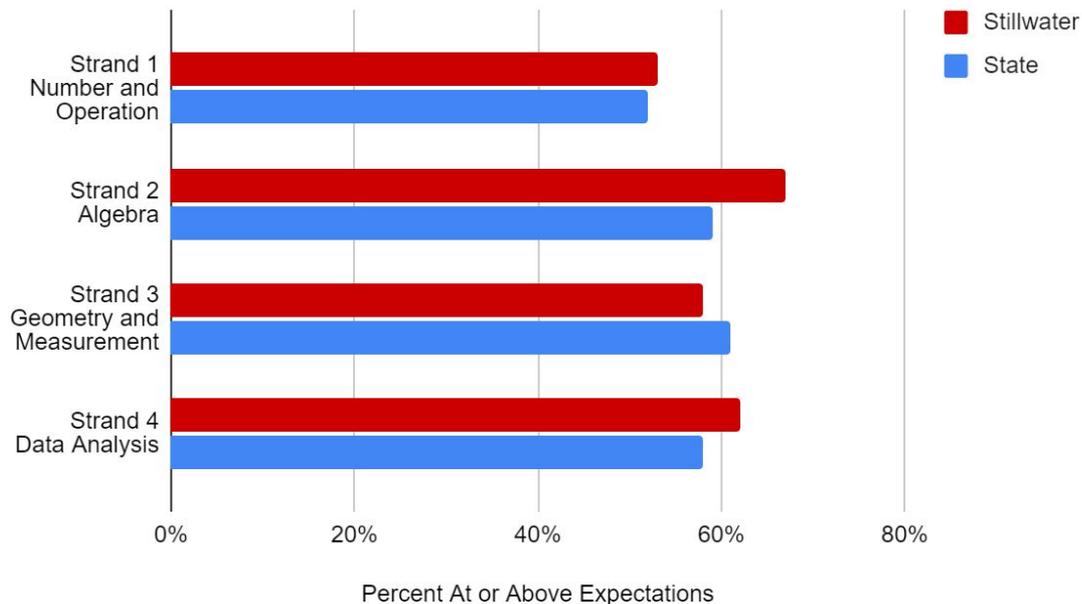
Math Proficiency Over Time



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Grade 5 Math Strands

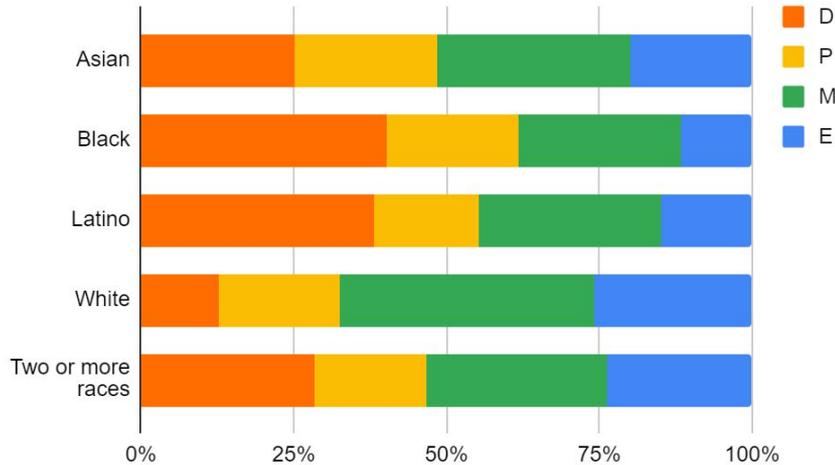
Performance by Strand



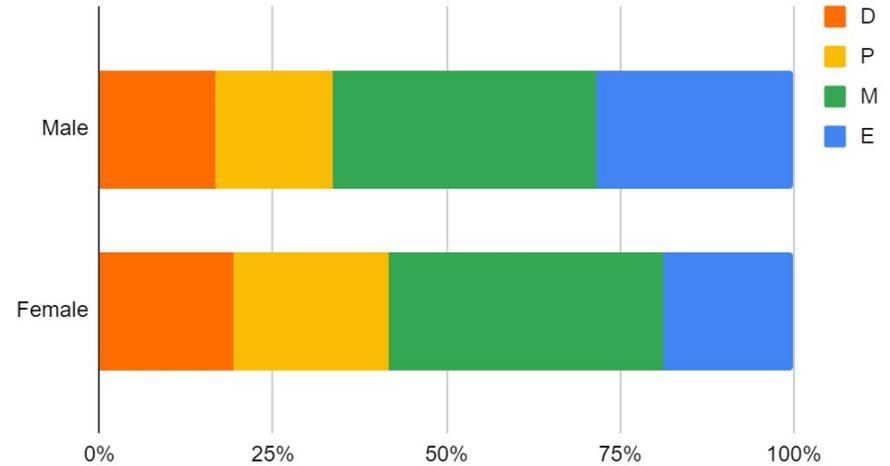
Expect
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MCA Math by Student Group

Math Achievement Level Distribution by Race



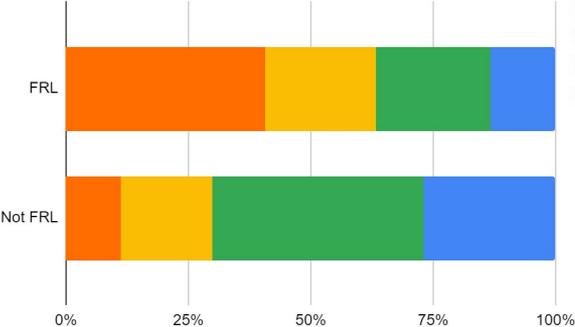
Math Achievement Level Distribution by Gender



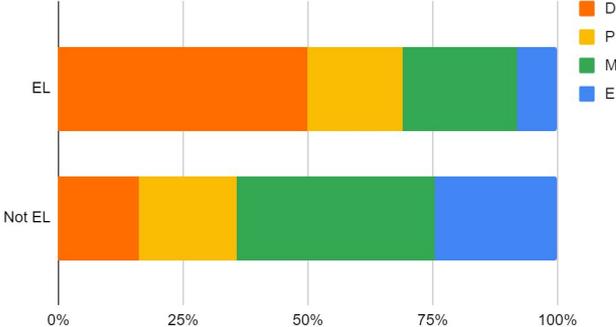
Expect
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MCA Math by Student Group

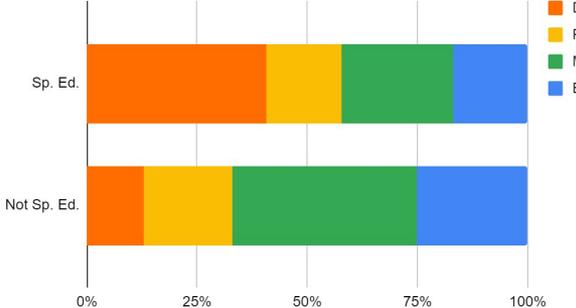
Math Achievement Level Distribution by FRL



Math Achievement Level Distribution by EL



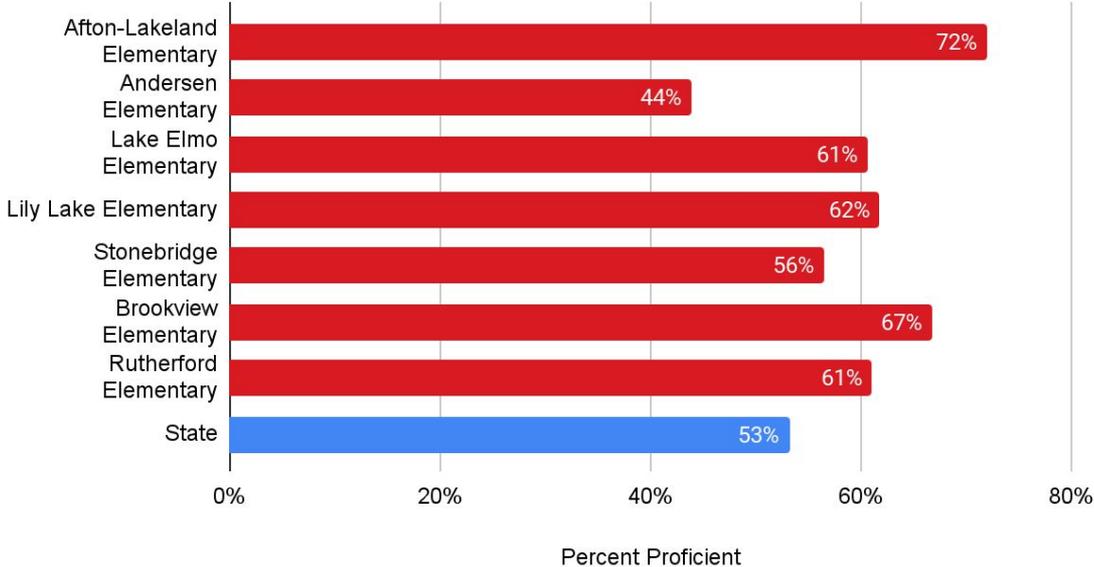
Math Achievement Level Distribution by SPED



Expect **More.**

MCA Math by School

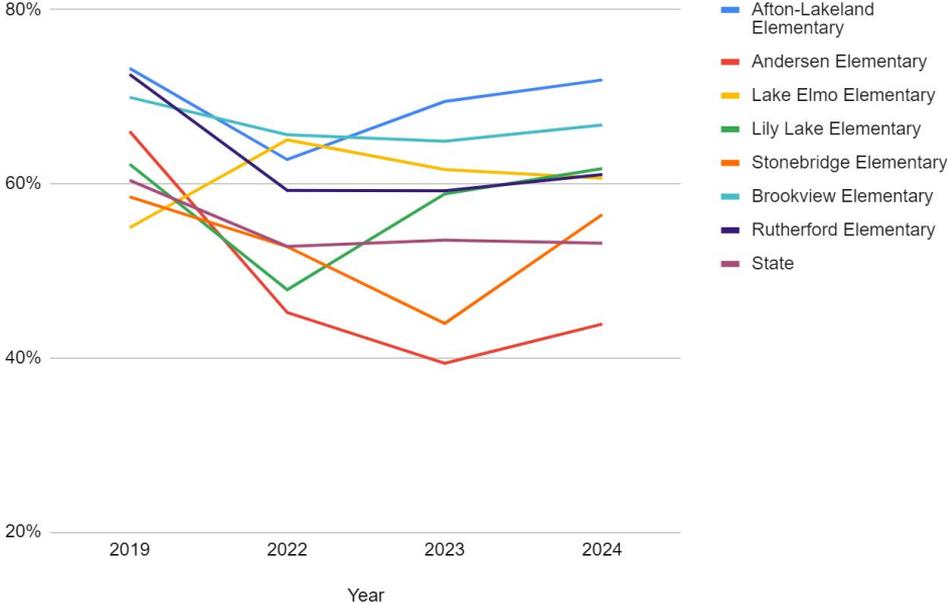
MCA/MTAS Math Proficiency



Expect **More.**

MCA Math by School Trend

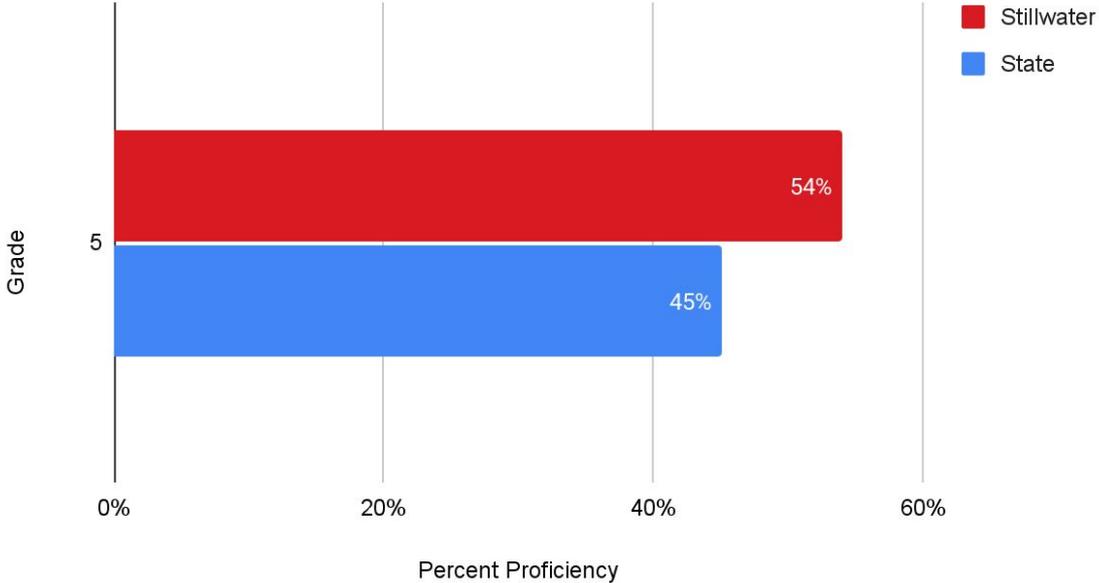
MCA/MTAS Math Over Time



Expect
More.

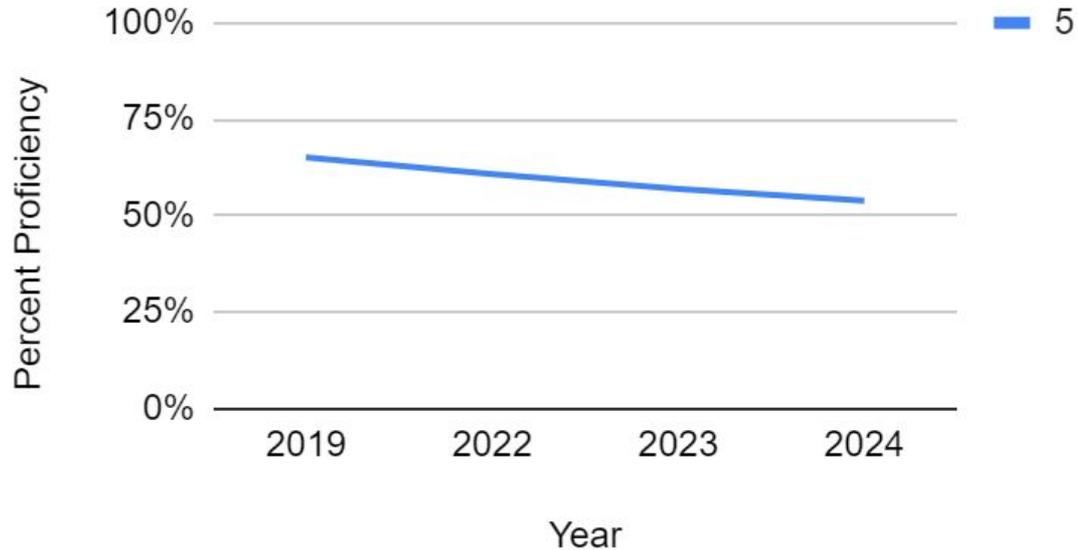
MCA /MTAS Science by Grade

Science Proficiency by Grade



MCA/MTAS Science by Grade Trend

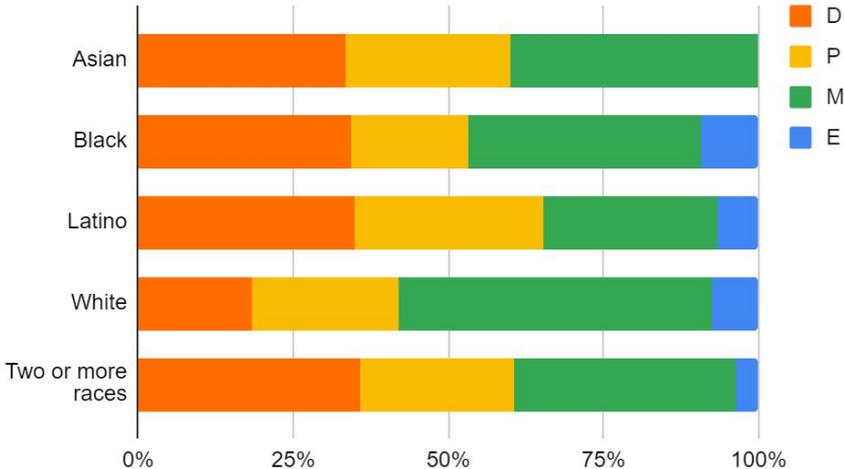
Science Proficiency Over Time



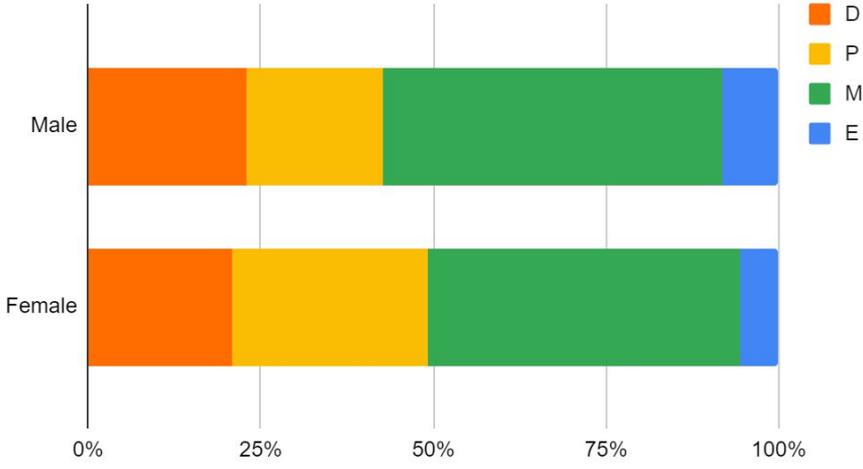
Expect
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MCA Science by Student Group

Science Achievement Level Distribution by Race



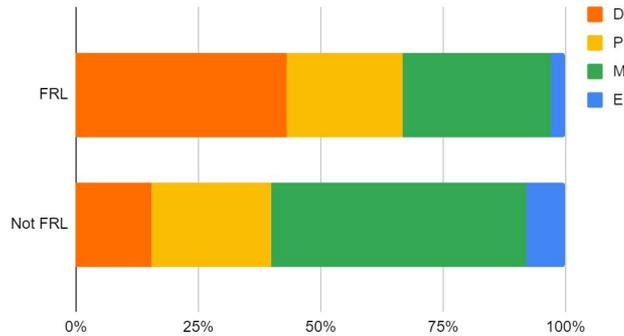
Science Achievement Level Distribution by Gender



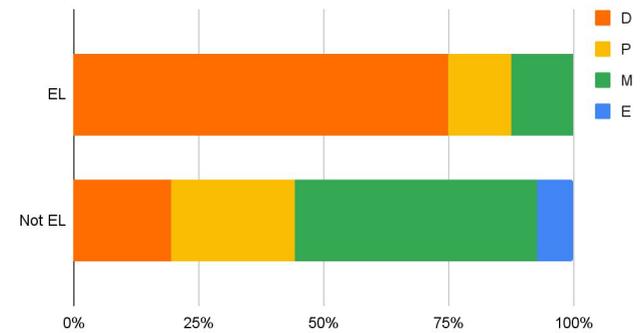
Expect **More.**

MCA Science by Student Group

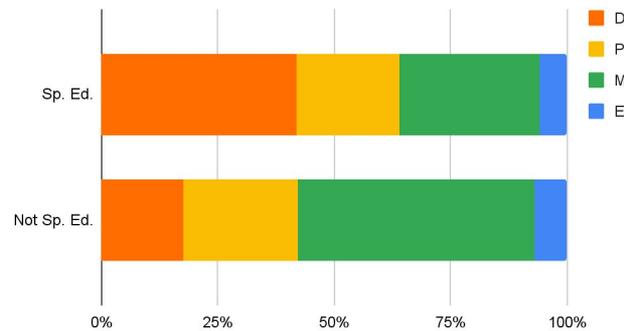
Science Achievement Level Distribution by FRL



Science Achievement Level Distribution by EL



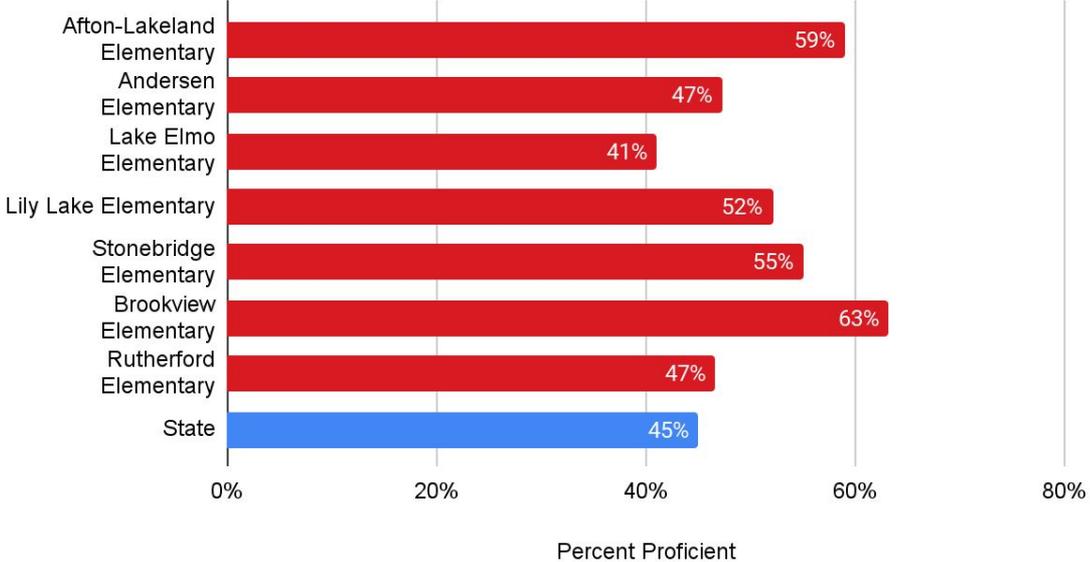
Science Achievement Level Distribution by SPED



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MCA Science by School

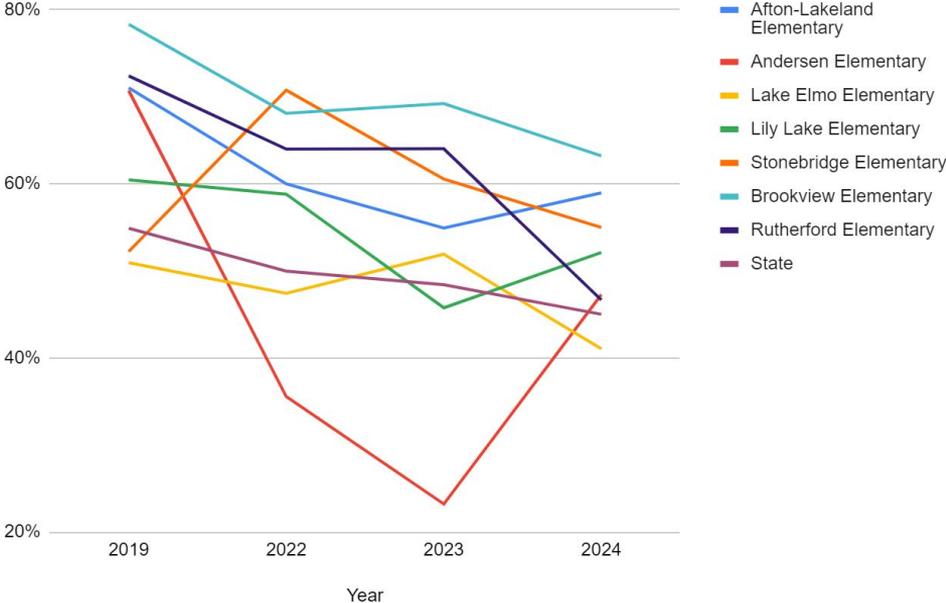
MCA/MTAS Science Proficiency



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MCA Science by School Trend

MCA/MTAS Science Over Time



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Summary

- Stillwater's MCA and MTAS scores exceed the state average across subjects at the elementary level
- Stillwater's scores have improved since 2022 in reading and math, but decreased in science
- Significant variation by schools
- Achievement gaps exist between student groups, with the starkest gaps by family income level

Next Time

- Secondary data deep dive



Expect
More.



Questions



Expect
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Preliminary Proposed 2024 Payable 2025 Property Tax Levy

Presented to the School Board
Marie Schrul
Chief Financial Officer
September 24, 2024

Purpose

- To provide an overview of the Preliminary Proposed 2024 Payable 2025 Property Tax Levy
- Set the date for the December Truth in Taxation meeting



Expect
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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 mid 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 2024 Payable 2025 property tax levy on Dec. 17



Expect
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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 2024 Payable 2025 school levy is for the following school year (2025-2026)
- Levy revenue is approximately 34% of the district's total budget



Expect
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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



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General Fund Levies

General Fund	Certified 2023 Payable 2024			Preliminary Proposed 2024 Payable 2025			Preliminary Levy Change
	RMV Information	NTC Information	Total	RMV Information	NTC Information	Total	
Operating Referendum - Voter Approved	\$ 16,335,722.02	\$ -	\$ 16,335,722.02	\$ 17,406,637.76	\$ -	\$ 17,406,637.76	\$ 1,070,915.74
Prior Years Adjustments	82,963.51	-	82,963.51	(184,999.00)	-	(184,999.00)	(267,962.51)
Sub Total	16,418,685.53	0.00	16,418,685.53	17,221,638.76	0.00	17,221,638.76	802,953.23
Equity	780,662.11	-	780,662.11	859,023.44	-	859,023.44	78,361.33
Local Optional	6,495,170.21	-	6,495,170.21	6,792,010.21	-	6,792,010.21	296,840.00
Transition	27,770.60	-	27,770.60	29,029.31	-	29,029.31	1,258.71
1st Tier Board Approved Referendum	0.00	-	0.00	0.00	-	0.00	0.00
Prior Years Adjustments	(354,826.12)	-	(354,826.12)	13,073.96	-	13,073.96	367,900.08
Sub Total	6,948,776.80	0.00	6,948,776.80	7,693,136.92	0.00	7,693,136.92	744,360.12
Capital Projects Referendum - Tech Levy	-	6,319,386.41	6,319,386.41	-	7,186,622.56	7,186,622.56	867,236.15
Operating Capital	-	1,610,864.33	1,610,864.33	-	1,888,790.42	1,888,790.42	277,926.09
Alt Teacher Comp (QCOMP)	-	758,876.30	758,876.30	-	772,093.14	772,093.14	13,216.84
Achievement & Integration	-	361,312.06	361,312.06	-	374,326.65	374,326.65	13,014.59
Reemployment Ins	-	68,000.00	68,000.00	-	92,000.00	92,000.00	24,000.00
Safe Schools	-	329,162.40	329,162.40	-	338,140.80	338,140.80	8,978.40
Safe Schools Intermediate	-	137,151.00	137,151.00	-	140,892.00	140,892.00	3,741.00
Career and Technical	-	350,179.17	350,179.17	-	385,308.34	385,308.34	35,129.17
Annual OPEB	-	1,017,454.00	1,017,454.00	-	2,053,817.00	2,053,817.00	1,036,363.00
Long Term Facilities Maintenance	-	9,521,174.00	9,521,174.00	-	5,060,914.00	5,060,914.00	(4,460,260.00)
Building / Land Lease	-	1,957,742.00	1,957,742.00	-	1,965,195.00	1,965,195.00	7,453.00
Total Before Adjustments	0.00	16,111,915.26	16,111,915.26	0.00	13,071,477.35	13,071,477.35	(3,040,437.91)
Prior Years Adjustments	0.00	(1,681,112.71)	(1,681,112.71)	0.00	1,699,258.02	1,699,258.02	3,380,370.73
Sub Total	0.00	14,430,802.55	14,430,802.55	0.00	14,770,735.37	14,770,735.37	339,932.82
Total General Fund	\$ 23,367,462.33	\$ 20,750,188.96	\$ 44,117,651.29	\$ 24,914,775.68	\$ 21,957,357.93	\$ 46,872,133.61	\$ 2,754,482.32



Expect **More.**

Community Service Fund Levies

Community Service Fund	Certified 2023 Payable 2024			Preliminary Proposed 2024 Payable 2025			Preliminary Levy Change
	RMV Information	NTC Information	Total	RMV Information	NTC Information	Total	
Basic Community Education	\$ -	\$ 546,017.46	\$ 546,017.46	\$ -	\$ 553,112.82	\$ 553,112.82	\$ 7,095.36
Early Child Family	-	310,911.71	310,911.71	-	381,176.77	381,176.77	70,265.06
Home Visiting	-	10,665.00	10,665.00	-	10,260.00	10,260.00	(405.00)
Adults w/ Disabilities	-	9,811.20	9,811.20	-	10,121.67	10,121.67	310.47
School Age Care	-	300,000.00	300,000.00	-	300,000.00	300,000.00	0.00
Prior Years Adjustments	-	87,349.64	87,349.64	-	103,242.27	103,242.27	15,892.63
Total Community Service Fund	\$ -	\$ 1,264,755.01	\$ 1,264,755.01	\$ -	\$ 1,357,913.53	\$ 1,357,913.53	\$ 93,158.52



Expect **More.**

Debt Service Fund Levies

	Certified 2023 Payable 2024			Preliminary Proposed 2024 Payable 2025			Preliminary Levy Change
	RMV Information	NTC Information	Total	RMV Information	NTC Information	Total	
Debt Service Fund							
Debt Service Voter-Approved	\$ -	\$ 10,172,584.00	\$ 10,172,584.00	\$ -	\$ 17,821,336.00	\$ 17,821,336.00	\$ 7,648,752.00
Debt Service Voter-Approved	-	6,855,615.00	\$ 6,855,615.00	-	0.00	0.00	(6,855,615.00)
Debt Excess	-	(178,991.60)	(178,991.60)	-	(440,010.92)	(440,010.92)	(261,019.32)
Prior Years Adjustments	-	18,210.39	18,210.39	-	19,811.21	19,811.21	1,600.82
Sub Total	0.00	16,867,417.79	16,867,417.79	0.00	17,401,136.29	17,401,136.29	533,718.50
Debt Service Other	-	252,810.00	252,810.00	-	552,848.00	552,848.00	300,038.00
Debt Excess	-	(4,448.36)	(4,448.36)	-	(13,649.82)	(13,649.82)	(9,201.46)
Prior Years Adjustments	-	0.00	0.00	-	0.00	0.00	0.00
Sub Total	0.00	248,361.64	248,361.64	0.00	539,198.18	539,198.18	290,836.54
Total Debt Service Fund	\$ -	\$ 17,115,779.43	\$ 17,115,779.43	\$ -	\$ 17,940,334.47	\$ 17,940,334.47	\$ 824,555.04



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Preliminary Proposed 2024 Payable 2025 Levy

Fund	Certified 2023 Payable 2024			Preliminary Proposed 2024 Payable 2025			Preliminary Levy Change	Preliminary % Change
	RMV Information	NTC Information	Total	RMV Information	NTC Information	Total		
General	\$ 23,367,462.33	\$ 20,750,188.96	\$ 44,117,651.29	\$ 24,914,775.68	\$ 21,957,357.93	\$ 46,872,133.61	\$ 2,754,482.32	6.24%
Community Service	0.00	1,264,755.01	1,264,755.01	0.00	1,357,913.53	1,357,913.53	93,158.52	7.37%
Debt Service	0.00	17,115,779.43	17,115,779.43	0.00	17,940,334.47	17,940,334.47	824,555.04	4.82%
Total	\$ 23,367,462.33	\$ 39,130,723.40	\$ 62,498,185.73	\$ 24,914,775.68	\$ 41,255,605.93	\$ 66,170,381.61	\$ 3,672,195.88	5.88%



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Estimated Annual Property Tax Impact

Ehlers Public Finance Advisors



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Levy Timeline

Date	Action
July – mid September	District submits levy information to MDE
September 6	MDE provides preliminary levy calculations
September 24	Board meeting to adopt the Preliminary Proposed 2024 Payable 2025 Property Tax Levy
September 30	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.
November 10-24	County mails property tax statements showing estimated Payable 2025 property taxes and meeting date/time/location for the final levy and budget discussions
December 3	Proposed meeting date for the Truth in Taxation meeting, 6:00 p.m. (time certain)
December 17	Board meeting to adopt the final 2024 Payable 2025 Property Tax Levy
December 30	School district deadline to certify final adopted levies to home county auditor



Recommended Actions

- Adopt a “Maximum” Proposed 2024 Payable 2025 Property Tax Levy at the September 24, 2024 School Board meeting
- Set the Truth in Taxation meeting for December 3, 2024 at 6 p.m. at Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082



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More.



Questions

Stillwater Area Public Schools No. 834

September 20, 2024

Property Taxes - Actual for Payable 2024 and Estimates for Payable 2025

	Actual Taxes Payable in 2024	Preliminary Estimate of Taxes Payable in 2025	Estimated Change in Annual Taxes	Estimated % Change
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Type of Property	Estimated Market Value	Estimated Annual School District Property Taxes *			
Residential Homestead	\$100,000	\$299	\$299	\$0	0.0%
	200,000	681	709	28	4.1%
	300,000	1,062	1,119	57	5.4%
	400,000	1,444	1,528	84	5.8%
	500,000	1,808	1,938	130	7.2%
	600,000	2,225	2,389	164	7.4%
	700,000	2,641	2,836	195	7.4%
	800,000	3,058	3,284	226	7.4%
	900,000	3,475	3,731	256	7.4%
	1,000,000	3,891	4,179	288	7.4%
Commercial/ Industrial	\$250,000	\$1,002	\$1,076	\$74	7.4%
	500,000	2,118	2,275	157	7.4%
	750,000	3,235	3,473	238	7.4%
	1,000,000	4,351	4,672	321	7.4%
	2,000,000	8,817	9,467	650	7.4%
Apartments	\$250,000	\$1,042	\$1,119	\$77	7.4%
	500,000	2,083	2,237	154	7.4%
	1,000,000	4,167	4,474	307	7.4%
	2,000,000	8,334	8,948	614	7.4%

Key Assumptions:	
1.	Preliminary Pay 2025 RMV is estimated to change by -0.35% and NTC by -1.60% as compared to taxes payable 2024.
2.	Assumes no change in the value of individual parcels of property from 2024 to 2025 taxes. If the value of a parcel changed, the change in taxes will be different than shown above.
3.	Taxes payable in 2025 are based on latest estimates of proposed levy less \$2.9 million reduction to general fund LTFM levy, as of the date above.
*	The Homestead Market Value Exclusion was modified starting with 2024 assessments (taxes payable in 2025) during Minnesota's 2023 legislative session. The change provides additional property tax relief for residential homestead properties with a value greater than \$76,000 and less than \$517,200.
**	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.

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Interviews of Students by Outside Agencies	519	Adopted:	Annually

I. PURPOSE

On rare occasions, persons other than school district officials and employees may believe it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of paramount concern to the school district. The purpose of this policy is to establish the procedures for considering whether to grant access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than school district officials, employees and/or agents, except as otherwise provided by law and/or this policy. Interviews of students by individuals from outside of the District must normally be arranged outside of school hours, and off of school property. This includes, but is not limited to, requests for interviews related to law enforcement investigations, legal proceedings, custody proceedings, custody evaluations, and other such similar requests.
- B. Requests from law enforcement officers and other individuals from outside of the District to interview students shall be made through the principal’s office. Upon receiving a request, it shall be the responsibility of the principal to determine whether extraordinary circumstances apply such that the request will be granted. Prior to granting a request, the principal shall attempt to contact the student’s parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may

not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References:

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References:

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

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



Second Reading: 09/24/2024
New Policy

Students

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches	527	Adopted:	3 Year

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student’s educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. “Contraband” means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and “look-alikes,” alcoholic beverages, controlled substances and “look-alikes,” overdue books and other materials belonging to the school district, and stolen property.
- B. “Reasonable suspicion” means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official’s personal observation, a report from a student, parent, or staff member, a student’s suspicious behavior, a student’s age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. “Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.
- D. “School district location” means property that is owned, rented, leased, or borrowed by the school

district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. **STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

[Note: This portion of the policy may need to be modified depending upon the designation of the high school campus as open or closed. For example, the school district may choose to adopt language for an open campus in the second sentence such as "Students may use motor vehicles on the high school campus[es] during the school day only during the student's designated lunch period or if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle during the school day."]

V. **STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in [**other designated areas, e.g., parking lots designated for use only by staff or by the general public**].
- B. When there are unauthorized vehicles parked on school district property, school officials may:
 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. **PATROLS, INSPECTIONS, AND SEARCHES**

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

- A. Patrols and Inspections
School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.
- B. Search of Interior of Student Motor Vehicle
The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.
- C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures
A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.
- D. Seizure of Contraband
If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. **DIRECTIVES AND GUIDELINES**

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

[Note: Some school districts may choose to allow students to park their cars in school district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. For example, school districts instituting a permit system can advise students who apply for a permit that the motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, can then be utilized to document the notice given and the student's receipt of the policy.]

[Note: If a school district institutes a permit system and intends to charge students a fee for parking permits, the procedures in Minnesota Statutes section 123B.38 must be followed before the fees are implemented.]

VIII. **VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References:

U. S. Const., amend. IV

Minn. Const., art. I, §10

Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)

Minn. Stat. § 123B.38 (Hearing)

New Jersey v. T.L.O., 469 U.S. 325 (1985)

Cross References:

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)

MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

MSBA/MASA Model Policy 501 (School Weapons Policy)

MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)

MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Home Schooling	611	Adopted:	Three Year

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

I. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

II. CONDITIONS FOR HOME SCHOOLING

- A. The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes section 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year.

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided under state law. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not determine whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a) The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b) The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota

State High School League.

- c) The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 120A.26 (Enforcement and Prosecution)

Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Minn. Stat. § 123B.86 (Equal Treatment - Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

MSBA/MASA Model Policy 510 (School Activities)

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	615	Adopted:	Three Year

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. *The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.*
2. *Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.*
3. **Eligibility Requirements**
 - a) *The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:*
 - (1) *The IEP team must consider the student’s ability to access the MCA, with or without accommodations;*
 - (2) *The IEP must review the student’s instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student’s goals and determine how access to the general curriculum will be provided;*
 - (3) *The IEP team determined the student’s cognitive functioning to be significantly below age expectations. The team also determined that the student’s disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;*
 - (4) *The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;*

(5) *The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.*

b) *MTAS participation decisions must not be made on the following factors:*

(1) *Student's disability category;*

(2) *Placement;*

(3) *Participation in a separate, specialized curriculum;*

(4) *An expectation that the student will receive a low score on the MCA;*

(5) *Language, social, cultural, or economic differences;*

(6) *Concern for accountability calculations.*

B. Alternate ACCESS for ELs

1. *The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.*

2. **Eligibility Requirements**

a) *The student must be identified as EL in MARSS in order to take an English language proficiency assessment.*

b) *The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.*

c) *For students in grades that the MTAS is not administered:*

(1) *the student must have cognitive functioning significantly below age level;*

(2) *the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and*

(3) *the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.*

d) *The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.*

e) *The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.*

3. *Alternate ACCESS participation decisions must not be made on the following factors:*

a) *Student's disability category;*

b) *Participation in a separate, specialized curriculum;*

c) *Current level of English language proficiency;*

d) *The expectation that the student will receive a low score on the ACCESS for ELs;*

e) *Language, social, cultural, or economic differences;*

f) *Concern for accountability calculations.*

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced

by the Minnesota Department of Education and available through
minnesota.pearsonaccessnext.com/policies-and-procedures

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

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

Minn. Stat. § 125A.08 (Individualized Education Programs)

Minn. Rules Parts 3501.0660 (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 3501.0900-3501.0960 (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)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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 616 (School District System Accountability)

STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Interviews of Students by Outside Agencies	519	Adopted:	Annually

I. PURPOSE

On rare occasions, persons other than school district officials and employees may believe it necessary to speak with a student during the school day. Student safety and disruption of the educational program is of paramount concern to the school district. The purpose of this policy is to establish the procedures for considering whether to grant access to students by authorized individuals during the school day.

II. GENERAL STATEMENT OF POLICY

- A. Generally, students may not be interviewed during the school day by persons other than school district officials, employees and/or agents, except as otherwise provided by law and/or this policy. Interviews of students by individuals from outside of the District must normally be arranged outside of school hours, and off of school property. This includes, but is not limited to, requests for interviews related to law enforcement investigations, legal proceedings, custody proceedings, custody evaluations, and other such similar requests.
- B. Requests from law enforcement officers and other individuals from outside of the District to interview students shall be made through the principal’s office. Upon receiving a request, it shall be the responsibility of the principal to determine whether extraordinary circumstances apply such that the request will be granted. Prior to granting a request, the principal shall attempt to contact the student’s parents to inform them of the request, except where otherwise prohibited by law.

III. INTERVIEWS CONDUCTED UNDER THE MALTREATMENT OF MINORS ACT

- A. In the case of an investigation pursuant to the Reporting of Maltreatment of Minors Act, Minnesota Statutes Chapter 260E, a local welfare agency, the agency responsible for investigating the report, and a local law enforcement agency may interview, without parental consent, an alleged victim and any minors who currently reside with or who have resided with the alleged perpetrator. The interview may take place at school and during school hours. School district officials will work with the local welfare agency, the agency responsible for investigating the report, or law enforcement agency to select a place appropriate for the interview. The interview may take place outside the presence of the perpetrator or parent, legal custodian, guardian, or school district official.
- B. If the interview took place or is to take place on school district property, an order of the juvenile court pursuant to Minnesota Statutes Chapter 260E may specify that school district officials may

not disclose to the parent, legal custodian, or guardian the contents of the notification of intent to interview the child on school district property and/or any other related information regarding the interview that may be a part of the child's record. The school district official must receive a copy of the order from the local welfare or law enforcement agency.

- C. When the local welfare agency, local law enforcement agency, or agency responsible for assessing or investigating a report of maltreatment determines that an interview should take place on school district property, school district officials must receive written notification of intent to interview the child on school district property prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school district property. Where the interviews are conducted by the local welfare agency, the notification must be signed by the chair of the local social services agency or the chair's designee. The notification is private educational data on the student. School district officials may not disclose to the parent, legal custodian or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded, unless a school employee or agent is alleged to have maltreated the child. Until school district officials receive said notification, all inquiries regarding the nature of the investigation or assessment should be directed to the local welfare or law enforcement agency or the agency responsible for assessing or investigating a report of maltreatment shall be solely responsible for any disclosure regarding the nature of the assessment or investigation.
- D. School district officials shall have discretion to reasonably schedule the time, place, and manner of an interview by a local welfare or local law enforcement agency on school district premises. However, where the alleged perpetrator is believed to be a school district official or employee, the local welfare or local law enforcement agency will have discretion to determine where the interview will be held. The interview must be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school district officials and the local welfare or law enforcement agency. However, school district officials must yield to the discretion of the local welfare or law enforcement agency concerning other persons in attendance at the interview. School district officials will make every effort to reduce the disruption to the educational program of the child, other students, or school staff when an interview is conducted on school district premises.
- E. Students shall not be taken from school district property without the consent of the principal and without proper warrant.

Legal References:

Minn. Stat. § 13.32 (Educational Data)

Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)

Cross References:

MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)

MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

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



Approval: 09/24/2024
New Policy

Students

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches	527	Adopted:	3 Year

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student’s educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. “Contraband” means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and “look-alikes,” alcoholic beverages, controlled substances and “look-alikes,” overdue books and other materials belonging to the school district, and stolen property.
- B. “Reasonable suspicion” means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official’s personal observation, a report from a student, parent, or staff member, a student’s suspicious behavior, a student’s age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. “Reasonable scope” means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.

- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. **STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

[Note: This portion of the policy may need to be modified depending upon the designation of the high school campus as open or closed. For example, the school district may choose to adopt language for an open campus in the second sentence such as "Students may use motor vehicles on the high school campus[es] during the school day only during the student's designated lunch period or if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle during the school day."]

V. **STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS**

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in [**other designated areas, e.g., parking lots designated for use only by staff or by the general public**].
- B. When there are unauthorized vehicles parked on school district property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. **PATROLS, INSPECTIONS, AND SEARCHES**

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule. The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. **DIRECTIVES AND GUIDELINES**

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

[Note: Some school districts may choose to allow students to park their cars in school district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. For example, school districts instituting a permit system can advise students who apply for a permit that the motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, can then be utilized to document the notice given and the student's receipt of the policy.]

[Note: If a school district institutes a permit system and intends to charge students a fee for parking permits, the procedures in Minnesota Statutes section 123B.38 must be followed before the fees are implemented.]

VIII. **VIOLATIONS**

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References:

U. S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
Minn. Stat. § 123B.38 (Hearing)
New Jersey v. T.L.O., 469 U.S. 325 (1985)

Cross References:

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Home Schooling	611	Adopted:	Three Year

I. PURPOSE

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

I. GENERAL STATEMENT OF POLICY

The Compulsory Attendance Law (Minnesota Statutes section 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship.

II. CONDITIONS FOR HOME SCHOOLING

- A. The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minnesota Statutes section 120A.22.

IV. IMMUNIZATION

The parent or guardian of a home-schooled child shall submit statements as required by Minnesota Statutes section 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year.

V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS

Upon formal request, as required by law, the school district will provide textbooks (including a teacher’s edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided under state law. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to state law for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student’s parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental cost as a result of providing access electronically.

VI. PUPIL SUPPORT SERVICES

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided under state law. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to state law.

VII. EXTRACURRICULAR ACTIVITIES

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students.

VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

[Note: The provisions of Article VIII. - Shared Time Programs do not determine whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]

IX. OPTIONAL COOPERATIVE ARRANGEMENTS

A. Activities

- 1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League bylaws. The approval of such an arrangement shall be at the discretion of the school board.

- a) The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
- b) The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota

State High School League.

- c) The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate in non-Minnesota State High School League activities offered by the school district upon application and approval from the school board to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school board.

B. Transportation Services

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school board of the school district retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

Legal References:

Minn. Stat. § 120A.22 (Compulsory Instruction)

Minn. Stat. § 120A.24 (Reporting)

Minn. Stat. § 120A.26 (Enforcement and Prosecution)

Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.41 (Definitions)

Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)

Minn. Stat. § 123B.86 (Equal Treatment - Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Rules Ch. 3540 (Nonpublic Schools)

Cross References:

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)

MSBA/MASA Model Policy 510 (School Activities)

Educational Programs

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students	615	Adopted:	Three Year

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. Minnesota Test of Academic Skills (MTAS)

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
 - a) The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
 - (1) The IEP team must consider the student’s ability to access the MCA, with or without accommodations;
 - (2) The IEP must review the student’s instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student’s goals and determine how access to the general curriculum will be provided;
 - (3) The IEP team determined the student’s cognitive functioning to be significantly below age expectations. The team also determined that the student’s disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
 - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;

(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b) MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.

2. Eligibility Requirements

a) The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

b) The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

c) For students in grades that the MTAS is not administered:

(1) the student must have cognitive functioning significantly below age level;

(2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and

(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.

d) The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.

e) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

3. Alternate ACCESS participation decisions must not be made on the following factors:

- a) Student's disability category;
- b) Participation in a separate, specialized curriculum;
- c) Current level of English language proficiency;
- d) The expectation that the student will receive a low score on the ACCESS for ELs;
- e) Language, social, cultural, or economic differences;
- f) Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See the current "Procedures Manual for the Minnesota Assessments" which is produced

by the Minnesota Department of Education and available through
minnesota.pearsonaccessnext.com/policies-and-procedures

IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and Guidelines for Administration of Accommodations and Linguistic Supports.

V. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:

Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)

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

Minn. Stat. § 125A.08 (Individualized Education Programs)

Minn. Rules Parts 3501.0660 (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 3501.0900-3501.0960 (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)

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

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 616 (School District System Accountability)



Expect
More.

Taking Action on our Pony Plan

Presented to the School Board
Sept. 24, 2024

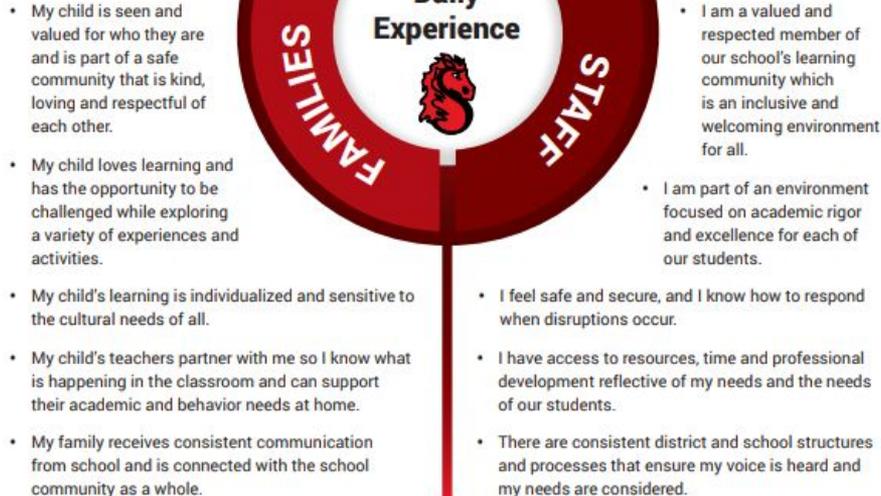
We're committed to creating a culture where you can say:

Expect More.

Desired Daily Experiences

NOTE: Statements were developed from focus group discussions with actual district students, families and staff - using their own words

- I feel safe, seen, heard, and accepted at my school and my individuality and diversity is valued.
- I am supported by people that care about my academic success and my mental and physical well-being.
- My teachers are great and help me learn through a variety of real-life courses, experiences and opportunities that engage me and prepare me for my life.
- I understand the rules and expectations and I see staff applying them consistently.
- I like being at school, have time to connect with my friends and get my work done, and I have access to the things I need.





Strategic Directions

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



2024-2025

OUR FOCUS

Literacy

Equity & Inclusion

Social Emotional Learning
& Mental Health



Pony Plan: Taking Action

Action Cards are used at department and individual school levels to:

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



School Action Cards

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

Action cards are focused on:

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





Building Presentations 2024-25

Goal: *To provide a high-level overview of the work underway in our schools to meet the objectives of the strategic plan.*

- **October:**
Afton-Lakeland Elementary
- **November:**
Andersen Elementary
- **December:**
Brookview Elementary
- **January:**
Lake Elmo Elementary
- **February:**
Lily Lake Elementary
- **March:**
Rutherford Elementary
- **April:**
Stonebridge Elementary
- **May:**
Stillwater Area High School



Our Purpose:

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

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



Expect
More.



Stillwater School Board
Policy Meeting Notes
September 4, 2024

Present: Katie Hockert, Beverly Petrie, Alison Sherman, Paul Lee, Mike Funk, Joan Hurley

Agenda

- Reviewed the following policies for the September 10, 2024 board meeting
 - Consent Agenda
 - Policy 509 Enrollment of Nonresident Students
 - First Reading
 - Policy 519 - Interviews of Students by Outside Agencies
 - Policy 527 - Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches
 - Policy 611 - Home Schooling
 - Policy 615 - Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students
 - Second Reading and approval
 - Policy 515 Protection and Privacy of Pupil Records
 - Revoke
 - Policy 616.1 Examination/Grading/Rating
 - Review further
 - Policy 428 - Employee Technology and Internet Access and Acceptable Use
 - Policy 505 - MSBA Distribution of Non School-Sponsored Materials on School Premises by Students and Employees
 - Policy 506 - Student Discipline
 - Policy 511 - Student Fundraising
 - Policy 524 - Student Technology and Internet Access and Acceptable Use
 - Policy 533 - Wellness
 - Policy 605 - Alternative Programs
 - 612.1 Development of Parent and Family Engage Policies for Title I Programs and Policy SR 1.21 Development of Parental Involvement Policies For Title I Programs
 - Policy 614 - School District Testing Plan and Procedure
 - Policy 619 - Staff Development for Standards
 - Policy 625 - Policy Media Center/Library
 - Not adopting
 - Policy 607 - Organization of Grade Levels
 - Policy 617 - School District Ensurance of Preparatory and High School Standards

What's next:

- Next meeting is scheduled for Wednesday, October 2, 2024



TO: Northeast Metro 916 Board of Education
FROM: Val Rae Boe
DATE: September 9, 2024
RE: September 4 Board of Education Meeting Talking Points

Members present: Knisely-12, Palmer-13, Jones-14, Forsberg-16, Oksnevad-282, Nitardy-622, Clark-623, Daniels-624, Theisen-831, Payne-832, Dols-833, and Hockert-834.

Members absent: Bock-621

School Board Policies: The School Board was presented with a first reading of a policy and approved several policies that were presented in August and several that had minor language changes.

- First Reading: Policy 522
- Approved: Policies 102, 203.6, 204, 207, 212, 302, 413, 521, 524, 709, and 722.

Approval of the Superintendent Evaluation: School Board Chair, Marilyn Forsberg provided an overview and comments related to the evaluation of Superintendent Boe. The School Board accepted the evaluation for the 2023-24 school year.

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 2007 6th Street North in North St Paul with students in the Career and Technical Center Construction Occupations classes.

Approval of Intereum Proposal: The School Board approved the proposal submitted by Intereum in the amount of \$154,892.24 for new furniture at Mahtomedi Academy ALC. Mahtomedi Academy has moved over the summer to the Century College Campus. Michelle Baland, principal, shared what a wonderful opportunity this move will be to create opportunities for students. Since they have started school on August 5th, nine students have completed credits to graduate.