

Study Session

Tuesday, April 8, 2025 5:30 PM

Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

I. Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
II. Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
III. Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV. Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
V. Consent Agenda	
V.A. Payment of Invoices – March 15 – April 4, 2025; Gifts and Donations Report – January 2025; Treasurer's Report – January 2025	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
V.B. Field Trip consent for Business Professionals of America (BPA) Nationals in Florida	Speaker (s) : Advisor, Sanjay Singhvi
VI. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs	
VI.A. Report: Stonebridge Elementary Building Update	Speaker (s) : Mr. Derek Berg, Stonebridge Elementary Principal
VII. Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	
VIII. Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning	
VIII.A. Priority-Based Budgeting: Elementary Schedule	Speaker (s) : Ms. Caitlyn Willis, Executive Director of Elementary Education, Mr. Derek Berk, Stonebridge Elementary Principal and Ms. Gina Doe, Afton-Lakeland Elementary Principal
VIII.B. Report: Budget Update 2025-26	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
VIII.C. Action: Unrequested Leave of Absence	Speaker (s) : Mr. Kristine Carlston, Executive Director of Human Resources
VIII.D. Action: Staffing Adjustments	Speaker (s) : Ms. Kristine Carlston, Executive Director of Human Resources

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

IX.A. Report: Adventure Club Enrollment and Staffing

Speaker (s) : Ms. Annette Sallman, Executive Director of Community Services

X. **Adjournment**

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

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: Sanjay Singhvi Cell Phone #: (39) 321 7953

In conjunction with (team/class/organization): BPA - Nationals

Educational/Trip Purpose: National Conference Participation

Itinerary details must be attached

Destination: Orlando, FL.

Destination Address/Phone: _____
(Address, City, State) (Phone number)

Departure from school Date: 5/7 Return to school Date: 5/11

Depart from school Time: 1:30 PM Arrival to destination Time: 8 PM

Departure from destination Time: 12:00 Return to school Time: 3:30 PM

Number of: Students/Team Members: (Attach List) 3

Directors/Coaches: 1 Names: Sanjay Singhvi

Chaperones*: 0 Names: _____

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

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

Lodging Information (if overnight): Omni Championsgate 1500 Masters Blvd, Championsgate Fl
(Hotel Name, Address, City, State) (Phone number) 33896

Safety/Security Plans Reviewed oral - 3/13
(Date and manner in which information provided)

Discipline & Chemical Policy & Rules Reviewed oral - 3/13
(Date and manner in which information provided)

Estimated Cost \$
 Transportation \$ 2311
 Housing \$ 2280.88
 Fees \$ 705
 Supplies \$ 0

 (other)

Total Cost \$ 5296.88
 Student Cost \$ 4595296.88 District Cost \$ 0
 Funding Source (i.e. grant, prof. dev., etc.): _____

Teacher/Coach Signature: [Signature] 3/17/2025
(Date)

Department Chair/Athletic Director Approval: [Signature] 4-1-25
(Date)

Building Administration Approval: [Signature] 4/1/25
(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY
 District Administrative Approval: [Signature] 4/1/25
(Date)



Stonebridge Elementary

Presented to the School Board
April 8, 2025





About Our School

	Stonebridge	District
<i>Free & Reduced Lunch:</i>	13.4%	21.7%
<i>Multilingual Learners:</i>	0.7%	3.9%
<i>Special Education:</i>	19.7%	18.1%
<i>Students of Color:</i>	12.7%	25.1%

Source: 2024 Report Card, Minnesota Department of Education

Total Enrollment:
455 students
(preK-5)

Capacity:
525 students



Current Reality

Strengths

- Beautiful campus and updated building
- Our staff
- Engaged families; supportive PTA
- Systems to support academic growth
- Site-based EBD program

Challenges & Opportunities

- Unfilled paraprofessional positions
- Systems for behavior and SEL support



Campus & Building

- 11+ acres of land on the southern end of our attendance boundary.
 - In addition, we have access to a nearly 4 acre designated school forest
- Building improvements over past five summers:
 - Updated lighting, carpet, casework, plumbing (with hot water), and restrooms
 - Stonebridge does not have the look of a 53 year old building



Our People

- Consistent, Reliable & Predictable
- Clear, common expectations
 - We want all kids reading at grade level
 - We measure this using the FastBridge assessments
 - Show up - We can't impact others if we are not here
 - Do today's work today - Don't let our work drift and build up
 - Be easy to get along with - this means:
 - Take an interest in others & encourage others
 - Bring a positive attitude & be slow to take offense
 - Consistent, daily practice
 - We hope for it but we also create it daily



Our Families, Volunteers and PTA

- VESL (Volunteers for Elementary School Literacy)
- Parent volunteers
- PTA events that build community
 - Back to School BBQ
 - Stonebridge Fun Run
 - Bingo Night
 - Talent Show
- Engaged parent community





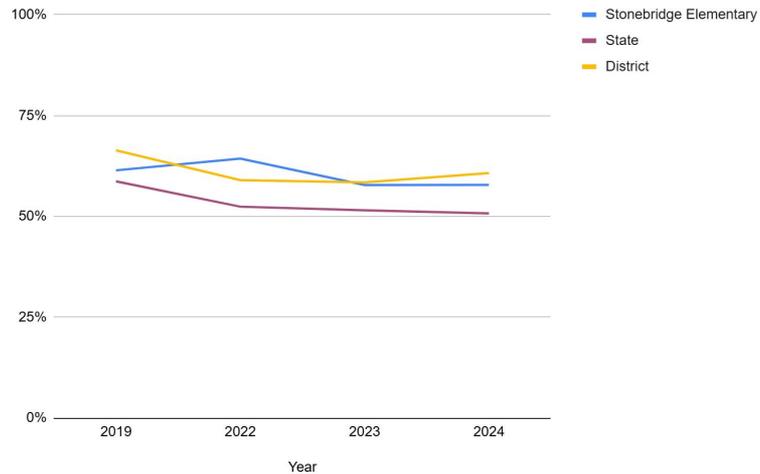
Academic Systems

- Universal academic screening 3x per year (FastBridge)
- SWIM (School-wide Intervention Meeting) 4x per year
 - Targeted, planned support based on data
 - Tier I, Tier II, Tier III focus
- WIN (What I Need) on a daily basis
 - This is responsive teaching
 - The rhythm is: teach, teach, teach, teach, measure progress, adjust if needed

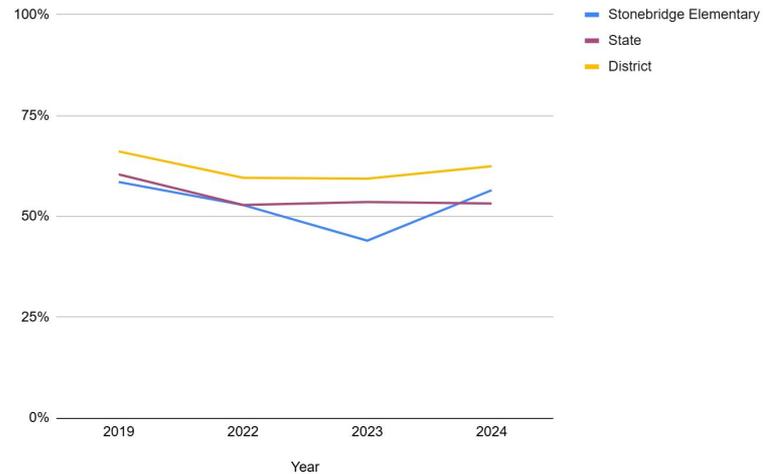


Student Achievement

MCA/MTAS Reading Over Time - SB



MCA/MTAS Math Over Time - SB





Site-Based EBD Program

Emotional and Behavioral Disorders (EBD):

- 18 students from across the district
- Daily curriculum and instructional responsibilities
- Daily social, emotional and behavioral instruction
- Service learning opportunities
- Lots of praise, shout-outs and recognition
- Most of the skills and strategies used in our EBD program are applied in all classrooms



Unfilled Para Positions

- We need skilled people in these roles
- Relational greatness is a must
- Limited pool of subs
- Inconsistency increases the demands on existing staff
 - These are not “plug and play” positions
 - Existing staff must invest in the subs which takes time away from other tasks
 - Inconsistency leads to a higher volume of student behavior



Systems for SEL and Behavior Support

- 1 administrator and 1 social worker for 455 students
- Support for students with SEL needs is not consistent and not always timely
- Time during the school day is disproportionately spent on behavior support
- Limits the ability to focus on academic leadership as the urgent work takes the place of important work



Summary

- Stonebridge is an wonderful school with exceptional educators and families.
- It is a school with a positive culture and a focus on academic improvement.
- Challenges are recruiting/retaining high quality paraprofessionals and providing timely and consistent SEL support to students.





Priority Based Budgeting

Elementary Schedule 2025-26

Presented to the School Board
April 8, 2025



OUR FOCUS

Literacy

Equity & Inclusion

Social Emotional Learning
& Mental Health



Rationale for Change: Academics

- With the adoption of our new literacy, curriculum we need 120 minutes of literacy instruction daily
 - Currently 80 minutes
- Moving science to the specialist schedule allows teachers to focus their time on implementing new curriculum and improving literacy instruction
- Implementing the new science curriculum has been a challenge
- Fidelity to science curriculum will lead to improved outcomes for student learning



How We Got Here

Science Adoption

August 2023

Concerns with heavy lift of curriculum adoption, time to prep for science lessons

READ Act & LETRS

2024-25 School Year

Literacy Curriculum Committee requests change in specialist schedule to accommodate new literacy requirements

SWIM & BILT

2023-24 School Year

Intentional focus on Building and School-Wide Improvement requires additional meetings; adds constraints on teacher's time

Specialist Change Proposal

November 2023

Elementary principals propose change to science specialists in place of media/art

Literacy Adoption

2025-26 School Year

K-5 teachers to implement new literacy curriculum and complete LETRS training



Current Elementary Specialist Schedule

Example:

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Physical Education	Media (Quarters 1, 3)	General Music	Physical Education	Media (Quarters 1, 3)	General Music
	Art (Quarters 2, 4)			Art (Quarters 2, 4)	

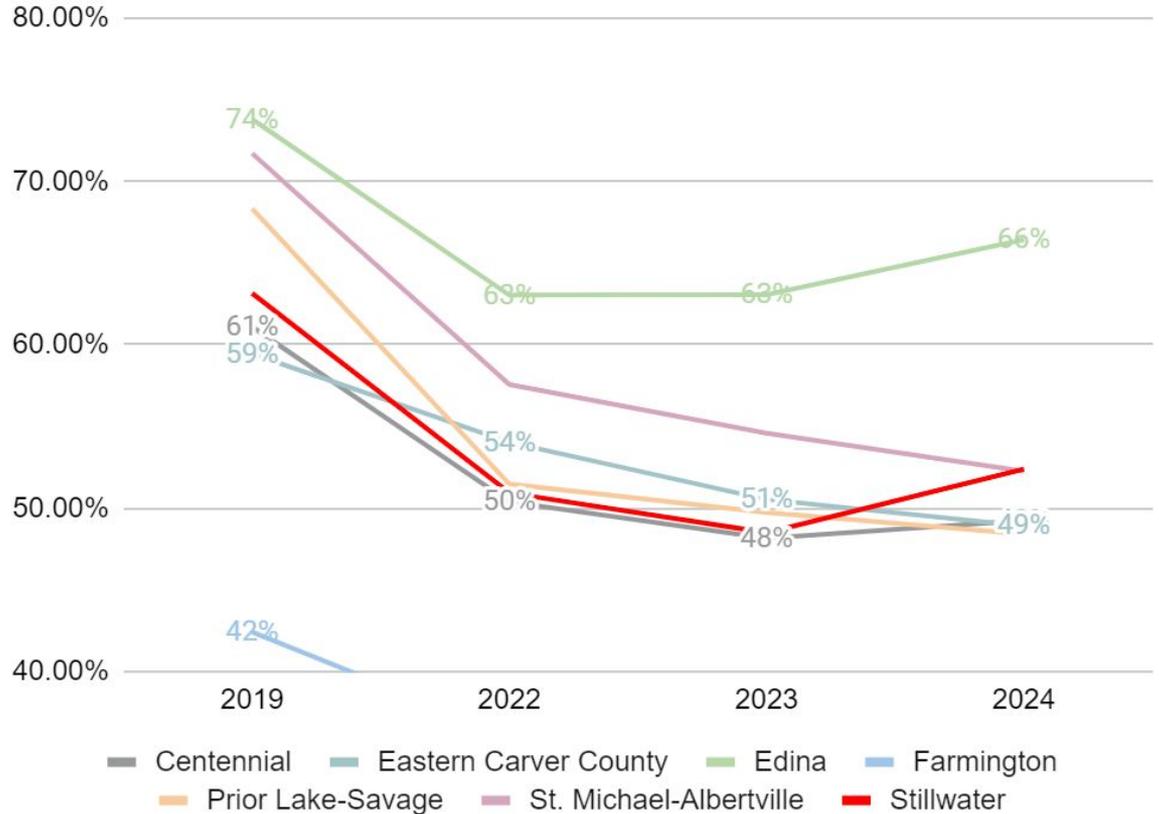
Fifth grade Band & Orchestra



Science MCA Scores

Comparable districts by size and demographics

MCA/MTAS Science





Rationale for Change: Staff

- We have difficulty recruiting and retaining licensed art teachers
 - Other art teachers on out-of-field permission
 - Rehiring every year leads to inconsistency in instruction
- Classroom teachers have to prep for language arts, math, science, social studies and all in-class interventions
- K-5 media specialists do not have time to modernize collections and review media materials because their focus is on instruction



Realigned Specialist Schedule

Strategic

Direction A:

Ensure the learning process is adaptable to meet individual student needs

Solution: Realign our specialist schedule with district priorities

Day 1	Day 2	Day 3
Physical Education	Science	General Music

Fifth grade Band & Orchestra



K-2 Sample Teacher Schedule

2024-2025		2025-2026	
Morning Business/ Breakfast	10	Morning Business/ Breakfast	10
Responsive Classroom: Morning Meeting	20	Responsive Classroom: Morning Meeting	20
Math + Calendar Time (K-2)	60	Math + Calendar Time (K-2)	60
Literacy: Phonics	30	Literacy: Phonics	30
Literacy: Reading/Writing	80	Literacy: Reading/Writing	120
Social Studies/Science	40		
WIN (What I Need) Time Interventions: Tier II (in-class) & Tier III	30	WIN (What I Need) Time Interventions: Tier II (in-class) & Tier III	30
Recess/Lunch	40	Recess/Lunch	40
Specialists (<i>Art, Media, Music, Phy Ed</i>)	40	Specialists (<i>Music, Phy Ed, Science</i>)	40
Responsive Classroom: Quiet Time	10	Responsive Classroom: Quiet Time	10
Additional Time: Snack, break, free choice, academic overflow, transitions, hallway transitions, extra recess, brain breaks	20	Additional Time: Snack, break, free choice, academic overflow, transitions, hallway transitions, extra recess, brain breaks	20
Responsive Classroom: Closing Meeting	10	Responsive Classroom: Closing Meeting	10

**Art, Media,
Social Studies
integrated into
content areas**



Number of K-5 Standards

- 42-43 English Language Arts (ELA)
- 24-29 Math
- 10-11 Science
- 21-22 Social Studies
 - 86% of social studies standards are covered in Benchmark curriculum
- 12 Visual Art
 - 60-65% covered in other content areas
- 9 Media Art
 - 70-73% covered in other content areas



Integrated Visual Arts Instruction

Visual Arts

5.5.2.2.2

Generate plans for art that investigates a social, cultural, or personal theme.

Bundle with the Language Arts benchmark **5.1.4.2**: *Determine a theme or central idea of a text and how it is developed or conveyed through specific details*

Prompt 1: Depict an artistic statement explaining artistic choices and theme development.

Prompt 2: Create art that expresses a theme from the text that resonates with you.



Integrated Media Arts Instruction

Media Arts

2.2.3.5.1

Identify techniques and sequencing in media artworks.

Bundle with Language Arts benchmark **2.1.5.3:**
Identify and explain how images are used to illustrate ideas and narratives in a text.

Activity:

- Students read a short story or informational text
- They identify key events or concepts and sequence them into a visual storyboard
- Discuss how the images clarify or enhance understanding



Integrated Social Studies Instruction

Social Studies

1.4.19.1

Examine multiple accounts of an event, identifying different perspectives

Bundle with Language Arts benchmark **1.1.4.1**:
Ask and answer questions including who, what, and where to demonstrate understanding of key details in a text; retell key details.

Activity:

- Students read or listen to a story about a historical event (e.g., a first-person narrative about early Minnesota settlers or a Dakota/Anishinaabe perspective). They answer who, what, and where questions, then retell the event from different perspectives, while practicing reading/listening comprehension.



Benefits of Integrating Content

- Cross content learning makes meaningful connections between subjects, deepening student understanding and engagement
- Maximizes instructional time
- Develops critical thinking and problem-solving skills
- Encourages deeper inquiry and analytical thinking
 - Example: illustrating an endangered species with an informational write-up
 - This integration of science research, writing, and art promotes synthesis



Supporting The New Schedule

- Science Specialists at each school
- (2) K-12 Media Coordinators
- (1) K-5 Art Coordinator



Measurable Outcomes

Short-Term	Long-Term
<ul style="list-style-type: none">● Academic growth indicators<ul style="list-style-type: none">○ FastBridge○ Observational data● Teacher surveys & interviews	<ul style="list-style-type: none">● Academic performance & growth data<ul style="list-style-type: none">○ MCA growth● Staffing Stability
<p>Parent and community feedback</p>	



Summary: Benefits of a New Schedule

- Focus on core academic instruction
 - Increased instructional minutes for literacy
 - More time for teachers to prep for literacy, math, social studies
 - Consistent science instruction
- Allow teachers time to implement new literacy curriculum
- Integrate art and media standards in classroom instruction
 - Improves continuity of arts & media instruction
- Media access remains a priority
 - Media centers remain open every day; run by media technicians



Questions



Expect
More.

Priority Based Budgeting (PBB)

2025-26 Investments

Presented to the School Board

April 8, 2025

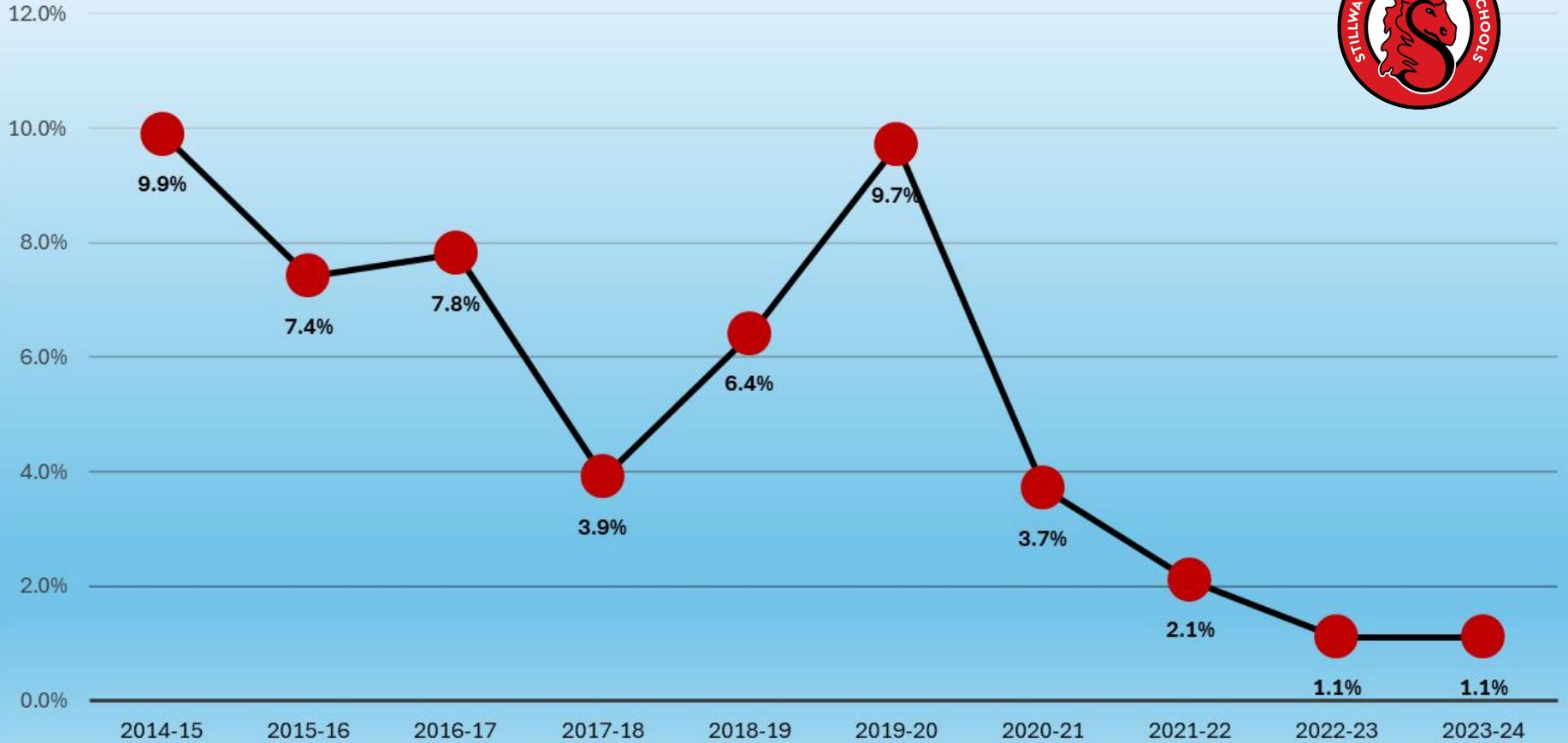
Current Financial Reality

- Unfunded state mandates
- Legislation impacting revenue
- Inflation and rising costs
- Projected enrollment levels
- One-time only funding (federal grant carryover not available in FY26)



Expect
More.

Unassigned Fund Balance History



2025-26 General Fund Budget Assumptions

Revenue:

- Current formula allowances in state legislation
- Levy amounts certified by school board in December 2024
- Federal revenue based on preliminary information from MDE and district estimates

Expenditures:

- Current year staffing levels, negotiated agreements, COLA/steps/lanes
- Increases in benefit costs, pension contributions (PERA, TRA), legislative changes
- Cost of inflation for purchased services, utilities, insurance, supplies/materials

Use of Restricted Fund Balance:

- Must follow Board Policy 714 & statutory guidance



Expect
More.

2025-26 General Fund Budget (in millions)

	2024-25 Preliminary Budget	2025-26 Projected Budget (as of 4/4/25)
Revenue	\$149.3	\$152.6
Less: Expenditures	<u>\$150.2</u>	<u>\$158.0</u>
Balance	\$-0.9	\$-5.4
Add: Use of Restricted fund balance for planned capital projects*	<u>\$0.9</u>	<u>\$1.1</u>
Surplus/ Shortfall	\$0	-\$4.3

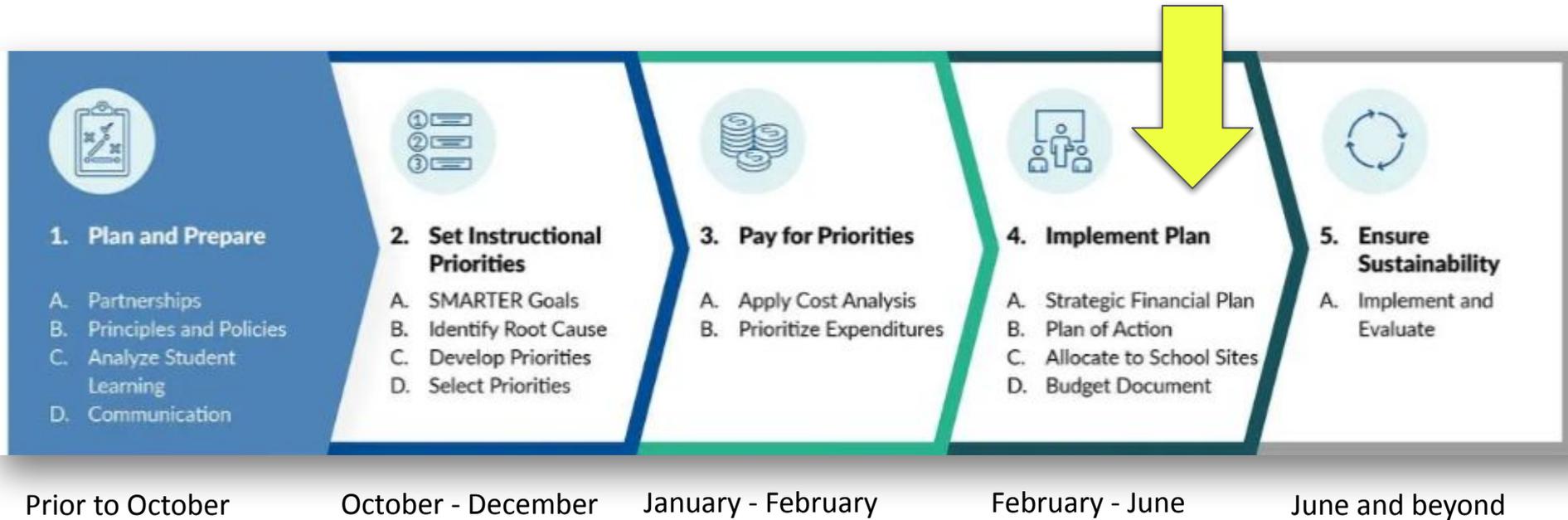
*Restricted - Operating Capital fund balance used in:

- FY25: wireless network
- FY26: curriculum (unfunded by State)



Expect
More.

Priority-Based Budgeting (PBB) Framework



Strategic Directions and Initiatives

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

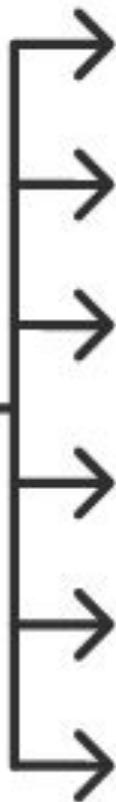
Focus Areas:

- Literacy
- School Culture/Equity & Inclusion
- Social Emotional Learning & Mental Health



Expect
More.

INITIATIVE



EXPAND	Highly cost-effective programs that increase student learning should be expanded.
KEEP	Cost-effective and successful programs in their current scope should be kept as is.
SEGMENT	Programs that are successful only for some segments of the student population.
FIX	Programs with limited success that could increase success if structural or systemic problems were fixed.
REPLACE	Ineffective programs designed to meet an important need could be replaced with more effective initiatives.
ELIMINATE	Programs that no longer meet a strategic priority of the district can be safely eliminated.



Expect **More.**



Prioritizing Our Investments

Strategic Plan Priorities 2025-26

Expand	Curriculum: Literacy; Secondary Science; Personal Finance	Amigos Unidos (Grade 8)	Artificial Intelligence (AI)	Science/SEL Programming - Belwin
Fix	Support Positions; Elementary Specialist Model	PSEO & Concurrent Enrollment Options	Define district role in benefits contribution	Music/Instrument Replacement
Eliminate	Curriculum & online apps not aligned to core instruction	Staffing Adjustments Based on Enrollment	Department/ Program Reductions	One-Time Only Commitments

PBB Reductions/Realignment = **-\$4,300,000**

Restricted Fund Balance Use = **-\$1,100,000**

Prioritize Investments: Expand

Initiative	Curriculum	Amigos Unidos (AU)	Artificial Intelligence (AI)	Science/SEL Programming - Belwin
Details	<ul style="list-style-type: none"> • Implement new literacy curriculum • Implement new Personal Finance curriculum • Purchase secondary science materials 	<ul style="list-style-type: none"> • Expand to Grade 8 (1 FTE) 	<ul style="list-style-type: none"> • Implement Brisk, teacher AI tool 	<ul style="list-style-type: none"> • Expand environmental education opportunities for grades K-5
2025-26 Impact	<p>Restricted Fund Balance Use= \$1,014,769</p> <p>\$0</p>	\$145,000	\$50,000	\$125,000

Prioritize Investments: Fix

Initiative	Support Positions; Elem Specialist Model	PSEO & Concurrent Enrollment Options	Define District Role in Benefits Contribution	Music Instrument Repair/ Replacement
Details	<ul style="list-style-type: none"> • Provide consistent Green Room para/building (-1 FTE) • Replace media and art with science specialists • Provide K-5 media and art coordination 	<ul style="list-style-type: none"> • Expand current college credit options at the high school 	<ul style="list-style-type: none"> • Maximum district contribution is 6.5% toward increase 	<ul style="list-style-type: none"> • Ensure annual funding for band/orchestra instrument repair
2025-26 Impact	\$208,064	\$0	(Accounted for in General Fund Budget Assumptions)	<div style="background-color: yellow; padding: 2px;">Restricted Fund Balance Use=\$70,000</div> <div style="text-align: right; font-size: 1.5em; font-weight: bold;">\$0</div>

Prioritize Investments: Eliminate

Initiative	Curriculum/ Online Apps	Additional Staffing	Department & Program Reductions	One-Time Only Commitments
Details	<ul style="list-style-type: none"> Eliminate apps not aligned to core instruction 	Align staffing with projected class size: <ul style="list-style-type: none"> Elementary (-6 FTE) Secondary (-1.45 FTE) 	Eliminate: <ul style="list-style-type: none"> Central support positions (-3.5 FTE) Secondary Social Workers (-3 FTE) BARR Coordinators (-2 FTE) AVID (-1.4 FTE) GATE Coordinator (-0.5 FTE) 	<ul style="list-style-type: none"> K-5 science purchase complete General fund one-time capital projects (LTFM, wireless network) Federal Special Education carryover
2025-26 Impact	\$-48,200	\$-1,081,000	\$-1,351,443	\$-2,375,000

Additional Considerations

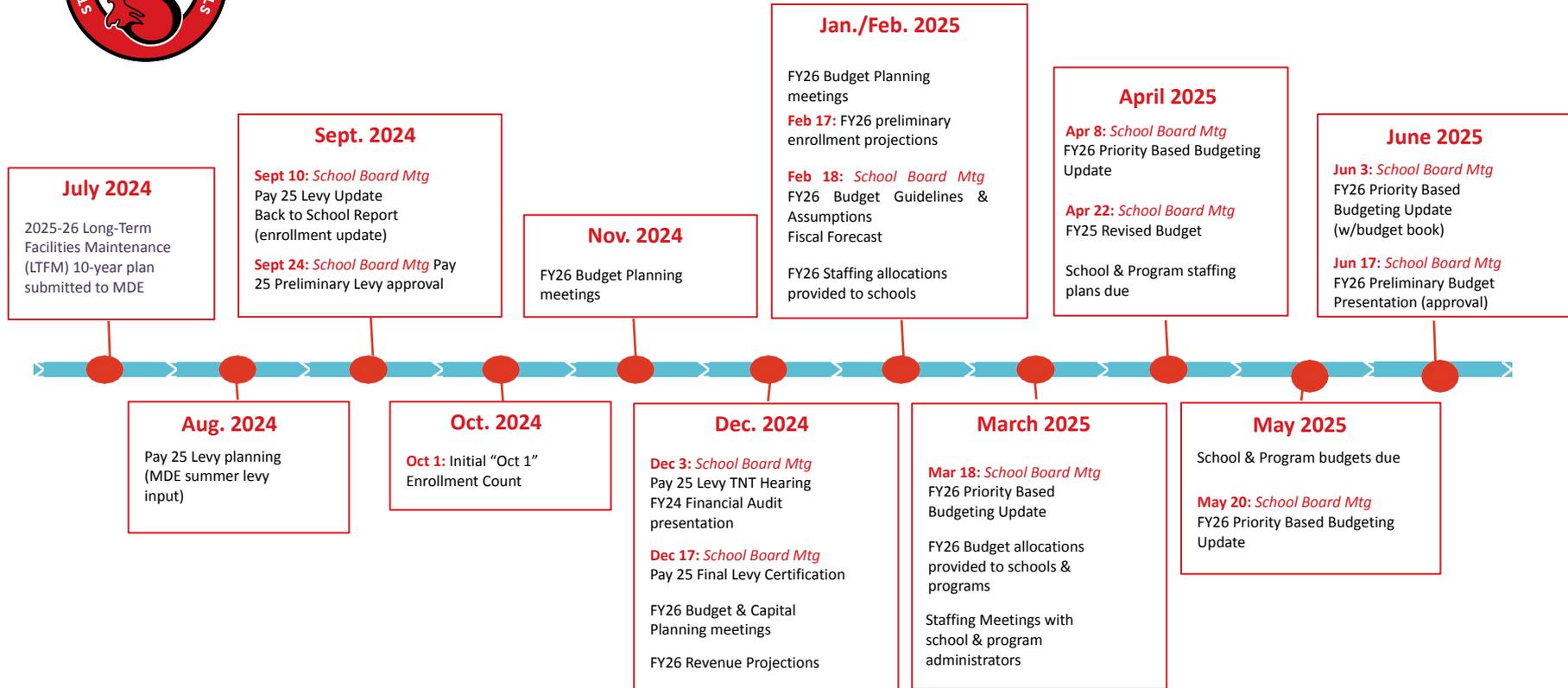
- We are awaiting legislative action before any additional reductions are considered. Future reductions likely will be in the area of reducing salary and benefit increases as we negotiate new contracts.
- We continue to examine other cost savings at the district level in order to balance the 2025-26 budget.



Expect
More.



2025-26 Budget Timeline





Questions/Discussion



Member _____ introduced the following Resolution and moved its adoption:

**RESOLUTION PROPOSING PLACEMENT OF TEACHERS
ON UNREQUESTED LEAVE OF ABSENCE**

WHEREAS, Minnesota Statutes section 122A.40, subdivision 10, states that the school board and the exclusive bargaining representative of the “teachers” must negotiate a plan providing for unrequested leave of absence (“ULA”) without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts; and

WHEREAS, Article XX of the collective bargaining agreement (“CBA”) between Independent School District No. 834, Stillwater (“District”) and the St. Croix Education Association (“Union”) contains a plan providing for Unrequested Leave (ULA) without pay or fringe benefits for as many teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of districts.

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

1. In accordance with Minnesota Statutes section 122A.40, subdivision 10, and the CBA, the School Board proposes that the following .2 FTE continuing contract teachers be placed on ULA without pay or fringe benefits effective June 30, 2025.

- Debbie Drew, Teacher

The grounds for this proposed action are lack of pupils, financial limitations, and discontinuance of the .2 FTE teaching positions.

2. The Superintendent or a designee is directed to give Debbie Drew written notice of the proposed placement on ULA along with a copy of this Resolution. Pursuant to the CBA, this notice must include:

- the applicable grounds for the proposed placement;
- notice to the teacher of their right to request a hearing on the proposed placement within 14 days from the receipt of the notice; and
notice to the teacher that failure to request a hearing will be deemed acquiescence to the school board’s proposed placement action.

The motion for the adoption of this Resolution was duly seconded by Member _____ and upon vote being taken, the following voted in favor of this Resolution:

And the following voted against this Resolution:

Based upon the vote, this Resolution was declared duly passed and adopted.

WHEREUPON said resolution was duly declared passed and adopted.

STATE OF MINNESOTA)

) ss.

COUNTY OF WASHINGTON)

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 834 (Stillwater Area Public Schools), State of Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to authorizing the issuance of a certificate of election, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this 19th day of March 2024.

Signature _____
Katie Hockert, School Board Clerk

Date: _____



Member _____ introduced the following Resolution and moved its adoption:

RESOLUTION NON-RENEWING PROBATIONARY TEACHING CONTRACTS

WHEREAS, Minnesota Statutes section 122A.40, subdivision 5, states that the first three consecutive years of a teacher’s first teaching experience in Minnesota in a single district is deemed to be a probationary period of employment, and that the probationary period in each district in which the teacher is thereafter employed is one year; and

WHEREAS, Minnesota Statutes section 122A.40, subdivision 5, further states that any annual contract with a probationary teacher may or may not be renewed as the school board shall see fit, provided that the board gives the teacher written notice of the nonrenewal before July 1;

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

1. Pursuant to Minnesota Statutes section 122A.40, subdivision 5, the School Board hereby declines to renew the annual teaching contract of the following probationary teacher(s) effective at the end of this school year:

Yazmin Alvarado Soto, Chris Camacho, Emily Cramlet, Hannah Delahunt, Morgan Deneen, Mark Estephan, Michelle Farmer, Dennis Gable, Gwyneth Gerlach, Ashley Ryan Hawke, Nicholas Hoff, Amanda Hyde, Cassandra LaFleur, Emily Larson, Mary Lind, Dawn Mitchell, Michael Mueller, Angela Normington, Jacob Olson, Amy Otteson, Emily Palmen, Desdamona Racheli, Samantha Rambo, Andrew Satterlie, Emilia Scamehorn, Maren Skyberg, Bridget Smith, Jessi Smith, Kary Thelander, Sadie Thole, Emily Young, Colleen Feldman

2. As a result of this Resolution, the District’s employment relationship with the above-named probationary teacher(s) will terminate effective May 30, 2025.

3. The School Board has reviewed and hereby approves the written notice of nonrenewal for each affected teacher. The notice to each affected teacher states the reasons for the non-renewal. The School Board Chair is directed to sign the written notice(s) on behalf of the School Board. The reasons for non-renewal are classified as private personnel data under the Minnesota Government Data Practices Act, unless the non-renewal represents the final disposition of disciplinary action.

4. The Superintendent, or a designee, is directed to serve the affected teacher(s) with a copy of this Resolution and the approved written notice for that teacher before July 1. If possible, the notice(s) should be hand-delivered.

The motion for the adoption of this Resolution was duly seconded by Member _____ and upon vote being taken, the following voted in favor of this Resolution:

And the following voted against this Resolution:

Based upon the vote, this Resolution was declared duly passed and adopted.

WHEREUPON said resolution was duly declared passed and adopted.



Expect
More.

Adventure Club Update

*Presented to the School Board
April 8, 2025*

Adventure Club Enrollment

Summer 2025

Enrolled: 643

Partially Served: 25

Waitlist: 0

Fall 2025

Enrolled: 794

Partially Served: 182

Waitlist: 68

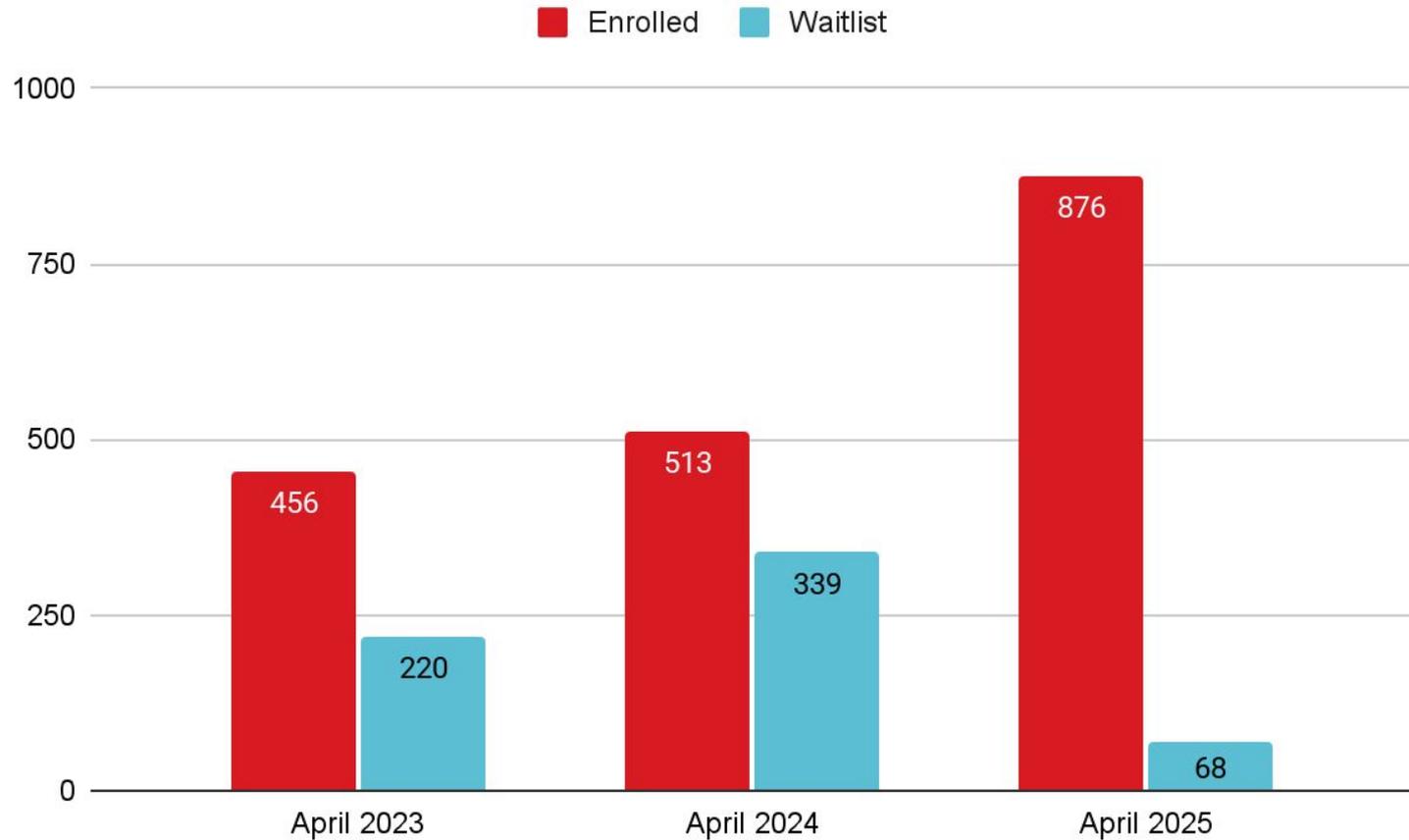
Estimated hiring needs

- 20-25 new staff for start of school year



Expect
More.

Adventure Club Enrollment Comparative



Continued Recruiting Efforts

- Posting for Community Education School-Age Care Assistant and Aide is available now at **stillwaterschools.org/our-district/employment**
- Advertising: newsletters, post card, social media, boosted Indeed posting
- Partnering with other departments to offer full-time, benefits eligible, employment
- Communicating with post-secondary institutions that have child development and education related courses
- Working with Pathways team to identify potentially interested high school candidates



Expect
More.



Questions