

Study Session

Tuesday, June 3, 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, May 17 – 30, 2025	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
VI. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs	
VI.A. Q-Comp Annual Report	Speaker (s) : Ms. Deb Van Klei, QComp Lead and Mentor Coordinator and Mr. Stephen Gorde, Professional Development Lead
VI.B. Report: Comprehensive Achievement and Civic Readiness Update	Speaker (s) : Ms. Caitlyn Willis, Executive Director of Elementary Education
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. Report: 2025-26 Preliminary Budget Update	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
VIII.B. Report: Long Term Facility Maintenance (LTFM) 10-Year Plan	Speaker (s) : Mr. Mark Drommerhausen, Executive Director of Operations
VIII.C. Report: Transportation Update	Speaker (s) : Mr. Mark Drommerhausen, Executive Director of Operations
VIII.D. Action: Resolution Approving Northeast Metro 916 Long Term Facility Maintenance Budget	Speaker (s) : Mr. Mark Drommerhausen, Executive Director of Operations
IX. Strategic Direction D: Develop strong partnerships with the communities we serve	

X. **Adjournment**

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



Expect
More.

Q-Comp Annual Report

Presented to the School Board
June 3, 2025

What is Q-Comp?

Alternative Teacher Professional Pay System (ATPPS, commonly known as Q Comp) is designed to improve student learning through:

- Recruiting and retain highly qualified teachers
- Encouraging highly qualified teachers to undertake challenging assignments and support teachers' roles in improving students' educational achievement
- Providing incentives to encourage teachers to improve their knowledge and instructional skills

Source: [MDE QComp Guiding Document](#) | [Minnesota Statutes, section 122A.414](#)



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4 Q-Comp Components

1	Teacher Leader (career ladder) opportunities	<ul style="list-style-type: none">● Mentors (110)● PLC leads (25)● Instructional Coaches (6)● QComp Lead (1)
2	Job-embedded professional development (JEPD)	<ul style="list-style-type: none">● Mentor/Mentee partnerships are provided two Professional Development Days● Coaching Experience<ul style="list-style-type: none">- Instructional coaching cycle- Learning Labs● Collaborative Action Team time on PD days and twice a month
3	Teacher Development Evaluation Plan	<ul style="list-style-type: none">● Probationary staff - three observations by administrator(s)● Continuing contract staff - three year summative cycle
4	Performance Pay	<ul style="list-style-type: none">● \$1 building goal● \$149 individual student achievement goal● \$1,350 complete TDEP and Coaching experience



Focus: 2024-25 School Year

Refining Q-Comp components based on desired educator experiences:

- Strengthening data inquiry processes within Collaborative Action Teams (CAT) to inform instructional decisions
- Develop Centralized Coaching model
- Engage probationary staff with instructional coaching cycles
- Continuing contract staff will engage in a coaching experience with a choice of a learning lab or formal coaching cycle
- Participation of centralized coaches on Building Instructional Leadership Team



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Looking Ahead: Focus 2025-26

- Continue Instructional Coaching Experiences:
 - Formal Coaching Cycles and Learning Labs
- Support administrators with building goals by providing job-embedded professional development
- Introduce Three Year Professional Growth Plans
- Continue induction/mentor program for new staff
- Implement NEW evaluation rubrics
- Provide administrators and educators professional development on the new evaluation rubrics



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Impact of this Work: Culture of Learning

“This process was incredibly useful and helpful to my growth as an educator, and in building strong classroom routines that helped to create a safe and enjoyable classroom environment.”

“My coaching cycle brought an intentionality to a strategy I was using already but wanted to refine. I appreciated the data that both supported and changed my view of how students were responding to the strategy.”

“My instructional coach built trust in our interactions from the beginning. They are very knowledgeable and have provided me with valuable and flexible guidance as I explore new ways to improve my teaching. The structure of the coaching cycle was helpful and well-organized, which made the process clear and easy to follow. I’ve felt comfortable and validated in our conversations, and I’ve learned how to ask myself better questions to grow as a teacher.”

“My learning lab experience has been the most impactful professional development in my 20 years of teaching. Watching my colleagues teach a specific strategy, and then share the data on the impact that strategy had in my classroom has not only led to my growth but the academic growth of my students.”

New Legislation Around Evaluation Rubrics

Minnesota Statutes 2023, section 122A.40 subdivision 8 and 122A.41, subdivision 5

(3) must include a rubric of performance standards for teacher practice that: (i) is based on the standards of effective practice in Minnesota Rules, part [8710.2000](#); (ii) includes culturally responsive methodologies; and (iii) provides ***common descriptions of effectiveness using at least three levels of performance;***



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Classroom Educator Evaluation Rubric

A

Instructional Design & Delivery



B

Assessment & Data-Informed
Decision Making



C

Inclusive & Culturally Responsive
Environments



D

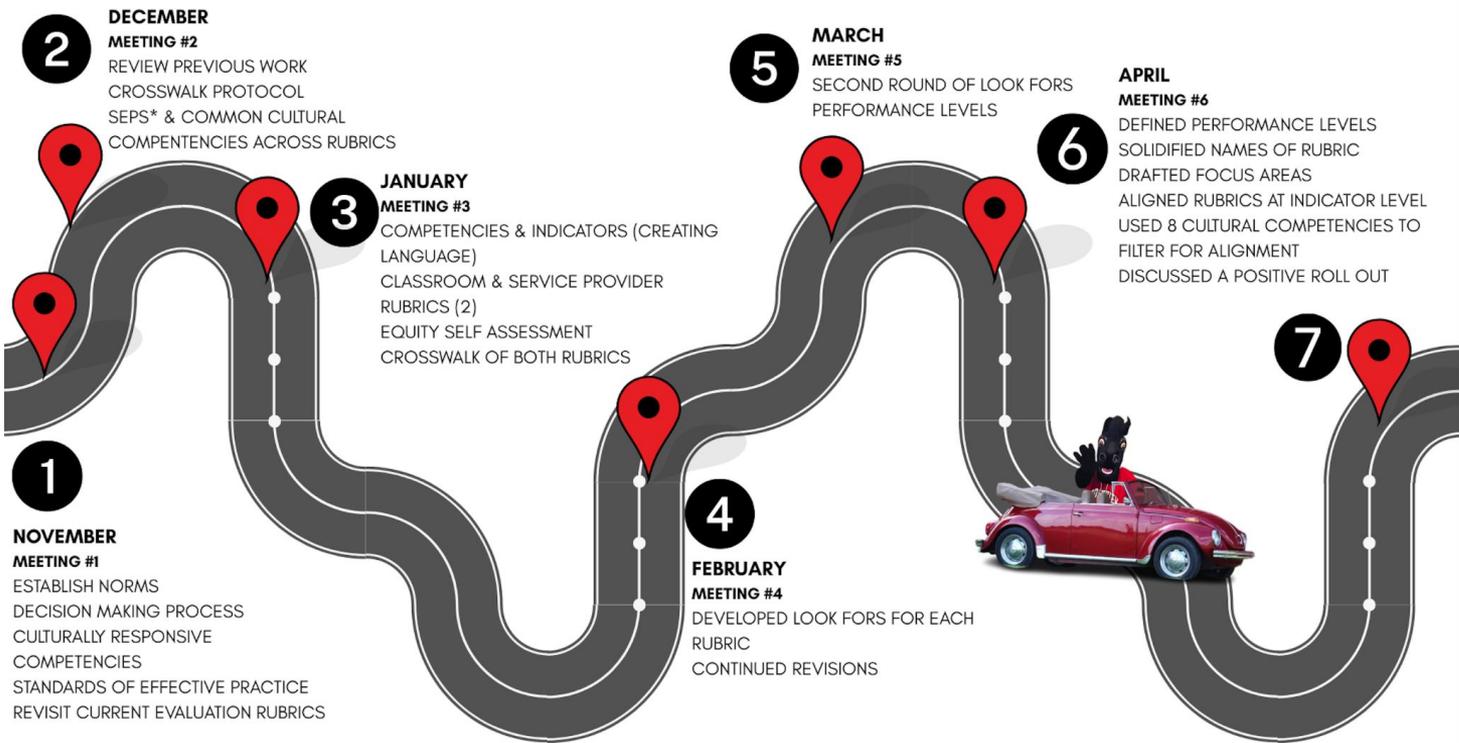
Professional Collaboration,
Communication, & Responsibilities



E

Professional Growth & Reflective
Practice





2
DECEMBER
MEETING #2
 REVIEW PREVIOUS WORK
 CROSSWALK PROTOCOL
 SEPS* & COMMON CULTURAL
 COMPETENCIES ACROSS RUBRICS

3
JANUARY
MEETING #3
 COMPETENCIES & INDICATORS (CREATING
 LANGUAGE)
 CLASSROOM & SERVICE PROVIDER
 RUBRICS (2)
 EQUITY SELF ASSESSMENT
 CROSSWALK OF BOTH RUBRICS

1
NOVEMBER
MEETING #1
 ESTABLISH NORMS
 DECISION MAKING PROCESS
 CULTURALLY RESPONSIVE
 COMPETENCIES
 STANDARDS OF EFFECTIVE PRACTICE
 REVISIT CURRENT EVALUATION RUBRICS

4
FEBRUARY
MEETING #4
 DEVELOPED LOOK FORS FOR EACH
 RUBRIC
 CONTINUED REVISIONS

5
MARCH
MEETING #5
 SECOND ROUND OF LOOK FORS
 PERFORMANCE LEVELS

6
APRIL
MEETING #6
 DEFINED PERFORMANCE LEVELS
 SOLIDIFIED NAMES OF RUBRIC
 DRAFTED FOCUS AREAS
 ALIGNED RUBRICS AT INDICATOR LEVEL
 USED 8 CULTURAL COMPETENCIES TO
 FILTER FOR ALIGNMENT
 DISCUSSED A POSITIVE ROLL OUT

7



EVALUATION RUBRIC DEVELOPMENT

- Approved both rubrics
- Provided input on how to support educators with rubrics next fall
- Provided feedback on the 3 Year Evaluation Process
- Explored implicit bias and its connection to new evaluation rubrics

Evaluation Committee Members

Jacqueline Bayless

Amy Berge

Alicia Farmer

Ann Giardino

Marie Hydukovich

Shannon Jax

Matt Kraft

Alyssa McDonough

Stephanie McAlpine

Derek Olson

Katie Merry

Sydney Piras

Hannah Reyes

Ing Ryan

Christi Schmitt

Andrea Schueler

Jessica Stephenson

Efe Agbamu

Tony Klehr

Laura Snede

Derek Berg

Brittany Perry



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Evaluation Rubric Committee

- Committee comprised of educators and administrators
- Began meeting in November and met once a month until May
- Processed involved moving from eight evaluation rubrics to two
 - 40 revisions
 - Classroom Educator Rubric
 - Service & Program Educator Rubric



Collaborative Process

- Consulted with other school districts
- March consultation with the Administrator and PLC lead group
- Consulted with multiple ongoing district committees
- All licensed groups had the opportunity to provide feedback
- St. Croix Education Association (SCEA) actively involved
- Evaluation Rubric presentations at each building to share an overview and a timeline of implementation





Questions



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Update: Comprehensive Achievement & Civic Readiness

Presented to the School Board
June 3, 2025



Comprehensive Achievement & Civic Readiness

(Formerly the WBWF) Legislation designed to ensure schools enhance student achievement through teaching and learning supports:

- All students are ready for school
- All racial and economic achievement gaps are closed
- All students are ready for career and college
- All students graduate from high school
- All students are prepared to be lifelong learners



All Students Are Ready for School

2024-25 Results:

85% of 4-year old preschool students demonstrated at least one level growth in phonological awareness on COR Advantage, a decrease from last year (93%).

Goal Status: *Met*





All Students Are Ready for School

Proposed Target:

Increase the percentage of incoming kindergarteners meeting age-appropriate literacy and numeracy benchmarks as measured on fall FastBridge screening from **68% in reading** to **72% in reading**; and from **84% in math** to **85% in math** by **August 2026**.

Action Steps:

- Offer trainings for childcare providers for local preschools and in-home providers
- Engage committee to develop an early childhood literacy scope and sequence & review and revise math scope and sequence
- Incorporate high impact instructional strategies and brain-based learning pedagogy



All Racial & Economic Achievement Gaps Closed

2023 - 24 Result:

Reading Gaps to White Cohort

(proficiency increased from 59.8 to 63.3):

- Asian – increased from 7.2 to 14.8
- Black – increased from 21.7 to 23.5
- Latinx – increased from 21.4 to 25.5
- 2/More – reduced from 7.6 to 6.6

Math Gaps to White Cohort:

(proficiency increased from 59.8 to 63.4):

- Asian – increased from 6.6 to 14.3
- Black – increased from 28.7 to 32.9
- Latinx – reduced from 26.5 to 24.9
- 2/More – reduced from 13.2 to 12.9

Science Gaps to White Cohort:

(proficiency increased from 53.1 to 58.5):

- Asian – increased from 12.5 to 24.8
- Black – reduced from 30.3 to 27.2
- Latinx – increased from 21.2 to 30.1
- 2/More – reduced from 12.1 to 10.3

Goal Status: *Not On Track*



All Racial & Economic Achievement Gaps Closed

Proposed Target:

Reduce the achievement gap in **Reading** and **Math** between:

- Non-white and white students
- Students receiving Free or Reduced Lunch (FRL) and those not receiving FRL

... by at least **5% per year for 5 consecutive years**, measured by **FastBridge (winter-to-winter)**.

Action Steps:

- Analyze systems both internally and from peer districts
- Strengthen Tier 1 instructional systems
- Align Collaborative Action Team (CAT) work
- Increase communication and engagement with families



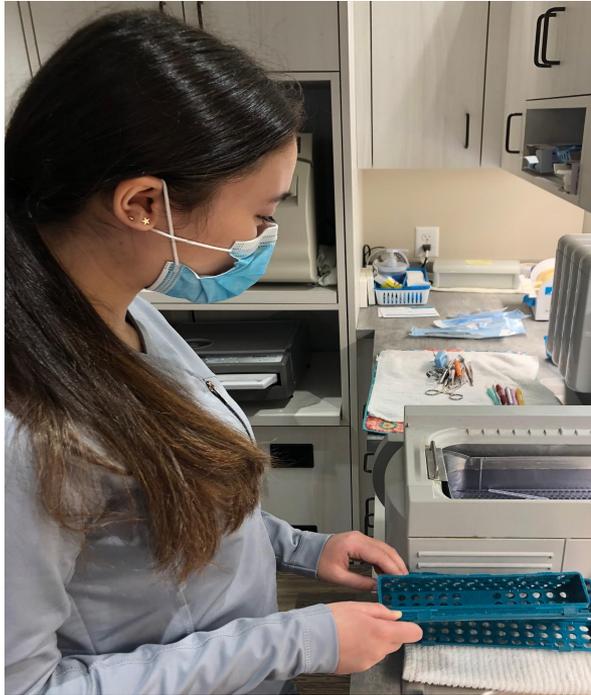
All Racial & Economic Achievement Gaps Closed

Proposed Target: *Baseline FastBridge Data Winter 2025*

	earlyReading (K-1)	aReading (2-12)	earlyMath (K-1)	aMath (2-12)
Non-white	48%	52%	60%	52%
White	74%	72%	82%	77%
Current Gap	26	20	22	25
FRL	41%	46%	54%	46%
Non-FRL	73%	72%	81%	77%
Current Gap	32	26	27	31



All Students Career and College-Ready



2023 - 24 Result:

- The average composite superscore of the 497 11th graders (654 tests) who took the ACT in 2022-2023 was 22.6
- The average composite superscore of the 561 11th graders (638 tests) who took the ACT in 2023-2024 was 22.0
- 69% of the 16 11th graders who took the ASVAB in 2023-24 placed within Category III or above

Goal Status: *Not On Track*



All Students Career and College-Ready

Proposed Target:

Increase student credits earned in **advanced coursework, concurrent enrollment, work-based learning and internships** by **3% per year for 5 consecutive years**, measured by student transcript data.

Action Steps:

- Define what courses constitute advanced coursework
- Expand concurrent enrollment offerings
- Establish new business partnerships for internships
- Strengthen dual enrollment agreements with local colleges
- High school schedule that allows for increased access to courses



All Students Graduate

2024 Results:

- 93.5% of students from the class of 2024 graduated in four years. This is an increase from the previous year of 92.0%.
 - 95.2% at Stillwater High School (94.6%)
 - 68.0% at St. Croix Valley ALC (50.0%)

Goal Status: *Not On Track*



All Students Graduate

Proposed Target:

- Maintain the **four-year graduation rate** at Stillwater Area High School at **95%**;
- Increase the **five-year graduation rate** at St. Croix Valley Alternative Learning Center (ALC) to **73%** by **June 2026**;
- Increase the **seven-year graduation rate** at St. Croix Valley Alternative Learning Center (ALC) to **82%** by **June 2026**;

Action Steps:

- Implement early warning systems to identify at-risk students
- Deliver targeted academic and emotional support
- Expand college and career readiness services



All Students Are Prepared To Be Lifelong Learners

Proposed Target:

NEW GOAL AREA 2025-26

By the end of each academic year through August 2030, Stillwater Area Public Schools will demonstrate measurable progress toward cultivating lifelong learners by:

- 1. Early Learning Readiness:** Increasing kindergarten readiness by improving fall FastBridge screening results annually—to 80% in reading and 85% in math.
- 2. Equity in Achievement:** Closing the reading and math achievement gaps between non-white and white students, and between FRL and non-FRL students, to 10 percentage point gap, based on winter-to-winter FastBridge assessments.
- 3. Expanded Learning Opportunities:** Increasing the number of credits earned in advanced coursework, concurrent enrollment, and work-based learning by 15%, measured via transcript audits.
- 4. On-Time Graduation & Persistence:**
 - Maintain a four-year graduation rate of $\geq 95\%$ at Stillwater Area High School.
 - Increase the five-year graduation rate at St. Croix Valley ALC toward 73%.
 - Increase the seven-year graduation rate at St. Croix Valley ALC toward 82%.

Progress in these four goal areas will be used as indicators of students' preparedness to be lifelong learners - academically capable, socially engaged, and future-ready.



Next Steps:

- Submit proposed changes to Comprehensive Achievement and Civic Readiness (CACR) to MDE by June 15, 2025
- Review alignment of goals with current district and building level action cards
- Implement work according to priorities in district and building level action cards



Questions



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2025-26 Preliminary Budget Update

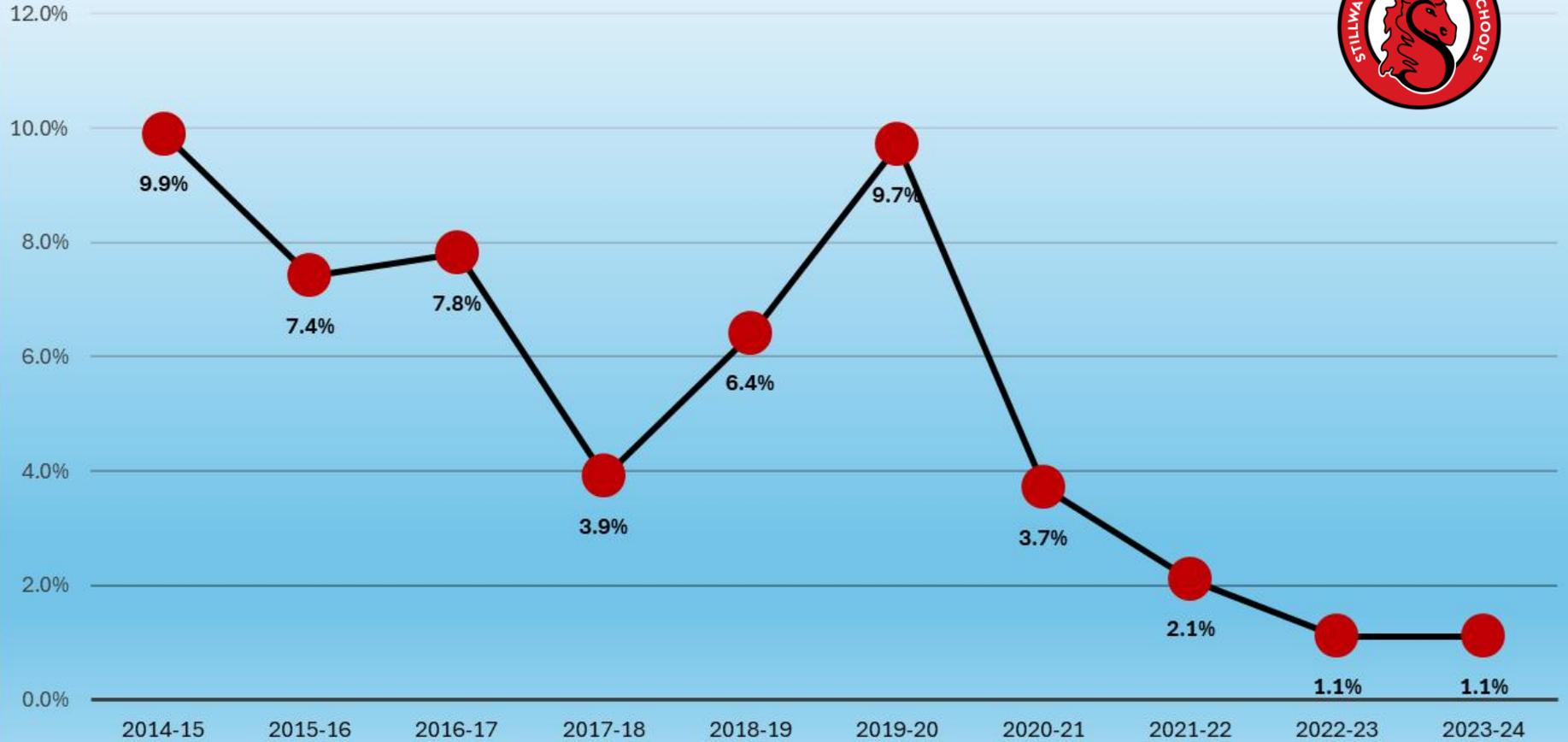
Presented to the School Board
Marie Schrul
Chief Financial Officer
June 3, 2025

2025-26 Preliminary Budget Influencing Factors

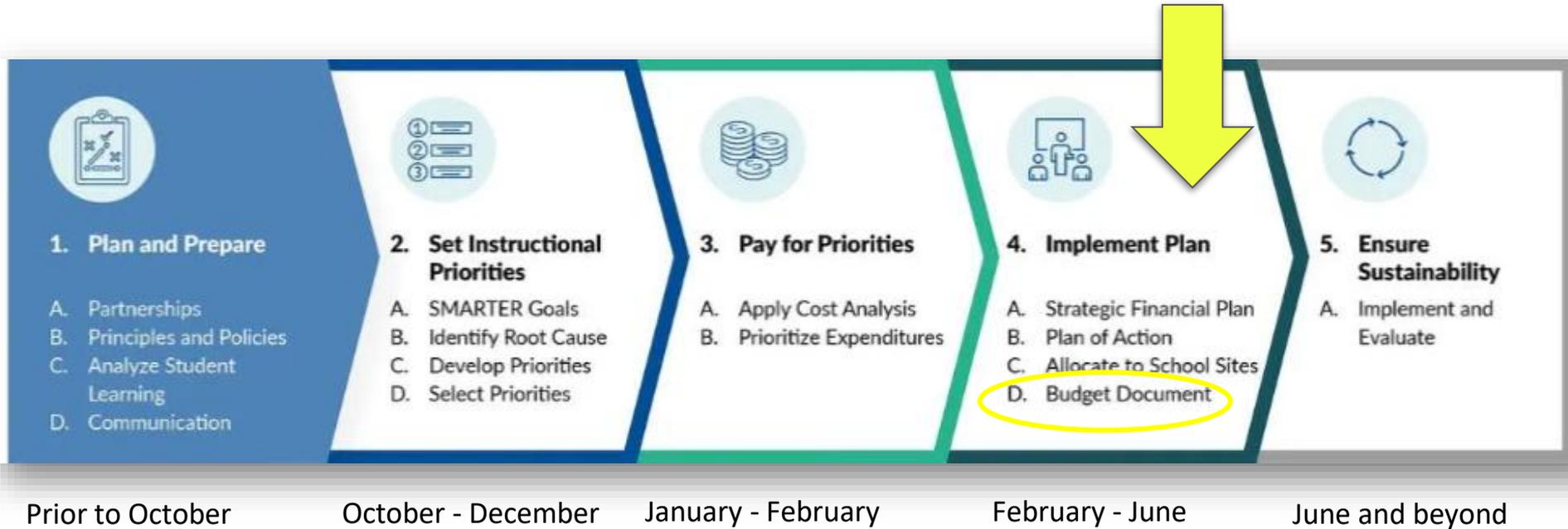
- **Priority-Based Budgeting** framework – aligning resources to strategic plan priorities
- Fiscal year-end **projected vs. actual** revenue & expenditures **impact fund balance**
- **Enrollment** changes can impact revenue, class size and building capacity
- Contractual settlements
- **Legislative changes** can impact revenue and/or expenditures
- Bond ratings
- **Funding that is one-time only**, or expires after a given time period



Unassigned Fund Balance History



Priority-Based Budgeting (PBB) Framework



2025-26 Preliminary General Fund Budget

	2024-25 Revised Budget	2025-26 Preliminary Budget
Revenue	\$152,044,143	\$152,952,089
Less: Expenditures	<u>152,008,935</u>	<u>154,022,458</u>
Balance	\$35,208	-\$1,070,369
Add: Use of Restricted Operating Capital fund balance for curriculum		<u>1,070,369</u>
Surplus/ Shortfall		\$0



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2025-26 Preliminary General Fund Revenue

Revenue Category	2024-25 Revised Budget	2025-26 Preliminary Budget	Difference
Property Taxes/Levy	\$44,497,246	\$46,499,172	\$2,001,926
State Aids & Credits	99,121,585	100,223,247	1,101,662
Federal – Grants & Title Programs	3,355,991	2,290,270	-1,065,721
Other	5,069,321	3,939,400	-1,129,921
Total General Fund Revenue	\$152,044,143	\$152,952,089	\$907,946



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2025-26 Preliminary General Fund Expenditures

Expenditure Category	2024-25 Revised Budget	2025-26 Inflation & Other Adj	2025-26 Priority-Based Budgeting Adj	2025-26 Preliminary Budget	Difference
Salaries	\$74,101,374	\$3,601,012	-\$2,362,228	\$75,340,158	\$1,238,784
Benefits	34,819,291	1,717,943	-553,160	35,984,074	1,164,783
Purchased Services	26,950,898	455,968	-37,587	27,369,279	418,381
Supplies, Materials & Other	16,137,372	191,866	-1,000,291	15,328,947	-808,425
Total Expenditures	\$152,008,935	\$5,966,789	-\$3,953,266	\$154,022,458	\$2,013,523



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2025-26 Revenue & Expenditure Summary – All Funds

Fund	7/1/25 Projected Fund Balance*	2025-26 Projected Revenue	2025-26 Projected Expenditures	Net Change in Fund Balance	6/30/26 Projected Fund Balance
General Fund	\$8,884,345	\$152,952,089	\$154,022,458	-\$1,070,369	\$7,813,976
Food Service	3,674,655	7,887,103	7,859,232	27,871	3,702,526
Community Service	499,494	9,595,953	9,284,092	311,861	811,355
Building Construction	76,058,217	80,545,000	125,050,230	-44,505,230	31,552,987
Debt Service	3,385,748	18,551,334	17,509,221	1,042,113	4,427,861
Custodial	51,426	7,000	7,000	0	51,426
Total All Funds	\$92,553,885	\$269,538,479	\$313,732,233	-\$44,193,754	\$48,360,131

- 7/1/25 Projected Beginning Fund balance is as of April 2025
- Use of fund balance is from Restricted fund balance sources only

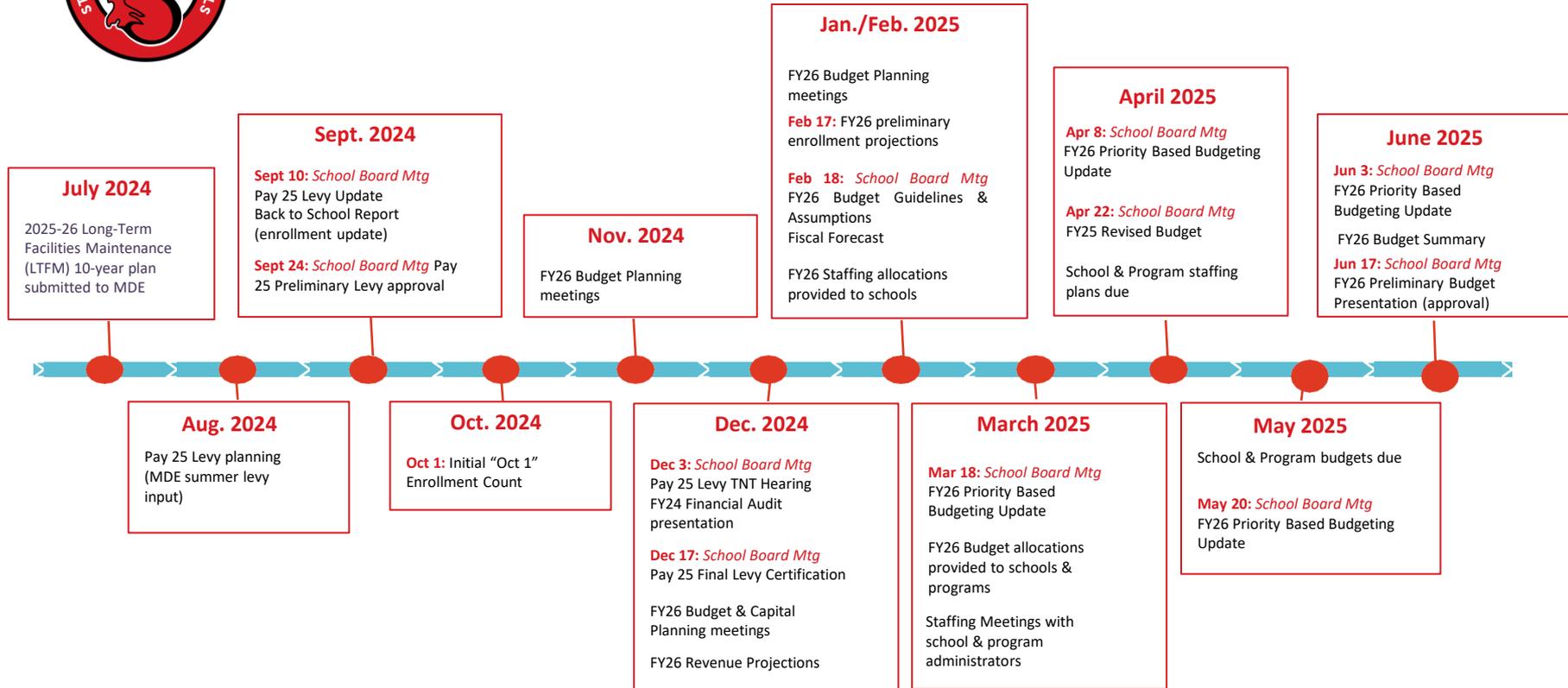
Projected General Fund Balance 7/1/25	
Non-spendable	77,565
Restricted	4,235,596
Assigned	2,746,897
Unassigned	1,824,287
Total	8,884,345



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2025-26 Budget Timeline





Questions

10-Year Long-Term Facilities Maintenance Plan 2026-2027

Stillwater Area Public Schools #834

YEAR COSTS	2027	2028	2029	2030	2031	2032	2033	2034	2035	2036
	\$ 9,366,435	\$ 14,773,970	\$ 17,013,539	\$ 12,398,405	\$ 12,956,346	\$ 15,729,058	\$ 11,367,330	\$ 9,328,558	\$ 8,928,450	\$ 9,356,690

Building	Year 2027	Year 2028	Year 2029	Year 2030	Year 2031	Year 2032	Year 2033	Year 2034	Year 2035	Year 2036	Totals
Afton - Lakeland	\$ 97,500	\$ 729,300	\$ 4,159,314	\$ 1,064,700	\$ 91,000	\$ 1,339,650	\$ 468,000	\$ 39,000	\$ 1,014,000	\$ 399,000	\$ 7,988,464
Andersen	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lake Elmo	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Lily Lake	\$ 3,364,705	\$ 968,760	\$ 161,720	\$ 197,600	\$ 31,200	\$ 59,280	\$ 2,224,040	\$ 132,000	\$ 988,000	\$ 556,240	\$ 7,139,305
Brookview	\$ 70,850	\$ 533,000	\$ 209,625	\$ 354,900	\$ 26,000	\$ 226,850	\$ 578,500	\$ 718,608	\$ 364,000	\$ 169,000	\$ 2,718,333
Oak Park	\$ 23,400	\$ 786,500	\$ 951,750	\$ 312,000	\$ 114,400	\$ 79,365	\$ 455,000	\$ 130,000	\$ 393,250	\$ 202,500	\$ 2,852,415
Oakland MS	\$ 955,100	\$ 96,000	\$ 1,394,250	\$ 108,875	\$ 1,675,700	\$ 2,249,000	\$ 1,394,250	\$ 78,000	\$ 362,000	\$ 739,250	\$ 7,951,175
Rutherford	\$ 232,900	\$ 1,054,780	\$ 306,800	\$ 230,100	\$ 2,843,750	\$ 338,000	\$ 270,400	\$ 39,000	\$ 267,000	\$ 521,000	\$ 5,315,730
SAHS	\$ 1,074,125	\$ 3,056,755	\$ 3,116,860	\$ 3,781,480	\$ 3,151,200	\$ 5,375,500	\$ 66,300	\$ 66,300	\$ 1,841,500	\$ 3,400,600	\$ 19,688,540
Stillwater MS	\$ 1,511,475	\$ 3,692,000	\$ 1,643,200	\$ 958,100	\$ 1,691,196	\$ 2,489,500	\$ 145,600	\$ 1,842,750	\$ 376,500	\$ 3,900	\$ 13,973,821
Stonebridge	\$ 142,030	\$ 1,774,375	\$ 3,244,150	\$ 1,800,500	\$ 260,000	\$ 158,860	\$ 244,400	\$ 496,600	\$ 61,000	\$ 1,902,600	\$ 8,120,915
ECFC	\$ 109,250	\$ 83,200	\$ 97,500	\$ 442,000	\$ 72,800	\$ 296,953	\$ 52,000	\$ 585,000	\$ 83,200	\$ 117,000	\$ 1,738,703
Transportation	\$ 387,600	\$ 46,800	\$ 64,350	\$ 425,300	\$ 91,000	\$ 227,500	\$ 688,740	\$ 1,319,500	\$ 36,000	\$ -	\$ 3,250,790
Central Services	\$ 34,500	\$ 104,000	\$ 191,000	\$ 39,000	\$ 162,500	\$ 20,800	\$ 1,099,800	\$ 46,800	\$ 20,000	\$ -	\$ 1,698,400
District Wide	\$ 1,363,000	\$ 1,848,500	\$ 1,473,000	\$ 2,683,850	\$ 2,745,600	\$ 2,867,800	\$ 3,680,300	\$ 3,835,000	\$ 3,122,000	\$ 1,345,600	\$ 20,497,050
Totals	\$ 9,366,435	\$ 14,773,970	\$ 17,013,539	\$ 12,398,405	\$ 12,956,346	\$ 15,729,058	\$ 11,367,330	\$ 9,328,558	\$ 8,928,450	\$ 9,356,690	\$ 102,933,639

Mechanical
Roof
Site
Turf/Track
Classroom
Restroom



Transportation Update

Presented to the School Board

June 3, 2025



Purpose of Presentation

Provide an overview of our transportation system:

- Who we serve
- Annual transportation costs
- Challenges and systems improvements
- Our commitment





Who We Serve

- **8,737** = Total number of student riders transported in 2024-25
 - 75 Regular education routes
 - 51 Special Education routes
 - We also transport to 22 additional locations outside of the district
- Cover approximately 150 square miles; 30 miles from north to south
- Run a 3 tier system

1,178 of our total riders attend charters and non-publics:

- Salem Lutheran: 26
- New Heights: 79
- St. Croix Catholic: 183
- St. Croix Prep: 890



Transportation Costs

	2020-21	2021-22	2022-23	2023-24	2024-25
General Education <i>per route cost</i>	\$59,340	\$60,824	\$74,345	\$76,576	\$79,715
Special Education <i>per route costs</i>	\$63,640	\$65,231	\$74,345	\$76,576	\$79,715
Mid-Day <i>per routes costs</i>	\$14,448	\$14,809	\$23,312	\$24,011	\$24,995

Total Transportation Expenditures	2020-21	2021-22	2022-23	2023-24	2024-25
	\$8,380,626	\$7,095,924	\$11,971,956	\$12,784,917	TBD



Previous Transportation Challenges

- Inconsistency in transportation department management and staffing for the last 4 years
- Inaccurate student data in our student information system and routing software led to:
 - Delayed route finalization
 - Parent communication gaps
 - Operational breakdown at school start



Improving Our Systems

Meeting monthly with tech, transportation, bus garage and routing software support:

- Improving data flow between PowerSchool and Traversa
- Developing test site within Traversa to build next year's routes
- Developing process to annually verify busing and enrollment info
- Clarifying responsibilities for address changes, alternate pickups, etc.
- Developing process for special education to communicate busing needs within PowerSchool
- Establishing sustainable routing and communication workflows



Routing Process Enhancements

New Transportation Opt In Process

- Increased efficiency
- Increased accuracy
- Earlier start to route planning

- **Proactive Route Development**
 - Changes in start times = increased efficiency
 - Additional staff to support this work
 - Collaboration between district staff and Schmitty & Sons staff
- **Collaboration with School/Program Leaders**
 - School/program-level verification of student transportation needs



Family Communication Improvements

- **Earlier Family Outreach**

- Timely notification of routes to families
- Multiple channels: ie. email, text, phone calls, app and web portal

- **Real-Time Support During Launch**

- Additional support staff available for first weeks of school
- New Help Desk Ticketing system



Our Commitment

- All students will have safe, reliable transportation
- We will work to continuously improve our processes based on family and staff feedback
- We will operate in an effective and efficient manner





QUESTIONS

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT NO. 834
(Stillwater)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, a School Board meeting of School District No. 834, State of Minnesota, was held on June 3, 2025, at 5:30 p.m., for the purpose, in part, of approving the FY 2027 Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Northeast Metro 916 Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Member _____ introduced the following resolution and moved its adoption:

Resolution approving Northeast Metro 916 Intermediate School District's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of those projects in the district's application for fiscal year (FY) 2027 long-term facility maintenance revenue.

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

1. The school board of Northeast Metro 916 Intermediate School District has approved a long-term facility maintenance program budget for its facilities for the 2026-2027 school year (Pay 2026 Levy) in the amount of \$597,600 of which School District No. 834's proportionate share is \$60,754.54 for pay as you go projects. The various components of this program budget are attached hereto and are incorporated herein by reference. Said budget is hereby approved.
2. Minnesota Statutes, Section 123B.595, subdivision 3, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district program in its long-term facility maintenance revenue application.
3. The proportionate share of the costs of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by utilizing a blended rate where 25% of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times the ratio of the member school district's net tax capacity to the total net tax capacity and 75% of the rate is determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times the ratio of APU by member district to the total APU. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application

for fiscal year 2027 is hereby approved, subject to approval by the Commissioner of Education. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

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

And the following voted against:

WHEREUPON said resolution was approved and adopted by the school board of School District No. 834.

STATE OF MINNESOTA

COUNTY OF _____

I, the undersigned, being the duly qualified and acting Clerk of School District No. 834, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of Independent School District No. 834 held on the date therein indicated, with the original of said minutes on file in my office, and the same is a full, true and complete transcript insofar as the same relates to the approval of Northeast Metro 916 Intermediate School District's long-term facility maintenance program budget and authorizing the inclusion of a proportionate share of the School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk on _____ (date).

Katie Hockert, School Board Clerk
Independent School District No. 834