

Business Meeting

Tuesday, July 28, 2026 5:30 PM

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

I. Recognition	Speaker (s) : Ms. Alison Sherman, School Board Chair
II. Public Comment	Speaker (s) : Ms. Alison Sherman, 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. Superintendent Report	Speaker (s) : Dr. Mike Funk, Superintendent
VIII. Board Chair Report	Speaker (s) : Ms. Alison Sherman, School Board Chair
IX. Consent Agenda	
IX.A. School Board Meeting Minutes, June 23, 2026	
IX.B. Payment of Invoices, June 20 - July 24, 2026; Treasurer's Report, Gifts and Donations March 2026	
IX.C. District Handbook	Speaker (s) : Ms. Carissa Keister, Chief of Staff
IX.D. Acceptance of \$2,100 Grant to Community Education for the Ponies Care Project	
IX.E. Policy 722 - Public Data Request - Annual Review	
IX.F. Policy 806 - Crisis Management Policy - Annual review	
IX.G. Policy 524 - Student Technology and Internet Access and Acceptable Use - Legal Requirements	
IX.H. Resignation and Release of All Claims	
IX.I. Human Resources Personnel Report	
X. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs	
X.A. Report: Academic Year Data Review	Speaker (s) : Ms. Elsa Mundt, Education Data Analyst & Assessment Supervisor and Ms. Carissa Keister,

X.B. Report: Literacy Implementation Update	Chief of Staff Speaker (s) : Ms. Skye Hoekstra, Literacy Coordinator
XI. Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students	
XII. Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning	
XII.A. Report: First Reading Policy 610 - Activities and Programs Away from the School Campus	Speaker (s) : Ms. Efe Agbamu, Assistant Superintendent
XIII. Strategic Direction D: Develop strong partnerships with the communities we serve	
XIV. Closed Session	
XV. Closed Session	Speaker (s) : Ms. Alison Sherman, School Board Chair
XVI. Adjournment	Speaker (s) : Ms. Alison Sherman, School Board Chair

Independent School District 834 – Stillwater Area Public Schools
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082
Business Meeting Tuesday, June 23, 2026 5:30 PM

- I. Public Comment: No speakers
- II. Call to Order: The meeting was called to order at 5:30 p.m.
- III. Roll Call: Present: Sarah Grcevich, Pete Kelzenberg, Chris Lauer, Alison Sherman. Robert Parker joined the meeting at 5:40 p.m. Katie Hockert and Andrew Thelander joined the meeting at 5:48 p.m.
- IV. Pledge of Allegiance
- V. Approval of Agenda: Motion by Sherman, second by Lauer, carried 4-0.
- VI. Superintendent Report: Dr. Funk acknowledged Paul Lee, Executive Director of Student Support Services, for his years of dedicated service to the district and wished him the very best in his future endeavors.
- VII. Board Chair Report: Nothing to report.
- VIII. Consent Agenda: A. School Board Meeting Minutes, May 19, 2026; B. School Board Meeting Minutes, June 2, 2026; C. Payment of Invoices, May 30 - June 19, 2026; D. ALPS Insurance Renewal ; E. Fiscal Year 2026-27 Census; F. Acceptance of St. Croix Valley Foundation - Mental Health Grant; G. Acceptance of \$5000 grant to Amigo Unidos Program at Lake Elmo Elementary School; H. Acceptance of \$5000 grant to Oak-Land Middle School; I. Settlement Agreement; J. Resignation Agreement; K. Human Resources Personnel Report. Motion by Sherman, second by Kelzenberg, carried 4-0.
- IX. Strategic Direction A: Ensure the Learning Process is Adaptable to Meet Individual Student Needs. Nothing to report.
- X. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for all Staff and Students. Nothing to report.
- XI. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning.
 - A. Motion by Grcevich to approve the 10-year long term facility maintenance plan, second by Kelzenberg, carried 4-0.
 - B. Motion by Sherman to approve the 2025-2027 nutrition services master contract, second by Grcevich, carried 5-0.
 - C. Motion by Sherman to approve the resolution relating to the election of school board members and calling the school district general election, second by Lauer, carried 5-0.
 - D. A preliminary budget must be approved each year by June 30. The budget is based on a set of assumptions including, but not limited to, enrollment projections and current law and regulations.

Fund	2026-27 Projected Revenue	2026-27 Projected Expenditures
General Fund	\$156,869,428	\$156,869,428
Food Service	\$8,473,097	\$8,410,590
Community Service	\$10,484,989	\$10,851,000
Building Construction	\$1,000,000	\$35,229,556
Debt Service	\$20,611,971	\$19,733,367
Custodial	\$7,000	\$7,000
Total All Funds	\$197,446,485	\$231,100,941

Motion by Sherman to approve the fiscal year 2026-27 preliminary budget, second by Kelzenberg, carried 5-0.

E. Motion by Sherman to modify the agenda to add the approval of the Q-Comp Program, second by

Kelzenberg, carried 5-0. Motion by Sherman to approve the Q-Comp Program, second by Lauer, carried 5-0.

XII. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve. Nothing to report.

XIII. Motion by Lauer at 6:05 p.m. to move to a closed session pursuant to Minn. Stat. § 13D.05, subd. 3(c)(3), which allows the Board to go into closed session to develop or consider an offer to purchase or sell real property and second by Grcevich, carried 5-0. Present: Hockert, Grcevich, Kelzenberg, Lauer, Parker, Sherman, Thelander, Funk, Drommerhausen, Schrul. Motion by Sherman at 6:50 p.m. to adjourn to open session, second by Thelander, carried 7-0.

XIV. Adjourn

A. The meeting adjourned at 6:52 p.m.

Respectfully submitted, Sarah Grcevich, School Board Clerk



June 30, 2026

Stillwater Community Education
1875 Greeley Street South
Stillwater, MN 55025

Dear Stillwater Community Education,

I'm pleased to inform you that the Kay Clint Fund Committee has approved a grant of \$2,100 in support of your Ponies Care request.

The mission of the Kay Clint Fund is to support new, creative, and forward-thinking programs that meet unmet or emerging needs in the communities served by United Way of Washington County-East. Your proposal was a strong example of this vision. We enjoyed the opportunity to meet with you and learn more about your work, and the committee was inspired by your passion and the potential for meaningful impact in our community.

Attached you'll find the grant agreement and final report form. Please review, sign, and return the agreement at your earliest convenience. The final report will be due one year from the date of this letter.

We're proud to support your efforts and excited to see how this program will make a difference here in the St. Croix Valley. Thank you for the work you do!

With sincere gratitude,

A handwritten signature in blue ink that reads "Kristin Kroll".

A handwritten note in blue ink that reads "Thank you, Jennifer!".

Kristin Kroll
Executive Director | she/her
Office: 651-439-3838 | kristin.kroll@uwwce.org

Kay Clint Fund Grant Agreement

This agreement is entered into by **United Way of Washington County-East (UWWCE)** and **Stillwater Community Education** (the Grantee) as part of UWWCE's **Kay Clint Fund for Emerging Needs**, in support of the project titled "**Ponies Care,**" as outlined in the Grantee's submitted proposal.

We're excited to support your work and partner with you to bring this idea to life.

UWWCE Agrees To:

- Provide a grant in the amount of **\$2,100** to support the implementation of your proposed project.
- Issue the full payment once we receive a signed copy of this agreement.

The Grantee Agrees To:

- Carry out the project as described in your proposal, aligning with its intent, goals, and purpose.
- Use the grant funds accordingly and **within one year** of the award date.
- Acknowledge UWWCE in project-related materials or on social media using the following language:
"This project received funding from the United Way of Washington County-East."
- Submit a brief **final report** to UWWCE within one year of the award date.
- Provide **two or more photos** from the project for use in **UWWCE marketing and social media** (photos may be submitted with the final report or shared along the way).

We're honored to support your work and can't wait to see the positive impact it will have.

This agreement is entered into on this 30 day of June, 2026.



Kristin Kroll

Grantee Signature

Executive Director, UWWCE

Printed Name and Title

Please return this signed agreement to United Way of Washington County-East, P.O. Box 305, Stillwater, MN 55082 or email to kristin.kroll@uwwce.org.

NON-INSTRUCTIONAL OPERATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED/REVIEWED	REVIEW FREQUENCY
PUBLIC DATA AND SUBJECT REQUESTS	722	Adopted: 12/12/2019 Amended: 03-03-2022 Amended: 09-26-2023 Reviewed: 08-19-2025	Annual

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS
A. Confidential Data on Individuals

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

B. Data on Individuals

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

C. Data Practices Compliance Officer

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

D. Government Data

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

E. Individual

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

parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

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

G. Not Public Data

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

H. Nonpublic Data

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

I. Private Data on Individuals

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

J. Protected Nonpublic Data

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

K. Public Data

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

L. Public Data Not on Individuals

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

M. Public Data on Individuals

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

N. Responsible Authority

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

O. Summary Data

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

law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
 - 1. A request for public data must include the following information:
 - a) Date the request is made;
 - b) A clear description of the data requested;
 - c) Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d) Method to contact the requestor (such as phone number, address, or email address).
 - 2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 - 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 - 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
 - 1. The responsible authority will notify the requestor in writing as follows:
 - a) The requested data does not exist; or
 - b) The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requester of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c) The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10)

business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

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

summary data.

VI. DATA ABOUT AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.
- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation,

or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.

- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

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

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

A. Public Data

- 1. The school district will charge for copies provided as follows:

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

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

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

C. Data Belonging to an Individual Subject

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

IX. **Safe at Home Participants and Data Privacy** Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual;
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant; or
- C. otherwise discriminate against an individual.

X. Annual Review and Posting

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

Data Practices Contacts

Chief of Staff

Responsible Authority:

Superintendent

Data Practices Compliance Official:

Chief of Staff

Legal References:

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

Minn. Stat. § 13.01 (Government Data)

Minn. Stat. § 13.02 (Definitions)

Minn. Stat. § 13.025 (Government Entity Obligation)

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

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

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

Minn. Stat. § 13.32 (Educational Data)

Minn. Rules Part 1205.0300 (Access to Public Data)

Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:

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

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

Resources:

MN Department of Administration: Actual Cost

MN Department of Administration: Copy Costs

MN Department of Administration: Education Data

Buildings and Sites

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Crisis Management	806	Adopted: 6-29-2000 Renumbered: 3-11-2021 Revised: 11/22/2022 Revised: 07-11-2023 Revised: 08-27-2024 Revised: 10-21-2025	Annual

I. PURPOSE

The purpose of this Model Crisis Management Policy is to act as a guide for school district and building administrators, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION
A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator can tailor a building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall present tailored building-specific crisis management plans to the school board for review and approval. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Upon approval by the school board, such crisis management plans shall be an addendum to this Crisis Management Policy. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy
1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

a) Lock-Down Procedures.

Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b) Evacuation Procedures.

Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c) Sheltering Procedures.

Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures.

The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These

district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

a) Composition.

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office, or in a secondary location in single building school districts.

b) Leaders.

The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. **PREPARATION BEFORE AN EMERGENCY**

A. Communication

1. District Employees.

Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents.

Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least fifty (50) feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minnesota Statutes, section 299F.30. See Minnesota Statutes, section 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have pre arranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control

Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts and will be updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

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

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault,

a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

1. Physical/structural recovery.
2. Fiscal recovery.
3. Academic recovery.
4. Social/emotional recovery.

IV. **ACTIVE SHOOTER DRILL**

A. Definitions

1. "Active shooter drill" means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. "Active shooter simulation" means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. "Evidence-based" means a program or practice that demonstrates any of the following:
 - a) a statistically significant effect on relevant outcomes based on any of the following:
 - (1) strong evidence from one or more well designed and well implemented experimental studies;
 - (2) moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- (3) promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
- b) a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the effects of the program or practice.

- 4. "Full-scale exercise" means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
- 5. "Functional exercises" means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

- 1. accessible;
- 2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
- 3. culturally aware;
- 4. trauma-informed; and
- 5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

- 1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least twenty-four (24) hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
- 2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.

3. The Commissioner must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district or charter school conducting an active shooter drill must provide students in middle school and high school at least one (1) hour, or one (1) standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a) how to identify observable warning signs and signals of an individual who may be at risk of harming oneself or others;
 - b) the importance of taking threats seriously and seeking help; and
 - c) the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity, including providing information about the Department of Public Safety's statewide anonymous threat reporting system and any local threat reporting systems.
3. A school district or charter school must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
 - a) student opportunities for leadership related to prevention and safety;
 - b) encouragement and support to students in establishing clubs and programs focused on safety; and
 - c) providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board of a district that has conducted an active shooter drill must consider the following:

1. the effect of active shooter drills on the safety of students and staff; and
2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use

when drafting specific crisis management plans. Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.

- A. Fire
- B. Hazardous Materials
- C. Severe Weather: Tornado/Severe Thunderstorm/Flooding
- D. Medical Emergency
- E. Fight/DisturbanceAssault
- F. Assault
- G. Intruder
- H. Weapons
- I. Shooting
- J. Hostage
- K. Bomb Threat
- L. Chemical or Biological Threat
- M. Checklist for Telephone Threats
- N. Demonstration
- O. Suicide
- P. Lock-down Procedures
- Q. Shelter-In-Place Procedures
- R. Evacuation/Relocation
- S. Media Procedures
- T. Post-Crisis Procedures
- U. School Emergency Response Team
- V. Emergency Phone Numbers
- W. Highly Contagious Serious Illness or Pandemic Flu

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings pursuant to the school district's. Visitors to School District Buildings and Sites and policies).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References:

Minn. Stat. Ch. 12 (Emergency Management)

Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)

Minn. Stat. § 121A.035 (Crisis Management Policy)

Minn. Stat. § 121A.038 (Students Safe at School)

Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)

Minn. Stat. § 299F.30 (Fire Drill in School; Doors and Exits)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses)
Minn. Rules Ch. 7511 (Fire Code)
20 U.S.C. § 1681, et seq. (Title IX)
20 U.S.C. § 6301, et seq. (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 et seq. (Disaster Relief and Emergency Assistance)

Cross References:

MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
Comprehensive School Safety Guide
[Minnesota School Safety Center - Resources \(mn.gov\)](#)

Resources: I Love U Guys Foundation, Standard Response Protocol
<https://iloveguys.org/The-Standard-Response-Protocol.html> (012325)

Safe and Sound Schools
<https://safeandsoundschools.org/> (012325)

STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Internet and Technology Acceptable Use and Safety Policy	524	Adopted: 12-18-2014 Reviewed: 04-25-2019 Revised: 06-11-2020 Reviewed: 11-04-2021 Revised: 12-20-2022 Revised: 06/17/2025	Three Years

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a) pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b) obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c) materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d) information or materials that could cause damage or danger of disruption to the educational process;
 - e) materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a) This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b) Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:

- (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
- (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c) These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as “Facebook,” “Twitter,” “Instagram,” “Snapchat,” “TikTok,” “Reddit,” and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person’s account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the school district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person’s property without the person’s prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district’s Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
 11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudyfy an image or video; or (2) nudyfy an image or video on behalf of a user.
 - a) “Identifiable individual” means a person that is identifiable:

- (1) from the image itself, by the person depicted in the image, or by another person; or
 - (2) from personal information displayed in connection with the image.
 - b) “Intimate part” has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.
 - c) “Nudify” or “nudified” means the process by which:
 - (1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and
 - (2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee’s immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. All school district computers with Internet access and available for student use will be equipped to restrict, by use of available software filtering technology or other effective methods, all student access to materials that are reasonably believed to be obscene, child pornography or harmful to minors under state or federal law.
- B. All school district computers with Internet access, not just those accessible and available to students, will be equipped to restrict, by use of available software filtering technology or other effective methods, adult access to materials that are reasonably believed to be obscene or child pornography under state or federal law.

- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement for students must be read and acknowledged by the user, the parent or guardian.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer,

including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a) Information stored on school district diskettes, hard drives, or servers.
 - b) Information retrieved through school district computers, networks, or online resources.
 - c) Personal property used to access school district computers, networks, or online resources.
 - d) Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 - 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 - 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 - 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 - 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
 - 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
 - 8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for

monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.

- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be reviewed and acknowledged by the user, the parent or guardian, prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

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

2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
1. any location-tracking feature of a school-issued device;
 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 2. the activity is permitted under a judicial warrant;
 3. the school district is notified or becomes aware that the device is missing or stolen;
 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

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

A child in a publicly funded preschool or kindergarten program may not use an

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

XVI. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Minn. Stat. § 325E.91 (Prohibition on Nudification Technology)
Minn. Stat. § 609.341, Subd. 5 (Definitions)

15 U.S.C. § 6501 et seq. (Children's Online Privacy Protection Act)
17 U.S.C. § 101 et seq. (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. 180, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), aff'd on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 625 (Responsible Use of Artificial Intelligence)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Crane, Nadia	Resigned	School Aged Care Program Assistant, 6.5 hours / week Afton-Lakeland Elementary	Community Education	May 8, 2026
Gough, Rhylie	Resigned	School Aged Care Program Assistant, 16.5 hours / week Afton-Lakeland Elementary	Community Education	May 15, 2026
Hess, Gordon	Resigned	School Aged Care Program Assistant, 5 hours / week Bayport Elementary	Community Education	July 31, 2026
McDonald, Paula	Retirement 9 Years	Health Services Supervisor Oak Park Learning Center	CSS	August 3, 2026
Olsen, Stephen	Resigned	School Aged Care Program Assistant, 15 hours / week Brookview Elementary	Community Education	April 14, 2026
Wagner, Teri	Retirement 9 Years	Licensed School Nurse, 1.0 FTE Afton-Lakeland, Bayport and Lily Lake Elementary	SCEA	May 26, 2026

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Alajou, Sallam	Paraprofessional, 6.5 hours/day Brookview Elementary	\$21.00 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Anderson, Debbie	Nutrition Services Employee, 4.0 hours/day Lake Elmo Elementary	\$19.43 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Balasis, Dimitrios	Paraprofessional, 6 hours/day Stillwater Area High School	\$21.00 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Bailey, Margaret	School Van Driver, 7 hours/day Central Services	\$22.73 / hour	2026-2027 Staffing	Technical Support	July 19, 2026
Crawford, Joseph	Nutrition Services Assistant Manager, 7 hours/day Stillwater Area High School	\$26.94 / hour	2026-2027 Staffing	Nutrition Services	August 4, 2026
Dorman, Jamie	Paraprofessional, 6.5 hours/day Afton-Lakeland Elementary	\$21.00 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Dawson, Wilma	Nutrition Services Employee, 4.0 hours/day Mahtomedi High School	\$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Erickson, Darcy	ECFE Program Assistant, 17 hours/week Lake Elmo Elementary	\$19.06 / hour	2026-2027 Staffing	Community Education	August 24, 2026
Gomez, Ciaran	Social Studies Spanish Immersion, 1.0 FTE Oak-Land Middle School	\$64,854.00	2026-2027 Staffing	SCEA	August 10, 2026
Hatlestad, Karen	Nutrition Services Employee, 4.0 hours/day Stillwater Area High School	\$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Henschel, Anna	Paraprofessional, 6.0 hours/day Lake Elmo Elementary	\$21.20 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Houlberg, Noelani	Nutrition Services Employee, 4.0 hours /day Oak-Land Middle School	\$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Johnson, Erin	Paraprofessional, 4.5 hours/day Afton-Lakeland Elementary	\$21.60 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Kelly, Candice	School Aged Care Program Assistant, 4.25 hours/day Brookview Elementary	\$19.06 / hour	2026-2027 Staffing	Community Education	August 10, 2026
Mackey, Meghan	Paraprofessional, 3 hours/day Lake Elmo Elementary	\$21.00 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Magyar, Lisa	Paraprofessional, 6.5 hours/day Brookview Elementary	\$24.50 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Mason, Alexander	Band and Orchestra Teacher, .35 FTE Stonebridge and Brookview Elementary	\$20,340.25	2026-2027 Staffing	SCEA	August 10, 2026
McLeod, Cellie	Nutrition Services Employee, 4.0 hours/day Stillwater Area High School	\$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Moench, Stephanie	Paraprofessional - Teaching Assistant, 7.0 hours/day Bayport Elementary	\$26.50 / hour	2026-2027 Staffing	SCPA	August 4, 2026
Morin, Linda	Paraprofessional, 3.5 hours/day Stonebridge Elementary	\$21.00 / hour	2026-2027 Staffing	SCPA	August 10, 2026

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

Olesen, Tad	Custodian VI, 8 hours/day Bayport Elementary	\$25.35 / hour	2025-2026 Staffing	Custodial	June 30, 2026
Olson, Hannah	Nutrition Services Employee, 4.0 hours/day Lake Elmo Elementary	\$19.43 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Pertz, Markell	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	\$21.20 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Pratt, Allison	Transportation Coordinator Central Services Building	\$5,520.37	2026-2027 Staffing	CSS	May 27, 2026
Rousu, Joshua	Custodian VI, 8.0 hours/day Stillwater Area High School	22.62 / hour	2026-2027 Staffing	Custodial	July 14, 2026
Rusch, Clara	Paraprofessional - Teaching Assistant, 7.0 hours/day Bayport Elementary	\$23.60 / hour	2026-2027 Staffing	SCPA	August 4, 2026
Selb, Michael	Paraprofessional - Teaching Assistant, 7.0 hours/day Bayport Elementary	\$26.50 / hour	2026-2027 Staffing	SCPA	August 4, 2026
Sheridan, Tim	Nutrition Services Employee, 4.75 hours/day Oak-Land Middle School	\$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 12, 2026
Skjoldal, Serena	Paraprofessional, 6.5 hours/day Afton-Lakeland Elementary	\$21.20 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Solberg, William	Paraprofessional, 4.0 hours/day Transition	\$21.00 / hour	2026-2027 Staffing	SCPA	August 10, 2026
Tomandl, Laurel	Supervisor of Student Support Early Childhood Family Center	\$113,217.22	2026-2027 Staffing	CSS	July 13, 2026
Voss, Tara	American Indian Education Coordinator Oak Park Learning Center	\$94,834.00	2026-2027 Staffing	CSS	July 1, 2026

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Krannich, Ansel	Approved	School Aged Care Program Assistant, 12 hours/week Brookview Elementary	Community Education	June 15, 2026
Ryan, Garrett	Approved	School Aged Care Program Assistant, 7 hours/day Bayport Elementary	Community Education	June 21, 2026
Willius, Hailey	Approved	School Aged Care Program Assistant, 7 hours/day Rutherford Elementary	Community Education	June 22, 2026

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Anderson, Betsy	Interventionist, .50 FTE Rutherford Elementary	Title 1 Lead, .50 FTE District Wide	2026-2027 Staffing	SCEA	August 10, 2026
Anderson, Bobbett	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Balfanz, Sharon	Paraprofessional, 6.25 hours/day Lily Lake Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Basley, Kaitlyn	Paraprofessional, 6.5 hours/day Brookview Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Brookview Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Bernard, Kristen	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Boucher, Jolene	Interventionist, .50 FTE Rutherford Elementary	Title 1 Lead, .50 FTE District Wide	2026-2027 Staffing	SCEA	August 10, 2026
Bogie, Jack	School Aged Care Program Aide, 8.0 hours/day Brookview Elementary	School Aged Care Program Aide, 8.0 hours/day Brookview Elementary	2026-2027 Staffing	Community Education	May 26, 2026
Bosman, Lisa	Paraprofessional, 6.5 hours/day Oak-Land Middle School	Paraprofessional, 6.5 hours/day Transition	2026-2027 Staffing	SCPA	August 10, 2026
Breucop de Flores, Silvia	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Buschette, Sara	Paraprofessional, 6.5 hours/day Afton-Lakeland	Paraprofessional - Teaching Assistant, 7.0 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Christopherson, Joann	Paraprofessional, 6.5 hours/day	Paraprofessional, 7.0 hours/day	2026-2027	SCPA	August 10, 2026

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

	Lily Lake Elementary	Lily Lake Elementary	Staffing		
Clevenger, Jessica	Special Education Teacher (Cross Categorical), 1.0 FTE Stillwater Middle School	Special Education Teacher (EBD), 1.0 FTE Stillwater Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Collis, Regina	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Bayport Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Coyle, Makenzie	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Cramlet, Emily	Kindergarten, 1.0 FTE Stonebridge Elementary School	5th Grade Teacher, 1.0 FTE Stonebridge Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Enriquez, Yvette	Paraprofessional, 7.0 hours/day Lake Elmo Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Garcia Balmaceda, Ana	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Gervais, Taylor	Paraprofessional, 6.4 hours/day Rutherford Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Rutherford Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Gross, Mindy	Paraprofessional, 6.5 hours/day Afton-Lakeland	Paraprofessional - Teaching Assistant, 7.0 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Harvieux, Maren	Paraprofessional, 6.0 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Hernandez Escalante, Erick	Custodian VI, 8 hours/day District Wide	Custodian VI, 8 hours/day Lake Elmo Elementary	2026-2027 Staffing	Custodial	July 13, 2026
Hilgers, Sarah	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Howard, Megan	Paraprofessional, 6.5 hours/day Stillwater Area High School	Paraprofessional, 6.25 hours/day Stillwater Area High School	2026-2027 Staffing	SCPA	August 10, 2026
Kragness, Michelle	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Bayport Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Laming, Christine	Building Administrative Assistant, 6.0 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Majeski, Adele	School Aged Care Aide, 4.5 hours/week Rutherford Elementary	School Aged Care Program Assistant, 4.5 hours/day Rutherford Elementary	2025-2026 Staffing	Community Education	June 23, 2026
Mankowski, Nicholas	School Aged Care Substitute District Wide	School Aged Care Program Assistant, 6.5 hours/day Afton-Lakeland Elementary	2025-2026 Staffing	Community Education	August 10, 2026
Marcello, Lisa	Paraprofessional, 6.5 hours/day Rutherford Elementary	Paraprofessional, 6.0 hours/day Rutherford Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Mettling-Hemminger, Lyndsey	ECFE Program Assistant, 3.40 hours/day Early Childhood Family Center	ECFE Program Assistant, 5.20 hours/day Brookview Elementary	2026-2027 Staffing	Community Education	July 17, 2026
Morrell, Haley	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.0 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Newton, Sean	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Norling, Ashley	School Aged Care Program Assistant, 20 hours/week Rutherford Elementary	Paraprofessional, 6.5 hours/day Stonebridge Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Ockwig, Emily	Paraprofessional, 6.0 hours/day Oak-Land Middle School	Paraprofessional, 6.5 hours/day Oak-Land Middle School	2026-2027 Staffing	SCPA	August 10, 2026
O'Hara, Meghan	Preschool Assistant, 26 hours/week Early Childhood Family Center	Paraprofessional, 26 hours/week Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Olson, Cecilie	Paraprofessional, 4.0 hours/day Transition	Paraprofessional, 6.5 hours/day Transition	2026-2027 Staffing	SCPA	August 10, 2026
Peterson, Melissa	Paraprofessional, 7.55 hours/day Lake Elmo Elementary	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Petrich, Alyson	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Ralston, Juliette	School Aged Care Aide, 7.5 hours/day Rutherford Elementary	School Aged Care Program Assistant, 7.5 hours/day Rutherford Elementary	2025-2026 Staffing	Community Education	June 16, 2026
Russel, Jon	Paraprofessional, 6.7 hours/day Brookview Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Brookview Elementary	2026-2027 Staffing	SCPA	August 10, 2026

Schmidt, Scott	School Van Driver, 6.5 hours/day District Wide	Custodian V/Driver, 8 hours/day District Wide	2026-2027 Staffing	Custodial	July 20, 2026
Schildwachter, Samantha	ECFE Program Assistant, 27 minutes/day Early Childhood Family Center	School Aged Care Program Assistant, 2 hours/day Lake Elmo Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Schultz, Kayla	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Sirek, Abram	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Sherman, Lisa	Paraprofessional, 7.5 hours/day Lake Elmo Elementary	Paraprofessional, 6.5 hours/day Lake Elmo Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Sonnek, Amy	Paraprofessional, 6.0 hours/day Stonebridge Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Stonebridge Elementary	2026-2027 Staffing	SCPA	August 4, 2026
Spain, Maggie	Paraprofessional, 6.5 hours/day Lily Lake Elementary	Paraprofessional, 6.25 hours/day Lily Lake Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Tennant, Ann	Nutrition Manager Stillwater Middle School	Nutrition Services Coordinator I Central Services Building	2026-2027 Staffing	CSS	June 29, 2026
Turnquist, Leah	Paraprofessional, 5.5 hours/day Rutherford Elementary	Paraprofessional, 6.0 hours/day Rutherford Elementary	2026-2027 Staffing	SCPA	August 10, 2026
Zepper, Dawn	Paraprofessional, 7.0 hours/day Brookview Elementary	Paraprofessional - Teaching Assistant, 7.0 hours/day Brookview Elementary	2026-2027 Staffing	SCPA	August 4, 2026

ADDITIONAL ASSIGNMENTS

NAME	POSITION	REASON	GROUP	EFFECTIVE DATE
Ballweg, Anne	Girls Flag Football Asst Coach	2025-2026 Staffing	Co-Curricular	May 1, 2026
Caballero, Jason	Girls Flag Football Head Coach	2025-2026 Staffing	Co-Curricular	May 1, 2026
Fuhrmann, Christey	ECFE Program Assistant, 4 hours/ day Lake Elmo Elementary	2025-2026 Staffing	Community Education	August 10, 2026



Expect
More.

Academic Data Review - 2025-26

*Presented to the School Board
July 28, 2026*



Significant Changes in 2025-26

Multiple changes limit causal conclusions

Academic Calendar

Calendar designed to align with natural breaks

Daily Start/End Times

Flip secondary and elementary school start times based on sleep research

Phone-Free Schools

A major change in the daily student experience

Literacy Implementation

New curriculum and Science of Reading professional learning

Elementary science

New model for science instruction



2025-26 Check In

Year 1 is a progress check, not a final decision point

What year 1 can provide

- A baseline for future comparison
- Early stakeholder experience
- Operational and instructional observations
- Areas requiring closer monitoring

What year 1 cannot establish

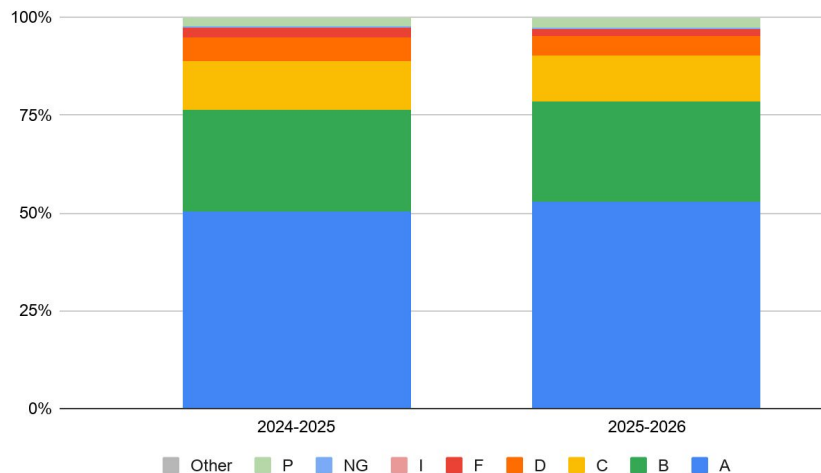
- That the calendar or start times caused a change
- That voluntary feedback represents all stakeholders
- A final verdict on the three-year pilot
- Whether early patterns will persist



Student Outcomes

Academic indicators were generally stable or improving

SAHS Grade Distribution Over Time



↓ **41%**
high school course
failures since 2022

F grades = 1.9% of courses

Reading ↑

FastBridge reading
proficiency

Math proficiency stable

Middle school grades remained comparatively stable; 10% of students earned at least one F, compared with 6% at the high school.



Student Outcomes

Student well-being remained stable

89%

**of students screened
as low risk on SAEBRS**

Year 1 pattern

- SAEBRS remained near 89% across fall, winter and spring.
- Elementary intervention participation fluctuated within the normal range.
- Secondary intervention counts reflected program-structure changes.



Student Outcomes

Attendance remains above the post-pandemic baseline

~94–95%

average daily attendance
across grade bands

High school improved again;
elementary dipped slightly

13%

chronic absenteeism

-43% from 2022;
Elementary increased in
2025–26

Higher

period tardies since
2024

Concentrated at the
beginning of day and lunch



Student Discipline

- In-school and out-of-school suspensions have increased since last year
 - Small increase at elementary
 - Moderate increase at SAHS
 - Most increase at middle school level
 - ALC has remained steady over time
- There are typically more incidents in S2 than S1, and this continues to be the case
- Discipline incidents usually concentrate at the middle of the day, but there are slightly more incidents at the end of the day with the later end times for older students

Potential factors impacting discipline data:

- Reporting practices
- Social work and support reductions at secondary level



District Impact

Total enrollment was essentially unchanged

8,455 → 8,461

total enrollment

+6 students | +0.1%

329 → 399

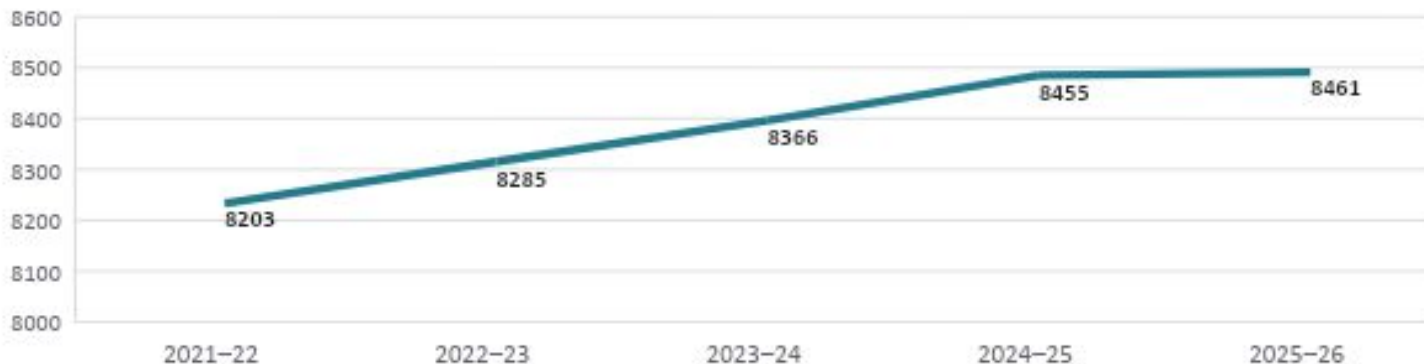
early childhood / VPK

+70 students

8,126 → 8,062

K–12 enrollment

–64 students | –0.8%





Academic Calendar Pilot

The pilot was designed for a three-year evaluation

The board committed to annual monitoring before making a final calendar determination.

YEAR 1

Establish a baseline

Review student outcomes and gather stakeholder feedback.

YEAR 2

Track consistently

Repeat core measures and identify patterns that persist or change.

YEAR 3

Inform a final decision

Use multiple years of evidence to determine whether to continue or return to a post-Labor Day start.



Stakeholder Feedback

Feedback participation varied by group:

700 students

26% response rate

2,650 students invited to respond

450 staff

35% response rate

1,280 staff invited to respond

1,800 family

19% response rate

*9,450 families invited to respond

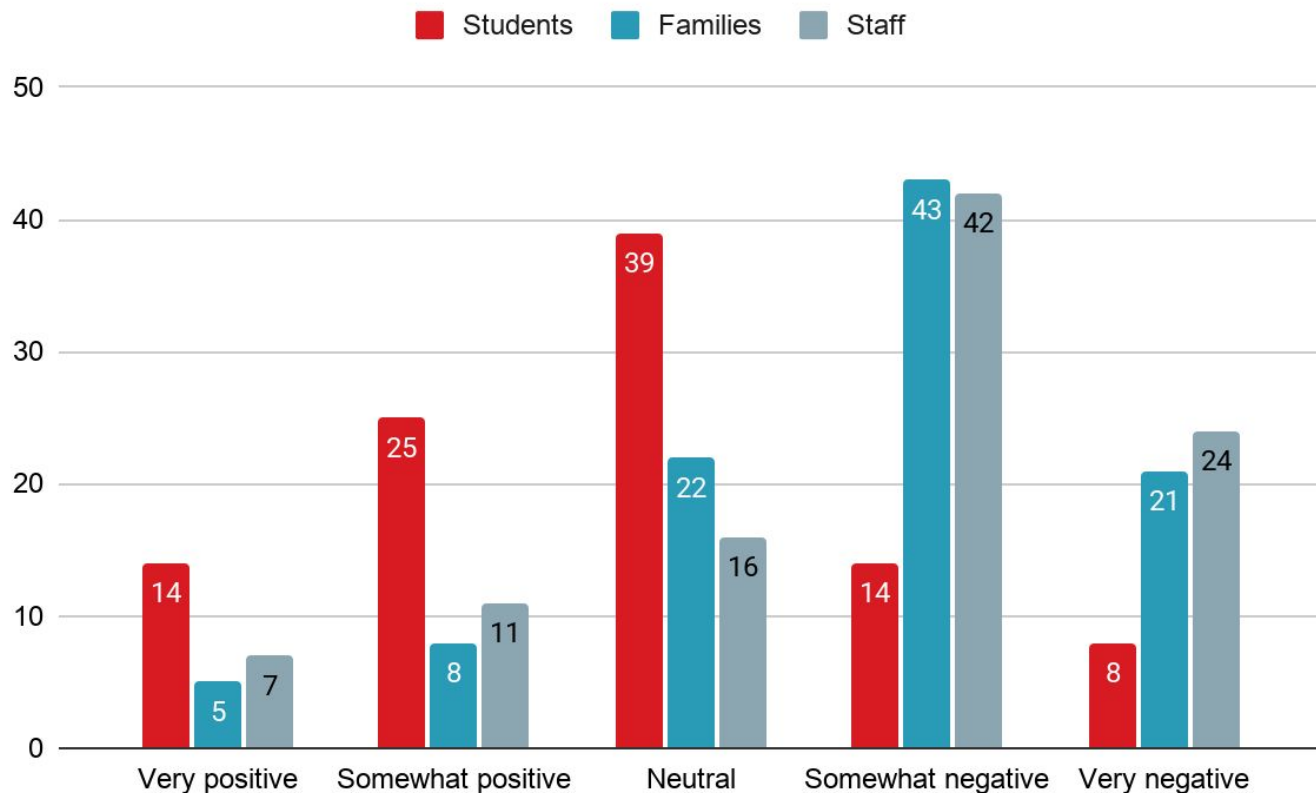
NOTE:

Results describe voluntary respondents. Because participation was voluntary and the family Thoughtexchange used an open link, the findings should not be treated as statistically representative of all stakeholders.



Stakeholder Feedback

Respondents
rate their
overall
experience
with the
academic
calendar





Stakeholder Feedback

Aligned breaks were valued; the early-August start was not

Student respondents

- Valued ending semesters before breaks
- Discussed the tradeoff between a May finish and August start
- Discussed stress around exams and projects before breaks

Family/community respondents

- Focused on childcare and the May/June gap
- Discussed summer camps, vacations and work schedules
- Noted coordination with neighboring districts

Staff respondents

- Focused on uneven semesters, pacing and grading
- Discussed activity absences and collaboration time
- Discussed work-life balance and staff voice during implementation



Feedback on Daily Start/End Times

NOTE: Start-time feedback is separate from calendar pilot

The May 2026 survey also asked respondents about the district's new start and end times.

Those questions provide implementation feedback, but they are not part of the three-year early-start calendar decision.

Two Distinct Changes

- **Calendar:** early-August start and break structure
- **Start times:** morning, afternoon and family routines

Year 1 data cannot isolate one change from the other



How the New School Start Time Affected Alertness and Ability to Focus

Percentage of respondents

	Much more alert and able to focus	Slightly more alert and able to focus	About the same	Slightly less alert and able to focus	Much less alert and able to focus	Not sure
Elementary families	4%	6%	36%	23%	24%	8%
Middle school families	16%	17%	49%	7%	6%	5%
High school families	20%	28%	43%	7%	6%	6%
Staff	7%	12%	38%	16%	12%	16%
High School Students*	16%	29%	42%	9%	4%	N/A

Lighter shade



Darker shade = higher percentage

**The student feedback did not include a "Not sure" response option.
Percentages may not total exactly 100% because of rounding.*



Key Findings

Year 1 produced a mixed but usable baseline

Calendar sentiment	Students were more positive; staff and family/community respondents were predominantly negative.
Common ground	Ending semesters before breaks was valued; the early-August start was the least-supported feature.
Student outcomes	Achievement, attendance, well-being and enrollment were generally stable or mixed; discipline increased.
Start/End times	Mornings improved for many secondary students, while afternoon and evening routines became more difficult. Elementary parents trended more negative to start/end times overall.



Next Steps

- **Continue 3 Year Pilot:** 2026-27 and 2027-28 calendars have been approved.
- **Standardize:** Repeat the same core achievement, attendance, discipline, well-being and enrollment measures at end of year 2 and 3.
- **Monitor Tradeoffs:** Track elementary family logistics, secondary afternoon routines, staff workload and discipline patterns.
- **Decision-Point:** Board to use multiple years of data to determine whether to continue or return to a post-Labor Day start.

YEAR 1

Establish baseline

YEAR 2

Track consistently

YEAR 3

Inform final decision



Questions



Expect
More.

K-12 Literacy Update

Presented to the School Board

July 28, 2026

2025-26 A Big Year For Literacy

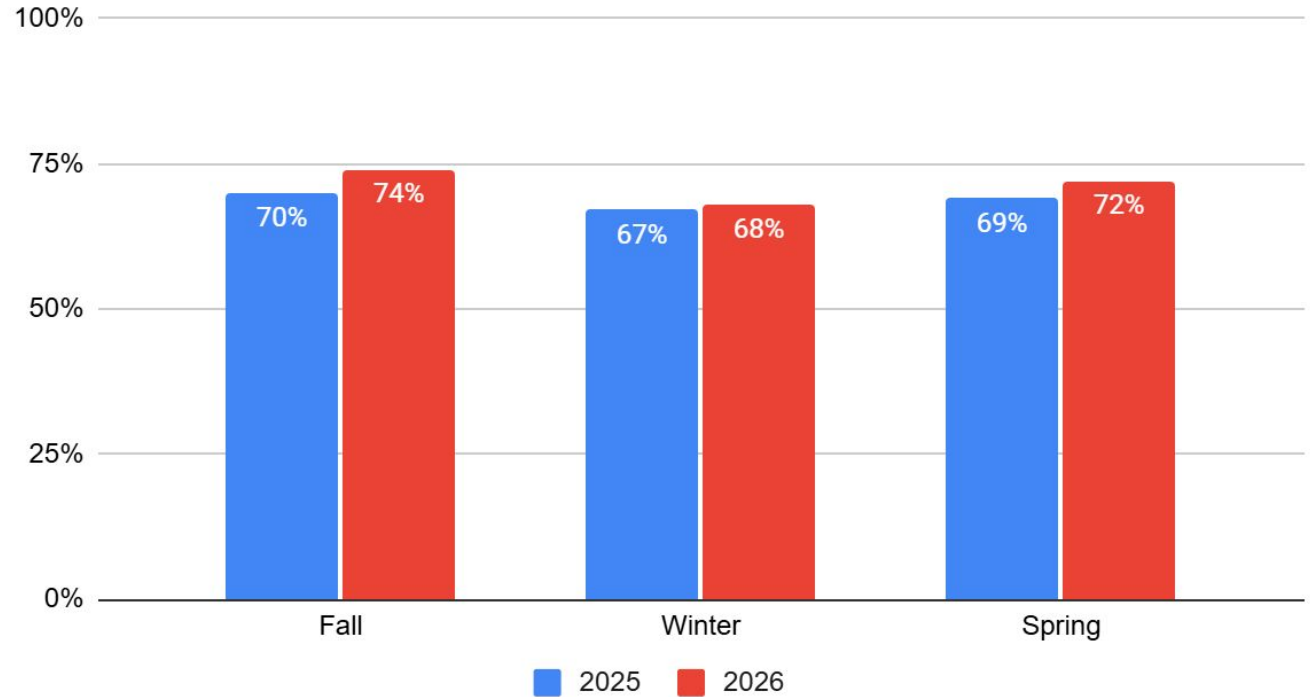
- 250 people completed the Science of Reading Training
- New Phonics Curriculum K-2
- New Knowledge Building Curriculum K-5 (English Sections)
- New Reading Intervention during PONY Time at the middle schools
- Piloted Reading Intervention at the SAHS
- Curriculum Adoption Committee for Spanish Immersion



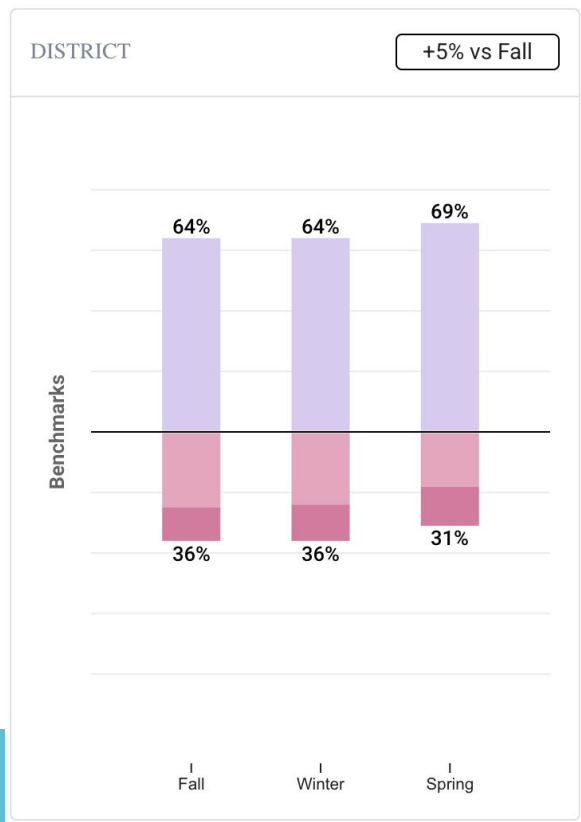
Expect
More.

District Wide Celebrations

FastBridge aReading % lowRisk or Advanced



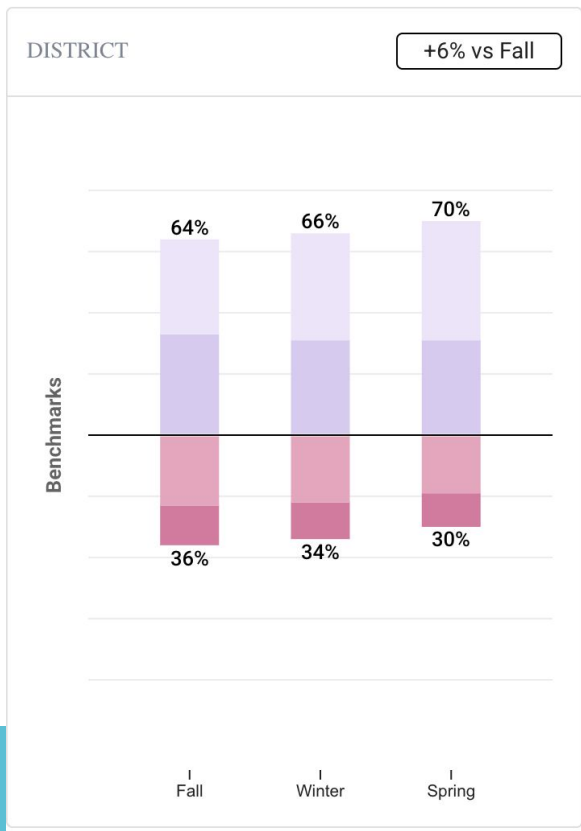
Early Reading: Kindergarten & First Grade



- Fall to winter- little to no change.
- Fall to spring a leap of 5% of students on and above grade level
 - 4 buildings made over a 10% jump from fall to winter.



Reading Fluency: Second - Fifth Grade



Fall to spring a leap of 6% of students on and above grade level

"The best reading strategy is the ability to read the words on the page."

— Cognitive Science & Literacy Research Findings



Middle School Reading Interventions

Oak-Land Middle School

- Of the 15 6th graders who did REWARDS, 9 **exited** (60%)
- Of the 17 7th graders who did REWARDS, 10 **exited** (58%)
- Of the 14 8th graders who did REWARDS, 3 **exited** (21%)

Overall exit rate of 48% in ONE SEMESTER!

Stillwater Middle School

- Of the 20 6th graders who did REWARDS, 8 **exited** (40%)
- Of the 10 7th graders who did REWARDS, 4 **exited** (40%)
- Of the 8 8th graders who did REWARDS, 5 **exited** (63%)

Overall exit rate of 45% in ONE SEMESTER!



Literacy Lab at Stillwater Area High School

New in
2026-2027
school year

- Elective credit for students who qualify for the course
- Taught in both fall and spring to accommodate different scheduling needs
- Is a multi grade course focused on reading fluency, word study, and application



Guaranteed & Viable Curriculum

Core Challenges

- Curriculum Overload
- Inconsistent Pacing
- Autonomy Tension

Why GVC Matters

- #1 Driver of Achievement
- Equity
- Instructional Clarity

Planning Forward

- Principals as instructional leaders
- Teacher Leaders
- Shared Feedback Loops



2026-27 Literacy

- MCA IV results will be released at the end of September
- 56 secondary teachers will begin Science of Reading Training
- New knowledge building curriculum K-5 (Spanish)
- Continue to serve reading interventions during PONY time at the middle schools
- Literacy Lab Elective at the high school both spring and fall semesters



Expect
More.



Questions

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Field Trips	610	Adopted: 11-20-2003 Renumbered: 03-11-2021	Three years

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minnesota Statutes, section 123B.37)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minnesota Statutes section 123B.36)

C. School-Sponsored Celebratory or Recognition Trips

School-sponsored celebratory or recognition trips may be approved as supplementary or extracurricular activities when participation is voluntary, the activity serves a legitimate school or student-activity purpose, equitable access is provided, and the trip does not materially interfere with required instruction. Celebratory trips shall not be represented as instructional trips solely because they occur during the school day.

D. Extended Trips

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).
2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity (Under Policy 506).
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
 1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
 2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

Legal References:

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

Minn. Stat. § 123B.37 (Prohibited Fees)

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

Minn. Stat. § 169.011, Subd. 71(a) (Definitions)

Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References:

MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)

MSBA/MASA Model Policy 423 (Employee – Student Relationships)

MSBA/MASA Model Policy 506 (Student Discipline)

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

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)