

Business Meeting

Tuesday, October 21, 2025 5:30 PM

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

I.	Minnesota School Boards Association (MSBA) Recognizes Senator Seeberger	Speaker (s) : Ms. Alison Sherman, School Board Chair
II.	Recognition	Speaker (s) : Ms. Alison Sherman, School Board Chair
III.	Public Comment	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV.	Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
V.	Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
VI.	Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
VII.	Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
VIII.	Student Report	Speaker (s) : Mr. Zach Cody and Ms. Aurora Swenson, Student Representatives
IX.	Superintendent Report	Speaker (s) : Dr. Mike Funk, Superintendent
X.	Board Chair Report	Speaker (s) : Ms. Alison Sherman, School Board Chair
XI.	Consent Agenda	
XI.A.	School Board Meeting Minutes, September 30, 2025	Speaker (s) : Ms. Katie Hockert, School Board Clerk
XI.B.	School Board Meeting Minutes, October 7, 2025	
XI.C.	Payment of Invoices, October 4-17, 2025	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
XI.D.	Acceptance of a \$5000 gift to Stillwater Area High School	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
XI.E.	Policy 806 - Crisis Management	Speaker (s) : Mr. Paul Lee, Executive Director of Student Support Services
XI.F.	Human Resources Personnel Report	Speaker (s) : Ms. Kristine Carlston, Executive Director of Human Resources

XII. Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs

XII.A. Report: Strategic Investment - High School Opportunities **Speaker (s)** : Ms. Marie Schrul, Chief Financial Officer and Ms. Carissa Keister, Chief of Staff

XII.B. Report: Stillwater Area High School Course Proposal **Speaker (s)** : Mr. Rob Bach, Stillwater Area High School Principal

XIII. Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students

XIII.A. Report: School Safety **Speaker (s)** : Mr. Mark Drommerhausen, Executive Director of Operations

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

XIV.A. Action: 2025-2027 Principal Master Agreement **Speaker (s)** : Ms. Kristine Carlston, Executive Director of Human Resources

XIV.B. Report: First Reading Policy 512 - Student Publications **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.C. Report: Second Reading: Policy 620 Credit for Learning **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.D. Action: Approval of Policy 620 Credit for Learning **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.E. Action: Revoke Policy 910 - Publication or Creation of Materials **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.F. Action: Revoke Policy 911 Policy: Positive Relationship **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.G. Action: Revoke Policy 912 Policy: Respectful Behavior **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.H. Action: Revoke Policy SR 1.1: Copyright **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.I. Action: Revoke Policy SR 1.21: Development of Parental Involvement Policies For Title I Programs **Speaker (s)** : Mr. Paul Lee, Executive Director of Student Support Services

XIV.J. Action: Revoke SR 1.5: Transportation Operators - Drug and Alcohol Abuse Policy **Speaker (s)** : Mr. Paul Lee, Executive

Director of Student
Support Services

XIV.K. Action: **Resolution of Governing Board Supporting
Form A Application to Minnesota State High School League
(MSHSL) Foundation**

Speaker (s) : Mr. Nate
Cox, Activities
Director

XIV.L. Action: School Board Meeting Dates 2026

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

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

XVI. **Closed Session**

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

XVII. **Adjournment**

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

XVIII. **Attachments**

- I. Recognition: The school board was recognized for their support and focus on doing what is best for students, staff and the community.
- II. Public Comment: Lorrie Shortridge and Erin Mathaus - Unified Cheer Club
- III. Call to Order: The meeting was called to order at 5:41 p.m.
- IV. Roll Call: Present: Sarah Grcevich, Katie Hockert, Pete Kelzenberg, Chris Lauer, Robert Parker, Alison Sherman, Andrew Thelander.
- V. Pledge of Allegiance
- VI. Approval of Agenda: Motion by Sherman, second by Thelander, carried 7-0.
- VII. Student Report: Zach and Aurora shared an update on academic and extracurricular activities.
- VIII. Superintendent Report: Dr. Funk shared that he will continue to participate in a Superintendent in Residence program. As part of this initiative, he plans to immerse himself in one school each month to better understand day-to-day operations and support individual school communities. District staff have been reviewing safety protocols and working through implementation of securing our buildings.
- IX. Board Chair Report: Nothing to report.
- X. Consent Agenda: A. School Board Meeting Minutes, August 19, 2025; B. School Board Meeting Minutes, September 9, 2025; C. Payment of Invoices, September 6 - 19, 2025; D. Field Trip Request for Stillwater High School Wind Symphony and Concert Orchestra to San Diego, California; E. Field Trip Request Form for CIS Advanced Communication and Pop culture class to New York; F. Policy 904.1 - Distribution of Materials by Non-School Persons; G. St. Croix Paraprofessional Association Memorandum of Agreement (MOA) Regarding Deduction of Dues; H. Human Resources Personnel Report. Motion by Hockert, second by Lauer, carried 7-0.
- XI. Strategic Direction A: Ensure the Learning Process is Adaptable to Meet Individual Student Needs.
 - A. Teaching and Learning staff presented an update to the board about gifted programming. As of the 2026-27 school year, the 4/5 GATE (Gifted and Talented Education) program will be moving from Stillwater Middle to the new Bayport Elementary. Staff is also working to enhance gifted cluster programming at all the elementary schools, with more resources and training for cluster teachers. Both middle schools will see expanded opportunities for accelerated learning and a shift away from a single-site cluster program at Stillwater Middle. Communication was sent directly to families of students in our gifted program to inform them of these updates.
- XII. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for all Staff and Students. Nothing to report.
- XIII. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning.
 - A. First Reading Policy 620 - Credit for Learning. This policy will come to the board for a second reading and approval at a future meeting.
 - B. The board received an overview of the district's strategic directions and focus areas. The presentation also included information about the department and school action cards that are guiding the work of staff and aligning school improvement plans with the strategic plan.
 - C. Motion by Sherman to adopt the preliminary proposed property tax levy 2025 payable 2026 and second by Thelander, carried 7-0. Motion by Hockert to set the date of the Truth and Taxation meeting for December 2, 2025 and a second by Lauer, passed 7-0. The final levy amount will be certified during the December 16, 2025 board meeting.
 - D. Motion by Sherman to approve the Resolution to Engage Legal Services for Negotiations and second by Hockert, carried 6-1 (Kelzenberg nay).
 - E. The board received an overview on contract negotiations.

- XIV. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve. Nothing to report.
- A. Motion by Sherman to approve the boundary guiding change and second by Thelander, carried 7-0. The boundary committee will begin their work in October and present recommendations to the board.
- XV. Motion by Thelander at 7:16 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 Hockert, carried 7-0. Present: Hockert, Greevich, Kelzenberg, Lauer, Parker, Sherman, Thelander, Funk, Drommerhausen. Motion by Greevich at 7:34 p.m. to adjourn closed to session and second by Thelander, carried 7-0.
- XVI. Adjourn
- A. The meeting adjourned at 7:36 p.m.
Respectfully submitted, Katie Hockert, School Board Clerk

Independent School District 834 – Stillwater Area Public Schools
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082
Business Meeting Tuesday, October 7, 2025 5:30 PM

- I. Call to Order: The meeting was called to order at 5:30 p.m.
- II. Roll Call: Present: Sarah Grcevich, Katie Hockert, Chris Lauer, Alison Sherman, Andrew Thelander. Robert Parker joined the meeting at 5:32 p.m. and Pete Kelzenberg joined the meeting at 5:52 p.m.
- III. Pledge of Allegiance
- IV. Approval of Agenda: Motion by Sherman, second by Thelander, carried 5-0.
 - I. Consent Agenda: A. Payment of Invoices, September 27 - October 3, 2025. Motion by Sherman, second by Lauer, carried 5-0.
- V. Business Items. No Items.
- VI. Workshop Topic
 - A. Stillwater Area High School leaders shared plans for expanded programming and a new 7x2 modified schedule beginning in fall 2026. The proposal includes more Pathways options for college and career readiness, an Online Learning Academy, and increased support for student well-being.
- XII. Adjourn
 - A. The meeting adjourned at 7:01 p.m.
Respectfully submitted, Katie Hockert, School Board Clerk

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	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 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 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 hour, or one 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/Disturbance/Assault
- 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. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

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 \(mn.gov\)](https://www.mn.gov/schoolsafety)

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)

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

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Bliven, Steven	Retirement (33 years)	Elementary School Teacher, 1.0 FTE Brookview Elementary School	SCEA	November 21, 2025
Evans, Katie	Release	Nutrition Services Coordinator Central Services Building	CSS	October 1, 2025

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Balasis, Dimitrios	Paraprofessional, 6.0 hours/day Stillwater Area High School	\$21.00 / hour	2025-2026 Staffing	SCPA	October 6, 2025
Bermeo, Johanna	Nutrition Services Employee, 4.0 hours/day Stillwater Area High School	\$18.92 / hour	2025-2026 Staffing	Nutrition Services	October 13, 2025
Dogbe, Noelie	Nutrition Services Employee, 4.0 hours/day Mahtomedi High School	\$18.92 / hour	2025-2026 Staffing	Nutrition Services	September 24, 2025
Fischer, Tiffany	Nutrition Services Employee, 4.0 hours/day Mahtomedi High School	\$18.92 / hour	2025-2026 Staffing	Nutrition Services	October 6, 2025
Green, Shae	Administrative Assistant I - Building Elementary Rutherford Elementary	\$24.53 / hour	2025-2026 Staffing	Technical Support	October 13, 2025
Hines, Marlene	Nutrition Services Manager, 8.0 hours/day Oak-Land Middle School	\$25.77 / hour	2025-2026 Staffing	Nutrition Services	October 6, 2025
Nichols, Shelley	Paraprofessional, 6.25 hours/day Lily Lake Elementary	\$21.00 / hour	2025-2026 Staffing	SCPA	October 22, 2025
Patraw, Jessica	Nutrition Services Asst Manager, 8.0 hours/day Lake Elmo Elementary	\$25.26	2025-2026 Staffing	Nutrition Services	October 6, 2025
Wester, Melinda	Nutrition Services Employee, 5.75 hours/day Brookview Elementary	\$18.92 / hour	2025-2026 Staffing	Nutrition Services	October 9, 2025

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Brennan, Helen	Approved	Special Education Teacher, 1.0 FTE Stillwater Area High School	SCEA	09/22/25-10/31/25
Eck, Emily	Approved	Elementary School Teacher, 1.0 FTE Afton-Lakeland Elementary School	SCEA	08/11/25-12/01/25
Donovan, Lisa	Approved	Special Education Teacher, 1.0 FTE Stillwater Area High School	SCEA	08/11/25-10/08/25
Hannash, Brianna	Approved	Math Teacher, 1.0 FTE Oak-Land Middle School	SCEA	09/29/25-01/30/26
Herold, Cassandra	Approved	Music Teacher, 1.0 FTE AL, LE, LL, RUT and Stone Bridge Elementary	SCEA	01/05/26-02/13/26
Mateer, Amanda	Approved	Science Teacher, 1.0 FTE Oak-Land Middle School	SCEA	11/10/25-03/27/25
Shores, Christa	Approved	Paraprofessional, 6.5 hours/day Oak-Land Middle School	SCPA	10/7/205 - 11/21/25
Willius, Matthew	Approved	Custodian, 8.0 hours/day Rutherford Elementary	Custodial	9/3/25 - 10/27/25

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Isker, Brenda	Custodian VI, 8.0 hours/day Stillwater Middle School	Custodian VI, 8.0 hours/day Lily Lake Elementary	2025-2026 Staffing	Custodial	October 6, 2025
Isker, Brenda	Custodian VI, 8.0 hours/day Lily Lake Elementary	Custodian VI, 8.0 hours/day Stillwater Middle School	2025-2026 Staffing	Custodial	October 13, 2025
Jewell, Brenda	Nutrition Services Employee, 5.5 hours/day Stillwater Middle School	Nutrition Services Assistant Manager, 7.5 hours/day Lily Lake Elementary	2025-2026 Staffing	Nutrition Services	September 29, 2025
Ly, Caresse	Community Education Aide, 4.0 hours/day Lake Elmo Elementary	Community Education Program Assistant, 3.25 hours/day Lake Elmo Elementary	2025-2026 Staffing	Community Education	October 1, 2025
Mohar, Renee	Nutrition Services Manager, 7.0 hours/day Stonebridge Elementary	Nutrition Services Manager, 7.5 hours/day Stonebridge Elementary	2025-2026 Staffing	Nutrition Services	September 29, 2025

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

Muenchow, Kim	Paraprofessional, 4.0 hours per day Afton-Lakeland Elementary	Paraprofessional, 4.83 hours/day Afton-Lakeland Elementary	2025-2026 Staffing	SCPA	August 12, 2025
McTier, Brian	Theater Technician Stillwater Area High School	Auditorium Coordinator Stillwater Area High School	2025-2026 Staffing	CSS	September 10, 2025
Olson, Amanda	Nutrition Services Employee, 5.0 hours/day Stillwater Middle School	Nutrition Services Employee, 5.5 hours/day Stillwater Middle School	2025-2026 Staffing	Nutrition Services	September 30, 2025
Reinhardt, Katherine	Float Health Care Specialist, 7 hours/day District Wide	Health Care Specialist, 7 hours/day Stillwater Area High School / Early Childhood Family Center	2025-2026 Staffing	Technical Support	September 29, 2025
Schultz, Kayla	Paraprofessional, 6.0 hours/day Lily Lake Elementary	Paraprofessional 6.25 hours/day Lily Lake Elementary	2025-2026 Staffing	SCPA	September 23, 2025
Solovitz, Nerissa	Nutrition Services Employee, 4.0 hours/day Stillwater Middle School	Nutrition Services Employee, 5.0 hours/day Stillwater Middle School	2025-2026 Staffing	Nutrition Services	October 3, 2025
Ullrich, Courtney	Administrative Assistant to Executive Director of Community Education and Community Relations Central Services Building	Transportation Coordinator Central Services Building	2025-2026 Staffing	CSS	September 25, 2025

ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
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Strategic Investment:

A SWOT Analysis of High School
Opportunities on School and District

School Board Meeting

Oct. 21, 2025



Strategic Investment

Definition:

A deliberate choice to direct limited resources toward an initiative that strengthens our district's long-term success — improving student outcomes, protecting revenue, and advancing our mission — even when budgets are tight.





Current Situation

- District's general fund balance in 2023-24 = 1.1%
 - 2024-25 results are pending
- High school has had a 6 period schedule for approximately 20 years
- High school is planning to switch to a modified 7 period schedule for 2026-27

Tonight's Agenda

- SWOT (Strengths/Weaknesses/Opportunities/Threats) analysis of the current situation at SAHS
- Potential impact of a schedule change on district
- Recommendation to increase staffing for 2026-27 to meet requirements of expanded schedule



Strengths: 6 Period Schedule

- Consistent pacing and simple daily routine
- Daily contact between staff and students
- Incremental chunk learning
- Less overall workload and homework
- Easier master schedule management
- Provides for some core electives
- Fiscally the cheapest schedule to operate, as elective options are limited, so less staff is needed.



Weaknesses: 6 Period Schedule

- Limited elective opportunities
- Students do not have the opportunity to study any area in depth
- Limited flexibility for remediation and intervention
- Difficult to provide structured support blocks without disrupting core courses
- By meeting daily, staff can feel pressure to move quickly through material
- Common planning/collaboration time for staff is limited



Opportunities: 7 Period Modified Schedule

- Course access
- Access to College & Career Pathways and in-depth learning opportunities
- Instructional depth
- Fewer daily courses reduce stress
- Stronger staff/student relationships
- School climate
- Innovation
- Intervention and mental health



Opportunities with New Schedule

- Student Retention: Expanded dual credit options
- Create strong community partnership with local industry (internships, mentorships, and capstone projects)
- Opens eligibility for additional grants (Perkins, etc.)
- District Positioning:
 - Enhanced reputation as a comprehensive College and Career Ready district
 - Expanded Pathways sets the district apart from many local peer districts



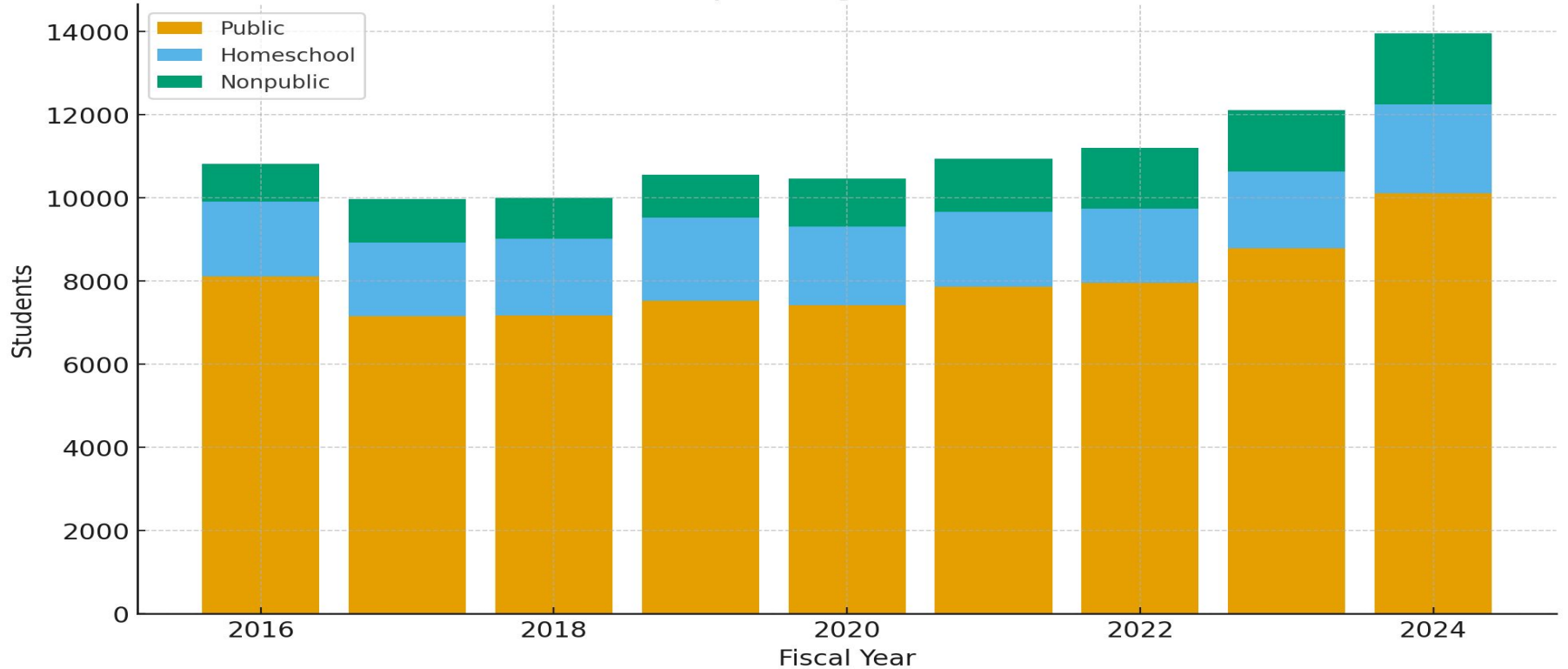
Threats to the District

- Post Secondary Education Options (PSEO)
- Online Learning
- Homeschooling
- Loss of students for other opportunities
- Uncertain future fiscal landscape



Statewide PSEO 2016-2025

Minnesota PSEO Participation by Student Type (FY2016–FY2024)
FY2025 pending official release



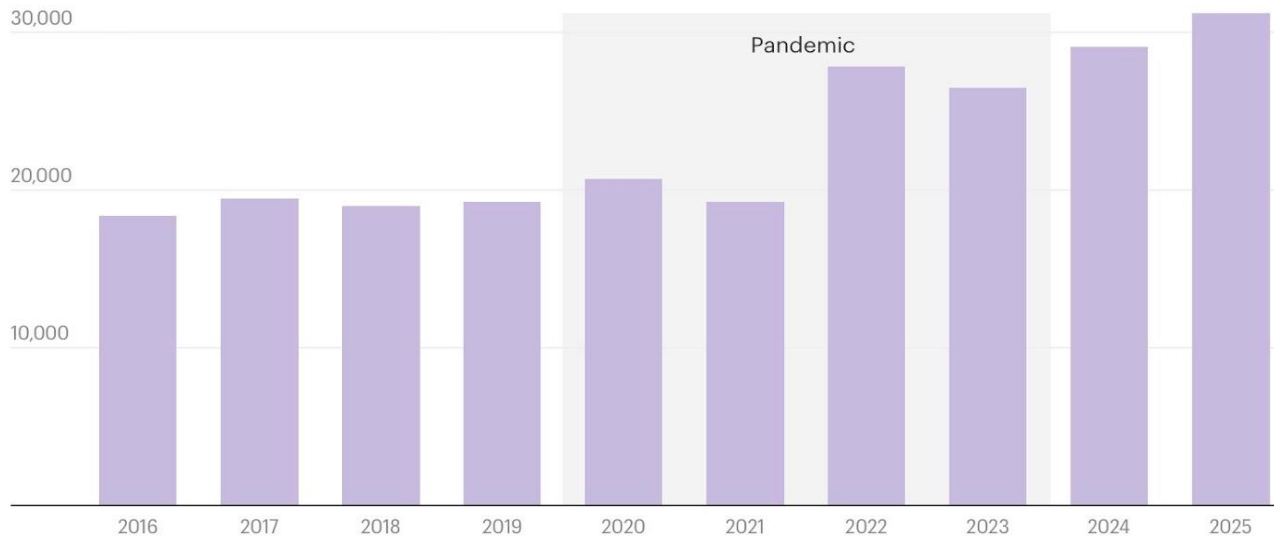


Home Schooling

Sharp increase in homeschooling

The number of Minnesota students being schooled at home is 50% larger than it was at the start of the pandemic.

TOTAL HOMESCHOOLED STUDENTS BY ACADEMIC YEAR



Source: Minnesota Department of Education • Jeff Hargarten and Mark Boswell, The Minnesota Star Tribune



Online Learning Estimates

- 2022-23: 5% contraction of online learning post COVID state-wide
- 2023, 2024, 2025: 5% annual recovery growth as students returned online



Capture Rate

Current capture rate =
71% of resident students

Reflects growing regional landscape of
school choice, open enrollment, and
nontraditional learning options.





External Threats to the District

		Estimated Impact
Post- Secondary Enrollment Options (PSEO)	1,888 courses <i>enrolled in 2024-25</i>	\$913,000
Online Learning	466 online courses <i>enrolled in 2024-25</i>	\$581,000
Homeschooling	419 students <i>in 2024-25</i>	\$3,135,000
District-Wide Capture Rate	1,940 ADM <i>resident students enrolled out of district (excludes online)</i>	\$14,513,000

Source: MDE's 2024-25 School ADM Report



Current Financial Reality

- Unfunded state mandates
- Legislation impacting revenue:
 - *Special education*
 - *Compensatory education*
- Inflation and rising costs
- Enrollment numbers

Unknowns:

- Fiscal Year 2025 audit results
- Final levy certification
- State/federal funding



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Board Discussion

- General thoughts on the concept?
- What guiding principles should we use when identifying strategic investments?
- What are the areas of greatest impact we want to protect, even in a tight budget?
- What opportunities does the administration foresee in developing operational efficiencies elsewhere?



Administrative Recommendation

Budget Priority:

Increase secondary staff at SAHS to provide more opportunities for students through a new high school schedule and the development of an online program



Rationale

Strategic staffing:

- Restores and grows enrollment by competing with neighboring districts and postsecondary options
- Broadens course availability (CTE, fine arts, world language, STEM, and dual-credit options)
- Provides equitable access for all students to advanced coursework, enrichment, and academic support within the extended schedule framework



Rationale

- Enables the district to fully develop new college and career pathways aligning with Minnesota's workforce priorities and community partnerships
- Ensures that these pathways are sustainable, credential-aligned, and connected to real-world experiences



Specific Opportunities for Students



- Expanded programming options
 - Electives, Pathways concentration, 9th grade seminar, certifications and credentials, intervention
- Expanded access to career-ready skills (AA degree, etc.)
- Online Learning Academy
- Expanded support for student well-being and mental health



Return on Investment: Families

- The AA degree (also called the Transfer Curriculum) consists of 60 college credits
 - **Potential savings of \$13,070 to \$24,360**
- Every concurrent enrollment course offered is guaranteed college credit to students
 - **Potential savings = \$872 to \$1,624 per course**

Century College = \$218/credit | U of M = \$406/credit





Measures of Effectiveness

Over a three year period measure:

- Shift from external PSEO to in-house college credit opportunities
- Increase in Stillwater online programming
- Increase in secondary capture rate
- Increase in enrollment
- Increase the # of internships and community partners



Next Steps

School Board:

- **Oct/Nov:** New course proposals
- **Nov:** Fiscal Forecast
- **Nov/Dec:** Graduation requirements
- **Feb - April:** Priority-Based Budgeting (allocate resources)

Priority-Based Budgeting (PBB) Framework



1. Plan and Prepare

- A. Partnerships
- B. Principles and Policies
- C. Analyze Student Learning
- D. Communication

Prior to October



2. Set Instructional Priorities

- A. SMARTER Goals
- B. Identify Root Cause
- C. Develop Priorities
- D. Select Priorities

October - December



3. Pay for Priorities

- A. Apply Cost Analysis
- B. Prioritize Expenditures

January - February



4. Implement Plan

- A. Strategic Financial Plan
- B. Plan of Action
- C. Allocate to School Sites
- D. Budget Document

February - June



5. Ensure Sustainability

- A. Implement and Evaluate

June and beyond



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Course Proposal

Stillwater Area High School

Presented to the School Board
Oct. 21, 2025

Core Course Proposals

Subject	New Proposed Courses	Alignment
English	<ul style="list-style-type: none">● CE The Research Paper● CIS Basic Communications● CE Introduction to Literary Studies: Literature and the Environment● CIS Introduction to Healthcare Communications	AA Degree AA Degree AA Degree Healthcare endorsement
Social Studies	<ul style="list-style-type: none">● CIS Introduction to Healthcare Ethics	Healthcare endorsement
Science	<ul style="list-style-type: none">● CIS Introduction to Physics● CE Introduction to Forensic Science	AA Degree AA Degree



CTE and Universal Electives

Subject	New Proposed Courses	Alignment
World Language	<ul style="list-style-type: none">● Temas Globales (Global Themes) 1● Spanish for Heritage Speakers	Spanish Immersion Elective
Health & PE	<ul style="list-style-type: none">● CE Lifetime Fitness and Wellness● Wellness Through Movement	AA degree PE course
Music	<ul style="list-style-type: none">● Beginning Guitar	Elective
Universal Electives	<ul style="list-style-type: none">● Eastern Philosophy● 9th Grade Seminar● CE CNA & CIS Internship● CIS Introduction to Healthcare	Elective Elective/Pathways Healthcare endorsement Healthcare endorsement
Digital Technologies	<ul style="list-style-type: none">● Introduction to Computer Science & Coding● Computer Programming with Python● Cybersecurity● Data Science	Elective Elective Elective Elective

Online Courses

Subject	New Proposed Courses
Language Arts	<ul style="list-style-type: none">● Online English 10● Online English 11● Online English 12
Math	<ul style="list-style-type: none">● Online Algebra 2● Online Algebra 3● Online Pre-Calc
Social Studies	<ul style="list-style-type: none">● Online US History● Online Government & Politics
Science	<ul style="list-style-type: none">● Online Chemistry





Questions



School Safety

Presented to the School Board
October 21, 2025





Agenda

- Review safety responses in place across the district:
 - Prevention Measures and Reporting System
 - Standard Response Protocols (SRP)
 - Run, Hide, Fight Protocols
 - Family Communication & Resources





Creating Safe, Welcoming Schools

Focus on prevention:

- Community building (WEB, Link Crew, etc.)
- Personal relationships (BARR, Responsive Classroom, etc.)
- Identity Harm Protocol
- Anti-bullying initiatives
- Mental health support
- See something, say something





See Something, Say Something Reporting System

Stillwater Area Public Schools

1875 Greeley Street South Stillwater, MN 55082

OFFICE: 651-351-8340

FAX: 651-351-8380

Email Us

OFFICE HOURS: 8 a.m. - 4:30 p.m.



ENROLL

SEE SOMETHING,
SAY SOMETHING

CAREERS

FOR STAFF



Focus on Building Safety

- Building Safety Committees
- District Safety Committee
- Committees meet 4 times each year to address all safety issues that arise
- Committees include reps from all employee groups



Building Safety Protocols

- All exterior doors are locked
- Controlled access main entry with video intercom/buzzers
- Visitor management system (Photo ID required)
- Interior doors locked
- Security glazing on windows

Additional Bond Safety Measures:

- Security strobes
- Additional cameras
- Additional security glazing
- Radio communication system

Standard Response Protocols

FOUR DAYTONES



HOLD



SECURE



LOCKDOWN



EVACUATE



SHELTER

EVACUATE! (A location may be specified)

STUDENTS

- Leave stuff behind if required to
- If possible, bring your phone
- Follow instructions

ADULTS

- Lead students to Evacuation location
- Account for students and adults
- Notify if missing, extra or injured students or adults

Examples of when an EVACUATE might be called:

- Gas leak in the building
- Fire



SHELTER! Hazard and safety strategy.

STUDENTS

- Use appropriate safety strategy for the hazard

ADULTS

- Lead safety strategy
- Account for students and adults
- Notify if missing, extra or injured students or adults

Hazard: Tornado • Hazmat • Earthquake • Tsunami

Safety Strategy: Evacuate to shelter area • Seal the room • Drop, cover and hold • Get to high ground

Examples of when a SHELTER might be called:

- Weather



HOLD! In your room or area. Clear the halls.

STUDENTS

- Clear the hallways and remain in room or area until the “All Clear” is announced
- Do business as usual

ADULTS

- Close and lock the door
- Account for students and adults
- Do business as usual



Examples of when a HOLD might be called:

- Behavior issue
- Medical emergency

SECURE! Get inside. Lock outside doors.

STUDENTS

- Return to inside of building
- Do business as usual

ADULTS

- Bring everyone indoors
- Lock outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual

Examples of when a SECURE might be called:

- Police incident on or near school grounds
- Animal on school grounds



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

- Move away from sight
- Maintain silence
- Do not open the door

ADULTS

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend

Examples of when a LOCKDOWN might be called:

- Active threat inside the building



First Thought When You Hear Lockdown:





School Safety Training Schedule - 2025

- Staff Training - Sept. 15-26
- Family Communications - Sept. 17; Oct. 1-15
- Student Conversations - Oct. 1-15
- Safety Drills - Ongoing throughout year



Annual Safety Drills (State Mandated)

- 5 evacuation drills
- 5 safety drills (mix of hold, lockdown, secure)
NOTE: Families must be notified in advance of a lockdown drill
- 1 shelter drill
- Bus riders also hold one bus evacuation drill



Emergency Communication with Families

Impact Level	Definition	Possible SRP Response	Communication	Messenger
Low Impact Incident	<p>Poses no or minimal risk to the safety of students.</p> <p>There are no disruptions to regular school activities, and the incident is an isolated one that does not impact more than a handful of students.</p> <p>Examples: Medical issue; Small disturbance or fight</p>	<p>Hold</p> <p>Secure</p> <p><i>NOTE: Not every incident will warrant a Standard Response</i></p>	<p>May include:</p> <ul style="list-style-type: none"> Phone call and/or follow-up email to guardians of students directly involved. <p><i>NOTE: Not every incident will warrant a follow-up communication</i></p>	School
Moderate Impact Incident	<p>Poses a moderate risk to students.</p> <p>Results in some disruption to school activities such as a change of schedule, or cancellation of some activities.</p> <p>Examples: Gas leak or contained fire; police activity in surrounding neighborhood</p>	<p>Hold</p> <p>Secure</p> <p>Shelter</p> <p>Evacuate</p>	<p>Always includes:</p> <ul style="list-style-type: none"> Phone call or email to guardians of students directly involved. <p>May also include:</p> <ul style="list-style-type: none"> Email/text to school community Message on school website 	School <i>(with support from district)</i>
High Impact Incident	<p>The incident poses a significant risk to the safety of students.</p> <p>This could result in a significant disruption to school activities, change of schedule, evacuation, cancellation of activities, generally impacts many students.</p> <p>Examples: tornado or fire; intruder; active threat</p>	<p>Shelter</p> <p>Evacuate</p> <p>Lockdown</p>	<p>Always includes:</p> <ul style="list-style-type: none"> Phone message email/text to school community <p>May also include:</p> <ul style="list-style-type: none"> Email to all district families Message on school and district websites 	District

Emergency Management

Creating safe, welcoming schools

Our district takes school safety very seriously. We spend considerable time and energy each year working with local law enforcement to review school emergency plans, train staff, practice safety drills with students, and increase security in our buildings. We also work with Washington County Public Health and Safety and the Sheriff's Office to conduct safety audits of our facilities, train our staff, and address mental health concerns in our community.



In an emergency, do not come to school or call school. We will share information with families as soon as we can safely do so.

Did you SEE something concerning at school or online? SAY something.

[REPORT A CONCERN](#) →

Learn More: Emergency Management Webpage



School Safety - Standard Response Protocol

SRP

STANDARD™ RESPONSE PROTOCOL

Watch on YouTube

- + STANDARD RESPONSE PROTOCOL
- + REUNIFICATION
- + BUILDING SECURITY
- + PLANNING
- + SAFETY DRILLS
- + SCHOOL DELAYS, CLOSURE, EARLY RELEASE

Supporting Our Kids

- MENTAL HEALTH SUPPORT
- SOCIAL/EMOTIONAL LEARNING
- LOCAL MENTAL HEALTH SERVICE PROVIDERS





Questions



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Stillwater Principals' Association

School Board Presentation
October 15, 2025

Highlights of Changes

- Insurance language representing up to the first 6.5% of any increase will be paid by the District, the next 6.5% percent of any increase will be paid by Employees and any increase above 13% will be evenly split between the District and Employees.
- Elimination of the short term disability benefit with the launch of PFML in January 2026.
- Step advancement in both years.
- 2% increase to salary schedules in both years.
- Adjustment to longevity pay



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Recommendation

- In collaboration with the Stillwater Principals' Association negotiations team, we have provided updates and changes that align to the parameters set by the school board.
- We recommend that the board members vote to approve the the master agreement.



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Questions

Student-Sponsored Student Publications and Activities	512	Adopted: 01-17-1972 Amedend: 05-08-1985 Renumbered: 03-11-2021	Three Years

I. PURPOSE

The purpose of this policy is to protect students’ rights to free speech in production of official school-sponsored publications and activities while at the same time balancing the school district’s role in supervising student publications and the operation of public schools.

II. GENERAL STATEMENT OF POLICY

- A. Expressions and representations made by students in school-sponsored publications and activities are not expressions of official school district policy. Faculty advisors shall supervise student writers to ensure compliance with the law and school district policies.
- B. Students who believe their right to free expression has been unreasonably restricted in an official student school-sponsored media publication or activity may seek review of the decision by the building principal. The principal shall issue a decision no later than three (3) school days after review is requested.
 - 1. Students producing official school-sponsored media publications and activities shall be under the supervision of a faculty advisor and the school principal. School-sponsored media Official publications and activities shall be subject to the guidelines set forth below.
 - 2. School-sponsored media may be distributed at reasonable times and locations.

III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of material by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting, or displaying material, or placing materials in internal staff or student mailboxes.
- B. “Material and substantial disruption” of a normal school activity means:
 - 1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including, without limitation, school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, there must exist specific facts upon which the likelihood of disruption can be forecast, including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

C. “Minor” means any person under the age of eighteen (18).

D. “Obscene to minors” means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of the genitals; and
3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. “School activities” means any activity of students sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays and other theatrical productions, and in-school lunch periods.

F. "School-sponsored media" means material that is:

1. prepared, wholly or substantially written, published, broadcast, or otherwise disseminated by a student journalist enrolled in the school district;
2. distributed or generally made available to students in the school; and
3. prepared by a student journalist under the supervision of a student media adviser. School-sponsored media does not include material prepared solely for distribution or transmission in the classroom in which the material is produced, or a yearbook.

G. "Student journalist" means a school district student in grades 6 through 12 who gathers, compiles, writes, edits, photographs, records, or otherwise prepares information for dissemination in school-sponsored media.

H. "Student media adviser" means a qualified teacher, as defined in Minnesota Statutes, section 122A.16, that the school district employs, appoints, or designates to supervise student

journalists or provide instruction relating to school-sponsored media.

IV. GUIDELINES

- A. Except as provided in paragraph B below, a student journalist has the right to exercise freedom of speech and freedom of the press in school-sponsored media regardless of whether the school-sponsored media receives financial support from the school or district, uses school equipment or facilities in its production, or is produced as part of a class or course in which the student journalist is enrolled. Freedom of speech includes freedom to express political viewpoints. Consistent with paragraph B below, a student journalist has the right to determine the news, opinion, feature, and advertising content of school-sponsored media. The school district must not discipline a student journalist for exercising rights or freedoms under this paragraph or the First Amendment of the United States Constitution.
- B. Student expression in an official school publicationschool-sponsored media, a yearbook, or school-sponsored activity is prohibited when the material:
1. is obscene to minors;
 2. is defamatory;
 3. is profane, harassing, threatening, or intimidating;
 4. constitutes an unwarranted invasion of privacy;
 5. violates federal or state law;
 6. causes a material and substantial disruption of school activities;
 7. is directed to inciting or producing imminent lawless action on school premises or the violation of lawful school policies or rules, including a policy adopted in accordance with Minnesota Statutes, section 121A.03 or 121A.031;
 8. advertises or promotes any product or service not permitted for minors by law;
 9. advocates sexual, racial, or religious harassment or violence or prejudice; or
- C. The school district must not retaliate or take adverse employment action against a student media adviser for supporting a student journalist exercising rights or freedoms under paragraph A above or the First Amendment of the United States Constitution.
- D. Notwithstanding the rights or freedoms of this Article or the First Amendment of the United States Constitution, nothing in this Article inhibits a student media adviser from teaching professional standards of English and journalism to student journalists. These professional standards may include, but are not limited to, the following:
1. These professional standards may include, but are not limited to, the following:
 2. assuring that readers or listeners are not exposed to material that may be inappropriate for their level of maturity;
 3. assuring that the views of the individual speaker are not erroneously attributed to the school;
 4. assuring that the school is not associated with any position other than neutrality on matters of political controversy;
 5. assuring that the sponsored student speech cannot reasonably be perceived to advocate conduct otherwise inconsistent with the shared values of a civilized social order;
 6. assuring that the school is not associated with expression that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or

profane, or unsuitable for immature audiences.

V. POSTING

The school district must adopt a student journalist policy consistent with Minnesota Statutes, section 121A.80 and post it on the district website.

Legal References:

U. S. Const., amend. I

Morse v. Frederick, 551 U.S. 393 (2007)

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

Bystrom v. Fridley High School, I.S.D. No. 14, 822 F. 2d 747 (8th Cir. 1987)

Minn. Stat. § 121A.03 (Model Policy)

Minn. Stat. § 121A.031 (School Student Bullying Policy)

Minn. Stat. § 121A.80 (Student Journalism; Student Expression)

Cross References:

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 904 (Distribution of Materials on School District Property by Nonschool Persons)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Credit for Learning	620	Adopted: 11-14-2019 Revised: 08-08-2023	3-year

I. PURPOSE

The policy recognizes student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding student's credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Concurrent Enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at the high school, for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
2. Credits and grades awarded from another Minnesota public secondary school will be used to compute GPA and Decile rank if a student has earned credit from the school district.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a) When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b) Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state will be used to compute GPA and decile rank if a student has earned credit from the school district.
 - c) In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements, but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d) If no comparable course is offered by the school district for which high school graduation credit would be provided, an elective credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a) Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b) Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c) In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements, the student may be provided elective credit applied toward graduation requirements.

- d) If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e) Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program must be counted toward the graduation and credit requirements and subject area requirements of the district.
- 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation the school district may provide elective credit and the grade may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 - 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year academic term. A pupil is

bound by notifying or not notifying the district by October 30 or May 30.

[NOTE: Because the 2024 Minnesota legislature amended the last two sentences, MSBA decided to add this language to this model policy.]

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course, attended and passed an examination approved by the school district.
- C. In the event the content of the course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- D. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- E. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- F. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. As of the fall of 2025, the school district does not offer weighted grades-

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. In the event of disputes, the building principal will decide how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section X.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

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

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

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

Minn. Stat. § 120B.14 (Advanced Academic Credit)

Minn. Stat. § 123B.02 (General Powers of Independent School Districts)

Minn. Stat. § 123B.445 (Nonpublic Education Council)

Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)

Minn. Stat. § 124D.094 (Online Instruction Act)

Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)

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

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

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)

Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)

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

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

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

EDUCATION PROGRAMS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Credit for Learning	620	Adopted: 11-14-2019 Revised: 08-08-2023	3-year

I. PURPOSE

The policy recognizes student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

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The policy of the school district is to provide a process for awarding student's credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

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- A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. "Concurrent Enrollment" means nonsectarian courses in which an eligible pupil under subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at the high school, for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.
- C. "Course" means a course or program.
- D. "Eligible institution" means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- E. "Nonpublic school" is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

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 - b) Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state will be used to compute GPA and decile rank if a student has earned credit from the school district.
 - c) In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements, but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.
 - d) If no comparable course is offered by the school district for which high school graduation credit would be provided, an elective credit will be provided to the student.
2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a) Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b) Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c) In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements, the student may be provided elective credit applied toward graduation requirements.

- d) If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e) Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.
- C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

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 - 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.
- D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and in materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following school year academic term. A pupil is

bound by notifying or not notifying the district by October 30 or May 30.

[NOTE: Because the 2024 Minnesota legislature amended the last two sentences, MSBA decided to add this language to this model policy.]

- E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling school district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

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- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
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- C. In the event the content of the course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- D. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- E. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade may be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- F. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

- A. As of the fall of 2025, the school district does not offer weighted grades-

IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. In the event of disputes, the building principal will decide how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section X.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:

Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction Act)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
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MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)



Revoke: 10/21/2025

SCHOOL/COMMUNITY RELATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Publicatoin or Creation of Materials	910	Approved: 01-17-1972 Renumbered: 03-11-2021	

It is the policy of I.S.D. 834 that staff members are encouraged to contribute professional articles and news items to local,state and national agencies

ADMINISTRATIVE PROCEDURES AND REGULATIONS

As a matter of professional ethics, all professional articles should be cleared through the office of the superintendent of schools in the event that the school district or any of its separate departments is mentioned.



Revoke: 10/21/2025

SCHOOL/COMMUNITY RELATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Positive Relationships	911	Approved: 09-04-2003 Renumbered: 03-11-2021	

It is the policy of I.S.D. 834 to encourage the development of positive relationships among I.S.D. 834 staff, parents, students and community in order to improve student achievement.

Rationale: Positive relationships between I.S.D. 834 stakeholders will lead to higher student achievement.

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Respectful Behavior	912	Approved: 05-22-1997 Renumbered: 03-11-2021	

It is the policy of I.S.D. 834 that the I.S.D. 834 Board of Education encourages the professional staff to develop new and creative educational materials, ideas, and activities. Should an employee of I.S.D. 834 produce instructional materials of a publishable quality and should the employee initiate the publication of said materials, all royalties accrued from such are the property of the employee. I.S.D. 834 will retain the right of usage of said materials without cost to I.S.D. 834.

ADMINISTRATIVE PROCEDURES AND REGULATIONS

Definitions:

- For I.S.D. 834, respectful behavior includes conduct which treats others as you would like them to treat you; valuing the perspective of others; demonstrating courtesy towards others, and appreciating the contribution of others.
- For I.S.D. 834, disrespectful behavior may include conduct such as intimidation; using demeaning terms or symbols, degrading individuals through ridicule or other destructive language or behavior towards others.

Consequences of disrespectful behavior may include conferences, mediation, or other remedies appropriate.

An employee who believes that he/she has been treated in a disrespectful manner by another employee may deal with the situation in the following ways:

1. Politely but firmly tell whoever is engaging in the inappropriate behavior how you feel about his or her actions. Politely request the person cease the behavior because you feel intimidated, offended, or uncomfortable. If practical, bring a witness with you for discussion.
2. If you fear some adverse employment consequences could result from telling the offender, go to your supervisor/principal. In writing, state specific details of the behavior that violates this policy, and an investigation will

begin.

If the complaint involves the supervisor/principal, the complaint should be filed directly with the District's Human Rights Officer.

3. If, after what is considered to be a reasonable length of time (for example, 30 days) you believe inadequate action is being taken to resolve your complaint, the next step is to report the incident to the District's Human Rights Officer. When, in the judgment of the Human Rights Officer, mediation to resolve staff conflict would be beneficial, efforts will be made to provide such assistance. Mediation is a process for resolving conflicts in which the people in conflict are assisted by a neutral third party or parties and may include fact finding. Essential to mediation are the focus on changing behavior in the future (rather than punishing behavior in the past) and making sure that each of the persons in the conflict believes the outcome is fair.
4. In the case of violent behavior, all employees are requested to report the incident immediately to their supervisor, department head, or principal.

If the behavior is determined to be sexual, racial, or religious harassment, Board Policy should be followed.



STILLWATER
AREA
SCHOOLS

Revoke: 10/21/2025

STATUTORY REQUIREMENTS

Policy Title	Policy Level	Date Approved
Copyright	SR 1.1	Policy Adopted: 1-10-84 Reviewed: 5-08-85

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Revoke: 10/21/2025

**STILLWATER
AREA
SCHOOLS**

STATUTORY REQUIREMENTS

Policy Title	Policy Level	Date Approved
Development Of Parental Involvement Policies For Title I Programs	SR 1.21	First Reading: 6-10-04 Approved: 6-24-04

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STILLWATER
AREA
SCHOOLS

Revoke: 10/21/2025

STATUTORY REQUIREMENTS

Policy Title	Policy Level	Date Approved
Transportation Operators' Drug and Alcohol Abuse Policy	SR 1.5	Adopted: 12-15-94

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FORM A

RESOLUTION OF GOVERNING BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Stillwater Area Schools ISD 834 recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Stillwater Area Schools ISD 834 supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Date

Board Chair/Head of School

Date

Board Clerk – Treasurer/ Finance Director



SCHOOL BOARD MEETING DATES 2026

Draft 10/21/2025

Week	Date	Time	Location	Type of Meeting
1	January 6 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Organizational
3	January 20 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
1	February 2 (Mon)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
3	February 17 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
1	March 3 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
4	March 24 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
1	April 7 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
3	April 21 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
1	May 5 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
3	May 19 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
1	June 2 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
4	June 23 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
4	July 28 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
2	August 11 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
4	August 25 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
2	September 8 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
5	September 29 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
2	October 13 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
4	October 27 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
2	November 10 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
4	November 24 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business
2	December 8 (Tue)	6:00 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Study Session
4	December 22 (Tue)	5:30 p.m.	Oak Park Learning Center, 6355 Osman Ave N, Stillwater, MN 55082	Business

***February: Work Session held on Monday due to Precinct Caucus Day on Feb 3; July: No Work Session; September: Business meeting held during the last week to adopt levy; November: First meeting held 3 - 10 days after November 3 (Election Day) to canvass election; December: December 8 meeting begins at 6:00 p.m. for Truth in Taxation.**

Notice is hereby given that on occasion some members of the board may attend a meeting remotely. 13D.015 Subd 5. Notice. If telephone or other electronic means is used to conduct a regular, special, or emergency meeting, the entity shall provide notice of the regular meeting location, of the fact that some members may participate by electronic means, and of the provisions of subdivision 4. The timing and method of providing notice is governed by section 13D.04. In addition, the entity must post the notice on its Website at least ten days before any regular meeting as defined in section 13D.04, subdivision 1.



Stillwater School Board
Policy Meeting Notes
October 9, 2025

Present: Sarah Grcevich, Katie Hockert, Alison Sherman,
Paul Lee, Carissa Keister, Joan Hurley

Agenda

- Reviewed the following policies for the October 21, 2025 board meeting
 - Consent Agenda
 - Policy 806 - Crisis Management Policy
 - First Reading
 - Policy 512 Student Publications
 - Second Reading and Approval
 - Policy 620 Credit for Learning
 - Revoke
 - Policy 910 Policy: Publication or Creation of Materials
 - Policy 911 Policy: Positive Relationship
 - Policy 912 Policy: Respectful Behavior
 - Policy SR 1.1: Copyright
 - Policy SR 1.21: Development of Parental Involvement Policies For Title I Programs
 - Policy SR 1.5: Transportation Operators - Drug and Alcohol Abuse

What's next:

- Review Policies 506 Student Discipline - Annual Review



TO: Northeast Metro 916 Board of Education
FROM: Val Rae Boe
DATE: October 3, 2025
RE: October 1 Board of Education Meeting Talking Points

Members present: Knisely-12, Palmer-13, Jones-14, Forsberg-16, Oksnevad-282, Bock-621, Nitardy-622, Clark-623, Daniels-624, Rebelein-831, Stout-832, Dols-833, and Thelander-834.

Members absent: None.

Presentation: Language Access Plan

A presentation was given regarding the Language Access Plan that has been created. The 916 community includes families who speak over 40 different languages in the home and these families represent 26% of the district. The Board will be given a month to review and ask any questions prior to bringing it forward for approval in November.

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

- First Reading: Policy 806
 - Proposed language changes were made to align the policy with the new Behavioral Threat Assessment procedures that have been put into place and were presented in September to the School Board.
- Approved: Policies 210, 601, and 802.

Insurance Renewals: The School Board accepted the two-year contract from HealthPartners to provide health insurance at a 9.4% aggregate premium increase for the calendar year of 2026 and a rate cap of 12% for the 2027 plan year and for HealthPartners to provide dental insurance at a 11.9% increase for the calendar year 2026 and no rate cap was provided for calendar year 2027.

Form to Request World Language Proficiency Certificates and Seals

School Name: Metro Heights Academy, East View Academy, 916 Mahtomedi Academy

District Name: NE Metro Intermediate 916

School Year: 2024-2025

Name and Email of the person who completed this form: Andy Parker aparker@916schools.org

**Insert as many rows as needed. Report the information on awards in multiple languages in the following page if applicable.*

Award	Language(s)**	Number of Awards per language	Assessment Used***	Number of ELs earning awards
World Language Proficiency Certificate	Arabic	1	AAPPL	0
	Russian	2	AAPPL	1
	Spanish	20	AAPPL	14
	Swahili	1	AVANT/Extempore	0
Gold Bilingual Seal	Arabic	2	AAPPL	1
	Spanish	10	AAPPL	6
Platinum Bilingual Seal	-	-	-	-

Award	Language(s)**	Number of Awards per language	Assessment Used***	Number of ELs earning awards
Totals	N/A	36	N/A	22

*My signature verifies the following:

1. Students receiving the requested number of seals and certificates have met the requirements of Advanced-Low for platinum seals, Intermediate-High for gold seals and Intermediate-Low for world language proficiency certificates **in all four modalities** and that they have met the English Language Arts credit for high school graduation per Minnesota Statutes, section 120B.022, subdivision 1a and subdivision 1b. Link to [Minnesota Statutes, section 120B.022](#).
2. The seals and certificates requested will be used only for the students who meet the criteria and for the current academic year.
3. The school will retain relevant and accurate records of students receiving seals and certificates.
4. The schools will inform students about requesting the semester credit upon enrolling in a Minnesota State Colleges and Universities institution.

Principal Name: Andy Parker (MLL Coordinator)

Principal Signature* (Electronic Signature): Andy Parker

Please email this form to MDE.WorldLang@state.mn.us