

Study Session

Thursday, November 6, 2025 5:30 PM

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

I. Call to Order	Speaker (s) : Ms. Alison Sherman, School Board Chair
II. Roll Call	Speaker (s) : Ms. Alison Sherman, School Board Chair
III. Pledge of Allegiance	Speaker (s) : Ms. Alison Sherman, School Board Chair
IV. Approval of Agenda	Speaker (s) : Ms. Alison Sherman, School Board Chair
V. Consent Agenda	
V.A. Payment of Invoices - October 18 - 31, 2025	Speaker (s) : Ms. Marie Schrul, Chief Financial Officer
V.B. Worker's Compensation Insurance Renewal	Speaker (s) : Ms. Kristine Carlston, Executive Director of Human Resources
V.C. Cooperative Agreement Between the Washington County Community Development Agency (CDA) and ISD834	Speaker (s) : Mr. Bob Manning, Career Pathways Coordinator
V.D. Rutherford Elementary Outdoor Learn and Play Project	Speaker (s) : Mr. Josh Krebs, Rutherford Elementary Principal
VI. Business Items	
VI.A. Action: High School Course Proposals	Speaker (s) : Mr. Rob Bach, Stillwater Area High School Principal
VI.B. Report: High School Online Economics Course Proposal	Speaker (s) : Mr. Rob Bach, Stillwater Area High School Principal
VI.C. Report: Boundary Change Options	Speaker (s) : Mr. Eric Simmos, Executive Director of Technology
VI.D. Report: Update on Adventure Club Enrollment and Waitlist	Speaker (s) : Ms. Annette Sallman, Executive Director of Community Education
VII. Workshop Topic	
VII.A. Discussion: Board Committee Framework	Speaker (s) : Ms. Alison Sherman, School Board Chair
VII.B. Discussion: Legislative Platform and Outreach	Speaker (s) : Ms. Alison Sherman, School Board Chair
VIII. Adjournment	Speaker (s) : Ms.

Alison Sherman,
School Board Chair

Premium Summary & Comparison

COVERAGE	2024-2025 ANNUALIZED EXPIRING PREMIUMS	24-25 RATES & W/ 25-26 PAYROLL & MOD (1.39)	2025-2026 PROPOSED RENEWAL PREMIUMS
	SFM	SFM	SFM
Workers Compensation	\$443,256	\$564,568	\$533,476
- Payroll	\$80,937,995	\$82,556,754	\$82,556,754
- Experience Mod	1.15	1.39	1.39
- Net rate (per \$100 payroll)	.6633	.8283	.7795
Estimated Total Premium- All Lines	\$443,256	\$564,568	\$533,476

PAYMENT TERMS & PLANS:

- Direct Bill: SFM – Quarterly pay plan includes \$5 installment fee

Request to Bind Insurance Coverage

Please bind insurance coverage as specifically quoted and identified in this proposal. I understand coverage is ONLY bound when written confirmation is received from the carrier(s).

Signature: _____ Date: _____

Print Name: _____ Title: _____

**COOPERATIVE AGREEMENT BETWEEN
THE WASHINGTON COUNTY COMMUNITY DEVELOPMENT AGENCY
AND INDEPENDENT SCHOOL DISTRICT NO. 834**

THIS AGREEMENT is made and entered into between **Washington County Community Development Agency**, a public body corporate and politic and a political subdivision existing under the laws of the State of Minnesota (“CDA”) and **Independent School District No. 834 (Stillwater Area School District)**, a public corporation and political subdivision (“District”) in response to the following situation:

A. CDA has created a Workforce Initiative Program (“Program”) and is requesting District enter into this Agreement to implement the Program, including the following activities:

B. Stillwater Area High School will continue to use their SchoolLinks subscription for the purpose of college and career readiness, including workforce development and work-based learning.

C. CDA and District have agreed to participate in the implementation of the Program as hereinafter set forth.

NOW, THEREFORE, for good and valuable consideration, the parties do hereby agree as follows:

1. CDA agrees to provide five thousand dollars (\$5,000.00) as a one-time only contribution to the cost of the SchoolLinks subscription.

2. To the full extent permitted by law, actions by the parties to this Agreement are intended to be and shall be construed as a “cooperative activity” and it is the intent of the parties that they shall be deemed a “single governmental unit” for the purpose of liability, as set forth in Minnesota Statutes, Section 471.59, Subd. 1a.

3. Each party shall be liable for its own acts to the extent provided by law, and each party hereby agrees to indemnify, hold harmless and defend the others, their officers and employees against any and all liability, loss, costs, damages, expenses, claims or actions, including attorney’s fees, which the others, their officers and employees may hereafter sustain, incur or be required to pay, arising out of or by reason of any act of omission of the party, its agents, servants or employees, in the execution, performance, or failure to adequately perform its obligations pursuant to this Agreement.

4. Any and all employees of CDA, while engaged in the performance of any work or service which CDA is specifically required to perform under this Agreement, shall be considered employees of CDA only and not of the District. Any and all claims that may or

might arise under the Workers Compensation Act of the State of Minnesota on behalf of said employees while so engaged and any and all claims made by any third parties as a consequence of any act, of said employees, shall be the sole obligation of CDA.

5. Any and all employees of the District, while engaged in the performance of any work or service which the District is specifically required to perform under this Agreement, shall be considered employees of the District only and not of the CDA. Any and all claims that may or might arise under the Workers Compensation Act of the State of Minnesota on behalf of said employees while so engaged and any and all claims made by any third parties as a consequence of any act of said employees shall be the sole obligation of the District.

6. Each party designates an authorized representative for the purpose of administering this Agreement. A party's authorized representative has the authority to give and receive notices, and to make any other decision required or permitted by this Agreement.

If to CDA:

Chris Eng
Economic Development Director
Washington County Community Development
Agency
7645 Currell Boulevard
Woodbury, MN 55125

Phone: (651) 202-2814
Email: ChrisE@washingtoncountycda.com

If to District:

Independent School District No. __ (_____) _____

Phone:
Email:

[SIGNATURES APPEAR ON NEXT PAGE]

IN WITNESS WHEREOF, CDA and District have executed this Cooperative Agreement as of the ____ day of _____, 2025.

CDA:

WASHINGTON COUNTY COMMUNITY DEVELOPMENT AGENCY, MINNESOTA

By 
Melissa Taphorn, Executive Director

DISTRICT:

INDEPENDENT SCHOOL DISTRICT NO. ____ (_____), MINNESOTA

By _____
Chair

By _____
Clerk

Project Name: Rutherford Outdoor Learning Center (Phase 2 of the Outdoor Learn and Play Project)

Contact Name: Kate Berg (PTA President)

Description: The outdoor learning space offers Rutherford students a valuable opportunity to unplug from screens, breathe fresh air, and connect with nature—fostering creativity, focus, and overall well-being. Whether used for lessons, reading time, or quiet reflection, being outside supports both mental and physical health while enhancing the learning experience. This project is proudly funded by our PTA, demonstrating our shared commitment to enriching our children's education in meaningful and lasting ways.

This project includes removing the wood fiber in the space vacated by our old playground and filling it in with bituminous. Then, to make the area ADA accessible, we will cut into the curbing around the space to ensure accessibility for all students. Once filled in, there will be a shaded structure permanently placed in the space to provide shade. The space will be used as a flex space to fit the needs of the classroom with movable bleacher seating and six new picnic tables, both with ADA accessible seating options.

Our hope is that teachers will use the space in any way that fits into the curriculum.

Dollar Amount: \$160,000

Additional Details: This completes the Outdoor Learn and Play project at Rutherford. Phase one was the installation of the two ADA playgrounds and phase two is the outdoor learning space. All funds were raised through the PTA via grants, business and local donations.

All permits and approvals have been granted from the city and county. Project will be completed in 2025.



1. Review this copy of your course proposal.
2. Submit to Rob Bach for approval.

General Information	
Originator District Email	weissm@stillwaterschools.org
Proposed Course Title	Economics online
Grade Level(s)	12
Course Length	1 semester
Subject Area or Program	Social Studies
Prerequisites (if any)	none
Course type	Core course

Course Rationale	
For this section, reference the "I have a great idea" infographic.	
Section 1 Prompt	How does this proposed course expand upon a current course or program study? This is a core course offering an alternative online format.
Section 2 Prompt	How does this proposed course fit within an existing Program of Study? N/A
Section 3	How does this proposed course align with collegiate programs and careers? It is a core course required for graduation.
Section 4	What current labor market data supports the development of the idea into a course? N/A
Section 5	How does this proposed course address student interest and/or need? Is there enough student interest to fill a course or program? Increase in student enrollment outside of current course registration. Over 600 course registrations in 2024-25.
Course Description	What is a possible course description in student friendly language? This one semester course consists of main units of study that will focus on introductory economic concepts, microeconomics, macroeconomics and the global economy. Students explore the exciting world of investing, the stock market, and the economic impact on both the U.S. and International Markets.

Stillwater Area Public Schools Key Initiatives https://www.stillwaterschools.org/our-district/strategic-plan	
Literacy	The course is written around and includes digital literacy standards and ISTE standards based on online learning.
Equity	Equity is addressed in both the National Online Standards (NOS) and with ISTE standards.
SEL	CASAL Standards, framework will be embedded into the course and curriculum.

Instruction and Learning	
Standards	What state, national or organization standards are the foundation for the course? Minnesota Graduation Standards - Economics
	Is this course part of a Minnesota state standards implementation? Yes
Models or Frameworks	What models or frameworks will be used when building the course? Minnesota Graduation Standards - Economics
Resources and Materials	What are the core resource and material needs for this course? All resources and materials are currently in place.
	What resources, materials and subscriptions will you be reviewing/vetting if the course is approved? Include links when possible. N/A

Instructional Focus		
Think about the scope and sequence of units for the course's intended learning outcomes. What are 2-4 essential outcomes of the course? What are possible units for the course?		
Learner Outcomes		
Semester	Unit 1	Scarcity, Choice, Allocating Mechanisms, Opportunity Costs
	Unit 2	Economic Systems; Market, Command, and Traditional
	Unit 3	Economic Goals
	Unit 4	Saving and Investing
	Unit 5	Supply, Demand and Market Equilibrium
	Unit 6	Market Structures
	Unit 7	Economic Indicators , Money, Banking The Federal Reserve
	Unit 8	International Economics

Stakeholder Considerations

Multiple groups are affected by implementation of new courses. Be ready to address the following when filling out the course proposal form.

<input checked="" type="checkbox"/>	Pathways Coordinators have been consulted for requirements for creating a Pathways aligned course.
<input checked="" type="checkbox"/>	T&L Coordinators have been consulted for requirements for creating content courses.
<input checked="" type="checkbox"/>	The Department Chairs or Program are informed and supportive of the course proposal.
<input checked="" type="checkbox"/>	Are there currently employed teachers who meet licensing and certification requirements?
<input checked="" type="checkbox"/>	What data has been collected to identify the need for this course. This can include student surveys, enrollment data, Pathways analysis, etc.
<input checked="" type="checkbox"/>	How will this proposed course impact other course offerings or enrollments?
<input checked="" type="checkbox"/>	Are there specific scheduling considerations for this proposed course (i.e. first semester, last period, every other year, etc.)?

Cost Projection

What are the projected costs of building the course and implementation? Proposal acceptance for implementation does not automatically mean funds are available.

<input checked="" type="checkbox"/>	What is a projected cost for instructional materials? N/A
<input checked="" type="checkbox"/>	What is the estimated cost for concurrent enrollment fees to sponsoring institutions? N/A
<input checked="" type="checkbox"/>	Is professional development needed? Link opportunities, professional memberships, etc. Is there a cost associated with these needs?
<input checked="" type="checkbox"/>	Is curriculum writing support needed? What is the projected cost (hours x \$27.60)? Not at this time, pending curriculum review.
<input checked="" type="checkbox"/>	Do you have confirmation that PD costs, curriculum writing, and/or materials are covered? If 'yes', state who confirmed and the amount. If 'no', state how these costs will be covered. Yes
<input checked="" type="checkbox"/>	Can this course be implemented with no funding for instructional materials, professional development and curriculum writing? Yes



Expect
More.

Boundary Change Options

Presented to the School Board
November 6, 2025

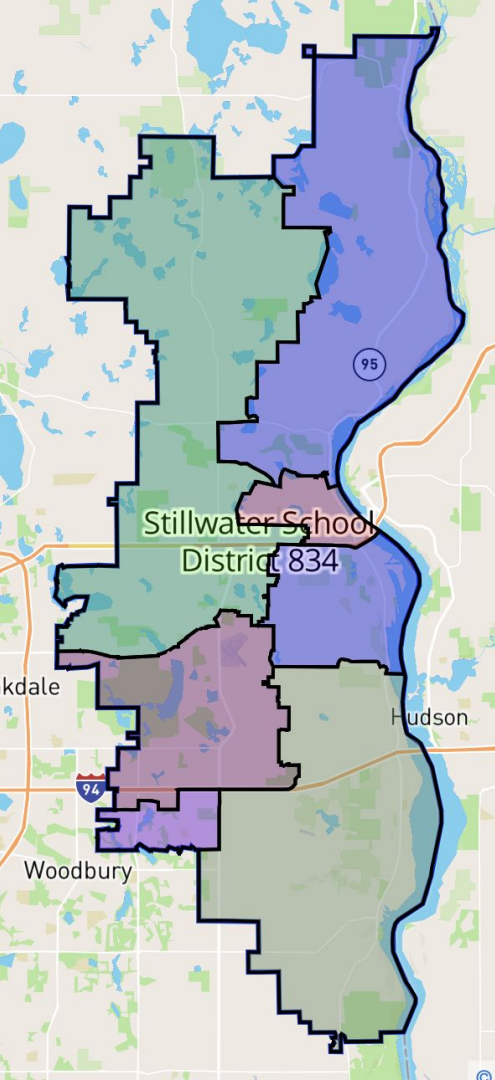


Why Boundary Changes

- Prepare for the opening of the new Lake Elmo and Bayport elementary schools
- Balance enrollment across our southern schools and make room for future growth

**Which schools will
be impacted?**

- Afton-Lakeland
- Brookview
- Lake Elmo





Guiding Principles for Boundary Changes

(Approved by the school board Sept. 30, 2025)

- Base decisions on the best interests of ALL district students.
- Ensure schools in the southern part of the district have capacity to meet current and future needs.
- Consider demographic make-up of the student body.
- Gather feedback from various stakeholders to provide insight.
- Provide for a safe and efficient transportation system within board policy and procedures.
- To the extent possible, keep the feeder system to middle schools.
- To the extent possible, keep neighborhoods together.
- To the extent possible, each elementary school will have a minimum enrollment of 400 students.



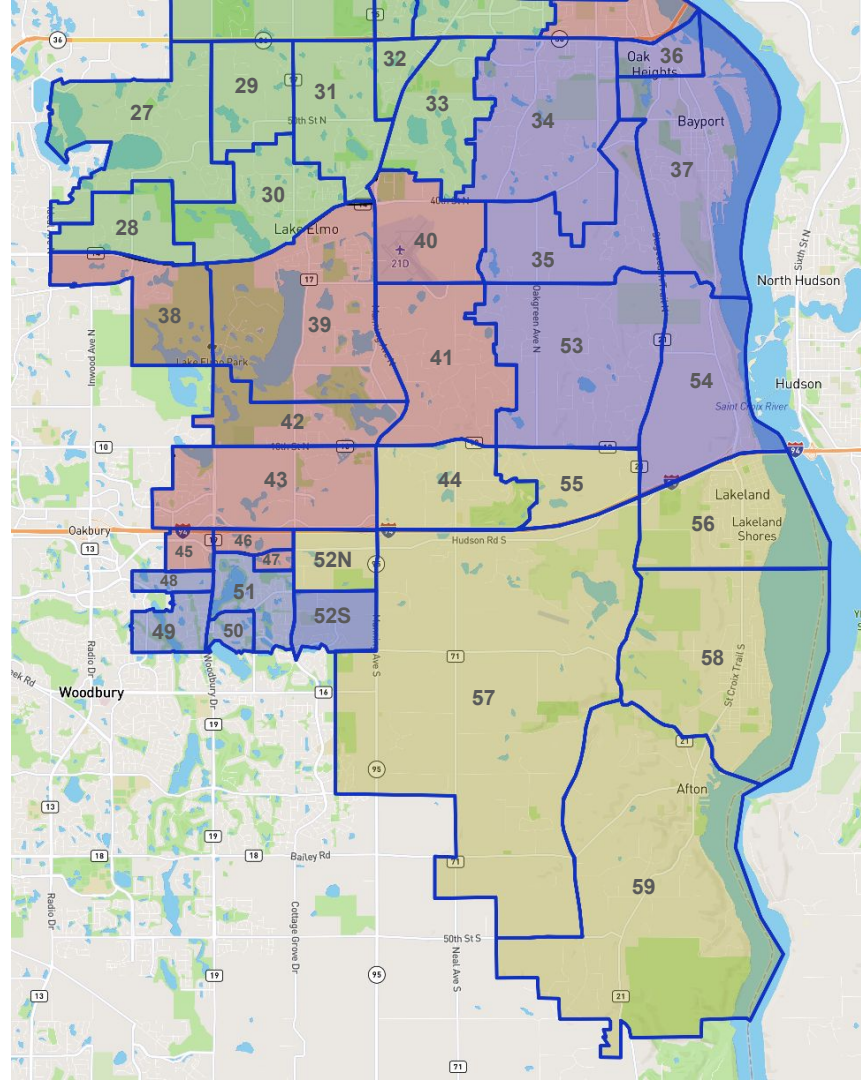
Current Demographics

	2025-26						
	Amer Ind/Alsk	Blk/Afr Amer	Hispanic/ Latino	Other Asian	Two or More Races	White (not Hispanic)	Free/ Reduced
Afton-Lakeland	0.00%	1.55%	3.55%	4.88%	5.76%	84.26%	13.97%
Andersen	0.00%	0.00%	9.29%	1.55%	6.81%	82.32%	21.67%
Brookview	0.37%	15.99%	6.07%	10.29%	14.89%	52.21%	28.27%
Lake Elmo	0.54%	6.87%	19.71%	5.97%	9.04%	57.87%	25.86%



Option A

- **Move Parcel 44** from Lake Elmo to Afton-Lakeland
- **Move Parcels 53 & 54** from Afton-Lakeland to Bayport
- **Split Parcel 52:** Parcel 52N (currently in development) to Afton-Lakeland, 52S remains at Brookview





Option A: Enrollment Estimate

	2026-27		2027-28		2028-29	
	Estimated Enrollment	% Capacity	Estimated Enrollment	% Capacity	Estimated Enrollment	% Capacity
Afton-Lakeland	382	76%	388	78%	386	77%
Bayport	467	78%	450	75%	430	72%
Brookview	554	85%	549	84%	548	84%
Lake Elmo	746	68%	790	72%	827	75%



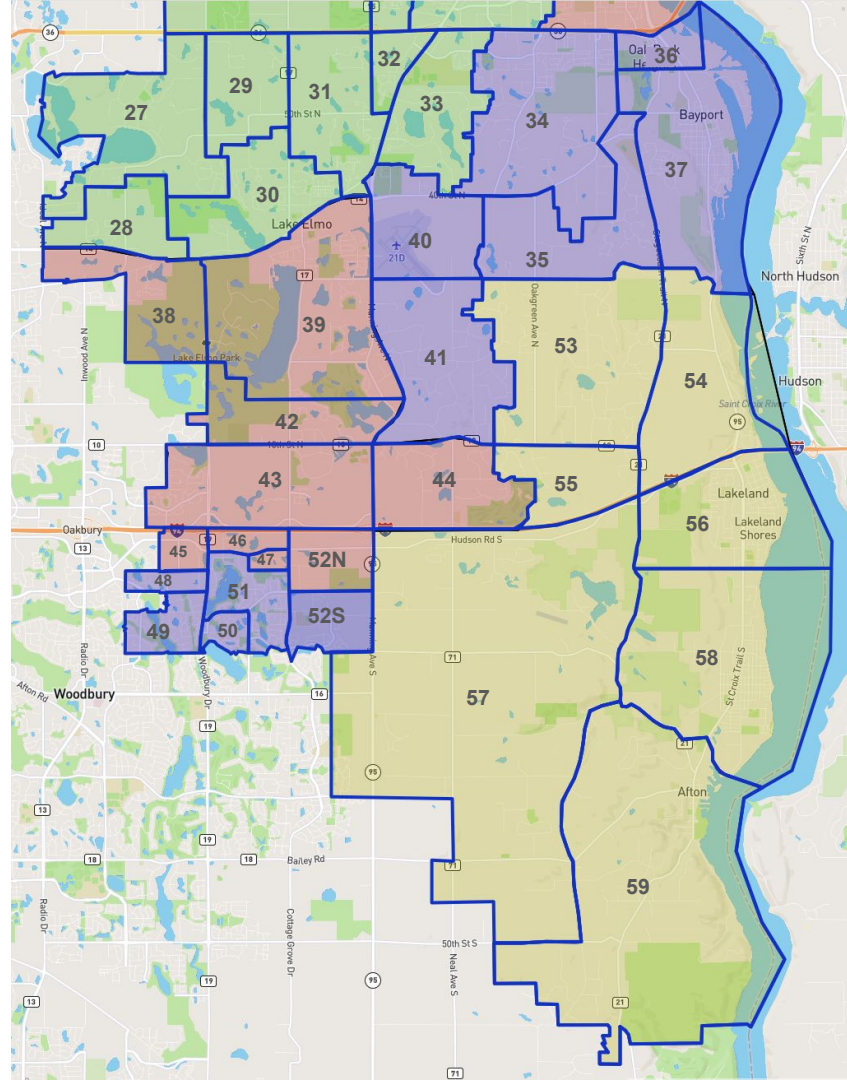
Option A: Demographics

	Amer Ind/Alsk	Blk/Afr Amer	Hispanic/Latino	Other Asian	Two or More Races	White (not Hispanic)	Free/Reduced
Afton-Lakeland	0.00%	1.65%	4.13%	6.06%	6.34%	81.82%	12.91%
Bayport	0.00%	0.00%	8.06%	2.07%	6.22%	83.64%	20.00%
Brookview	0.37%	15.99%	6.07%	10.29%	14.89%	52.21%	28.27%
Lake Elmo	0.56%	7.49%	20.60%	5.24%	8.43%	57.68%	26.84%



Option B

- **Move Parcels 40 & 41** from Lake Elmo to Bayport
- **Split Parcel 52:** Parcel 52N (currently in development) to Lake Elmo, Parcel 52S remains at Brookview





Option B: Enrollment Estimate

	2026-27		2027-28		2028-29	
	Estimated Enrollment	% Capacity	Estimated Enrollment	% Capacity	Estimated Enrollment	% Capacity
Afton-Lakeland	431	86%	401	80%	382	76%
Bayport	421	70%	411	69%	394	66%
Brookview	554	85%	549	84%	548	84%
Lake Elmo	721	66%	754	69%	775	70%



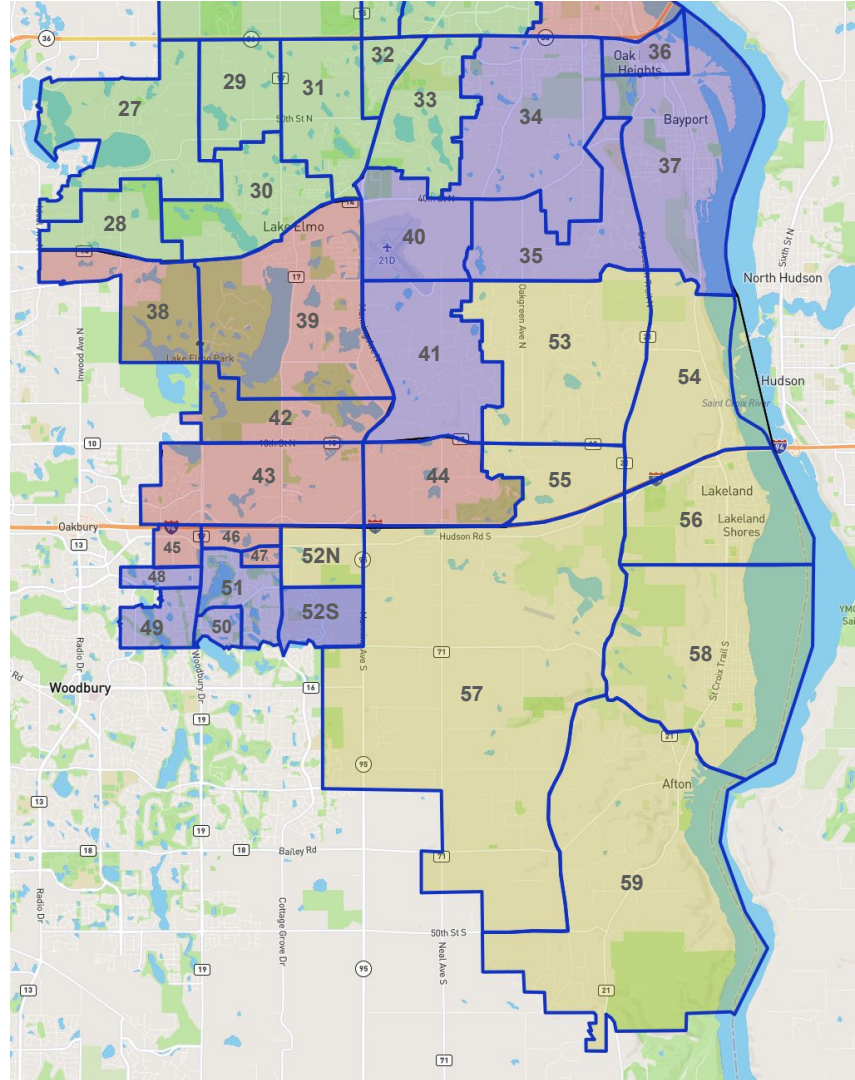
Option B: Demographics

	Amer Ind/Alsk	Blk/Afr Amer	Hispanic/Latino	Other Asian	Two or More Races	White (not Hisp)	Free/Reduced
Afton-Lakeland	0.00%	1.61%	3.46%	4.38%	5.53%	85.02%	13.97%
Bayport	0.00%	0.26%	8.97%	2.90%	6.60%	81.27%	20.72%
Brookview	0.37%	15.99%	6.07%	10.29%	14.89%	52.21%	28.27%
Lake Elmo	0.56%	7.09%	19.96%	6.16%	9.70%	55.97%	26.85%



Option C

- **Move Parcels 40 & 41** from Lake Elmo to Bayport
- **Split Parcel 52:** Parcel 52N (currently in development) to Afton-Lakeland, Parcel 52S remains at Brookview





Option C: Enrollment Estimate

	2026-27		2027-28		2028-29	
	Estimated Enrollment	% Capacity	Estimated Enrollment	% Capacity	Estimated Enrollment	% Capacity
Afton-Lakeland	446	89%	445	89%	441	88%
Bayport	421	70%	411	69%	394	66%
Brookview	554	85%	549	84%	548	84%
Lake Elmo	668	61%	683	62%	685	62%



Option C: Demographics

	Amer Ind/Alsk	Blk/Afr Amer	Hispanic/Latino	Other Asian	Two or More Races	White (not Hispanic)	Free/Reduced
Afton-Lakeland	0.00%	1.61%	3.46%	4.38%	5.53%	85.02%	13.97%
Bayport	0.00%	0.26%	8.97%	2.90%	6.60%	81.27%	20.72%
Brookview	0.37%	15.99%	6.07%	10.29%	14.89%	52.21%	28.27%
Lake Elmo	0.56%	7.09%	19.96%	6.16%	9.70%	55.97%	26.85%

Summary of Options

	Option A	Option B	Option C
Estimated # of impacted students	135	39	39
	Estimated Building Capacity 2026-27		
Afton-Lakeland	76%	86%	89%
Bayport	78%	70%	70%
Brookview	85%	85%	85%
Lake Elmo	68%	66%	61%



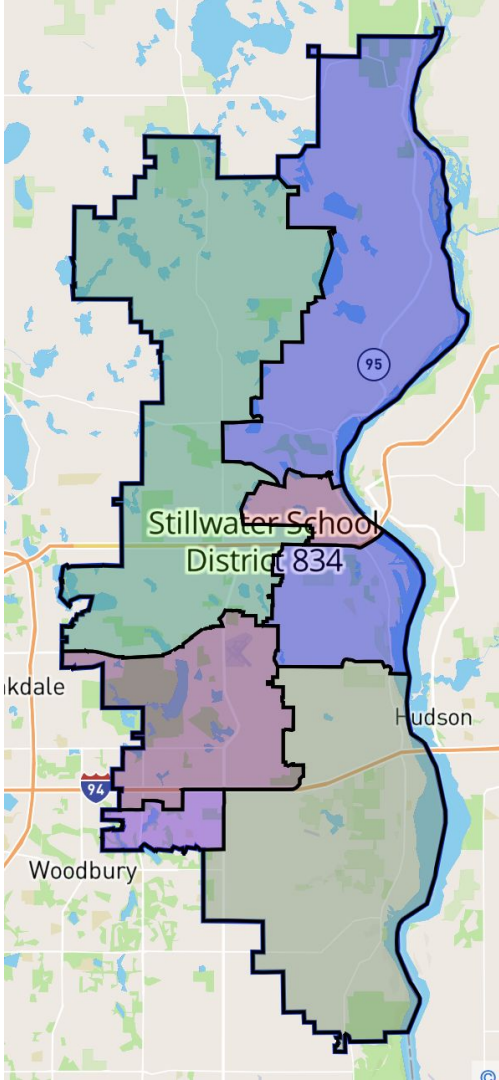
Next Steps

Community Feedback:

- **Nov. 7– Dec. 2** Online ThoughtExchange to review options and share feedback.
- **Nov. 13, 6 p.m.** (Oak-Land Middle School): Community Boundary Conversations.

School Board Discussion & Decision:

- **Dec. 2, 5:30 p.m.** School Board – Boundary Recommendation
- **Dec. 16, 5:30 p.m. School Board – Boundary Decision**





QUESTIONS



Expect
More.

Adventure Club Update

Presented to the School Board

Nov. 6, 2025



Adventure Club Enrollment

August 2025

Fully Enrolled: 840

Partially Served: 72

Waitlist: 240

Percent served: 79%

October 2025

Fully Enrolled: 851

Partially Served: 15

Waitlist: 160

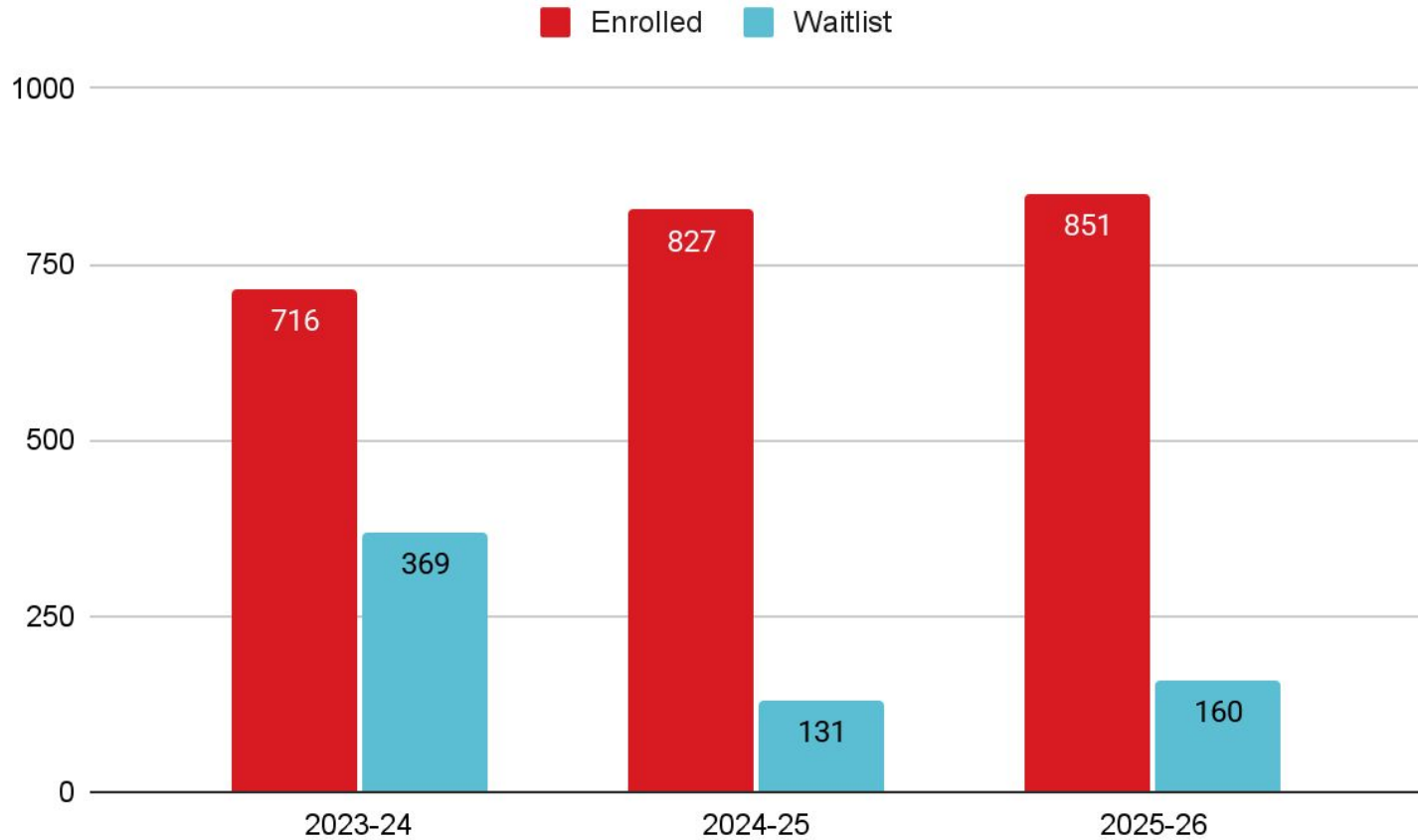
Percent served: 84%

**Estimated
hiring needs**

**15 new staff
needed to serve all
families**



Adventure Club Enrollment Comparison





Registration Improvements 2026-27

- 10 preschool placements/school during preschool registration
- Confirmed placement for current Adventure Club families during renewal period
- Shorter waitlists for new families



Questions



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Committee Work in a Governance School Board

Structure for the upcoming year

Let's have a meeting to discuss the committees who will form the task forces, who will then have more meetings.



someecards
user card



Purpose of Discussion

- Consider role and limitations of committees
- Review types of committees and how they are currently used
- Discuss board's current committee work preferences
- Ensure the board majority's direction is reflected in its structure for the upcoming year
- Discuss need for updates to [Policy 213](#)



Role of Committees

- **Advisory to the Board:**
Committees study, review, and recommend. They do not make decisions on behalf of the board.
- **Focused on Governance:**
Work should remain at the policy and oversight level, aligned with the board's strategic direction.
- **Reporting Function:**
Committees report findings and recommendations to the full board, which retains all decision-making authority.



Committee Guidelines

- **No Independent Authority**
Committees cannot act on behalf of the board unless specifically authorized by the board.
- **Avoid Operational Work**
Committees should focus on policy and oversight rather than staff management or day-to-day operations.
- **Subject to Open Meeting Law (OML)**
Committees are generally considered public bodies and must comply with OML requirements. Reference [MN Data Practices Advisory Opinion](#)
- **Collective Responsibility**
Final decisions rest with the full board, ensuring transparency and accountability to the public.



Types of School Board Committees

- Committee of the Whole
- Standing
- Ad Hoc
- Working Groups with Board Representation



Committee of the Whole

- The entire board works collectively to review challenges and consider opportunities.
- Has been the board's preferred work style over the last few years.
- Business meetings/study session agendas allows for more in-depth study and conversation as needed.



Standing Committees

- A permanent committee established by the board to handle ongoing area of responsibility.
- The board's Policy Committee meets monthly with the charge of bringing recommendations to the board for consideration and action.
- In existing Policy 213 Finance and Ops is referenced as a standing committee. Board felt work was redundant and folded it into the work of the whole board.



Ad Hoc

- A temporary committee of the board charged with a specific purpose that's short term in nature.
- In Policy 213 Legislative and Community Engagement are listed as separate ad hoc working groups.
- In practice these two ad hoc committees are combined.



Working Group with Board Representation

- A committee that has board member liaison(s) to connect the work of the district and board to community and staff groups or outside organizations.
- Commonly used in the board's current structure.
- Ongoing – Partnership Plan, 916, AMSD, Curriculum Advisory, MSHSL, etc.
- Short term – Boundary, Gifted and Talented, etc.



Pros of Board Sub Committees

- Deeper focus on an issue identified by the board
- Forum for more informal discussion
- Can prepare refined proposals for board consideration
- Potential for efficiency between full board meetings



Cons of Board Sub Committees

- Information imbalance among board members
- If fourth board member attends, it constitutes a quorum and triggers specific OML requirements
- Director attendance can be challenging during workday
- Director interest can create competition
- Work can drift into management
- Potential for duplication of board work
- Burden on staff



Current Committee Function

- **Standing:** Policy
- **Ad Hoc:**
Legislative Outreach and
Community Engagement
- **Committee of the Whole:**
Finance and Operations
- **Board Representative Groups:**
 - Association of Metropolitan School Districts (AMSD)
 - Community Education Advisory Council
 - MN State High School League (MSHSL)
 - Northeast Metro 916
 - Partnership Plan
 - Curriculum Advisory Committee



Board Discussion

- Do board members have a shared understanding of the authority and limits of committee work?
- How do committees help the board fulfill its governance role?
- Does the board want to revisit its overall approach to committee work, including whether to consolidate, separate, eliminate, or create committees?
- How should we measure whether committees are effective and adding value?



Recommendations for Consideration

- Maintain Policy work as a standing committee reporting to the board
- Continue Community Engagement and Legislative work as ad hoc:
 - Does the board want to keep this as one committee or two separate groups?
 - Is there community engagement work the board would like addressed?
- Eliminate Finance and Operations sub committee and continue current practice of bringing this work to the whole board for review and action
 - Create Community Finance Committee with a board representative.
- Expand Working Groups that have board representation to include PTA/PTO Leadership Group and Special Education Advisory Committee

The school board reserves the right to limit, create or abolish any standing or ad hoc committee as it deems appropriate.



Proposed Next Steps

- Refer Policy 213 to the Policy Committee for updates based on tonight's board discussion
- Bring the revised Policy 213 back to the full board for discussion, public comment, and approval
- Implement updates at the January organizational meeting following board approval



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Legislative Priorities Discussion

School Board
Nov. 6, 2025



DRAFT: Funding Priorities

- Repeal the contingent cut to Special Education cross-subsidy aid
- Increase Local Optional Revenue to \$947 per pupil and link to the formula
- Increase the Safe Schools Levy to \$100 per pupil
- Increase sparsity aid for transportation



DRAFT: Policy Priorities

- Allow locally elected school boards to renew an existing capital projects levy (tech levy) at the same rate
- Modernize the hours of instruction requirements to allow students to earn credit for learning whenever it occurs
- Allow students to be temporarily removed from class, without suspension, so staff can put plans in place to support their successful return and maintain a safe learning environment for everyone
- Replace the high school MCA with the ACT college entrance exam



Board Discussion