Business Meeting

Tuesday, September 22, 2026 5:30 PM
Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

I.	**Recognition**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
II.	**Public Comment**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
III.	**Call to Order**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
IV.	**Roll Call**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
V.	**Pledge of Allegiance**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
VI.	**Approval of Agenda**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
VII.	**Student Report**	**Speaker(s):** Ms. Avery Crickenberger and Ms. Katie Smith, Student Representatives
VIII.	**Superintendent Report**	**Speaker(s):** Dr. Mike Funk, Superintendent
IX.	**Board Chair Report**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
X.	**Consent Agenda**	
X.A.	School Board Meeting Minutes, August 25, 2026	
X.B.	School Board Meeting Minutes, September 8, 2026	
X.C.	Payment of Invoices, September 5 - 18, 2026	
X.D.	Policy 101 Legal Status of the School District - Annual Review	
X.E.	Policy 101.1 Name of the School District - Annual Review	
X.F.	Policy 208 Development, Adoption and Implementation of Policies - Technical Update	
X.G.	Policy 402 Disability Nondiscrimination Policy - Statutory Update	
X.H.	Policy 521 Student Disability Nondiscrimination - Statutory Update	
X.I.	Field Trip Approval for Stillwater Area High School Band and Orchestra	
X.J.	Human Resources Personnel Report	
XI.	**Strategic Direction A: Ensure the learning process is adaptable to meet individual student needs**	

XII. **Strategic Direction B: Foster a safe, welcoming and inclusive environment for all staff and students**	
XIII. **Strategic Direction C: Utilize systems and align resources in an efficient manner to support learning**	
XIII.A. Action: Adopt the Preliminary Proposed 2026 Payable 2027 Property Tax Levy	**Speaker(s):** Ms. Marie Schrul, Chief Financial Officer
XIII.B. Action: Set the Truth in Taxation Meeting for December 8, 2026, at 6:00 p.m. at Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082	**Speaker(s):** Ms. Marie Schrul, Chief Financial Officer
XIII.C. Report: First Reading of Policy 507.5 School Resource Officers	**Speaker(s):** Dr. Efe Agbamu, Assistant Superintendent
XIII.D. Report: First Reading of Policy 509 Enrollment of Nonresident Students	**Speaker(s):** Dr. Efe Agbamu, Assistant Superintendent
XIII.E. Report: First Reading of Policy 621 Literacy and the Read Act	**Speaker(s):** Dr. Efe Agbamu, Assistant Superintendent
XIII.F. Report: First Reading of Policy 709 Transportation	**Speaker(s):** Dr. Efe Agbamu, Assistant Superintendent
XIV. **Strategic Direction D: Develop strong partnerships with the communities we serve**	
XV. **Closed Session**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
XVI. **Adjournment**	**Speaker(s):** Ms. Alison Sherman, School Board Chair
XVII. **Attachments**	

Independent School District 834 – Stillwater Area Public Schools
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082
Business Meeting Tuesday,August 25, 2026 5:30 PM

I. Recognition: The board recognized Joe Bradshaw and his Oak-Land Middle School team, Joe Kunde and his Lake Elmo Elementary team and Moses Long and his Bayport Elementary team for their exceptional work preparing for the new school's openings and Oak-Land Middle School addition.
II. Public Comment: Nate Caswell - Bus changes for St. Croix Prep
III. Call to Order: The meeting was called to order at 5:44 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. Superintendent Report: Covered in section XII.C.
VIII. Board Chair Report: Nothing to report.
IX. Consent Agenda: A. School Board Meeting Minutes, July 28, 2026; B.School Board Meeting Minutes, August 10, 2026; C. Payment of Invoices, August 7-21, 2026; D. Acceptance of Tree Donation; E.Field Trip Request For the High School National FFA Convention in Indianapolis, IN; F. Human Resources Personnel Report. Motion by Hockert, second by Lauer, carried 7-0.
X. Strategic Direction A: Ensure the Learning Process is Adaptable to Meet Individual Student Needs. Nothing to report.
XI. Strategic Direction B: Foster a Safe, Welcoming and Inclusive Environment for all Staff and Students. Nothing to report.
XII. Strategic Direction C: Utilize Systems and Align Resources in an Efficient Manner to Support Learning.
    A. Motion by Sherman to approve the St. Croix Paraprofessional Association Master Contract, second by Lauer, carried 7-0.
    B. Motion by Sherman to approve Teacher Retirement Association Part-Time Teacher Program Approval, second by Grcevich, 7-0.
    C. Superintendent Funk presented a review of the district's focus for the 2026-27 school year.
    D. There have been no changes to Policy 610 - Activities and Programs Away from School Campus since its first reading on July 28.
    E. Motion by Sherman to approve Policy 610 - Activities and Programs Away from School Campus, second by Kelzenberg, carried 7-0.
    F. Policy 506 - Student Discipline and Code of Conduct was reviewed by the policy committee, staff and legal and will come to a future meeting for a second reading and approval.
XIII. Strategic Direction D: Develop Strong Partnerships with the Communities We Serve. Nothing to report.
XIV. Adjourn
    A. The meeting adjourned at 7:05 p.m.
    Respectfully submitted, Sarah Grcevich, School Board Clerk

Independent School District 834 – Stillwater Area Public Schools
Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082
Study Session, Tuesday, September 8, 2026 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, Pete Kelzenberg, Chris Lauer, Robert Parker, Andrew Thelander; Absent: Alison Sherman
III. Pledge of Allegiance
IV. Motion made by Hockert, to approve the agenda, second by Lauer, Carried 6-0.
V. Motion by Lauer to approve consent agenda: A.Payment of Invoices, August 22 - September 4, 2026, Gifts and Donations and Treasurer's Report May 226, second by Kelzenber Carried 6-0.
VI. Business Items - No items.
VII. Workshop Topic
    A. The board was presented with an overview of the first couple of weeks of the school year, including a look at the new elementary buildings and the remodel at Oak-Land Middle School. The presentation also covered the curriculum being implemented and the experience of the block schedule at the high school. In addition, the board reviewed the challenges created by budget reductions, rising costs, and state mandates.
    B. The board received an overview of the district levy, including the basics of a school levy, factors that influence the levy, and the district's levy timeline.
VIII. Adjourn
    A. The meeting adjourned at 7:46 p.m.

Respectfully submitted, Sarah Grcevich, Board Clerk

Stillwater AREA PUBLIC SCHOOLS

Annual Review: 09/22/2026

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Legal Status of School District	**101**	**Adopted: 11-16-2017 Reviewed: 03-19-2020 Reviewed: 10-24-2023**	**Three Years**

I. PURPOSE

A primary principle of this nation is that the public welfare demands an educated and informed citizenry. The power to provide for public education is a state function vested in the state legislature and delegated to local school districts. The purpose of this policy is to clarify the legal status of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district is a public corporation subject to the control of the legislature, limited only by constitutional restrictions. The school district has been created for educational purposes.

B. The legislature has authority to prescribe the school district's powers and privileges, its boundaries and territorial jurisdictions.

C. The school district has only the powers conferred on it by the legislature; however, the school board's authority to govern, manage, and control the school district, to carry out its duties and responsibilities, and to conduct the business of the school district includes implied powers in addition to any specific powers granted by the legislature.

III. RELATIONSHIP TO OTHER ENTITIES

A. The school district is a separate legal entity.

B. The school district is coordinated with and not subordinate to the county in which it is situated.

C. The school district is not subservient to municipalities within its territory.

IV. POWERS AND AUTHORITY OF THE SCHOOL DISTRICT

A. <u>Funds</u>

1. The school district, through its school board, has authority to raise funds for the operation and maintenance of its schools and authority to manage and expend such funds, subject to applicable law.

2. The school district has wide discretion over the expenditure of funds under its control for public purposes, subject to the limitations provided by law.

3. School district officials occupy a fiduciary position in the management and expenditure of funds entrusted to them.

B. Raising Funds

1. The school district shall, within the limitations specified by law, provide by levy of tax necessary funds for the conduct of schools, payment of indebtedness, and all proper expenses.

2. The school district may issue bonds in accordance with the provisions of Minnesota Statute Chapter 475, or other applicable law.

3. The school district has authority to accept gifts and donations for school purposes, subject to applicable law.

C. Property

1. The school district may acquire property for school purposes. It may sell, exchange, or otherwise dispose of property which is no longer needed for school purposes, subject to applicable law.

2. The school district shall manage its property in a manner consistent with the educational functions of the district.

3. The school district may permit the use of its facilities for community purposes which are not inconsistent with, nor disruptive of, its educational mission.

4. School district officials hold school property as trustees for the use and benefit of students, taxpayers, and the community.

D. Contracts

1. The school district is empowered to enter into contracts in the manner provided by law.

2. The school district has authority to enter into installment purchases and leases with an option to purchase, pursuant to Minnesota Statute section 465.71 or other applicable law.

3. The school district has authority to make contracts with other governmental agencies and units for the purchase, lease or other acquisition of equipment, supplies, materials, or other property, including real property.

4. The school district has authority to enter into employment contracts. As a public employer, the school district, through its designated representatives, shall meet and negotiate with public employees in an appropriate bargaining unit and enter into written collective bargaining agreements with such employees, subject to applicable law.

E. Textbooks, Educational Materials, and Studies

1. The school district, through its school board and administrators, has the authority to determine what textbooks, educational materials, and studies should be pursued.

2. The school district shall establish the school curriculum.

F. Actions and Suits

The school district has authority to sue and to be sued, subject to statutory limitations.

Legal References:
Minn. Const. art. 13, § 1
Minn. Stat. Ch. 123B (School Districts, Powers and Duties)
Minn. Stat. Ch. 179A (Public Employment Labor Relations)
Minn. Stat. § 465.035 (Public Corporation, Conveyance or Lease of Land)
Minn. Stat. §§ 465.71; 471.345; 471.6161; 471.6175; 471.64 (Rights, Powers, Duties; Municipalities)
Minnesota Association of Public Schools v. Hanson, 287 Minn. 415, 178 N.W.2d 846 (1970)
Independent School District No. 581 v. Mattheis, 275 Minn. 383, 147 N.W.2d 374 (1966)
Village of Blaine v. Independent School District No. 12, 272 Minn. 343, 138 N.W.2d 32 (1965)
Huffman v. School Board, 230 Minn. 289, 41 N.W.2d 455 (1950)
State v. Lakeside Land Co., 71 Minn. 283, 73 N.W.970 (1898)

Cross References:
MSBA/MASA Model Policy 201 (Legal Status of School Board)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 705 (Investments)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)
MSBA School Law Bulletin “F” (School District Contract and Bidding Procedures

Annual Review: 09/22/2026

Stillwater AREA PUBLIC SCHOOLS

SCHOOL DISTRICT

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Name of the School District	**101.1**	**Adopted: 11-16-2017 Reviewed: 03-19-2020 Reviewed: 10-24-2023**	**Three Year**

I. PURPOSE

The purpose of this policy is to clarify the name of the school district.

II. GENERAL STATEMENT OF POLICY

Pursuant to statute, the official name of the school district is Independent School District No. 834. However, the school district is often referred to by other informal names. In order to avoid confusion and to encourage consistency in school district letterheads, signage, publications and other materials, the school board intends to establish a uniform name for the school district.

III. UNIFORM NAME

A. The name of the school district shall be Stillwater Area Public Schools.

B. The name specified above may be used to refer to the school district and may be shown on school district letterheads, signage, publications and other materials.

C. In official communications and on school district ballots, the school district shall be referred to as Independent School District No. 834 – Stillwater Area Public Schools, but inadvertent failure to use the correct name shall not invalidate any legal proceeding or matter or affect the validity of any document.

Legal References: Minn. Stat. § 123A.55 (Classes, Number)

Stillwater AREA PUBLIC SCHOOLS

Consent Agenda:09/22/2026

SCHOOL BOARD

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Development, Adoption, and Implementation of Policies	**208**	**Adopted: 07/12/2018 Reviewed: 11/18/2021 Revised: 02/06/2024**	**Three Year**

I. PURPOSE

The purpose of this policy is to emphasize the importance of the policy-making role of the school board and provide the means for it to continue to be an ongoing effort.

II. GENERAL STATEMENT OF POLICY

Formal guidelines are necessary to ensure the school community that the school system responds to its mission and operates in an equitable, effective, efficient, and consistent manner. A set of written policy statements shall be maintained and modified as needed. Policies should define the desire and intent of the school board and should be in a form which is sufficiently explicit to guide administrative action.

III. DEVELOPMENT OF POLICY

A. The school board has jurisdiction to legislate policy for the school district. School board policy provides the general direction as to what the school board wishes to accomplish while delegating implementation of policy to the administration.

B. The school board's written policies provide guidelines and goals to the school community. The policies shall be the basis for the formulation of guidelines and directives by the administration. The school board shall determine the effectiveness of the policies by evaluating periodic reports from the administration.

C. Policies may be proposed by a school board member, employee, student or resident of the school district. Proposed policies or ideas shall be submitted to the superintendent and board chair for review prior to possible placement on the school board agenda.

IV. ADOPTION OF POLICY

A. The school board shall give notice of proposed policy changes or adoption of new policies by placing the item on the agenda of two school board meetings. The proposals shall be distributed and public comment will be allowed at both meetings prior to final school board action.

B. The final action taken to adopt the proposed policy shall be approved by a simple majority vote of the school board. The policy will be effective on the later of the date of passage or the date stated in the motion.

C. In the case of an emergency, a new or modified policy may be adopted by a majority vote of a quorum of the school board. A statement regarding the emergency and the need for immediate adoption of the policy shall be included in the minutes. The emergency policy shall expire within one year following the emergency action unless the policy adoption procedure stated above is followed and the policy is reaffirmed. The school board shall have discretion to determine what constitutes an emergency situation.

D. If a policy is revised with minor, technical changes that do not affect the substance of the policy, the school board directs school district staff to incorporate the technical revisions in the relevant policy.

If the policy is revised because of a legal change over which the school board has no control, the modified policy may be approved at one meeting at the discretion of the school board.

V. IMPLEMENTATION OF POLICY

A. The superintendent shall be responsible for implementing school board policies, other than the policies that cover how the school board will operate. The superintendent shall develop administrative guidelines and directives to provide greater specificity and consistency in the process of implementation. These guidelines and directives, including employee and student handbooks, shall be subject to annual review and approval by the school board.

B. Policies will be available on the school district website at www.stillwaterschools.org. Anyone requesting a paper copy of a policy may do so by contacting the district office.

C. The superintendent or employees designated by the superintendent shall be responsible for maintaining policies on the district's website.

D. The school board shall review policies at least once every three years. The superintendent shall be responsible for developing a system of periodic review, addressing approximately one third of the policies annually. In addition, the school board shall review the following policies annually:506 Student Discipline; 722 Public Data Requests;and 806 Crisis Management Policy.

E. When no school board policy exists to provide guidance on a matter, the superintendent is authorized to act appropriately under the circumstances keeping in mind the educational philosophy and financial condition of the school district. The superintendent shall advise the school board when he/she believes it is necessary to adopt a policy on a particular matter and present recommendations to the school board for approval.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09, Subd. 1 (School Board Powers)

Cross References: MSBA/MASA Model Policy 305 (Policy Implementation)

PERSONNEL

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Disability Nondiscrimination Policy	**402**	**Adopted: 12-12-2019 Reviewed: 05-23-2024 Reviewed: 04-23-2024**	**Three Years**

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

A. The School District shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.

B. The School District shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The School District shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.

C. The School District shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the School District.

D. Any job applicant or employee wishing to discuss the need for reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact the Superintendent Designee. This individual is the school district's appointed ADA Coordinator for Employment.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

The School District's appointed ADA/Section 504 Contact: The Superintendent's Designee

Legal References:

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 794 et seq. (Rehabilitation Act of 1973, § 504)
42 U.S.C., Ch. 126 § 12112 (Equal Opportunity for Individuals with Disabilities)
29 C.F.R. Part 32 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)
34 C.F.R. Part 104 (Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance)

Cross References:
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Consent Agenda: 09/22/2026

SCHOOL DISTRICT ADMINISTRATION

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Disability Nondiscrimination	**521**	**Adopted: 2/6/2020 Revised: 08-27-2024**	**Three Year**

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a Free Appropriate Public Education

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II. GENERAL STATEMENT OF POLICY

A. Students with disabilities who meet this criteria are protected from discrimination on the basis of a disability.

B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

C. For this policy, a learner who is protected under Section 504 is one who:

1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
2. has a record of such an impairment; or
3. is regarded as having such an impairment.
4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

E. Failure to engage in the process to determine if a reasonable accommodation exists

that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

Persons who have questions or comments should contact the Superintendent's Designee. This person is the school district's Americans with Disabilities Act/Section 504 coordinator.

Legal References:
Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 et seq. (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References:
MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Field Trip / Overnight Athletic Team Trip
Pre-Approval Form

PLEASE REVIEW FIELD TRIP PROCEDURES/REQUIREMENTS ON BACK OF FORM PRIOR TO SUBMITTING FOR APPROVAL.

Teacher/Coach/Advisor: Tark Katzenmeyer, Ryan Jensen **Cell Phone #:** (727) 776-1492

In conjunction with (team/class/organization): SAHS Band & Orchestra

Educational/Trip Purpose: Students will perform several concerts in New Orleans, LA

☒ Itinerary details must be attached See attached

Destination: New Orleans, LA

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

Departure from school Date: 3/23/27 **Return to school Date:** 3/27/27

Depart from school Time: 10 AM Arrival to destination Time: 4 PM

Departure from destination Time: 2 PM **Return to school Time:** 6 PM

Number of: Students/Team Members: (Attach List) See attached

Directors/Coaches: Katzenmeyer Jensen Names: Tark Katzenmeyer, Ryan Jensen

Chaperones*: 8 Names: TBD

* All chaperones must have a completed and approved criminal background check. (2)

Mode of Travel (see back for more info): Airline, Coach Bus in LA

Lodging Information (if overnight): TBD
(Hotel Name, Address, City, State) (Phone number)

☒ **Safety/Security Plans Reviewed** Online
(Date and manner in which information provided)

☒ **Discipline & Chemical Policy & Rules Reviewed** Online
(Date and manner in which information provided)

Estimated Cost $ 2350/Student
Transportation $_____
Housing $_____
Fees $_____
Supplies $_____
_____ (other) $_____

Total Cost $ STUDENT
Student Cost $ ACTIVITIES **District Cost $**_____
Funding Source (i.e. grant, prof. dev., etc.): _____

Teacher/Coach Signature: [signature] 08/25/27 (Date)

Department Chair/Athletic Director Approval: [signature] 08/25/27 (Date)

Building Administration Approval: [signature] [signature] 8/25/26 (Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY

District Administrative Approval: _____ (Date)

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Ament, Kim	Retirement 26 years	Nutrition Services Employee, 6.5 hours/day Stillwater Area High School	Nutrition Services	May 21, 2026
Anselmo, Rachel	Resignation	Administrative Asst.-Secondary Principal, 8.0 hours/day Stillwater Area High School	Technical Support	September 1, 2026
Hammerschmidt, Adam	Resignation	Nutrition Services Employee, 5.0 hours/day Stillwater Area High School	Nutrition Services	August 24, 2026
Howard, Megan	Resignation	Paraprofessional, 6.25 hours/day Stillwater Area High School	SCPA	May 22, 2026
Iten, Linda	Resignation	Paraprofessional, 6.50 hours/day Afton-Lakeland Elementary School	SCPA	September 9, 2026
Koehn, Jonathan	Resignation	Paraprofessional, 6.0 hours/day Stillwater Area High School	SCPA	August 27, 2026
Larsen, Amy	Resignation	Attendance Clerk, 8.0 hours/day Stillwater Area High School	Technical Support	September 26, 2026
Lindeman, Sandy	Termination	Custodian, 8 hours/day Lake Elmo Elementary	Custodial	May 26, 2026
Mazzali, Doreen	Resignation	Nutrition Services Employee, 4.0 hours/day Stillwater Area High School	Nutrition Services	May 22, 2026
Mohar, Renee	Retirement 25 years	Nutrition Services Manager, 7.5 hours/day Stonebridge Elementary	Nutrition Services	October 2, 2026
Murphy, Tristan	Probationary Release	Custodian, 8 hours/day District Wide	Custodian	June 23, 2026
Olson, Amanda	Resignation	Nutrition Services Employee, 5.75 hours/day Stillwater Middle School	Nutrition Services	May 26, 2026
Patraw, Jessica	Probationary Release	Nutrition Services Assistant Manager, 8.0 hours/day Lake Elmo Elementary	Nutrition Services	September 16, 2026
Pronina, Inna	Resignation	Custodian, 8 hours/day Central Service Building/Oak Park Learning Center	Custodial	May 29, 2026
Sandahl, Tara	Resignation	Human Resources Generalist Central Services Building	CSS	September 4, 2026
Seekon, Charlie	Resignation	Paraprofessional, 6.25 hours/day Lily Lake Elementary	SCPA	May 22, 2026
Solovitz, Nerissa	Resignation	Nutrition Services Employee, 5.5 hours/day Stillwater Middle School	Nutrition Services	May 22, 2026
Strom, Reba	Resignation	Paraprofessional, 6.0 hours/day Lake Elmo Elementary	SCPA	May 22, 2026
Stelmack, Rebecca	Resignation	Paraprofessional, 6.5 hours/day Stillwater Middle School	SCPA	May 22, 2026

HIRES/REHIRES

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Abelson, Jolene	ABE Teacher, 0.44 FTE Early Childhood Family Center	$36,867.14	2026-2027 Staffing	SCEA	September 8, 2026
Beebe, Sierra	School Aged Care Program Assistant, 3.0 hours/day Bayport Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	August 31, 2026
Beal, Dianitsha	School Aged Care Program Assistant, 2.5 hours/day Brookview Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	August 24, 2026
Cox, Cale	School Aged Care Program Assistant, 2.25 hours/day Bayport Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	September 10, 2026
Dowdall, Melissa	Nutrition Services Employee, 5.25 hours/day Oak-Land Middle School	$19.79 / hour	2026-2027 Staffing	Nutrition Services	September 14, 2026
Dugan, Emily	Nutrition Services Employee, 5.75 hours/day Mahtomedi High School	$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 31, 2026
Garas, Julianne	School Aged Care Program Assistant, 2.25 hours/day Rutherford Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	September 2, 2026
Gray, Carly	ECFE Program Assistant, 5.5 hours/day Brookview Elementary	$19.06 / hour	2026-2027 Staffing	Community Education	August 24, 2026
Gross, Sydney	Pony Express Asst. Stillwater Area High School	$2,124.00	2026-2027 Staffing	Co-Curriculars	August 31, 2026
Hubert, Tammy	Paraprofessional, 6.5 hours/day Oak-Land Middle School	$21.00 /hour	2026-2027 Staffing	SCPA	September 2, 2026
Jahn-Sulca, Gladys	School Aged Care Program Assistant, 3.25 hours/day Lake Elmo Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	September 2, 2026
Kocon, Jessica	Special Education Teacher, 1.0 FTE Oak-Land Middle School	$93,790.00	2026-2027 Staffing	SCEA	August 10, 2026
La Rocco, Jessica	Nutrition Services Employee, 4.75 hours/day	$19.79 / hour	2026-2027	Nutrition Services	September 14, 2026

	Oak-Land Middle School		Staffing		
Larson, Grace	School Aged Care Program Assistant, .40 hours/day Early Childhood Family Center	$19.06 / hour	2026-2027 Staffing	Community Ed	September 1, 2026
Link, Lillian	School Aged Care Aide, 5.5 hours/week Bayport Elementary	$16.29 /hour	2026-2027 Staffing	Community Ed	August 24, 2026
Lovaas-Simon, Caleb	School Aged Care Program Assistant, 3.0 hours/day Lake Elmo Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	September 8, 2026
Martin, Amy	Paraprofessional, 6.0 hours/day Stillwater Middle School	$21.15 / hour	2026-2027 Staffing	SCPA	September 22. 2026
Mendoza, Marvin	Temporary Paraprofessional, 4.0 hours/day Transition	$21.15 / hour	2026-2027 Staffing	SCPA	August 31, 2026 - January 1, 2027
Nelson, Steven	PAC Assistant, 8 hours/day Stillwater Area High School	$19.06 / hour	2026-2027 Staffing	Community Ed	October 5, 2026
Parayno, Charlene	Nutrition Services Employee, 3.0 hours/day Stillwater Area High School	$19.79 / hour	2026-2027 Staffing	Nutrition Services	August 31, 2026
Petrella, Damaris	Nutrition Services Employee, 5.75 hours/day Stillwater Area High School	$19.79 / hour	2026-2027 Staffing	Nutrition Services	September 8, 2026
Petrick, Nealy	Nutrition Services Employee, 5.75 hours/day Stonebridge Elementary	$19.43 / hour	2026-2027 Staffing	Nutrition Services	September 14, 2026
Scamehorn, Emelia	Grade 5 Teacher, 1.0 FTE Bayport Elementary	$62,861.00	2026-2027 Staffing	SCEA	August 10, 2026
Schmalz, Wendy	Preschool Teacher, .372 FTE Early Childhood Family Center	$41,235.08	2026-2027 Staffing	SCEA	August 10, 2026
Smith, Bridget	Global Studies Teacher, 1.0 FTE Oak-Land Middle School	$60,442.00	2026-2027 Staffing	SCEA	August 10, 2026
Starsky, Lindsey	ECFE Program Assistant, 2.2 hours/day Brookview Elementary	$19.06 / hour	2026-2027 Staffing	Community Ed	August 24, 2026
Vandenberg, Violet	School Aged Care Program Assistant, 2.75 hours/day Lily Lake Elementary	$16.29 / hour	2026-2027 Staffing	Community Ed	September 8, 2026
Walrath, Gabriela	Grade 3 Teacher, 1.0 FTE Rutherford Elementary	$60,442.00	2026-2027 Staffing	SCEA	August 10, 2026
Willingham, Lucy	School Aged Care Program Assistant, 2.75 hours/day Lily Lake Elementary	$16.29 / hour	2026-2027 Staffing	Community Ed	September 8, 2026
Winters, Katie	Special Education Teacher, 1.0 FTE Lake Elmo Elementary	$102,403.00	2026-2027 Staffing	SCEA	August 10, 2026

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Froehlich, Kelly	Approved	Health Care Specialist, 6.5 hours/day Stillwater Area Public Schools	Technical Support	August 10, 2026 - October 14, 2026
Haslach, Keri	Approved	Paraprofessional, 6.0 hours/day Lily Lake Elementary	SCPA	August 17, 2026 - November 9, 2026
Sperry, Skye	Approved	School Aged Care Program Assistant, 7.59 hours/day Stonebridge Elementary	Community Education	August 18, 2026 - October 12, 2026

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Alvarado, Violeta	Early Childhood Family Education Program Assistant, 3.81 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 2.4 hours/day Early Childhood Family Center	2026-2027 Staffing	Community Education	August 10, 2026
Banick, Steve	Physical Education Teacher, 1.0 FTE Brookview Elementary School	Physical Education Teacher, 1.0 FTE Brookview and Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Bertzyk-Otten, Christina	Early Childhood Family Education Program Assistant, 4.45 hours/day Stonebridge Elementary	Early Childhood Family Education Program Assistant, 5.10 hours/day Stonebridge Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Bensen, Stephanie	GATE Teacher, 1.0 FTE Stillwater Middle School	GATE Teacher, 1.0 FTE Bayport Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Boucher-Collins, Brenna	Early Childhood Family Education Program Assistant, 5.3 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 5.2 hours/day Early Childhood Family Center / Rutherford Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Boyd, Samantha	Math Teacher .80 FTE, GATE .20 FTE Stillwater Middle School	Math Teacher 1.0 FTE Stillwater Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Cardinal, Lauren	Early Childhood Family Education Program Assistant, 2.4 hours/day Bayport Elementary	Early Childhood Family Education Program Assistant, 3.8 hours/day Bayport Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Crawford, Joseph	Nutrition Services Assistant Manager, 7.0 hours/day Stillwater Area High School	Nutrition Services Assistant Manager, 8.0 hours/day Stillwater Area High School	2026-2027 Staffing	Nutrition Services	September 9, 2026
Davis, Kyle	2nd Grade Teacher, 1.0 FTE Rutherford Elementary School	5th Grade Teacher, 1.0 FTE Rutherford Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Delahunt, Hannah	Occupational Therapist, 1.0 FTE District Wide	Occupational Therapist, 1.0 FTE Lake Elmo Elementary School, Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Gillstrom, Mandy	Nutrition Services Employee, 4.0 hours/day	Nutrition Services Employee, 5.75 hours/day	2026-2027	Nutrition Services	August 17, 2026

	Stillwater Area High School	Stillwater Area High School	Staffing		
Heurh, Koung Pheng	Paraprofessional, 7.5 hours/day Brookview Elementary School	Special Education Teacher, 1.0 FTE Brookview Elementary School	2026-2027 Staffing	SCEA	August 18, 2026
Johnson, Kari	Early Childhood Family Education Program Assistant, 4.2 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 5.2 hours/day Early Childhood Family Center	2026-2027 Staffing	Community Education	August 10, 2026
Klatt, Vanessa	Early Childhood Family Education Program Assistant, 4.45 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 4.35 hours/day Early Childhood Family Center	2026-2027 Staffing	Community Education	August 10, 2026
Kirkpatrick, Donald	Special Education Teacher, 1.0 FTE Alternative Learning Center	Social Studies Teacher, 1.0 FTE Alternative Learning Center	2026-2027 Staffing	SCEA	August 10, 2026
Klein, Heather	GATE Teacher, 1.0 FTE Stillwater Middle School	GATE Teacher, 1.0 FTE Bayport Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Knutson, Anne	Physical Education Teacher/ DAPE, 1.0 FTE Oak-Land Middle School	Physical Education Teacher, 1.0 FTE Oak-Land Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Koepke, Betsy	School Psychologist, 1.0 FTE District Wide	School Psychologist, 1.0 FTE Bayport Elementary and Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Koller, Joseph	Custodian IV, 8 hours/day Oak-Land Middle School	Custodian III, 8 hours/day Central Service Building/Oak-Park	2026-2027 Staffing	Custodial	August 31, 2026
Labore, Beau	Social Studies Teacher, 1.0 FTE Stillwater Area High School	Social Studies Teacher .73 FTE, Personal Finance Teacher .27 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Lam, Sophany	Early Childhood Family Education Program Assistant, 6.45 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 6.65 hours/day Early Childhood Family Center/Brookview Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Lambert, Valerie	Special Education Teacher, 1.0 FTE Rutherford Elementary School	Special Education Teacher, 1.0 FTE Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Laming, Christine	Paraprofessional, 6.25 hours/day Lily Lake Elementary	Paraprofessional 6.5 hours/day Lily Lake Elementary	2026-2027 Staffing	Paraprofessional	August 17, 2026
LaMone, Jennifer	Early Childhood Family Education Program Assistant, 4.45 hours/day Afton-Lakeland Elementary School	Early Childhood Family Education Program Assistant, 4.35 hours/day Afton-Lakeland Elementary School	2026-2027 Staffing	Community Education	August 10, 2026
Lander, Heather	Paraprofessional, 6.25 hours/day Stillwater Area High School	Paraprofessional 6.5 hours/day Stillwater Area High School	2026-2027 Staffing	Paraprofessional	August 26, 2026
Langness, Nichole	Science Specialist, 1.0 FTE Lily Lake Elementary	Science Specialist, .80 FTE Lily Lake Elementary	2026-2027 Staffing	SCEA	August 10, 2026
Lauermann, Cecelia	Vocal Teacher, .35 FTE Bayport Elementary	Vocal Teacher, .40 FTE Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Lee, Eva	English Teacher, 1.0 FTE Alternative Learning Center	English Teacher, 1.0 FTE Oak-Land Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Lindsay, Dennis	Band Teacher, 1.0 FTE Afton-Lakeland, Brookview and Stillwater Area High School	Band Teacher, 1.03 FTE Afton-Lakeland, Brookview and Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Luby, Roberta	Special Education Teacher, 1.0 FTE Lily Lake Elementary	Special Education Teacher, 1.0 FTE Oak-Land Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Lynch, Naomi	Early Childhood Family Education Program Assistant, 5.65 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 5.6 hours/day Bayport Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Madline, Carrie	Paraprofessional, 6.0 hours/day Rutherford Elementary	Paraprofessional 6.33 hours/day Rutherford Elementary	2026-2027 Staffing	Paraprofessional	August 17, 2026
Magana, Nathalia	School Aged Care Program Assistant, 3.15 hours/day Brookview / Lake Elmo Elementary	School Aged Care Program Assistant, 2.4 hours/day Brookview Elementary	2026-2027 Staffing	Community Education	August 20, 2026
Malone, Nicole	Math Teacher .80 FTE, GATE .20 FTE Stillwater Middle School	Math Teacher 1.0 FTE Stillwater Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Manuilova, Hilary	Early Childhood Family Education Program Assistant, 5.79 hours/day Bayport Elementary	Early Childhood Family Education Program Assistant, 4.35 hours/day Bayport Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Martineau, Violeta	Early Childhood Family Education Program Assistant, 4.14 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 2.65 hours/day Early Childhood Family Center / Lake Elmo Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Mazzara, Rebecca	American Sign Language Teacher, 1.0 FTE Stillwater Area High School	American Sign Language Teacher .91 FTE, Seminar Teacher .09 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
McDonald, Erika	Physical Education Teacher, .70 FTE Stillwater Middle School	Physical Education Teacher, 1.06 FTE Stillwater Middle School and Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
McDonough, Alyssa	School Psychologist, 1.0 FTE Stillwater Area High School	School Psychologist, .80 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
McEvoy, Carson	School Psychologist, 1.0 FTE Stonebridge Elementary School, Alternative Learning Center	School Psychologist, 1.0 FTE Stonebridge Elementary	2026-2027 Staffing	SCEA	August 10, 2026
McGrath, Sara	Speech Language Pathologist, .80 FTE Lily Lake Elementary	Speech Language Pathologist, .80 FTE Lily Lake Elementary and Bayport Elementary	2026-2027 Staffing	SCEA	August 10, 2026
McGuire, Amy	Speech Language Pathologist, .80 FTE Brookview Elementary and Stillwater Middle School	Speech Language Pathologist, 1.0 FTE Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Merrill, Tyler	Paraprofessional, 6.0 hours/day Rutherford Elementary	Paraprofessional, 6.33 hours/day Rutherford Elementary	2026-2027 Staffing	Paraprofessional	August 17, 2026
Miller, Justin	Physical Education Teacher/ DAPE, 1.0 FTE Afton-Lakeland, Bayport Elementary	Physical Education, 1.0 FTE Afton-Lakeland, Lily Lake Elementary	2026-2027 Staffing	SCEA	August 10, 2026
Mock, Julie	Grade 2 Teacher, 1.0 FTE	Grade 2 Teacher, 1.0 FTE	2026-2027	SCEA	August 10, 2026

	Lake Elmo Elementary School	Brookview Elementary School	Staffing		
Molin, Kindra	English Teacher/ AVID, 1.0 FTE Stillwater Area High School	English Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Murphy, Mary	Early Childhood Family Education Program Assistant, 4.0 hours/day Afton-Lakeland Elementary School	Early Childhood Family Education Program Assistant, 3.6 hours/day Afton-Lakeland Elementary School	2026-2027 Staffing	Community Education	August 10, 2026
Musser, Kent	Orchestra Teacher, 1.0 FTE Bayport and Brookview Elementary, Stillwater Area High School	Orchestra and General Music Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Nakhla, Amany	Early Childhood Family Education Program Assistant, 4.0 hours/day Stonebridge Elementary	Early Childhood Family Education Program Assistant, 5.0 hours/day Stonebridge Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Neely, Megan	Speech Language Pathologist, 1.0 FTE Bayport Elementary and Stillwater Area High School	Speech Language Pathologist, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Nielsen, Carissa	Special Education Teacher, 1.0 FTE Bayport and Brookview Elementary, Stillwater Area High School	Orchestra and General Music Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Nygaard, Courtney	Spanish Teacher, .60 FTE Stillwater Middle School and Stillwater Area High School	Spanish Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Oman, Erika	Early Childhood Family Education Program Assistant, 4.45 hours/day Rutherford Elementary	Early Childhood Family Education Program Assistant, 3.6 hours/day Rutherford Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Ortmeier, Michelle	Global Studies Teacher, 1.0 FTE Alternative Learning Center	Global Studies Teacher, 1.0 FTE Stillwater Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Parayno, Charlene	Nutrition Services Employee, 3.0 hours/day Stillwater Area High School	Nutrition Services Employee, 4.0 hours/day Stillwater Area High School	2026-2027 Staffing	Nutrition Services	September 2, 2026
Parr, Jacqueline	ESL Teacher, 1.0 FTE Stillwater Middle School, Stillwater Area High School	ESL Teacher/ French Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Peterson, Tera	BARR Coordinator, 1.0 FTE Stillwater Area High School	Physical Education and Health Education Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Pilz, Tyler	Physics Teacher/ Physical Education Teacher, 1.0 FTE Alternative Learning Center	Science Teacher, 1.0 FTE Oak-Land Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Rangel, Tony	Vocal Teacher, 1.0 FTE Stillwater Middle School	Vocal Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Raymond, Lena	Early Childhood Family Education Program Assistant, 4.46 hours/day Bayport Elementary	Early Childhood Family Education Program Assistant, 4.35 hours/day Bayport Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Reichow, Maria	Science Specialist, 1.0 FTE Afton-Lakeland Elementary School	Dean of Students Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Rogers, Mindy	Early Childhood Family Education Program Assistant, 5.3 hours/day Afton-Lakeland Elementary School	Early Childhood Family Education Program Assistant, 5.05 hours/day Afton-Lakeland Elementary School	2026-2027 Staffing	Community Education	August 10, 2026
Rose, Sonja	Science Specialist, 1.0 FTE Stonebridge Elementary School	Science Specialist, 1.0 FTE Stonebridge, Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Schmitt, Christi	ESL Teacher, .40 FTE Bayport Elementary School	ESL Teacher, 1.0 FTE Bayport Elementary School, Oak-Land Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Schraut, Sherry	Early Childhood Family Education Program Assistant, 2.42 hours/day Early Childhood Family Center	Early Childhood Family Education Program Assistant, 2.4 hours/day Early Childhood Family Center	2026-2027 Staffing	Community Education	August 10, 2026
Sebo, Tom	Math Teacher, 1.0 FTE Stillwater Area High School	Math Teacher/ Computer Science, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Sekar, Monisha	Early Childhood Family Education Program Assistant, 5.3 hours/day Brookview Elementary	Early Childhood Family Education Program Assistant, 5.05 hours/day Brookview Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Shern, Alec	School Counselor, 1.0 FTE Stillwater Area High School	School Counselor, 1.0 FTE Stillwater Area High School, Alternative Learning Center	2026-2027 Staffing	SCEA	August 10, 2026
Shortreed, Sarah	Early Childhood Family Education Program Assistant, 5.3 hours/day Afton-Lakeland Elementary School	Early Childhood Family Education Program Assistant, 4.35 hours/day Afton-Lakeland Elementary School	2026-2027 Staffing	Community Education	August 10, 2026
Skyberg, Maren	Art Teacher, .80 FTE Oak-Land Middle School	Design and Make Teacher, 1.0 FTE Oak-Land Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Smith, Drew	English Teacher, 1.0 FTE Stillwater Area High School	English Teacher .73 FTE, Video Production Teacher .27 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Stanton, Stacey	Early Childhood Family Education Program Assistant, 5.3 hours/day Rutherford Elementary	Early Childhood Family Education Program Assistant, 5.1 hours/day Rutherford Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Stewart, Tyler	Nutrition Services Employee, 4.0 hours/day Stillwater Area High School	Nutrition Services Employee, 5.75 hours/day Stillwater Area High School	2026-2027 Staffing	Nutrition Services	August 12, 2026
Stokes, Claire	English Teacher, 1.0 FTE Stillwater Area High School	English Teacher .82 FTE, AVID .18 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
St. Ores, Lisa	Orchestra Teacher, 1.0 FTE Stillwater Middle School	Orchestra Teacher, 1.0 FTE Stillwater Middle School, Bayport Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Sutliff- Gross, Sabrina	Art Coordinator, 1.0 FTE Oak Park Learning Center	Art Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Swanson, Michele	Chemistry Teacher, .80 FTE Stillwater Area High School	Chemistry Teacher, .91 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Tep, Synath	Paraprofessional, 7.5 hours/day Early Childhood Family Center	Early Childhood Special Education Teacher, 1.0 FTE Early Childhood Family Center	2026-2027 Staffing	SCEA	August 20, 2026
Tiesling, Bridget	Speech Language Pathologist, 1.0 FTE	Speech Language Pathologist, .80 FTE	2026-2027	SCEA	August 10, 2026

	Lake Elmo Elementary School	Bayport and Brookview Elementary School	Staffing		
Valerius, Megan	English and Social Studies Teacher- Spanish Immersion, 1.0 FTE Oak-Land Middle School	Science Specialist, 1.0 FTE Brookview, Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Vandemmeltraadt, Sharon	Early Childhood Family Education Program Assistant, 5.3 hours/day Rutherford Elementary	Early Childhood Family Education Program Assistant, 5.0 hours/day Rutherford Elementary	2026-2027 Staffing	Community Education	August 10, 2026
Varichak, Nick	Phy Ed Teacher .40 FTE, DAPE .40 FTE, .20 GATE Stillwater Middle School	Phy Ed Teacher .60 FTE, DAPE .40 FTE Stillwater Middle School	2026-2027 Staffing	SCEA	August 10, 2026
Waseen, Sarah	Speech Language Pathologist, 1.0 FTE District Wide	Speech Language Pathologist, 1.0 FTE Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Webster, Catherine	Vocal Music Teacher, 1.0 FTE Brookview Elementary School	Vocal Music Teacher, 1.0 FTE Brookview and Lake Elmo Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Wegwerth, Jason	Physical Education Teacher, 1.0 FTE Bayport, Stonebridge Elementary School	Physical Education Teacher, 1.0 FTE Lily Lake, Stonebridge Elementary School	2026-2027 Staffing	SCEA	August 10, 2026
Weisbrod, Pamela	Administrative Assistant - Elementary Principal Bayport Elementary	Administrative Assistant - High School Principal Stillwater Area High School	2026-2027 Staffing	Technical Support	September 14, 2026
Yates, Abigail	Social Studies Teacher, 1.0 FTE Stillwater Area High School	Social Studies Teacher/ Personal Finance Teacher, 1.0 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Young, Bobbi	Early Childhood Special Education, 1.0 FTE Early Childhood Family Center, Lily Lake Elementary School	Early Childhood Special Education Teacher, 1.0 FTE Early Childhood Family Center	2026-2027 Staffing	SCEA	August 10, 2026
Zabadal, Rochelle	School Psychologist, .80 FTE Afton-Lakeland Elementary School, District Wide	School Psychologist, 1.0 FTE Afton-Lakeland, Lake Elmo Elementary School, District Wide	2026-2027 Staffing	SCEA	August 10, 2026
Zanon, Rylynn	Paraprofessional, 6.0 hours/day Rutherford Elementary	Paraprofessional, 6.25 hours/day Rutherford Elementary	2026-2027 Staffing	SCPA	August 31, 2026

ADDITIONAL ASSIGNMENTS

NAME	POSITION	REASON	GROUP	EFFECTIVE DATE
Bertzyk-Otten, Christina	School Aged Care Program Assistant, 1.2 Hours/day Stonebridge Elementary	2026-2027 Staffing	Community Education	August 20, 2026
Christian, Tammie	School Aged Care Program Assistant, 1.3 Hours/day Stonebridge Elementary	2026-2027 Staffing	Community Education	August 20, 2026
Gahr, Ing-Mari	English Teacher .09 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Hopper, Rebecca	Counselor, .167 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
King, Kristina	Counselor, .167 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
Lauseng, Holly	School Aged Care Program Assistant, 2.5 Hours/day Lake Elmo Elementary	2026-2027 Staffing	Community Education	September 14, 2026
Mullins, Kristina	Counselor, .167 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
Nahkla, Amany	Preschool Assistant, 6.75 hours/week Lily Lake Elementary and Bayport Elementary	2026-2027 Staffing	Community Education	August 31, 2026
O'Hara, Meghan	Preschool Assistant, 6.75 hours/week Lake Elementary	2026-2027 Staffing	Community Education	August 28, 2026
Peterson, Tera	Seminar Teacher, .09 FTE Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
Piras, Sydney	Counselor, .167 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
Ralston, Daniel	Counselor, .167 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
Saunders, Ben	Science Teacher, .09 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Steil, Rachel	Online Coordinator, .20 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026
Tayson, Heidi	Counselor, .167 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	September 2, 2026
Weiss, Michael	Social Studies Teacher .09 FTE Overage Stillwater Area High School	2026-2027 Staffing	SCEA	August 10, 2026

Expect More.

Preliminary Proposed 2026 Payable 2027 Property Tax Levy

Presented to the School Board
Marie Schrul
Chief Financial Officer
September 22, 2026

Purpose

- To provide an overview of the school district's Preliminary Proposed 2026 Payable 2027 Property Tax Levy

- To certify the Preliminary Proposed 2026 Payable 2027 Property Tax Levy by the 9/30 deadline

- Set the date for the December Truth in Taxation meeting

STILLWATER AREA PUBLIC SCHOOLS
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Levy Basics

- School levy authority is established in law
- School budgets are a combination of state, federal and local funding, including voter approved operating, bond & technology levies
- Unlike cities and counties, the 2026 Payable 2027 Levy for school districts is for the following school year (2027-2028)
- Levy revenue is approximately 29% of the district's general fund budget

STILLWATER AREA PUBLIC SCHOOLS
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Key Messages

- Preliminary levy certification is part of the overall levy process & due to the county auditor and the Minnesota Department of Education (MDE) by Sept. 30
- Based on calculations provided by MDE as of September 16, 2026
- Adjustments to the levy are still likely being made, which may change the total amount
- Certifying the “Maximum” allows for greater flexibility
- Levy can only move down after Oct. 1
- The School Board meeting to adopt the final 2026 Payable 2027 Property Tax Levy is on Dec. 22

STILLWATER AREA PUBLIC SCHOOLS
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General Fund Levies

	Certified 2025 Payable 2026			Proposed 2026 Payable 2027			Proposed Levy Change
General Fund	**RMV Amount**	**NTC Amount**	**Total**	**RMV Amount**	**NTC Amount**	**Total**	**Amount**
Operating Referendum - Voter Approved	$ 16,959,178.26	0.00	**$ 16,959,178.26**	$ 18,041,172.49	0.00	**$18,041,172.49**	$ 1,081,994.23
Prior Years Adjustments	137,561.57	0.00	**137,561.57**	(301,451.87)	0.00	**(301,451.87)**	(439,013.44)
Subtotal	17,096,739.83	0.00	17,096,739.83	17,739,720.62	0.00	17,739,720.62	642,980.79
Equity	782,046.07	0.00	**782,046.07**	718,214.68	0.00	**718,214.68**	(63,831.39)
Local Optional	6,394,099.81	0.00	**6,394,099.81**	6,575,244.61	0.00	**6,575,244.61**	181,144.80
Transition	27,342.04	0.00	**27,342.04**	28,110.15	0.00	**28,110.15**	768.11
1st Tier Board Approved Referendum	0.00	0.00	**0.00**	0.00	0.00	**0.00**	0.00
Prior Years Adjustments	81,920.63	0.00	**81,920.63**	(99,074.22)	0.00	**(99,074.22)**	(180,994.85)
Subtotal	7,285,408.55	0.00	7,285,408.55	7,222,495.22	0.00	7,222,495.22	(62,913.33)
Capital Projects Referendum/Tech Levy	0.00	7,087,369.63	**7,087,369.63**	0.00	7,441,125.25	**7,441,125.25**	353,755.62
Operating Capital	0.00	1,832,988.34	**1,832,988.34**	0.00	1,973,058.23	**1,973,058.23**	140,069.89
Alt Teacher Comp (QComp)	0.00	773,122.35	**773,122.35**	0.00	776,937.07	**776,937.07**	3,814.72
Achievement & Integration	0.00	384,482.07	**384,482.07**	0.00	390,461.06	**390,461.06**	5,978.99
Reemployment Insurance	0.00	92,000.00	**92,000.00**	0.00	90,000.00	**90,000.00**	(2,000.00)
Safe Schools	0.00	330,343.20	**330,343.20**	0.00	332,092.80	**332,092.80**	1,749.60
Safe Schools Intermediate	0.00	137,643.00	**137,643.00**	0.00	138,372.00	**138,372.00**	729.00
Career and Technical	0.00	385,308.34	**385,308.34**	0.00	339,675.46	**339,675.46**	(45,632.88)
Annual Other Post Employment Benefits	0.00	1,128,037.00	**1,128,037.00**	0.00	1,549,846.00	**1,549,846.00**	421,809.00
Long Term Facilities Maintenance	0.00	6,353,773.54	**6,353,773.54**	0.00	6,019,294.00	**6,019,294.00**	(334,479.54)
Building/Land Lease	0.00	2,068,806.00	**2,068,806.00**	0.00	1,972,145.00	**1,972,145.00**	(96,661.00)
Total Before Adjustments	**0.00**	13,486,503.84	13,486,503.84	**0.00**	13,581,881.62	13,581,881.62	95,377.78
Prior Years Adjustments	0.00	166,312.75	166,312.75	0.00	(2,152,162.35)	**(2,152,162.35)**	(2,318,475.10)
Subtotal	**0.00**	13,652,816.59	13,652,816.59	**0.00**	11,429,719.27	11,429,719.27	**(2,223,097.32)**
Total General Fund	$ 24,382,148.38	$ 20,740,186.22	$ 45,122,334.60	$ 24,962,215.84	$ 18,870,844.52	$43,833,060.36	**$ (1,289,274.24)**

RMV = Referendum Market Value
NTC = Net Tax Capacity

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Community Service Fund

Debt Service Fund

Total Levy - All Funds

Community Service Fund	Certified 2025 Payable 2026 RMV Amount	NTC Amount	Total	Proposed 2026 Payable 2027 RMV Amount	NTC Amount	Total	Proposed Levy Change Amount
Basic Community Education	0.00	$ 561,211.80	$ 561,211.80	0.00	$ 570,555.58	$ 570,555.58	$ 9,343.78
Early Child Family	0.00	289,480.05	289,480.05	0.00	356,472.19	356,472.19	66,992.14
Home Visiting	0.00	9,960.00	9,960.00	0.00	9,960.00	9,960.00	0.00
Adults w/ Disabilities	0.00	9,241.11	9,241.11	0.00	9,937.72	9,937.72	696.61
School Age Care	0.00	375,000.00	375,000.00	0.00	450,000.00	450,000.00	75,000.00
Prior Years Adjustments	0.00	77,581.16	77,581.16	0.00	27,964.42	27,964.42	(49,616.74)
Total Community Service Fund	**0.00**	**$ 1,322,474.12**	**$ 1,322,474.12**	**0.00**	**$ 1,424,889.91**	**$ 1,424,889.91**	**$ 102,415.79**

Debt Service Fund	Certified 2025 Payable 2026 RMV Amount	NTC Amount	Total	Proposed 2026 Payable 2027 RMV Amount	NTC Amount	Total	Proposed Levy Change Amount
Debt Service Voter-Approved	0.00	$ 15,889,336.00	$ 15,889,336.00	0.00	$ 19,351,658.00	$ 19,351,658.00	$ 3,462,322.00
Debt Service Voter-Approved	0.00	3,536,926.00	3,536,926.00	0.00	0.00	0.00	(3,536,926.00)
Debt Excess	0.00	(605,944.60)	(605,944.60)	0.00	(712,805.55)	(712,805.55)	(106,860.95)
Prior Years Adjustments	0.00	64,897.34	64,897.34	0.00	52,887.32	52,887.32	(12,010.02)
Subtotal	**0.00**	**18,885,214.74**	**18,885,214.74**	**0.00**	**18,691,739.77**	**18,691,739.77**	**(193,474.97)**
Debt Service Other	0.00	1,284,751.00	1,284,751.00	0.00	4,620,548.00	4,620,548.00	3,335,797.00
Debt Excess	0.00	(48,994.44)	(48,994.44)	0.00	(170,194.77)	(170,194.77)	(121,200.33)
Prior Years Adjustments	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Subtotal	**0.00**	**1,235,756.56**	**1,235,756.56**	**0.00**	**4,450,353.23**	**4,450,353.23**	**3,214,596.67**
Total Debt Service Fund	**0.00**	**$ 20,120,971.30**	**$ 20,120,971.30**	**0.00**	**$ 23,142,093.00**	**$ 23,142,093.00**	**$ 3,021,121.70**
Total - All Funds	**$ 24,382,148.38**	**$ 42,183,631.64**	**$ 66,565,780.02**	**$ 24,962,215.84**	**$ 43,437,827.43**	**$ 68,400,043.27**	**$ 1,834,263.25**
							2.76%

RMV = Referendum Market Value
NTC = Net Tax Capacity

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Estimated Annual Property Tax Impact

Ehlers Public Finance Advisors

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Levy Timeline

Date	Action
July – September	District submits levy information to MDE
September 8	MDE provides preliminary levy limit calculations to school districts
September 22	School Board meeting to certify the Preliminary Proposed 2026 Payable 2027 Property Tax Levy and to set the Truth in Taxation meeting date
September 30	Deadline for the district to provide the home county auditor with the preliminary proposed levy and the date of the truth in taxation meeting. The proposed levy and current school year budget will be discussed at the truth in taxation hearing.
mid November	The county mails out property tax statements that include estimated Payable 2027 property taxes and meeting date/time/location information for final levy and budget discussions
December 8	Proposed meeting date for the Truth in Taxation hearing, 6:00 p.m. (time certain)
December 22	School Board meeting to adopt the final 2026 Payable 2027 Property Tax Levy
December 28	School district deadline to certify final adopted levies to the home county auditor

Recommended Actions

- Certify a “Maximum” Proposed 2026 Payable 2027 Property Tax Levy
- Set the Truth in Taxation meeting for December 8, 2026 at 6:00 p.m. at Oak Park Learning Center, 6355 Osman Avenue North, Stillwater, MN 55082

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Questions

Stillwater Area Public Schools, ISD No. 834

September 16, 2026

Property Taxes - Actual for Payable 2026 and Estimates for Payable 2027

	Actual Taxes Payable in 2026	Preliminary Estimate of Taxes Payable in 2027	Estimated Change in Annual Taxes	Estimated % Change
Totals	**$66,565,780**	**$68,400,043**	**$1,834,263**	**2.76%**

Type of Property	Estimated Market Value	Estimated Annual School District Property Taxes			
Residential Homestead	$200,000	$675	$667	-$8	-1.2%
	300,000	1,065	1,053	-12	-1.1%
	400,000	1,456	1,439	-17	-1.2%
	500,000	1,846	1,825	-21	-1.1%
	550,000	2,063	2,040	-23	-1.1%
	600,000	2,276	2,251	-25	-1.1%
	700,000	2,703	2,673	-30	-1.1%
	800,000	3,129	3,095	-34	-1.1%
	900,000	3,556	3,517	-39	-1.1%
	1,000,000	3,982	3,939	-43	-1.1%
Commercial/ Industrial *	$250,000	$953	$943	-$10	-1.0%
	500,000	2,012	1,989	-23	-1.1%
	750,000	3,070	3,036	-34	-1.1%
	1,000,000	4,128	4,083	-45	-1.1%
	2,000,000	8,362	8,270	-92	-1.1%
Apartments	$500,000	$2,133	$2,110	-$23	-1.1%
	1,000,000	4,266	4,219	-47	-1.1%
	2,000,000	8,532	8,439	-93	-1.1%

Key Assumptions:

1. Preliminary Pay 2027 RMV is estimated to change by approximately 3.75% and NTC by 4.25% as compared to taxes payable 2026.
2. Assumes no change in the value of individual parcels of property from 2026 to 2027 taxes. If the value of a parcel changed, the change in taxes will be different than shown above.
3. Taxes payable in 2027 are based on latest estimates of proposed levy, as of the date above.

* For commercial-industrial property, the estimates above are for property in the City of Stillwater. The tax impact for commercial industrial property in other municipalities in the school district may be slightly different due to the varying impact of the Twin Cities Fiscal Disparities program.

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
School Resource Officers	507.5	Adopted: 06-25-2024	Three Years

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.

B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

A. A school resource officer's contractual duties with the school district shall include:

1. fostering a positive school climate through relationship building and open communication;
2. protecting students, staff, and visitors to the school grounds from criminal activity;
3. serving as a liaison from law enforcement to school officials;
4. providing advice on safety drills;
5. identifying vulnerabilities in school facilities and safety protocols;
6. educating and advising students and staff on law enforcement topics; and,

7. enforcement of criminal laws.

B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in paragraph IV.A.

C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.

D. Nothing in this Article limits any other duty or responsibility imposed on peace officers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students, staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

A. Except as provided for in paragraphs V.B., V.C., and V.D. below, a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.

B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.

C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six (6) months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.

D. An officer who is serving as a substitute school resource officer for fewer than 60 student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.

E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the

individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or

3. upon request, the officer states the required information or provides a card that includes the required information.

VII. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References:
Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123~~0~~B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

Resources:
MN House of Representatives: School Resource Officers (accessed 10/02/25)
MN Department of Public Safety: School Resource Officer Training (accessed 10/02/25)
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

Stillwater AREA PUBLIC SCHOOLS

First Reading: 09/22/2026

STUDENTS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Enrollment of Nonresident Students	**509**	Adopted: 02-10-2011 Renumbered: 03-11-2021 Revised: 07-11-2023 Revised: 09-10-2024	**Three Years**

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes, section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and

2. in considering the capacity of a grade level, the school district may limit the enrollment of nonresident students in its schools or programs to a number not less than the lesser of:

   a. one (1) percent of the total enrollment at each grade level in the school district; or

   b. the number of school district resident students at that grade level enrolled in a nonresident school district according to Minnesota Statutes, section 124D.03.

3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. If the school district limits enrollment of nonresident students pursuant to Paragraph A, the school shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.

C. The parent of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents must demonstrate enrollment in a community preschool or childcare setting in a nonresident district.

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application

In addition to the provisions above, the school district may refuse to allow a pupil who is expelled under Minnesota Statutes, section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault as described in Minnesota Statutes, section 609.223, subdivision 1.

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. the student's previous academic achievement;
2. the student's athletic or extracurricular ability;
3. the student's disabling conditions;
4. a student's proficiency in the English language;
5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in this policy.

C. Application

The parent or guardian must complete and submit the "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education (or the

Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by MDE and available on its website. The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 142D.08, to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3 to enroll in kindergarten. A school district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 142D.08 or to remain enrolled in the school district when the student enters kindergarten Without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the school district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries

1. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

    a. the student's resident district does not operate a school building;

    b. the municipality is located partially or fully within the boundaries of at least five school districts;

    c. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and

    d. no other nonresident, independent, special, or common school district operates a school building within the municipality.

2. The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to
believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a

recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes, section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, , the student has been provided appropriate services for truancy under Minnesota Statutes, chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.

The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and if the school district reasonably believes that a student does not otherwise meet the residency requirements of the school district in which the student is attending school, the student may be removed from school only after the school district sends the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and an opportunity to provide documentary evidence, in person to the superintendent or the superintendent's designee , or, at the option of the parents, by sending the documentary evidence to the superintendent, or a designee who will make a final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in

foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References:
Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 125A.13 (School of Parents' Choice)Minn. Stat. § 142D.08 (Voluntary Prekindergarten Program for Eligible Four-Year-Old Children)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Stat. § 260C.163, Subd. 11 (Hearing)
Minn. Stat. § 609.223, Subd. 1 (Assault in the Third Degree)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References:
MSBA/MASA Model Policy 506 (Student Discipline) MSBA/MASA Model Policy 517 (Student Recruiting)

Resources:
Minnesota Department of Education: Open Enrollment (accessed 03/18/26)

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Literacy and the Read Act	621	Adopted: 10-10-2023	Three Year

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.

B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.

C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.

D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy.

E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.

F. "Multitiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.

G. "Oral language," also called "expressive language" and “receptive language,” includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.

H. “Parent” means a student’s parent or legal guardian.

I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.

J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.

K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.

L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during

which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.

M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

N. "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.

O. "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

A. The school district must administer an approved evidence-based reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.
A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by MDE.

B. The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.

C. Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level timely information about:

1. the student's reading proficiency as measured by a screener approved by MDE;

2. reading-related services currently being provided to the student and the student's progress; and

3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.

D. For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V. below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national research on reading proficiency for students in dual language immersion programs in the parent notification.

E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills.

B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.

C. For students enrolled in dual language immersion programs:

1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under Paragraph A above;

2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;

3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;

4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and

5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.

D. Students in grades 4 and above, including multilingual learners and students receiving special education services, who do not demonstrate mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language, must be screened using a screening tool approved by MDE for characteristics of dyslexia and must continue to receive evidence-based instruction, interventions, and progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner by June 15 in the form and manner determined by the MDE Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

G. The school district must include in its literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of

dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for dyslexia;

2. the number of students universally screened for that reporting year;

3. the number of students demonstrating characteristics of dyslexia for that year; and

4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

A. For each student identified under the screening identification process, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.

B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.11189, for a student not reading at grade level.

C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Starting July 1, 2023, if the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota Statutes, section 120B.111.

D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide reading intervention until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.

E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading

instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.

F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner of MDE by June 15 each year. The plan must be consistent with the Read Act, and include the following:

1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;

2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;

4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;

5. identification of staff development needs, including a plan to meet those needs;

6. the curricula used by school site and grade level; and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;

7. a statement of whether the school district has adopted a MTSS framework;

8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:

    a) students in kindergarten through grade 3;

    b) students who demonstrate characteristics of dyslexia; and

    c) students in grades 4 to 12 who are identified as not reading at grade level;

9. the number of teachers and other staff that have completed training approved by the department.

10. the number of teachers and other staff proposed for training in structured literacy;

11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;

12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98;

13. beginning on December 31, 2025, for a district with a dual language immersion program:

    a) the program's partner language;

    b) grade levels included in the program;

    c) the language used to screen students' foundational reading skills;

    d) the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

e) the number of students in the program in grades 4 to 12 who are identified as not reading at grade level, and

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.

C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

1. reading intervention teachers working with students in kindergarten through grade 12;

2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;

3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;

4. curriculum directors;

5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;

6. employees who select literacy instructional materials for a district~~.~~; and

7. teachers holding English as a second language teaching licenses.

B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers

1. teachers who provide foundational reading instruction to students in grades 4 to 12;

2. teachers who provide instruction to students in a state-approved alternative program; and

3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.

D. Training provided by the following may satisfy the professional development requirements under this Article:

1. a certified trained facilitator; or

2. a training program that MDE has determined meets the professional development requirements under the Read Act.

E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.

F. For the 2024-2025, 2025-2026 and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.

G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).

H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with subdivision 1, paragraph (b). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.

B. The school district shall use the data under Article V. above to identify the staff development needs so that:

1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;

2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;

3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;

4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including oral academic language development, and build academic literacy; and

5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.

C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY INCENTIVE AID USES

The school district must use its literacy incentive aid to meet the requirements and goals adopted in the school district's local literacy plan.

References:
Minn. Stat. § 120B.1118 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. §124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
Minn. Stat. § 363A.43 (Continuing Education; Accessibility)

Cross References: None

Stillwater AREA PUBLIC SCHOOLS

First Reading: 09/22/2026

Non-Instructional Operations

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Transportation Safety Policy	**709**	Adopted: 01-17-1972 Reviewed: 05-11-2018 Renumbered: 03-11-2021 Revised: 07-11-2023	**3 Year**

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week
The school district may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:

   a) transportation by school bus is a privilege, not a right;

   b) school district policies for student conduct and school bus safety;

   c) appropriate conduct while on the bus;

   d) the danger zones surrounding a school bus;

   e) procedures for safely boarding and leaving a school bus;

   f) procedures for safe vehicle lane crossing; and

   g) school bus evacuation and other emergency procedures.

2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10

who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.

4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minnesota Statutes section 169.446, subdivision 2.

5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.

6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.

7. The school district may provide kindergarten students with school bus safety training before the first day of school.

8. The school district shall adopt and make available for public review a curriculum for transportation safety education.

9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required

a) The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.

b) The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

(1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

2. Instruction

a) The school district may provide active transportation safety training through distance learning.

b) The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

a) Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.

b) Respect the property of others while waiting at your bus stop.

c) Keep your arms, legs, and belongings to yourself.

d) Use appropriate language.

e) Stay away from the street, road, or highway when waiting for the bus.

f) Wait until the bus stops before approaching the bus.

g) After getting off the bus, move away from the bus.

h) If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.

i) No fighting, harassment, intimidation, or horseplay.

j) No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

a) Immediately follow the directions of the driver.

b) Sit in your seat facing forward.

c) Talk quietly and use appropriate language.

d) Keep all parts of your body inside the bus.

e) Keep your arms, legs, and belongings to yourself.

f) No fighting, harassment, intimidation, or horseplay.

g) Do not throw any object.

h) No eating, drinking, or use of alcohol, tobacco, or drugs.

i) Do not bring any weapons or dangerous objects on the school bus.

j) Do not damage the school bus.

4. Consequences

a) Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (Pre-K-5)
1st offense – warning
2nd offense – 3 school-day suspension from riding the bus
3rd offense – 5 school-day suspension from riding the bus
4th offense – 10 school-day suspension from riding the bus/meeting with parent
Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (6-12)
1st offense – warning
2nd offense – 5 school-day suspension from riding the bus
3rd offense – 10 school-day suspension from riding the bus
4th offense – 20 school-day suspension from riding the bus/meeting with parent
5th offense – suspended from riding the bus for the remainder of the school year

(3) Other Discipline
Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records
Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage
Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice
School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct
In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family.

Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety
Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;

2. Support safe riding and walking practices, and recognize that students are responsible for their actions;

3. Communicate safety concerns to their school administrators;

4. Monitor bus stops, if possible;

5. Have their children to the bus stop 5 minutes before the bus arrives;

6. Have their children properly dressed for the weather; and

7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Paragraphs VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Paragraphs VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:

1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;

3. improper or erratic traffic lane changes;

4. following the vehicle ahead too closely;

5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;

6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession;

7. driving a commercial vehicle without the proper class of commercial driver's license and/or endorsements for the specific vehicle group being operated or for the passengers or type of cargo being transported;

8. a violation of a state or local law prohibiting texting while driving a commercial vehicle; and

9. a violation of a state or local law prohibiting the use of a hand-held mobile telephone while driving a commercial vehicle.

D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.

E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

F. A person who operates a type III vehicle and who sustains a conviction as described in Subparagraph VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Minnesota Model School Bus Driver Training Program.

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Subparagraph VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;

2. Understand student behavior, including issues relating to students with disabilities;

3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;

4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and

6. Safely load and unload students.

The evaluation must include completion of an individual "school bus driver evaluation form" (road test evaluation) as contained in the Minnesota Model School Bus Driver Training Program.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Model School Bus Driver Training Program.

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported

in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.

3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.

4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic.
   For purposes of this paragraph, "school bus" has the meaning given in Minnesota Statutes section 169.011, subdivision 71.

   "School bus" means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the vehicle for purposes specified in clause (1) to employees of the school, school district, or a person under agreement with the school or school district.

   A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes, section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.011, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

   In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service

on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.

2. Type III vehicles must be painted a color other than national school bus yellow.

3. Type III vehicles shall be state inspected in accordance with legal requirements.

4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.

5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.

6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.

7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.

8. Type III vehicles must be equipped with mirrors as required by law.

9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.

10. Any type III vehicle used to transport students must carry emergency equipment including:

    a) Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

    b) Body fluids cleanup kit.
    A body fluids cleanup kit is required. The kit must be contained in a removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate the kit's identity.

    c) <u>First Aid Kit</u>

A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

d) Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

a) The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.

b) The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

(1) safe operation of a type III vehicle;

(2) understanding student behavior, including issues relating to students with disabilities;

(3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;

(4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;

(5) handling emergency situations;

(6) proper use of seat belts and child safety restraints;

(7) performance of pretrip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

(a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;

(b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;

(c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;

(d) placing the type III vehicle in "park" during loading and unloading;

(e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with Paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c) A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statutes section 122A.18, subdivision 8, or Minnesota Statutes section 123B.03 for school district employees; Minnesota Statutes section 144.057 or Minnesota Statutes chapter 245C for day care employees; or Minnesota Statutes section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

d) Operators shall submit to a physical examination as required by Minnesota Statutes section 171.321, subdivision 2.

e) The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statutes section 181.951, subdivisions 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

f) The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statutes section 171.321, subdivision 5.

g) A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of violating Minnesota Statutes sections 169A.25, 169A.26, 169A.27 (driving while impaired offenses), or 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statutes sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.

h) A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statutes section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.

i) A person who sustains a conviction, as defined under Minnesota Statutes section 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.

j) Students riding the type III vehicle must have training required under Minnesota Statutes section 123B.90, subdivision 2 (See paragraph II.B., above).

k) Documentation of meeting the requirements listed in this section must be maintained under a separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statutes section 169.451.

3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I "Activity" Buses Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class D driver's license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:

   a) The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.

   b) The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.

   c) The operator is prohibited from using the 8-light system if the vehicle is so equipped.

   d) The operator has submitted to a background check and physical examination as required by Minnesota Statutes section 171.321, subdivision 2.

   e) The operator has a valid driver's license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statutes section 171.02, subdivisions 2a(h) - 2a(j).

   f) The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration's "Guideline for the Safe Transportation of Pre-school Age Children in School Buses," if child safety restraints are used by passengers, in addition to the training required in Section VI., above.

   g) The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.

3. A school bus operated under this section must bear a current certificate of inspection.

4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.

B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of their a disability shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.

D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their disability. The information shall state:

1. the student's name and address;

2. the nature of the student's disabilities;

3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.

B. All school vehicles shall be state inspected in accordance with legal requirements.

C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.

D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SUPVISOR

The school board has designated an individual to serve as the school district's school

transportation supervisor. The school transportation supervisor shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation supervisor will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minnesota Statutes section 171.321, subdivision 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation supervisor also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation supervisor are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation supervisor.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The district may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The district shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school district staff, and representatives from other units of local government.

Legal References:
Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instruction or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Safety of School Children; Training and Education Rules)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notice of Violation by Commercial Driver)

Minn. Stat. § 171.169 (Notice of Commercial License Suspension)
Minn. Stat. § 171.321 (Qualifications of School Bus and Type III Vehicle Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. §181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minnesota Rules 1993, part 3520.5120
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. Part 383 (Commercial Driver's License Standards; Requirements and Penalties)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. § 383.51 (Disqualification of Drivers)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)

Cross References:
MSBA/MASA Model Policy 416 (Drug, ~~and~~ Alcohol and Cannabis Testing)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 707 (Transportation of Public Students)
MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Resources: Minnesota Department of Public Safety: School Bus Resources (accessed 10/12/25)
National Highway Traffic Safety Administration: Guideline for the Safe Transportation of Pre-school Age Children in School Buses (Feb. 1999) (accessed 10/12/25)

Stillwater School Board
Policy Meeting Notes
July 22, 2026

Present: Sarah Grcevich, Pete Kelzenberg, Alison Sherman, Mike Funk, Kris Carlston, Caitlyn Willis, Rob Bach Josh Krebs, Gina Doe, Derek Berg, Joan Hurley

Agenda

- Reviewed the following policies for the July 28, 2026 board meeting
    - Consent Agenda
        - Policy 101 - Legal Status of the School District
        - Policy 101.1 - Name of the School District
        - 208 Development, Adoption and Implementation of Policies
        - 402 Disability Nondiscrimination Policy
        - 521 Student Disability Nondiscrimination
        -
    - First Reading
        - Policy 423 Employee-Student Relationships
        - 507.5 - School Resource Officers
        - 509 Enrollment of Nonresident Students
        - 621 - Literacy and the Read Act
        - 709 - Transportation
    - Statutory Correction - Updated on Website
        - 624 - Online Learning
    - Further Review
        - Policy 506 Student Discipline and Code of Conduct
        - Policy 102 Equal Educational Opportunity - including policies
        - Policy 503 - Student Attendance
        - Policy 613 Graduation Requirements
        - Policy 625 - Responsible Use of Artificial Intelligence
        - Policy 721 - Uniform Grant Guidance Policy Regarding Federal Revenue Sources

What's next:

- Policy Committee Meeting scheduled for October 15

NORTHEAST METRO Intermediate School District | 916

partners in education

TO: Northeast Metro 916 Board of Education
FROM: Val Rae Boe
DATE: September 4, 2026
RE: September 2 Board of Education Meeting Talking Points

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

Members absent: Striker-282.

School Board Policies:

- **First Reading:** The School Board was presented with a first reading of the following policies:
  - Policy 701.2: Procuring Materials, Products, and Services (Discontinuation of Policy)
  - Policy 721: Procurement Policy

- **Adopt Proposed Policy Modifications:** The School Board approved policies:
  - Policy 524.1: Social Media Policy
  - Policy 806: Crisis Management

Approvals:

- **Superintendent Evaluation:** The School Board approved Superintendent Boe's evaluation for the 2025-26 school year.
- **Contract between Northeast Metro 916 and ISD 832:** The School Board approved the agreement with Mahtomedi Schools to serve as the ALC and provide credit recovery at 916 Mahtomedi Academy.