



**Independent School District 834**  
**Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082**  
**School Board Special Meeting Agenda – November 18, 2021 6:00 p.m.**

**2nd REVISION**

- I. **Call to Order**
- II. **Roll Call**
- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of Agenda**
- VI. **Oath of Office**
- VII. **Introductory Item**
  - A. Student Report
  - B. Recognition – Stillwater Girls Varsity Soccer Team
- VIII. **Superintendent Report**
- IX. **Board Chair Report**
- X. **Consent Agenda**
  - A. Minutes of November 4, 2021 Business Meeting
  - B. Minutes of November 9, 2021 Special Meeting
  - C. Disbursement Register – November 6, 2021 - November 19, 2021
  - D. Treasurer's Report – June, July, August and September 2021
  - E. Symphonic Orchestra Field Trip - Chicago, Illinois
  - F. Concert Orchestra Field Trip - Nashville, Tennessee
  - G. Bells Chamber Choir Field Trip - Kansas City, Missouri
  - H. Annual Review Policy 208 - Development, Adoption, and Implementation of Policies
  - I. Identify Official with Authority for MDE
  - J. Human Resources Personnel Report
- XI. **Action Items**
  - A. Property Purchase Agreement – Superintendent Malinda Lansfeldt
- XII. **Reports**
  - A. Attendance Boundary Final Recommendations 2022-2023 - Mr. Mark Drommerhausen
  - B. Course Change Proposals - Dr. Caleb Drexler Booth
  - C. COVID 19 Mitigation Update - Dr. Jennifer Cherry
  - D. First Reading Policy 514 - Bullying Prohibition - Dr. Jennifer Cherry
  - E. First Reading Policy 722 Data Request - Dr. Jennifer Cherry
  - F. First Reading Policy 201.2 - Board Guiding Principles - Dr. Jennifer Cherry
- XIII. **Open Forum**

Fifteen speakers will be allotted three minutes each to speak
- XIV. **Adjournment**
  - A. Adjourn

Attachment:

- Policy Committee Notes
- Director Report – Katie Hockert

**Agenda Item I.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Call to Order  
Meeting Date: November 18, 2021

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*Background:*

The School Board Chair will call the meeting to order.

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*Recommendation:*

Board action is not required.

Agenda Item: Roll Call  
Meeting Date: November 18, 2021

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*Background:*

The School Board Chair will ask the secretary to take the roll. A quorum must be established in order for the meeting to proceed.

**Board Members**

Beverly Petrie, Chair

Alison Sherman, Vice Chair

Annie Porbeni, Clerk

Katie Hockert, Director

Pete Kelzenberg, Director

Tina Riehle, Director

Vivian Votava, Director

Malinda Lansfeldt, Interim Superintendent, Ex-Officio

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**Recommendation:**

Board action is not required.

**Agenda Item III.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Pledge of Allegiance  
Meeting Date: November 18, 2021

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*Background:*

The Pledge of Allegiance will be recited prior to the approval of the meeting agenda.

I pledge Allegiance to the flag  
of the United States of America  
and to the Republic for which it stands,  
one nation under God, indivisible,  
with Liberty and Justice for all.

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*Recommendation:*

Board action is not required.

**Agenda Item IV.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: District Mission and School Board Goals  
Meeting Date: November 18, 2021

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*Background:*

*A School Board member will read the District Mission statement.*

The mission of Stillwater Area Public Schools, in partnership with students, family and community, is to develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

*A School Board member will read the School Board Goals (adopted June 2019)*

In partnership with community, parents, and students, the School Board of Stillwater Area Public Schools ensures excellence in education by:

Increasing student achievement for ALL students.

Securing long-term financial stability of the district.

Increasing community trust and engagement.

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*Recommendation:*

Board action is not required.

**Agenda Item V.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Approval of the Agenda  
Meeting Date: November 18, 2021

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*Background:*

Once quorum has been established the School Board Chair will request approval of the meeting agenda.

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*Recommendation:*

A motion and a second to approve the meeting agenda will be requested.

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_



### **SCHOOL BOARD MEMBER OATH OF OFFICE**

It is an honor that you were selected to guide the education of our community's children. As you recite the oath of office, you assume a tremendous responsibility as a director of our school district with the duties empowered by the Minnesota Legislature. This power puts you and the other members of our school board in the position of being both morally and legally responsible for equitable, quality education of every student in the district.

In carrying out this responsibility, you will be asked to fulfill the roles of vision, structure, accountability, and advocacy. In providing vision, the board, with extensive participation of the community, envisions the community's educational future and then formulates the goals, defines the outcomes and sets the course for the public schools.

To achieve the vision, the board establishes a structure and creates an environment designed to ensure all students the opportunity to attain their maximum potential through a sound organizational framework.

Because as a board we must be accountable to the community, we must ensure a continuous assessment of student achievement and all conditions affecting the education of our children.

As board members, we serve as education's key advocate on behalf of students and our community schools to advance the vision for our schools.

Furthermore, we must strive to work together with the superintendent and staff to lead the district toward fulfilling the vision we have created, fostering excellence for every student in the areas of academic skills and knowledge, citizenship and personal development.

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Having signed the acceptance of office and oath of office, I hereby publicly affirm my commitment to the oath of office:

I affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 834 to the best of my judgment and ability.

**Agenda Item VII.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Introductory Items  
Meeting Date: November 18, 2021  
Student Report and District Recognition

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*Background:*

A. The Student Board Members will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed and the meeting date. Topics generally include announcement of academics, activities, arts and athletics. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

B. An individual, team, or program will be recognized for their excellence.

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*Recommendation:*

Board action is not required.



**Agenda Item VIII.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Superintendent Report  
Meeting Date: November 18, 2021

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*Background:*

Each meeting the Superintendent will provide an update on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, communications items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

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*Recommendation:*

Board action is not required.

**Agenda Item IX.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Board Chair Report  
Meeting Date: November 18, 2021

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*Background:*

Each meeting the Board Chair board will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities

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*Recommendation:*

Board action is not required.



Agenda Item: Consent Agenda  
Meeting Date: November 18, 2021  
Contact Person: Varies by item

**Agenda Item X. A.B.C.D.E.F.G.H.I.J.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

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**Background:**

The consent agenda is a meeting practice which packages routine reports, Board meeting minutes, and other non-controversial items not requiring discussion or independent action as one agenda item. The Board will approve this 'package' of items together in one motion.

**A. School Board Business Meeting Minutes November 4, 2021**

Contact Person: Dr. Annie Porbeni, Clerk or Joan Hurley, Secretary

A copy of the minutes is included for your review.

**B. School Board Special Meeting Minutes November 9, 2021**

Contact Person: Dr. Annie Porbeni, Clerk or Joan Hurley, Secretary

A copy of the minutes is included for your review.

**C. Disbursement Register – October 9, 2021 – October 20, 2021**

Contact Person: Dr. John Thein, Director, Finance

A copy of the register has been distributed to board members.

**D. Treasurer's Report – June, July, August and September 2021**

Contact Person: Dr. John Thein, Director, Finance

A copy of the register has been distributed to board members.

**E. Symphonic Orchestra Field Trip to Chicago, Illinois**

Contact Person: Ryan Jensen and Kent Muser, Orchestra Teachers

A copy of the Field Trip Pre-Approval Form is included for your review.

**F. Concert Orchestra Field Trip to Nashville, Tennessee**

Contact Person: Ryan Jensen, Orchestra Teachers

A copy of the Field Trip Pre-Approval Form is included for your review.

**G. Bells Chamber Choir Field Trip to Kansas City**

Contact Person: Katelyn Larson, Choir Teacher

A copy of the Field Trip Pre-Approval Form is included for your review.

**H. Annual Policy Review 208 – Development, Adoption & Implementation of Policies – Dr. Jennifer Cherry**

Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

A copy of the policy is included for your review.

**I. Identify Official with Authority for MDE**

Designate Identified Official with Authority for MDE Access Recertification System.

**J. Human Resources Personnel Report**

Contact Person: Ms. Cindy Gustafson, Director, Human Resources

A summary of personnel transactions for the month is included for your review.

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**Recommendation:**

***BE IT RESOLVED** by the School Board of Independent School District 834 – Stillwater Area Public Schools that Consent Agenda Items A through J be approved as written, and a copy of the agenda items is attached to the minutes.*

**Motion by:** \_\_\_\_\_ **Seconded by:** \_\_\_\_\_ **Vote:** \_\_\_\_\_

Independent School District No. 834 – Stillwater Area Public Schools  
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082  
November 4, 2021 – 6:00 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 6:09 p.m.
- II. **Roll Call:** Present: Beverly Petrie, chair, Alison Sherman, vice-chair, Katie Hockert, director, Chris Kunze, director, Tina Riehle, director
- Not Present: Annie Porbeni, clerk,
- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of the Agenda**

*Motion to approve the agenda by: Member Sherman, second by: Member Kunze; Vote: 5 ayes, 0 nays; Motion carried unanimously.*

VI. **Introductory Item**

A. Student Report

Amelia provided a report on academics -

- Early college admissions were due on November 1, 2021.
- Students are preparing for the second quarter of school.
- Stillwater Area High School will host the second night of Parent/Teacher Conferences on November 4, 2021.
- Freshman students are working on projects for the Science Fair
- The Choral Festival is November 4, 2021 at St. Andrews Lutheran at 8:00 p.m.
- Students are setting up displays as part of Native American month.
- Pathway students attended a Manufacturing Day hosted by SMC.

Sophia provided a report on activities and extracurriculars -

- Girl's varsity soccer team defeated Edina on November 4, 2021 at the US Bank stadium.
- Boy's football will be playing in the State championship.
- Sophomore Josie St. Martin has been named USA under Eighteen Women's World Championship Hockey Team Member and will compete in Sweden in January 2022.
- Sophia Arndt and Kady Peltier have been named finalists in the National Scholastic Press Association individual story contest.

VII. **Superintendent Report**

- Tuesday, November 2, 2021, voters approved both of the levy questions on the ballot. We are so very grateful for this support from our community.
- New school bus routes were implemented on Wednesday, November 3, 2021. If you know someone who may like to drive our kids to school, please have them apply at [www.metrotn.com](http://www.metrotn.com).
- Families were notified on November 4, 2021 of three boundary change options the board is considering due to growth in the southern portion of our district. Visit our website at [stillwaterschools.org/boundary-change](http://stillwaterschools.org/boundary-change) to learn more about the options and submit feedback.
- Student's ages five to eleven years old are now eligible for COVID vaccinations.
- Our student athletes are having an incredible fall sports season.

- Stillwater Area High School student journalists Sophia Arndt and Kady Peltier have been named finalists in the National Scholastic Press Association individual story contest.
- The DaVinci Fest 2022 is scheduled for Saturday, January 22, 2022 at Stillwater Area High School. Visit the [Partnership Plan](#) website for more details.

#### **VIII. Board Chair Report**

- Thank you to the community for their vote on Tuesday, November 2, 2021.
- Congratulations to Pete Kelzenberg who was elected to serve on the School Board. Thank you Chris Kunze for serving on the board.

#### **IX. Consent Agenda**

- Minutes of October 19, 2021 Business Meeting
- Minutes of October 19, 2021 Closed Session
- Disbursement Register – October 21, 2021 – November 5, 2021
- Annual Review Policy 524 - Technology and Internet Access and Acceptable Use
- Brookview Expansion Bids Work Scope 8-D – Specialty Doors
- Human Resources Personnel Report

*Motion to approve consent item A - F by: Member Hockert; second by: Member Sherman; Vote: 5 ayes, 0 nays; Motion carried unanimously.*

#### **X. Action Items**

- Northeast Metro Intermediate School District 916 Joint Power of Agreement – Superintendent Malinda Lansfeldt  
The updated Joint Power Agreement resolution was presented to the board.

*Motion to approve the Northeast Metro Intermediate School District 916 Joint Power of Agreement by: Member Hockert; second by: Member Kunze; Vote: 5 ayes, 0 nays; Motion carried unanimously.*

- Commercial Purchase Agreement - Superintendent Malinda Lansfeldt  
The commercial purchase agreement was presented to the board.

*Motion to approve the Commercial Purchase Agreement by: Member Sherman; second by: Member Hockert; Vote: 4 ayes, 1 nay (Riehle); Motion carried.*

- Combined Polling Locations – Chair Beverly Petrie  
Chair Petrie presented the 2022 combined polling locations resolution.

*Motion to approve the Combined Polling Locations by: Member Petrie; second by: Member Kunze; Vote: 5 ayes, 0 nays; Motion carried unanimously.*

#### **XI. Reports**

- Q-Comp Report - Dr. Jennifer Cherry  
Administration presented a brief history of the district's Q-Comp program.

#### **XII. Open Forum**

- Carl Blondin, Stillwater, MN - Levy and Q-Comp

#### **XIII. Adjournment**

- The meeting adjourned at 7:47 p.m.

*Respectfully submitted, Beverly Petrie, Chair*

Independent School District No. 834 – Stillwater Area Public Schools  
Oak Park Building, 6355 Osman Avenue North, Stillwater, MN 55082  
November 9, 2021 – 5:00 p.m. Special Meeting Minutes

- I. Call to Order: The meeting was called to order at 5:04 p.m.
- II. Roll Call: Present: Beverly Petrie, chair, Alison Sherman, vice-chair, Annie Porbeni, clerk,  
Katie Hockert, director, Tina Riehle, director

Not present: Chris Kunze, director

- III. Approval of the Agenda

*Motion to approve the agenda by: Member Porbeni, second by: Member Hockert; Vote: 5 ayes, 0 nays; Motion carried unanimously.*

- IV. Action Items

A. Resolution Canvassing the Results of the General Election and Special Election – Chair Beverly Petrie

RESOLUTION CANVASSING RETURNS  
OF VOTES OF SCHOOL DISTRICT SPECIAL ELECTION

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

1. It is hereby found, determined and declared that the special elections of the voters of this school district held on November 2, 2021, was in all respects duly and legally called and held.
2. As specified in the attached Abstract and Return of Votes Cast, at said special election on the election of one (1) individual to fill the vacancy in the term of school board member expiring January 2, 2023, as follows: Special Election for School Board Member at Large (ISD834).

Abstract print version 33200, generated 11/8/2021 12:30:40 PM  
Summary of Totals  
Independent School District No. 834 (STILLWATER)  
Tuesday, November 02, 2021 MUNICIPAL AND SCHOOL DISTRICT  
GENERAL

Number of persons registered as of 7 a.m.	47626
Number of persons registered on Election Day	394
Number of accepted regular, military, and overseas absentee ballots and mail ballots	2436
Number of federal office only absentee ballots	0
Number of presidential absentee ballots	0
Total number of persons voting	17341

Summary of Totals  
Independent School District No. 834 (STILLWATER)  
Tuesday, November 02, 2021 MUNICIPAL AND SCHOOL  
DISTRICT GENERAL

KEY TO PARTY ABBREVIATIONS: NP - Nonpartisan

Special Election for School Board Member at Large (ISD #834)

NP	NP	WI
Donald G. Hovland	Pete Kelzenberg	WRITE-IN
3474	8389	2087

School District Question 1 (ISD834)

NP	NP
YES	NO
9775	7542

School District Question 2 (ISD834)

NP	NP
YES	NO
8921	8391

3. Pete Kelzenberg, having received the highest number of votes, is elected to fill the vacancy in the term of school board member expiring January 2, 2023. Said individual shall take office as soon as he qualifies.

4. As specified in the attached Abstract and Return of Votes Cast at said election voters of the school district voted on the question of increasing the referendum revenue authorization of the school district for taxes payable in 2022 and thereafter (SCHOOL DISTRICT QUESTION 1), of which; 9775 voted in favor, 7542 voted against the same. Said proposition, having received the approval of at least a majority of such votes, is hereby declared to have carried.

5. As specified in the attached Abstract and Return of Votes Cast, at said election voters of the school district voted on the question of approving a capital project levy authorization to fund technology for taxes payable in 2022 and thereafter (SCHOOL DISTRICT QUESTION 2), of which 8921 voted in favor, 8391 voted against the same. The passage of School District Question 2 is contingent upon the passage of School District Question 1. Question 1 having carried and Question 2 having received the approval of at least a majority of such votes, Question 2 is hereby declared to have carried.

6. The clerk is hereby directed to certify the results of the election to the county auditors of each county in which the school district is located in whole or in part. The clerk is also directed to report the results of the referendum revenue authorization election to the Commissioner of Education within fifteen (15) days of the date hereof.

*Motion By: Member Petrie; to approve the resolution canvassing returns of votes of school district special election; Second by: Member Sherman; Vote: 5 ayes, 0 nays, Motion carried unanimously.*

B. Resolution Authorizing Issuance of Certificates of the General and Special Election and Directing School District Clerk to Perform Other Election Duties – Chair Beverly Petrie

WHEREAS, the board has canvassed the special election held on November 2, 2021.

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

1. The board chair and clerk are hereby authorized to execute the certificate of election on behalf of the School Board of Independent School District No. 834 to Pete Kelzenberg who has received a sufficiently large number of votes to fill the vacancy in the term of school board member expiring January 2, 2023. Such individual shall take office as soon as he qualifies.
2. The certificate of election shall be in substantially the form attached hereto.
3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver a certificate to each person entitled thereto personally or by certified mail.
4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

*Motion By: Member Petrie; to approve the Resolution Authorizing Issuance of Certificates of the General and Special Election and Directing School District Clerk to Perform Other Election Duties; Second by: Member Hockert Vote: 5 ayes, 0 nays, Motion carried unanimously.*

XII. Adjournment

- A. The meeting adjourned at 5:10 p.m.

*Respectfully submitted, Annie Porbeni, Clerk*





# Field Trip / Overnight Athletic Team Trip Pre-Approval Form

# Stillwater

AREA PUBLIC SCHOOLS

Sent to CSB  
11/1/2021

STILLWATER AREA HIGH SCHOOL

5701 Stillwater Blvd. N. | Stillwater, Minnesota 55082

Tel: 651.351.8040 | fax: 651.351.8049

www.stillwaterschools.org

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

Teacher/Coach/Advisor: Ryan Jensen Cell Phone #: (320)-491-6758

In conjunction with (team/class/organization): Symphony Orchestra

Educational/Trip Purpose: Experience musical culture in Chicago

☒ Itinerary details must be attached

Destination: Chicago

Destination Address/Phone: TBD

(Address, City, State)

(Phone number)

Departure Date: 4/8/22 Return Date: 4/10/22

Departure Time: TBD AM Return Time: TBD Est. 4:00 PM

Number of: Students/Team Members: (Attach List) 44

Directors/Coaches: 2 Names: Ryan Jensen + Kent Mauer

Chaperones\*: 5 Names: TBD

\* All chaperones must have a completed and approved criminal background check.

Mode of Travel (see back for more info): Coach Bus

Lodging Information (if overnight): TBD

(Hotel Name, Address, City, State)

(Phone number)

☒ Safety/Security Plans Reviewed

(Date and manner in which information provided)

☒ Discipline & Chemical Policy & Rules Reviewed

(Date and manner in which information provided)

Estimated Cost \$ 500  
Transportation \$ 0  
Housing \$ 0  
Fees \$ 0  
Supplies \$ 0  
(other) \$ 0

Total Cost \$ Est 500

Student Cost \$ Est 500 District Cost \$ 0

Funding Source (i.e. grant, prof. dev., etc.): 0

Teacher/Coach Signature: [Signature] 9/23/21

(Date)

Department Chair/Athletic Director Approval: [Signature] 10/20/21

(Date)

Building Administration Approval: [Signature]

(Date)

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY

**CURIOSITY**  
Thrives Here



# Field Trip / Overnight Athletic Team Trip Pre-Approval Form

Sent to CSB  
11/1/2021

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

Teacher/Coach/Advisor: Ryan Jensen Cell Phone #: (520)-491-6758

In conjunction with (team/class/organization): Concert Orchestra

Educational/Trip Purpose: Orchestra Tour

☒ Itinerary details must be attached

Destination: Nashville, TN

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

Departure Date: 3/17/22 Return Date: 3/20/22

Departure Time: 8:00 AM Return Time: Sun AM

Number of: Students/Team Members: (Attach List) 43

Directors/Coaches: 1 Names: Ryan Jensen

Chaperones\*: 2 Names: TBD

\* All chaperones must have a completed and approved criminal background check.

Mode of Travel (see back for more info): Coach Bus

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

☒ Safety/Security Plans Reviewed \_\_\_\_\_  
(Date and manner in which information provided)

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

Estimated Cost \$ 845  
Transportation \$ \_\_\_\_\_  
Housing \$ \_\_\_\_\_  
Fees \$ \_\_\_\_\_  
Supplies \$ \_\_\_\_\_  
(other) \$ \_\_\_\_\_

Total Cost \$ 845  
Student Cost \$ 845 District Cost \$ 0  
Funding Source (i.e. grant, prof. dev., etc.): \_\_\_\_\_

Teacher/Coach Signature: [Signature] 10/12/21  
(Date)

Department Chair/Athletic Director Approval: \_\_\_\_\_ (Date)

Building Administration Approval: [Signature] 10/3/21  
(Date)

**FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY**



# Field Trip / Overnight Athletic Team Trip Pre-Approval Form

Sent to CSB  
11/1/21

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

Teacher/Coach/Advisor: Larson, Katelyn Cell Phone #: (651) 491-4617

In conjunction with (team/class/organization): Bella Chantier Choir

Educational/Trip Purpose: Choir Tour

☒ Itinerary details must be attached

Destination: Kansas City

Destination Address/Phone: See attached  
(Address, City, State) (Phone number)

Departure from school Date: 3/17/22 Return to school Date: 3/19/22

Depart from school Time: 8:00 AM Arrival to destination Time: 7 PM

Departure from destination Time: 10 AM Return to school Time: 4 PM

Number of: Students/Team Members: (Attach List) 44 girls  
Directors/Coaches: 1 Names: Katelyn Larson  
Chaperones\*: 3 Names: TBD

\* All chaperones must have a completed and approved criminal background check.

Mode of Travel (see back for more info): Coach Bus

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

☐ Safety/Security Plans Reviewed 10/28/21  
(Date and manner in which information provided)

☐ Discipline & Chemical Policy & Rules Reviewed 10/28/21  
(Date and manner in which information provided)

Estimated Cost \$ 545  
Transportation \$ \_\_\_\_\_  
Housing \$ \_\_\_\_\_  
Fees \$ \_\_\_\_\_  
Supplies \$ \_\_\_\_\_  
(other) \_\_\_\_\_

Total Cost \$ \_\_\_\_\_  
Student Cost \$ 545 per student District Cost \$ 0  
Funding Source (i.e. grant, prof. dev., etc.): \_\_\_\_\_

Teacher/Coach Signature: Katelyn Larson 10/28/21  
Department Chair/Athletic Director Approval: A. Mitchell (Date) 10/28/21  
Building Administration Approval: Robert C. Bel (Date) 11/1/21

FOR OVERNIGHT FIELD TRIPS AND ATHLETIC TEAM TRIPS ONLY

District Administrative Approval: \_\_\_\_\_ (Date)

**SCHOOL BOARD**

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Development, Adoption, and Implementation of Policies</b>	<b>208</b>	<b>Adopted: 07-12-2018 Reviewed: 11/18/2021</b>	<b>2-Year Review Cycle</b>

**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 at a subsequent meeting after the meetings at which public input was received. 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 modified with minor changes that do not affect the substance of the policy or 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](http://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. District administration shall review, and seek legal review as appropriate, on policies and recommend changes to the board policy working group. The board policy working group shall review and determine if changes should be recommended to the full board. Recommended policy changes shall be presented to the full school board in two readings with action requested at subsequent meeting.
- E. The school board shall review the following policies annually: 410 Family and Medical Leave Policy; 413 Harassment and Violence; 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse; 415 Mandated Reporting of Maltreatment of Vulnerable Adults; 506 Student Discipline; 514 Bullying Prohibition Policy; 522 Student Sex Nondiscrimination; 524 Internet Acceptable Use and Safety Policy; 616 School District System Accountability; and 806 Crisis Management Policy.
- F. 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)

Consent Agenda Item: Designate Identified Official with Authority for MDE Access Recertification System  
Meeting Date: November 18, 2021  
Contact Person: Beverly Petrie, Board Chair

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*Background:*

In April of 2015, the Minnesota Department of Education (MDE) released the External User Access Recertification System. This system provides school districts with information and control over who has access to the MDE secure reporting systems for their district.

The External User Access Recertification System replaces paper forms with one system that allows them to:

1. See everyone with external access to MDE secure systems for their Local Education Agency (LEA).
2. Pre-authorize new external user access to MDE secure systems for their LEA.
3. Annually review, recertify or revoke external user access to MDE secure systems for their LEA.

To use the External User Access Recertification System, the local education agency must designate the Identified Official with Authority to assign job duties and authorize external user (district employees) access for their LEA.

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*Recommendation:*

Administration recommends that the School Board approve to designate Joan Hurley, Executive Assistant for the School Board and Interim Superintendent Malinda Lansfeldt, as the Identified Official with Authority for MDE Access Recertification System at the November 18, 2021 business meeting.

## Education Identity & Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOWA) for each local education agency that uses the Education Identity Access Management (EDIAM) system. The IOWA is responsible for authorizing, reviewing, and recertifying user access for their local education agency in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOWA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOWA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to the Minnesota Department of Education annually, as well as any time there is a change in the assignment of the Identified Official with Authority.

**It is strongly recommended that only one person at the local education agency or organization (the Superintendent or Director) is designated as the IOWA. The IOWA will grant the IOWA Proxy role(s).**

### Designation of the Identified Official with Authority for Education Identity Access Management

Organization Name: Stillwater Area Public Schools

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): Org #: 0834-01

The Director recommends the Board authorize the below named individual(s) to act as the Identified Official with Authority (IOWA) for this organization:

Print Name: Malinda Lansfeldt

Title: Superintendent

Board Member Signature: \_\_\_\_\_

Name: Beverly Petrie, Board Chair

Date: \_\_\_\_\_

Once the EDIAM Board Resolution is completed, scan and send it to: [useraccess.mde@state.mn.us](mailto:useraccess.mde@state.mn.us)

November 18, 2021

**Designation of Identified Official with Authority for the MDE External User Access Recertification System**

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA). The Board recommends authorizing Malinda Lansfeldt to act as the Identified Official with Authority (IOwA), Joan Hurley to act as the IOwA to add and remove names only for **Stillwater Area School District 0834-01**.

Approved by Board Chair Beverly Petrie

Date: \_\_\_\_\_

Signature: \_\_\_\_\_



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

**RETIREMENT/RESIGNATION/RELEASE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Bengtson, Dale	Retirement (16 years)	Custodian VI, 8.0 hrs/day Brookview Elementary	Custodial	February 25, 2022
Isaac, Dominic	Resignation	Wrestling Coach Stillwater Middle School	Co-Curricular	October 25, 2021
Kenny, Donna	Resignation	Secretary - Assistant Principal, 8.0 hrs/day Stillwater Area High School	Tech Support	November 2, 2021
Kuschel, Caroline	Resignation	Paraprofessional 26.0 hrs/week Rutherford Elementary	SCPA	November 12, 2021
Larson, Katelyn	Resignation	Vocal Coach - Musical Stillwater Area High School	Co-Curricular	October 25, 2021
Meza, Cecelia	Resignation	Community Education Assistant 5.5 hrs/day Lake Elmo Elementary	CE Leads & Assistants	November 12, 2021
Tebben, Marnie	Resignation	Cafeteria 4.0 hrs/day Stillwater Area High School	Cafeteria	October 29, 2021

**HIRES/REHIRES**

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Felipe, Brenda	Cafeteria 4.0 hrs/day Stillwater Area High School	\$15.97 / hour	Replacement	Cafeteria	November 10, 2021
Mechelke, Kelly	Community Education Assistant 2.0 hrs/day Early Childhood Family Center	\$15.84 / hour	Replacement	CE Leads & Assistants	November 4, 2021
Lagodinski, Kevin	Cafeteria 4.5 hrs/day Mahtomedi High School	\$15.97 / hour	Replacement	Cafeteria	November 8, 2021
Rodriguez, Christina	Temporary Floating Custodian, 8.0 hrs/day District Wide	\$17.15 / hour	COVID	Custodial	October 28, 2021
Skwarek, Samantha	Assistant Girls Basketball Coach Stillwater Area High School	\$5,012	Replacement	Co-Curricular	November 15, 2021

**LEAVES OF ABSENCE**

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Schroeder, Nicole	Approve	1.0 FTE Special Education Teacher Stillwater Area High School	SCEA	February 25, 2022 - May 20, 2022 (approximate dates)
Tomandl, Laurel	Approve .6 FTE	1.0 FTE Special Education Teacher Lily Lake Elementary	SCEA	November 29, 2021 - June 6, 2022

**ASSIGNMENT CHANGES**

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Bethke, Shane	Cafeteria 4.5 hrs/day Stillwater Area High School	Cafeteria 5.5 hrs/day Andersen Elementary	Replacement	Cafeteria	November 1, 2021
Engebretson, Casey	Community Education Assistant 4.0 hrs/day Afton-Lakeland Elementary	Paraprofessional 6.0 hrs/day Afton-Lakeland Elementary	Replacement	SCPA	November 5, 2021
Feidt, Tanya	Cafeteria 4.0 hrs/day Mahtomedi Middle School	Cafeteria 5.25 hrs/day Mahtomedi Middle School	Replacement	Cafeteria	November 8, 2021
Gutierrez Mancia, Reimundo	Temporary Casual Custodian District Wide	Custodian VI, 8.0 hrs/day Lake Elmo Elementary	Replacement	Custodial	October 25, 2021
Hatm, Noor	Community Education Aide 1.4 hrs/day Lake Elmo Elementary	Community Education Assistant 1.5 hrs/day Lake Elmo Elementary	Replacement	CE Leads & Assistants	October 27, 2021
Lenzmeier, Karalyn	Cafeteria Substitute District Wide	Community Education Assistant 3.5 hrs/day Lily Lake Elementary	Replacement	CE Leads & Assistants	November 15, 2021

**ADDITIONAL ASSIGNMENTS**

NAME	Position	Reason	Group	EFFECTIVE DATE
Noland, Patrick	Student Government Advisor Oak-Land Middle School	Replacement	Co-Curricular	October 27, 2021

**Action Item:** Property Purchase Agreement  
Meeting Date: November 18, 2021  
Contact Person: Ms. Malinda Lansfeldt, Superintendent

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**Summary:**

Superintendent Lansfeldt will present the Property Purchase Agreement for the Kern property and provide further information and a purchase agreement for property located at Vacant Land: Southwest Quadrant, Highway 36 and Stillwater Boulevard, Oak Park Heights, Minnesota.

Administration recommends approval of the Property Purchase Agreement

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***Recommendation:***

A motion and a second to approve the Property Purchase Agreement.

***Motion by:*** \_\_\_\_\_ ***Seconded by:*** \_\_\_\_\_ ***Vote:*** \_\_\_\_\_

**PURCHASE AGREEMENT**

**Between**

**INDEPENDENT SCHOOL DISTRICT #834**

**("SELLER")**

**and**

**WASHINGTON COUNTY**

**("BUYER")**

## PURCHASE AGREEMENT

THIS PURCHASE AGREEMENT (this "**Agreement**") is made to be effective the \_\_\_\_ day of \_\_\_\_\_, 2021 (the "**Effective Date of this Agreement**") between INDEPENDENT SCHOOL DISTRICT No. 834, (hereinafter referred to as "**Seller**"), a Minnesota public corporation, and WASHINGTON COUNTY (hereinafter referred to as "**Buyer**"), a Minnesota political subdivision.

### RECITALS AND PRELIMINARY STATEMENT OF FACTS

1. Seller is the owner of certain real property located in the County of Washington, State of Minnesota, and legally described in the attached Exhibit "A" (the "**Property**").
2. Seller desires to sell and Buyer desires to purchase the Property subject to the terms and conditions hereof.

In consideration of the Recitals and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties, intending to be legally bound, agree as follows:

### COVENANTS

1. **SALE AND PURCHASE** Seller agrees to sell and Buyer agrees to purchase the Property upon the terms and conditions set forth in this Agreement.
2. **CLOSING DATE** The "**Closing**" and "**Closing Date**" shall be on or before December 31, 2021.
3. **PURCHASE PRICE** The "**Purchase Price**" shall be Five Hundred Forty-five Thousand Five Hundred Seventy and no/100 (\$545,570.00) Dollars. The Purchase Price shall be payable in cash or cash equivalent at Closing.
4. **TITLE, TAXES, CLOSING COSTS**

**4.1** Within a reasonable amount of time after execution of this Agreement, Seller shall provide Buyer with an updated abstract of title or a commitment for an owner's policy of title insurance for the Property, which shall include proper searches covering bankruptcies and state and federal judgments, liens, and levied and pending special assessments (the "**Title Commitment**"). Buyer shall have fifteen (15) days after receipt of the Title Commitment to have Buyer's attorney examine the Title Commitment and provide Seller's attorney with written objections. Buyer shall be deemed to have waived any title objection not made within the applicable time period. If written objections are received as specified above and Seller agrees to cure such objections, then closing shall be delayed for a

reasonable period in order for Seller to cure such objections. If Seller does not agree to cure any such objections, then Buyer may proceed to closing which shall constitute a waiver by Buyer of such objections or this Agreement shall be terminated upon receipt by Seller's attorney of a cancellation of this Agreement executed by Buyer. Seller shall pay the costs to issue the Title Commitment and Buyer shall pay any premium for the owner's policy, any lender's policy and any endorsements.

**4.2** Seller and Buyer shall prorate real estate taxes payable in the year of closing as of the Closing Date. Seller shall pay special assessments levied as of the Effective Date of this Agreement together with any Green Acres payback if applicable. Buyer shall pay special assessments pending or levied after the Effective Date of this Agreement. Seller is responsible for all taxes due and owing in all previous years and any green acres payback.

**4.3** On the Closing Date Seller shall deliver to Buyer the following "**Transfer Documents**":

- (i) a Warranty Deed depending upon title subject to the following exceptions:
  - (a) building and zoning laws, ordinances, state and federal regulations;
  - (b) restrictions relating to use or improvements of the Property without effective forfeiture provisions;
  - (c) any reservation of any mineral or mineral rights to the State of Minnesota;
  - (d) drainage and utility easements which do not interfere with existing improvements;
  - (e) assessments which become pending after the Effective Date of this Agreement;
  - (f) other matters approved by Buyer in writing or deemed to be waived by Buyer in accordance with the terms of this Agreement;
- (ii) any and all trust documents necessary to conduct the sale of the property;
- (iii) a standard form Seller's Affidavit;
- (iv) Closing Statement; and,
- (v) such other documents as may be reasonably necessary to consummate this transaction.

**4.4** Buyer shall execute and deliver the following documents at Closing:

- (i) a Certificate of Real Estate Value with respect to the Property;
- (ii) a Closing Statement;
- (iii) all documents relating to any Buyer financing or otherwise reasonably necessary to consummate this transaction.

**4.5** Buyer shall be responsible for payment of state deed tax and for payment of all recording fees relating to the transfer deed(s).

- 5. **ENVIRONMENTAL** Seller makes no warranties express or implied with respect to the environmental condition of the Property.
- 6. **NOTICE** All notices required by this Agreement shall be sent in writing and shall be deemed given (1) if and when personally delivered; (2) upon receipt if sent by a nationally recognized overnight courier addressed to a party at its address set forth below; or, (3) on the third business day after being deposited in the United States mail to the following addresses by postage prepaid certified or registered mail. Any party may change that party's address for notice by giving written notice thereof in accordance with the provisions of this Section to the other parties.

**TO SELLERS:** Independent School District No. 834  
1875 Greeley Street South  
Stillwater, MN 55082  
ATTN: Mark Drommerhausen  
Director of Operations

**TO BUYER:** Washington County  
11660 Myeron Road North  
Stillwater, MN 55082-9573  
ATTN: Sharon M. Price  
Property Acquisition Manager

- 7. **BROKERAGE INDEMNITY AGREEMENT** Seller and Buyer agree that neither party has retained any real estate brokers or agents in connection with this transaction. Both parties agree to indemnify and hold the other party harmless from any inaccuracy in their respective foregoing representation with respect to real estate brokers and agents.
- 8. **WELL DISCLOSURE** Seller certifies that Seller has no knowledge of a well on the property.

9. **SEPTIC SYSTEM** Seller does not know of a private sewer system on the property.
10. **DEFAULT** If this transaction is not consummated by reason of default by Seller or Buyer hereunder, then the non-defaulting party shall be entitled to terminate this Agreement upon thirty (30) days' written notice to the other party consistent with Minnesota Statutes § 559.21. In addition, either Buyer or Seller may sue for specific performance or damages, so long as such party commences suit within ninety (90) days after the time the cause of action arises. The non-defaulting party shall be entitled to recover its attorney fees and costs incurred as a result of a default under this Agreement.
11. **ASSIGNABILITY** This Agreement and Buyer's rights hereunder and Buyer's interest in the Property shall not be assigned without Seller's consent.
12. **MISCELLANEOUS**

**12.1** Buyer may obtain a Phase I Environmental Assessment of the Property. In the event Buyer determines that a Phase II Environmental Assessment or any resultant corrective action is necessary, such corrective action and an allocation of those costs shall be negotiated between the parties. Seller shall have the right to terminate this Agreement, upon written notice to Buyer, if it elects not to agree to a Phase II Environmental Assessment and, upon such termination, the cost of the Phase I Environmental Assessment shall be borne by the Buyer.

**12.2** Buyer and its contractors shall have access to the Property prior to Closing to perform the Phase I Environmental Assessment and other non-intrusive, non-destructive testing and inspection deemed necessary by Buyer. Seller will coordinate with Buyer for access to the property. Buyer shall restore the property to its original condition following site inspection and testing.

**12.3** This Agreement contains the entire agreement between the parties, and neither party has relied upon any verbal or written representations, agreement or understanding not set forth herein, whether made by any agent or party hereto.

**12.4** This Agreement shall be governed by and construed in accordance with the laws of Minnesota. The invalidity or unenforceability of any provision of this Agreement in any particular respect shall not affect the validity and enforceability of any other provision of this Agreement or of the same provision in any other respect.

**12.5** There is no personal property which is sold under the terms of this Agreement.

**12.6** This Agreement shall not be binding or effective until properly executed and delivered by Seller and Buyer.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed on the date last below written.

**SELLERS:**

**INDEPENDENT SCHOOL  
DISTRICT No. 834**

By: \_\_\_\_\_  
Beverlie Petrie  
Board Chair

By: \_\_\_\_\_  
Annie Porbeni  
Board Clerk

**BUYER:**

**WASHINGTON COUNTY**

Buyer \_\_\_\_\_  
Lisa Weik  
Board Chair

Buyer \_\_\_\_\_  
Kevin Corbid  
Administrator

Approved as to form:

\_\_\_\_\_  
Assistant County Attorney

As per Washington County Board  
Resolution No. \_\_\_\_\_ dated the \_\_\_\_\_ day  
of \_\_\_\_\_, 20\_\_



**EXHIBIT A**  
**Legal Description of the Property**

Lot 4, Block 1, Kern Center  
Washington County, Minnesota

**Report Item:** Attendance Boundary Final Recommendation for 2022-2023

**Meeting Date:** November 18, 2021

**Contact Person:** Mark Drommerhausen, Director of Operations

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**Background:**

On Thursday, November 4, 2021, Mr. Drommerhausen presented to the School Board at the Work Session three Attendance Boundary proposals. These proposals came from the Boundary Committee meetings. On Wednesday, November 10, 2021, the Boundary Committee met to review the community feedback to make their final attendance boundary recommendation to the School Board on Thursday, November 18, 2021.

The final recommendation was to create a boundary plan that positions us for our current needs and minimize future change, balance enrollment at our elementary schools and keep neighborhoods together as much as possible.

The final recommendations of the 2022-2023 Attendance Boundary is attached for review.

---

**Recommendation:**

This report is for information. Action will be requested at the December 9, 2021 business meeting.



# Attendance Boundaries 2022-2023

Final Recommendation  
November 18, 2021

*Curiosity Thrives Here*

# Feedback & Considerations

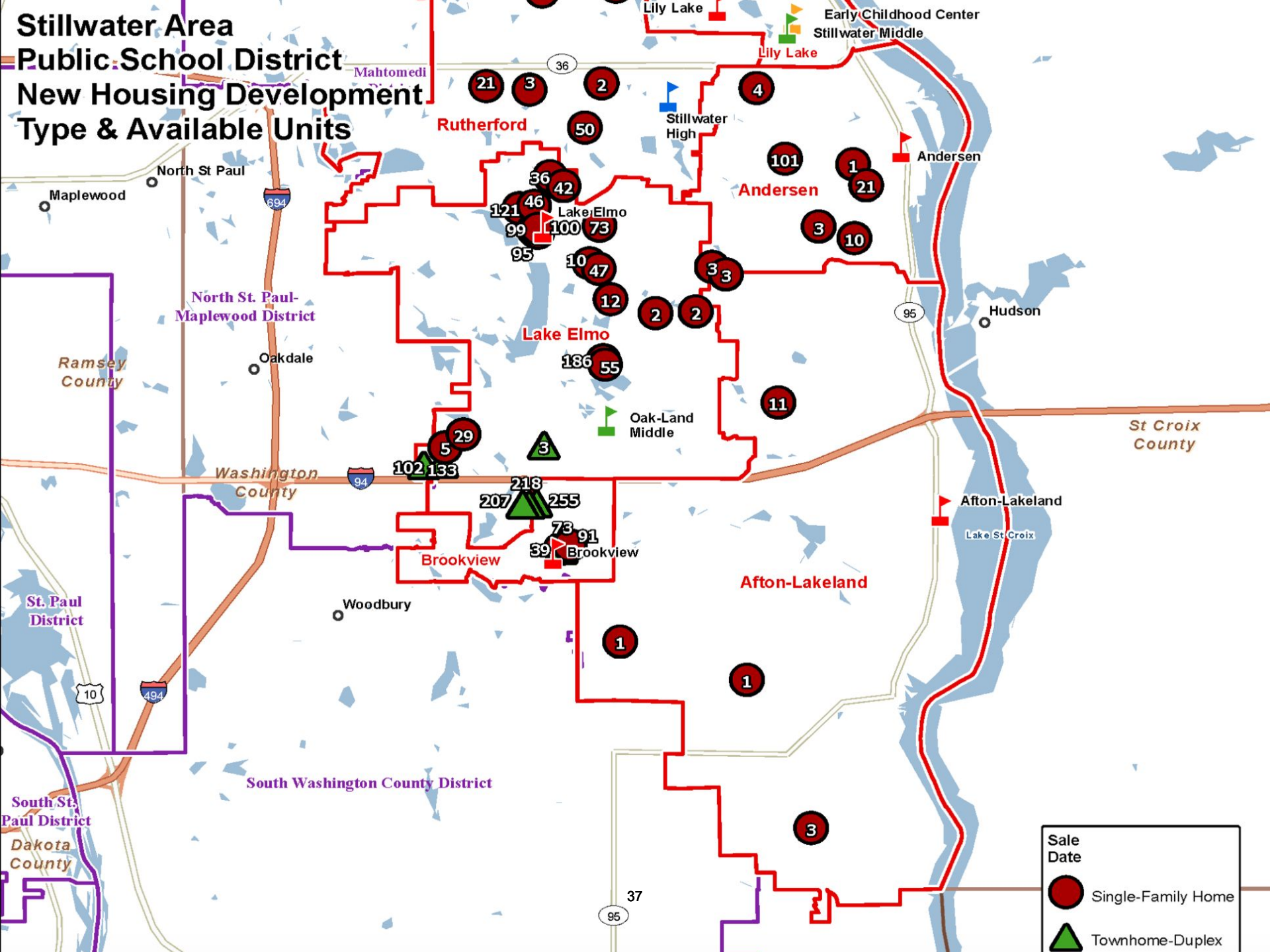
- More than 200 comments submitted online and approximately 30-40 participants in Community Conversations.
  - Majority of feedback supported Option A which moves the least amount of students
- Committee considered revisions to:
  - Legacy at North Star, Wildflower and Village Preserve
  - Grandfather next year's 5th and 8th grade
  - Unidos Amigos

Committee  
recommends  
to Grandfather  
next year's 5th  
and 8th grade  
students



**Stillwater**  
AREA PUBLIC SCHOOLS

**Stillwater Area  
Public School District  
New Housing Development  
Type & Available Units**





# Option A Report

School	Projected 2022-23 Enrollment	Programmatic Capacity	Percentage
Afton-Lakeland	473	500	94.6%
Andersen	364	375	97.1%
Brookview	604	650	92.9%
Lake Elmo	468	525*	89.1%
Lily Lake	442	525	84.2%
Rutherford	577	675	85.5%
Stonebridge	451	575	78.4%



## Draft Option B

### Send open/alternates home

- 179 students

### Move southern part of 32B north from LE to BV

- 119 students

### Move 29A, 29B, and 30 (north of County Rd 14) from LE to RU

- 81 students

### Move 21 from LL to SB

- 65 students

### Move 24 from AN to LL

- 128 students

### Move 26A from AN to LL

- 4 students

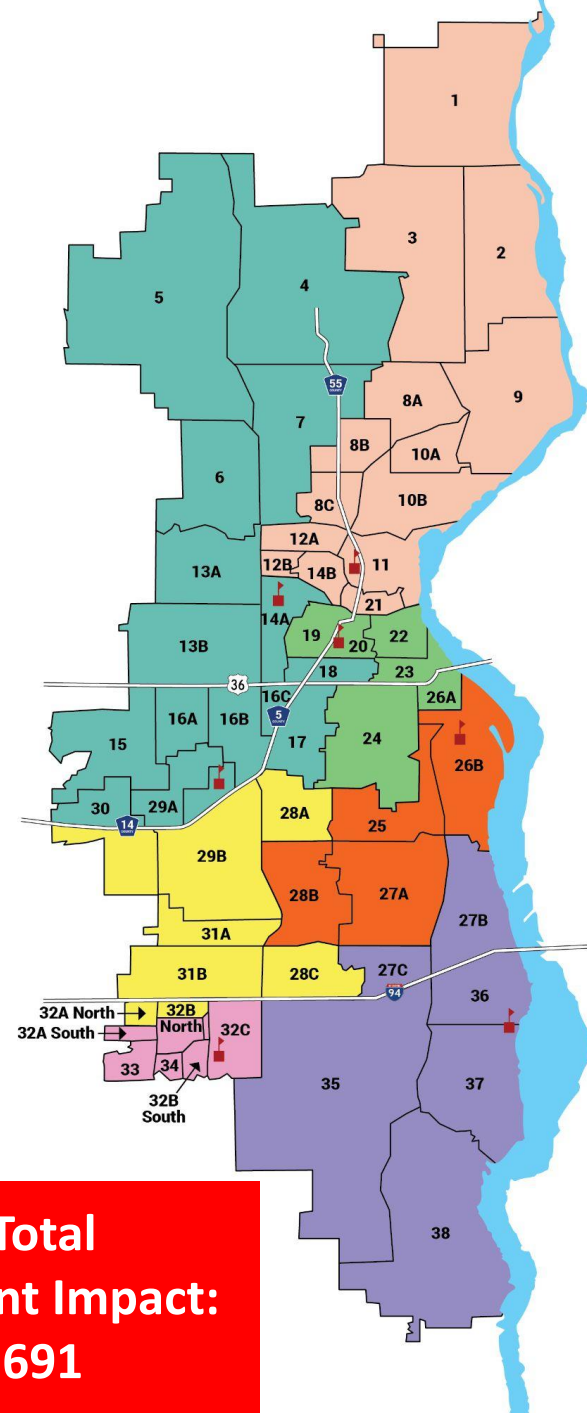
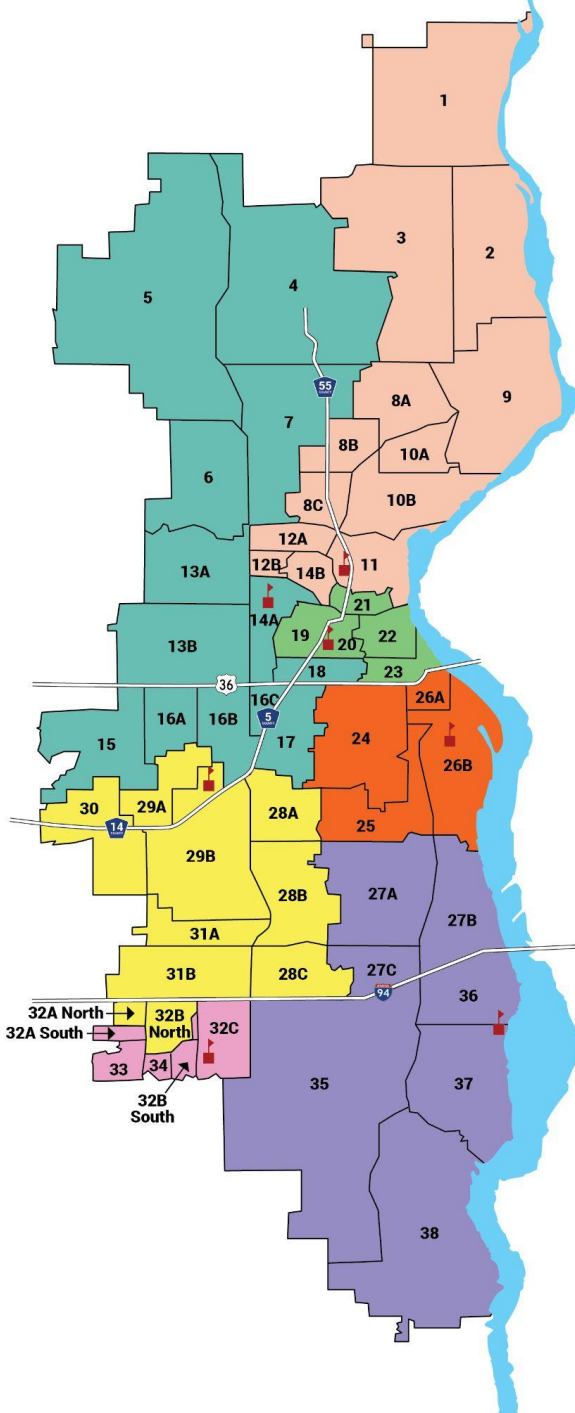
### Move 27A from AL to AN

- 73 students

### Move 28B from LE to AN

- 42 students

**Total  
Student Impact:  
691**





# Option B Report

School	Projected 2022-23 Enrollment	Programmatic Capacity	Percentage
Afton-Lakeland	400	500	80.0%
Andersen	347	375	92.5%
Brookview	604	650	92.9%
Lake Elmo	426	525*	81.1%
Lily Lake	509	525	96.9%
Rutherford	577	675	85.5%
Stonebridge	516	575	89.7%

## Draft Option C

### Send open/alternates home

- 179 students

### Move southern part of 32B north from LE to BV

- 119 students

### Move 29A, 29B, and 30 (north of County Rd 14) from LE to RU

- 81 students

### Move 21 from LL to SB

- 65 students

### Move 16C from RU to LL

- 22 students

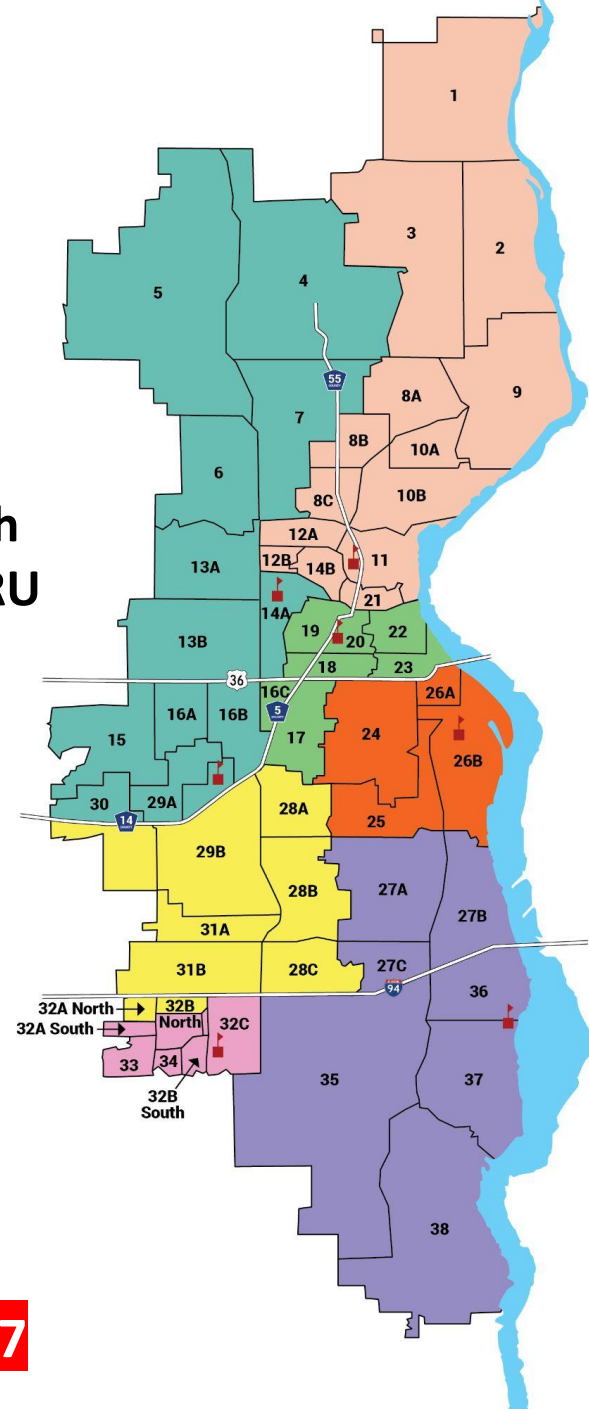
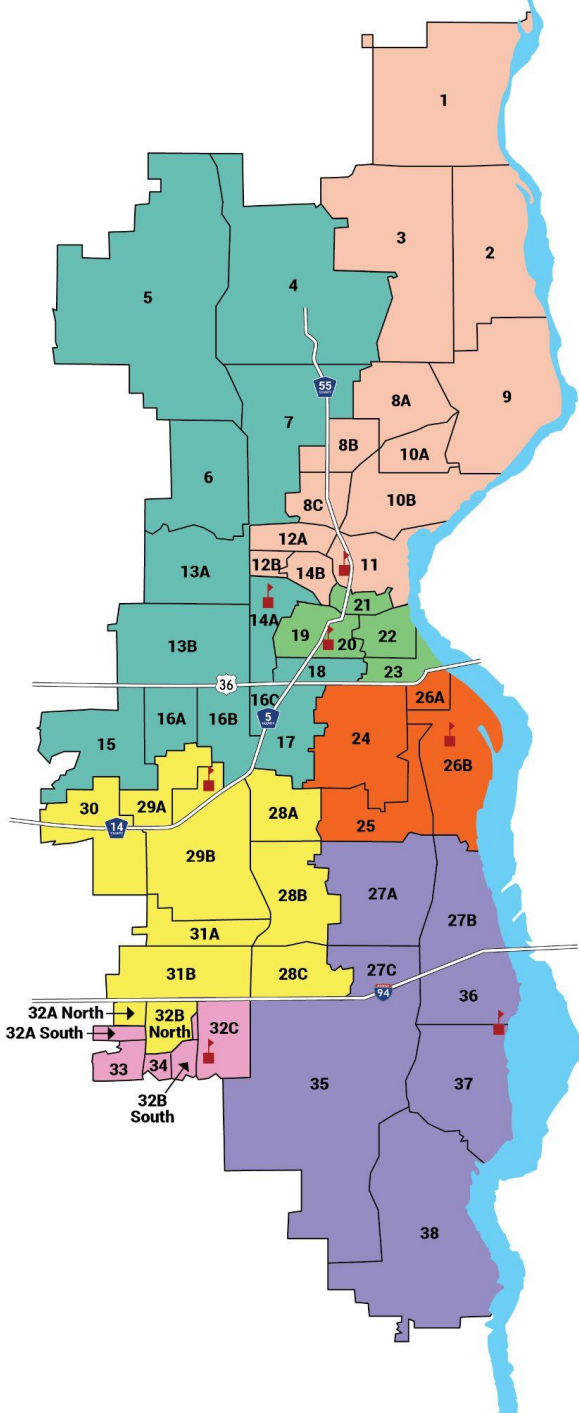
### Move 17 from RU to LL

- 27 students

### Move 18 from RU to LL

- 84 students

**Total Student Impact: 577**



# Option C Report

School	Projected 2022-23 Enrollment	Programmatic Capacity	Percentage
Afton-Lakeland	473	500	94.6%
Andersen	364	375	97.1%
Brookview	604	650	92.9%
Lake Elmo	468	525*	89.1%
Lily Lake	510	525	97.1%
Rutherford	444	675	65.8%
Stonebridge	516	575	89.7%

# Summary of Options

School	A	B	C
Estimated student impact	379	691	577
Afton-Lakeland	94.6%	80.0%	94.6%
Andersen	97.1%	92.5%	97.1%
Brookview	92.9%	92.9%	92.9%
Lake Elmo	89.1%	81.1%	89.1%
Lily Lake	84.2%	96.9%	97.1%
Rutherford	85.5%	85.5%	65.8%
Stonebridge	78.4%	89.7%	89.7%

# Middle School Feeder System

**Oak-Land:** AL, AN, LE and BV

**Stillwater:** RU, LL and SB

School	Capacity	Option A	Option B	Option C
Oak-Land	1,095	960	909	960
Stillwater	1,178	902	953	902



Special thank you  
to the Boundary  
Committee!



**Agenda Item: XII.C.**  
**Date Prepared: November 9, 2021**  
**ISD 834 Board Meeting**

### **Report for Action: Course Additions, Revisions, and Deletions**

Meeting Date: November 18, 2021

Contact Person: Caleb Drexler Booth, Director of Teaching and Learning

Action Timeline: December 9, 2021

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#### **Report Purpose:**

The purpose of this report is to share the Curriculum Advisory Council's recommended course additions and revisions for the 2022-2023 school year.

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#### **Summary:**

Every year teachers, departments, curriculum teams, administrators and members from the Teaching and Learning Department are provided an opportunity to submit Course Approval Forms to the Curriculum Advisory Council. This may include course additions, revisions, and deletions. Prior to submission to the Curriculum Advisory Council, proposals must be supported by the principal, the Teaching and Learning Department director, and the Assistant Superintendent.

On November 3, 2021 the Curriculum Advisory Council and on November 10, 2021 the World's Best Workforce approved that the following changes for the 2022-2023 school year be brought forward for your action and approval:

#### **Course Name Changes**

Introduction to Unified Physical Education and Lifetime Recreation

CIS Introductory College Physics

Fundamentals of Applied Design

CIS Human Physiology, Technology, and Medical Devices

#### **Substantive Changes**

Earth Science 6

#### **New Courses**

Orientation to Education

Education Field Experience CAPS Course

---

#### **Recommendation:**

This is a report for action. Action will be requested at the December 9, 2021 School Board Business Meeting.



### 2021-2022 Curriculum Advisory Council Course Addition/Revision/Deletion Process

A course proposal (addition/revision/deletion) can be initiated by a teacher, a department, a curriculum review team, or a member from Teaching & Learning. Because of the timelines for registration guides and schedules at the secondary level, the approval/deletion/change process must be completed not later than a week prior to the December Board Meeting.

**Directions:** Make a copy of document, rename "Form" with course title, and share with principal.

Course Title: Lifetime Fitness Requester/Dept: Emily Stangel, Physical Education and DAPE

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective <b>department</b> in which a course would logically be offered.		
<b>October 29</b> - The department submits the CPF to the appropriate <b>building administrator</b> .	KK	10-29
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the <b>Director of Teaching &amp; Learning</b> .	CDB	11/3
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the <b>District Curriculum Advisory Council meeting</b> for approval. If revisions are needed, the CFP is returned to the building for consideration.	CDB	11/3
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the <b>Director of Teaching &amp; Learning</b> who then requests final approval from <b>Assistant Superintendent</b> .	CDB	11/10
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the <b>School Board meeting</b> .		
<b>December 9</b> - School board approves the final course recommendations.		

☐ Addition      ☐ Elective      ☐ Semester      ☐ SAHS Pathways Course  
☐ Deletion      ☐ Required      ☐ Full Year      ☐ NCAA Eligible (add impact below)  
☒ Name Change to: Introduction to Unified Physical Education and Lifetime Recreation

#### Rationale & Impact on Students:

Our 8th grade physical education elective, Lifetime Fitness, provides students with the opportunities to continue their learning and physical activity. Currently they have many opportunities to participate in a variety of activities and learn beyond the traditional physical education course. By changing the course title and description, students will have more opportunities to learn alongside peers with disabilities and gain leadership skills while participating in unique physical activity and sports. Modifying this course gives all students more opportunities to be active in new ways and engage with students of all backgrounds while learning physically, intellectually, and socially.



If Deletion or Name Change is requested you do not have to complete the rest of the form.

### NEW COURSE APPROVAL

<b>Course Title:</b>	Introduction to Unified Physical Education and Lifetime Recreation	<b>Grade Level(s):</b>	8th Grade
<b>Subject//Program</b>	Physical Education, 8th grade elective	<b>Prerequisites (if any):</b>	
<b>Course Description:</b>	This course introduces units and topics that promote recreation, lifelong physical activity, fitness, collaboration, and inclusion. Unified Physical Education and Lifetime Recreation is a standards based course that provides a unique opportunity for students with varying ability levels and backgrounds to come together on equal terms through ongoing recreation, fitness, sports, wellness, and leadership activities. It promotes physical, intellectual, and social growth of all students with unique opportunities to engage in physical activity and sports. During Unified PE, students will work alongside peers with and without disabilities while learning a variety of recreational activities.		

Proposed Learning Plan	
<p style="text-align: center;"><b>Core Concepts &amp; Skills</b></p> <p style="text-align: center;"><i>What will students know and be able to do?</i></p>	<p style="text-align: center;"><b>Instruction &amp; Assessment</b></p> <p style="text-align: center;"><i>How will students demonstrate engagement and learning?</i></p>
<p>How will this proposed course support student sense of self, expand understanding of diverse concepts and perspectives, and transfer learning for application beyond the classroom?</p>	

Additional Considerations	
<p><b>Targeted Student Population</b></p> <ul style="list-style-type: none"> <li>Who will be affected by the change?</li> <li>How does this change better serve these students?</li> </ul>	
<p><b>Impact on Staffing</b></p> <ul style="list-style-type: none"> <li>Will the proposal require additional staffing?</li> <li>Will the proposal eliminate or reduce staffing needs?</li> </ul>	

<ul style="list-style-type: none"> <li>Are there currently employed teachers who meet licensing and certification requirements?</li> </ul>	
<p><b>Resources Needed</b></p> <ul style="list-style-type: none"> <li>Proposed texts and supplemental instructional resources, technical support, staff development, writing time</li> </ul> <p><b>Financial Impact</b></p> <ul style="list-style-type: none"> <li>Project costs or savings resulting from the proposal</li> </ul>	



### 2021-2022 Curriculum Advisory Council Course Addition/Revision/Deletion Process

A course proposal (addition/revision/deletion) can be initiated by a teacher, a department, a curriculum review team, or a member from Teaching & Learning. Because of the timelines for registration guides and schedules at the secondary level, the approval/deletion/change process must be completed not later than a week prior to the December Board Meeting.

**Directions:** Make a copy of document, rename "Form" with course title, and share with principal.

Course Title: AP Physics Calculus Based A & B

Requester/Dept: Doug Petty

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective department in which a course would logically be offered.	<i>[Signature]</i>	10/20/21
<b>October 29</b> - The department submits the CPF to the appropriate building administrator.	<i>[Signature]</i>	10/28/21
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the Director of Teaching & Learning.	<i>[Signature]</i>	11/3
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the District Curriculum Advisory Council meeting for approval. If revisions are needed, the CFP is returned to the building for consideration.	<i>[Signature]</i>	11/3
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the Director of Teaching & Learning who then requests final approval from Assistant Superintendent.	<i>[Signature]</i>	11/10
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the School Board meeting.		
<b>December 9</b> - School board approves the final course recommendations.		

☐ Addition      ☒ Elective      ☐ Semester      ☒ SAHS Pathways Course  
☐ Deletion      ☐ Required      ☒ Full Year      ☒ NCAA Eligible (add impact below)  
☒ Name Change to: CIS Introductory College Physics

**Rationale & Impact on Students:**

In an effort to better serve all students and provide early college credit, we are shifting from the AP Physics course where students only earn course credit if they earn a certain score on the end of year exam. By collaborating with the University of Minnesota College in the Schools program, students will earn concurrent dual credit during their time in CIS Introductory to College Physics. In terms of course content, students will still have access to the same course content and standards. It is only the way in which they are earning credit that is different.

If Deletion or Name Change is requested you do not have to complete the rest of the form.



### 2021-2022 Curriculum Advisory Council Course Addition/Revision/Deletion Process

A course proposal (addition/revision/deletion) can be initiated by a teacher, a department, a curriculum review team, or a member from Teaching & Learning. Because of the timelines for registration guides and schedules at the secondary level, the approval/deletion/change process must be completed not later than a week prior to the December Board Meeting.

**Directions:** Make a copy of document, rename "Form" with course title, and share with principal.

Course Title: Foundations of Art

Requester/Dept: Christina Weese/ Art Dept.

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective <b>department</b> in which a course would logically be offered.	AN	10/11/21
<b>October 29</b> - The department submits the CPF to the appropriate <b>building administrator</b> .	Ab	10/28/21
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the <b>Director of Teaching &amp; Learning</b> .	CDB	11/3
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the <b>District Curriculum Advisory Council meeting</b> for approval. If revisions are needed, the CFP is returned to the building for consideration.	CDB	11/3
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the <b>Director of Teaching &amp; Learning</b> who then requests final approval from <b>Assistant Superintendent</b> .	CDB	11/10
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the <b>School Board meeting</b> .		
<b>December 9</b> - School board approves the final course recommendations.		

☐ Addition
 ☒ Elective
 ☒ Semester
 ☒ SAHS Pathways Course  
☐ Deletion
 ☐ Required
 ☐ Full Year
 ☐ NCAA Eligible (add impact below)  
☒ Name Change to: Fundamentals of Applied Design

**Rationale & Impact on Students:**

This course name change is in response to two things: one is historically lower enrollment in the Foundations of Art course and the second is that the Fundamentals of Applied Design has a stronger alignment to the Century College Visual Communications program. This course will be an articulated credit course through Century College and will contribute to the Visual Communications Accelerated Pathway we are building.



### 2021-2022 Curriculum Advisory Council Course Addition/Revision/Deletion Process

A course proposal (addition/revision/deletion) can be initiated by a teacher, a department, a curriculum review team, or a member from Teaching & Learning. Because of the timelines for registration guides and schedules at the secondary level, the approval/deletion/change process must be completed not later than a week prior to the December Board Meeting.

**Directions:** *Make a copy of document, rename "Form" with course title, and share with principal.*

Course Title: CIS Human Anatomy and Physiology Requester/Dept: Doug Long

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective <b>department</b> in which a course would logically be offered.	CDB	11/15
<b>October 29</b> - The department submits the CPF to the appropriate <b>building administrator</b> .	CDB	11/15
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the <b>Director of Teaching &amp; Learning</b> .	CDB	11/15
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the <b>District Curriculum Advisory Council meeting</b> for approval. If revisions are needed, the CFP is returned to the building for consideration.		
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the <b>Director of Teaching &amp; Learning</b> who then requests final approval from <b>Assistant Superintendent</b> .	CDB	11/15
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the <b>School Board meeting</b> .		
<b>December 9</b> - School board approves the final course recommendations.		

☐ Addition      ☐ Elective      ☐ Semester      ☐ SAHS Pathways Course  
☐ Deletion      ☐ Required      ☐ Full Year      ☐ NCAA Eligible (add impact below)  
☒ Name Change to: CIS Human Physiology, Technology, and Medical Devices

**Rationale & Impact on Students:**

This is to align with the actual name of the class in the U of M registration information.

If Deletion or Name Change is requested you do not have to complete the rest of the form.



### 2021-2022 Curriculum Advisory Council Course Addition/Revision/Deletion Process

A course proposal (addition/revision/deletion) can be initiated by a teacher, a department, a curriculum review team, or a member from Teaching & Learning. Because of the timelines for registration guides and schedules at the secondary level, the approval/deletion/change process must be completed not later than a week prior to the December Board Meeting.

**Directions:** Make a copy of document, rename "Form" with course title, and share with principal.

Course Title: Physical Science 6 (previous) Requester/Dept: Caleb Drexler Booth / T&L

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective <b>department</b> in which a course would logically be offered.	CDB	10/15
<b>October 29</b> - The department submits the CPF to the appropriate <b>building administrator</b> .	CDB	10/15
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the <b>Director of Teaching &amp; Learning</b> .	CDB	10/15
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the <b>District Curriculum Advisory Council meeting</b> for approval. If revisions are needed, the CFP is returned to the building for consideration.	CDB	11/3
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the <b>Director of Teaching &amp; Learning</b> who then requests final approval from <b>Assistant Superintendent</b> .	CDB	11/10
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the <b>School Board meeting</b> .		
<b>December 9</b> - School board approves the final course recommendations.		

☐ Addition
 ☐ Elective
 ☐ Semester
 ☐ SAHS Pathways Course  
☐ Deletion
 ☒ Required
 ☒ Full Year
 ☐ NCAA Eligible (add impact below)  
☒ Name Change to: Earth Science 6

#### Rationale & Impact on Students:

This is a content change in line with the new 2019 MN Science standards. Previously, 6th grade science standards focused on physical science (chemistry and physics concepts). The revised standards change the focus to earth science. This course change will take effect for 2021-2022 school year. This cohort of students will then be prepared for a revised 8th grade course in physical science and corresponding new MCA-Science assessment in the spring of 2025.

If Deletion or Name Change is requested you do not have to complete the rest of the form.

## NEW COURSE APPROVAL

<b>Course Title:</b>	Earth Science 6	<b>Grade Level(s):</b>	6
<b>Subject//Program</b>	Science	<b>Prerequisites (if any):</b>	None
<b>Course Description:</b>	Earth Science is developed around the 2019 MN Earth Science standards. Students will build a foundation of scientific skills including scientific inquiry, measuring in science, science lab processes, and developing evidence-based claims. An emphasis is placed on developing and using models, analyzing and interpreting data, constructing explanations and designing solutions, and evaluating and communicating information. Topics of study include minerals, rocks, plate tectonics, climate, meteorology and astronomy. This course will help prepare students to be knowledgeable stewards of the Earth.		

### Proposed Learning Plan

<b>Core Concepts &amp; Skills</b> <i>What will students know and be able to do?</i>	<b>Instruction &amp; Assessment</b> <i>How will students demonstrate engagement and learning?</i>
<p><b>2019 Minnesota 6th Grade Science Benchmarks</b></p> <ul style="list-style-type: none"> <li>Ask questions that arise from observations of patterns in the movement of night sky objects to test the limitations of a solar system model.</li> <li>Ask questions to examine an interpretation about the relative ages of different rock layers within a sequence of several rock layers.</li> <li>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</li> <li>Collect data and use digital data analysis tools to identify patterns to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.</li> <li>Analyze and interpret data to determine similarities and differences among features and processes occurring on solar system objects.</li> <li>Analyze and interpret data on the distribution of fossils, rocks, continental shapes, and seafloor structures to provide evidence of past plate motions.</li> <li>Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects</li> <li>Develop and use scale models of solar system objects to describe the sizes of objects, the location of objects, and the motion of the objects; and include the role that gravity and inertia play in controlling that motion.</li> <li>Develop a model, based on observational evidence, to describe the cycling and movement of Earth's rock material and the energy that drives these processes</li> <li>Develop a model, based on observational and experimental evidence, to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</li> <li>Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used</li> </ul>	<p>Students will study and explore topics using small and large group discussions, hands-on projects and labs, interactive computer simulations, technology, engineering and math.</p> <p>Assessments will ask students to demonstrate their learning by:</p> <ul style="list-style-type: none"> <li>Asking questions (for science) and defining problems (for engineering)</li> <li>Developing and using models</li> <li>Planning and carrying out investigations</li> <li>Analyzing and interpreting data</li> <li>Using mathematics and computational thinking</li> <li>Constructing explanations (for science) and designing solutions (for engineering)</li> <li>Engaging in argument from evidence</li> <li>Obtaining, evaluating, and communicating information</li> </ul>

- to organize Earth's 4.6-billion-year-old history.
- Construct a scientific explanation based on evidence for how the uneven distribution of Earth's mineral, energy, or groundwater resources is the result of past geological processes.
- Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- Construct an argument, supported by evidence, for how geoscience processes have changed Earth's surface at varying time and spatial scales.
- Communicate how a series of models, including those used by Minnesota American Indian Tribes and communities and other cultures, are used to explain how motion in the Earth-Sun-Moon system causes the cyclic patterns of lunar phases, eclipses and seasons.

**How will this proposed course support student sense of self, expand understanding of diverse concepts and perspectives, and transfer learning for application beyond the classroom?**

This course will prepare students for future study in earth and space science at the high school as well as develop the scientific and engineering practices and processes to be used throughout their science study. Specific content will connect to current events as well as national and global conversations regarding earth science and the environment, including understanding human impacts. This course will help prepare students to be knowledgeable stewards of the Earth.

#### Additional Considerations

##### Targeted Student Population

- Who will be affected by the change?
- How does this change better serve these students?

All students will complete 6th grade earth science standards as required in statute.

##### Impact on Staffing

- Will the proposal require additional staffing?
- Will the proposal eliminate or reduce staffing needs?
- Are there currently employed teachers who meet licensing and certification requirements?

No staffing changes are necessary as part of this change. Current 6th grade teachers are licensed to teach the new standards.

##### Resources Needed

- Proposed texts and supplemental instructional resources, technical support, staff development, writing time

6th grade teachers will receive curricular support from 8th grade teachers currently teaching the content area. Ongoing professional development in phenomena-based instruction and cross-cutting concepts may be necessary as well as instructional alignment and assessment development.

##### Financial Impact

- Project costs or savings resulting from the proposal

Instructional purchases may include lab technology and materials but not textbooks. Anticipated costs: \$50,000-\$100,000



**2021-2022 Curriculum Advisory Council  
Course Addition/Revision/Deletion Process**

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**Directions:** Make a copy of document, rename "Form" with course title, and share with principal.

Course Title: Orientation to Education

Requester/Dept: Sarah Neitz

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective <b>department</b> in which a course would logically be offered.	<i>SN</i>	10/26/21
<b>October 29</b> - The department submits the CPF to the appropriate <b>building administrator</b> .	<i>AB</i>	10/28/21
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the <b>Director of Teaching &amp; Learning</b> .	<i>ODB</i>	11/3
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the <b>District Curriculum Advisory Council meeting</b> for approval. If revisions are needed, the CFP is returned to the building for consideration.	<i>ODB</i>	11/3
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the <b>Director of Teaching &amp; Learning</b> who then requests final approval from <b>Assistant Superintendent</b> .	<i>ODB</i>	11/10
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the <b>School Board meeting</b> .		
<b>December 9</b> - School board approves the final course recommendations.		

☒ Addition      ☒ Elective      ☐ Semester      ☒ SAHS Pathways Course  
☐ Deletion      ☐ Required      ☐ Full Year      ☐ NCAA Eligible (add impact below)  
 Name Change to: \_\_\_\_\_

**Rationale & Impact on Students:**

This course will serve as an introduction to our Education program of study and will replace the CIS Education course that historically not filled. The Orientation to Education course will be offered as concurrent enrollment with Century College and will be a feeder course for a Field of Education course coming in 2022-23. This will also help the "grow your own" philosophy being promoted with AVID and supported by our Office of Equity and Integration. It will also align with the work being done with Summer Success.

The Orientation to Education course not only supports our District's mission to increase interest of our local students to pursue a degree in Education, it supports the State of Minnesota's goal to diversify the education

field. In partnership with Century College's Education program, we want to provide an opportunity for students to learn more about the benefits of the education field while participating in a concurrent enrollment course.

If Deletion or Name Change is requested you do not have to complete the rest of the form.

### NEW COURSE APPROVAL

<b>Course Title:</b>	<b>Orientation to Education</b>	<b>9-12</b>	
<b>Subject//Program</b>	<b>Education</b>	<b>Prerequisites (if any):</b>	<b>N/A</b>
<b>Course Description:</b>	<p>Are you interested in working in Education? Do you like working with kids? Do you like helping others? If so, the field of education is for you! This course will provide students the opportunity to explore the field of education. Students will explore educational classroom experiences, along with student-centered and student-led classroom activities. Students will learn effective teaching and training strategies through hands-on interactions with students in a variety of classroom settings. Students will learn fundamentals of educational theories, basic lesson design and assessment, ethical practices, and the needs of diverse learners. In addition, structure, organization, and management of the U.S. School System, as well as legal and ethical aspects of teaching will receive attention. Careers related to education, including administration, school psychologists and counselors, as well as corporate trainers will be explored. Students will experience various aspects of the educational field through experiences in Pre-K-12 schools.</p>		

Proposed Learning Plan	
<p><b>Core Concepts &amp; Skills</b> What will students know and be able to do?</p> <ol style="list-style-type: none"> <li>1. Explain educational principles relevant to physical, social, emotional, moral, and cognitive development of young children.</li> <li>2. Examine the concepts of "belonging" and "family connectedness" as crucial to the development of young children.</li> <li>3. Explain developmental progressions of learners and ranges of individual variation within the physical, social, emotional, moral, and cognitive domains.</li> <li>4. Explain the cognitive processes associated with various kinds of learning and how these processes can be stimulated.</li> <li>5. Explain human motivation and behavior.</li> <li>6. Identify factors and situations that are likely to promote or diminish intrinsic motivation and strategies to help students become self-motivated.</li> </ol>	<p><b>Instruction &amp; Assessment</b> How will students demonstrate engagement and learning?</p> <p>Standards will be used to create assessments throughout the course that are both formative and summative. A variety of assessments will be used throughout the course, for example: projects, quizzes, papers, socratic seminars, and surveys.</p> <p>We will be working closely with Century College to build common assessments. This ranges from quizzes, tests and required course projects.</p>

7. Evaluate sensitive communication by and among all students.
8. Explain the historical and philosophical foundations of education.
9. Analyze schools as organizations within the larger community context and understand the operations of the relevant aspects of the systems within which the teacher works.
10. Examine how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning.
11. Identify data practices.
12. Explain mandatory reporting laws and rules.
13. Plan for passing the MN NES EAS/Basic Skills testing—Reading, Writing and Math subtests.
14. Knowledge of the Special Education legislation to the classroom setting.
15. apply developmental characteristics of students by age level, including physical, cognitive, emotional, and social characteristics.
16. Describe implications for teachers of gender, culture, language and socio-economic diversity.
17. Describe mindset and professional dispositions and their impact on the methods used in teaching children.
18. Explain an awareness of the process of reflective practice in teaching.
19. Describe the importance of nonverbal as well as verbal communication for educators.
20. Explain effective verbal, nonverbal, and media communication techniques in the classroom.
21. Use effective listening techniques for the human services profession.

**How will this proposed course support student sense of self, expand understanding of diverse concepts and perspectives, and transfer learning for application beyond the classroom?**

- The Orientation to Education curriculum includes different perspectives and resources to help participants understand the implications for teachers of gender, culture, language and socio-economic diversity.
- The instructor will incorporate different perspectives by including the voices of many different backgrounds and teaching experiences.
- Teaching methodologies used will incorporate researched based, best teaching practices; which takes in account how all students learn.

- Students will also grasp the concepts of Exposure, Opportunity, and Achievement gaps that are in our systems.
- Also, one of our overarching goals is to pursue opportunities to diversify our teaching field, so we will work collaboratively with the State and other schools who are trying to accomplish the same.

#### Additional Considerations

<b>Targeted Student Population</b> <ul style="list-style-type: none"> <li>• Who will be affected by the change?</li> <li>• How does this change better serve these students?</li> </ul>	<p>Students who are interested in learning more about the education field as well as having an opportunity to take an Accelerated course that also is concurrent enrollment.</p>
<b>Impact on Staffing</b> <ul style="list-style-type: none"> <li>• Will the proposal require additional staffing?</li> <li>• Will the proposal eliminate or reduce staffing needs?</li> <li>• Are there currently employed teachers who meet licensing and certification requirements?</li> </ul>	<p>Sarah Neitz has a flexible schedule and can teach the Orientation to Education class, it will not affect staffing. Sarah already had a Master's in Education and she's been approved by Century College to teach this concurrent enrollment course.</p> <p>We are working closely with Century College's Education Department to make sure that teachers eligible to teach this course have the Master's degree and other items needed. Sarah Neitz has sent items to Century needed to teach this course. Sarah already has a Master's in Education and she's been approved by Century College to teach this concurrent enrollment course.</p> <p>We are starting with only one section of Orientation to Education, so this would be approximately 30 students. The amount of students who would take this class should not impact the schedule or other classes.</p>
<b>Resources Needed</b> <ul style="list-style-type: none"> <li>• Proposed texts and supplemental instructional resources, technical support, staff development, writing time</li> </ul> <b>Financial Impact</b> <ul style="list-style-type: none"> <li>• Project costs or savings resulting from the proposal</li> </ul>	<ul style="list-style-type: none"> <li>• Students will need a device to access Schoology and online curriculum.</li> <li>• The staff member teaching this course will work closely with the instructor from Century College, and resources will be online.</li> <li>• The staff member teaching this course will need writing time in the Summer of 2022 to ensure the course meets Century's requirements but also fits the needs of our High School schedule and students.</li> </ul>



**2021-2022 Curriculum Advisory Council  
Course Addition/Revision/Deletion Process**

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**Directions:** Make a copy of document, rename "Form" with course title, and share with principal.

Course Title: Education Field Experience CAPS Requester/Dept: Sarah Neitz

Actions & Timelines	Approval	
	Initials	Date
Course Proposal Form (CPF) is completed and submitted to the respective department in which a course would logically be offered.	SP	10/26/21
<b>October 29</b> - The department submits the CPF to the appropriate building administrator.	FL	10/28/21
<b>November 3</b> - The building administrator works with the department for review and analysis. Special Education and Counseling departments must be consulted. The building administrator must submit CPF to the <b>Director of Teaching &amp; Learning</b> .	CBB	11/3
<b>November 3</b> - The Director of Teaching & Learning will discuss with the Teaching & Learning Department, affected building administrators, and submit to the <b>District Curriculum Advisory Council meeting</b> for approval. If revisions are needed, the CFP is returned to the building for consideration.	CBB	11/3
<b>November 10</b> - If course addition, revision, or deletion is supported, the CAC forwards the CPF to the <b>Director of Teaching &amp; Learning</b> who then requests final approval from <b>Assistant Superintendent</b> .	CBB	11/10
<b>November 24</b> - If approved, the Director of Teaching & Learning and Assistant Superintendent will request formal approval at the <b>School Board meeting</b> .		
<b>December 9</b> - School board approves the final course recommendations.		

☒ Addition      ☒ Elective      ☒ Semester      ☒ SAHS Pathways Course  
☐ Deletion      ☐ Required      ☐ Full Year      ☐ NCAA Eligible (add impact below)  
 Name Change to: \_\_\_\_\_

**Rationale & Impact on Students:**

The Education Field Experience CAPS course not only supports our District's mission to increase interest of our local students to pursue a degree in Education, it also supports the State of Minnesota's goal to diversify the Education Field. In partnership with PATHWAYS and Century College's Education Program, we want to provide an opportunity for students to gain real world experiences in the Education Field while participating in a concurrent enrollment course.

If Deletion or Name Change is requested you do not have to complete the rest of the form.

### NEW COURSE APPROVAL

<b>Course Title:</b>	Education Field Experience CAPS Course	<b>Grade Level(s):</b>	9-12
<b>Subject//Program</b>	Education	<b>Prerequisites (if any):</b>	Orientation to Education
<b>Course Description:</b>	<p>This course is designed for students who are interested in education and training and are willing to apply skills learned in the Orientation to Education course. Field experience provides students the opportunity to learn from seasoned educators in the field who can model best practices in teaching and training. Students will be exposed to project and profession-based learning skills using the CAPS curriculum. Students will be active participants in designing and delivering lessons and training in short and longer on-site experiences to provide students real-life opportunities.</p>		

Proposed Learning Plan	
<p style="text-align: center;"><b>Core Concepts &amp; Skills</b> What will students know and be able to do?</p> <ol style="list-style-type: none"> <li>1. Apply education theory and practice through CAPS Curriculum, community and school experiences.</li> <li>2. Immerse into project based learning that explains and analyzes structures and systems that make up the educational system.</li> <li>3. Understand personal strengths and passions in teaching by exploring and experiencing opportunities in the education field.</li> <li>4. Cultivate transformative professional skills such as understanding expectations, time management and other essential education field values.</li> <li>5. Develop real-world, project-based learning strategies through collaborations with educators and community partners.</li> </ol>	<p style="text-align: center;"><b>Instruction &amp; Assessment</b> How will students demonstrate engagement and learning?</p> <p>Standards will be used to create assessments throughout the course that are both formative and summative. A variety of assessments will be used throughout the course, for example: projects, quizzes, papers, socratic seminars, and surveys.</p> <p>What common assessment(s) will be used for this course? We will use the CAPS curriculum to build common project based assessments.</p>
<p><b>How will this proposed course support student sense of self, expand understanding of diverse concepts and perspectives, and transfer learning for application beyond the classroom?</b></p>	

- The Education Field Experience CAPS Course curriculum includes different perspectives and resources to help participants understand the implications for teachers of gender, culture, language and socio-economic diversity.
- The instructor will incorporate different perspectives by including the voices of many different backgrounds and teaching experiences.
- Students will participate in teaching methodologies that are research based, best teaching practices; which takes in account how all students learn.
- Students will see first hand the Exposure, Opportunity, and Achievement gaps that are in our systems, and will work with educators and community members to brainstorm ways to close gaps.
- Also, one of our overarching goals is to pursue opportunities to diversify our teaching field, so we will work collaboratively with the State and other schools who are trying to accomplish the same.

#### Additional Considerations

##### Targeted Student Population

- Who will be affected by the change?
- How does this change better serve these students?

Students who are interested in having field experience in the education field as well as having an opportunity to take an Accelerated course that also is concurrent enrollment.

##### Impact on Staffing

- Will the proposal require additional staffing?
- Will the proposal eliminate or reduce staffing needs?
- Are there currently employed teachers who meet licensing and certification requirements?

Sarah Neitz has a flexible schedule and can teach the Education Field Experience CAPS class, it will not affect staffing. Sarah already had a Master's in Education and she's been approved by Century College to teach this concurrent enrollment course.

**We are working closely with Century College's Education Department to make sure that teachers eligible to teach this course have the Master's degree and other items needed. Sarah Neitz has sent items to Century needed to teach this course.** Sarah already has a Master's in Education and she's been approved by Century College to teach this concurrent enrollment course.

We are starting with only one section of Education Field Experience CAPS Course, so this would be approximately 30 students. The amount of

	students who would take this class should not impact the schedule or other classes.
<b>Resources Needed</b> <ul style="list-style-type: none"> <li>Proposed texts and supplemental instructional resources, technical support, staff development, writing time</li> </ul> <b>Financial Impact</b> <ul style="list-style-type: none"> <li>Project costs or savings resulting from the proposal</li> </ul>	<ul style="list-style-type: none"> <li>Students will need a device to access Schoology and online curriculum.</li> <li>The staff member teaching this course will work closely with the PATHWAYS coordinators and the instructor from Century College, and resources will be online.</li> <li>The staff member teaching this course will need writing time in the Summer of 2022 to ensure the course meets CAPs requirements but also fits the needs of our High School schedule and students.</li> </ul>



Report for Information: COVID 19 Mitigation Update  
Meeting Date: November 18, 2021  
Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

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*Background:*

Administration will present an update to the Board of Education on COVID-19 cases in schools and the community. Current COVID-19 mitigation strategies will be reviewed:

1. COVID testing
2. Vaccinations
3. Mask requirements
4. School visitors
5. Contact tracing and communications
6. Quarantine procedures
7. Online learning

In response to vaccination availability for elementary age students and shifting COVID-19 community spread, modifications to current COVID-19 mitigation strategies will be proposed.

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This is a report for information. Action may be requested at a future meeting.



# COVID-19 Response

## *District-Wide Update*

Presented to School Board  
Nov. 18, 2021

# Considerations

*Our priority is to keep our students in school and learning!*

## Data to consider:

- Current COVID-19 case rates and trends
- Vaccination availability
- Vaccination rates
- Recommendations from public health experts



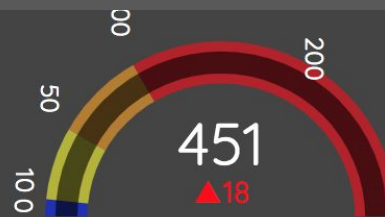
# Stillwater Area Public School District

ZIP codes: 55001, 55003, 55038, 55042, 55043, 55047, 55082, 55125, 55129

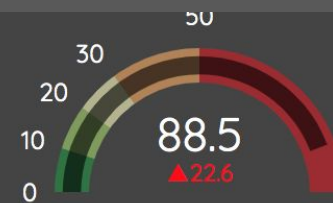
(excludes ZIP codes where less than 0.25 square miles of land area is within district boundaries)

Data as of November 11, 2021

7-day case rate per 10,000

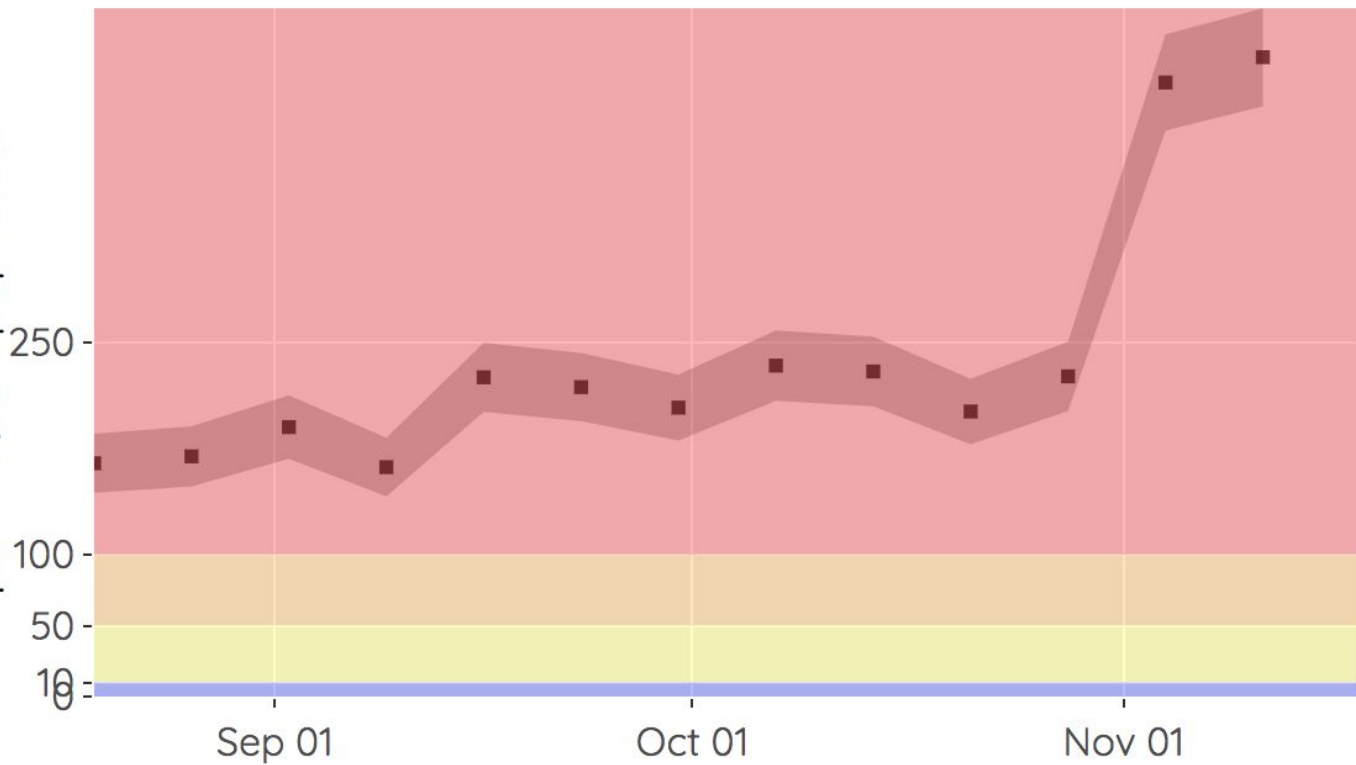


14-day case rate per 10,000



Source: [University of Minnesota](#)

Total cases in past 7 days  
per 100,000 population

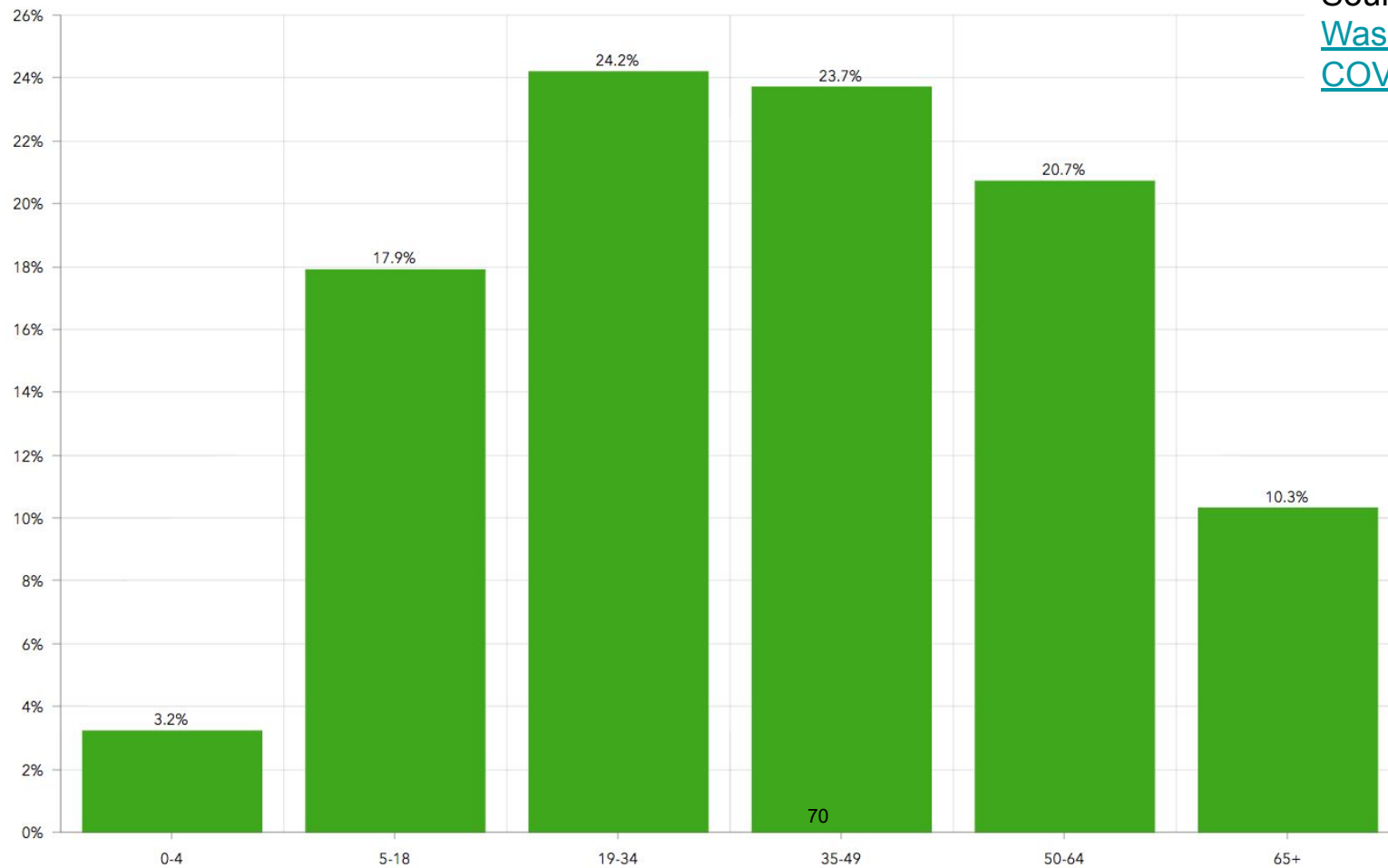


Low Transmission Moderate Transmission  
Substantial Transmission 69 High Transmission

Source:  
[University of Minnesota](#)

## Age of COVID-19 Cases in Washington County (cumulative)

Source:  
[Washington County  
COVID-19 statistics](#)



Updated 11/15/21

# COVID-19 Dashboard

Data reflects  
confirmed cases  
in Stillwater Area  
Public Schools  
(students and  
staff) since the  
first day of  
school

**220 total  
confirmed cases**

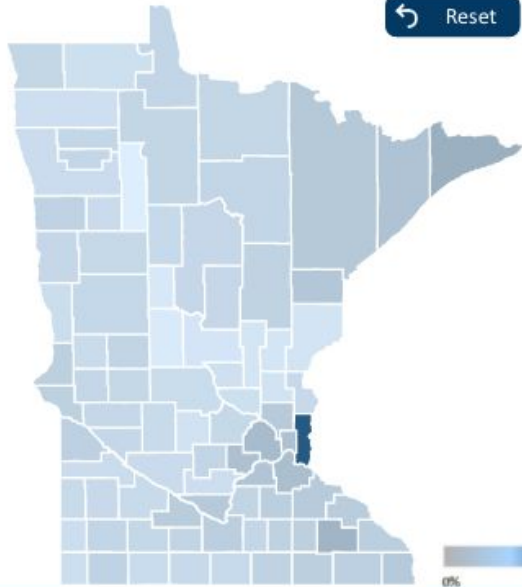
## COVID 19 Dashboard

COVID-19 cases in our schools will be reported on this website on a weekly basis. This data reflects students and staff who tested positive beginning with the first day of school.

SCHOOL	Students & Staff Week of 11/05/21-11/11/21	Cumulative COVID Cases
Early Childhood Family Center (ECFC)	7	10
Afton-Lakeland Elementary	4	19
Andersen Elementary	4	15
Brookview Elementary	6	16
Lake Elmo Elementary	4	26
Lily Lake Elementary	1	6
Rutherford Elementary	2	13
Stonebridge Elementary	0	16
Oak-Land Middle	6	25
Stillwater Middle	2	17
Stillwater Area High School (includes St. Croix Valley ALC)	14	55
Transitions	0	2

5+ 12+ 16+ 65+ Total population

Reset



## WASHINGTON COUNTY

Click on a county to narrow results. Data reported as of 11/14/2021.



People with at least one vaccine dose

183,303



People with completed vaccine series

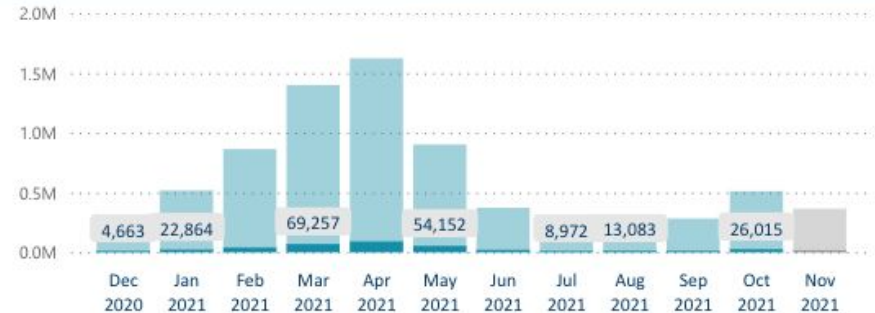
172,621

### Vaccine Doses Administered

Monthly

Weekly

Daily



View people with:

- At least one vaccine dose
- Completed vaccine series

5+



65+



18+ (CDC)





# Current Masking Practices



- Masks are required for all individuals on school buses per federal regulations
- Universal indoor masking required for all people in the school setting (preK-8) regardless of vaccination status per school board resolution
- Masking strongly recommended at the high school
- Board to review masking practice at end of every quarter

# STUDENTS

Students who are in close contact with an individual who tests positive for COVID-19 may not need to quarantine, based on the following factors:

Fully  
Vaccinated

Mask

Learning  
Environment



+



=



+



=



+



=



+



=



Quarantine

## Quarantine & Contact Tracing

Quarantine is not necessary if:

- A student is a close contact and was wearing a well-fitted mask; OR
- A student has recovered from COVID-19 in the past 90 days (illness was confirmed with a positive lab test); OR
- A student is fully vaccinated (exposure was at least 14 days after their vaccination series was fully completed) and they do not currently have any symptoms of COVID-19.

# COVID Testing

- **Vault testing kits**

The saliva test kits can be taken home and returned to Oak-Land or Stillwater Middle Schools or Stillwater Area High School before 10 am on Tuesdays or Thursdays to be delivered to the testing laboratory.

- **BinaxNOW over-the-counter at-home testing kits**

## Community Testing

### Stillwater Armory: Rapid Testing

- Wednesday-Fridays:  
11 a.m. - 6 p.m
- Saturdays: 11 a.m. - 4 p.m.

Consult with physician or local, county or state health organizations

**Or visit:**

[mn.gov/covid19/get-tested/testing-locations](https://mn.gov/covid19/get-tested/testing-locations)

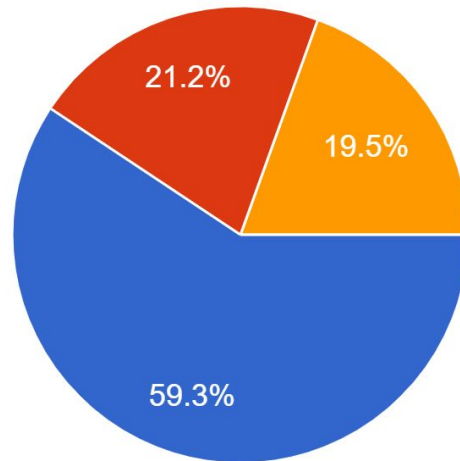
# K-5 Online Learning



# Intent To Return Survey of Current Families

Please indicate your intent:

118 responses



- We wish to continue online learning for Semester 2
- We wish to return to in-person learning for Semester 2
- We're unsure at this time

# Next Steps

## Recommendation:

School board to revisit masking practices for start of Semester 2 (January 22, 2022)

- Allow time for 5-11 year olds to be fully vaccinated, if they so choose
- Continue to monitor COVID case rates and trends

## Elementary School Changes Semester 2

- Move 100% online learners back to in-person learning
- Re-open schools to volunteers for academic purposes
- Allow field trips



# Questions

**Agenda Item: XII.D.**  
**Date Prepared: November 10, 2021**  
**ISD 834 Board Meeting**

Report for Information: First Reading Policy 514 Bullying Prohibition  
Meeting Date: November 18, 2021  
Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

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***Background:***

The 2021 Policy Working Group will be presenting revised Bullying Prohibition Policy 514 for a first reading.

The revised policy is included for your review

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***Recommendation:***

Input from Board directors and community is requested. This will come back for a second reading at the next business meeting.



POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Bullying Prohibition POLICY</b>	<b>514</b>	<b>Adopted: 05-12-2011 Revised: 06-13-2019 Revised: 06-11-2020</b>	<b>Annually</b>

## **I. PURPOSE**

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with a student's ability to learn and/or a teacher's ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, the school district intends to prevent bullying and to take action to investigate, respond to, and to remediate and discipline for those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, reprisal, retaliation, and other similar disruptive and detrimental behavior.

## **II. GENERAL STATEMENT OF POLICY**

A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.

B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.

C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.

D. Retaliation against a victim, good faith reporter, or a witness of bullying is prohibited.

E. False accusations or reports of bullying against another student are prohibited.

F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy. The school district may take into account the following factors:

1. The developmental ages and maturity levels of the parties involved;
2. The levels of harm, surrounding circumstances, and nature of the behavior;
3. Past incidences or past or continuing patterns of behavior;
4. The relationship between the parties involved; and
5. The context in which the alleged incidents occurred.

Consequences for students who commit prohibited acts of bullying may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion. The school district shall employ research-based developmentally appropriate practices that include preventative and remedial measures and effective discipline for deterring violations of this policy, apply throughout the school district, and foster student, parent, and community participation.

Consequences for employees who permit, condone, or tolerate bullying or engage in an act of reprisal or intentional false reporting of bullying may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of bullying may include, but not be limited to, exclusion from school district property and events.

G. The school district will act to investigate all complaints of bullying reported to the school district and will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who is found to have violated this policy.

### III. DEFINITIONS

For purposes of this policy, the definitions included in this section apply.

A. "Bullying" means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:

1. an actual or perceived imbalance of power exists between the student engaging in the prohibited conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or
2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyber bullying as defined in this policy.

B. "Cyber bullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device, to include impersonating someone else and sending out communications in such a capacity. The term applies to prohibited conduct which occurs on school premises, on school district

property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

C. “Immediately” means as soon as possible but no later than the next school day, unless circumstances are legitimately prohibitive.

D. “Intimidating, threatening, abusive, or harming conduct” means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student’s property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student’s reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person’s actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

E. “On school premises, on school district property, at school functions or activities, or on school transportation” means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student’s walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

F. “Prohibited conduct” means bullying or cyber bullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

G. “Remedial response” means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.

H. “Student” means a student enrolled in a public school or a charter school.

#### **IV. REPORTING PROCEDURE**

A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.

B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.

C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as the primary contact on policy and procedural matters. The building report taker or a third party designated by the school district shall be responsible for the investigation. The building report taker shall provide information about available community resources to the target or victim of the bullying or other prohibited conduct, the perpetrator, and other affected individuals as appropriate.

D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.

F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.

G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

#### **VIV. SCHOOL DISTRICT ACTION**

A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.

B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.

C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.

D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy and other applicable school district policies; and applicable regulations.

E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.

F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

#### **VIV. RETALIATION OR REPRISAL**

The school district will discipline or take appropriate action against any student, teacher, administrator, volunteer, contractor, or other employee of the school district who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged bullying or prohibited conduct, who provides information about bullying or prohibited conduct, who testifies, assists, or participates in an investigation of alleged bullying or prohibited conduct, or who testifies, assists, or participates in a proceeding or hearing relating to such bullying or prohibited conduct. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the prohibited conduct. Remedial responses to the prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this policy.

#### **VIIIV. TRAINING AND EDUCATION**

A. The school district shall discuss this policy with school personnel and volunteers and provide appropriate training to school district personnel regarding this policy. The school district shall establish a training cycle for school personnel to occur during a period not to exceed every three school years. Newly employed school personnel must receive the training within the first year of their employment with the school district. The school district or a school administrator may accelerate the training cycle or provide additional training based on a particular need or circumstance.

B. The school district shall require ongoing professional development, consistent with Minn. Stat. § 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:

1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
4. The incidence and nature of cyberbullying; and
5. Internet safety and cyberbullying.

C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.

D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.

E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration may<sup>[2]</sup> establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

The administration is encouraged, to the extent practicable, to take such actions as it may deem appropriate to accomplish the following:

1. Engage all students in creating a safe and supportive school environment;
2. Partner with parents and other community members to develop and implement prevention and intervention programs;
3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
5. Teach students to advocate for themselves and others;



6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and

7. Foster student collaborations that, in turn, foster a safe and supportive school climate.

F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. ~~Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.~~<sup>[3]</sup>

G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy in the student handbook.

## ~~VIII~~**VH.** NOTICE

A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.

B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.

C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.

D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy distributed to parents at the beginning of each school year.

E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.

F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

## ~~IX~~**VH.** POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. ~~Revisions<sup>[4]</sup> may shall be made in consultation with students, parents, and applicable community organizations, principals, staff, students, and parents.~~

## ~~IX~~**DEFINITIONS**

~~For purposes of this policy, the definitions included in this section apply.~~

~~“Bullying” means intimidating, threatening, abusive, or harming conduct that is objectively offensive and:~~

~~1. an actual or perceived imbalance of power exists between the student engaging in the prohibited~~

conduct and the target of the prohibited conduct, and the conduct is repeated or forms a pattern; or

2. materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges.

The term, "bullying," specifically includes cyber bullying as defined in this policy.

**"Cyber bullying"** means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device, to include impersonating someone else and sending out communications in such a capacity. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.

**"Immediately"** means as soon as possible but no later than the next school day, unless circumstances are legitimately prohibitive.

**"Intimidating, threatening, abusive, or harming conduct"** means, but is not limited to, conduct that does the following:

1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;

2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or

3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.

**"On school premises, on school district property, at school functions or activities, or on school transportation"** means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school related functions, school sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

**"Prohibited conduct"** means bullying or cyber bullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.

**"Remedial response"** means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.



~~“Student” means a student enrolled in a public school or a charter school.~~

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)

Minn. Stat. § 120B.232 (Character Development Education)

Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)

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

Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)

Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)

Minn. Stat. § 121A.69 (Hazing Policy)

Minn. Stat. Ch. 124E (Charter School)

Minn. Stat. Ch. 363A (Minnesota Human Rights Act)

20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Report for Information: First Reading Policy 722 Data Request  
Meeting Date: November 18, 2021  
Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

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***Background:***

The 2021 Policy Working Group will be presenting revised Data Request Policy 722 for a first reading.

The revised policy is included for your review

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***Recommendation:***

Input from Board directors and community is requested. This will come back for a second reading at the next business meeting.



## NON-INSTRUCTIONAL OPERATIONS

POLICY TITLE	POLICY NUMBER	ADOPTED/REVIEWED	REVIEW FREQUENCY
<b>PUBLIC DATA REQUESTS</b>	<b>722</b>	<b>12/12/2019</b>	<b>3 Year</b>

### I. PURPOSE

~~The purpose of this policy is to set forth the procedure regarding a public request to inspect or obtain public data and to comply with the Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13, and Minn Rules Ch 1205.0100-1205.2000.~~

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

### II. GENERAL STATEMENT OF POLICY

~~A. All data collected, created, received, maintained or disseminated by the School District, which is classified by state statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district in this policy.~~

~~B. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.~~

~~C. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.~~

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

### ~~VII.~~ III. DEFINITIONS

#### A. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. Inspection

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

C. Public Data

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

D. Responsible Authority

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

E. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

**III. IV. REQUESTS FOR PUBLIC DATA**

~~A.~~ All requests for public data must be made in writing directed to the ~~Data Practices Designee(s).~~ responsible authority.

1. A request for public data must include the following information:
  - a. Date the request is made;
  - b. A clear description of the data requested;
  - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
  - ~~e.~~ d. Method to contact the requestor (such as phone number, address, or email address).
2. A requestor is not required to explain the reason for the data request.
3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The responsible authority will respond to a data request at reasonable times and places as follows:

1. The responsible authority will notify the requestor in writing as follows:

- a. The requested data does not exist; or
- b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or

- (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.

- (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.

- c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.

4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

#### ~~IV.~~ V. REQUEST FOR SUMMARY DATA

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

#### ~~V.~~ VI. COSTS

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

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

B. Summary Data

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

~~VI. DISTRICT PROCEDURES FOR INSPECTION OF PUBLIC DATA~~

~~A. The District's procedures for inspection of public data are as follows:~~

- ~~1. Data can be inspected at the District's Central Services building, Monday through Friday, during regular business hours.~~
- ~~2. Because the District is required by law to preserve public records and documents, a District employee will be in the room when data is inspected.~~
- ~~3. Inspection will be scheduled at a time that is mutually agreeable to the individual making the data request and the District employee.~~
- ~~4. Because the District is required by law to preserve public records and documents, the District will make any copies requested.~~
- ~~5. Individuals requesting data may not take District documents or data out of the District's office to make copies.~~
- ~~6. A requestor may choose to use their own scanner, portable copy machine, or camera to make copies of requested data, however, will be required to mark/flag those pages that were copied, scanned or photographed.~~



## Data Practices Contacts

### ~~Responsible Authority:~~

~~Denise Pontrelli  
Central Services Building  
1875 Greeley Street South  
Phone: 651.351.8340  
Email: [Pontrellid@stillwaterschools.org](mailto:Pontrellid@stillwaterschools.org)~~

### ~~Data Practices Compliance Official:~~

~~Bob McDowell  
Central Services Building  
1875 Greeley Street South  
Phone: 651.351.8340  
Email: [McDowellr@stillwaterschools.org](mailto:McDowellr@stillwaterschools.org)~~

### ~~Data Practices Designee(s):~~

~~Cathy Moen  
Central Services Building  
1875 Greeley Street South  
Phone: 651.351.8340  
Email: [Moenc@stillwaterschools.org](mailto:Moenc@stillwaterschools.org)~~

### Data Practices Designee(s):

Director of Human Resources  
Email: [comments@stillwaterschools.org](mailto:comments@stillwaterschools.org)

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices)

**Cross References:** MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

**Agenda Item XII.F.**  
**Date Prepared: November 10, 2021**  
**ISD 834 Board Meeting**

**Agenda Item:** First Reading Policy 201.2 Board Guiding Principles  
Meeting Date: November 18, 2021  
Contact Person: Dr. Jennifer Cherry, Assistant Superintendent

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***Summary:***

The 2021 Policy Working Group will be requesting to revoke Policy 201.2 - Board Guiding Principles.

The policy is included for your review

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**Recommendation:**

This policy will come for a final reading at the next Board meeting.

## BOARD GOVERNANCE PROCESS

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
<b>Guiding Principles</b>	<b>201.2</b>	<b>Adopted: 08-26-2010 Revised: 8-11-2016 Renumbered: 3-11-2021</b>	<b>Annually</b>

1. The Board shall govern with emphasis on:

- 1.1 District Strategic Plan.
- 1.2 Integrity and truthfulness in all methods and practices.
- 1.3 Student and organizational focus.
- 1.4 Encouragement of diversity in viewpoints.
- 1.5 Strategic leadership.
- 1.6 Clear distinction between Board and Superintendent roles and work.
- 1.7 Collective decisions.
- 1.8 Future orientation.
- 1.9 Policy governance.

2. Our shared beliefs are:

- 2.1 All people have inherent value.
- 2.2 Helping others leads to a greater sense of self-worth.
- 2.3 A community thrives when everyone's contributions are respected.
- 2.4 Curiosity is essential for lifelong learning.
- 2.5 Our future is dependent on outstanding leadership.
- 2.6 Encouraging diverse perspectives promotes innovation.
- 2.7 Success requires perseverance and learning from failure.
- 2.8 All people deserve the environment and opportunity to discover and maximize their potential.
- 2.9 Relationships based on caring, honesty, and respect, strengthen our community.

**Agenda Item XIII.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

Agenda Item: Open Forum  
Meeting Date: November 18, 2021

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*Background:*

Those who wish to speak to the School Board will be able to do so in the end of the board meeting during Open Forum. You must sign up to speak. You may sign up only for yourself, not other individuals or groups, and only in person. Sign-up will be available electronically the week of a board meeting beginning at 8 a.m. on Monday and closing at 4 p.m. on Wednesday. You will receive a notification upon submitting your online form.

Due to time limitations, we will limit the number of speakers to 15, who may speak for 3 minutes each. If you spoke at the last meeting, you may sign up to speak this week, but your name will be placed on a waitlist. If speaking slots remain after the signup time ends, names from the waitlist will be added to the speaking list in order of the time that individuals signed up. You will be notified if you are scheduled to speak.

When your name is called, please be seated at the board table and state your name and address, including town, before you begin your remarks. Please pay attention to the timer, who will hold up cards indicating when you are approaching the end of your time. When time is called, you may finish your sentence. After you address the Board, please leave the board table.

Stillwater Area Public Schools, District 834, welcomes input from citizens as community involvement on the issues facing our district fosters better decision making and improved learning experiences for all students. While comments and questions are welcome during Open Forum, law prohibits the Board from discussing concerns about individual employees or students in a public meeting. We will stop the proceedings immediately if employee or student privacy issues are raised and direct the speaker to forward comments regarding individual employees or students to the superintendent. We welcome discussion of the issues but will not tolerate the targeting of individual staff or students by name, position or implication.

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. Vulgarity, character attacks, or malice will not be tolerated. The Board will not deliberate, discuss, or engage in conversation with speakers during Open Forum. However, the Board may ask administration to review the concerns presented.

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*Recommendation:*

This is for informational purposes only.

Agenda Item: Adjournment  
Meeting Date: November 18, 2021  
Contact Person: School Board Chair

**Agenda Item XIV. A.**  
**Date Prepared: October 25, 2021**  
**ISD 834 Board Meeting**

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The meeting must formally adjourn.



Stillwater School Board  
Policy Meeting Notes  
November 10, 2021

Present: Katie Hockert, Bev Petrie, Annie Porbeni, Jennifer Cherry, Joan Hurley, Malinda Lansfeldt

Agenda

- Review Policies 514, 722, 201, 201.2, & 208

Highlights of Discussion

- Annual review of 514: Bullying Prohibition Policy.
  - Minor organizational changes were made (moved definitions up)
  - Added a sentence from MSBA model policy and removed a sentence
  - Bringing to board for first read at Nov 18 board meeting
- Reviewed 722: Public Data Requests
  - Review requested by legal counsel
  - Recommend replacing current policy with MSBA model policy. Doing so removes the procedural section for inspection of data and condenses some wording in the purpose and general statement.
  - Bringing to board for first read Nov 18
- Began discussion of 201: Legal Status of School Board
  - Questions arose and MSBA will be consulted before moving this policy forward.
- Reviewed 201.2: Guiding Principles
  - Recommending revocation of this policy due to redundancy with other policies and vague nature of many statements.
  - Bringing to board as a report on Nov 18
- Reviewed 208: Development, Adoption, and Implementation of Policies
  - No changes recommended.
  - Bringing to board on consent agenda on Nov 18

What's next

- Nov 18 Meeting will have first readings for 514 and 722, a report on 201.2, and 208 in the consent agenda
- Prepare to discuss the following new policies at the next meeting- 201, 201.1, 203, 203.1, 203.2, 203.3, 204, & 201.3
- Katie Hockert will contact MSBA regarding questions on 201.

Next Meeting: December 1, 2021 at 12-1pm

Respectfully submitted by: Katie Hockert

Date: 11/10/21

**TO:** Northeast Metro 916 Board of Education

**FROM:** Dr. Val Rae Boe

**DATE:** November 10, 2021

**RE:** November 3 Board of Education Meeting Talking Points

Members present: Knisley-12, Palmer-13, Starck-14, Forsberg-16, Kinsey-282, Sager-621, Chapman-624, Donovan-832, and Hockert-834.

Members absent: Shaw-623, Keto-831, and Schwartz-833.

**Delegates to NSBA Annual Conference:** Every year, Northeast Metro ISD 916 budgets to send two school board members to the NSBA Annual Conference. This year the conference will be held April 2-4<sup>th</sup> in San Diego, CA. The schedule of who is eligible to attend rotates by district. This year, the order of districts eligible is Stillwater, South Washington, White Bear Lake, Spring Lake Park, and Mounds View. If those members wish to attend, they can work with Rachel Anderson on setting up accommodations.

**Federal Funds in District 916:** Scott Thomas, director of education services, shared information regarding the use of federal funds in District 916. Currently, 100% of Title II money will be used for employee mentorship as that is essential to retain staff and build their capacity to do their job well. Scott spoke about the Title III budget and highlighted the Language Seals Testing that over 50 students in District 916 took advantage of this week. Lastly, Scott spoke ESSER funds and the tentative plans for ESSER III Recovery Services which include resources for mental health, tutoring and extended school year.

**Approval of Contract:** Approved entering into a five year lease agreement with JAVA Enterprises, LLC. Currently Northeast Metro ISD 916 rents one storage garage in Vadnais Heights, pallets for office furniture at Intereum in Plymouth, and one semi-trailer of classroom furniture in White Bear Lake. This new storage facility is located in Coon Rapids and will be able to house all of the current items, as well as the Mobile Education Center in one location for approximately the same yearly cost.