

Regular Meeting

Monday, June 8, 2020 7:00 PM

Virtual Meeting via Google Hangout, To view or listen to this meeting, send request to: jkilian@isd110.org, or , call: 952-442-0600

1. PUBLIC COMMENT

first 10 minutes will be available for public comment, if no comments, meeting will be called to order

2. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE

Presenter: Chair
Geller

3. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

Presenter: Chair
Geller

3.A. Upcoming Meetings:

4. MINUTES OF PREVIOUS MEETING

Minutes of Regular Meeting

The Board of Trustees

Waconia Public Schools

A Regular of the Board of Trustees of Waconia Public Schools was held Monday, May 11, 2020, beginning at 7:00 PM via Google Hangout.

1. PUBLIC COMMENT

first 10 minutes will be available for public comment, if no comments, meeting will be called to order

2. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE

Presenter: Chair Geller

Members present: Weinand, Geller, Johnson, Myers, Thom, Bullis, Varble

Members absent: none

Call to order at 7:04PM

Motion by Weinand to adopt agenda

Bullis second

All in favor

Motion carried

3. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

A. 2019-2020 ONE10 Staff Retirement Recognition

- Janet Malotky, 9 years
- Angel Perez Chihuahua, 13 years
- Becky Musich, 14 years
- Cindy Solheim, 15 years
- Karen Cardinal, 17 years
- Cheri Parkinson, 17 years
- Joanne Bongard, 26 years
- Beth Gerritsen, 29 years
- Lisa Sauer, 32 years
- Cyndi Mayer, 31 years
- Lisa Goede, 34 years
- Brenda Grams, 35 years
- Mavis Mathistad, 35 years

B. 2019-2020 ONE10 School Board Student Representatives

- Quinn Wambeke
- Chasey Wedge

C. Upcoming Meetings:

May 26 School Board Work Session 7:00 PM via Google Hangout

4. **PRESENTATION**

A. 2019-2020 Retiring Staff Video

Presenter: Paul David, Director of Communications

B. Native American Aide Plan

Presenter: Tim Koschinska, Teaching & Learning Manager

5. **MINUTES OF PREVIOUS MEETINGS**

Approve Minutes of the April 16 Regular and May 4 Special Meetings

Motion by Weinand to approve Minutes of the April 16 Regular and May 4 Special Meetings

Bullis second

All in favor

Motion carried

6. **CONSENT AGENDA**

Motion by Weinand to approve consent agenda

Bullis second

All in favor

Motion carried.

A. Approve Bills and Wire Transfers

B. Human Resource Items

Jane Garnatz	Student Info Systems & Enrollment Specialist ESC	
Replacement	8 hours/day; 12-months	

Holly Gothmann	Nutritional Assistant	BV
Replacement	4.5 hours/day; 174 days	

Melissa Otto	Wildcat Preschool Teacher	CE
Replacement	7.5 hours/day; 9-months	

Haley Radel	Speech-Language Pathologist	WMS
New Position	1.0 FTE Waconia (0.4 of FTE Jordan Schools)	
	Position Shared with Jordan Schools	

Employee Status Changes

Michael Johnson, Social Studies Teacher at WMS, from 0.88 FTE to 1.0 FTE.

Leaves of Absence

Juana Alvarado, Kids' Company Lead for Community Ed.
Alexa Bjerke, Kids' Company Aide for Community Ed.
Sierrah Bjerke, Kids' Company Site Lead for Community Ed.
Nick Carlson, Kids' Company Aide for Community Ed.
Grace Dickson, Kids' Company Aide for Community Ed.
Kristopher Dobmeier, Kids' Company Lead for Community Ed.
Alexis Gonzalez, Kids' Company Aide for Community Ed.
Kelly Gonzalez, Kids' Company Aide for Community Ed.
Kimberlie Gonzales-Calvante, Kids' Company Lead for Community Ed.
Kylee Gothmann, Kids' Company Aide for Community Ed.
Leah Gothmann, Kids' Company Aide for Community Ed.
Joseph Gray, Kids' Company Lead for Community Ed.
Heather Grengs, Kids' Company Aide for Community Ed.
Lauren Hackbarth, Kids' Company Lead for Community Ed.
Emily Heger, Educational Assistant at LT.
Will Holbrook, Kids' Company Aide for Community Ed.
Brooke Johnson, Kids' Company Aide for Community Ed.
Ashley Karels, Kids' Company Lead for Community Ed.
Patricia Karels, Kids' Company Admin. Asst I for Community Ed.
Scott Kline, Kids' Company Lead for Community Ed.
Doug Lakes, Performing Arts Facilities Coordinator for Community Ed.
Koby Larsin, Kids' Company Aide for Community Ed.
Grace Larson, Kids' Company Aide for Community Ed.
Jasmine Lopez, Kids' Company Aide for Community Ed.
Parker Maass, Kids' Company Aide for Community Ed.
Leann Millender, Instructional Coach at ESC.
Haley Nenovich, Kids' Company Aide for Community Ed.
Sophia Ngep, Kids' Company Aide for Community Ed.
Mckenzie Olson, Kids' Company Aide for Community Ed.
Douglas Ombati, Kids' Company Lead for Community Ed.
Bionca Patterson, Kids' Company Lead for Community Ed.
Sommer Poehler, Kids' Company Lead for Community Ed.
Rachelle Schaust, Special Education Teacher at LT.
Ashlie Scheuble, Kids' Company Site Lead for Community Ed.
Nicole Shoutz, Kids' Company Aide for Community Ed.
Charlie Swanson, Kids' Company Aide for Community Ed.
Avery Talton, Kids' Company Lead for Community Ed.
Yanira Torres, Kids' Company Lead for Community Ed.
Regina White, Kids' Company Lead for Community Ed.
Paige Young, Kids' Company Aide for Community Ed.

Retirements/Resignations/Terminations

Kim Lindmeier, Custodial Cleaner at WMS.
Jason Morris, Technology Support Specialist at SV.
Tess Servin, Educational Assistant at LT.

C. Receipts of Donation

\$21 donated by Your Cause for SV General Supplies
\$24 donated by Your Cause for WMS Student Activity Support
\$2,500 donated by Emerson for WHS Robotics Program
\$150 donated by Anonymous for Cafe 110 Plateful Account
\$180.10 donated by Sarah Thom for Cafe 110 Plateful Account

7. REPORTS

A. Student Board Report

Presenter: Quinn Wambeke, Chasey Wedge

B. Finance Report

Presenter: Todd Swanson reported the Preliminary budget Process is underway for 2020-2021

C. Superintendent's Report

Presenter: Pat Devine, Superintendent reported highlights from Leadership team including: 50 days of virtual learning, farewell planning underway, Teacher & Staff appreciation week of May 11, Triple A, Athena award winners announced, CE and SPED waiting for guidance on summer programming. MDE graduation guidelines announced.

8. ACTION ITEMS

A. Distance Learning & Reporting Guidelines

Presenter: Kathy Oliphant, Director of Teaching & Learning

Motion by Weinand to approve Distance Learning & Reporting Guidelines

Bullis second

All in favor

motion carried

B. Action Item by Board Chair

Motion by Dana, second by John to sensor members that use foul language or are disrespectful during meetings.

All in favor

Motion carried

9. DISCUSSION ITEMS

10. BOARD COMMITTEE REPORTS

A. Leadership & District Service Committee

B. Self-Governance & Superintendent Relations Committee

C. Finance & Facilities Committee-of-the-Whole

D. Policy & Advocacy Committee: Johnson reports committee just met to review 600 series education programs, pulling back 611, 623, 625 outstanding is

activities policy #510. Looking to merge 510 + MSBA, will ask Jill to look over and provide input.

E. Teaching and Learning Advisory Council Representative

F. Southwest Metro Intermediate District 288 Representative

G. Community Education Advisory Council Representative

H. MSHSL Representative

I. Technology Committee Representative

J. District 110 Foundation Representative

K. Schools for Equity in Education (SEE) legislative update meeting at 9am via Zoom.

L. Carver County Elected Leaders

M. City of Waconia Liaison

N. City of Minnetrista Liaison

O. City of Victoria Liaison

P. City of St. Bonifacius Liaison

Q. City of New Germany Liaison

11. **ADJOURNMENT**

Motion by Weinand to adjourn

Bullis second

All in favor

Motion carried

Meeting adjourned at 8:18 PM

Minutes of Closed Meeting RE: Legal Matter

The Board of Trustees Waconia Public Schools

A Closed Meeting RE: Legal Matter of the Board of Trustees of Waconia Public Schools was held Tuesday, May 26, 2020, beginning at 7:00 PM via Google Hangout.

1. CALL TO ORDER, NOTATION OF MEMBERS IN ATTENDANCE

Members present: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

Members absent: none

2. ENTER CLOSED SESSION

The meeting is closed under MN Statutes 13D.05 Subd. 3(b) Meetings may be closed if the closure is expressly authorized by statute or permitted by the attorney-client privilege.

Enter closed discussion at 7:04 PM

A. Legal Matter

Closed to discuss legal matters concerning an employee and to explain the need for a resolution.

End closed discussion at 7:19 PM

Motion by Weinand to adopt resolution as presented

Thom second

All in favor

Motion carried

3. ADJOURNMENT

Motion by Weinand to adjourn

Bullis second

All in favor

Motion carried

Meeting adjourned at 7:22 PM

5. **CONSENT AGENDA**

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

Waconia Public Schools
Independent School District No. 110
Waconia, Minnesota

BOARD OF EDUCATION

Regular Meeting – June 8, 2020

AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

AGENDA ITEM: Human Resource Recommendations

ITEM ADDED BY: Sonya Sailer, Director of Human Resources

Employment

Eva Bjerke New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Breahna Carlson New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Arianna Clark New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Sofia Deitering New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Elsa DeMars New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Ryan Dillerud New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Jacob Esterberg Replacement	Elementary Band Teacher 1.0 FTE; 184 days	BV/LT/SV
Margaret Halloran New Position	Kids' Co Lead 7.5 hours/day; 261 days	Community Ed
Kylee Hennes New Position	Kids' Company Aide Part-time; hours will vary	Community Ed

Sty Hinz New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Isabelle Honkomp New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Jada Johnson New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Neva Johnston New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Sara Linsley Replacement	Special Education Teacher (EBD) 1.0 FTE; 184 days	SV
David Michels New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Addison Olstad New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Anders Rodning New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Gavin Willis New Position	Kids' Company Aide Part-time; hours will vary	Community Ed

Employee Status Changes

Keith Baune, from Assistant Principal at WMS to Principal at LT.

Harrison Schamber, from Kids' Co Aide to Kids' Co Lead in Community Ed.

Leaves of Absence

Libby Barrie, Science Teacher at WHS.

Britta Devinny, Physical Sciences Teacher at WMS.

Jacqueline Hill, Custodial Cleaner at WMS.

Brittany Johnson, Grade 6 Teacher at WMS.

Katherine Niemczyk, English/Language Arts Teacher at WHS.

Brian Quaas, Custodial Cleaner at WHS.

Retirements/Resignations/Terminations

Jennifer Abrahamson, Educational Assistant at LT.

Olivia Dammann, Kids' Company Aide for Community Ed.

Katherine Dickson, Administrative Assistant in Community Ed.

Leah Gothmann, Kids' Company Aide for Community Ed.

Tom Middagh, Recreation Coordinator for Community Ed.

Eduardo Navidad, Principal at LT.

Donald Nicholson, Kids' Company Aide for Community Ed.

Alexandra Rohs, Special Education Teacher at BV.

It is recommended that the ISD 110 Board of Education approve the above human resource actions as proposed.

5.C. Joint Powers Agreement with Crown College for
PSEO

6. **REPORTS**

6.A. Finance Report

Presenter: Todd
Swanson, Director of
Finance & Operations

Budget and Finance Report

June 8, 2020

Discussion Items:

1.0 – Monthly Financial Reports

District staff has gathered information for the monthly financial reporting process. The monthly reports from July through April 2020 will be reviewed with the school board.

Action Items:

1.0 - 2020-2021 Preliminary Budget Approval -

The preliminary budget will be presented at the June 8, 2020 school board meeting for approval.

2.0 – SWMetro Safe Schools Levy Resolution

District staff recommends approval of a resolution allowing SWMetro Intermediate School District number 288 authorizing inclusion of a proportionate share of SWMetro's Safe Schools program in the district's pay 2021 levy.

3.0 - SWMetro LTFM Resolution

District staff recommends approval of a resolution allowing SWMetro Intermediate School District number 288 authorizing inclusion of a proportionate share of SWMetro's Long-Term Facility Maintenance program in the district's pay 2021 levy.

Other items:

Future Items:

July Board Meeting –

LTFM Resolution and Construction Projects Update
Operating Referendum Discussions

August Board Meeting –

Construction Projects Update

6.B. Superintendent's Report

Presenter: Pat
Devine,
Superintendent



LEADERSHIP HIGHLIGHTS

Elementary:

The last trimester of the 2019-2020 school year brought COVID-19, a worldwide pandemic, and the last week of school brought tragedy in our city of Minneapolis. Our children have witnessed and have been part of worldwide changes that have impacted the health, safety, and moral fiber of all our lives. To all our families, we thank you for stepping up and supporting us as we navigated a new way of learning during this truly unprecedented times! Your care, kind words of support, and generosity is truly appreciated! Thank you for sharing your big and beautiful kind and caring hearts with all of us as you managed home, work, and teaching your own children. We thank you, we celebrate you, and we share deep appreciation for you!

As we reflected on the last trimester of school we learned what it means to be human - *caring for each other and being connected to each other!* With that in mind we closed the school year by each teacher taking the time to meet with each child and his/her family in personalized conferences to share each learner's hard work, flexibility, patience, can do attitude, ability to adapt to change in this hard to understand pandemic and unjust world. Teachers stepped up and celebrated our children with meaningful and personal connections by meeting children in their driveways and celebrating through drive ins and drive throughs!

As we reflected on the last week of school we asked ourselves, What will George Floyd's death mean for future generations? What will our young people learn about this moment? As MN Governor Tim Walz shared, "George Floyd's death is the symptom of a disease. We will not wake up one day and have the disease of systemic racism cured for us. This is on each of us to solve together, and we have hard work ahead." As a community and as educators we are impelled to do the hard work of listening, learning, and being part of the solution for justice and change. And when we come together as, ONE10 STRONG, we will find there is something special that happens within human connections and relationships.

On behalf of our elementary schools, we bid Mr. Eduardo Navidad, Laketown Elementary Principal, farewell and best wishes. We are so grateful to have had the honor of his leadership in our district for the past year. His compassion, kindness, and contributions to the education of our children will always be remembered and greatly appreciated.

Middle School:

WMS echoes the well-written words above to further highlight the challenges our students, staff and families went through and are currently experiencing. The adjustments to a worldwide

pandemic and the murder of George Floyd will clearly have historical and emotional impacts on all of us. It's during these times we wish we were in session to better support each other, our students, and our families.

The plans for our End-of-the Year Locker Clean out, Materials Turn-in, and Yearbook Collection May 28th and 29th went very smooth and safe. We estimated close to 90% of the students were on site-- and all wearing masks! It was great to see students in the building again although the masks made it hard to immediately know who everyone was. A huge thanks to our staff and parent volunteers for supervising and ensuring safe procedures.

4th Quarter final grades and report cards were ready and available for students and parents to view on the Infinite Campus Portal on Tuesday, June 2nd.

The 8th grade Farewell Program Video and the annual 8th-grade Slideshow is linked below and was available for 8th grade students and families at noon on the final day of school. The Farewell Program was not as enjoyable in a virtual format but it did recognize all 8th grade students including some individual academic and character recognitions. As usual, the slideshow was a fun trip down memory lane.

LINK: [8th-Grade Farewell Program 2020](#) (Vimeo)

LINK: [8th-Grade Slideshow 2020](#) (Vimeo- Password: wildcats8thgrade)

LINK: [8th Grade Slideshow 2020](#) (Google)

8th Grade Principal's Award Recognitions:

2019-20 Principal's Award- Top Academic Achievement (Male)- **Christopher Fulford**

2019-20 Principal's Award- Top Academic Achievement (Female)- **Bethany Langer**

2019-20 Principal's Award- Highest Positive Impact to the Culture at WMS (Male)- **Carter Hanson**

2019-20 Principal's Award- Highest Positive Impact to the Culture at WMS (Female)- **Audrey Boberg**

High School

We have been working hard to finalize the school year, finish grades, and complete all of our wrap-up activities. All of these things took additional time and energy with our distance learning model and COVID limitations. It's been quite a learning experience for all of us.

We have spent the last month in "Graduation Mode". Despite the many challenges we have worked hard to find ways to recognize, honor, and celebrate the Class of 2020. We held a Distribution Day where we handed out all of the items that go with graduation including, caps, gowns, tassels, stoles, medals, yearbooks, etc. It was a fun day with seniors driving through the parking lot, photos, snacks, and more photos. We also held a Senior Check-out and Photo activity that offered Seniors an opportunity to walk across the auditorium stage in their cap and gown. On Sunday we released the commencement video, along with a number of other

celebration links. Finally, we held a vehicle procession from the Middle School, to the High School, and back to the Middle School on Sunday afternoon.

Activities: www.waconiaathletics.com

Please join us in sharing a special note of thanks to all of our Wildcat coaches and directors for their exceptional work during this difficult spring season. Their committed efforts to continue to connect virtually with our student participants was greatly appreciated and highlights one of the many ways they are, and continue to be, instrumental in the lives of our activity participants! The amount of care provided to our students, not scoreboards, is the truly the determining factor for a successful season, and without a doubt, our spring season can be called a success! Well done Wildcats!

Community Ed:

Community Education has been working hard on rescheduling programs and figuring out what we can and can't be offered. We are following all of the health guidelines for the camps that we are offering. Our Kids' Company program starts on June 8 at both Bayview and Southview Elementary School. There are about 300 kids registered. This has been a huge undertaking with hiring of staff and training all of them with all of the new guidelines that will need to be followed. There will be about 35 groups of kids which will all be following the 1:9 ratio. It will be a very interesting summer with programming.

Human Resources:

We were recently able to provide a bit of good news to our School District's employees with unused balances in a 2019-2020 medical and/or dependent care flexible spending account. Due to COVID-19, the IRS recently provided employers with the right to amend their plans to extend a grace period for unused amounts remaining in a flexible spending account for the plan year ending June 30, 2020 and permit employees to apply those unused amounts to pay or reimburse medical care expenses or dependent care expenses incurred through December 31, 2020. This is an exceptionally welcomed change for employees who had set aside money for planned elective medical procedures later cancelled due to the pandemic. The IRS also provided employers with the right to amend their plan to raise the medical flexible spending account rollover amount to \$550, valid for the 2020 plan year to be rolled over into 2021. ISD 110 amended both its medical and dependent care flexible benefit plans to provide this added flexibility for employees and provided notice of this change to anyone with unused balances.

Student Services:

Special Education Distance Learning Recap of Education Support Professional (ESP)

Activities:

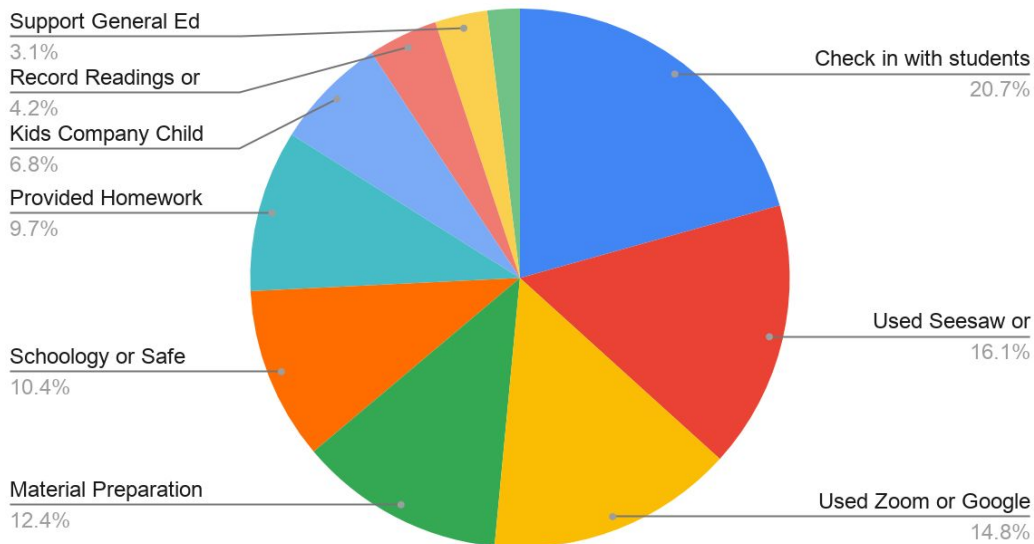
District 110 ESPs successfully participated in distance learning in a number of ways. The chart below indicates the types of activities they participated in and logged daily.

The following activities were reported most frequently:

Check in with students

Used Seesaw and Schoology to help students
 Used Zoom or Google Hangouts for a meeting
 Material Preparation
 Schoology or Safe Schools Assignment (Professional Development)
 Provided Homework support for students
 Kids Company Child Care for essential Workers
 Record readings or made videos
 Support General Ed Students
 Circle time

AM and PM Activity Log by Percent



As you can see the ESPs did a great job supporting students and contributed to distance learning in a variety of ways. The developed skills in digital platforms and systems that will be helpful going forward in the future whether we are in person, a hybrid, or a distance learning platform this fall. Special education teachers successfully utilized ESPs in many creative ways.

Extended School Year:

Extended School Year (ESY) begins in mid-June for students that meet the criteria. ESY will be delivered through distance learning. ESY runs for two weeks in June and two weeks in July. We have 23 teachers providing the services with the assistance of 5 Education Support Professionals (ESPs). Many of the teachers that provided instruction this spring in distance learning, decided to continue with their eligible students during ESY distance learning. At this time, we have over 90 students confirmed for ESY. We look forward to continuing distance learning with our students.

Part C:

Part C (Birth to 3) is year round service. Therefore, the Part C special education staff continues to work in a distance learning format with families with infants and toddlers with disabilities.

Teaching & Learning:**Professional Growth, Reflection and Evaluation Plan**

The current D110 Professional Growth, Reflection, and Evaluation Plan (i.e. Teacher Evaluation Model) sunsets in Spring of 2020. We have been working under this plan for the past 6 years and feedback gathered from faculty in 2019 clearly indicated a desire for change. In response, districtwide subcommittees have been meeting and working to completely overhaul the district plan.

This coming year, over 30 teachers will participate in a pilot of the new plan. We are seeking a 1-year extension to the current PGRE plan, providing time for the pilot and fiscal resources for full faculty implementation in Fall 2021.

Cultural Competence Teacher Cohort (Year 2)

We have made the decision to expand our second year Cultural Competence Teacher Cohort to include as many as possible. We now have 50+ teachers indicating interest and are excited to continue this experience in the 2020-2021 school year. Opportunities will include:

- Participation in the Intercultural Development Inventory
- Intercultural Leadership in Education Course with Impact Lives
- Collaborative work on Intercultural Development Plans (10+ hours)
- Field trip to the YMCA Center for Equity and Innovation

I am also thankful for members of our first year cohort, which include:

- Marjorie Anderson, WHS World Language
- Amber Bakken, WMS Grade 6
- Sarah Christian-Garceau, WHS Visual Art
- Samantha Deren, WMS Counselor
- Amy Fischer, WHS Visual Art
- Jake Hockinson, Instructional Coach
- Patti Henslin, WMS Counselor
- Shannon Kolhei, Districtwide EL
- Jill Kruger, Laketown Grade 5
- Clark Machtemes, WHS Social Studies
- Kat Mann, WHS Family Consumer Science
- Pam Melchert, WHS World Language
- Tana Meyer, WMS Reading Specialist
- Katie Niemczyk, WHS English

- Taylor Pacyna, Bayview Kindergarten
- Katt Ross, WMS Family Consumer Science
- Monica Sherman, Districtwide EL
- Cyndi Solheim, WMS Grade 6
- Melissa Weinand, WHS Media
- Kay Young, Bayview Special Education

These teachers paved the way and provided valuable feedback related to their experience. Many members of this team have decided to continue their learning into a second year. Together we are ONE10 strong!

Superintendent:

Cultural Competence

Dear ONE10 Staff:

These past several days following George Floyd's tragic death have been difficult for our communities, our state and our nation. I can't help thinking about our students as they navigate through this moment without us. It can be confusing, scary and difficult to process. I also know that ONE10 staff has made a difference in the lives of our students in helping them manage through times like this....Thank You.

Through all that is happening, I am hopeful that you are taking care of your health and well-being. As a ONE10 staff we have had opportunities for cultural competency training over the past four years. It's at times like this when we all reflect and search for how we can do more...especially for ourselves and our students. The purpose of cultural competence work in ISD 110 is to ensure an inclusive learning environment for all. Let us use our passions to make change happen and create this healthy environment for students.

This is a journey and there is more work to be done but, click the link below if you are interested in seeing the work that has been done so far in the district.

[Cultural Competency in ISD110](#)

Let's learn from each other and have honest, caring conversations that will help us grow. Please take a moment to fill out this form to let us know your thoughts, experiences, and/or share ways that you are helping yourself and those around you during these times.

[Share Your Story](#)

We will compile the submissions and share them with you over the summer.

We also asked the WEA if they would like to add some thoughts about current events happening in our state and around the world. We are so thankful for the work we do together.

We have such great teachers with a huge compassion for kids. Nate Byrne, WEA President, offered the following. Thanks Nate and all our teachers!

Waconia Education Association Statement by Nate Byrne

The Waconia Education Association stands in solidarity with the family of George Floyd and the countless other voices who are peacefully protesting for an end to systemic racism in our country. As educators, we acknowledge that Minnesota is home to one of the nation's largest achievement gaps and are aware that the decisions we make have a significant impact on the outcomes of this movement.

I am proud that our district started to have these conversations about equity well before the national spotlight was on Minneapolis. With community partnerships, staff-wide training and professional development cohorts, our district has already started to have the conversations necessary to enact change. This has never been and will never be a box we can check and say we are done, that we have solved the problem of racism in our school. It will need to be an active and ongoing process. The Waconia Education Association looks forward to working through that process with the district and the community as we continue to strive to make Waconia schools a fantastic place for all students and staff to learn. Together we are ONE10!

Safety Protocols

I want to thank all the administration and staff for following the safety protocols that we have put in place using the Governor's Executive Order, the MN Department of Health guidance and the Centers for Disease Control guidance. [ONE10 Return to Building Safety Guidelines](#). As we move into summer mode, we want to keep our buildings relatively empty to reduce the risk of spreading COVID-19. We have safety protocols in place for our Kids' Company program and will monitor those spaces closely to keep students and staff safe. We have asked all other employees to get permission from their supervisor to temporarily work in the building. An exception would be for a quick stop by the building to pick something up and be inside the building for less than 15 minutes. In these instances, we ask that all social distancing and building safety protocols are followed. It is our responsibility to do our part to keep everyone at ONE10 safe.

Come Celebrate the WHS Class of 2020....Graduation Processional on Sunday.

Sunday is the big day for the Class of 2020! There will be a virtual graduation starting at noon. The ceremony will be posted on the district's website in the high school's area. Following the ceremony, there will be a graduation procession. We are doing the procession using strict parameters outlined by Governor Walz.

- Family members may be in the vehicle together but do not carpool with non-family
- Anyone with COVID-19 symptoms should not attend - no matter what
- The event must be brief
- No food or beverages served
- Spectators MUST be safely social distanced (six feet apart) and CANNOT congregate together
- Masks are preferred
- Partner with local public safety officials

The Senior Graduation Processional on this Sunday, June 7th will start at 2:00 PM.

The procession will run from Waconia Middle School, down Community Drive to Waconia High School, through the high school parking lot, and back to the Middle School. Please see the map below.

Here are some additional details:

- Participants should plan to gather at the Middle School parking lot before 1:45 PM
- Seniors are encouraged to wear their caps and gowns one final time
- All vehicles in the procession MUST be driven by a parent, no exceptions
- Spectators should plan to arrive before 1:45 PM as Community Drive will be closed at both ends at 1:50 PM.
- Parking is available at the high school parking lot, Safari Island parking lot, the baseball field, and the hockey arena
- Spectators can line both sides of Community Drive from the Middle School to the high school and along the front of the high school and Community Center
- Social distancing protocols must be followed at all times
- Wildcat Way at Pond Lane will be closed well in advance of the event to limit the need for city staff. Community Drive and Oak Avenue, Community Drive and CSAH 10 and 94th Street, and CSAH 10 will be closed at 1:50 PM.

[Processional Route](#)

Community Ed - Summer Programs

This spring has been extremely challenging for our Community Ed Program considering the enormous amount of questions that remain unanswered. I applaud those who work in Community Ed for their patience and due diligence in designing the best program possible with all the restrictions and regulations they need to follow. The summer program guidelines from the state and county have just been given and Community Ed staff and they are working hard to develop our guidelines for summer programming. At this point, very little recreational programming is possible so we are canceling and/or postponing most programs until after July 1, 2020. We will be making adjustments as we get new information from the State. Please be patient and understanding.

School for Next Fall

At this point we have not been given guidance from MDE as to what school will look like this fall. Depending on what is allowed by the state, we will be providing education in one of the following methods or a combination:

- School will return as normal
- School will continue in the Distance Learning model
- There will be a hybrid/blended model of Distance Learning and normal school

Other options may arise over the summer as we start planning for the fall. MDE has hinted that they will start drafting options as early as June 15th, but have stated that the final guidelines will not be given out to school districts until July 31st. This puts every MN school in a process of planning for multiple options. We will update staff and families as we hear more. Until then, we will start planning our options in late June through July. I am confident that we have a staff and school community that will get us through the next stages of delivering a wonderful education at ONE10.

Best wishes to Eduardo Navidad

By now, most of you are aware that Mr. Navidad has chosen to pursue other employment options. We want to thank Eduardo for all the value, compassion and enthusiasm that he has brought to ONE10. He has been a positive leader and a wonderful person and we at ONE10 wish him well.

Congratulations to Keith Baune the new Laketown Elementary Principal

With Mr. Navidad leaving Laketown Elementary School, we had a replacement to fill. Considering what Laketown staff was asking for in a new hire, I elected to use an internal search due to the qualified candidates who are already working in the district. After vetting candidates and determining their qualities and strengths...I am pleased to announce that Keith Baune is Laketown's new principal!! Keith is a great leader and is ready for this new position. I look forward to seeing the great work that Mr. Baune and the amazing Laketown staff will do together. Keith's first day at Laketown will be July 1, 2020. Mr. Baune will continue his responsibilities at Waconia Middle School through June 30, 2020.

Congratulations to Keith Baune and to Laketown Elementary.

AP at WMS

With Keith Baune leaving his position as the assistant principal of the Middle School, we are now in search of replacing him. We had almost 100 applicants for this position. The interview committee is in the process of selecting candidates to be interviewed. We should have a new Middle School assistant principal chosen by mid to late June.

We hope you have a safe, enjoyable and healthy summer and know that the ONE10 community is always here for support.

There is no time like the present to know what it means to say, with heart, "WE ARE ONE10!"

Thank YOU!!!!

Pat Devine

Superintendent, Waconia Public Schools

Have a Wonderful Summer!
WE Are ONE10!!

6.B.1. Retiree Exit Interview Summary



Summary of Responses from Retiree Exit Interviews

Interviews Conducted By Superintendent Pat Devine and HR Director Sonya Sailer
Close of 2019-2020 School Year

What first attracted you to our school district?

- Worked in the area and was looking for a change – stayed because really enjoyed it
- Lived in the school district and wanted to work close to home
- Really wanted to work in a school district and really liked this area
- Brought to the district by a former superintendent with a heart for kids
- Moved to the area for spouse's employment and student taught here
- The location – grew-up nearby and knew the area
- Had a family friend who taught in Waconia
- Liked small-town feel of Waconia
- Lived in the School District and knew it was high quality
- Started as a long-term substitute and really enjoyed time here
- Lived in Waconia and knew that it was a community that cared about education
- Moved to Waconia for spouse's employment and very happy with area

What has been the best part of working in our School District?

- Everybody makes you feel welcomed and respected
- The people – opportunities to learn and grow
- The trust level provided – warm, friendly, welcoming and great friends
- The connections made with people and the community – easy to be yourself here
- The community is so supportive of education
- The wonderful staff and families
- The support the school gets from the community, families, businesses and students
- Relationships with colleagues and the students, families and community
- Meeting with kids every day and working with great colleagues
- The kids and their almost universally supportive parents
- The students are fantastic and extremely supportive colleagues
- The community's support for the arts
- Support from administrators – and trust to figure things out
- Such a team environment – so professional and feels that's unique to education
- Great relationships with colleagues from the very beginning
- Incredible legacy of music in Waconia



What has the School District done well?

- Has never lost sight of teaching the whole child
- Never stops learning and keeps up with needed changes
- School District is very community-oriented
- Always very responsive to department's needs until recent financial difficulties
- Still allows autonomy in the classroom – you can add your own personality
- Puts kids first and does best for every student
- Building and keeping a great music program for kids
- Collaborates with parents to best serve the needs of students
- Administrators and staff are all one team with the same goal to serve students
- Still a small-town feel even with growth
- Hired well and involved staff and families in many important areas
- Responsive to steady growth and good communication with community
- Works so hard to do what's best for kids – year after year
- Reaching out and keeping the community informed
- Good job hiring great employees
- Has done a good job of growing through the growing pains
- Kids get a good education in Waconia

If you could change anything in our School District, what would it be and how would you change it?

- I would not change anything – everything is really good
- The people directly in front of students cannot be forgotten
- More support should go to the classrooms
- All teachers should be paid from the same salary schedule
- Lower class sizes at the elementary level or add more support to those classrooms
- Reduce the number of meetings to allow more time in the classroom
- More time for middle school teachers to meet with elementary teachers to prepare
- Find new money for the School District
- Additional music staffing
- Would like the current School Board to unify and improve
- Remove the statutory operating debt
- Non-classroom teachers need different professional development options



- The three elementary schools are unique and sometimes hard to work together

As you look ahead for our School District, what is one piece of advice that you would like to give to our Superintendent and/or our School Board?

- We're a western suburb and need similar opportunities to other western suburbs
- Preference was not to go to a block scheduling system
- Keep on doing what's best for children
- Do not forget the fun – students/families must understand lifelong learning is fun
- Feels teachers were not made a priority in the last round of negotiations
- How incredibly important it is to have the right administrators in place
- It's too hard on open enrolled students to move them from buildings each year
- Balance communication so that people see things coming and are not surprised
- Be careful with elitism – not all families have resources for fundraising
- Learning is not all about the standards
- Everyone in our district is equally important to make and keep it great
- Stay positive and get through the statutory operating debt
- Keep hiring great superintendents – all three that I've worked with have been great

How are you going to remember our School District?

- My heart is breaking – it's really tough to go and not see everybody daily
- Great place to work – really good memories
- I'll think about ISD 110 every single day – amazing kids
- Fun times with colleagues – great Show Choir events
- A place where we lead with our hearts – easy to speak about our passions
- Educating and knowing the whole child
- A School District that's always been on the cutting edge
- So thankful for a place where we could explore our passions
- With great fondness – wouldn't have wanted to have been anywhere else
- Great people and great fun
- Fondly – such a great place
- With a lot of happy memories – will really miss it
- All the good parts of my teaching career
- Almost gave up in education until I came to Waconia
- With such gratitude – so proud to have worked here

7. **ACTION ITEMS**

7.A. Renewal of the District 110 Professional Growth, Reflection and Evaluation Plan for the 2020-2021 School Year

Presenter: Kathy Oliphant, Director of Teaching and Learning

**INDEPENDENT SCHOOL DISTRICT NO. 110
TEACHER EVALUATION AND PEER REVIEW PROCESS AGREEMENT**

This Agreement is entered into by and between the Waconia Education Association (“Union”) and Independent School District No. 110, Waconia (“District”).

WHEREAS, the Union is the exclusive representative of teachers who are employed by the District;

WHEREAS, Minnesota Statutes section 122A.40, subdivision 8, states that a school board and the exclusive representative of the teachers in a school district “may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement,” provided that the process meets the requirements of the statute;

WHEREAS, if the school board and the exclusive representative of teachers in a school district do not agree upon a teacher evaluation and peer review (“TEPR”) process, the school board is obligated to follow the TEPR plan developed by the Minnesota Department of Education (“State Plan”); and

WHEREAS, the Union and the District have developed the attached TEPR process (a/k/a District 110 Professional Growth, Reflection and Evaluation Plan) are entering into the Agreement to memorialize the terms of their joint agreement with respect to that process;

NOW, THEREFORE, the parties agree as follows:

1. The District and the Union jointly agree to follow the 2017-2020 TEPR process during the 2020-2021 school year. This Agreement will not automatically renew. If the parties do not agree, in writing, to extend this Agreement before June 30, 2021, the District will implement the State Plan beginning on July 1, 2021. If the legislature repeals Minnesota Statutes section 122A.40, subdivision 8, this Agreement and the attached TEPR process will automatically and immediately become null and void. If this Agreement and the attached TEPR become automatically and immediately null and void, then the Union will have the opportunity to meet and confer with the District regarding a replacement evaluation system prior to school board action for a replacement.
2. The District and the Union jointly agree that minor revisions to the attached TEPR may be made by joint agreement between the members of the teacher evaluation committee. The teacher evaluation committee will be comprised of the Union President, Director of Teaching and Learning, and Director of Human Resources. Approved revisions will be memorialized in writing, signed by all parties, and attached to the TEPR.
3. The District and the Union jointly agree that revisions may be made to the Appendices of the TEPR without the need for joint agreement between the members of the teacher evaluation committee or for such revisions to be memorialized in writing and signed by all parties.

4. The attached TEPR process applies only to members of the bargaining unit who meet the definition of a “teacher” under Minnesota Statutes section 122A.40, subdivision 1.
5. This Agreement and the attached TEPR process are separate from, and not part of, the collective bargaining agreement between the parties. Neither this Agreement nor the attached TEPR process is subject to the grievance process set forth in the collective bargaining agreement between the parties. Upon expiration of this Agreement, neither this Agreement nor the attached TEPR process may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the collective bargaining agreement between the District and the Union.
6. Notwithstanding paragraph 5 above, any discipline resulting from Step 8 of the Teacher Improvement Process for Continuing Contract Teachers found in the TEPR will be in accordance with the terms of Article XIV, section 4 of the teachers’ collective bargaining agreement and Minnesota statutes.
7. Neither this Agreement nor the TEPR process increases the substantive rights of teachers in the District or adversely impacts the District’s authority to discipline a teacher for misconduct or performance deficiencies.
8. This Agreement and the attached TEPR process constitute the entire agreement between the parties relating to the TEPR process. No party has relied upon any statements, representations, or promises with respect to the TEPR process that are not set forth in this Agreement or the attached document outlining the TEPR process. No changes to this Agreement or the TEPR process are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this Agreement on the dates shown by their signatures. This Agreement will not become effective unless and until it is approved by the District’s School Board and signed by both parties.

INDEPENDENT SCHOOL DISTRICT NO. 110, WACONIA

School Board Chair	Date
--------------------	------

School Board Clerk	Date
--------------------	------

WACONIA EDUCATION ASSOCIATION	
 Korianna Kuerschner	5-7-2020
Union President	Date

7.B. Board Member Compensation for 2020-2021

7.C. 2020-2021 Preliminary Budget Approval

Presenter: Todd
Swanson, Director of
Finance & Operations

Waconia Public Schools

Independent School District #110

Serving the Communities of Minnetrista, New Germany,
St. Bonifacius, Victoria and Waconia

2020-2021 Preliminary Budget

June 8, 2020

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**Waconia Public Schools
Independent School District #110
School Board and Administration
June 8, 2020**

School Board

Name	Board Term Expires	Board Position
Dana Geller	12/31/20	Chairperson
Jackie Johnson	12/31/22	Vice-Chairperson
Cathy Thom	12/31/20	Treasurer
John Weinand	12/31/22	Director
Mike Bullis	12/31/22	Director
Rachel Myers	12/31/22	Director
Ken Varble	12/31/20	Director

Administration

Patrick Devine	Superintendent
Todd Swanson	Director of Finance and Operations
Jessica Kilian	Clerk
District Offices:	Independent School District No. 110 Waconia Public Schools 512 Industrial Boulevard Waconia, MN 55387 (952) 442-0600

BUDGET OVERVIEW

THE DISTRICT

The legal name of the District is Independent School District Number 110 and is often referred to as Waconia Public Schools. The District, an outer ring Minneapolis suburban school district, serves a general population of approximately 22,700 and covers an area of about 99 square miles. The District owns and operates facilities in the city of Waconia. The District has one senior high school, one middle school, three elementary schools and one multipurpose facility which serves over 4,000 students.

The laws of the State of Minnesota give the authority to direct the District's business operations and educational functions to the District's School Board whose members are elected officials. The School Board has the authority to levy taxes, set fees, approve budgets, and staff positions along with other business and educational functions without prior approval from any other governmental unit. However, there are limits set in state statute. The amount of the levy components are either voter approved, derived from formulas set in statute or approved by the Minnesota Department of Education under guidelines set in statute. The School Board does have the authority to not levy the maximum levy permitted but in certain instances this causes a proportionate decrease in related state aid which is determined by the state legislature. The School Board does not have the authority to set the market value of property within the District nor to arbitrarily levy amounts needed to cover its expenditures. The expenditure budget must stay within predetermined revenue parameters determined through statutory formulas or reduce its fund balance or cut expenditures. The School Board can increase fees for those fees authorized in statute and seek grants. The School Board can issue debt with prior District voter approval. The Minnesota Department of Education does have some oversight responsibility over the District that is generally related to compliance and approval of certain laws and procedures. The School Board is responsible for the fiscal health of the District and the educational development of its students.

BUDGET POLICIES, DEVELOPMENT, ADMINISTRATION AND MANAGEMENT

The Waconia Public School District's fiscal year commences July 1 of each year, which is consistent with most school districts and is law in Minnesota. The School Board, by law, must have a budget adopted for the upcoming fiscal year prior to July 1. Budgeting is a difficult process since many decisions regarding revenue are determined by the state legislature, which often doesn't adjourn until the middle to the end of May.

The budget sets forth the financial plan for the forthcoming fiscal year. It is based on the projected financial needs of the District to allocate limited resources in the best possible way to give the best educational opportunities to students. The budget process starts with the development of the plan and timeline with completion and adoption in June. The plan is disseminated to board members and administration and the preparation of the budget is implemented. The process begins in July of the preceding fiscal year as this is when tax levy planning starts. Several levy components such as the lease levy, Long-Term Facilities Maintenance and health & safety levy need to be completed in July so that the Department of Education has time to study and approve the amounts for the proposed levy process in September. The proposed tax levy is approved by the board in September so that the county has time to inform taxpayers of their total

tax impact in November. Taxpayers have an opportunity to express their concerns about their tax burden during hearings that take place in December. The board can then adjust the levy to reflect taxpayers concerns but must adopt the final levy in December. The board cannot increase the levy above the proposed amount without meeting certain exceptions such as a voter approved levy referendum. The administration reviews enrollment projections and determines staffing levels needed for the forthcoming year. A preliminary financial forecast is then prepared by the Director of Finance and Operations.

The budget process continues and involves staff at all levels as they inform administration of their needs and anticipated expenditures. These requests are then reviewed by their budget administrator who determines their appropriateness and if appropriate includes them in his/her budget. Each building principal is allocated an amount for supplies, materials and equipment, based on student enrollment of that building, which he/she must allocate to those accounts under his/her control. When each administrator has his/her budget assembled he/she forwards it to the business office where it is entered into the finance system.

The finance department staff, along with the Director of Finance and Operations, prepares the salary and benefits budget and updates this data to the financial system. Staff in the finance department review the data forwarded by each budget administrator and makes any necessary corrections. Preliminary budgets are compiled and presented to the School Board. The School Board considers these preliminary budgets, makes recommendations and changes, and adopts the final budget in June.

The budget is then implemented and administered. Administrators are responsible for approving purchase requisitions from their buildings or areas of responsibility. They must remain within the budget constraints and monitor their budgets from periodic reports they receive from the finance department. They also have the ability to review their budgets online through their computer terminal. The Director of Finance and Operations has responsibility for the financial integrity of the District. The availability of funds, the proper code classification, the maintenance of the coding structure and compliance with legal purchasing directives are all monitored by the finance department continuously. All bids must be authorized and approved by the School Board. The revenue and expenditure budgets are monitored and changed as conditions change. All revisions to the budget are approved by the School Board.

Independent auditors audit the District's financial operations annually. An audited Comprehensive Annual Financial Report is presented to the board annually which evaluates the District's results of operations. The District has a finance advisory committee which advises the board on financial matters.

FINANCIAL STRUCTURE

The financial activity of the District is accounted for in several funds. Each fund is an independent accounting entity having its own set of accounts, assets, liabilities, fund balances, revenues and expenditures. The District uses nine funds: General, Food Service, Community Service, Building Construction, Debt Service, Trust, Internal Service, OPEB Irrevocable Trust, and OPEB Debt Service.

FUND DESCRIPTION

GENERAL FUND

The General Fund is used to account for K-12 educational activities; instructional and student support programs; expenditures for the superintendent; administration; normal operations and maintenance; pupil transportation; capital expenditures; and legal expenditures not specifically designated to be accounted for in any other fund. A district may use General Fund revenues for capital purposes except when the requirements for a specific categorical revenue state that it may not be used for capital purchases.

Transportation Services

The General Fund is also used to show all financial activities of the District's pupil transportation program. Chargebacks must be made against other operating funds when appropriate.

Capital Expenditures

Revenue for total operating capital, the capital lease levy and revenue from bonds for certain capital facilities must be recorded in the reserve for operating capital in the General Fund. Revenue for Long-Term Facilities Maintenance must be recorded in the Reserves for these purposes in the General Fund.

Capital expenditures may be made from either the Unreserved General Fund, or from one of the appropriate reserves in the General Fund.

Miscellaneous General Provisions

If the unreserved fund balance in the Child Nutrition or Community Service Fund is in deficit, the deficit may be eliminated by a transfer from the General Fund (M.S. 121.912). See the following description of each fund to determine when a fund transfer is required. Such a transfer requires School Board action.

Extra-curricular activities under the control of the School Board must be recorded in the General Fund (M.S. 123.38, Subd. 2).

FOOD SERVICE FUND

The Food Service Fund is used to record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities.

All expenditures relating to meal preparation must be recorded in the Food Service Fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service and kitchen custodial service (M.S. 124.646, Subd. 4 (c)).

Generally excluded from the Food Service Fund are the costs of lunchroom supervision, lunchroom custodial services, lunchroom utilities, or any other administrative costs that are the responsibility of the General Fund. These costs may only be included if a surplus exists in the Food Service Fund at the end of a fiscal year for three successive years. A district may then reclassify these costs for the third fiscal year, not to exceed the amount of the surplus in the Food Service Fund (M.S. 124.646, Subd. 4 (h)).

Capital expenditures may be made from the Food Service Fund only if (1) the Food Service Fund's year-end unreserved fund balance is greater than the cost of the equipment to be purchased, and (2) prior approval has been obtained from the Minnesota Children's Nutrition Section. If these conditions are not met, then the equipment may only be purchased from the General Fund (M.S. 124.646, Subd. 4 (d)).

If a deficit in the Child Nutrition Fund exists on June 30, and if that deficit is not eliminated by operations during the following year, it must then be eliminated by a permanent fund transfer from the General Fund. As an alternative to a fund transfer, a district may incur a deficit for up to three years without making the permanent transfer if the district submits to the Minnesota Children's Nutrition Section, by January 1 of the second fiscal year, a plan for eliminating the deficit at the end of the third fiscal year (M.S. 124.646, Subd. 4 (g)).

COMMUNITY SERVICE FUND

The Community Service Fund is used to record all financial activities of the Community Service program. The Community Service Fund is comprised of four components, each with its own fund balance. The four components are Community Service, Community Education, Early Childhood Family Education (ECFE), and School Readiness.

Community Education includes only those activities authorized in M.S. 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. This section may also be used for K-12 summer school enrichment activities which, although educational in nature, are not for credit and are not required for graduation. A district may spend up to 10 percent of its community education revenue (levy, aids and fees) to purchase or lease computers and related items, equipment for instructional programs and library books used exclusively for community education (M.S. 124D.20, Subd. 8). The fund balance for Community Education is recorded in Fund Balance Code 431, Reserved for Community Education.

Early Childhood Family Education includes only activities authorized in M.S. 124D.13. The focus of these activities is to improve parenting skills of new and expectant parents, and to provide learning experiences for parents and children. The fund balance for Early Childhood Family Education is recorded in Fund Balance Account Code 432, Reserved for Early Childhood Family Education.

School Readiness includes only activities authorized in M.S. 124D.16. The focus of these activities is to prepare children to enter kindergarten. The fund balance for School Readiness is recorded in Fund Balance Account Code 444, Reserved for School Readiness.

The Community Service Fund also includes other community programs such as All Day Kindergarten, Preschool Screening, Adult Farm Management, and Nonpublic Pupil Aid programs. The fund balance for these community programs is recorded in Fund Balance Account Code 464.

When federal monies are expended for community service purposes as part of a program primarily for elementary/secondary children, the General Fund is used. Federal programs such as Adult Basic Education, which are predominately or totally directed toward adult groups, are recorded in the appropriate account of the Community Service Fund.

Funds may be transferred from the General Fund to the Community Service Fund for the employer contributions for TRA and FICA-Medicare for members of TRA who are paid from the Community Service Fund and who are not paid for by a fully funded grant or special project. The funds transferred must be recorded in the specific program areas from which the employer contribution expenditures were incurred (M.S. 123B.79, Subd. 3).

BUILDING CONSTRUCTION FUND

The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds or by capital loans. This fund is also used to account for any large scale, over \$500,000, construction related projects in the District.

Construction costs for buildings and additions consist of the following: expenditures for general construction; advertisement for contracts; payments on contracts for construction; installations of plumbing, heating, lighting, ventilating and electrical systems; expenditures for lockers, elevators, and other equipment; architectural and engineering services; travel expenses; paint and decorating expenses; and any other related costs.

All revenues and expenditures for projects being funded under the Capital Loan Program must be reported in this fund. There can be no borrowing from the Building Construction Fund. Any cash balance or investment in a Building Construction Fund is held in trust for authorized building projects for which the bonds were sold and must not be used to support cash deficits in other funds (M.S. 123B.78).

DEBT SERVICE FUND

The Debt Service Fund is used to record revenue and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the District for the payment of principal and interest on such bonds as due. The revenue from such a tax and related state aid must be separately accounted for in a Debt Service Fund (M.S. 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt service may be reduced in whole or part as dictated by fund balances and debt retirement requirements. When there are accumulations in the fund as the process of debt repayment nears an end; the accumulations should be used to reduce debt levies. When there is any balance left in the Debt Service Fund after all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction (M.S. 475.61).

Net revenue is included in this fund (revenue minus operating expenditures) from rental or lease of property not currently being used for school purposes when there is outstanding debt on the property. The net revenue should be used to reduce the Debt Service Levy in accordance with Minn. Stat. § 123B.51, Subd. 4. Revenue from sale or reimbursement from loss of property shall be deposited in this fund if the property has outstanding bonds. Amounts in excess of the amount required to retire the bonds may remain in the Debt Service Fund or be deposited in the Balance Sheet Code 424, Restricted/Reserved for Operating Capital, in the General Fund according to Minn. Stat. § 123B.51, subdivision 6. There can be no borrowing from the Debt Service Fund. Any cash balance or investment in the Debt Service Fund is held in trust for the bondholders and must not be used to support cash deficits in other funds. Minn. Stat. § 123B.78, Subd. 4.

TRUST FUND

The Trust Fund is used to record the revenues and expenditures for trust agreements where the school board has accepted the responsibility to serve as trustee. The property in the trust agreement typically comes to the district by gift. For example, a community member may create a scholarship trust to be awarded to an outstanding student every year or the local parent group may establish a trust to purchase computer equipment.

INTERNAL SERVICE FUND

An internal service fund is used to account for the financing of goods or services provided by one department to another within the school district or to other governmental units on a cost-reimbursement basis. School districts are not required to use internal service funds. The most common use of an internal service fund by school districts is for self-insurance programs.

The Internal Service Fund is used to collect premiums and to pay invoices for the District's self-insured dental plan.

OPEB IRREVOCABLE TRUST FUND

This trust fund is used for reporting resources set aside and held in an irrevocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

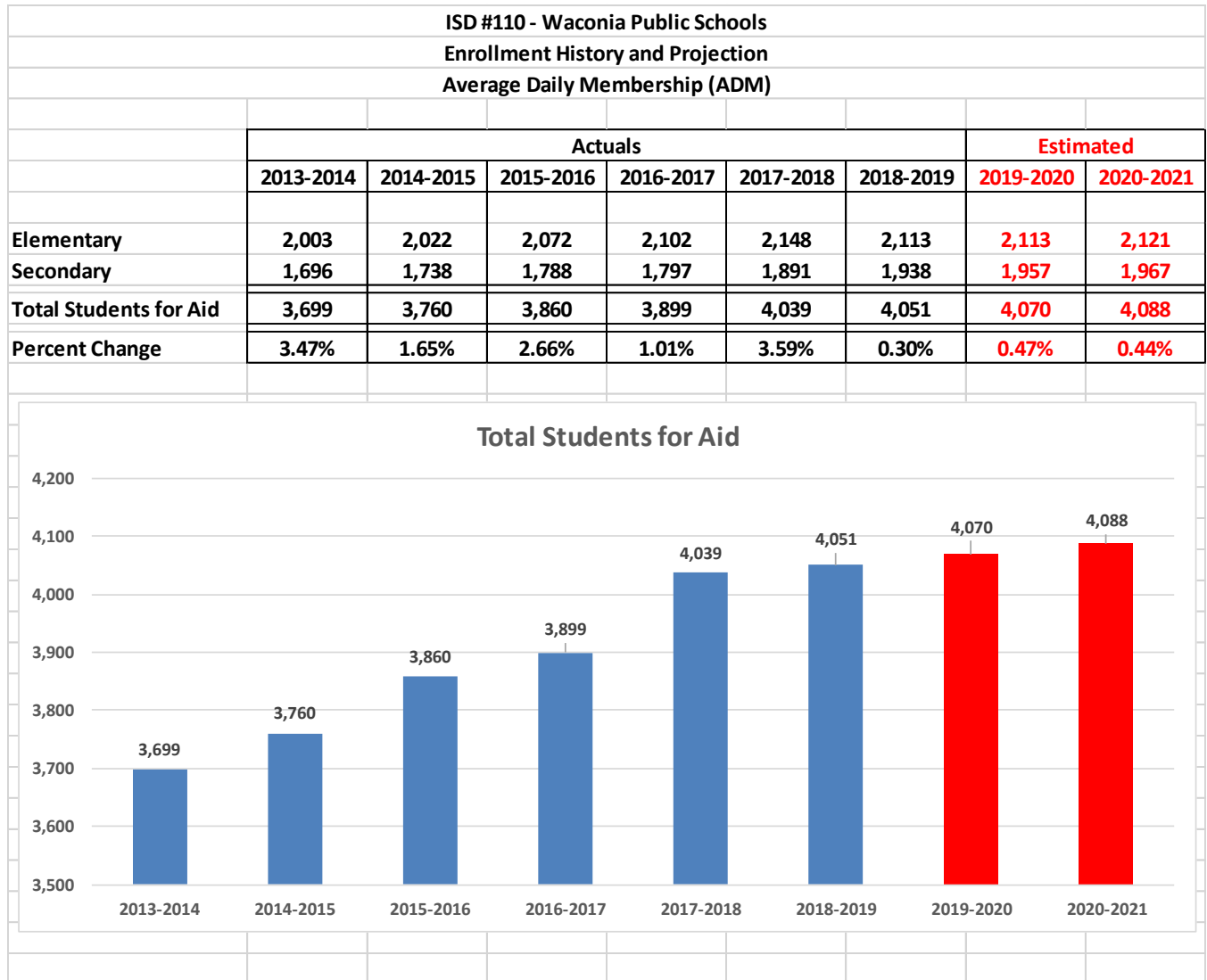
OPEB DEBT SERVICE FUND

Activity to record levy proceeds and the repayment of the OPEB bonds is accounted for in this fund.

Why is all of this important? - It is important to be aware of the fund structure because, ***with very few exceptions, money cannot be transferred from one fund to another.*** So, for example, raising school lunch prices is not a solution to a shortfall in the general fund. Similarly, money in the debt service fund or the construction fund cannot be used to pay teacher salaries.

ENROLLMENTS

Enrollment is a critical factor in determining revenue with approximately 95% of General Fund revenue being determined by enrollment. The following chart shows that the number of students has increased slightly over the last six years. The District is conservatively estimating growth of 19 students in the 2019-2020 school year and another 18 students in the 2020-2021 school year.



The district has budgeted for 4,088 students in the 2020-2021 school year. Budgeted revenues and expenses will be revised to reflect actual student enrollment periodically throughout the year.

Why Is This Important?

Because the principal source of revenue to the district is the “general education basic formula”. For 2020-2021, this formula will provide the District with \$6,567 in state aid for each “pupil unit”. (A “pupil unit” is essentially one child enrolled for the entire school year, but each child in grades 7-12 is counted as more than 1 pupil unit to account for expenses for co and extra-curricular programs). Currently pupils are weighted as “pupil units” according to the following:

Grade Level “Pupil Unit” Weight

Kindergarten – 1.0; Grades 1 to 6 - 1.0; Grades 7 to 12 - 1.2.

For example, since each high school student counts as 1.2 pupil units, the school district receives 1.2 X \$6,567 in general education basic revenue for each high school student, or \$7,880. The general education basic aid formula is the single largest source of revenue for Waconia Public Schools, providing an estimated \$29,429,354 in 2020-2021. This comprises 61% of the District’s total general fund revenue for the year.

General Fund

Purpose

The General Fund contains all revenue and expense for the general, day-to-day operations of the school district. This includes salaries and benefits for teachers, administrators, custodians, secretaries, and paraprofessionals; instructional supplies; technology; transportation; textbooks, and money spent to operate and repair district buildings.

In some ways, it is clearer to express the general fund in terms of what it does not cover. The general fund does not cover Food Service; Community Education (including Kids Company); debt service payments on bonds issued by the District; and the cost of major construction projects financed through the issuance of bonds.

The preliminary budget for 2020-2021 contains moderate changes in staffing and programs from the previous year. The 2020 Legislative Session had just finished when the budget was completed. Estimates are noted where applicable. At this point the district is including a 2.0% increase in basic aid funding for the 2020-2021 School Year. The table below outlines historical per-pupil-unit funding. Please note that a change in how pupil units were calculated results in a larger formula allowance than what can be explained by looking at the simple dollar increase alone. The percentage increase shows the true picture of what has changed in state funding.

School Year	Formula Allowance	% Change from Prior Year
2011-2012	\$5,174	1.0 % Increase in Funding Formula
2012-2013	\$5,224	1.0 % Increase in Funding Formula
2013-2014	\$5,302	1.5 % Increase in Funding Formula
2014-2015	\$5,831	1.9 % Increase in Funding Formula
2015-2016	\$5,947	2.0 % Increase in Funding Formula

2016-2017	\$6,067	2.0 % Increase in Funding Formula
2017-2018	\$6,188	2.0 % Increase in Funding Formula
2018-2019	\$6,312	2.0 % Increase in Funding Formula
2019-2020	\$6,438	2.0 % Increase in Funding Formula
2020-2021	\$6,567	2.0 % Increase in Funding Formula

Fund Balance Policy

The level of spending is set with a number of considerations in mind, but one of the chief considerations is to maintain an adequate level of reserves for unanticipated events. The district has a formal policy calling for an unrestricted balance in the general fund, including committed (restricted), assigned, and unassigned categories, equal to at least 5% of one year’s expenditures. This balance could be considered to be the District’s “savings account”. Maintaining a prudent fund balance is important for the stability of the district, and is a key measure that bond rating agencies examine when assigning a credit rating to a district’s bond sale.

The projected committed (restricted), assigned and unassigned general fund balance as of June 30, 2020 is projected to be a **negative \$6,007,356**. The District is currently in statutory operating debt. The District is working with the state on a plan to reduce this negative fund balance within the next five years and regain its financial health. The District has taken two large steps on that road. The first step was the passage of the \$525 per pupil referendum in the fall of 2018 by the voters in the district. The second step was a reduction in spending of approximately \$1.38 million enacted in the Spring of 2019 and additional reductions in the Spring of 2020. This has led to a budget that is projecting a surplus for both the 2019-2020 school year and the 2020-2021 school year. Additional work is needed to be done to assist the district in regaining its financial health. The administration and school board is committed to the process and is currently exploring all options in regards to improving the district’s financial health.

Unanticipated events that could occur that would require the District to dip into its unrestricted fund balance include:

- Property tax delinquencies and abatements
- Enrollment fluctuations
- Unanticipated price increases for essential purchases, e.g. fuel for heating and transportation
- State revenue reductions or “aid pro-rations”
- Changes in the way the state allocates revenues to pay for required Special Education services
- Severe weather
- COVID-19 Pandemic Effects on the State Budget

General Fund Revenue

Waconia Public Schools receives revenues from two primary sources: local property taxes and state funding. A relatively small amount of revenue is also received from the federal government; fees and charges, and interest income. Highlights for 2020-2021 include:

Waconia Public Schools will receive approximately \$47,635,345 to support the general operations of the district. This is an increase of \$1,627,153 from the preceding year. The increase in revenue is primarily due to the increases in revenue for the education of Special Education pupils and an increase in the state aid formula. Other increases in revenue included funding for enrollment increases combined with other slight increases in state aid payments.

General Education Programs

General education revenue is a combination of several revenue categories that provide the major share of funding for school districts. Most of the general education revenue is for the general operation of the school district and is not designated by the state for a specific purpose. General education revenue is part aid and part levy, with the equity, transition, operating capital, alternative compensation and referendum portions of the general education program being equalized.

The basic general education formula for 2020-2021 is projected to be \$6,567 per pupil unit. State aid estimates are primarily based on session laws passed in 2019. The 2020 Legislative Session had just finished when the budget was completed.

Basic general education revenue plus several additional components (extended time, gifted and talented, basic skills, secondary sparsity, elementary sparsity, operating capital, transportation sparsity, equity revenue, training and experience, alternative compensation, transition, and referendum) make up total general education revenue. Operating capital revenue is treated as a separate component in putting together the budget for Waconia Public Schools.

Basic revenue is also referred to as basic formula, or formula revenue. Basic revenue is calculated as the basic formula allowance (\$6,567 for 2020-2021) times the district's adjusted marginal cost pupil units (AMCPU). AMCPU is calculated as the greater of the district's current year weighted students in average daily membership served in the district (adjusted pupil units) or the district's current year adjusted pupil units multiplied by 77 percent, plus the district's prior year weighted pupil count multiplied by 23 percent. This calculation allows districts that have declining adjusted pupil units to count 23 percent of the reduction in adjusted pupil units in their formulas for calculating current year revenue. [126C.10, 2]

Special Education

Special Education Mandate:

Local school districts are required by state law to provide appropriate and necessary special education to children with disabilities from birth to 21 years of age. Children with disabilities are defined in statute to

include children who have a hearing impairment, visual disability, speech or language impairment, physical disability, mental disability, emotional behavioral disorder, specific learning disability, deaf/blind disability, or other health impairment. The definition of a child with a disability also includes every child under age five who needs special instruction and services, as determined by state standards, because the child has a substantial delay or an identifiable and known physical or mental condition. The mandate for service does not include pupils with short-term or temporary physical or emotional disabilities.

Special instruction and services for children with disabilities must be based on the assessment and individualized education program (IEP). The statutes and rules specify school district responsibilities for program decisions for children with disabilities and for the education of children who are placed outside the district where their parents reside. Districts are required to provide special education on a shared time basis to pupils enrolled in nonpublic schools.

Special Education Funding Formulas:

School districts receive state aid and some federal aid to pay for special education services. If these funds are insufficient to pay for the costs of the programs, districts must use other general fund revenue. (Minn. Statute 125A.75-125A.79)

The 2013 Omnibus Education Finance bill modified the way Minnesota's special education services are funded for fiscal year 2014 and later. Prior to the changes, Minnesota's special education formula was considered a partial cost reimbursement formula. As the following pages describe, this formula calculated each district's authorized spending on special education services (consisting primarily of the salary costs of special education teachers and aides providing services to students with IEP's) and reimbursed the district for a portion of those costs.

During the 2013 session, Gov. Mark Dayton proposed modifying the formula to base a portion of the funding on a "census style" of funding. Under a census-funding basis, a count (census) of different types of students is made and funding is assigned for each category of disability.

The 2013 Legislature included a modified version of the governor's funding proposal. The goal of the formula is to provide some special education funding based on student characteristics and to partially move away from a cost-reimbursement formula.

For fiscal years 2014 and 2015, the new formula was being phased in and combined elements of the cost-based special education aid formula with a cross-subsidy reduction aid based on the characteristics of the district.

Beginning in fiscal year 2016, a district is eligible for the sum of its special education-related transportation services, and the **lesser of:**

- (1) 50 percent of the district's nonfederal expenditures for the previous year;
- (2) 62 percent of the district's special education revenue computed under the old formulas; or
- (3) 56 percent of the sum of:
 - (a) the district's average daily membership times the sum of:
 - (i) \$450;
 - (ii) \$400 times the district's percent eligible for free and reduced price meals; and
 - (iii) .008 times the district's average daily membership;

- (b) \$10,400 times the count of students with autism spectrum disorder, developmental delay, or severely multiply impaired;
- (c) \$18,000 times the count of students who are deaf/hard of hearing or have an emotional behavioral disorder; and
- (d) \$27,000 times the count of students who are developmentally cognitive mild-moderate, developmentally cognitive severe-profound, physically impaired, visually impaired, or deafblind.

Excess Cost Aid:

For fiscal year 2016 and later, a district's special education excess cost aid equals the greater of: (1) 56 percent of the difference between the district's unreimbursed special education expenditures and 7 percent of the district's general revenue; or (2) 62 percent of the difference between the district's unreimbursed special education revenue under the former formula and 2.6 percent of general revenue.

For years prior to fiscal year 2014, excess cost aid was designed to provide additional special education funding for districts that have extremely high levels of unreimbursed special education expenses. A school district's excess cost aid was capped in much the same manner as the regular special education aid for those years. Total statewide excess cost aid was limited to a fixed amount set in statute for fiscal years 2008 to 2011, was annually inflated by 2 percent for subsequent fiscal years, and was also adjusted for the change in pupil counts for each year. Each district's initial excess cost aid is based on the difference between unreimbursed special education costs and other general education revenue. For fiscal years 2009 to 2014, initial excess cost aid equaled the greater of (1) 75 percent of the difference between the district's unreimbursed special education cost and 4.36 percent of the district's general education revenue; or (2) zero.

A district's excess cost aid is its initial excess cost aid prorated to the state total excess cost aid by multiplying the district's initial excess cost aid by the ratio of the state total excess cost aid to initial (uncapped) state total excess cost aid.

Special Education Revenue Continued

Special Education funding is one of the most complex funding mechanisms used by the State of Minnesota. The new funding formulas have resulted in a large shift in mandated expenses for Waconia Public Schools. This funding shift will require ISD 110 to either make reductions in programs normally funded with general education revenue, increase operating revenue through an additional operating levy or a combination of both. Changes in the funding formula at the state level in the current year appear to give some relief from the problem. More help is needed at the legislative level in the coming years in order to get this funding mechanism corrected.

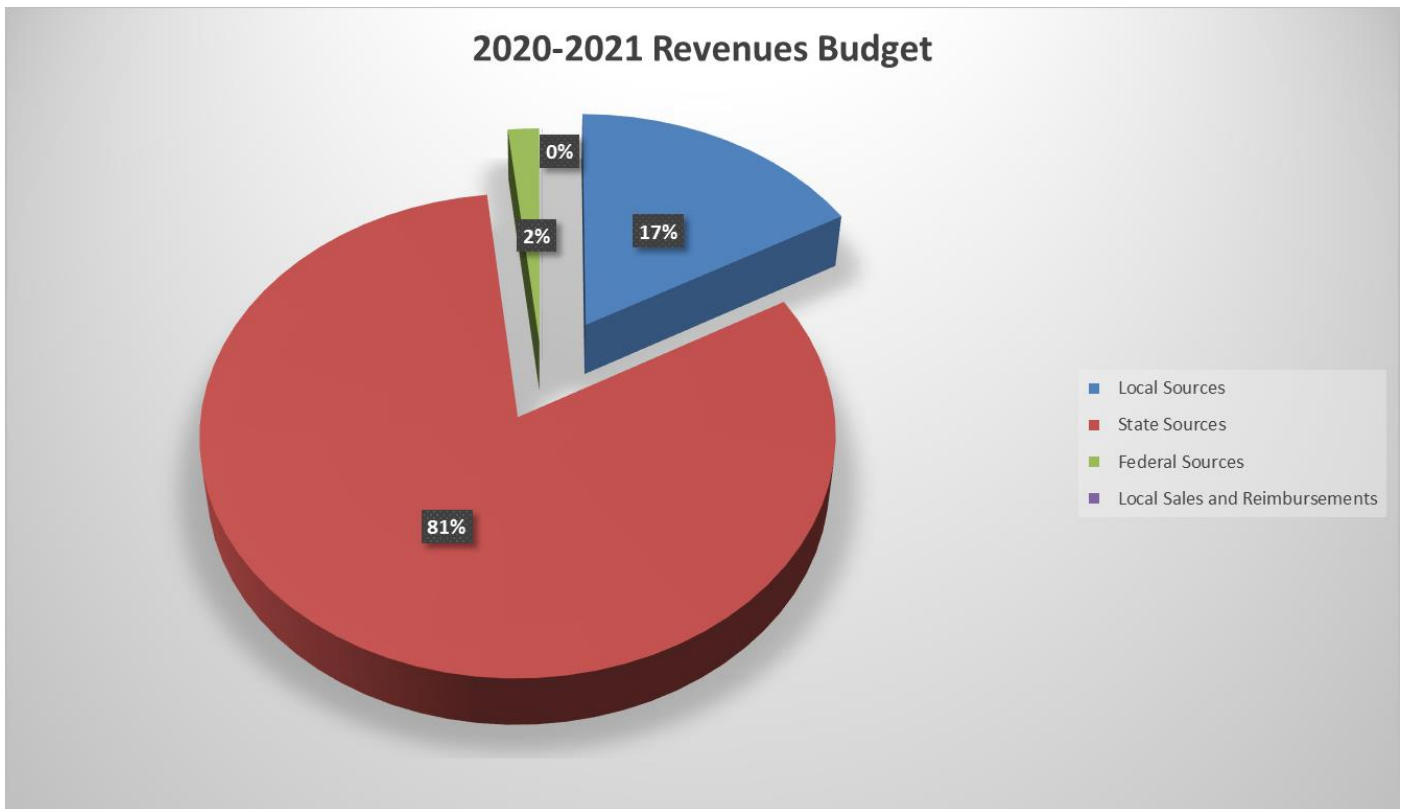
Federal Programs

Federal funding is generally provided to supplement the costs of providing instructional services in specific vocational, adult, and special education programs for educationally or economically disadvantaged students. Federal funds are a relatively modest revenue source for the general fund, but significant for target population groups. In FY 2020-2021, Waconia Public Schools will receive approximately \$847,946 in federal funding.

Where Does the Money Come From?

As the pie chart below shows, most general fund revenue for Waconia Schools is state aid 81%. The second largest portion - 17%, comes from local revenues, fees, admission charges, earnings on investments, and property taxes assessed on property within the District. Finally, federal aid provides 2% of general fund revenue. Both state aid and local property tax revenues are strictly controlled by the state.

REVENUES:	2019-2020	%	2020-2021	%
Local Sources	\$ 7,934,065	17%	\$ 8,134,642	17%
State Sources	38,218,351	81%	39,644,927	82%
Federal Sources	847,976	2%	847,976	2%
Local Sales and Reimbursements	7,800	0%	7,800	0%
TOTAL REVENUES	\$ 47,008,192	100%	\$ 48,635,345	100%



General Fund Expenditures

Allocations

Amounts distributed to schools and other offices for supplies and similar expenses remained the same as in the prior year.

Expenditures by Category 2020-2021

The school district budget consists of the following types of expenditures. About 81 cents of each dollar will be spent for salaries and employee benefits.

Salaries (\$27,879,793)

Regular salary related to personnel positions, extra-curricular assignments, overtime, substitute costs.

Employee Benefits (\$10,434,057)

Health, Dental, Life, Long-term disability, workers' compensation, retirement plans and recording of post-retirement benefits for current employees.

Purchased Services (\$6,115,419)

Includes utilities, consultants, postage, insurance, repair and maintenance services, transportation contracts, travel/conferences, payments to other districts and tuition.

Supplies & Materials (\$1,803,885)

Textbooks, instructional supplies, office and custodial supplies, computer software, and related copier costs. Includes fuel for buildings.

Capital Expenditures (\$809,244)

Capital expenditures consist of expenditures for acquisition, additions, or improvement of a capital asset, which may include land, improvements to land, easements, buildings, building improvements, vehicles, machinery, and equipment.

Debt Service Expenses (\$96,287)

Debt service expenses relate mainly to the costs of the short term borrowing the district is undertaking at this time.

Miscellaneous and Other expenditures (\$334,367)

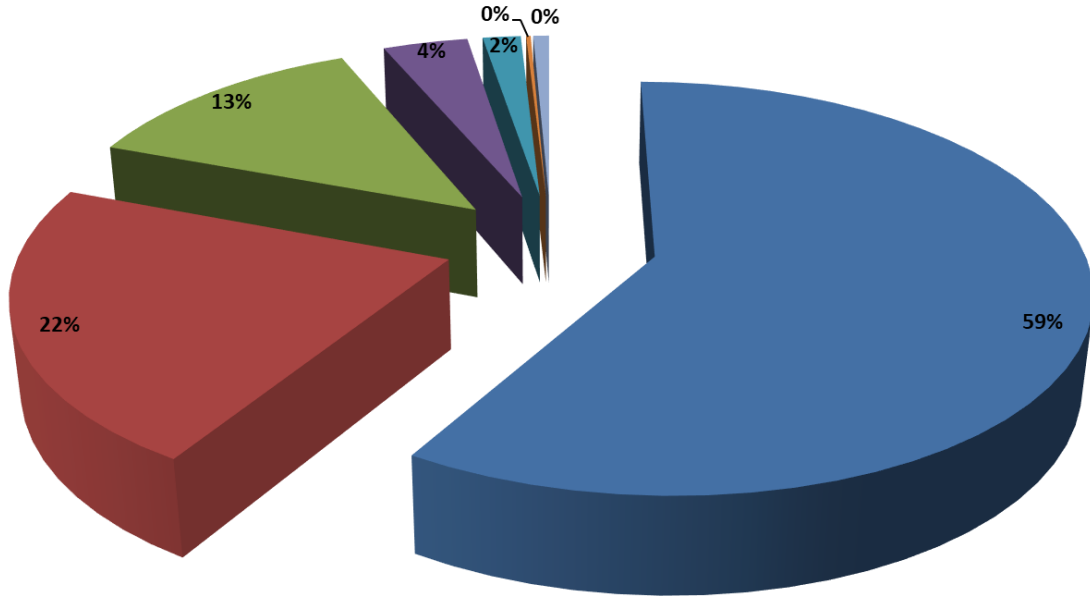
Includes all expenses that cannot be classified as above.

A graph of these expenses is included in the table and chart on the next page:

EXPENDITURES:	2019-2020	%	2020-2021	%
Salaries and Wages	\$ 27,243,248	58%	\$ 27,879,793	59%
Employee Benefits	9,950,186	21%	10,434,057	22%
Purchased Services	6,048,854	13%	6,115,419	13%
Supplies and Materials	1,804,405	4%	1,803,885	4%
Capital Expenditures	1,138,256	2%	809,244	2%
Debt Service Expenditures	96,287	0%	96,287	0%
Other Expenditures	325,367	1%	334,367	1%
TOTAL EXPENDITURES	\$ 46,606,603	100%	\$ 47,473,052	100%

2020-2021 Expenditures by Object Budget

- Salaries and Wages ■ Employee Benefits ■ Purchased Services ■ Supplies and Materials
- Capital Expenditures ■ Debt Service Expenditures ■ Other Expenditures



Expenditures by Program

ADMINISTRATION: These programs include all costs for general administration, instructional administration and school site administration for the school district. Administrative services are defined as those provided by head administrators who are in charge of instructional or instruction-related units. This includes the school board, superintendent, principals, assistant superintendents, and directors of instructional areas. Included are the costs of their immediate offices, including those individuals in direct support of the administrator. This series does not include administrators of non-instructional activities such as the business manager, food service manager, or director of buildings and grounds.

DISTRICT SUPPORT SERVICES: Consists of activities related to general administrative support not listed above. This area covers federal programs, human resources, government relations, school elections, and miscellaneous district administration not otherwise classified.

ELEMENTARY AND SECONDARY REGULAR INSTRUCTION: Consists of all activities dealing directly with the teaching of pupils, the interaction between teachers and pupils in the classroom and co-curricular activities at the kindergarten, elementary and secondary levels.

VOCATIONAL INSTRUCTION: Courses and activities that develop knowledge, skills, attitudes and behavioral characteristics for students seeking career exploration and employability.

SPECIAL EDUCATION INSTRUCTION: Activities providing learning experiences for pupils of any age who, because of certain atypical characteristics or conditions, need, or who would benefit by, educational programs different from those provided pupils in regular or vocational instruction.

INSTRUCTIONAL SUPPORT SERVICES: Activities for assisting the instructional staff with the content and process of providing learning experiences for pupils in kindergarten through twelfth grade.

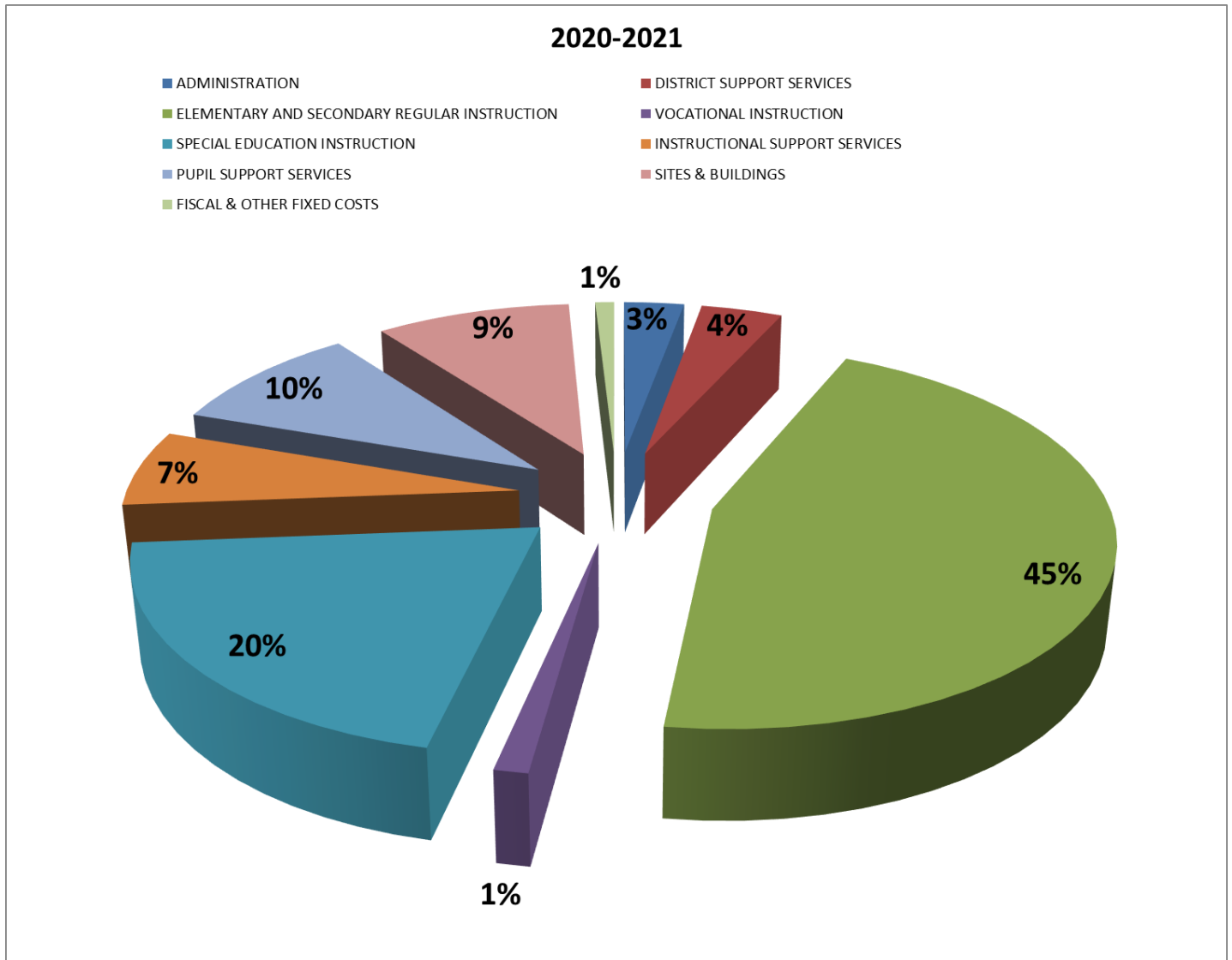
PUPIL SUPPORT SERVICES: Includes all services provided to pupils who do not qualify to be classified as instructional services (counseling/guidance, health, psychological, social work, transportation, other)

SITES & BUILDINGS: Activities related to the acquisition, operation, maintenance, repair and remodeling of all physical plant, facilities and grounds of the school district.

FISCAL & OTHER FIXED COSTS: Fiscal and fixed cost activities that are not recorded elsewhere.

Graphs of the various costs by program are provided below.

Program	2019-2020	%	2020-2021	%
ADMINISTRATION	\$ 1,338,910	2.87%	\$ 1,369,653	2.89%
DISTRICT SUPPORT SERVICES	1,815,069	3.89%	1,855,760	3.91%
ELEMENTARY AND SECONDARY REGULAR INSTRUCTION	20,985,221	45.03%	21,565,075	45.43%
VOCATIONAL INSTRUCTION	554,813	1.19%	565,571	1.19%
SPECIAL EDUCATION INSTRUCTION	9,358,913	20.08%	9,658,719	20.35%
INSTRUCTIONAL SUPPORT SERVICES	3,040,324	6.52%	3,107,446	6.55%
PUPIL SUPPORT SERVICES	4,393,893	9.43%	4,482,104	9.44%
SITES & BUILDINGS	4,694,316	10.07%	4,439,437	9.35%
FISCAL & OTHER FIXED COSTS	425,144	0.91%	429,287	0.90%
Totals	\$ 46,606,603	100.00%	\$ 47,473,052	100.00%



INDEPENDENT SCHOOL DISTRICT #110

Preliminary General Fund Budget
Board Approval Date - June 8, 2020
2020-2021 School Year

	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 271,567	\$ (6,408,945)	\$ (6,007,356)
REVENUES:			
Local Sources	\$ 5,845,189	\$ 7,934,065	\$ 8,134,642
State Sources	36,125,653	38,218,351	39,644,927
Federal Sources	854,789	847,976	847,976
Other Financing Sources	497,253	7,800	7,800
TOTAL REVENUES	\$ 43,322,884	\$ 47,008,192	\$ 48,635,345
EXPENDITURES:			
Salaries and Wages	\$ 27,913,719	\$ 27,243,248	\$ 27,879,793
Employee Benefits	9,635,336	9,950,186	10,434,057
Purchased Services	6,573,167	6,048,854	6,115,419
Supplies and Materials	1,826,883	1,804,405	1,803,885
Capital Expenditures	3,589,402	1,138,256	809,244
Debt Service	129,221	96,287	96,287
Other Financing Uses and Expenditures	335,668	325,367	334,367
TOTAL EXPENDITURES	\$ 50,003,396	\$ 46,606,603	\$ 47,473,052
SURPLUS OR (DEFICIT)	\$ (6,680,512)	\$ 401,589	\$ 1,162,293
FUND BALANCE, JUNE 30	\$ (6,408,945)	\$ (6,007,356)	\$ (4,845,063)
Analysis of Equity Balances as of:	6/30/2019	6/30/2020	6/30/2021
Nonspendable	90,882	50,000	50,000
Restricted/Reserved			
Staff Development	-	-	-
Deferred Maintenance	-	-	-
Learning and Development	-	-	-
Area Learning Center	-	-	-
Third Party Billing	6,985	13,500	13,500
Gifted and Talented	230	-	-
Basic Skills	431	-	-
Safe Schools	15,813	-	-
Operating Capital	-	45,976	257,886
Health and Safety	-	-	-
Long Term Facilities Maintenance	3,157	3,250	3,078
Unassigned	(6,526,443)	(6,120,082)	(5,169,527)
Total Equity Balances	(6,408,945)	(6,007,356)	(4,845,063)

Capital Program and Long-Term Facilities Maintenance Programs

The Capital Program has undergone many changes with the addition of a new Long-Term Facilities Maintenance Program that was passed by the legislature and signed by the Governor June 13, 2015.

Long-term Facilities Maintenance Revenue may be used for the following purposes as defined in the law:

- Deferred capital expenditures and maintenance projects necessary to prevent further erosion of facilities
- Increasing accessibility of school facilities,
- Health and Safety projects under Minnesota Statutes, Section 123B.57, including health, safety and environmental management costs associated with implementing the district's health and safety program.

To qualify for Long-Term Facilities Maintenance Revenue school districts must have a ten year plan adopted by the school board. The application must be submitted to the Minnesota Department of Education by July 31, 2020 and should include the following components:

- A spreadsheet summarizing the total planned expenditures by category for each of the next ten years.
- For districts with indoor air quality, fire alarm and suppression and asbestos abatement projects costing \$100,000 or more per site in FY 2020 or 2021, a narrative describing each project in greater detail.
- For districts with deferred maintenance projects costing \$2,000,000 or more per site in FY 2020 or 2021, a narrative describing each project in greater detail.
- A spreadsheet showing how the district plans to fund its proposed expenditures with Long-Term Facilities Maintenance revenue over the next ten years.

The District's Long Term Facilities Maintenance Plan will be submitted to the school board for approval in July.

Food Service Fund

Wildcat Café is the District department that provides meal services and nutrition education services in Waconia Schools. Over 3,000 meals are served each day. Lunch prices for FY 2020-2021 will remain unchanged.

Lunch prices are as follows:

2020-2021 - Elementary - \$2.85; Middle - \$3.00 Secondary \$3.15; Adult \$3.90

All revenues and expenses associated with the program must be accounted for in a separate fund. By law, these revenues can only be spent to provide school lunches and pay certain closely related expenses.

Revenues consist of:

Breakfast sales to students and adults

Lunch sales to students and adults

Ala-Carte sales to students and adults

Federal aid provided on each meal served

State aid provided on each meal served

Federal subsidies for food served to students from families with low incomes

Catering sales to groups using the schools

Expenses consist primarily of food, supplies, equipment, and labor costs.

The District continues to make improvements with farm to school initiatives which include edible classroom, staff training, and local purchasing including over 30 varieties of produce, honey, maple syrup, and eggs. The district writes grants every year for different opportunities. Most recently it was awarded a grant to purchase bulk milk dispensers in the 2019-2020 to move away from cartoned milk and give students an opportunity to take as much milk as they would like. That program worked very well and we are very pleased with the results. The District has been awarded a large grant to add an additional freezer at the High School site in the summer of 2020. Increased staff training will also be provided to all food service staff. The COVID-19 pandemic is projected to have a significant one-time negative impact on the Food Service fund balance for the 2019-2020 school year. The Food Service fund balance is projected to decline by \$302,226 in the 2019-2020 school year to \$473,049.

The food service fund budget for FY 2020-2021 shows revenue of \$2,413,850 and expenses of \$2,410,591. The fund balance is projected to be \$476,308 on June 30, 2021.

INDEPENDENT SCHOOL DISTRICT #110

Food Service Fund Preliminary Budget

Board Approval Date - June 8, 2020

2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 790,375	\$ 775,275	\$ 473,049
REVENUES:			
Local Sources	\$ 16,140	\$ 18,000	\$ 15,500
State Sources	121,380	169,703	120,850
Federal Sources	572,397	680,250	515,150
Local Sales and Reimbursements	1,691,919	1,175,100	1,762,350
TOTAL REVENUES	\$ 2,401,836	\$ 2,043,053	\$ 2,413,850
EXPENDITURES:			
Salaries and Wages	\$ 816,978	\$ 777,457	\$ 793,006
Employee Benefits	385,176	399,047	417,360
Purchased Services	162,713	161,025	171,025
Supplies and Materials	1,015,888	876,250	1,024,750
Capital Expenditures	32,408	124,000	-
Other Expenditures	3,773	7,500	4,450
TOTAL EXPENDITURES	\$ 2,416,936	\$ 2,345,279	\$ 2,410,591
SURPLUS OR (DEFICIT)	\$ (15,100)	\$ (302,226)	\$ 3,259
FUND BALANCE, JUNE 30	\$ 775,275	\$ 473,049	\$ 476,308

Community Service Fund

Community Education programs provide school district residents with the opportunity to use educational facilities and programs during non-school hours. Community Education programs are also available to K-12 students during the summer. Major programs include Kids Company, Youth Recreation, Wildcat Preschool, Early Childhood Family Education, and Youth and Family Enrichment.

The Community Education Department also schedules the use of the district's facilities outside of school hours, including athletic facilities.

The COVID-19 pandemic is projected to impact the Community Service Fund severely and it has resulted in the reduction of staff and programs for both the 2019-2020 and the 2020-2021 school years.

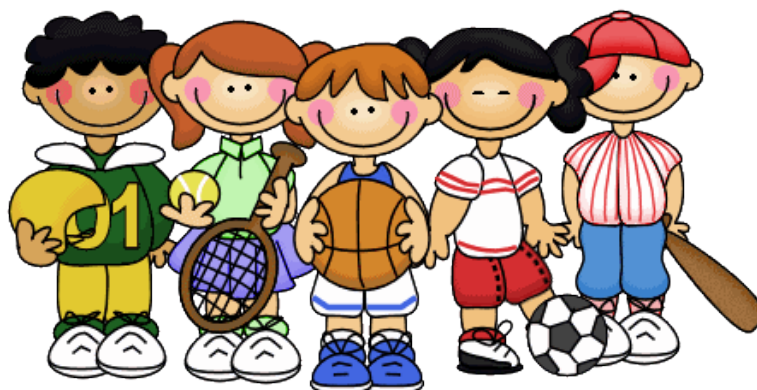
Fiscal Year 2020-2021 revenue is budgeted at \$3,285,159 and expenditures are budgeted at \$3,199,508.

INDEPENDENT SCHOOL DISTRICT #110

Community Education Fund Preliminary Budget

Board Approval Date - June 8, 2020

2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
TOTAL FUND BALANCE, JUNE 30	\$ 580,795	\$ 602,832	\$ 312,327
REVENUES:			
Local Sources	\$ 2,838,230	\$ 2,373,914	\$ 2,816,929
State Sources	402,880	368,128	398,230
Federal Sources	-	-	-
Local Sales and Reimbursements	1,004	-	-
Other Financing Sources	70,621	70,000	70,000
TOTAL REVENUES	\$ 3,312,735	\$ 2,812,042	\$ 3,285,159
EXPENDITURES:			
Salaries and Wages	\$ 1,795,776	\$ 1,747,688	\$ 1,780,425
Employee Benefits	576,333	600,115	615,459
Purchased Services	642,026	535,511	567,011
Supplies and Materials	269,229	207,933	226,313
Capital Expenditures	4,087	7,000	6,000
Other Expenditures	3,247	4,300	4,300
TOTAL EXPENDITURES	\$ 3,290,698	\$ 3,102,547	\$3,199,508
SURPLUS OR (DEFICIT)	\$ 22,037	\$ (290,505)	85,651
FUND BALANCE, JUNE 30	\$ 602,832	\$ 312,327	\$ 397,978
Analysis of Equity Balances as of:	6/30/2019	6/30/2020	6/30/2021
Nonspendable	3,132	3,132	3,132
Reserved for Community Education	440,178	177,178	272,256
Reserved for ECFE	63,456	53,989	58,725
Reserved for School Readiness	44,165	40,321	41,336
Reserved/Restricted	547,799	271,488	372,317
Reserved for Other Purposes	51,901	37,707	22,529
Total Equity Balances	\$ 602,832	\$ 312,327	\$ 397,978

Debt Service Fund

The debt service fund is designated to account for revenues and expenditures associated with redemption of bonds issued by the school district. These bonds were issued to finance the acquisition, improvement and equipping of the district’s buildings. By state law, debt service revenues and expenditures must be maintained in a separate fund.

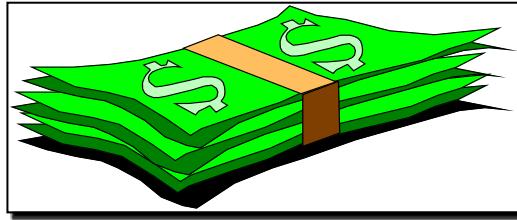
Revenue consists of local taxes levied to pay the obligations, plus interest earnings on the balance in the fund. Expenses consist of principal and interest on bonds, plus a small amount for bank fees, service fees, and etc.

The debt service fund budget for FY 2020-2021 shows revenue of \$9,375,085 and expenses of \$9,732,681. The fund balance is projected to be \$710,001 on June 30, 2021. The schedule of bond payments and maturities is included below.

Waconia Public Schools - ISD110
Debt Service Schedule - Preliminary Budget
Payment Schedule by Fiscal Year

Payment Year	All Buildings - Additions and Improvements									Totals
	GO Refunding Building Bonds - 2009	GO Refunding Building Bonds - 2015A	GO Building Bonds - 2015B	GO Refunding Building Bonds - 2015C	GO Tax Abatement Bonds - 2017B	GO Facilities Maintenance Bonds - 2016A	Capital Facility Bonds - 2013	Certificates of Participation - 2017A (WLC)	GO Facilities Maintenance Bonds - 2017C	
	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest	Principal & Interest
2019-2020	2,151,750	1,905,750	2,481,606	672,725	413,400	547,500	138,475	235,463	619,100	9,165,769
2020-2021	2,197,000	1,972,000	2,481,606	662,575	417,500	653,600	140,975	236,712	621,950	9,383,918
2021-2022	1,265,250	2,655,750	2,481,606	912,275	416,400	862,400	143,375	237,813	618,550	9,593,419
2022-2023		3,737,250	2,481,606	1,261,275	415,200	751,800	140,675	238,762	620,800	9,647,368
2023-2024		3,734,750	2,481,606	1,262,400	413,900	733,100	142,975	234,563	623,200	9,626,494
2024-2025		3,734,500	2,481,606	1,230,000	412,500	884,500		233,962	619,400	9,596,468
2025-2026		2,366,000	4,511,607		416,000	542,600		238,163	620,600	8,694,970
2026-2027			7,055,706		414,300	322,200		236,962	621,000	8,650,168
2027-2028			7,051,656		412,500	306,000		236,763	620,800	8,627,719
2028-2029			7,053,556		417,150			236,400	620,200	8,327,306
2029-2030			7,051,106		416,350			236,300	619,150	8,322,906
2030-2031			7,054,306		415,250			236,050	622,650	8,328,256
2031-2032			7,052,856		413,850			235,650	620,550	8,322,906
2032-2033			7,051,756		417,150			234,730	618,000	8,321,636
2033-2034			7,050,856					238,650		7,289,506
2034-2035			7,053,056					237,250		7,290,306
2035-2036			7,052,900					237,000		7,289,900
2036-2037			7,051,963					236,250		7,288,213
2037-2038			7,051,963							7,051,963
2038-2039			7,051,975							7,051,975

INDEPENDENT SCHOOL DISTRICT #110
Debt Service Fund Preliminary Budget
Board Approval Date - June 8, 2020
2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 1,976,207	\$ 1,477,123	\$ 1,067,597
REVENUES:			
Local Sources	\$ 7,106,470	\$ 8,307,615	\$ 8,748,821
State Sources	492,268	626,264	626,264
Sale of Bonds	-	-	-
Other Financing Sources	7,496,592	-	-
TOTAL REVENUES	\$ 15,095,330	\$ 8,933,879	\$ 9,375,085
EXPENDITURES:			
Debt Service Expenditures	\$ 8,354,414	\$ 9,343,405	\$ 9,732,681
Other Financing Uses	7,240,000	-	-
TOTAL EXPENDITURES	\$ 15,594,414	\$ 9,343,405	\$ 9,732,681
SURPLUS OR (DEFICIT)	\$ (499,084)	\$ (409,526)	\$ (357,596)
FUND BALANCE, JUNE 30	\$ 1,477,123	\$ 1,067,597	\$ 710,001

Trust Fund

The Trust Fund is used to record the revenues and expenditures for trust agreements where the school board has accepted the responsibility to serve as trustee. The property in the trust agreement typically comes to the district by gift. For example, a community member may create a scholarship trust to be awarded to an outstanding student every year or the local parent group may establish a trust to purchase computer equipment. Trust funds are composed of two types: expendable and nonexpendable. Expendable trust funds are used where both principal and earnings may be spent. Nonexpendable trust funds are used to account for trusts which require that only earnings and not principal be spent.

The trust fund budget for FY 2020-2021 shows revenue of \$25,000 and expenses of \$28,100. The fund balance is projected to be \$108,815 on June 30, 2021.

INDEPENDENT SCHOOL DISTRICT #110

Trust Fund Preliminary Budget
Board Approval Date - June 8, 2020
2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 103,605	\$ 115,015	\$ 111,915
REVENUES			
Local Sources:	\$ 26,982	\$ 25,000	\$ 25,000
TOTAL REVENUES	\$ 26,982	\$ 25,000	\$ 25,000
EXPENDITURES			
Scholarships	\$ 15,572	\$ 28,100	\$ 28,100
TOTAL EXPENDITURES	\$ 15,572	\$ 28,100	\$ 28,100
PROJECTED SURPLUS OR (DEFICIT)	\$ 11,410	\$ (3,100)	\$ (3,100)
PROJECTED FUND BALANCE, JUNE 30	\$ 115,015	\$ 111,915	\$ 108,815

Internal Service Fund

An internal service fund is used to account for the financing of goods or services provided by one department to another within the school district or to other governmental units on a cost-reimbursement basis. School districts are not required to use internal service funds. The most common use of an internal service fund by school districts is for self-insurance programs.

The Internal Service Fund is used to collect premiums and to pay invoices for the District's self-insured dental plan.

The internal service fund budget for FY 2020-2021 shows revenue of \$410,000 and expenses of \$432,000. The fund balance is projected to be \$275,104 on June 30, 2021.

INDEPENDENT SCHOOL DISTRICT #110
Dental Benefits Internal Service Fund Preliminary Budget
Board Approval Date - June 8, 2020
2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 346,554	\$ 287,104	\$ 297,104
REVENUES			
Local Sources:	\$ 374,880	\$ 390,000	\$ 410,000
TOTAL REVENUES	\$ 374,880	\$ 390,000	\$ 410,000
EXPENDITURES			
Dental Claims Paid	\$ 434,330	\$ 380,000	\$ 432,000
TOTAL EXPENDITURES	\$ 434,330	\$ 380,000	\$ 432,000
PROJECTED SURPLUS OR (DEFICIT)	\$ (59,450)	\$ 10,000	\$ (22,000)
PROJECTED FUND BALANCE, JUNE 30	\$ 287,104	\$ 297,104	\$ 275,104

OPEB Irrevocable Trust Fund

This trust fund is used for reporting resources set aside and held in an irrevocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

INDEPENDENT SCHOOL DISTRICT #110 OPEB Irrevocable Trust Fund Preliminary Budget Board Approval Date - June 8, 2020 2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 2,339,148	\$ 2,139,336	\$ 1,944,336
REVENUES			
Investment Income: (Net of Fees)	\$ 43,789	\$ 40,000	\$ 40,000
TOTAL REVENUES	\$ 43,789	\$ 40,000	\$ 40,000
EXPENDITURES			
Employee Insurances	\$ 243,601	\$ 235,000	\$ 235,800
TOTAL EXPENDITURES	\$ 243,601	\$ 235,000	\$ 235,800
PROJECTED SURPLUS OR (DEFICIT)	\$ (199,812)	\$ (195,000)	\$ (195,800)
PROJECTED FUND BALANCE, JUNE 30	\$ 2,139,336	\$ 1,944,336	\$ 1,748,536

OPEB Debt Service Fund

Activity to record levy proceeds and the repayment of the OPEB bonds is accounted for in this fund. The debt service schedule for this fund is listed below.

Waconia Public Schools - #110
Other Post Employment Benefits Debt Service Schedule
Payment Schedule by Fiscal Year

Payment Year	Total Principal & Interest
2012-2013	352,113
2013-2014	356,088
2014-2015	353,088
2015-2016	354,588
2016-2017	349,625
2017-2018	348,400
2018-2019	349,800
2019-2020	0

The OPEB Debt Service Fund budget for FY 2020-2021 shows no revenues or expenses. The fund balance is projected to be zero on June 30, 2021. The state liquidate the fund balance and returning it to the taxpayers through the levy process.

Building Construction Fund

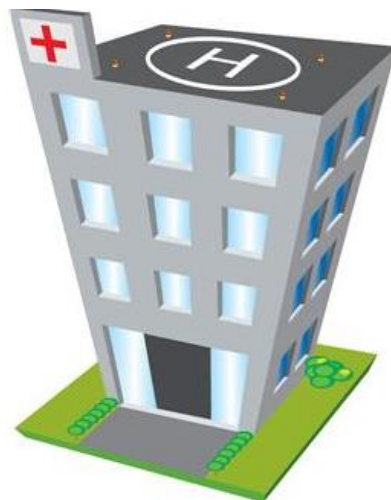
The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds or by capital loans. This fund is currently being used to track the construction payments for the new athletic complex which includes twelve tennis courts and an outdoor hockey rink near the high school campus. It is also being used to track the expenses related to the expansion of the Southview Elementary School parking lot. Lastly, it is being used to track the final expenses related to the construction of the high school stadium project.

INDEPENDENT SCHOOL DISTRICT #110

OPEB Debt Service Fund Preliminary Budget

Board Approval Date - June 8, 2020

2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ 73,387	\$ 72,851	\$ -
REVENUES:			
Local Sources	\$ 347,044	\$ -	\$ -
State Sources	2,695	-	-
TOTAL REVENUES	\$ 349,739	\$ -	\$ -
EXPENDITURES			
Other Financing Uses	\$ 350,275	\$ 72,851	\$ -
TOTAL EXPENDITURES	\$ 350,275	\$ 72,851	\$ -
PROJECTED SURPLUS OR (DEFICIT)	\$ (536)	\$ (72,851)	\$ -
PROJECTED FUND BALANCE, JUNE 30	\$ 72,851	\$ -	\$ -

INDEPENDENT SCHOOL DISTRICT #110

Construction Fund Preliminary Budget

Board Approval Date - June 8, 2020

2020-2021 School Year



	2018-2019	2019-2020	2020-2021
	Audited Actuals	Revised Budget	Preliminary Budget
FUND BALANCE, JUNE 30	\$ (126,014)	\$ 896,039	\$ 48,531
REVENUES:			
Local Sources	\$ 8,523	\$ 182,019	\$ -
State Sources	-	-	-
Federal Sources	-	-	-
Other Sources	2,421,650	425,000	-
TOTAL REVENUES	\$ 2,430,173	\$ 607,019	\$ -
EXPENDITURES:			
Construction Expenditures	1,408,120	1,454,527	48,531
TOTAL EXPENDITURES	\$ 1,408,120	\$ 1,454,527	\$ 48,531
SURPLUS OR (DEFICIT)	\$ 1,022,053	\$ (847,508)	\$ (48,531)
FUND BALANCE, JUNE 30	\$ 896,039	\$ 48,531	\$ -

7.D. SWMetro Safe Schools Levy Resolution

Presenter: Todd
Swanson, Director of
Finance & Operations

SWMetro Intermediate District #288					
2020 Pay 2021 for 2022					
(For Fiscal School year 2022)					
Pay 21 Levy Amounts					
District	Usage	LTFM Levy	Lease Levy	Safe Schools Levy	Total
Norwood Young America	4.38%	\$ 13,134.47	\$ 10,791.58	\$ 9,824.58	\$ 33,557.99
Waconia	7.21%	\$ 21,638.47	\$ 17,778.67	\$ 16,185.57	\$ 55,285.35
Watertown-Mayer	2.39%	\$ 7,173.14	\$ 5,893.62	\$ 5,365.51	\$ 18,327.06
Eastern Carver County	16.34%	\$ 49,030.50	\$ 40,284.60	\$ 36,674.81	\$ 125,270.80
Belle Plaine	4.86%	\$ 14,571.72	\$ 11,972.46	\$ 10,899.65	\$ 37,230.11
Jordan	5.10%	\$ 15,286.85	\$ 12,560.04	\$ 11,434.57	\$ 39,057.25
Prior Lake-Savage	12.60%	\$ 37,795.85	\$ 31,053.95	\$ 28,271.30	\$ 96,566.76
Shakopee	24.17%	\$ 72,512.17	\$ 59,577.69	\$ 54,239.10	\$ 185,265.45
New Prague	4.79%	\$ 14,355.89	\$ 11,795.14	\$ 10,738.21	\$ 36,678.68
Buffalo-Hanover-Montrose	11.31%	\$ 33,944.34	\$ 27,889.46	\$ 25,390.36	\$ 86,726.31
Tri City United	6.85%	\$ 20,556.60	\$ 16,889.78	\$ 15,376.34	\$ 52,521.23
Total	100.00%	\$ 300,000.00	\$ 246,487.00	\$ 224,400.00	\$ 766,487.00
Pay 2020 Amounts		\$ 275,000.00	\$ 281,154.00	\$ 220,000.00	\$ 776,154.00
Usage Calculation					
SWMetro Usage	School #	FY20 SpEd Gen Ed Cost	FY20 CTE Tuition	Total	Usage %
Norwood Young America	108	\$ 218,495.56	\$ 6,403.32	\$ 224,898.88	4.38%
Waconia	110	\$ 260,619.95	\$ 109,891.32	\$ 370,511.27	7.21%
Watertown-Mayer	111	\$ 119,040.50	\$ 3,783.78	\$ 122,824.28	2.39%
Eastern Carver County	112	\$ 407,703.65	\$ 431,836.02	\$ 839,539.67	16.34%
Belle Plaine	716	\$ 96,346.46	\$ 153,162.24	\$ 249,508.70	4.86%
Jordan	717	\$ 118,730.18	\$ 143,023.65	\$ 261,753.83	5.10%
Prior Lake-Savage	719	\$ 647,170.96	\$ -	\$ 647,170.96	12.60%
Shakopee	720	\$ 901,071.52	\$ 340,540.20	\$ 1,241,611.72	24.17%
New Prague	721	\$ 245,813.15	\$ -	\$ 245,813.15	4.79%
Buffalo-Hanover-Montrose	877	\$ 581,222.25	\$ -	\$ 581,222.25	11.31%
Tri City United	2905	\$ 342,818.30	\$ 9,168.39	\$ 351,986.69	6.85%
Total		\$ 3,939,032.48	\$ 1,197,808.92	\$ 5,136,841.40	100.00%

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT # ____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. ____, State of Minnesota, was held on _____, at _____ pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Safe School Program and authorizing the inclusion of a proportionate share of Intermediate School District's Safe School Program in the district's application for Safe Schools Revenue.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT
NO. 288'S SAFE SCHOOL PROGRAM AND AUTHORIZING THE INCLUSION OF
A PROPORTIONATE SHARE OF THIS PROGRAM IN THE DISTRICT'S
APPLICATION FOR SAFE SCHOOL REVENUE

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

1. The School Board of SW Metro Intermediate School District No. 288 has approved a Safe School program for the 2021-2022 school year in the amount of \$224,400.00. The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programming its long-term facility maintenance revenue application.
3. The proportionate share of the cost of the intermediate school district's Safe School program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Safe school program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The Safe school costs shall be funded through annual levy. The inclusion of this proportionate share in the district's Safe School revenue application for the fiscal year 2022 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of Safe School revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. _____. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. _____, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANSCRIPT INsofar AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's Safe School Program in the district's application for Safe School revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2020

Clerk

School District No. _____

7.E. SWMetro LTFM Resolution

Presenter: Todd Swanson, Director of Finance & Operations

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of District No. 110, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a long-term facility maintenance program budget for its facilities for the 2021-2022 school year in the amount of \$300,000.00. The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programing its long-term facility maintenance revenue application.
3. The proportionate share of the cost of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue application for the fiscal year 2022 is hereby approved, subject to approval by the Commissioner of Education.
4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 601 Academic Standards and Instructional Curriculum

Adopted: _____

MSBA/MASA Model Policy 601

Orig. 1995

Revised: _____

Rev. ~~2017~~ 2019

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to establish broad curriculum parameters for the school district that encompass the Minnesota ~~Graduation~~ Academic Standards and federal law and are aligned with creating the world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish the "world's best workforce" in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. "Academic standard" means a summary description of student learning in a required content area or elective content area.
- B. "Benchmark" means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- C. "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.
- D. "Instruction" means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements.
- E. "Performance measures" are measures to determine school district and school site progress in striving to create the world's best workforce and must include at least the following:

1. the size of the academic achievement gap and rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minn. Stat. § 120B.30, Subd. 1.
- F. “World’s best workforce” means striving to: meet school readiness goals; have all third-grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.
- G. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

IV. LONG-TERM STRATEGIC PLAN

- A. The school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce and includes the following:
1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in state and federal law;

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]
 2. a process to assess and evaluate each student’s progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and accelerate their instruction, adopt procedures for early admission to kindergarten or first grade of gifted and talented learners which are sensitive to under-represented groups, and identify the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness and leading to the world’s best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minn. Stat. § 120B.35, Subd. 3(b)(2), and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;
6. education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
7. an annual budget for continuing to implement the school district plan.

B. School district site and school site goals shall include the following:

1. All students will be required to demonstrate essential skills to effectively participate in lifelong learning.* These skills include the following:

[*Note: The criteria for acceptable performance in basic skills areas may need to be modified for students with unique learning needs. These modifications will be reflected in the Individualized Education Program (IEP) or Rehabilitation Act Section 504 Accommodation plan.]

- a. reading, writing, speaking, listening, and viewing in the English language;
- b. mathematical and scientific concepts;
- c. locating, organizing, communicating, and evaluating information and developing methods of inquiry (i.e., problem solving);

- d. creative and critical thinking, decision making, and study skills;
 - e. work readiness skills;
 - f. global and cultural understanding.
2. Each student will have the opportunity and will be expected to develop and apply essential knowledge that enables that student to:
- a. live as a responsible, productive citizen and consumer within local, state, national, and global political, social, and economic systems;
 - b. bring many perspectives, including historical, to contemporary issues;
 - c. develop an appreciation and respect for democratic institutions;
 - d. communicate and relate effectively in languages and with cultures other than the student's own;
 - e. practice stewardship of the land, natural resources, and environment;
 - f. use a variety of tools and technology to gather and use information, enhance learning, solve problems, and increase human productivity.
3. Students will have the opportunity to develop creativity and self-expression through visual and verbal images, music, literature, world languages, movement, and the performing arts.
4. School practices and instruction will be directed toward developing within each student a positive self-image and a sense of personal responsibility for:
- a. establishing and achieving personal and career goals;
 - b. adapting to change;
 - c. leading a healthy and fulfilling life, both physically and mentally;
 - d. living a life that will contribute to the well-being of society;
 - e. becoming a self-directed learner;
 - f. exercising ethical behavior.
5. Students will be given the opportunity to acquire human relations skills

necessary to:

- a. appreciate, understand, and accept human diversity and interdependence;
- b. address human problems through team effort;
- c. resolve conflicts with and among others;
- d. function constructively within a family unit;
- e. promote a multicultural, gender-fair, disability-sensitive society.

[Note: School district and site goals example courtesy of the Winona School District.]

C. Every child is reading at or above grade level no later than the end of grade 3, including English learners, and teachers provide comprehensive, scientifically based reading instruction, including a program or collection of instructional practices that is based on valid, replicable evidence showing that, when the programs or practices are used, students can be expected to achieve, at a minimum, satisfactory reading progress. The program or collection of practices must include, at a minimum, effective, balanced instruction in all five areas of reading (phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension), as well as instructional strategies for continuously assessing, evaluating, and communicating the student's reading progress and needs.

1. The school district ~~shall~~ **must** identify, before the end of kindergarten, grade 1, and grade 2, **all** students who are not reading at grade level. **Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. before the end of the current school year and shall identify**
2. ~~s~~**Students** in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher **must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified.**

[Note: According to Minnesota statutes, dyslexia screening is to be conducted in a locally determined manner.]

3. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of English learners. The school district must use locally adopted, developmentally appropriate, and culturally responsive

assessment and annually report summary assessment results to the Commissioner of Education by July 1.

4. The school district must annually report to the Commissioner of Education by July 1 a summary of the district's efforts to screen and identify students with:

a. dyslexia, using screening tools such as those recommended by the Minnesota Department of Education's dyslexia specialist; or

b. convergence insufficiency disorder.

5. A student identified as having a reading difficulty must be provided with alternate instruction under Minn. Stat. § 125A.56, Subd. 1.

~~2~~ 6. At least annually, the school district must give the parent of each student who is not reading at or above grade level timely information about:

a. the student's reading proficiency as measured by a locally adopted assessment;

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

c. strategies for parents to use at home in helping their students succeed in becoming grade-level proficient in reading English and their native languages.

This provision may not be used to deny a student's right to a special education evaluation.

~~3~~ 7. For each student who is not reading at or above grade level, the school district shall provide reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year. If a student does not read at or above grade level by the end of grade 3, the school district must continue to provide reading intervention until the student reads at grade level. Intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs. Intervention methods may include, but are not limited to, requiring attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended day programs, or programs that strengthen students' cultural connections.

[Note: School districts are strongly encouraged, but not required, to provide personal learning plans, as provided in Paragraph ~~4~~ 8.]

~~4~~ 8. The school district will provide a personal learning plan for a student who

is unable to demonstrate grade-level proficiency, as measured by the statewide reading assessment in grade 3. The school district will determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school district will develop the personal learning plan in consultation with the student's parent or guardian. The personal learning plan will address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the school day, periodic assessments, and reasonable timelines. The personal learning plan may include grade retention if it is in the student's best interest. The student's school will maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an Individualized Education Program.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
[Minn. Stat. § 125A.56, Subd. 1 \(Alternate Instruction Required\)](#)
20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

8.A.2. 602 Organization of School Calendar

Adopted: _____

MSBA/MASA Model Policy 602

Orig. 1995

Revised: _____

Rev. 2017

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student without a disability, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of Education under Minn. Stat. § 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minn. Stat. § 122A.40, Subds. 7 and 7a, or Minn. Stat. § 122A.41, Subds. 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the

calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3. Days devoted to teacher’s workshops may be held before Labor Day.
 - 1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 - 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 - 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed. The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.

- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
~~Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results Oriented Charter School)~~
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

8.A.3. 603 Curriculum

Adopted: _____

MSBA/MASA Model Policy 603

Orig. 1995

Revised: _____

Rev. 2019

603 CURRICULUM DEVELOPMENT

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to provide direction for continuous review and improvement of the school curriculum.

II. GENERAL STATEMENT OF POLICY

Curriculum development shall be directed toward the fulfillment of the goals and objectives of the education program of the school district.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.
- B. A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.
- C. Within the ongoing process of curriculum development, the following needs shall be addressed:
 - 1. Provide for articulation of courses of study from kindergarten through grade twelve.
 - 2. Identify minimum objectives for each course and at each elementary grade

level.

3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
4. Provide a program for ongoing monitoring of student progress.
5. Provide for specific, particular, and special needs of all members of the student community.
6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
8. Meet all applicable requirements of the Minnesota Department of Education and federal law.

D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.

~~D~~ E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.

~~E~~ F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.

~~F~~ G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)

Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)
MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Adopted: _____

MSBA/MASA Model Policy 604

Orig. 1995

Revised: _____

Rev. ~~2016~~ 2017

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. Language arts and basic communication skills including reading and writing, literature, and fine arts;
2. Mathematics and science;
3. Social studies, including history, geography, economics, government, and citizenship that includes civics (see II.I.);
4. Health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. The arts;
6. Career and technical education; and
7. World languages.

[Note: World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates or Minnesota World Language High Achievement Certificates consistent with Minn. Stat. § 120B.022, Subd. 1.]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required

in all elective subject areas. The instructional approach will be nonsexist and multicultural.

- C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.
- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.
- G. The school district will provide onetime cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum for all students in that grade beginning in the 2014-2015 school year and later.
 - 1. In the school district's discretion, training and instruction may result in CPR certification.
 - 2. CPR and AED instruction must include CPR and AED training that have been developed:
 - a. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - b. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
 - 3. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
 - 4. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who

has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

- H. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;
 2. emphasize academic rigor and high expectations and inform the student and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. help students access education and career options;
 6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
 8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.

Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

[Note: Minn. Stat. § 120B.125 requires school districts to provide the services set forth in Section II.H. beginning in the 2013-2014 school year.]

- I. A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.
 1. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the

fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

2. A school or district may exempt a student with disabilities from this requirement if the student's ~~individualized education program~~ IEP team determines the requirement is inappropriate and establishes an alternative requirement.
3. A school or district may administer the civics test questions in a language other than English to students who qualify for English learner services.
4. Schools and districts may administer civics test questions as part of the social studies curriculum.
5. A district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.
6. The school district cannot charge a fee related to this requirement.

[Note: This requirement is effective for students enrolling in grade 9 in the 2017-2018 school year and later.]

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
[Minn. Stat. § 120B.234 \(Child Sexual Abuse Prevention Education\)](#)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

8.A.5. 605 Alternative Programs

Adopted: _____

MSBA/MASA Model Policy 605

Orig. 1999

Revised: _____

Rev. 1999

605 ALTERNATIVE PROGRAMS

I. PURPOSE

The purpose of this policy is to recognize the need for alternative education programs for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

- A. It shall be the responsibility of the superintendent to identify alternative program opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative programs. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational programs to the school board.
- B. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References: Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – Alternative Educational Services)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Center Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional

Services)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

8.A.6. 606 Textbooks and Instructional Materials

- No MSBA updates since last review.

606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

III. RESPONSIBILITY OF SELECTION

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the Director of Teaching and Learning the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:
 - 1. support the academic standards and goals of the education programs;
 - 2. consider the needs, age, and maturity of students;
 - 3. foster respect and appreciation for cultural diversity and varied opinion;
 - 4. fit within the constraints of the school district budget;
 - 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
 - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The Director of Teaching and Learning shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall be coordinated with the school district's curriculum development effort and may utilize the Teaching and Learning Advisory Council for input and consideration.

IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS

- A. The Director of Teaching and Learning shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The Director of Teaching and Learning shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS

- A. The school district shall provide a process for members of the school district community to seek reconsideration of the use of select textbooks or instructional materials.
- B. The Director of Teaching and Learning shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)
Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)

Policy Adopted: July 2012
Independent School District No. 110
Waconia, MN

8.A.7. 607 Organization of Grade Levels

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minn. Stat. § 120A.05, as follows:

Elementary: Grades kindergarten through ~~4~~ 5

Middle: Grades ~~5 through 8~~ 6 through 8

High School: Grades 9 through 12

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

III. DEFINITIONS

A. “Kindergarten” means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. “Prekindergarten” means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Public Schools)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References:
Policy Adopted: May 2006 / August 2015
Independent School District No. 110
Waconia, MN 55387

8.A.8. 609 Religion

- No MSBA updates since last review.

8.A.9. 613 Graduation Requirements

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. ~~2017~~ 2019

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students entering grade 8 in the 2012-2013 school year and later must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. “Academic standard” means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- C. “Section 504 Accommodation” means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. “Individualized Education Program” or “IEP” means a written statement developed for a student eligible by law for special education and services.
- E. “English language learners” or “ELL” student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

~~F. “GRAD” means the graduation required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.~~

IV. DISTRICT ASSESSMENT COORDINATOR

(Position Title) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION ASSESSMENT REQUIREMENTS

For students enrolled in grade 8 in the 2012-2013 school year and later, students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

~~A. encouragement to participate on a nationally normed college entrance exam in grade 11 or grade 12;~~

~~B A. a~~Achievement and career and college readiness ~~tests~~ in mathematics, reading, and writing, as measured against ~~—The tests must have~~ a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation. ~~—In addition, the tests must ensure that the foundational knowledge and skills for students' successful performance in postsecondary employment or education and articulated series of possible targeted interventions are clearly identified and satisfy Minnesota's postsecondary admission requirements. To the extent available, the tests should:~~ and which facilitates the

~~1. monitoring of~~ students' continuous development of and growth in requisite knowledge and skills; analyze analysis of students' progress and performance levels, identifying identification of students' academic strengths and diagnosing diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and

~~2. based on analysis of students' progress and performance data, determine~~ determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

~~C B. c~~Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

- ~~D~~ C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- ~~E~~ D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- ~~F~~ E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college ~~must be~~ are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment ~~under this subdivision~~ to graduate from high school.
- ~~G~~ F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students beginning 8th grade in the 2012-2013 school year and later must successfully complete, as determined by the school district, the following high school level credits for graduation:

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent; ~~geometry, statistics and probability, or its equivalent~~, sufficient to satisfy all of the academic standards in mathematics;
- C. ~~Students in the graduation class of 2015 and beyond must complete an~~ An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
 - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
 - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph D., above.
 - 3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
 - 4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
 - 5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical

education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.021 (Required Academic Standards)

Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

8.A.10. 614 School District Testing Plan and
Procedure

Adopted: _____

MSBA/MASA Model Policy 614

Orig. 1997

Revised: _____

Rev. ~~2015~~ 2017

614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

I. PURPOSE

The purpose of this policy is to set forth the school district's testing plan and procedure.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to implement procedures for testing, test security, documentation, and record keeping.

III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

[Note: This listing of school personnel may not be consistent with the personnel in the school district and, consequently, should be amended to reflect the personnel with responsibility for testing in the particular school district.]

A. Superintendent

1. Responsibilities before testing.

- a. Designate a district assessment coordinator and district technology coordinator.
- b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
- c. Annually review and recertify staff who have access to MDE secure systems.
- d. Read and complete the *Assurance of Test Security and Non-Disclosure*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

- e. Establish a culture of academic integrity.

- f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
- g. Ensure student information is current and accurate.
- h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
- i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- † j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
- j k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
- l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.

2. Responsibilities after testing.

- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
- b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
- c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
- d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
- e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
- f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.

- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
- b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
 - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
- d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
- e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
- f. Establish district testing schedule within the testing windows specified by the MDE and service providers.
- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
- h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
 - (1) Provide training on proper test administration and test security ([Pearson's Training Management System](#)).
 - (2) Verify staff complete any and all test-specific training.

- i. Maintain security of test content, test materials, and record of all staff involved.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
 - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
 - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
 - b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
 - c. Return secure test materials as outlined in applicable manuals and resources.

- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

- 1. Responsibilities before testing.
 - a. Designate a school assessment coordinator and technology coordinator for the building.
 - b. Be knowledgeable about proper test administration and test security as outlined in manuals and directions.
 - c. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Communicate the importance of test security and expectation that staff will keep test content secure and act with honesty and integrity during test administration.
 - e. Provide adequate secure storage space for secure test materials before, during, and after testing until they are returned to the service provider or securely disposed of.
 - f. Ensure adequate computers and/or devices are available and rooms appropriately set up for online testing.
 - g. Verify that all test monitors and test administrators receive proper training for test administration.
 - h. Ensure students taking specified tests have opportunity to become familiar with test format, item types, and tools prior to test administration.
 - i. Include the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form in the student handbook.
- 2. Responsibilities on testing day(s).

- a. Ensure that test administration policies and procedures and test security requirements in all manuals and directions are followed.
 - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
3. Responsibilities after testing.
- a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
 - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
 - a. Implement test administration and test security policies and procedures.
 - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
 - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
 - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.

- f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
- g. Maintain security of test content and test materials.
 - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
 - (2) Organize secure test materials for online administrations and keep them secure.
 - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
 - (4) Identify need for additional test materials to district assessment coordinator.
 - (5) Provide MTAS student data collection forms if necessary.
 - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
 - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.

2. Responsibilities on testing day(s).

- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
- b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
- c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.

- d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
- e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

- f. Report security breaches to the district assessment coordinator as soon as possible.

3. Responsibilities after testing.

- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
- b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
- c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- d. Return secure test materials as outlined in applicable manuals and resources.
- e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
- f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

- 1. Ensure that district is prepared for online test administration and provide technical support to district staff.
- 2. Acquire all necessary user identifications and passwords.
- 3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
- 4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- 5. Attend district training and any service provider technology training.

6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

1. Responsibilities before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable about how to contact the school assessment coordinator during testing, where to pick up materials on day of test, and plan for securing test materials between test sessions.
 - e. Be knowledgeable regarding student accommodations.
 - f. Remove or cover any instructional posters or visual materials in the testing room.
2. Responsibilities on testing day(s).
 - a. Before test.
 - (1) Receive and maintain security of test materials.
 - (2) Verify that all test materials are received.
 - (3) Ensure proper number of computers/devices or paper accommodated test materials are present.
 - (4) Verify student testing tickets and appropriate allowable materials.
 - (5) Assign numbered test books to individual students.
 - (6) Complete information as directed.

(7) Record extra test materials.

b. During test.

(1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.

(2) Follow all directions and scripts exactly.

(3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.

(4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

[Note: School districts may allow test monitors to use their cell phones only to alert other staff of issues. If allowed, the school district should train the test monitors on proper and improper use.]

(5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.

(6) Do not review, discuss, capture, email, post, or share test content in any format.

(7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.

(8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

(9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

~~(9)~~ 10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.

~~(10)~~ 11) Report any possible security breaches as soon as possible.

c. After test.

- (1) Follow directions and scripts exactly.
- (2) Collect all materials and keep secure after each session. Upon completion return to the school assessment coordinator.
- (3) Immediately report any missing test materials to the school assessment coordinator.

G. MTAS Test Administrator

1. Before testing.
 - a. Read and complete the *Assurance of Test Security and Non-Disclosure*.
 - b. Attend trainings related to test administration and security.
 - c. Complete required training course(s) for tests administering.
 - d. Be knowledgeable as to when and where to pick up MTAS materials and the school's plan for keeping test materials secure.
 - e. Prepare test materials for administration, including objects and manipulatives, special instructions, and specific adaptations for each student.
2. Responsibility on testing day(s).
 - a. Before the test.
 - (1) Maintain security of materials.
 - (2) Confirm appropriate MTAS materials are available and prepared for student.
 - b. During the test.
 - (1) Administer each task to each student and record the score.
 - (2) Be knowledgeable about how to contact the district or school assessment coordinator, if necessary, and responding to emergency and unusual circumstances.
 - (3) Fully cooperate with MDE representatives conducting site visits or MTAS audits.

- (4) Document and report and unusual circumstances to district or school assessment coordinator.
- c. After the test.
- (1) Keep materials secure.
 - (2) Return all materials.
 - (3) Return objects and manipulatives to classroom.
 - (4) Enter MTAS scores online or return data collection forms to the district or school assessment coordinator.

H. MARSS Coordinator

1. Responsibilities before testing.
 - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
 - b. Ensure English language and special education designations are current and correct for students testing based on those designations.
 - c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
2. Responsibilities after testing.
 - a. Ensure accurate enrollment of students in schools during the accountability windows.
 - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
 - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

Read and complete the Assurance of Test Security and Non-Disclosure.

IV. TEST SECURITY

- A. Test Security Procedures will be adopted by school district administration.

[Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]

- B. Students will be informed of the following:
1. The importance of test security;
 2. Expectation that students will keep test content secure;
 3. Expectation that students will act with honesty and integrity during test administration;
 4. Expectation that students will not access cell phones, wearable technology (e.g., smart watches, fitness trackers), or other devices that can electronically send or receive information. The test of a student who wears a device during testing must be invalidated.

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.
 - 4 5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- C. Staff will be informed of the following:
1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
 2. Other contact information and options for reporting security concerns.

V. **REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:
1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
 2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.

3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.

[Note: This form is included in the 614 Form file of the Policy Reference Manual.]

5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
- ~~5~~ 6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
- ~~6~~ 7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
- ~~7~~ 8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
- ~~8~~ 9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
- ~~9~~ 10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

Legal References:

Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.36, Subd. 2 (Adequate Yearly Progress)
Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

8.A.11. 616 School District Accountability

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. 2019

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

[Note: Minn. Stat. § 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minn. Stat. § 120B.11.]

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota Academic Standards and federal law will require a new level of accountability for the school district. The school district will establish a system to transition to the graduation requirements of the Minnesota Academic Standards. The school district also will establish a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students

attain career and college readiness before graduating from high school; and have all students graduate from high school.

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee ~~for Comprehensive Continuous Improvement of Student Achievement (Advisory Committee).~~
2. The Advisory Committee will be established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
- 2 3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

1. The ~~school board shall appoint a Graduation Standards Implementation Committee which~~ Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of ~~this~~ the Advisory eCommittee shall be published annually to the community. The school

board shall receive public input and comment and shall adopt or update this policy at least annually. ~~The Graduation Standards Implementation Committee [will/will not] be comprised of the Advisory Committee for Comprehensive Continuous Improvement of Student Achievement.~~

~~*[Note: The Graduation Standards Implementation Committee may be comprised of an existing committee such as the Advisory Committee for Comprehensive Continuous Improvement of Student Achievements. Regardless of whether a new committee or an existing committee is utilized, the committee should be comprised of representatives of the community, including equal representation from school board members, students, parents, teachers, representatives of local businesses, and representatives of the community at large. Among these members should be individuals who are able to represent the needs of students throughout the district including students with special needs.]*~~

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the ~~Graduation Standards Implementation~~ Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The ~~Graduation Standards Implementation~~ Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. ~~Advisory Committee for~~ Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota **Graduation Academic** Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals;
 - d. Advising the school board about development of the annual budget.

3. The Advisory Committee shall meet the following criteria:
 - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
 - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
 - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. The Advisory Committee shall, when possible, be comprised of **at least** two-thirds community representatives and shall reflect the diversity of the community. **To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers,**

parents, support staff, students, and other community residents. Included in its membership should be:

- a. The Director of Curriculum (or similar educational leader)
- b. Principal
- c. School Board Member
- d. Student Representative
- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from “a.” above)

[Note: This Advisory Committee composition is a model only.]

5. Translation services should be provided to the extent appropriate and practicable.

6. The Advisory Committee shall meet the following timeline each year:

Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

Month(s): Review evaluation results and prepare recommendations.

Month: Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward Literacy by Grade 3, the Graduation Standards, as well as program evaluation data for use by the Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student

achievement at the school site. This plan shall annually be approved by the school board.

F. Reporting

1. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.
2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.35 (Student Achievement Levels)
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making Agreement)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Adopted: _____

MSBA/MASA Model Policy 618

Orig. 1998

Revised: _____

Rev. ~~2017~~ 2019

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

- A. “Above-grade level” test items contain subject area content that is above the grade level of the student taking the assessment and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards above the grade level of the student taking the assessment. Notwithstanding the student’s grade level, administering above-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- B. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- C. “Below-grade level” test items contain subject area content that is below the grade level of the student taking the test and is considered aligned with state academic standards to the extent it is aligned with content represented in state academic standards below the student’s current grade level. Notwithstanding the student’s grade level, administering below-grade level test items to a student does not violate the requirement that state assessments must be aligned with state standards.
- D. “Benchmark” means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

- E. “Career and college ready,” for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.
- F. “Computer-adaptive assessments” means fully adaptive assessments.
- G. “Cultural competence,” for purposes of statewide accountability, means the ability and will to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.
- H. “Elective standards” means a locally adopted expectation for student learning in career and technical education and world languages.
- I. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.
- J. “Fully adaptive assessments” include on-grade level test items and items that may be above or below a student’s grade level. *[Note: Fully adaptive mathematics and reading assessments must be used for grades 3 through 7 beginning in the 2015-2016 school year and later.]*
- K. “On-grade level” test items contain subject area content that is aligned to state academic standards for the grade level of the student taking the assessment.
- L. “Required standard” means a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, and the arts, or a locally adopted expectation for student learning in health or the arts.

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

- A. The *[school board/superintendent/director of instruction]* shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.
- B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.
- C. Staff members will be expected to utilize staff development opportunities to the

extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in health, world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.
2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:
 - a. computer-adaptive reading and mathematics assessments in grades 3 through 8;
 - b. high school reading in grade 10, mathematics in grade 11, and a high school writing test, when it becomes available; and
 - c. science assessments in one grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).
3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.
4. The school district may use a student's performance on a statewide assessment as one of the multiple criteria to determine grade promotion or retention. The school district also may use a high school student's performance on a statewide assessment as a percentage of the student's

final grade in a course, or place a student's assessment score on the student's transcript.

5. For students in grade 8 in the 2012-2013 school year and later, the school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.
6. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments administered in high school, must be informed that admission to a public school is free and available to any resident under 21 years of age. The school district will determine how this notice is given.

C. Student Participation

1. The Commissioner of Education must create and publish a form for parents and guardians that:
 - a. explains the need for state academic standards;
 - b. identifies the state assessments that are aligned with state standards;
 - c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;
 - d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;
 - e. summarizes the provisions in Minn. Stat. § 120B.301(a) and (c); and
 - f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.
2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

€ VI. RIGOROUS COURSE OF STUDY WAIVER

- 1 A.** Upon receiving a student’s application signed by the student’s parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:
 - a 1.** is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;
 - b 2.** would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program if the student were required to achieve the academic standard to be waived; and
 - e 3.** satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.
- 2 B.** The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard that the site requires for graduation under this section.
- 3 C.** A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

- A.** Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota’s postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.
- B.** On an annual basis, the school district must use the career exploration elements in these assessments, beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the

students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

- C. All students, except those eligible for alternative assessments, will be encouraged to participate on a nationally normed college entrance exam in grade 11 or 12. A student under this paragraph who demonstrates attainment of required state academic standards on these assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district will pay the cost, one time, for an interested student in grade 11 or 12, who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district will waive the cost for a student who is unable to pay.

- D. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.
- E. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)

Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)

Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)

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

Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)

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

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

20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

- Cross References:***
- MSBA/MASA Model Policy 104 (School District Mission Statement)
 - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
 - MSBA/MASA Model Policy 613 (Graduation Requirements)
 - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
 - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
 - MSBA/MASA Model Policy 616 (School District System Accountability)

8.A.13. 619 Staff Development for Standards

Adopted: _____

MSBA/MASA Model Policy 619

Orig. 1998

Revised: _____

Rev. ~~2014~~ 2017

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Paraprofessionals. The school district will provide each paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality,

vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days a paraprofessional begins supervising or working with students.

Additionally, with regard to paraprofessionals providing support to special education students, the school district will ensure that annual training opportunities are required to enable the paraprofessional to further develop the knowledge and skills that are specific to the students with whom the paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

B. Teachers/Administrators

1. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.
- ~~2. The school district will assign an administrator to serve as a highly objective uniform state standard of evaluation (HOUSSE) reviewer. The administrator shall meet with teachers and, where appropriate, certify the teacher's application for highly qualified status.~~

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)

MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 616 (School District System Accountability)

8.A.14. 624 Online Learning Options

Adopted: _____

MSBA/MASA Model Policy 624

Orig. 2003

Revised: _____

Rev. 2019

624 ONLINE LEARNING OPTIONS

[Note: The provisions of this policy substantially reflect the statutory requirements of Minn. Stat. § 124D.095, the Online Learning Option Act.]

I. PURPOSE

The purpose of this policy is to recognize and govern online learning options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- B. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- C. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district. An online learning provider must assist an online learning student whose family qualifies for education tax credit to acquire computer hardware and educational software for online learning purposes.
- D. The school district shall continue to provide non-academic services to online learning students.
- E. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

[Note: The school district may itself offer digital learning to its enrolled students. Such digital learning does not generate online learning funds. To the extent digital learning is offered by the school district only to its enrolled students, it is not subject to the Minnesota Department of Education (MDE) reporting or review requirements unless the school district is a full-time online learning provider. See Minn. Stat. § 124D.095, Subd. 4(d) and (e).]

To the extent the school district provides to resident students curriculum that has both physical and electronic components, the school district must make the electronic component accessible to a resident student in a home school at the request of the home-schooled student or student's parent or guardian, provided that the school

district does not incur more than an incidental cost as a result of providing access electronically. See Minn. Stat. § 123B.42.]

III. DEFINITIONS

- A. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

IV. PROCEDURES

A. Dissemination and Receipt of Information

1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.
2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must

notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.

4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.
5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.
4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.
6. Weighted grades will also be applicable if the school district has adopted a policy to offer weighted grades.

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 123B.42, Subd. 1a (Curriculum; Electronic Components)
Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option Act)

Cross References: MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

9. **BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Leadership & District Service Committee

9.C. Finance & Facilities Committee-of-the-Whole

9.D. Policy & Advocacy Committee

9.E. Southwest Metro Intermediate District 288
Representative

9.F. Teaching & Learning Advisory Council
Representative

9.G. Community Education Advisory Council
Representative

9.H. MSHSL Representative

9.I. Technology Committee Representative

9.J. District 110 Foundation Representative

9.K. Schools for Equity in Education (SEE)
Representative

9.L. Carver County Elected Leaders Representative

9.M. City of Waconia Liaison

9.N. City of Minnetrista Liaison

9.O. City of Victoria Liaison

9.P. City of St. Bonifacius Liaison

9.Q. City of New Germany Liaison

10. **ADJOURNMENT**