

Regular Meeting

Monday, July 13, 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

3.A. Welcome Irv Andrews, WMS Assistant Principal **Presenter:** Pat
Devine,
Superintendent

3.B. Upcoming Meetings:

- 3.B.1. July 27 School Board Work Session 7:00 PM
(via Google Hangout)
- Aug. 3 Finance & Facilities Committee 6:00 PM
(via Google Hangout)
- Aug. 10 Policy Committee 6:00 PM (via Google
Hangout)
- Aug. 10 Regular Meeting 7:00 PM (via Google
Hangout)
- Aug. 27 Work Session 7:00 PM (via Google Hangout)

4. MINUTES OF PREVIOUS MEETING

AGENDA

Board of Education Regular
Independent School District No. 110
Waconia, Minnesota
June 8, 2020 - 7:00 PM
Virtual Meeting via Google Hangout
To view or listen to this meeting
send request to: jkilian@isd110.org
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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

Call to order by Chair Geller at 7:00 PM

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

Members absent: None

3. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

Upcoming Meetings:

4. MINUTES OF PREVIOUS MEETING

5. CONSENT AGENDA

Bills and Wire Transfers

Human Resource Items:

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

Neva Johnston Kids' Company Aide Community Ed

New Position Part-time; hours will vary

Sara Linsley Special Education Teacher (EBD) SV

Replacement 1.0 FTE; 184 days

David Michels Kids' Company Aide Community Ed

New Position Part-time; hours will vary

Addison Olstad Kids' Company Aide Community Ed

New Position Part-time; hours will vary

Anders Rodning Kids' Company Aide Community Ed

New Position Part-time; hours will vary

Gavin Willis Kids' Company Aide Community Ed

New Position Part-time; hours will vary

- 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 Deviny, 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.

- Joint Powers Agreement with Crown College for PSEO

6. REPORTS

- Finance Report – Swanson reports items up for action this evening: 2020-2021 Preliminary Budget Approval, SWMetro Safe Schools Levy Resolution, SWMetro LTFM Resolution

- Superintendent's Report – Thanks you to Mr. Navidad. End of year locker clean out went well. Senior celebration on what was graduation day turned out great. Multiple request to do the parade again. Activities is quiet now. CE target keeps moving for running programs. HR reports flex spending deadline extended. Student Services – SPED did surveys this spring, ESY will begin mid-June with distance learning model. T&L PRGE plan was to sunset this spring, but will wait one more year. Cultural Competency Committee work continues. District is striving to take care of our kids during this time of civil unrest. Retiree Exit Interview Summary

7. ACTION ITEMS

Renewal of the District 110 Professional Growth, Reflection and Evaluation Plan for the 2020-2021 School Year
Motion by Weinand

Thom second

Roll Call Vote Taken

Ayes: Johnson, Thom, Weinand, Bulis, Myers, Varble, Geller

All in favor

Motion carried

Board Member Compensation for 2020-2021

Motion by Weinand to increase Board Member Compensation by \$200. for 2020-2021
Myers second
Roll Call Vote Taken
Ayes: Weinand, Myers, Johnson, Geller
Nays: Varble, Bullis
Abstain: Thom

2020-2021 Preliminary Budget Approval
Motion by Weinand to approve 2020-2021 Preliminary Budget
Thom second
Ayes: Johnson, Weinand, Bullis, Varble, Myers, Thom, Geller
All in favor
Motion carried

SWMetro Safe Schools Levy Resolution
Motion by Weinand to approve SWMetro Safe Schools Levy Resolution
Thom second
Ayes: Johnson, Myers, Varble, Bullis, Weinand, Thom, Geller
All in favor
Motion carried

SWMetro LTFM Resolution
Motion by Weinand to approve SWMetro LTFM Resolution
Thom second
Ayes: Myers, Bullis, Varble, Weinand, Thom, Johnson, Geller
All in favor
Motion carried

8. **DISCUSSION ITEMS**

First Read Board Policies
601 Academic Standards and Instructional Curriculum
602 Organization of School Calendar
603 Curriculum
604 Instructional Curriculum
605 Alternative Programs
606 Textbooks and Instructional Materials
607 Organization of Grade Levels
609 Religion
613 Graduation Requirements
614 School District Testing Plan and Procedure
616 School District Accountability
618 Assessment of Student Achievement
619 Staff Development for Standards
624 Online Learning Options

9. **BOARD COMMITTEE REPORTS**

Self-Governance & Superintendent Relations Committee: Geller reports Superintendent Evaluation is underway, plan to finish by the end of this month.
Leadership & District Service Committee
Finance & Facilities Committee-of-the-Whole
Policy & Advocacy Committee
Southwest Metro Intermediate District 288 Representative

Teaching & Learning Advisory Council Representative
Community Education Advisory Council Representative
MSHSL Representative
Technology Committee Representative
District 110 Foundation Representative
Schools for Equity in Education (SEE) Representative
Carver County Elected Leaders Representative
City of Waconia Liaison
City of Minnetrista Liaison
City of Victoria Liaison
City of St. Bonifacius Liaison
City of New Germany Liaison

10. **ADJOURNMENT**

Motion by Weinand to adjourn
Thom second
Roll Call Vote Taken
Ayes: Johnson, Thom, Weinand, Bullis, Varble, Myers, Geller
All in favor
Motion carried

Meeting adjourned at 8:05 PM

AGENDA

Board of Education Special
Independent School District No. 110
Waconia, Minnesota
June 29, 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. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE

Call to order by Chair Geller at 7:00 PM

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

Members absent: none

2. Enter Closed Session:

Motion by Weinand to enter closed session

Bullis second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried

Meeting Closed under Minn. Stat. 13D.05, Subd. 3(a)

A school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board must identify (and notify) the individual to be evaluated before closing the meeting. A meeting must be open at the individual's request.* If the evaluation is closed, at the next open meeting, the school board must give a detailed summary of its conclusions regarding the evaluation. This closed meeting must be electronically recorded at school district expense. The recording must be preserved for at least three years after the meeting date. The recording is not available to the public.

A. Superintendent's Evaluation

3. ADJOURNMENT

Motion by Weinand to end closed session and adjourn meeting

Thom second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried.

Meeting adjourned at 7:30 PM

AGENDA

Board of Education Special
Independent School District No. 110
Waconia, Minnesota
June 29, 2020 - 7:30 PM
Virtual Meeting via Google Hangout
To view or listen to this meeting
send request to: jkilian@isd110.org
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1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE

Call to order by Chair Geller at 7:35 PM

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

Members absent: Varble

Motion by Weinand to adopt agenda

Thom second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

A. Upcoming Meetings:

- July 1 School Board Work Session (via Google Hangout) 6:00 PM
- July 6 School Board Finance & Facilities Committee Meeting (via Google Hangout) 6:00 PM
- July 13 School Board Policy Committee Meeting (via Google Hangout) 6:00 PM
- July 13 Regular School Board Meeting (via Google Hangout) 7:00 PM
- July 27 School Board Work Session (via Google Hangout) 7:00 PM

3. CONSENT AGENDA

Motion by Weinand to adopt Consent Agenda

Thom second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried

A. Retirement Letter

B. Employment:

- Irv Andrews, Assistant Principal WMS (replacement)

4. ACTION ITEMS

A. Resolution Establishing Dates for Filing Affidavits of Candidacy

Motion by Weinand to adopt Resolution Establishing Dates for Filing Affidavits of Candidacy

Thom second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried

B. Review and Approval of Lease of Driver Training Vehicles

Motion by Weinand to approve Lease of Driver Training Vehicles

Thom second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried

5. **ADJOURNMENT**

Motion by Weinand to adjourn

Thom second

Roll Call Vote Taken

Ayes: Geller, Johnson, Weinand, Thom, Myers, Bullis, Varble

All in favor

Motion carried.

Meeting adjourned at 7:49 PM

AGENDA

Board of Education Working
Independent School District No. 110
Waconia, Minnesota
July 1, 2020 - 6:00 PM
Virtual Meeting via Google Hangout
To view or listen to this meeting
send request to: jkilian@isd110.org
or , call: 952-442-0600

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

Members absent: Varble

1. Return to Work Contract

Motion by Thom to approve Return to Work Contract for Superintendent Devine as written by Counsel
Weinand second

Roll Call Vote Taken

Ayes: Myers, Weinand, Thom, Johnson, Geller

Nays: Bullis

Passes by majority

Motion carried

2. Board Handbook Review

3. 2020 Board Committee Assignments

4. School Board Calendar

5. **CONSENT AGENDA**

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
597705	USA Security	06/08/2020	R	4,044.74	June
597706	WACONIA EDUCATION ASSOCIATION	06/15/2020	R	12,405.92	June
597707	ACADEMIC THERAPY PUBLICATIONS	06/12/2020	R	518.10	June
597708	AFFINETY SOLUTIONS, INC	06/12/2020	R	610.00	June
597709	ARC DOCUMENT SOLUTIONS LLC	06/12/2020	R	624.00	June
597710	BIFFS, INC	06/12/2020	R	131.00	June
597711	BUSINESS IMPACT GROUP	06/12/2020	R	498.57	June
597712	CD PRODUCTS INC	06/12/2020	R	1,590.00	June
597713	CROW RIVER SPORTS	06/12/2020	R	2,377.50	June
597714	DIDAX EDUCATIONAL RESOURCES	06/12/2020	R	287.92	June
597715	ENCHANTED EGG	06/12/2020	R	140.00	June
597716	FOLLETT SCHOOL SOLUTIONS	06/12/2020	R	715.82	June
597717	FRANKLIN PRINTING INC	06/12/2020	R	2,071.00	June
597718	FRENSKO, MOLLY	06/12/2020	R	338.00	June
597719	GKSS RADIN LLC	06/12/2020	R	278.16	June
597720	HEINEMANN	06/12/2020	R	56.90	June
597721	HILLYARD/HUTCHINSON	06/12/2020	R	1,675.37	June
597722	IEA, INC	06/12/2020	R	433.93	June
597723	INDIANHEAD FS DISTRIBUTOR	06/12/2020	R	847.84	June
597724	INNOVATIVE OFFICE SOLUTIONS LL	06/12/2020	R	40.21	June
597725	INNOVATIONAL WATER SOLUTIONS I	06/12/2020	R	1,157.00	June
597726	JOSTENS	06/12/2020	R	899.74	June
597727	KROMER COMPANY LLC	06/12/2020	R	188.40	June
597728	KURTZ, ELENA	06/12/2020	R	40.00	June
597729	LOFFLER COMPANIES	06/12/2020	R	380.67	June
597730	MACKIN LIBRARY SERVICE	06/12/2020	R	1,236.32	June
597731	MINI BIFF LLC	06/12/2020	R	84.66	June
597732	NAHAN, SHELLY	06/12/2020	R	1,269.00	June
597733	NAPA AUTO PARTS OF WACONIA	06/12/2020	R	14.66	June
597734	OFFICE OF MNIT SERVICES	06/12/2020	R	108.42	June
597735	ORIENTAL TRADING/FUN EXPRESS	06/12/2020	R	355.61	June
597736	PARTS CITY WACONIA	06/12/2020	R	132.26	June
597737	PLANSOURCE BENEFITS ADMIN INC	06/12/2020	R	2,337.50	June
597738	PREP TIME PRINTING	06/12/2020	R	620.00	June
597739	SAFARI ISLAND COMMUNITY CENTER	06/12/2020	R	62,797.74	June
597740	SCHOLASTIC BOOK CLUBS INC	06/12/2020	R	374.59	June
597741	SCHOLASTIC, INC	06/12/2020	R	726.00	June
597742	TEACHERS SYNERGY, LLC	06/12/2020	R	54.17	June
597743	TRIO SUPPLY COMPANY	06/12/2020	R	1,027.69	June
597744	ALL IN ONE - TRANSLATION AGENC	06/19/2020	R	2,688.30	June
597745	ANDRADE, ASHLEY	06/19/2020	R	300.00	June
597746	BRAKEMEIER, ALLEN	06/19/2020	R	300.00	June
597747	BROADBENT, KATHRYN	06/19/2020	R	300.00	June
597748	CD PRODUCTS INC	06/19/2020	R	115.00	June
597749	CITY OF WACONIA	06/19/2020	R	4,524.68	June
597750	COLLEGE BOARD	06/19/2020	R	37,867.00	June
597751	CULLIGAN BOTTLED WATER	06/19/2020	R	646.80	June
597752	DEHN, AARON	06/19/2020	R	80.00	June
597753	DOEDEN, OLIVIA	06/19/2020	R	1,040.00	June
597754	EDUCATORS BENEFIT CONSULTANTS	06/19/2020	R	294.06	June
597755	ESS, JAIME	06/19/2020	R	300.00	June
597756	EVERSONS HARDWARE HANK	06/19/2020	R	75.73	June
597757	FOLLETT SCHOOL SOLUTIONS	06/19/2020	R	15.50	June
597758	FORMANECK, KATHY	06/19/2020	R	600.00	June
597759	GEYEN, WENDY	06/19/2020	R	100.00	June
597760	HANSON, KELLY	06/19/2020	R	300.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
597761	HARMON, KELLEY	06/19/2020	R	300.00	June
597762	HICKEY, TIM	06/19/2020	R	300.00	June
597763	HOFMANN, BRANDI	06/19/2020	R	55.00	June
597764	HOLASEK'S GARDENING CENTER	06/19/2020	R	73.27	June
597765	HOLIDAY STATIONSTORES LLC	06/19/2020	R	37.97	June
597766	INNOVATIVE OFFICE SOLUTIONS LL	06/19/2020	R	201.97	June
597767	INNOVATIONAL WATER SOLUTIONS I	06/19/2020	R	1,157.00	June
597768	JENS, JEFF	06/19/2020	R	300.00	June
597769	JOSTENS	06/19/2020	R	1,231.50	June
597770	JUNEAU, LAURA	06/19/2020	R	380.00	June
597771	KESTER, AMY	06/19/2020	R	300.00	June
597772	KNACKE, MICHELLE	06/19/2020	R	380.00	June
597773	KOHLER, JESSICA	06/19/2020	R	80.00	June
597774	KROELLS, BECKY	06/19/2020	R	50.00	June
597775	LAKESHORE LEARNING MATERIALS	06/19/2020	R	123.50	June
597776	LEARNING ALLY, INC.	06/19/2020	R	237.00	June
597777	MAIN SCOOP	06/19/2020	R	182.00	June
597778	MAIN STREET FLORAL	06/19/2020	R	47.00	June
597779	MAYER LUMBER CO, INC	06/19/2020	R	118.74	June
597780	MIELKE, DANNY	06/19/2020	R	600.00	June
597781	MUELLER, AMANDA	06/19/2020	R	55.00	June
597782	MULVIHILL, JENNIFER	06/19/2020	R	100.00	June
597783	NOERENBERG, JILL	06/19/2020	R	300.00	June
597784	PETERSEN, LEAH	06/19/2020	R	100.00	June
597785	PIKE, LAURA	06/19/2020	R	80.00	June
597786	PINE PRODUCTS	06/19/2020	R	316.00	June
597787	PODTBURG, TERESA	06/19/2020	R	80.00	June
597788	PORT, BENJAMIN	06/19/2020	R	600.00	June
597789	PURE & CLEAN LLC	06/19/2020	R	278.99	June
597790	RANDYS ENVIRONMENTAL SERV	06/19/2020	R	193.58	June
597791	REHFELD, HOLLIE	06/19/2020	R	300.00	June
597792	SCHMIDT, JILL	06/19/2020	R	300.00	June
597793	SCHNEIDER, TAYLOR	06/19/2020	R	300.00	June
597794	SCHOLASTIC, INC	06/19/2020	R	327.00	June
597795	SERAFIN, TRAVIS	06/19/2020	R	300.00	June
597796	SFGFII, LLC	06/19/2020	R	16,992.45	June
597797	SIKORA, ASHLEY	06/19/2020	R	300.00	June
597798	SIPE, NICOLE	06/19/2020	R	80.00	June
597799	SORENSEN, BROOKE	06/19/2020	R	80.00	June
597800	STAPLES ADVANTAGE	06/19/2020	R	53.86	June
597801	SWANSON, ANGELA	06/19/2020	R	55.00	June
597802	THOMPSON, TIFFANY	06/19/2020	R	80.00	June
597803	TRIO SUPPLY COMPANY	06/19/2020	R	933.86	June
597804	UNITED FARMERS COOPERATIVE	06/19/2020	R	2,048.08	June
597805	USA Security	06/19/2020	R	13,136.25	June
597806	VANPELT, ROBERT	06/19/2020	R	300.00	June
597807	WEIRAUCH, CORY	06/19/2020	R	80.00	June
597808	WEIRAUCH, MELISSA	06/19/2020	R	55.00	June
597809	WYATT, ANGELA	06/19/2020	R	80.00	June
597810	AMAZON CAPITAL SERVICES	06/22/2020	R	3,558.59	June
597811	A-1 ELECTRIC SERVICE	06/26/2020	R	143.42	June
597812	ALGER, KYLE	06/26/2020	R	300.00	June
597813	ALISAUSKAS, ELIMANTAS	06/26/2020	R	40.00	June
597814	ALL IN ONE - TRANSLATION AGENC	06/26/2020	R	360.00	June
597815	ALMJELD, CHAD	06/26/2020	R	300.00	June
597816	ANDERSEN, DEBRA	06/26/2020	R	40.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
597817	ANDREWS, JOHN	06/26/2020	R	300.00	June
597818	ARCADIA SOLAR LLC	06/26/2020	R	347.30	June
597819	ARNDT, ALLISON	06/26/2020	R	300.00	June
597820	ARREDONDO, JENNIFER	06/26/2020	R	600.00	June
597821	AULT-HILK, ALISON	06/26/2020	R	40.00	June
597822	BANKEN, JEREMY	06/26/2020	R	300.00	June
597823	BATES, SHAWN	06/26/2020	R	100.00	June
597824	BATTIS, PATRICIA	06/26/2020	R	40.00	June
597825	BAUMANN, AMANDA	06/26/2020	R	40.00	June
597826	BAUMANN, LISA	06/26/2020	R	40.00	June
597827	BEHRING, MIKE	06/26/2020	R	40.00	June
597828	BELNICK RETAIL LLC	06/26/2020	R	615.84	June
597829	BENHAM, DAN	06/26/2020	R	300.00	June
597830	BENSON, MICHELLE	06/26/2020	R	40.00	June
597831	BERGER, AMY	06/26/2020	R	80.00	June
597832	BEUNING, JOY	06/26/2020	R	40.00	June
597833	BJERKE, RHONDA	06/26/2020	R	40.00	June
597834	BNR IRRIGATION SERVICES INC	06/26/2020	R	921.60	June
597835	BODDICKER, JOAN	06/26/2020	R	40.00	June
597836	BONICK, CHRIS	06/26/2020	R	40.00	June
597837	BONICK, KAREN	06/26/2020	R	270.00	June
597838	BORG, JEFF	06/26/2020	R	300.00	June
597839	BRAUN, JENNY	06/26/2020	R	340.00	June
597840	BREDESON, STEVE	06/26/2020	R	40.00	June
597841	BROWN, MARIKA	06/26/2020	R	600.00	June
597842	BRUEGGEMEIER, LISA	06/26/2020	R	300.00	June
597843	BRUELLMAN, KRISTIN	06/26/2020	R	40.00	June
597844	BRYANT, JESSE	06/26/2020	R	40.00	June
597845	BULAND, DANIELLE	06/26/2020	R	40.00	June
597846	BUSCHENA, SCOTT	06/26/2020	R	40.00	June
597847	BUSEMAN, CARIN	06/26/2020	R	300.00	June
597848	BUTLER, PATRICK	06/26/2020	R	300.00	June
597849	CAMPBELL, GRETCHEN	06/26/2020	R	40.00	June
597850	CASTILLO, SHARON	06/26/2020	R	40.00	June
597851	CATRON, CHRISTI	06/26/2020	R	80.00	June
597852	CAVANAUGH, PAM	06/26/2020	R	40.00	June
597853	CHABOT, ANGELA	06/26/2020	R	40.00	June
597854	CHARBONNEAU, JOHN	06/26/2020	R	40.00	June
597855	CHASE, NANCY	06/26/2020	R	40.00	June
597856	CLARK, MARISSA	06/26/2020	R	300.00	June
597857	COLBY, KARI	06/26/2020	R	300.00	June
597858	COMPAAN, KOREY	06/26/2020	R	40.00	June
597859	CONKLIN, MEGAN	06/26/2020	R	40.00	June
597860	CONKLIN, VIONKA	06/26/2020	R	600.00	June
597861	COPELAN, DEBRA	06/26/2020	R	40.00	June
597862	CROW RIVER SPORTS	06/26/2020	R	1,669.54	June
597863	CURRIER GOETZ, AMY	06/26/2020	R	40.00	June
597864	DALBEC, TESSANDRA	06/26/2020	R	300.00	June
597865	DAMMANN, TERRI	06/26/2020	R	40.00	June
597866	DEADRICK, VICKI	06/26/2020	R	40.00	June
597867	DEAN, ANGIE	06/26/2020	R	40.00	June
597868	DECKER, PAULA	06/26/2020	R	300.00	June
597869	DECLERCQ, NICOLE	06/26/2020	R	40.00	June
597870	DELANGE, ROBERT	06/26/2020	R	40.00	June
597871	DEMING, JON	06/26/2020	R	600.00	June
597872	DHAENE, KIM	06/26/2020	R	600.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
597873	DIAMOND VOGEL PAINT	06/26/2020	R	1,322.80	June
597874	DICKSON, KATE	06/26/2020	R	300.00	June
597875	DIETZ, KRISTLE	06/26/2020	R	300.00	June
597876	DIRCKS, MARY	06/26/2020	R	40.00	June
597877	DONDELINGER, SANDI	06/26/2020	R	40.00	June
597878	DONLEY, CHERYL	06/26/2020	R	40.00	June
597879	DREY, THERESE	06/26/2020	R	40.00	June
597880	DUBAY, SUNNY	06/26/2020	R	300.00	June
597881	DVORAK, DAWN	06/26/2020	R	40.00	June
597882	DYKSTRA, JILL	06/26/2020	R	300.00	June
597883	EBENT, KRISTINE	06/26/2020	R	40.00	June
597884	EBERT, MELISSA	06/26/2020	R	300.00	June
597885	ECM PUBLISHERS, INC	06/26/2020	R	425.00	June
597886	EDER, RONALD	06/26/2020	R	40.00	June
597887	EDSILL, TRACY	06/26/2020	R	40.00	June
597888	EDUCATORS BENEFIT CONSULTANTS	06/26/2020	R	461.63	June
597889	ERENSTEIN, STEPHANIE	06/26/2020	R	40.00	June
597890	ESS, RACHEAL	06/26/2020	R	600.00	June
597891	EVANS, ANITA	06/26/2020	R	80.00	June
597892	FALKMAN, ERIK	06/26/2020	R	40.00	June
597893	FAWCETT, BETH	06/26/2020	R	40.00	June
597894	FENNER, CHRISTINE	06/26/2020	R	300.00	June
597895	FISK, MITCHELL	06/26/2020	R	40.00	June
597896	FOSTER, KIM	06/26/2020	R	40.00	June
597897	FRAHM, AARON	06/26/2020	R	40.00	June
597898	FREY, THOMAS	06/26/2020	R	40.00	June
597899	FRISINGER, TYLER	06/26/2020	R	200.00	June
597900	FRITZ, JUDY	06/26/2020	R	40.00	June
597901	GAMMELL, AMANDA	06/26/2020	R	300.00	June
597902	GERRING, SAMANTHA	06/26/2020	R	40.00	June
597903	GESINGER, CARMEN	06/26/2020	R	40.00	June
597904	GIESEKE, JASON	06/26/2020	R	40.00	June
597905	GILMORE, KENDRA	06/26/2020	R	80.00	June
597906	GOCHE, JOEL	06/26/2020	R	300.00	June
597907	GOTHMANN, REBECCA	06/26/2020	R	40.00	June
597908	GOTHMANN, ROBERTA	06/26/2020	R	40.00	June
597909	GOVE, MOLLY	06/26/2020	R	40.00	June
597910	GRANT, JOCELYN	06/26/2020	R	40.00	June
597911	GRANT, MARIA	06/26/2020	R	40.00	June
597912	GRAUPMANN, AMY	06/26/2020	R	300.00	June
597913	GREENWOOD, LAURIE	06/26/2020	R	40.00	June
597914	GREGOIRE, RUTH	06/26/2020	R	40.00	June
597915	GRIFFIN, HEATHER	06/26/2020	R	40.00	June
597916	GROENEVELD, MARIE	06/26/2020	R	40.00	June
597917	GRUNDHOFER, WENDY	06/26/2020	R	80.00	June
597918	HACKLER, JEFF	06/26/2020	R	300.00	June
597919	HAGEDORN, JODI	06/26/2020	R	40.00	June
597920	HAMBY, ANGELA	06/26/2020	R	40.00	June
597921	HANKE, ROBERT	06/26/2020	R	40.00	June
597922	HARRIED, ROSS	06/26/2020	R	40.00	June
597923	HARTWIG, SARAH	06/26/2020	R	40.00	June
597924	HAWKINS, ANN	06/26/2020	R	40.00	June
597925	HAWKINSON, ERIC	06/26/2020	R	40.00	June
597926	HAYES, KATHY	06/26/2020	R	40.00	June
597927	HAYES, PAT	06/26/2020	R	40.00	June
597928	HAYES, TINA	06/26/2020	R	40.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
597929	HEGER, EMILY	06/26/2020	R	300.00	June
597930	HENTGES, JAMES	06/26/2020	R	40.00	June
597931	HERTEL, ANGIE	06/26/2020	R	600.00	June
597932	HICKEY, ALISA	06/26/2020	R	300.00	June
597933	HILLYARD/HUTCHINSON	06/26/2020	R	3,619.51	June
597934	HINES, JONATHAN	06/26/2020	R	40.00	June
597935	HISSAM, SHON	06/26/2020	R	80.00	June
597936	HOFMANN, BRANDI	06/26/2020	R	40.00	June
597937	HOLBROOK, STACY	06/26/2020	R	80.00	June
597938	HOLT-OLSON, AMANDA	06/26/2020	R	40.00	June
597939	HUMPHREY, HELEN	06/26/2020	R	40.00	June
597940	HUNTER, JENI	06/26/2020	R	30.00	June
597941	HUSKEY, ADAM	06/26/2020	R	60.00	June
597942	INDIANHEAD FS DISTRIBUTOR	06/26/2020	R	69.30	June
597943	JACKSON, CHRISTOPHER	06/26/2020	R	40.00	June
597944	JAEGER, MATT	06/26/2020	R	80.00	June
597945	JAGER, JACQUELINE	06/26/2020	R	40.00	June
597946	JANNING'S ACOUSTICS, INC.	06/26/2020	R	200.00	June
597947	JENSEN, SUMMER	06/26/2020	R	40.00	June
597948	JOHNSON, ALISA	06/26/2020	R	55.00	June
597949	JOHNSON, JULIE	06/26/2020	R	600.00	June
597950	JOHNSON, JULIE	06/26/2020	R	300.00	June
597951	JOHNSON, THOMAS	06/26/2020	R	40.00	June
597952	JOHNSON, TOBY	06/26/2020	R	40.00	June
597953	JUNGE, AMY	06/26/2020	R	40.00	June
597954	KALENBERG, DENISE	06/26/2020	R	40.00	June
597955	KAMISH, BRADEY	06/26/2020	R	400.00	June
597956	KAPPEL, STEPHANIE	06/26/2020	R	40.00	June
597957	KARNES, BERNARD	06/26/2020	R	40.00	June
597958	KEARNEY, D.J.	06/26/2020	R	300.00	June
597959	KELZER, STACY	06/26/2020	R	40.00	June
597960	KIENHOLZ, KELLY	06/26/2020	R	40.00	June
597961	KIMBALL, KIMBERLY	06/26/2020	R	40.00	June
597962	KINARD, BETH	06/26/2020	R	40.00	June
597963	KINNEBERG KRISANNE	06/26/2020	R	40.00	June
597964	KIRSCH, PAULA	06/26/2020	R	40.00	June
597965	KJELDEN, TAMMY	06/26/2020	R	40.00	June
597966	KNUTSON, CHAD	06/26/2020	R	40.00	June
597967	KOHL, ELIZABETH	06/26/2020	R	40.00	June
597968	KOKESH, AIMEE	06/26/2020	R	300.00	June
597969	KONIETZKO, CHAR	06/26/2020	R	300.00	June
597970	KORBEL, TERRANCE	06/26/2020	R	40.00	June
597971	KRUSE, GRADY	06/26/2020	R	40.00	June
597972	KUNTZ, DAVID	06/26/2020	R	40.00	June
597973	KURTZ, PAMELA	06/26/2020	R	40.00	June
597974	LANGER, MICHELLE	06/26/2020	R	40.00	June
597975	LANGIN, MARCIE	06/26/2020	R	600.00	June
597976	LANGSTON, HIDY	06/26/2020	R	100.00	June
597977	LARSEN, DEBRA	06/26/2020	R	40.00	June
597978	LARSON, NICOLE	06/26/2020	R	40.00	June
597979	LAUMANN, TINA	06/26/2020	R	300.00	June
597980	LEARNING SCIENCES INT'L LLC	06/26/2020	R	2,500.00	June
597981	LEDOUX, LORI	06/26/2020	R	300.00	June
597982	LEEN, ERIKA	06/26/2020	R	340.00	June
597983	LEIN, CARRIE	06/26/2020	R	40.00	June
597984	LENNARTSON, MATTHEW	06/26/2020	R	300.00	June

CHECK NUMBER	CHECK VENDOR	CHE DATE	CHE TYP	POST AMOUNT	POST MONTH
597985	LENZ, CYNTHIA	06/26/2020	R	40.00	June
597986	LEWIS-VOLIMAS, GAY	06/26/2020	R	40.00	June
597987	LEWIS, JESSICA	06/26/2020	R	40.00	June
597988	LIMOGES, JEREMY	06/26/2020	R	300.00	June
597989	LINEHAN, JAMES	06/26/2020	R	40.00	June
597990	LLERENA, JUAN	06/26/2020	R	40.00	June
597991	LUEDLOFF, COLLEEN	06/26/2020	R	40.00	June
597992	LUNDQUIST, MARK	06/26/2020	R	40.00	June
597993	MACHEMEHL, JOHN	06/26/2020	R	40.00	June
597994	MACKENTHUN'S FINE FOODS	06/26/2020	R	531.27	June
597995	MALLOY, JODENE	06/26/2020	R	40.00	June
597996	MALONE TIEDE, VONDA	06/26/2020	R	40.00	June
597997	MANSAGER, SARAH	06/26/2020	R	570.00	June
597998	MARCEAU, DEBORAH	06/26/2020	R	40.00	June
597999	MARKIEWICZ, PAM	06/26/2020	R	40.00	June
598000	MARQUARDT, ELYSIA	06/26/2020	R	40.00	June
598001	MARSDEN, GRACE	06/26/2020	R	600.00	June
598002	MARTEN, TRACY	06/26/2020	R	40.00	June
598003	MASOG, KATIE	06/26/2020	R	290.00	June
598004	MATHISTAD, WENDY	06/26/2020	R	40.00	June
598005	MAUNU, LAURA	06/26/2020	R	40.00	June
598006	MCCABE, TIM	06/26/2020	R	40.00	June
598007	MCCARTHY, ANDY	06/26/2020	R	300.00	June
598008	MCDONALD, THOMAS	06/26/2020	R	40.00	June
598009	MCINTOSH, JENNIFER	06/26/2020	R	80.00	June
598010	MEATH, AMY	06/26/2020	R	40.00	June
598011	MEI TOTAL ELEVATOR SOLUTIONS	06/26/2020	R	533.15	June
598012	MERRITT, JENNIFER	06/26/2020	R	300.00	June
598013	MEULENERS, HEATHER	06/26/2020	R	355.00	June
598014	MEYERES, JASON	06/26/2020	R	300.00	June
598015	MILLER, DEAN	06/26/2020	R	40.00	June
598016	MILLENDER, LEANN	06/26/2020	R	300.00	June
598017	MILLER, MAUREEN	06/26/2020	R	40.00	June
598018	MILLER, MICHELLE	06/26/2020	R	300.00	June
598019	MILLER, PATTI	06/26/2020	R	40.00	June
598020	MONKEY WRENCH PRODUCTIONS LLC	06/26/2020	R	661.01	June
598021	MONSKEY, CYNTHIA	06/26/2020	R	300.00	June
598022	MOREFIELD, SELENA	06/26/2020	R	40.00	June
598023	MORRIS, BECKY	06/26/2020	R	40.00	June
598024	MUELLER, AMANDA	06/26/2020	R	40.00	June
598025	MUMINOVIC, NIJAZ	06/26/2020	R	40.00	June
598026	NAPLES, JASON	06/26/2020	R	40.00	June
598027	NASH, JAMES	06/26/2020	R	40.00	June
598028	NASLUND, BRENDA	06/26/2020	R	40.00	June
598029	NESVIG, BECKY	06/26/2020	R	300.00	June
598030	NEUBERT, JASON	06/26/2020	R	40.00	June
598031	NGEP, CHANGYING	06/26/2020	R	40.00	June
598032	NICHOLSON, JULIE	06/26/2020	R	40.00	June
598033	NIELSEN, PAUL	06/26/2020	R	40.00	June
598034	NORTON, TAMI	06/26/2020	R	40.00	June
598035	O'BRIEN, DANIEL	06/26/2020	R	300.00	June
598036	O'BRIEN, JODI	06/26/2020	R	40.00	June
598037	OELFKE, JENNIFER	06/26/2020	R	40.00	June
598038	OELFKE, JOHN	06/26/2020	R	40.00	June
598039	OLESON, JON	06/26/2020	R	40.00	June
598040	OLSEM, BRIAN	06/26/2020	R	40.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
598041	OLSON, CRAIG	06/26/2020	R	300.00	June
598042	OLSON, JANINE	06/26/2020	R	40.00	June
598043	OLSON, PAM	06/26/2020	R	100.00	June
598044	OSCARSON, MELISSA	06/26/2020	R	40.00	June
598045	PARPART, ROMAN	06/26/2020	R	200.00	June
598046	PEITZ, JENNIFER	06/26/2020	R	40.00	June
598047	PENA, BRIANNA	06/26/2020	R	300.00	June
598048	PETERSON, BETH	06/26/2020	R	40.00	June
598049	PETERSON, DARYL	06/26/2020	R	40.00	June
598050	PIESCHKE, JULIE	06/26/2020	R	340.00	June
598051	PIONEER MANUFACTURING CO	06/26/2020	R	527.80	June
598052	PITTS, STACEY	06/26/2020	R	40.00	June
598053	POST, SCOTT	06/26/2020	R	40.00	June
598054	PRECHT, JOSIE	06/26/2020	R	40.00	June
598055	PREDOVICH, KRISTEN	06/26/2020	R	600.00	June
598056	PREP TIME PRINTING	06/26/2020	R	130.00	June
598057	PUFAHL, GEORGE	06/26/2020	R	40.00	June
598058	PUSATERI, NICOLE	06/26/2020	R	40.00	June
598059	PYT SPORTS INC	06/26/2020	R	2,228.00	June
598060	RAMIREZ, KATRINA	06/26/2020	R	40.00	June
598061	RANDYS ENVIRONMENTAL SERV	06/26/2020	R	193.18	June
598062	REICH, COLLEEN	06/26/2020	R	40.00	June
598063	REICHENBERGER, KATHRYN	06/26/2020	R	40.00	June
598064	REIMER, JEN	06/26/2020	R	40.00	June
598065	RICE, JEREMY	06/26/2020	R	40.00	June
598066	RIDL, JAMES	06/26/2020	R	40.00	June
598067	RIECK, JEFF	06/26/2020	R	570.00	June
598068	RIECKHOFF, MICHELE	06/26/2020	R	40.00	June
598069	RILEY, PATRICK	06/26/2020	R	40.00	June
598070	ROBERTS, ASHTON	06/26/2020	R	200.00	June
598071	ROBERSON, DAWN	06/26/2020	R	100.00	June
598072	RODNING, HEATHER	06/26/2020	R	30.00	June
598073	ROGNE, NICOLE	06/26/2020	R	80.00	June
598074	ROHLIK, BRENDA	06/26/2020	R	40.00	June
598075	ROITENBERG, STACY	06/26/2020	R	40.00	June
598076	ROSENAU, AMBER	06/26/2020	R	40.00	June
598077	ROTHSTEIN, BRIAN	06/26/2020	R	40.00	June
598078	RYAN, ANNA	06/26/2020	R	300.00	June
598079	RYSKOSKI, LISA	06/26/2020	R	40.00	June
598080	SAWVEL, TROY	06/26/2020	R	40.00	June
598081	SAZAMA, GINA	06/26/2020	R	300.00	June
598082	SAZAMA, JEROME	06/26/2020	R	40.00	June
598083	SAZDOFF, TODD	06/26/2020	R	40.00	June
598084	SCAN AIR FILTER, INC	06/26/2020	R	1,678.95	June
598085	SCHAEFBAUER, ADAM	06/26/2020	R	40.00	June
598086	SCHERMAN, KORINNE	06/26/2020	R	40.00	June
598087	SCHLOSS, JUDY	06/26/2020	R	40.00	June
598088	SCHMIDT, JILL	06/26/2020	R	40.00	June
598089	SCHMIDT, KARA	06/26/2020	R	80.00	June
598090	SCHMIDT, MICHELLE	06/26/2020	R	40.00	June
598091	SCHMITZ, TAMI	06/26/2020	R	40.00	June
598092	SCHMIEG, THOMAS	06/26/2020	R	40.00	June
598093	SCHREINER, JENNY	06/26/2020	R	300.00	June
598094	SCHUETTE, KYLE	06/26/2020	R	40.00	June
598095	SCHULER, STACIE	06/26/2020	R	80.00	June
598096	SCHULTZ, SUZANNE	06/26/2020	R	40.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
598097	SCHWALBE, HEIDI	06/26/2020	R	55.00	June
598098	SCHWOB, LYNN	06/26/2020	R	40.00	June
598099	SHEA, DEB	06/26/2020	R	40.00	June
598100	SHIRK, PATRICIA	06/26/2020	R	40.00	June
598101	SHOHET, CHERYL	06/26/2020	R	40.00	June
598102	SIDDONS, DEREK	06/26/2020	R	40.00	June
598103	SIECKERT, PAUL	06/26/2020	R	40.00	June
598104	SMITH, JASON	06/26/2020	R	600.00	June
598105	SMITH, JOHN	06/26/2020	R	40.00	June
598106	SONNEK, ANITA	06/26/2020	R	40.00	June
598107	SOUTHWEST METRO INTERMEDIATE D	06/26/2020	R	11,642.40	June
598108	SPECKEN, LYNN	06/26/2020	R	300.00	June
598109	STAPLETON, SEAN	06/26/2020	R	40.00	June
598110	STARNER, CATHERINE	06/26/2020	R	300.00	June
598111	STEFFEN, CHRISTINE	06/26/2020	R	30.00	June
598112	STEINHAGEN, CHARLES	06/26/2020	R	40.00	June
598113	STEJSKAL, TODD	06/26/2020	R	300.00	June
598114	STIFTER, ANN	06/26/2020	R	300.00	June
598115	STIPEK, CYNTHIA	06/26/2020	R	40.00	June
598116	STOCKINGER, SUSAN	06/26/2020	R	300.00	June
598117	STORMS, ANNE	06/26/2020	R	40.00	June
598118	STORMS, BRADLEY	06/26/2020	R	40.00	June
598119	STROSCHEIN, LINDA	06/26/2020	R	40.00	June
598120	SULLIVAN, JUSTIN	06/26/2020	R	40.00	June
598121	SUNDQUIST, BRANDIE	06/26/2020	R	40.00	June
598122	SWANSON, TERRI	06/26/2020	R	40.00	June
598123	TEGELS, MARTHA	06/26/2020	R	40.00	June
598124	TENOR, SHELLY	06/26/2020	R	40.00	June
598125	THEIS, RENEE	06/26/2020	R	40.00	June
598126	THOM, CATHLEEN	06/26/2020	R	40.00	June
598127	THOMAS, SARAH	06/26/2020	R	40.00	June
598128	THOMPSON, LAURA	06/26/2020	R	40.00	June
598129	TIEDE, CHARLES	06/26/2020	R	40.00	June
598130	TOLL GAS & WELDING SUPPLY	06/26/2020	R	11.35	June
598131	TRAPP, WAYNE	06/26/2020	R	300.00	June
598132	TREICHEL, KOLLEEN	06/26/2020	R	40.00	June
598133	TRIO SUPPLY COMPANY	06/26/2020	R	707.00	June
598134	TRNKA, PAUL	06/26/2020	R	40.00	June
598135	TROPHIES PLUS, INC	06/26/2020	R	96.00	June
598136	TUTTLE, JENNI	06/26/2020	R	40.00	June
598137	UHL CO	06/26/2020	R	380.00	June
598138	URTEL, SARAH	06/26/2020	R	300.00	June
598139	USA Security	06/26/2020	R	7,713.63	June
598140	VACEK, ERIN	06/26/2020	R	40.00	June
598141	VALLI-LENZ, LEANN	06/26/2020	R	40.00	June
598142	VAN NURDEN, JENELL	06/26/2020	R	40.00	June
598143	VANBUSKIRK, LAUREL	06/26/2020	R	40.00	June
598144	VAUGHN, KARIN	06/26/2020	R	300.00	June
598145	VEGLAHN, JACQUELYN	06/26/2020	R	40.00	June
598146	VILLAVICENCIO, GEORGE	06/26/2020	R	40.00	June
598147	VISKOCIL, EVE	06/26/2020	R	40.00	June
598148	VOGT, MELISSA	06/26/2020	R	40.00	June
598149	VOLO, LTD	06/26/2020	R	19,200.00	June
598150	WABBE, SARAH	06/26/2020	R	80.00	June
598151	WACONIA MANUFACTURING	06/26/2020	R	6.53	June
598152	WAMBEKE, STEPHANIE	06/26/2020	R	40.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
598153	WAUGH, THOMAS	06/26/2020	R	40.00	June
598154	WEBER, STACY	06/26/2020	R	40.00	June
598155	WEDGE, COREY	06/26/2020	R	40.00	June
598156	WEINAND, MELISSA	06/26/2020	R	40.00	June
598157	WELLNITZ, TODD	06/26/2020	R	40.00	June
598158	WENGER, MINDY	06/26/2020	R	40.00	June
598159	WESTBY, ELISE	06/26/2020	R	40.00	June
598160	WHITE, KARLA	06/26/2020	R	40.00	June
598161	WICKENHAUSER, LARRY	06/26/2020	R	300.00	June
598162	WILLIAMS, AMY	06/26/2020	R	40.00	June
598163	WILLIAMS, ANGELA	06/26/2020	R	40.00	June
598164	WILLIAMS, JENNIFER	06/26/2020	R	40.00	June
598165	WILLIS, PAT	06/26/2020	R	40.00	June
598166	WINGERT, MOLLY	06/26/2020	R	60.00	June
598167	WINSEMAN, TOM	06/26/2020	R	300.00	June
598168	WOLF, DAVID	06/26/2020	R	40.00	June
598169	WOLTER, SARA	06/26/2020	R	40.00	June
598170	WORTZ, HOLLY	06/26/2020	R	420.00	June
598171	WULF, BRYAN	06/26/2020	R	440.00	June
598172	WYFFELS, KATHERINE	06/26/2020	R	40.00	June
598173	YANTES, SEAN	06/26/2020	R	40.00	June
598174	YOUNG, DANA	06/26/2020	R	40.00	June
598175	YOUNG, KEVIN	06/26/2020	R	40.00	June
598176	ZAJAC, JULIE	06/26/2020	R	40.00	June
598177	ZELLMANN, TAAYA	06/26/2020	R	40.00	June
598178	FOLLETT SCHOOL SOLUTIONS	07/01/2020	R	2,298.80	July
598179	GENESIS TECHNOLOGIES, INC.	07/01/2020	R	2,500.00	July
598180	INFINITE CAMPUS, INC	07/01/2020	R	56,891.25	July
598181	INNOVATIVE OFFICE SOLUTIONS LL	07/01/2020	R	350.92	July
598182	MARSH & MCLENNAN AGENCY LLC	07/01/2020	R	399.00	July
598183	MASE	07/01/2020	R	930.00	July
598184	MASSP	07/01/2020	R	865.00	July
598185	MESPA	07/01/2020	R	699.00	July
598186	MSHSCA	07/01/2020	R	1,270.00	July
598187	NEVERWARE	07/01/2020	R	600.00	July
598188	SCHOOLS FOR EQUITY IN EDUC	07/01/2020	R	5,786.00	July
598189	SHOUTPOINT INC	07/01/2020	R	4,830.00	July
598190	WELCOME NEIGHBOR, INC	07/01/2020	R	495.00	July
598191	WiseIdentity, LLC	07/01/2020	R	4,377.00	July
598192	DISTRICT 110 FOUNDATION	06/30/2020	R	21.00	June
598193	EYE MED-FIDELITY SECURITY LIFE	06/30/2020	R	2,064.65	June
598194	LIFE INS CO OF NORTH AMERICA	06/30/2020	R	10,138.65	June
598195	MESSERLI & KRAMER PA	06/30/2020	R	217.02	June
598196	NCPERS GROUP LIFE INS	06/30/2020	R	112.00	June
598197	SCHOOL SERVICE EMPLOYEES	06/30/2020	R	1,449.32	June
598198	WACONIA EDUCATION ASSOCIATION	06/30/2020	R	12,164.97	June
598199	KANSAS STATE BANK	07/01/2020	R	9,687.97	July
598200	ABERNATHY, LISA	07/02/2020	R	440.00	July
598201	ANTON, HEATHER	07/02/2020	R	348.91	July
598202	ATKINSON, DAN	07/02/2020	R	280.00	July
598203	BABCOCK, KATE	07/02/2020	R	280.00	July
598204	BARNES & NOBLE	07/02/2020	R	140.08	July
598205	BARRON, LISA	07/02/2020	R	250.00	July
598206	BAUGHMAN, ERIKA	07/02/2020	R	323.99	July
598207	BAUNE, STEPHANIE	07/02/2020	R	530.48	July
598208	BELLM, IMMANDA	07/02/2020	R	288.39	July

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
598209	BERTOSSI, STACY	07/02/2020	R	302.63	July
598210	BIEHN, LINDA	07/02/2020	R	323.99	July
598211	BOCK, BRAD	07/02/2020	R	280.00	July
598212	BONDE, MARY	07/02/2020	R	288.39	July
598213	BOSSHART, SARAH	07/02/2020	R	302.63	July
598214	BOYUM, JENNI	07/02/2020	R	230.00	July
598215	BREEGEMANN, LISA	07/02/2020	R	323.99	July
598216	BROSCOFF, NATE	07/02/2020	R	259.90	July
598217	BRUGGEMAN, ERIN	07/02/2020	R	270.58	July
598218	BRYAN, MICHELE	07/02/2020	R	795.76	July
598219	BUFTON, CHUCK	07/02/2020	R	395.19	July
598220	BURMAN, FRED	07/02/2020	R	608.82	July
598221	BUSINESS IMPACT GROUP	07/02/2020	R	2,075.00	July
598222	CATRON, CHRISTI	07/02/2020	R	259.90	July
598223	CD PRODUCTS INC	07/02/2020	R	3,907.00	July
598224	CEDERSUND, PER	07/02/2020	R	395.19	July
598225	CHARBONNEAU, CHRISTY	07/02/2020	R	259.90	July
598226	CHRISTIANSON, HEATHER	07/02/2020	R	200.00	July
598227	CONNORS, RYAN	07/02/2020	R	290.00	July
598228	COX, MICHELLE	07/02/2020	R	280.00	July
598229	CUMMINGS, VICKI	07/02/2020	R	302.63	July
598230	DAHL, KAAREN	07/02/2020	R	331.11	July
598231	DANIELLE ALEXANDER DESIGN LLC	07/02/2020	R	383.75	July
598232	DAVIS, DIANNA	07/02/2020	R	200.00	July
598233	DEAN, ANGIE	07/02/2020	R	790.38	July
598234	DECHAINED, KRISTINA	07/02/2020	R	160.21	July
598235	DEGEN, JAMIE	07/02/2020	R	331.11	July
598236	DELANGE, KAYE	07/02/2020	R	323.99	July
598237	DEMARCE, MARY	07/02/2020	R	249.22	July
598238	DIETZ, KRISTLE	07/02/2020	R	290.00	July
598239	DOCK, CRISTINE	07/02/2020	R	302.63	July
598240	DONNELLY, MARNE	07/02/2020	R	480.00	July
598241	DORE, CHERYL	07/02/2020	R	302.63	July
598242	ENKJER, SARAH	07/02/2020	R	566.08	July
598243	ERICKSON, CARRIE	07/02/2020	R	460.00	July
598244	FENNEY, RHONDA	07/02/2020	R	277.70	July
598245	FOLLETT SCHOOL SOLUTIONS	07/02/2020	R	477.40	July
598246	FRITZ, JAIME	07/02/2020	R	359.59	July
598247	GEEHAN, KELLY	07/02/2020	R	200.00	July
598248	GEFFRE, THOMAS	07/02/2020	R	576.78	July
598249	GELLER, DANA	07/02/2020	R	331.11	July
598250	GJELLSTAD, STEPHANIE	07/02/2020	R	250.00	July
598251	GLEASON, AUDREY	07/02/2020	R	510.00	July
598252	GLENZINSKI, BONNIE	07/02/2020	R	653.83	July
598253	GOEHRING, NICOLAS	07/02/2020	R	200.00	July
598254	GRELL, STEPHANIE	07/02/2020	R	323.99	July
598255	GROHMANN, BOBBI	07/02/2020	R	290.00	July
598256	GROSS, KANDYCE	07/02/2020	R	302.63	July
598257	HASCALL, KATIE	07/02/2020	R	200.00	July
598258	HAYES, TINA	07/02/2020	R	769.02	July
598259	HELLAND, ROBYN	07/02/2020	R	548.28	July
598260	HEROLD, CARLI	07/02/2020	R	594.56	July
598261	HILLYARD/HUTCHINSON	07/02/2020	R	2,126.84	July
598262	HILTNER, KARI	07/02/2020	R	230.00	July
598263	HOESE, NICOLE	07/02/2020	R	230.00	July
598264	HOUGHTON, CHRIS	07/02/2020	R	605.26	July

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
598265	HURTIG, TROY	07/02/2020	R	519.80	July
598266	IEA, INC	07/02/2020	R	159.87	July
598267	JACOBS, MOLLY	07/02/2020	R	280.00	July
598268	JAHNKE, STEVE	07/02/2020	R	345.35	July
598269	JAMBOR, CINDY	07/02/2020	R	280.00	July
598270	JENS, ANGELA	07/02/2020	R	259.90	July
598271	JUNEAU, LAURA	07/02/2020	R	302.63	July
598272	JUNGE, KARIN	07/02/2020	R	280.00	July
598273	KAMRATH, REBECCA	07/02/2020	R	259.90	July
598274	KATHERMAN, JEFF	07/02/2020	R	277.70	July
598275	KAUPHUSMAN, GIDGETTE	07/02/2020	R	277.70	July
598276	KELLEY, TED	07/02/2020	R	302.63	July
598277	KENDRICK, JULIE	07/02/2020	R	751.22	July
598278	KINKEL, CRISTINA	07/02/2020	R	270.58	July
598279	KLEIN, ANNALISA	07/02/2020	R	288.39	July
598280	KNORR, ANN-MARIE	07/02/2020	R	288.39	July
598281	KOOSMAN, TARA	07/02/2020	R	594.56	July
598282	KREUN, TADD	07/02/2020	R	395.19	July
598283	KRUEGER, BRAD	07/02/2020	R	320.43	July
598284	KRUGER, EMILY	07/02/2020	R	259.90	July
598285	KRUGERUD, JOSH	07/02/2020	R	637.28	July
598286	KUERSCHNER, ROXANNE	07/02/2020	R	288.39	July
598287	KVAM, BRIANNA	07/02/2020	R	210.00	July
598288	LAGE, JEFF	07/02/2020	R	302.63	July
598289	LARSON, CINDY	07/02/2020	R	259.00	July
598290	LARSON, MONIQUE	07/02/2020	R	323.99	July
598291	LEDOUX, HEATHER	07/02/2020	R	519.80	July
598292	LESHER, LAUREN	07/02/2020	R	594.56	July
598293	LIFETOUCH NSS ACCT RECEIVABLES	07/02/2020	R	1,001.60	July
598294	LIVERMORE-COSTA, SUSAN	07/02/2020	R	769.02	July
598295	LOFFLER COMPANIES	07/02/2020	R	232.37	July
598296	LORENZEN, ALLISON	07/02/2020	R	960.00	July
598297	LOUWAGIE, PHILLIP	07/02/2020	R	280.00	July
598298	MAKE MUSIC, INC	07/02/2020	R	3,000.00	July
598299	MASOG, KATIE	07/02/2020	R	290.00	July
598300	MEATH, AMY	07/02/2020	R	573.20	July
598301	MEEHAN, TIM	07/02/2020	R	950.61	July
598302	MELANCON, PATRICIA	07/02/2020	R	302.63	July
598303	MERZER, SHEILA	07/02/2020	R	748.75	July
598304	MEULENERS, HEATHER	07/02/2020	R	55.00	July
598305	MEYER, NICOLE	07/02/2020	R	560.00	July
598306	MIELKE, DARIN	07/02/2020	R	323.99	July
598307	MILLER, RYAN	07/02/2020	R	230.00	July
598308	MINI BIFF LLC	07/02/2020	R	84.66	July
598309	MPS	07/02/2020	R	450.00	July
598310	MYHRE, DEREK	07/02/2020	R	230.00	July
598311	NEUMANN, KRISTINE	07/02/2020	R	359.59	July
598312	NEWMAN, SUSAN	07/02/2020	R	259.90	July
598313	NYGAARD, LYNN	07/02/2020	R	391.63	July
598314	OLSON, KRISTIN	07/02/2020	R	280.00	July
598315	PAULSON, JESSICA	07/02/2020	R	250.00	July
598316	PAULSEN, TERRI	07/02/2020	R	302.63	July
598317	PETERSON, RYAN	07/02/2020	R	259.90	July
598318	PIRO, GENINE	07/02/2020	R	323.99	July
598319	PLATT, KELSEY	07/02/2020	R	200.00	July
598320	PROMEVO LLC	07/02/2020	R	5,184.71	July

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
598321	PUCHNER, JESSICA	07/02/2020	R	560.00	July
598322	PUHL, HEIDI	07/02/2020	R	644.42	July
598323	RAGNER, RANDY	07/02/2020	R	323.99	July
598324	RAMIREZ, KATRINA	07/02/2020	R	341.79	July
598325	RANWEILER, CHRISTA	07/02/2020	R	430.00	July
598326	RASMUSSEN, ELIZABETH	07/02/2020	R	277.70	July
598327	RAZIDLO, CARRI	07/02/2020	R	320.43	July
598328	REICH, COLLEEN	07/02/2020	R	341.79	July
598329	REILING, TERRI	07/02/2020	R	31.80	July
598330	REIMANN, JEFF	07/02/2020	R	359.59	July
598331	REINHARDT, KELLI	07/02/2020	R	288.39	July
598332	RISHAVY, JENNIFER	07/02/2020	R	210.00	July
598333	ROEN, SARA	07/02/2020	R	302.63	July
598334	ROHLOFF, VANESSA	07/02/2020	R	302.63	July
598335	ROITENBERG, STACY	07/02/2020	R	683.58	July
598336	ROMERO, JENNIFER	07/02/2020	R	288.39	July
598337	ROTH, KEVIN	07/02/2020	R	302.63	July
598338	ROWAN, ADAM	07/02/2020	R	323.99	July
598339	RUPP, ANDERSON, SQUIRES&WALDSPUR	07/02/2020	R	399.50	July
598340	SCHLINGER, RYAN	07/02/2020	R	300.00	July
598341	SCHMIDT, BOB	07/02/2020	R	323.99	July
598342	SCHOMMER, KRISTEN	07/02/2020	R	259.90	July
598343	SCHULAR, ANN	07/02/2020	R	323.99	July
598344	SEIM, LINDSAY	07/02/2020	R	323.99	July
598345	SELLS, JEFF	07/02/2020	R	270.58	July
598346	SIKORA, KEELY	07/02/2020	R	277.70	July
598347	SIMPSON, AMY	07/02/2020	R	280.00	July
598348	SMITH, CARRIE	07/02/2020	R	593.31	July
598349	SMITH, JEFF	07/02/2020	R	259.90	July
598350	SMITH, KELLY	07/02/2020	R	250.00	July
598351	SOLTIS, LEAH	07/02/2020	R	323.99	July
598352	SOMMER, CARY	07/02/2020	R	110.00	July
598353	SONNEK, ANITA	07/02/2020	R	259.90	July
598354	SORENSEN, BROOKE	07/02/2020	R	65.00	July
598355	SORENSEN, JUSTIN	07/02/2020	R	280.00	July
598356	STEFFEN, CHRISTINE	07/02/2020	R	605.26	July
598357	STIFTER, KATIE	07/02/2020	R	259.90	July
598358	STOCKINGER, HEATHER	07/02/2020	R	280.00	July
598359	STRUCK, BROOKE	07/02/2020	R	850.92	July
598360	STUDIES WEEKLY	07/02/2020	R	270.30	July
598361	SUCANSKY, SARAH	07/02/2020	R	377.39	July
598362	SWANSON, DEAN	07/02/2020	R	250.00	July
598363	THEIS, AMY	07/02/2020	R	280.00	July
598364	THELEN, COLETTE	07/02/2020	R	323.99	July
598365	THOR, KIRSTEN	07/02/2020	R	828.28	July
598366	TILLER, JENNIFER	07/02/2020	R	250.00	July
598367	TRNKA, TRACY	07/02/2020	R	323.99	July
598368	UHL CO	07/02/2020	R	5,000.00	July
598369	URTEL, SARAH	07/02/2020	R	519.80	July
598370	VOS, JENNIFER	07/02/2020	R	280.00	July
598371	WHERLEY, BRIDGET	07/02/2020	R	530.48	July
598372	WILLROTH, DARBY	07/02/2020	R	573.20	July
598373	WINSTED SOLAR LLC	07/02/2020	R	7,195.10	July
598374	WOZNIAK, KATIE	07/02/2020	R	510.00	July
598375	YARD, ROBERTA	07/02/2020	R	250.00	July
598376	YORKS, KAREN	07/02/2020	R	306.19	July

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
598377	ZEBELL, CHRISTI	07/02/2020	R	300.00	July
598378	ZEBELL, TODD	07/02/2020	R	300.00	July
598379	ZIMMERMAN, STACY	07/02/2020	R	302.63	July
5191786	AMAZON CAPITAL SERVICES	06/08/2020	R	642.06	June
5191787	ARROW BUILDING CENTER	06/08/2020	R	12,136.36	June
5191788	DIAMOND VOGEL PAINT	06/08/2020	R	352.88	June
5191789	FIRST ST CONSTRUCTION & REMODE	06/08/2020	R	4,211.90	June
5191790	MAYER LUMBER CO, INC	06/08/2020	R	18.87	June
5191791	USA Security	06/08/2020	R	4,500.00	June
5191792	WACONIA ROLL-OFF SERVICE	06/08/2020	R	379.00	June
5191793	ARROW BUILDING CENTER	06/19/2020	R	1,352.70	June
5191794	HILLYARD/HUTCHINSON	06/19/2020	R	794.28	June
5191795	JANNING'S ACOUSTICS, INC.	06/19/2020	R	3,700.00	June
5191796	KAEDING ARCHITECTURE LLC	06/19/2020	R	70.00	June
5191797	UNITED FARMERS COOPERATIVE	06/19/2020	R	49.20	June
5191798	MCPHILLIPS BROS ROOFING	06/29/2020	R	9,934.64	June
5191799	A-1 ELECTRIC SERVICE	06/29/2020	R	2,104.97	June
5191800	AMAZON CAPITAL SERVICES	06/29/2020	R	71.52	June
5191801	ARROW BUILDING CENTER	06/29/2020	R	881.40	June
5191802	TOWN & COUNTRY GLASS	06/29/2020	R	357.56	June
5191803	WACONIA ROLL-OFF SERVICE	06/29/2020	R	379.00	June
192000210	DAVID, PAUL	06/18/2020	A	180.00	June
192000211	FROEHLICH, JENNIFER	06/18/2020	A	360.00	June
192000212	KROENING, KARNA	06/18/2020	A	298.43	June
192000213	MAYER, CYNTHIA	06/18/2020	A	78.93	June
192000214	MUSICH, REBECCA	06/18/2020	A	90.00	June
192000215	ALMQUIST, TERENCE	06/29/2020	A	75.00	June
192000216	BOSCH, ALAN	06/29/2020	A	45.40	June
192000217	CHAPMAN, ALYCIA	06/29/2020	A	233.44	June
192000218	DELANEY, DAVID	06/29/2020	A	219.70	June
192000219	DEVAAN, KHUZANA	06/29/2020	A	360.00	June
192000220	DORAN, ELISABETH	06/29/2020	A	18.63	June
192000221	HANSON, ISAAC	06/29/2020	A	300.00	June
192000222	JOHNSON, JAN	06/29/2020	A	286.75	June
192000223	STACKEN, RON	06/29/2020	A	300.00	June
192000224	VANDERLINDE, AARON	06/29/2020	A	46.98	June
192000225	VANDERLINDE, LEE	06/29/2020	A	150.00	June
201901146	INTERNAL REVENUE SERVICE	05/29/2020	W	98.90	June
201901147	MN DEPT OF REVENUE	05/29/2020	W	3.60	June
201901148	PERA	05/29/2020	W	84.33	June
201901153	EDUCATIONAL SUPPORT PARA UNION	05/29/2020	W	11.23	June
201901154	INTERNAL REVENUE SERVICE	05/29/2020	W	18.26	June
201901155	MN DEPT OF REVENUE	05/29/2020	W	0.00	June
201901156	PERA	05/29/2020	W	16.70	June
201901166	BLUE CROSS AND BLUE SHIELD OF	06/15/2020	W	287,609.75	June
201901168	EDUCATIONAL SUPPORT PARA UNION	06/15/2020	W	1,282.48	June
201901169	INTERNAL REVENUE SERVICE	06/15/2020	W	272,092.37	June
201901170	MN CHILD SUPPORT PYMT CENTER	06/15/2020	W	503.90	June
201901171	MN DEPT OF REVENUE	06/15/2020	W	43,868.04	June
201901172	MN TEACHERS RETIREMENT ASSN	06/15/2020	W	139,900.98	June
201901173	PERA	06/15/2020	W	43,919.87	June
201901174	EDUCATORS BENEFIT CONSULTANTS	06/15/2020	W	69,892.88	June
201901175	FURTHER	06/15/2020	W	6,291.71	June
201901182	BLUE CROSS AND BLUE SHIELD OF	06/15/2020	W	949.65	June
201901184	INTERNAL REVENUE SERVICE	06/15/2020	W	155.74	June
201901185	MN DEPT OF REVENUE	06/15/2020	W	0.00	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
201901186	PERA	06/15/2020	W	206.51	June
201901189	APPLE ITUNES	06/10/2020	W	2.99	June
201901190	MAILCHIMP	06/10/2020	W	189.00	June
201901191	REV.COM	06/10/2020	W	33.75	June
201901192	TARGET BANK	06/10/2020	W	154.47	June
201901193	DOLLAR TREE	06/10/2020	W	78.00	June
201901194	TARGET BANK	06/10/2020	W	101.74	June
201901195	MACKENTHUN'S FINE FOODS	06/10/2020	W	44.59	June
201901196	SHARPTEK SUPPLY	06/10/2020	W	137.76	June
201901197	JORDAN SEEDS	06/10/2020	W	93.82	June
201901198	DECORPLANET.COM	06/10/2020	W	934.12	June
201901199	DOLLAR TREE	06/10/2020	W	293.00	June
201901200	DOLLAR TREE	06/10/2020	W	91.00	June
201901201	CITY OF WACONIA	06/10/2020	W	2,158.44	June
201901202	PANTHEON	06/10/2020	W	35.00	June
201901203	JAGUAR COMMUNICATIONS	06/10/2020	W	2,115.60	June
201901206	WRITE IMAGE COMMUNICATIONS	06/10/2020	W	227.50	June
201901207	RITBERGER LEARNING CENTER	06/10/2020	W	125.00	June
201901208	AUGUST ASH INCORPORATED	06/10/2020	W	200.00	June
201901210	REPUBLIC SERVICES	06/10/2020	W	8.87	June
201901211	MN VALLEY ELECTRIC CORP	06/10/2020	W	25,430.16	June
201901213	MASBO	06/10/2020	W	110.00	June
201901214	KEIPER, BROCK	06/10/2020	W	3,800.00	June
201901215	TABLECLOTHS FACTORY	06/10/2020	W	288.86	June
201901216	RUSTICO LEATHER	06/10/2020	W	93.22	June
201901217	DataXoom	06/10/2020	W	6,550.83	June
201901218	BLUE CROSS AND BLUE SHIELD OF	06/30/2020	W	270,443.31	June
201901220	INTERNAL REVENUE SERVICE	06/30/2020	W	280,348.14	June
201901221	MN CHILD SUPPORT PYMT CENTER	06/30/2020	W	503.90	June
201901222	MN DEPT OF REVENUE	06/30/2020	W	46,418.60	June
201901223	MN TEACHERS RETIREMENT ASSN	06/30/2020	W	135,361.83	June
201901224	PERA	06/30/2020	W	37,708.73	June
201901225	EDUCATORS BENEFIT CONSULTANTS	06/30/2020	W	60,701.13	June
201901226	FURTHER	06/30/2020	W	13,323.88	June
201901233	BLUE CROSS AND BLUE SHIELD OF	06/30/2020	W	3,469.55	June
201901235	INTERNAL REVENUE SERVICE	06/30/2020	W	948.95	June
201901236	MN DEPT OF REVENUE	06/30/2020	W	151.22	June
201901237	PERA	06/30/2020	W	320.45	June
201901239	BLUE CROSS AND BLUE SHIELD OF	06/30/2020	W	88,124.92	June

Totals for checks 2,402,311.03

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,725,416.75	9,760.00	358,715.07	2,093,891.82
02	Food Service	58,344.71	0.00	7,665.71	66,010.42
04	Community Service	72,375.38	97,002.62	25,158.05	194,536.05
06	Building Construction	0.00	0.00	45,028.90	45,028.90
80	General Trust	0.00	0.00	2,843.84	2,843.84
***	Fund Summary Totals ***	1,856,136.84	106,762.62	439,411.57	2,402,311.03

***** End of report *****

5.B. Human Resource Items:

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

BOARD OF EDUCATION

Regular Meeting – July 13, 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

Leah Gothmann New Position	Kids' Company Aide Part-time; hours will vary	Community Ed
Katie Mueller Replacement	Science Teacher Long-term substitute	WHS

Employee Status Changes

Kelly Bielke, from STEM and Math teacher at 0.76670 FTE to 1.0 Grade 6 teacher at WMS.
Alexa Bjerke, from Kids' Co Aide to Kids' Co Lead in Community Ed.
Kelly Gonzalez, from Kids' Co Aide to Kids' Co Lead in Community Ed.
Julie Kendrick, from SPED Educational Assistant to Learning Disabilities Teacher at BV.
Grace Larson, from Kids' Co Aide to Kids' Co Lead in Community Ed.
Kim Peterson, from Speech Language Pathologist at 0.74616 FTE at LT/ESC to 0.8 FTE at WMS/WHS.

Leaves of Absence

Lisa Gentz, Custodial Cleaner at WMS.
Catherine Trennepohl, Special Education Teacher at WMS.

Retirements/Resignations/Terminations

Kristie Boyer, Grade 4 Teacher at SV.
Breahna Carlson, Kids' Company Aide in Community Ed.
Jamie Sorenson, Kids' Company Aide in Community Ed.
Will Holbrook, Kids' Company Aide in Community Ed.
Tammy Neu, Nutritional Assistant at BV.
Trish Olstad, Special Education Teacher at LT.
Elise Schmidt, Visual Arts Teacher at SV.
Regina White, Kids' Company Lead in Community Ed.

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

5.B.1. Proposed 2020-2021 Terms and Conditions
of Employment for Community Education Employees



**Community Education
Kids' Company Site Leads and Leads
Kids' Company One-on-One Assistants**

**Terms and Conditions of Employment
July 1, 2020 through June 30, 2021**

Approved by the ISD 110 School Board **XX.XX.XXXX.**

TABLE OF CONTENTS

ARTICLE I.	PURPOSE	3
	Section 1. Purpose.....	3
ARTICLE II. DEFINITIONS		3
	Section 1. School Board or School District.....	3
	Section 2. Employees.....	3
	Section 3. Full-time Employees.....	3
	Section 4. Part-time Employees.....	3
	Section 5. Part-time Employees II.....	3
	Section 6. Terms and Conditions of Employment.....	3
	Section 7. Prior Agreements.....	4
	Section 8. Anniversary Date.....	4
ARTICLE III.	EMPLOYEE DUTIES AND RESPONSIBILITIES	4
	Section 1. Basic Services.....	4
	Section 2. Work Year.....	4
	Section 3. Work Day.....	4
	Section 4. Additional Work Hours.....	4
	Section 5. In-Services.....	4
	Section 6. School Closings.....	4
ARTICLE IV.	LEAVES	5
	Section 1. Holidays.....	5
	Section 2. Vacation Leave.....	5
	Section 3. Personal Leave.....	5
	Section 4. Sick Leave.....	6
	Section 5. Bereavement and Emergency Leave.....	6
	Section 6. Jury Duty Leave.....	6
	Section 7. Support of School Activity Leave.....	6
	Section 8. Unpaid Leave.....	6
	Section 9. Family and Medical Leave Act.....	6
	Section 10. Childcare/Adoption Leave.....	6
	Section 11. Military Leave.....	7
	Section 12. Workers' Compensation.....	7
ARTICLE V.	INSURANCE	7
	Section 1. Selection of Carrier.....	7
	Section 2. Health and Hospitalization Insurance.....	7
	Section 3. Dental Insurance.....	7
	Section 4. Income Protection.....	7
	Section 5. Life Insurance.....	8

ARTICLE VI.	PERFORMANCE EVALUATION	8
	Section 1. Performance Evaluation	8
ARTICLE VII.	COMPENSATION	8
	Section 1. Rates of Pay	8
	Section 2. Initial Wage and Pay Schedule	8
	Section 3. Step Advancement	9
	Section 4. College and Advanced Degrees	9

INDEPENDENT SCHOOL DISTRICT NO. 110

Community Education Kids' Company Site Leads, Leads and One-on-One Assistants Terms and Conditions of Employment

ARTICLE I

Purpose

Section 1. Purpose: This handbook is a statement of general, and not specific, administrative policies of Waconia Public Schools' Community Education. Terms, conditions and policies found in this handbook are subject to change at the School District's discretion. The purpose of this general at-will agreement is to provide wage and benefits information for employees serving the School District in the following unaffiliated positions:

Kids' Company Lead

Kids' Company Site Lead

Kids' Company One-on-One Assistant

ARTICLE II

Definitions

Section 1. School Board or School District: School Board or School District shall mean the School Board of Independent School District No. 110 or its designated agents.

Section 2. Employees: Employees shall mean persons holding the positions specified in Article I, section 1 of this agreement.

Section 3. Full-time Employees: Employees regularly employed and scheduled to work thirty (30) or more hours per week (average of six (6) or more hours per day) for the entire year, twelve (12) months, are considered full-time employees.

Section 4. Part-time Employees: Employees regularly employed and scheduled to work more than twenty-five (25) hours per week (average of five (5) or more hours per day), but less than thirty (30) hours per week, for the entire year, twelve (12) months, are considered part-time employees.

Section 5. Part-time Employees II: Employees regularly employed and scheduled to work less than twenty-five (25) hours per week (average of less than five (5) hours per day), or for less than the entire year, twelve (12) months, are considered part-time employees II.

Section 6. Terms and Conditions of Employment: Terms and Conditions of Employment means the hours of employment, the compensation therefore including fringe benefits, and the School District's personnel policies affecting the working conditions of the employees.

Section 7. Prior Agreements: Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions herein, are hereby rescinded.

Section 8. Anniversary Date: The anniversary date for each employee will be July 1. Employees hired between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date.

ARTICLE III Employee Duties and Responsibilities

Section 1. Basic Services: Employees shall faithfully perform the services prescribed by the School District, whether or not such services are specifically described in this document or in a general job description, in accordance with applicable state and federal laws and regulations, and abide by all rules, regulations and policies as established by the School District and the State Board of Education, and any additions or amendments thereto. The employee shall maintain a valid and appropriate license, if a license is required by the State of Minnesota or the School District.

Section 2. Work Year: Employees shall work on a twelve (12) month schedule, except as otherwise arranged by the Director of Community Education.

Section 3. Work Day: The length of the work day will be established by the School District. An unpaid, thirty (30) minute meal break will be provided for employees who work eight (8) or more consecutive hours. The School District reserves the right to increase or decrease an employee's hours based upon student enrollment or budgetary concerns. In the event of a change in work hours, a one (1) week notice will be provided to the employee.

Section 4: Additional Work Hours: Employees working additional hours beyond their regularly scheduled work day must have preapproval by the Director of Community Education. Employees shall be compensated at a rate determined by the School District for additional hours worked related to special assignments (i.e., substitute duties, special projects, summer employment).

Section 5: In-Services: Employees will be expected to attend staff in-service activities as directed by their supervisor. Extra time may be claimed for such activities if they are scheduled outside an employee's regular working hours. Failure to attend mandatory in-service activities without prior approval from an employee's supervisor may result in discipline.

Section 6: School Closings: When the School District and Kids' Company Program are closed due to inclement weather conditions, emergencies, or other unforeseen events, employees shall not report to work unless directed to do so by their supervisor. Employees will be paid for their regular daily work hours and will not be required to make-up the first for up to two (2) school closings as called by the School District and Kids' Company Program in a given school year. If the School District and Kids'

Company Program schedules a make-up day for a third or subsequent school closing day, then employees will work the rescheduled day without additional pay. If a school closing occurs during an employee's paid absence (i.e., vacation, personal or sick leave), then the employee will be paid for their regular daily work hours and the applicable leave will be reversed and returned to the employee's accrued leave balance. If a school closing occurs during an employee's unpaid absence, then the employee will not receive school closing pay.

In the event that Kids' Company opens late due to inclement weather conditions, emergencies, or other unforeseen events, employees will be paid for their regularly scheduled work day if they report to duty as directed by their supervisor. When Kids' Company closes early due to inclement weather conditions, emergencies, or other unforeseen events, employees may leave as directed by their supervisor and will be paid for their regularly scheduled work day. Routine duties necessary to the daily operation of the Kids' Company Program will be performed by employees prior to departure.

ARTICLE IV **Leaves**

Section 1. Holidays: Full-time, 12-month ~~(261-day)~~ employees shall be entitled to ~~six (6)~~ seven (7) paid holidays per year as designated by the School District. The designated holidays are Thanksgiving Day, the Friday after Thanksgiving Day, Christmas Eve, Christmas Day, New Year's Eve, ~~and~~ New Year's Day, ~~and~~ Martin Luther King Jr. Day. When a holiday occurs on a day when school is in session, an alternate holiday will be designated by the School District.

Part-time, 12-month ~~(261-day)~~ employees shall earn ~~two (2)~~ three (3) paid holidays per year as designated by the School District. The designated holidays are Thanksgiving Day, ~~and~~ New Year's Day, ~~and~~ Martin Luther King Jr. Day.

The number of hours paid for a holiday shall be equal to an employee's regular daily work schedule.

Section 2. Vacation Leave: Full-time, 12-month ~~(261-day)~~ employees shall earn ten (10) days of vacation leave each year. Part-time, 12-month ~~(261-day)~~ employees shall earn three (3) days of vacation leave each year. The number of hours paid for a vacation day shall be equal to an employee's regular daily work schedule.

Vacation leave is credited to employees as of July 1, but is earned over the course of the fiscal year. Vacation leave must be used by December 31 of the year subsequent to when it was credited. Vacation leave may be taken with the approval of the Director of Community Education.

An employee terminating employment during the fiscal year shall receive payment for any vacation time earned but not used. Any employee who terminates employment during the fiscal year who has used more vacation than earned will have the amount of time overused deducted from their final paycheck.

Section 3. Personal Leave: Employees shall earn personal leave based upon their completed years

of service in the School District according to the following schedule:

<u>Years of Service</u>	<u>Number of Days</u>
1 through 7 years	1 day
8 through 16 years	2 days
17+ years	3 days

The number of hours of personal leave earned by an employee will be based on an employee's regular daily work schedule. Personal leave hours are non-accumulative (i.e., do not carry over to the next year). Personal leave must be taken at the approval of the Director of Community Education.

Section 4. Sick Leave: Employees shall earn ten (10) days of sick leave each year of employment by the School District. The number of hours of sick leave earned by an employee will be based on the employee's regular daily work schedule. Unused sick leave may accumulate to a maximum of ninety (90) days of sick leave per employee, which will be based on the employee's regular daily work schedule

Section 5. Bereavement and Emergency Leave: Employees may be granted up to five (5) days, non-accumulative, of leave each year, the days to be deducted from sick leave, in the event of a death or family emergency in an employee's immediate family. "Immediate family" is defined as an employee's spouse, child, father, mother, guardian, stepparent, brother, sister, father-in-law, mother-in-law, aunt, uncle, grandparent, or grandchild. Leave for other family members, and significant others, may be granted upon approval by the School District.

Requests for bereavement and family emergency leave must be made in writing to the Director of Community Education. Written requests for leave shall state the reason for the proposed leave. The School District may require an employee to furnish competent evidence of an emergency in order to qualify for emergency family leave. The final determination as to the eligibility of an emergency family leave is reserved to the School District based upon competent medical evidence.

Section 6. Jury Duty Leave: Employees called upon to serve as a juror in a federal or state court shall be granted a leave of absence by the Board for that purpose and for those days the employee is required to be in court. The employee shall receive all pay and other benefits that would have accrued had he/she been working during the period of absence for jury duty. The employee shall remit any compensation received for jury duty to the School District, less any mileage expenses paid by the court.

Section 7. Support of School Activity Leave: With preapproval from the Director of Community Education, employees will be allowed up to two (2) hours per school year, non-accumulative, to support a school activity (i.e., reading in the classroom, helping with vision & screening, attending a performance).

Section 8. Unpaid Leave: Employees may be granted unpaid leave at the discretion of the School District.

Section 9. Family and Medical Leave Act: Family and medical leaves will be administered in accordance with the provisions of the Family and Medical Leave Act (Public Law 103-3; Enacted February 5, 1993) and Minnesota law.

Section 10. Childcare/Adoption Leave: Child care/adoption leave shall be granted to employees in accordance with the current agreement between the School District and the Waconia Education Association.

Section 11. Military Leave: Employees shall be granted military leave pursuant to applicable law.

Section 12. Workers' Compensation: An employee receiving compensation pursuant to the Workers' Compensation law may elect to use sick leave in order to make up the difference between the workers' compensation payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of sick leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

**ARTICLE V
Insurance**

Section 1. Selection of Carrier: The selection of the insurance carrier and policy shall be made by the School District.

Section 2. Health and Hospitalization Insurance: The School District will contribute a monthly sum, not to exceed the listed amounts found below, toward the cost of the premium for the current medical/hospitalization plan for each full-time and part-time employee who qualifies for and is enrolled in the group medical/hospitalization plan. The cost of the premium not contributed by the School District shall be borne by the employee and paid by payroll deduction.

<u>Monthly Contribution</u>	<u>2020-2021</u>	<u>2019-2020</u>
Full-time Employees		
Single	\$ 767.13	As per WEA contract
Single +1	\$1,185.91	As per WEA contract
Family	\$1,476.88	As per WEA contract
Part-time Employees		
Single	\$ 383.57	50% of WEA contract
Single +1	\$ 592.96	50% of WEA contract
Family	\$ 738.44	50% of WEA contract
Part-time Employees II	\$0	\$0

The parties agree to offer an additional High Deductible Insurance Plan for single, single plus one, and family health insurance coverage. Employees selecting this the High Deductible Health Insurance Plan with

HRA/VEBA option will have a contribution made to a VEBA Trust by the School District. The School District contribution towards the VEBA trust and premium will not exceed the amounts listed in the monthly contribution above.

Section 3. Dental Insurance: Employees working over twenty (20) hours per week or more are eligible to participate in the School District’s dental insurance program. Employees may use any dollar amounts not used for health insurance coverage for payment of their dental insurance.

Section 4. Income Protection: The School District shall provide income protection insurance in an amount equal to the group income protection insurance plan approved by the School District to full-time employees.

Section 5. Life Insurance: The School District shall provide a \$30,000 term life insurance policy for full-time and part-time employees.

**ARTICLE VI
Performance Evaluation**

Section 1. Performance Evaluation. Employees shall receive a minimum of one (1) performance evaluation by their direct supervisor each year. The supervisor will provide a copy of the written evaluation to the employee during the performance evaluation meeting. The written evaluation will be placed in the employee’s personnel file.

**ARTICLE VII
Compensation**

Section 1. Rates of Pay: An employee will be compensated pursuant to the pay rates provided below:

Kids’ Company Site Leads

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$15.16	\$15.58	\$15.99	\$16.41	\$16.82	\$17.25	\$17.66	\$18.07	\$18.50	\$18.89	\$19.29

Kids’ Company Leads and One-on-One Assistants

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$14.10	\$14.52	\$14.92	\$15.34	\$15.73	\$16.14	\$16.54	\$16.94	\$17.36	\$17.77	\$18.18

Section 2. Initial Wage and Pay Schedule: The wage for a new employee assuming a position will be established by the School District. Employees are paid on the fifteenth day of each month and the last day of each month. If the fifteenth or the last day of the month occurs on a Saturday, Sunday or holiday, the payday will be the preceding work day. There are anywhere from one to sixteen work days per pay period depending upon the month and the employment start date.

Section 3. Step Advancement: Step advancements shall only occur at the beginning of a fiscal year and are contingent upon an employee working at least five-hundred-fifty (550) hours during the prior fiscal year in their Kids' Company position. Step advancements are subject to budget parameters and a satisfactory review from the employee's immediate supervisor.

Section 4. College and Advanced Degrees: Employees who present proper verification to show they have earned a Bachelor's or Master's Degree shall receive a two (2) step advancement at the beginning of the next fiscal year. Such step advancements are subject to budget parameters and a satisfactory review from the employee's immediate supervisor.



**Community Education
Preschool Teachers
Preschool & ECFE Teacher Assistants**

**Terms and Conditions of Employment
July 1, 2020 through June 30, 2021**

TABLE OF CONTENTS

ARTICLE I.	PURPOSE	3
	Section 1. Purpose.....	3
ARTICLE II. DEFINITIONS		3
	Section 1. School Board or School District.....	3
	Section 2. Employees.....	3
	Section 3. Full-time Employees.....	3
	Section 4. Part-time Employees.....	3
	Section 5. Part-time Employees II.....	3
	Section 6. Terms and Conditions of Employment.....	3
	Section 7. Prior Agreements.....	4
	Section 8. Anniversary Date.....	4
ARTICLE III.	EMPLOYEE DUTIES AND RESPONSIBILITIES	4
	Section 1. Basic Services.....	4
	Section 2. Work Year.....	4
	Section 3. Work Day.....	4
	Section 4. Additional Work Hours.....	4
	Section 5. In-Services.....	4
	Section 6. School Closings.....	4
ARTICLE IV.	LEAVES	5
	Section 1. Personal Leave.....	5
	Section 2. Sick Leave.....	5
	Section 3. Holiday Pay.....	5
	Section 4. Bereavement and Emergency Leave.....	5
	Section 5. Jury Duty Leave.....	6
	Section 6. Support of School Activity Leave.....	6
	Section 7. Unpaid Leave.....	6
	Section 8. Family and Medical Leave Act.....	6
	Section 9. Childcare/Adoption Leave.....	6
	Section 10. Military Leave.....	6
	Section 11. Workers' Compensation.....	6
ARTICLE V.	INSURANCE	6
	Section 1. Selection of Carrier.....	6
	Section 2. Health and Hospitalization Insurance.....	7
	Section 3. Dental Insurance.....	7
	Section 4. Income Protection.....	7
	Section 5. Life Insurance.....	7

ARTICLE VI.	PERFORMANCE EVALUATION	7
	Section 1. Performance Evaluation	7
ARTICLE VII.	COMPENSATION	8
	Section 1. Rates of Pay	8
	Section 2. Initial Wage and Pay Schedule	8
	Section 3. Step Advancement	8
	Section 4. College and Advanced Degrees	8

INDEPENDENT SCHOOL DISTRICT NO. 110

Preschool Teachers, Preschool & ECFE Teacher Assistants

Terms and Conditions of Employment

ARTICLE I

Purpose

Section 1. Purpose: This handbook is a statement of general, and not specific, administrative policies of Waconia Public Schools' Community Education. Terms, conditions and policies found in this handbook are subject to change at the School District's discretion. The purpose of this general at-will agreement is to provide wage and benefits information for employees serving the School District in the following unaffiliated positions:

Preschool Teachers

Preschool Teacher Assistants

ECFE Teacher Assistants

ARTICLE II

Definitions

Section 1. School Board or School District: School Board or School District shall mean the School Board of Independent School District No. 110 or its designated agents.

Section 2. Employees: Employees shall mean persons holding the positions specified in Article I, section 1 of this agreement.

Section 3. Full-time Employees: Employees regularly employed and scheduled to work thirty (30) or more hours per week (average of six (6) or more hours per day) during the school year are considered full-time employees.

Section 4. Part-time Employees: Employees regularly employed and scheduled to work more than twenty-five (25) hours per week (average of five (5) or more hours per day), but less than thirty (30) hours per week during the school year are considered part-time employees.

Section 5. Part-time Employees II: Employees regularly employed and scheduled to work less than twenty-five (25) hours per week (average of less than five (5) hours per day) during the school year are considered part-time employees II.

Section 6. Terms and Conditions of Employment: Terms and Conditions of Employment means the hours of employment, the compensation therefore including fringe benefits, and the School District's personnel policies affecting the working conditions of the employees.

Section 7. Prior Agreements: Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions herein, are hereby rescinded.

Section 8. Anniversary Date: The anniversary date for each employee will be July 1. Employees hired between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date.

ARTICLE III Employee Duties and Responsibilities

Section 1. Basic Services: Employees shall faithfully perform the services prescribed by the School District, whether or not such services are specifically described in this document or in a general job description, in accordance with applicable state and federal laws and regulations, and abide by all rules, regulations and policies as established by the School District and the State Board of Education, and any additions or amendments thereto. The employee shall maintain a valid and appropriate license, if a license is required by the State of Minnesota or the School District.

Section 2. Work Year: Employees shall work on a schedule that is commensurate with the school calendar. Employees shall generally work on student days, except with the approval of the Director of Community Education.

Section 3. Work Day: The length of the work day will be established by the School District. An unpaid, thirty (30) minute meal break will be provided for employees who work eight (8) or more consecutive hours. The School District reserves the right to increase or decrease an employee's hours based upon student enrollment or budgetary concerns. In the event of a change in work hours, a one (1) week notice will be provided to the employee.

Section 4: Additional Work Hours: Employees working additional hours beyond their regularly scheduled work day must have preapproval by the Director of Community Education. Employees shall be compensated at a rate determined by the School District for additional hours worked related to special assignments (i.e., substitute duties, special projects, summer employment).

Section 5: In-Services: Employees will be expected to attend staff in-service activities as directed by their supervisor. Extra time may be claimed for such activities if they are scheduled outside an employee's regular working hours. Failure to attend mandatory in-service activities without prior approval from an employee's supervisor may result in discipline.

Section 6: School Closings: When the School District and Preschool/ECFE Programs are closed due to inclement weather conditions, emergencies, or other unforeseen events, employees shall not report to work unless directed to do so by their supervisor. Employees will be paid for their regular daily work hours and will not be required to make-up the first for up to two (2) school closings as called by the

School District and Preschool/ECFE Programs in a given school year. If the School District and Preschool/ECFE Programs schedule a make-up day for a third or subsequent school closing day, then employees will work the rescheduled day without additional pay. If a school closing occurs during an employee's paid absence (i.e., personal or sick leave), then the employee will be paid for their regular daily work hours and the applicable leave will be reversed and returned to the employee's accrued leave balance. If a school closing occurs during an employee's unpaid absence, then the employee will not receive school closing pay.

In the event that Preschool/ECFE Programs open late due to inclement weather conditions, emergencies, or other unforeseen events, employees will be paid for their regularly scheduled work day if they report to duty as directed by their supervisor. When Preschool/ECFE Programs close early due to inclement weather conditions, emergencies, or other unforeseen events, employees may leave as directed by their supervisor and will be paid for their regularly scheduled work day. Routine duties necessary to the daily operation of the programs will be performed by employees prior to departure.

ARTICLE IV **Leaves**

Section 1. Personal Leave: Employees shall earn personal leave based upon their completed years of service in the School District according to the following schedule:

<u>Years of Service</u>	<u>Number of Days</u>
1 through 7 years	1 day
8 through 16 years	2 days
17+ years	3 days

The number of hours of personal leave earned by an employee will be based on an employee's regular daily work schedule. Personal leave hours are non-accumulative (i.e., do not carry over to the next year). Personal leave must be taken at the approval of the Director of Community Education.

Section 2. Sick Leave: Employees shall earn ten (10) days of sick leave each year of employment by the School District. The number of hours of sick leave earned by an employee will be based on the employee's regular daily work schedule. Unused sick leave may accumulate to a maximum of ninety (90) days of sick leave per employee, which will be based on the employee's regular daily work schedule

Section 3. Holiday Pay: Employees shall receive ~~two (2)~~ three (3) paid holidays per school year, which will be observed on Thanksgiving, and New Year's Day, and Martin Luther King Jr. Day. An employee will receive pay for such holiday based upon his/her regularly scheduled work day.

Section 4. Bereavement and Emergency Leave: Employees may be granted up to five (5) days, non-accumulative, of leave each year, the days to be deducted from sick leave, in the event of a death or family emergency in an employee's immediate family. "Immediate family" is defined as an

employee's spouse, child, father, mother, guardian, stepparent, brother, sister, father-in-law, mother-in-law, aunt, uncle, grandparent, or grandchild. Leave for other family members, and significant others, may be granted upon approval by the School District.

Requests for bereavement and family emergency leave must be made in writing to the Director of Community Education. Written requests for leave shall state the reason for the proposed leave. The School District may require an employee to furnish competent evidence of an emergency in order to qualify for emergency family leave. The final determination as to the eligibility of an emergency family leave is reserved to the School District based upon competent medical evidence.

Section 5. Jury Duty Leave: Employees called upon to serve as a juror in a federal or state court shall be granted a leave of absence by the Board for that purpose and for those days the employee is required to be in court. The employee shall receive all pay and other benefits that would have accrued had he/she been working during the period of absence for jury duty. The employee shall remit any compensation received for jury duty to the School District, less any mileage expenses paid by the court.

Section 6. Support of School Activity Leave: With preapproval from the Director of Community Education, employees will be allowed up to two (2) hours per school year, non-accumulative, to support a school activity (i.e., reading in the classroom, helping with vision & screening, attending a performance).

Section 7. Unpaid Leave: Employees may be granted unpaid leave at the discretion of the School District.

Section 8. Family and Medical Leave Act: Family and medical leaves will be administered in accordance with the provisions of the Family and Medical Leave Act (Public Law 103-3; Enacted February 5, 1993) and Minnesota law.

Section 9. Childcare/Adoption Leave: Child care/adoption leave shall be granted to employees in accordance with the current agreement between the School District and the Waconia Education Association.

Section 10. Military Leave: Employees shall be granted military leave pursuant to applicable law.

Section 11. Workers' Compensation: An employee receiving compensation pursuant to the Workers' Compensation law may elect to use sick leave in order to make up the difference between the workers' compensation payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of sick leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

ARTICLE V
Insurance

Section 1. Selection of Carrier: The selection of the insurance carrier and policy shall be made by the School District.

Section 2. Health and Hospitalization Insurance: The School District will contribute a monthly sum, not to exceed the listed amounts found below, toward the cost of the premium for the current medical/hospitalization plan for each full-time and part-time employee who qualifies for and is enrolled in the group medical/hospitalization plan. The cost of the premium not contributed by the School District shall be borne by the employee and paid by payroll deduction.

<u>Monthly Contribution</u>	<u>2020-2021</u>	<u>2019-2020</u>
	<u>Effective 9/1/20</u>	
Full-time Employees		
Single	\$ 767.13	As per WEA contract
Single +1	\$1,185.91	As per WEA contract
Family	\$1,476.88	As per WEA contract
Part-time Employees		
Single	\$ 383.57	50% of WEA contract
Single +1	\$ 592.96	50% of WEA contract
Family	\$ 738.44	50% of WEA contract
Part-time Employees II	\$0	\$0

The parties agree to offer an additional High Deductible Insurance Plan for single, single plus one, and family health insurance coverage. Employees selecting this the High Deductible Health Insurance Plan with HRA/VEBA option will have a contribution made to a VEBA Trust by the School District. The School District contribution towards the VEBA trust and premium will not exceed the amounts listed in the monthly contribution above.

Section 3. Dental Insurance: Employees working over twenty (20) or more hours per week are eligible to participate in the School District’s dental insurance program. Employees may use any dollar amounts not used for health insurance coverage for payment of their dental insurance.

Section 4. Income Protection: The School District shall provide income protection insurance in an amount equal to the group income protection insurance plan approved by the School District to full-time employees.

Section 5. Life Insurance: The School District shall provide a \$30,000 term life insurance policy for full-time and part-time employees.

ARTICLE VI
Performance Evaluation

Section 1. Performance Evaluation. Employees shall receive a minimum of one (1) performance evaluation by their direct supervisor each year. The supervisor will provide a copy of the written evaluation to the employee during the performance evaluation meeting. The written evaluation will be placed in the employee’s personnel file.

ARTICLE VII
Compensation

Section 1. Rates of Pay: An employee will be compensated pursuant to the pay rates and classifications provided below:

Preschool Teachers:

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$20.61	\$21.39	\$22.13	\$22.91	\$23.68	\$24.44	\$25.20	\$25.97	\$26.72	\$27.49	\$28.47

Preschool and ECFE Teacher Assistants:

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$13.58	\$13.97	\$14.36	\$14.75	\$15.14	\$15.53	\$15.93	\$16.31	\$16.71	\$17.10	\$17.62

Section 2. Initial Wage and Pay Schedule: The wage for a new employee assuming a position will be established by the School District. Employees are paid on the fifteenth day of each month and the last day of each month. If the fifteenth or the last day of the month occurs on a Saturday, Sunday or holiday, the payday will be the preceding work day. There are anywhere from one to sixteen work days per pay period depending upon the month and the employment start date.

Section 3. Step Advancement: Step advancements shall only occur at the beginning of a fiscal year and are contingent upon an employee working at least five-hundred-fifty (550) hours during the prior fiscal year in their Rainbow Preschool or ECFE position. Step advancements are subject to budget parameters and a satisfactory review from the employee’s immediate supervisor.

Section 4. College and Advanced Degrees: Employees who present proper verification to show they have earned a Bachelor’s or Master’s Degree shall receive a two (2) step advancement at the beginning of the next fiscal year. Such step advancements are subject to budget parameters and a satisfactory review from the employee’s immediate supervisor.



**Community Education
Secretarial/Clerical Employees**

**Terms and Conditions of Employment
July 1, 2020 through June 30, 2021**

Approved by the ISD 110 School Board XX.XX.XXXX.

TABLE OF CONTENTS

ARTICLE I.	PURPOSE	3
	Section 1. Purpose.....	3
ARTICLE II. DEFINITIONS		3
	Section 1. School Board or School District.....	3
	Section 2. Employees.....	3
	Section 3. Full-time Employees.....	3
	Section 4. Part-time Employees.....	3
	Section 5. Part-time Employees II.....	3
	Section 6. Terms and Conditions of Employment.....	3
	Section 7. Prior Agreements.....	4
	Section 8. Anniversary Date.....	4
ARTICLE III.	EMPLOYEE DUTIES AND RESPONSIBILITIES	4
	Section 1. Basic Services.....	4
	Section 2. Duty Year.....	4
	Section 3. Additional Work Hours.....	4
	Section 4. In-Services.....	4
	Section 5. School Closings.....	4
ARTICLE IV.	HOLIDAYS, VACATION AND PERSONAL LEAVE	5
	Section 1. Holidays.....	5
	Section 2. Vacation Leave.....	5
	Section 3. Personal Leave.....	5
ARTICLE V.	LEAVES	6
	Section 1. Sick Leave.....	6
	Section 2. Bereavement and Emergency Leave.....	6
	Section 3. Jury Duty Leave.....	6
	Section 4. Support of School Activity Leave.....	6
	Section 5. Unpaid Leave.....	6
	Section 6. Family and Medical Leave Act.....	7
	Section 7. Childcare/Adoption Leave.....	7
	Section 8. Military Leave.....	7
	Section 9. Workers' Compensation.....	7
ARTICLE VI.	INSURANCE	7
	Section 1. Selection of Carrier.....	7
	Section 2. Health and Hospitalization Insurance.....	7
	Section 3. Dental Insurance.....	7

	Section 4.	Long-Term Disability Insurance.....	7
	Section 5.	Life Insurance.....	8
ARTICLE VII.	CAREER TRANSITION TRUST.....		8
	Section 1.	Introduction.....	8
	Section 2.	Defined Contribution Plan.....	8
	Section 3.	Administration of PLAN.....	8
ARTICLE VIII.	PERFORMANCE EVALUATION.....		9
	Section 1.	Performance Evaluation.....	9
ARTICLE IX .	COMPENSATION.....		9
	Section 1.	Rates of Pay.....	9
	Section 2.	Initial Wage and Pay Schedule.....	10
	Section 3.	Step Advancement.....	10
	Section 4.	College and Advanced Degrees.....	10

INDEPENDENT SCHOOL DISTRICT NO. 110

Community Education Secretarial/Clerical Employees Terms and Conditions of Employment

ARTICLE I Purpose

Section 1. Purpose: This handbook is a statement of general, and not specific, administrative policies of Waconia Public Schools' Community Education. Terms, conditions and policies found in this handbook are subject to change at the School District's discretion. The purpose of this general at-will agreement is to provide wage and benefits information for employees serving the School District in the following unaffiliated positions:

Administrative Assistant I
Administrative Assistant II
Administrative Assistant III

ARTICLE II Definitions

Section 1. School Board or School District: School Board or School District shall mean the School Board of Independent School District No. 110 or its designated agents.

Section 2. Employees: Employees shall mean persons holding the positions specified in Article I, section 1 of this agreement.

Section 3. Full-time Employees: Full-time employees are regularly scheduled to work forty (40) hours per week (average of eight (8) hours per day) for the entire year, 12-months, ~~two hundred sixty one (261) days~~. Full-time employees may work thirty-seven and one-half (37.5) hours per week during the summer months if so directed by their supervisor. The School District reserves the right to modify the summer working schedule as necessary to meet the needs of the department.

Section 4. Part-time Employees: Part-time employees are regularly scheduled to work twenty-five (25) hours or more per week (average of five (5) or more hours per day) for two hundred (200) days or more, but less than full-time as defined in Section 3 of this Article.

Section 5. Part-time Employees II: Part-time employees II are regularly scheduled to work less than twenty-five (25) hours per week (average of less than five (5) hours per day) and for fewer than two hundred (200) days.

Section 6. Terms and Conditions of Employment: Terms and Conditions of Employment means the hours of employment, the compensation therefore including fringe benefits, and the School District's personnel policies affecting the working conditions of the employees.

Section 7. Prior Agreements: Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions herein, are hereby rescinded.

Section 8. Anniversary Date: The anniversary date for each employee will be July 1. Employees hired between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date.

ARTICLE III Employee Duties and Responsibilities

Section 1. Basic Services: Employees shall faithfully perform the services prescribed by the School District, whether or not such services are specifically described in this document or in a general job description, in accordance with applicable state and federal laws and regulations, and abide by all rules, regulations and policies as established by the School District and the State Board of Education, and any additions or amendments thereto. The employee shall maintain a valid and appropriate license, if a license is required by the State of Minnesota or the School District.

Section 2. Duty Year: The duty year for employees is a determination by the School District based upon assignment of duties and responsibilities. The duty year for full-time employees shall be for the entire year, two hundred sixty-one (261) days. The basic workweek will include Monday through Friday business hours and on weekends for special events as needed.

Section 3: Additional Work Hours: Employees working additional hours beyond their regularly scheduled work day must have preapproval by the Director of Community Education. Employees shall be compensated at a rate determined by the School District for additional hours worked related to special assignments (i.e., substitute duties, special projects, summer employment).

Section 4: In-Services: Employees will be expected to attend staff in-service activities as directed by their supervisor. Extra time may be claimed for such activities if they are scheduled outside an employee's regular working hours. Failure to attend mandatory in-service activities without prior approval from an employee's supervisor may result in discipline.

Section 5: School Closings: When the School District is closed due to inclement weather conditions, emergencies, or other unforeseen events, employees shall not report to work unless directed to do so by the School District. Employees will be paid for their regular daily work hours **and will not be required to make-up the first for up to** two (2) school closings as called by the School District in a given

school year. Employees who are directed to report to work when the schools have been closed, and report as directed, shall receive an equivalent number of compensatory hours that may be used at a future date that is approved by their supervisor. If the School District schedules a make-up day for a third or subsequent school closing day, then employees will work the rescheduled day without additional pay. If a school closing occurs during an employee's paid absence (i.e., vacation, personal or sick leave), then the employee will be paid for their regular daily work hours and the applicable leave will be reversed and returned to the employee's accrued leave balance. If a school closing occurs during an employee's unpaid absence, then the employee will not receive school closing pay or compensatory time.

In the event that school starts late due to inclement weather conditions, emergencies, or other unforeseen events, employees will be paid for their regularly scheduled work day if they report to duty as directed by the School District. When school is released after arrival time, employees may leave as directed by the School District and will be paid for their regularly scheduled work day. Routine duties necessary to the daily operation of the school will be performed by employees prior to departure.

ARTICLE IV
Holidays, Vacation and Personal Leave

Section 1. Holidays: Full-time employees shall be entitled to ~~eleven (11)~~ twelve (12) paid holidays per year as designated by the School District. The designated holidays are: New Year's Day, Martin Luther King Jr. Day, Presidents' Day, Good Friday or Monday after Easter (as designated by the School District), Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Friday after Thanksgiving Day, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When a holiday occurs on a Saturday, the preceding Friday will be observed. When a holiday occurs on a Sunday, the following Monday will be observed. When a holiday occurs on a day when school is in session, an alternate holiday will be designated by the School District.

A part-time employee shall earn paid holidays in a prorated amount proportional to his/her employment rounded to the nearest full day. A part-time employee's specific holidays will be determined by mutual consent between the employee and his/her immediate supervisor.

Section 2. Vacation Leave: Full-time employees shall earn vacation leave in accordance with the following schedule:

<u>Years of Consecutive Service</u>	<u>Vacation Days Earned</u>
Years 1 through 4	10 days
Years 5 and above	15 days

A part-time employee shall earn vacation time in a prorated amount proportional to his/her employment.

Vacation leave is credited to employees as of July 1, but is accrued over the course of the fiscal year.

Vacation leave must be used by December 31 of the year subsequent to when it was credited. Vacation leave may be taken with the approval of the Director of Community Education.

An employee terminating employment during the fiscal year shall receive payment for any vacation time earned but not used. Any employee who terminates employment during the fiscal year who has used more vacation than earned will have the amount of time overused deducted from their final paycheck.

Section 3. Personal Leave: Full-time employees shall earn personal leave based upon their completed years of service in the School District according to the following schedule:

<u>Years of Service</u>	<u>Number of Days</u>
0-3 years	2 days
4+ years	3 days

The number of hours of personal leave earned by an employee will be based on an employee’s regular daily work schedule. Personal leave hours are non-accumulative (i.e., do not carry over to the next year). Personal leave must be taken at the approval of the Director of Community Education.

ARTICLE V

Leaves

Section 1. Sick Leave: Full-time employees shall earn ten (10) days of sick leave each year, which shall be accumulated to a maximum of ninety (90) days. A part-time employee shall earn sick leave in a prorated amount proportional to his/her employment.

Section 2. Bereavement and Emergency Leave: Full-time and part-time employees may be granted up to five (5) days, non-accumulative, of leave each year, the days to be deducted from sick leave, in the event of a death or family emergency in an employee’s immediate family. “Immediate family” is defined as an employee’s spouse, child, father, mother, guardian, stepparent, brother, sister, father-in-law, mother-in-law, aunt, uncle, grandparent, or grandchild. Leave for other family members, and significant others, may be granted upon approval by the School District.

Full-time employees shall receive up to eight (8) hours, non-accumulative, of leave each school year, the hours to be deducted from sick leave, in the event of a death of anyone outside of the employee’s immediate family. The number of hours of bereavement leave earned by a part-time employee will be proportionate to the employee’s regular daily work schedule.

Requests for bereavement and family emergency leave must be made in writing to the Director of Community Education. Written requests for leave shall state the reason for the proposed leave. The School District may require an employee to furnish competent evidence of an emergency in order to qualify for emergency family leave. The final determination as to the eligibility of an emergency family leave is reserved to the School District based upon competent medical evidence.

Section 3. Jury Duty Leave: Employees called upon to serve as a juror in a federal or state court shall be granted a leave of absence by the Board for that purpose and for those days the employee is required to be in court. The employee shall receive all pay and other benefits that would have accrued had he/she been working during the period of absence for jury duty. The employee shall remit any compensation received for jury duty to the School District, less any mileage expenses paid by the court.

Section 4. Support of School Activity Leave: With preapproval from the Director of Community Education, employees will be allowed up to two (2) hours per school year, non-accumulative, to support a school activity (i.e., reading in the classroom, helping with vision & screening, attending a performance).

Section 5. Unpaid Leave: Employees may be granted unpaid leave at the discretion of the School District.

Section 6. Family and Medical Leave Act: Family and medical leaves will be administered in accordance with the provisions of the Family and Medical Leave Act (Public Law 103-3; Enacted February 5, 1993) and Minnesota law.

Section 7. Childcare/Adoption Leave: Child care/adoption leave shall be granted to employees in accordance with the current agreement between the School District and the Waconia Education Association.

Section 8. Military Leave: Employees shall be granted military leave pursuant to applicable law.

Section 9. Workers' Compensation: An employee receiving compensation pursuant to the Workers' Compensation law may elect to use sick leave in order to make up the difference between the workers' compensation payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of sick leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

ARTICLE VI

Insurance

Section 1. Selection of Carrier: The selection of the insurance carrier and policy shall be made by the School District.

Section 2. Health and Hospitalization Insurance: The School District shall contribute a monthly amount, not to exceed the amounts listed below, towards the cost of the premium for the current medical/hospitalization plan for each full-time employee who qualifies for and is enrolled in the district's medical/hospitalization plan. The cost of the premium not contributed by the School District shall be paid by the employee via payroll deduction.

<u>Plan</u>	<u>Monthly District Contribution 2020-2021</u>	<u>Monthly District 2019-2020</u>
Single	\$ 767.13	As per WEA contract
Single+1	\$1,185.91	As per WEA contract
Family	\$1,476.88	As per WEA contract

A part-time employee shall receive a district contribution towards health insurance in a prorated amount proportional to his/her employment.

Employees selecting the High Deductible Health Insurance Plan with HRA/VEBA option will have a contribution made to a VEBA Trust by the School District. The School District contribution towards the VEBA trust and premium will not exceed the monthly contribution amounts.

Section 3. Dental Insurance: Employees working twenty (20) hours or more per week are eligible to participate in the School District’s dental insurance program. Employees may use any dollar amounts not used for health insurance coverage for payment of their dental insurance.

Section 4. Long-Term Disability Insurance: The School District shall provide a long-term disability plan for full-time employees.

Section 5. Life Insurance: The School District shall provide a \$50,000 term life insurance policy for full-time employees.

ARTICLE VII Career Transition Trust

Section 1. Introduction: The purpose of the Career Transition Trust (hereafter referred to as the “PLAN”) is to encourage employees to develop a financial plan for their future by providing money, which would otherwise have been available at retirement, for investment during the course of employment with the School District. The PLAN will require participation by the employee coupled with a matching contribution from the School District. The objective of the PLAN is to develop a long-term solution to the concept of severance for employees.

Section 2. Defined Contribution Plan.

District Matching Benefits:

<u>Years of Service in District</u>	<u>School District Matching Contribution</u>
0-3 years	No District Match
4-10 years	\$350 Match
11-15 years	\$600 Match
16-20 years	\$900 Match
21-25 years	\$1,200 Match

26+ years

\$1,500 Match

Lifetime Maximum School District Contribution: \$17,000

Employees working twenty (20) hours or more per week (minimum of 688 hours per year) shall be eligible for a pro rata share of the School District's matching contribution.

Section 3. Administration of PLAN:

Subd. 1. Benefits Cannot be Accumulated. The School District contribution will begin when the employee initiates an eligible investment program at an amount not to exceed the benefit schedule set out in section two above. An employee may elect to contribute to the selected program more than the School District match. The PLAN only defines the limits of the School District's participation in the selected program. The School District match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after the first year of eligibility.

Subd. 2. Definition – Years of Service. Years of service shall mean years of accumulated full-time equivalent service in Independent School District No. 110. Years of service shall be measured as of July 1 of each year.

Subd. 3. Plan Year. The annual year for the Level I School District contributions shall be July 1 through June 30. Changes in School District matching amounts, based on years of service, shall occur on July 1 of each year. Employees must establish participation in an eligible Deferred Income or TSA plan, as defined by Minnesota Statutes, before the School District will begin matching contributions.

Subd. 4. District Contribution. When an employee has an eligible plan in effect, the District matching shall be automatic unless the employee requests otherwise.

Subd. 5. Compliance with Law. The PLAN is subject to applicable code provisions of the Minnesota Statutes, IRS Code Section 403(b), and IRS Code Section 457.

ARTICLE VIII
Performance Evaluation

Section 1. Performance Evaluation. Employees shall receive a minimum of one (1) performance evaluation by their direct supervisor each year. The supervisor will provide a copy of the written evaluation to the employee during the performance evaluation meeting. The written evaluation will be placed in the employee's personnel file.

**ARTICLE IX
Compensation**

Section 1. Rates of Pay: An employee’s position classification and step placement will be established by the School District. An employee will be compensated pursuant to the pay rates and classifications provided below:

Administrative Assistant I:

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$14.74	\$15.17	\$15.58	\$16.01	\$16.41	\$16.83	\$17.27	\$17.68	\$18.11	\$18.54	\$19.24

Administrative Assistant II:

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$18.45	\$19.08	\$19.72	\$20.37	\$21.00	\$21.64	\$22.29	\$22.92	\$23.56	\$24.20	\$25.20

Administrative Assistant III:

2020-2021

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
\$19.98	\$20.67	\$21.38	\$22.07	\$22.78	\$23.47	\$24.17	\$24.84	\$25.57	\$26.23	\$27.31

Section 2. Initial Wage and Pay Schedule: The wage for a new employee assuming a position will be established by the School District. Employees are paid on the fifteenth day of each month and the last day of each month. If the fifteenth or the last day of the month occurs on a Saturday, Sunday or holiday, the payday will be the preceding work day. There are anywhere from one to sixteen work days per pay period depending upon the month and the employment start date.

Section 3. Step Advancement: Step advancements shall only occur at the beginning of a fiscal year and are contingent upon an employee working at least five-hundred-fifty (550) hours during the prior fiscal year in their secretarial/clerical position. Step advancements are subject to budget parameters and a satisfactory review from the employee’s immediate supervisor.

Section 4. College and Advanced Degrees: Employees who present proper verification to show they have earned a Bachelor’s or Master’s Degree shall receive a two (2) step advancement at the beginning of the next fiscal year. Such step advancements are subject to budget parameters and a satisfactory review from the employee’s immediate supervisor.



**Community Education
Supervisors and Coordinators**

**Terms and Conditions of Employment
July 1, 2020 through June 30, 2021**

Approved by the ISD 110 School Board XX.XX.XXXX.

TABLE OF CONTENTS

ARTICLE I.	PURPOSE	3
	Section 1. Purpose.....	3
ARTICLE II. DEFINITIONS		3
	Section 1. School Board or School District.....	3
	Section 2. Employees.....	3
	Section 3. Full-time Employees.....	3
	Section 4. Part-time Employees.....	3
	Section 5. Terms and Conditions of Employment.....	3
	Section 6. Prior Agreements.....	3
	Section 7. Anniversary Date.....	3
ARTICLE III.	EMPLOYEE DUTIES AND RESPONSIBILITIES	4
	Section 1. Basic Services.....	4
	Section 2. Duty Year.....	4
	Section 3. School Closings.....	4
ARTICLE IV.	HOLIDAYS, VACATION AND PERSONAL LEAVE	4
	Section 1. Holidays.....	4
	Section 2. Vacation Leave.....	4
	Section 3. Personal Leave.....	5
ARTICLE V.	LEAVES	5
	Section 1. Sick Leave.....	5
	Section 2. Bereavement and Emergency Leave.....	5
	Section 3. Jury Duty Leave.....	5
	Section 4. Support of School Activity Leave.....	5
	Section 5. Unpaid Leave.....	6
	Section 6. Family and Medical Leave Act.....	6
	Section 7. Childcare/Adoption Leave.....	6
	Section 8. Military Leave.....	6
	Section 9. Workers' Compensation.....	6
ARTICLE VI.	INSURANCE	6
	Section 1. Selection of Carrier.....	6
	Section 2. Health and Hospitalization Insurance.....	6
	Section 3. Dental Insurance.....	6
	Section 4. Long-Term Disability Insurance.....	7
	Section 5. Life Insurance.....	7
	Section 6. Duration of Insurance Contribution.....	7
	Section 7. Claims Against the School District.....	7

ARTICLE VII.	CAREER TRANSITION TRUST	7
	Section 1. Introduction	7
	Section 2. Defined Contribution Plan	7
	Section 3. Administration of PLAN	8
ARTICLE VIII.	PERFORMANCE EVALUATION	8
	Section 1. Performance Evaluation	8
ARTICLE IX.	COMPENSATION	8
	Section 1. Rates of Pay	8
	Section 2. Initial Salaries and Pay Schedule	8
	Section 3. Step Advancement	9
	Section 4. Mileage/Travel Stipend	9
APPENDIX A.	2020-2021 SALARY SCHEDULES	10

INDEPENDENT SCHOOL DISTRICT NO. 110

**Community Education Supervisors and Coordinators
Terms and Conditions of Employment**

**ARTICLE I
Purpose**

Section 1. Purpose: This handbook is a statement of general, and not specific, administrative policies of Waconia Public Schools' Community Education. Terms, conditions and policies found in this handbook are subject to change at the School District's discretion. The purpose of this general at-will agreement is to provide wage and benefits information for employees serving the School District in the following unaffiliated positions:

Early Childhood Program Supervisor
Kids' Company Program Supervisor
Performing Arts Facilities Coordinator
Recreation Coordinator
Youth and Adult Program Coordinator

**ARTICLE II
Definitions**

Section 1. School Board or School District: School Board or School District shall mean the School Board of Independent School District No. 110 or its designated agents.

Section 2. Employees: Employees shall mean persons holding the positions specified in Article I, section 1 of this agreement.

Section 3. Full-time Employees: Full-time employees are regularly scheduled to work the entire year, 12-months, ~~two hundred sixty one (261) days~~.

Section 4. Part-time Employees: Part-time employees are regularly scheduled to work less than 12-months, ~~two hundred sixty one (261) days~~.

Section 5. Terms and Conditions of Employment: Terms and Conditions of Employment means the hours of employment, the compensation therefore including fringe benefits, and the School District's personnel policies affecting the working conditions of the employees.

Section 6. Prior Agreements: Any and all prior agreements, resolutions, practices, policies, rules and regulations regarding terms and conditions of employment, to the extent inconsistent with the provisions herein, are hereby rescinded.

Section 7. Anniversary Date: The anniversary date for each employee will be July 1. Employees hired between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date.

ARTICLE III Employee Duties and Responsibilities

Section 1. Basic Services: Employees shall faithfully perform the services prescribed by the School District, whether or not such services are specifically described in this document or in a general job description, in accordance with applicable state and federal laws and regulations, and abide by all rules, regulations and policies as established by the School District and the State Board of Education, and any additions or amendments thereto.

Section 2. Duty Year: The duty year for employees is a determination by the School District based upon assignment of duties and responsibilities. The duty year for full-time employees shall be for the entire year, ~~12-months two hundred sixty one (261) days~~. The basic workweek will include Monday through Friday business hours, evenings and weekends for special events as needed.

Section 3. School Closings: When the School District is closed due to inclement weather conditions, emergencies, or other unforeseen events, employees shall not report to work unless directed to do so by the School District. Employees will be paid for their regular daily work hours. If the School District schedules a make-up day for a school closing day, then employees will work the rescheduled day without additional pay. If a school closing occurs during an employee's paid absence (i.e., vacation, personal or sick leave), then the employee will be paid for their regular daily work hours and the applicable leave will be reversed and returned to the employee's accrued leave balance. If a school closing occurs during an employee's unpaid absence, then the employee will not receive school closing pay.

ARTICLE IV Holidays, Vacation and Personal Leave

Section 1. Holidays: Full-time employees shall be entitled to ~~eleven (11)~~ twelve (12) paid holidays per year as designated by the School District. The designated holidays are: New Year's Day, Martin Luther King Jr. Day, Presidents' Day, Good Friday or Monday after Easter (as designated by the School District), Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Friday after Thanksgiving Day, Christmas Eve Day, Christmas Day, and New Year's Eve Day. When a holiday occurs on a Saturday, the preceding Friday will be observed. When a holiday occurs on a Sunday, the following Monday will be observed. When a holiday occurs on a day when school is in session, an alternate holiday will be designated by the School District.

A part-time employee shall earn paid holidays in a prorated amount proportional to his/her employment rounded to the nearest full day. A part-time employee's specific holidays will be determined by mutual

consent between the employee and his/her immediate supervisor.

Section 2. Vacation Leave: Full-time employees shall earn vacation leave in accordance with the following schedule:

<u>Years of Consecutive Service</u>	<u>Vacation Days Earned</u>
Years 1 through 4	10 days
Years 5 through 10	15 days
Years 11 and above	20 days

A part-time employee shall earn vacation time in a prorated amount proportional to his/her employment.

Vacation leave is credited to employees as of July 1, but is accrued over the course of the fiscal year.

Vacation leave must be used by December 31 of the year subsequent to when it was credited.

Vacation leave may be taken with the approval of the Director of Community Education.

An employee terminating employment during the fiscal year shall receive payment for any vacation time earned but not used. Any employee who terminates employment during the fiscal year who has used more vacation than earned will have the amount of time overused deducted from their final paycheck.

Section 3. Personal Leave: Full-time employees shall earn one (1) day of personal leave per year. Personal leave is credited to employees as of July 1. Personal leave is non-accumulative and must be used in the year in which it was credited. Personal leave may be taken with the approval of the Director of Community Education.

ARTICLE V

Leaves

Section 1. Sick Leave: Full-time employees shall earn fifteen (15) days of sick leave each year, which shall be accumulated to a maximum of one-hundred-twenty (120) days. A part-time employee shall earn sick leave in a prorated amount proportional to his/her employment.

Section 2. Bereavement and Emergency Leave: Full-time and part-time employees may be granted up to five (5) days, non-accumulative, of leave each year, the days to be deducted from sick leave, in the event of a death or family emergency in an employee's immediate family. "Immediate family" is defined as an employee's spouse, child, father, mother, guardian, stepparent, brother, sister, father-in-law, mother-in-law, aunt, uncle, grandparent, or grandchild. Leave for other family members, and significant others, may be granted upon approval by the School District.

Full-time employees shall receive up to eight (8) hours, non-accumulative, of leave each school year, the hours to be deducted from sick leave, in the event of a death of anyone outside of the employee's immediate family. The number of hours of bereavement leave earned by a part-time employee will be proportionate to the employee's regular daily work schedule.

Requests for bereavement and family emergency leave must be made in writing to the Director of Community Education. Written requests for leave shall state the reason for the proposed leave. The School District may require an employee to furnish competent evidence of an emergency in order to qualify for emergency family leave. The final determination as to the eligibility of an emergency family leave is reserved to the School District based upon competent medical evidence.

Section 3. Jury Duty Leave: Employees called upon to serve as a juror in a federal or state court shall be granted a leave of absence by the Board for that purpose and for those days the employee is required to be in court. The employee shall receive all pay and other benefits that would have accrued had he/she been working during the period of absence for jury duty. The employee shall remit any compensation received for jury duty to the School District, less any mileage expenses paid by the court.

Section 4. Support of School Activity Leave: With preapproval from the Director of Community Education, employees will be allowed up to two (2) hours per school year, non-accumulative, to support a school activity (i.e., reading in the classroom, helping with vision & screening, attending a performance).

Section 5. Unpaid Leave: Employees may be granted unpaid leave at the discretion of the School District.

Section 6. Family and Medical Leave Act: Family and medical leaves will be administered in accordance with the provisions of the Family and Medical Leave Act (Public Law 103-3; Enacted February 5, 1993) and Minnesota law.

Section 7. Childcare/Adoption Leave: Child care/adoption leave shall be granted to employees in accordance with the current agreement between the School District and the Waconia Education Association.

Section 8. Military Leave: Employees shall be granted military leave pursuant to applicable law.

Section 9. Workers' Compensation: An employee receiving compensation pursuant to the Workers' Compensation law may elect to use sick leave in order to make up the difference between the workers' compensation payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of sick leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

ARTICLE VI Insurance

Section 1. Selection of Carrier: The selection of the insurance carrier and policy shall be made by the School District.

Section 2. Health and Hospitalization Insurance: The School District shall contribute a monthly

amount, not to exceed the amounts listed below, towards the cost of the premium for the current medical/hospitalization plan for each full-time employee who qualifies for and is enrolled in the district's medical/hospitalization plan. The cost of the premium not contributed by the School District shall be paid by the employee via payroll deduction.

<u>Plan</u>	<u>Monthly District Contribution 2020-2021</u>	<u>Monthly District 2019-2020</u>
Single	\$ 767.13	As per WEA contract
Single+1	\$1,185.91	As per WEA contract
Family	\$1,476.88	As per WEA contract

A part-time employee shall receive a district contribution towards health insurance in a prorated amount proportional to his/her employment.

Employees selecting the High Deductible Health Insurance Plan with HRA/VEBA option will have a contribution made to a VEBA Trust by the School District. The School District contribution towards the VEBA trust and premium will not exceed the monthly contribution amounts.

Section 3. Dental Insurance: Employees working twenty (20) hours or more per week are eligible to participate in the School District's dental insurance program. Employees may use any dollar amounts not used for health insurance coverage for payment of their dental insurance.

Section 4. Long-Term Disability Insurance: The School District shall provide a long-term disability plan for full-time employees.

Section 5. Life Insurance: The School District shall provide a \$50,000 term life insurance policy for full-time employees.

Section 6. Duration of Insurance Contribution: Employees are eligible for district contributions as provided in this Article as long as they are employed by the School District. Upon termination of employment, all district contribution shall cease. If an employee retires from the School District, he/she shall be eligible to remain in the School District's group health, hospitalization, and dental plans at his/her own cost until reaching the age of Medicare eligibility.

Section 7. Claims Against the School District: The eligibility of employees or their dependents or beneficiaries, for insurance benefits shall be governed by the terms of the insurance policies purchased by the School District pursuant to this Article. It is understood that the School District's only obligation is to purchase the insurance policies described herein and no claim shall be made against the School District as a result of denial by an insurer of insurance benefits if the School District has purchased the policies and paid the premiums described herein.

ARTICLE VII Career Transition Trust

Section 1. Introduction: The purpose of the Career Transition Trust (hereafter referred to as the

“PLAN”) is to encourage employees to develop a financial plan for their future by providing money, which would otherwise have been available at retirement, for investment during the course of employment with the School District. The PLAN will require participation by the employee coupled with a matching contribution from the School District. The objective of the PLAN is to develop a long-term solution to the concept of severance for employees.

Section 2. Defined Contribution Plan.

District Matching Benefits:

<u>Years of Service in District</u>	<u>School District Matching Contribution</u>
0-3 years	No District Match
4-10 years	\$500 Match
11-15 years	\$850 Match
16-20 years	\$1,200 Match
21-25 years	\$1,500 Match
26+ years	\$1,800 Match

Lifetime Maximum School District Contribution: \$17,000

Employees working twenty (20) hours or more per week (minimum of 688 hours per year) shall be eligible for a pro rata share of the School District’s matching contribution.

Section 3. Administration of PLAN:

Subd. 1. Benefits Cannot be Accumulated. The School District contribution will begin when the employee initiates an eligible investment program at an amount not to exceed the benefit schedule set out in section two above. An employee may elect to contribute to the selected program more than the School District match. The PLAN only defines the limits of the School District’s participation in the selected program. The School District match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after the first year of eligibility.

Subd. 2. Definition – Years of Service. Years of service shall mean years of accumulated full-time equivalent service in Independent School District No. 110. Years of service shall be measured as of July 1 of each year.

Subd. 3. Plan Year. The annual year for the Level I School District contributions shall be July 1 through June 30. Changes in School District matching amounts, based on years of service, shall occur on July 1 of each year. Employees must establish participation in an eligible Deferred Income or TSA plan, as defined by Minnesota Statutes, before the School District will begin matching contributions.

Subd. 4. District Contribution. When an employee has an eligible plan in effect, the District matching shall be automatic unless the employee requests otherwise.

Subd. 5. Compliance with Law. The PLAN is subject to applicable code provisions of the Minnesota Statutes, IRS Code Section 403(b), and IRS Code Section 457.

ARTICLE VIII Performance Evaluation

Section 1. Performance Evaluation. Employees shall receive a minimum of one (1) performance evaluation by their direct supervisor each year. The supervisor will provide a copy of the written evaluation to the employee during the performance evaluation meeting. The written evaluation will be placed in the employee's personnel file.

ARTICLE IX Compensation

Section 1. Rates of Pay: An employee will be compensated pursuant to the annual salaries and classifications as provided in Appendix A.

Section 2. Initial Salaries and Pay Schedule: The salary for a new employee assuming a position will be established by the School District. Employees are paid on the fifteenth day of each month and the last day of each month. If the fifteenth or the last day of the month occurs on a Saturday, Sunday or holiday, the payday will be the preceding work day. There are anywhere from one to sixteen work days per pay period depending upon the month and the employment start date.

Section 3. Step Advancement: Step advancements are subject to budget parameters and a satisfactory review from the employee's immediate supervisor.

Section 4. Mileage/Travel Stipend: Any incumbent to a position who is currently receiving an annual travel stipend will continue to receive such stipend during the term of this agreement. All other employees shall receive mileage reimbursement for district travel as established by School Board policy.

APPENDIX A

**Community Education Supervisors and Coordinators
Annual Salaries for 2020-2021
12-Months/Minimum of 2,088 Hours**

2020-2021	Grade	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11
Performing Arts Facilities Coordinator	16	\$42,607	\$43,565	\$44,546	\$45,548	\$46,572	\$47,620	\$48,692	\$49,788	\$50,907	\$52,052	\$53,666
Recreation Coordinator	16	\$42,607	\$43,565	\$44,546	\$45,548	\$46,572	\$47,620	\$48,692	\$49,788	\$50,907	\$52,052	\$53,666
Youth & Adult Program Coordinator	16	\$42,607	\$43,565	\$44,546	\$45,548	\$46,572	\$47,620	\$48,692	\$49,788	\$50,907	\$52,052	\$53,666
Early Childhood Program Supervisor	19	\$64,635	\$66,089	\$67,575	\$69,096	\$70,651	\$72,240	\$73,865	\$75,528	\$77,227	\$78,965	\$81,891
Kids' Company Program Supervisor	19	\$64,635	\$66,089	\$67,575	\$69,096	\$70,651	\$72,240	\$73,865	\$75,528	\$77,227	\$78,965	\$81,891

Community Education Employees

Summary of Proposed 2020-2021 Terms and Conditions of Employment

The School District is proposing to update the terms and conditions of employment for its Community Education employees for a one-year period beginning July 1, 2020 through June 30, 2021. These terms and conditions of employment are typically updated for a two-year period, but the School District is proposing a one-year period to simply align with the improvements provided to other employee groups for 2020-2021 due to the current uncertainty caused by the pandemic.

The proposed terms and conditions of employment for Kids' Company Site Leads, Leads, and One-on-One Assistants, Preschool Teachers, Preschool and ECFE Assistants, Secretarial/Clerical Administrative Assistants, and the Supervisors and Coordinators match those provided to other employee groups for the 2020-2021 year and include step advancement and a 0.5% increase on the wage schedule. The district's monthly contribution towards employee health insurance will be equal to the amounts provided to the Waconia Education Association. Martin Luther King Jr. Day will be added as a paid holiday for eligible employees.

The school closing language was modified to for consistency with other employee groups. Significant others were added to the discretionary list provided in the bereavement leave provision for immediate family members. Language was modified to improve readability, follow current school district practices, and ensure consistency.

5.C. Receipts of Donation

5.C.1. \$928 donated by BV PTO for yearbooks
\$500 donated by Kutzke Construction for Andrew
Kutzke Memorial Scholarship
\$2000. donated by Backyard Wishes for high school
scholarships
\$25. donated by Mary Klehr In memory of Nurse
Whitney's mom. (SV)
\$42. donated by Your Cause for SV General
Supplies
\$20. donated by Anonymous for Cafe 110 Plateful
Account

5.D. PSEO Agreement

Presenter: Pat
Devine,
Superintendent

Ridgewater College
PSEO ADMINISTRATION CONTRACT
Fiscal Year 2021

Ridgewater College and School District 110 Waconia High School have determined that secondary students who have attained the Sophomore, Junior or Senior rank benefit from a post-secondary educational experience and, therefore, have entered into this contract for services. It is understood that this contract in no way limits the liability of the high school as the primary educational provider.

The cost to provide this educational service will be determined as follows:

1. The School District shall be invoiced at the rate of \$226.00 per semester credit, (which includes tuition, fees, textbooks and standard course fees)
2. I.S.D. will be invoiced on a semester basis and shall remit payment within 30 days of invoice date.
3. The school district will ensure that any student taking courses that require a laptop computer will have adequate computing resources provided to them by the I.S.D. or through their own resources to meet the course requirement.
4. Students may not register for a number of credits that would cause an overload status.
5. Expenses associated with providing disability accommodations are not reflected in the above costs. The cost of providing these accommodations will be handled on a student-by-student basis via a separate agreement.
6. Students will be subject to the policies and procedures of Ridgewater College.
7. The student must complete the POST-SECONDARY ENROLLMENT OPTIONS PROGRAM FORM with the assistance of the appropriate high school staff and submit the form to the Admissions Office at the appropriate Ridgewater College Campus.

The above named school district authorizes Ridgewater College to provide educational services for the school year beginning July 1, 2020 and ending June 30, 2021.

School District Authorized Representative:

Print Name

Ridgewater College Representative

Sign Name

Date

Date

RETURN TO: Ridgewater College
Business Services
2101 15th Avenue NW
Willmar, MN 56201

6. **REPORTS**

6.A. Finance Report

Presenter: Todd
Swanson, Director of
Finance & Operations

Budget and Finance Report

July 13, 2020

1.0 – Monthly Financial Reports

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

2.0 – Construction Projects Update -

Southview Elementary School Willow House Remodel Project–

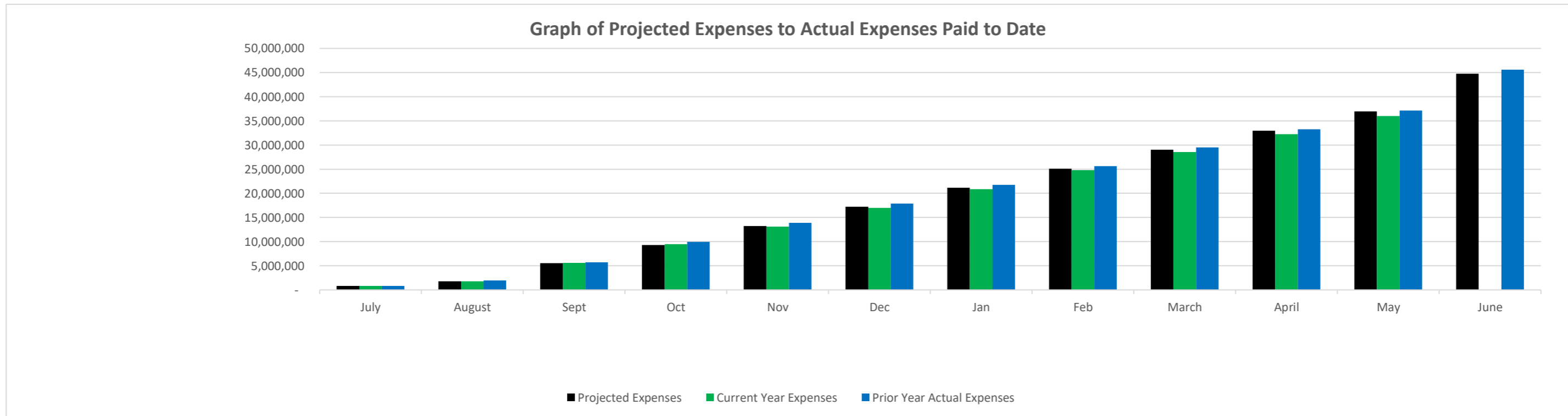
- The house remodel is proceeding well and we expect to have it complete in time for school in the fall. We just received the last permit we needed this past week so are good to go.

High School –

- The outdoor sports complex project is almost complete. The final painting of the tennis courts has begun and we are hoping for completion by the July 10th, weather permitting. The courts closest to Community Drive are done and look great. It appears that the plan to let the courts sit over the winter before surfacing them has worked to minimize cracking in the tennis courts area.

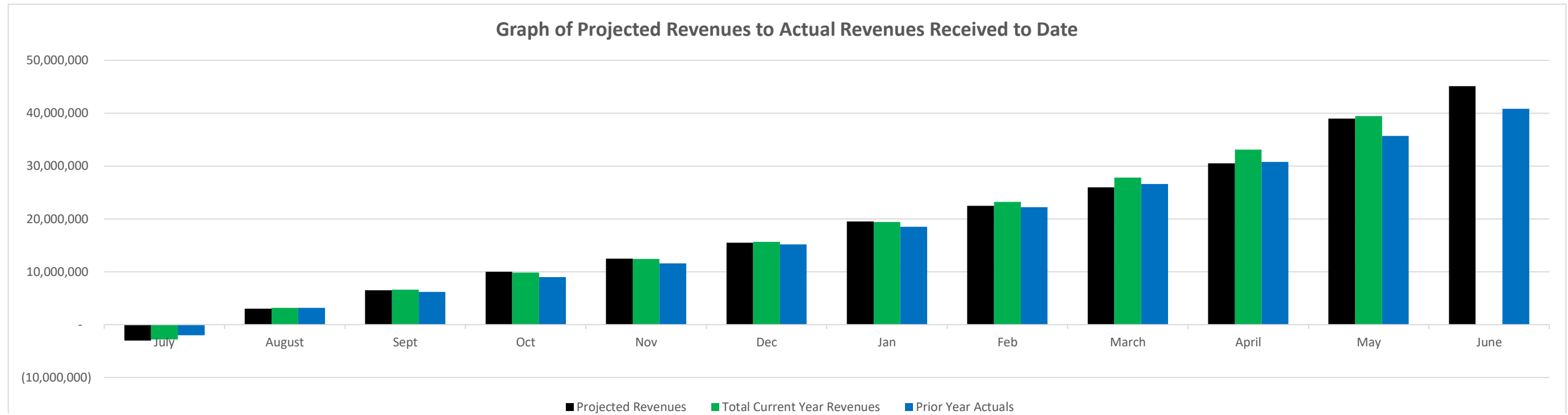
ISD #110 - Waconia Public Schools
 Explore Your Passions - Create Your Success
 2019-2020 School Year

Source	YTD Expenses											
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Projected Expenses	850,000	1,800,000	5,550,000	9,300,000	13,250,000	17,250,000	21,150,000	25,100,000	29,000,000	32,950,000	36,950,000	44,744,300
Current Year Expenses	854,590	1,793,964	5,601,964	9,495,720	13,128,532	17,010,392	20,835,130	24,802,062	28,539,319	32,227,697	35,998,062	
Prior Year Actual Expenses	846,299	1,936,091	5,704,035	9,965,592	13,872,060	17,863,072	21,738,004	25,634,903	29,514,153	33,281,658	37,154,487	45,608,323



ISD #110 - Waconia Public Schools
 Explore Your Passions - Create Your Success
 2019-2020 School Year

Source	YTD Revenues											
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Projected Revenues	(3,000,000)	3,000,000	6,500,000	10,000,000	12,500,000	15,500,000	19,500,000	22,500,000	26,000,000	30,500,000	39,000,000	45,099,820
Total Current Year Revenues	(2,815,869)	3,188,108	6,610,684	9,864,322	12,416,692	15,640,727	19,434,320	23,205,721	27,839,554	33,109,276	39,482,367	
Prior Year Actuals	(1,995,130)	3,163,217	6,205,142	8,993,980	11,607,006	15,200,034	18,523,655	22,196,679	26,620,732	30,808,162	35,723,913	40,814,659



ISD #110 - Waconia Public Schools
Explore Your Passions - Create Your Success

General Fund Revenues - 2019 - 2020 Fiscal Year
For Period Ending May 30, 2020

Source	Month to Date Received	Year to Date Received	Current Full Year Projection	% Received to Date
Local Revenues	2,560,150	6,356,215	6,852,659	92.76%
State Revenues	3,812,026	32,332,543	37,391,385	86.47%
Federal Aids & Grant	-	786,504	847,976	92.75%
Local Sources & Other Financing Sources	915	7,105	7,800	91.09%
Totals	6,373,091	39,482,367	45,099,820	87.54%
Capital Outlay	-	133,375	1,351,757	9.87%
Long-Term Facilities Maintenance	-	11,615	572,384	2.03%

General Fund Expenditures - 2019- 2020 Fiscal Year
For Period Ending May 30, 2020

Source	Month to Date Expended	Year to Date Expended	Current Full Year Projection	% Expended to Date
Salaries and Wages	2,333,297	21,899,894	27,183,973	80.56%
Employee Benefits	874,006	8,149,008	9,942,036	81.97%
Purchased Services	442,697	4,962,371	5,739,464	86.46%
Supplies and Materials	116,884	855,238	1,576,250	54.26%
Capital Expenditures	149	14,701	23,172	63.44%
Other Expenditures & Other Financing Sources	2,332	116,850	279,405	41.82%
Totals	3,769,365	35,998,062	44,744,300	80.45%
Capital Outlay	41,518	921,046	1,305,781	70.54%
Long-Term Facilities Maintenance	2,371	606,684	556,522	109.01%

6.B. Superintendent's Report

Presenter: Pat
Devine,
Superintendent

LEADERSHIP HIGHLIGHTS

July 2020

Elementary:

July brings planning for the reopening of a new school year! For educators, the coming year will test us in ways we've not seen before. We will reevaluate and reboot our skills so that our schools can be more effective, more inspiring, and more adaptable to an ever-changing world.

We've never had to plan a year with so little understanding of what the future will hold.

However, our priorities will ensure every student is safe, seen, heard, and valued, no matter their race, gender, socioeconomic status, and background. Our priorities will also find a balance between *health needs, community demands, and available resources*.

Planning for reopening is interdependent on all levels of our school district. Now more than ever, we are leaning on each other, listening to all voices, working together, and realizing the power of being ONE10.

Middle School:

We are excited to welcome our new Assistant Principal, Irvin Andrews, to Waconia Middle School. Irv started his new role in July and is jumping in and ready to learn and meet staff, students and families. He has six years of diverse experience in educational administration, serving most recently as an Administrative Dean at Chaska West Middle School. Prior to that position, he worked in ISD 112 as a TOSA Dean, Special Education Building Coordinator, Special Education Evaluation Specialist, and Special Education teacher. He started his educational career as a special education teacher in Montgomery-Lonsdale, and has over 21 years of experience in education.

Irv received his bachelor of arts in social studies education from Purdue, a bachelor of science in special education from Moorhead, a master of arts in education from St. Mary's and special education director and administrative licenses from St. Mary's.

Irv earned the WMS AP position following a rigorous interview process that began with more than 90 applicants and included three rounds of interviews with WMS instructional staff, ISD 110 administration, and on-site with current WMS administration. His experience and commitment to building positive relationships, being student-centered in decision making, leading building-wide middle school programs including PBIS, and vast special education knowledge and experiences will make Irv a great addition to WMS and ISD 110. We are proud to welcome Irv to our middle

school team, administrative team, and the ISD 110 community. He joins us excited and ready to continue his exceptional career and be an impactful leader for students, staff, and families in ISD 110.

Thank you to the following staff for their participation and helpful insight during the interview processes: W. Grundhofer, M. Bullis, B. Tonneson, S. Snorek, T. McDonald, K. Harper, E. Leen, S. Deren, M. Ostlie, S. Sailer, K. Oliphant, P. Sparby, P. Tordoff, P. Devine and K. Baune.

The Edible Classroom, Orchard, and Apiary have been blooming and bountiful! With the help of our 5 high school interns (thank you Barb Schank!), we have repurposed old raised beds (we are now at 50!), stained the shed, planted veggies, berries, flowers and herbs that are being used within our district kitchens, continue to turn the berm into a beautiful pollinator garden, and pruned/manicured the orchard so well that we are seeing more fruit this year than any previous season! This week we will begin harvesting sour cherries, and in a few weeks pick Parker and Luscious pear--all have been prolific this season. At the end of August, we will harvest the Honeycrisp and Zestar apples! The bees have been busy pollinating and we were lucky to have an unexpected swarm that allowed us to collect and start a new hive on the roof of Laketown Elementary. Now they too may get a closer look at the bees (through safety glass) and learn about the importance of pollinators---did I mention the honey?! The Edible Classroom was also featured June 30th as part of Ag in the Classroom's Virtual Summer Institute that was attended by 93 educators from MN and WI. Thank you to all who support this unique learning environment!

Summer school has looked a bit different this year at WMS. Staff have missed seeing students each day face-to-face, but have been able to continue to provide high-quality instruction and support for the nearly forty students who enrolled in the virtual WMS summer school program. Monday through Thursday for five weeks, students received small-group instruction in the core areas of Mathematics and English Language Arts. Each session was two hours, one hour of both math and reading. We knew we needed to strive to make virtual learning as engaging and fun as possible, and the teachers delivered! Heather Millikan (ELA) and Wendy Grundhofer (Math) teamed together to teach live engaging synchronous lessons over Zoom to incoming 6th and 7th graders. Another set of incoming 7th and 8th graders, instructed by Jamie Langer (ELA) and Tracy Hart (Math), did the same. These talented instructors gave parents a hands-off approach by delivering all of the instructions and guided practice within their live learning sessions. Parents of the students have shown a great appreciation for this opportunity and its format. Students have been able to build their academic confidence, enhance basic skills, and learn strategies to aid in their success in their next grade placement.

High School:

June provided a needed break from a hectic end to the school year, but it's beginning to feel like we're back. Our time and attention has turned to planning for next fall. We are in the process of planning for three models of instruction, face to face (our normal model), distance learning (what

we did this spring), and a hybrid model that could incorporate elements of face to face and distance learning.

While we continue to make plans, much of our work is being done with a “wait and see” approach as decisions at the state level will guide many of our final decisions.

Activities: www.waconiaathletics.com

The Activities Department continues to plan for the upcoming school year while considering the many variables that may impact our offerings. We continue to work closely with the MSHSL and conference/region leadership to proactively plan for what may come and determine how to best serve our student participants and coaches/directors/advisors. We remain hopeful that we can open fall registrations at the beginning of August as the August 17th fall sports start date will be here before we know it!

Community Ed:

The Community Education department has been very busy! We have started to be able to offer more and more programming. We are still having to update and change previously planned programs to meet all of the guidelines. We are working on getting our fall brochure out the door as well. For the first time, we are going to only offer an online fall brochure and not do a hard copy. We are doing this to save money but also due to the fact that the information keeps changing and then we are able to update the information online.

Human Resources:

Ten teachers achieved continuing contract status with our School District effective July 1, 2020. They earned this honor by providing excellent teaching and leadership services to our district's students. Each one is a valued member of our district and our administrative staff is confident they will continue to promote the school district's commitment to exceptional teaching and the pursuit of educational excellence. Minnesota law provides that a teacher has a right to a continuing contract in a public school district after they have successfully completed three consecutive years for that district (or one year if they had previously obtained continuing contract rights in another Minnesota public school district). All ten teachers have been mailed letters congratulating them on their achievement and inviting them to be recognized at the School Board's September 14, 2020 regular board meeting.

Student Services:

Extended School Year (ESY) wrapped up its June session. ESY will run for another two weeks starting Monday, July 13th. At the completion of ESY, we will get feedback on how successful ESY was for students and staff in a distance learning format.

Special education continues to plan for all three scenarios in close collaboration with building principals and district administrators. We are communicating with neighboring districts in sharing creative ideas for meeting the needs of our students in all scenarios in addition to receiving guidance from MDE's special education department. We anxiously await Gov. Walz's decision on the school scenario for the fall.

Teaching & Learning:

Curriculum and Programming Resources - July is a busy month for our department in securing instructional materials and resources for teachers. Although there are many unknowns for the upcoming school year, teachers are becoming increasingly proficient with digital tools offered through many of our online platforms. We are thankful for the support of Tracy Edsill, Administrative Assistant, who coordinates and manages ordering processes for our district.

Professional Growth, Reflection and Evaluation Pilot (i.e. Teacher Evaluation Pilot) - The PGRE pilot group has been very active over the past month. Two professional development training sessions were held in June to provide an overview of the Marzano evaluation rubric and take them through the steps of developing a Professional Growth Plan. Additional training will occur in August for the evaluator team.

Instructional Coaching Team - It is our pleasure to welcome Lindsay Seim to the D110 Instructional Coaching Team. Lindsay has 17 years of experience as a social studies teacher in Waconia and Wayzata and has served as a coach for D110 soccer programs. She holds a master's degree in education and a literacy certificate from St. Scholastica, Duluth. Lindsay will be joining Jake Hockinson, and together, they will continue to support instruction and new teacher mentoring for D110.

With this announcement we bid farewell to LeAnn Millender, who served in this role for the past 6 years. LeAnn has been instrumental in building the D110 coaching model from the ground-up and has touched virtually every faculty member in some way. We will miss her enthusiasm, positive attitude, and patient demeanor as she has worked tirelessly to help her colleagues learn and grow. LeAnn will now use her many gifts and talents as the Reading Specialist at Southview Elementary. We wish her all the best!

Superintendent:

Preparing for school to return this fall

As we all patiently wait for an executive order from Governor Waltz that will give us the direction for school this fall, we have begun initial planning for each of the three scenarios that are guided by the MDE and MDH. We understand that the Minnesota Department of Education will make the final determination of what the fall will look like by the week of July 27th.

[MDH Fall Planning Guidance](#)

[MDE Fall Planning Guidance](#)

Until then, the state requests that we prepare for each of the following scenarios:

1. Back to school in buildings face to face with social distancing guidelines;
2. A hybrid model that uses some face to face and some online/distance learning allowing for buildings to have 50% occupancy;

3. Continue with a Distance Learning model. The admin team is identifying potential structures for each scenario and will be seeking staff and community input over the next four weeks. Some staff have already started to give input which has been very helpful. More staff voice and the parent voice will be solicited through surveys and through design teams. Survey response and staff/community input will be key for our planning.

Currently, the majority of the pre-planning work is focusing on the hybrid model. We know how to structure scenarios 1 and 3 and have done this before. We will need to update and enhance these scenarios with new expectations. Scenario 2, the hybrid model, is new to all districts in Minnesota. We are in conversations with many other schools to help determine the best for ISD ONE10. There are many ideas around the state for developing the hybrid model. Most schools are landing on some form of an A/B every other day rotation. Allowing for student contact every other day and staying within the 50% capacity requirement. We are in the early stages of determining what is best for ONE10. Multiple options for scenario 2 are still on the table. Each scenario brings unique concerns and challenges which we will need to work through with input. A couple of the biggest concerns that we and other school districts have identified are the 50% bus capacity with 6 foot social distancing requirements, and the daycare needs for students when they are not in school buildings.

We know preparing for this fall is going to take a lot of designing and planning with input from all stakeholders. The process that we have created as planning steps are as follows:

- July 6-15. The admin team identifies all the challenges due to the requirements and recommendations from MDE and MDH for each scenario and starts to seek input.
- July 15-22. (We are anticipating an announcement about how to plan for fall from Governor Waltz.) Parent and staff surveys will be sent out to solicit feedback. Design teams from each building will start creating plans on how to address the concerns and challenges we face with each scenario.
- July 22-30. An overview of how to deliver each scenario will be drafted by the design teams with a list of next steps to complete in order to implement. (We expect to receive MDE guidelines as to which scenario to follow and all the expectations from the state.)
- Aug 3-14. Detail plans for the state selected scenario will be created and communicated. The implementation of the new plans for the fall will begin.

Please be patient as we work out the logistics of each plan. We know that this is trying for all involved and it will take all of us working together to produce the best outcome for kids. Let's all help each other get through this unique school year together by taking care of our students, our parents, our staff and our community..... WE Are ONE10!

Potential Operating Levy for November

Over the spring and summer, the school board and district administration have continued to discuss whether to place an operating levy question on the November ballot. We are still in SOD (Statutory Operating Debt) and the state expects us to create plans to work our way out of SOD. In order to get out of SOD, we will need to reduce our budget, raise revenue or a

combination of both. We have been very thankful for the staff's response to reduce our budget with staff reductions and the low contract/work agreement settlements. We now need to look at how to increase our revenue. There have been articles in the newspaper and CommuniCat about a potential operating levy that outline details. The following document includes talking points and the timeline of events that lead to ONE10 needing to ask voters to determine the fate of our school district. If an operating levy is placed on the November ballot, there will be much more information communicated this fall.

https://docs.google.com/document/d/1J_ikNH4rSDsk6xroLUW-AvBye0GX1loCW6ckm6YdETM/edit?usp=sharing

School Board Relations

I am very thankful for the positive relations that continue to grow between me and the school board. I am grateful for being offered a new two-year contract. The board has been completing some very important and high quality work in their development of a school board handbook, a school board calendar that identifies annual topics, committee assignments and expectations, and meeting norms. The goal is to enhance the school board's efficiency and quality of work. It has been great work and the results are showing. I am thankful for the passion of the school board to be the best they can be for ONE10.

Continue having a Wonderful Summer!
WE Are ONE10!!

6.B.1. Fundraising Proposal

GROUP/ORGANIZATION BACKGROUND

Name of group/organization: ___ Girls Swim & Dive _____

Group Advisor / Contact person: ___ Ashley Westphal _____

Extension: ___ 4144 _____

How many participants in your group/organization? ___ 35 _____

Briefly identify the group/organization's purpose: ___ To develop the whole student athlete by building self-discipline, a strong work ethic, teamwork, sportsmanship, and self-confidence. To follow a team 1st attitude while respecting and having pride in Wildcat Athletics. _____

How often does your group meet? ___ Daily in the Fall _____

Does the group/organization have a constitution and bylaws? Yes No

Last revision date: _____

Does the group/organization have an Open Membership? Yes No

Does the group/organization have a democratic operation? Yes No

FUNDRAISING PURPOSE

Purpose and need for a fund raising activity (briefly explain):

___ To provide extra funds for needed equipment & team activities _____

FUNDRAISING ACTIVITY PROPOSAL

Provide a brief explanation of each activity, include dates, method, fees, product and vendor.

1.) Groud Round - Date is TBD after COVID restrictions. No fees. They donate a percentage of profits to our program.

2.)

3.)

Do any of the activities involve door-to-door sales? Yes No

If yes, is parent notification required?

Do any of the activities require a special permit? Yes No

If yes, please describe:

Are there special food monitoring requirements? Yes No

If yes, please explain:

Projected total group/organization profits from fundraising for each activity:

1.) \$500 2.) 3.)

Estimated percent of profits to total sales:

1.) %15 2.) 3.)

ADMINISTRATIVE REVIEW

Does proposed activity meet one of the following criteria: Yes No

Is a student/organization;

Or community group and is characterized by one of the following:

- a. Takes place during school time
- b. Utilizes school facilities or equipment
- c. Involves school personnel

Does the event require compulsory donations or participation by students? Yes No

Is the group/organization sanctioned by District 110? Yes No

Did the request meet the two week notification limit? Yes No

Is the purpose and need of the fund raising activity appropriate and considerate of District's total education program? Yes No

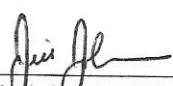
- Group/organization equity
- Gender equity
- Number of fund raising events
- Fund raising dollars/student involve equity
- Appropriateness of the type of fund raising

If required, did District 110 complete the appropriate review and paperwork for the selection of fund raiser vendor? Yes No

Comments: _____

Approved group/organization profits from event(s): _____

Administrative Approval: Yes No



Administrator Signature

5-26-20

Date

Note: Money raised above the board approved amount will be allocated in a mutually agreed upon method by administration and group/organization representative.

7. **ACTION ITEMS**

7.A. Resolution Relating to \$7,000,000 General
Obligation Aid Anticipation Certificates of
Indebtedness, Series 2020A

Presenter: Todd
Swanson, Director of
Finance & Operations

CERTIFICATION OF MINUTES RELATING TO
\$7,000,000 GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF
INDEBTEDNESS, SERIES 2020A

Issuer: Independent School District No. 110 (Waconia Public Schools), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on July 13, 2020 at 7:00 p.m. by videoconference, as permitted by law.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO \$7,000,000 GENERAL OBLIGATION AID
ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2020A;
AUTHORIZING THE ISSUANCE AND SALE THEREOF; COVENANTING AND
OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE
GUARANTEE OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE
THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE CERTIFICATES

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the obligations referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said obligations; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer on July 13, 2020.

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO \$7,000,000 GENERAL OBLIGATION AID ANTICIPATION CERTIFICATES OF INDEBTEDNESS, SERIES 2020A; AUTHORIZING THE ISSUANCE AND SALE THEREOF; COVENANTING AND OBLIGATING THE DISTRICT TO BE BOUND BY AND TO USE THE GUARANTEE OF MINNESOTA STATUTES, SECTION 126C.55 TO GUARANTEE THE PAYMENT OF THE PRINCIPAL AND INTEREST ON THE CERTIFICATES

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 110 (Waconia Public Schools), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION. It is hereby determined to be in the best interests of the District to sell and issue its General Obligation Aid Anticipation Certificates of Indebtedness, Series 2020A (the Certificates) in an amount not to exceed \$7,000,000 in order to meet current and necessary expenditures of the District.

SECTION 2. SALE. This District has retained PMA Securities, LLC, in Albertville, Minnesota (PMA), as independent municipal advisor in connection with the sale of the Certificates. PMA is hereby authorized to solicit proposals for the Certificates in accordance Minnesota Statutes, Section 475.60, Subdivision 2, paragraph (9).

SECTION 3. SALE MEETING. The Board shall meet at the time, and by videoconference, as permitted by law, specified in the Official Statement for the Certificates to receive and consider proposals for the purchase of the Certificates.

SECTION 4. OFFICIAL STATEMENT; PROPOSALS. PMA is authorized to prepare and distribute an Official Statement for the Certificates and to open, read, and tabulate the proposals for presentation to the Board.

SECTION 5. STATE CREDIT ENHANCEMENT PROGRAM. (a) The District hereby covenants and obligates itself to notify the Commissioner of Education of a potential default in the payment of principal and interest on the Certificates and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Certificates when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Certificates is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Certificates or if, on the day two (2) business days prior to the date a payment is due on the Certificates, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Certificates of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of

Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or business manager is authorized to execute any applicable Minnesota Department of Education forms.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

7.B. Second Read Board Policies

7.B.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)

7.B.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)

7.B.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)

7.B.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)

7.B.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

7.B.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

7.B.8. 609 Religion

- No MSBA updates since last review.

609 RELIGION

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with religious entities.
 - 4. Notwithstanding the foregoing guidelines, reasonable efforts will be made to accommodate any student who wishes to be excused from attendance at

school for the purpose of religious instruction or observance of religious holidays.

- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References: U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence From School for Religious Observance)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98, 121 S.Ct. 2093, 150 L.Ed.2d 151 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290, 120 S.Ct. 2266 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251, 120 S.Ct. 2706 (2000)
Lemon v. Kurtzman, 403 U.S.602, 91 S.Ct. 2105, 29 L.Ed.2d 745 (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d 996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d 1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References: MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

Policy Adopted: January 2004/May 2013

Policy Reviewed: September 2017

Independent School District No. 110
Waconia, MN

7.B.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)

7.B.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)

7.B.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

- † 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.
- ‡ 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.
- ‡ 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)

7.B.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)

7.B.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)

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 701 Establishment and Adoption of School
District Budget

Adopted: _____

MSBA/MASA Model Policy 701

Orig. 1995

Revised: _____

Rev. 2011

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENT

- A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The school district must maintain separate accounts to identify revenues and expenditures for each building. Expenditures shall be reported in compliance with Minn. Stat. § 123B.76.
- C. Prior to July 1 of each year, the school board shall approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document shall be considered the school board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.
- D. Each year, the school district shall publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances

for the prior year, and the projected fund balances for the current year in the form prescribed by the Commissioner within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement shall be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district. At the same time as this publication, the school district shall publish the other information required by Minn. Stat. § 123B.10.

- E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.
- F. The school district must also post the materials specified in Paragraph III.D. above on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

- A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.
- E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

8.A.2. 701.1 Modification of School District
Budget

Adopted: _____

MSBA/MASA Model Policy 701.1

Orig. 1996

Revised: _____

Rev. 2000

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

~~It is the~~ The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

- A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.
- B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.
- C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.
- D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure

budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
~~Minn. Stat. § 126C.23 (Allocation of General Education Revenue)~~

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA Service Manual, Chapter 7, Education Funding

8.A.3. 702 Accounting

Adopted: _____

MSBA/MASA Model Policy 702

Orig. 1995

Revised: _____

Rev. 2002 2006

702 ACCOUNTING

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minn. Stat. § 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minn. Stat. §123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also, ~~on or before October 1 of each year,~~ provide for the publication of the financial information specified in Minn. Stat. §123B.10 in the manner specified therein.

Legal References: Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)

Minn. Stat. § 123B.75 (Revenue)
Minn. Stat. § 123B.76 (Expenditures)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)
Minn. Stat. § 123B.78 (Cash Flow, Revenues, Borrowing, Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)
MSBA Service Manual, Chapter 7, Education Funding

8.A.4. 702.1 Accounting Policy for Student
Activity Funds (not MSBA)

- Recommended for removal

ACCOUNTING POLICY FOR STUDENT ACTIVITY FUNDS

702.1

Building student activity funds cannot directly pay substitute teachers, instructional assistants, employees who officiate athletic events, or perform additional duties for extracurricular activities.

Any person who works for the district must be paid by the payroll department and, therefore, must be contracted on a daily basis or have turned in a time sheet. Temporary personnel are part-time employees of the district and must be part of the payroll system.

Non-student accounts or convenience accounts (i.e. Booster Clubs, Sunshine Funds, Faculty Funds, Coffee Funds) are not permitted as part of Student Activity Funds. Managing the funds of private groups or individuals exposes the district to liability for loss of these private funds.

8.A.5. 702.2 Cash in School Buildings (not MSBA)

- Recommended for removal

CASH IN SCHOOL BUILDINGS

702.2

I. CASH ON HAND

Any cash in the building must be kept in a secured location.

II. DAILY RECEIPTS

Receipts from activities shall be deposited daily including, but not limited to, the following:

- Student Fees
- Resale Proceeds
- Gate Receipts
- Proceeds of Fund Raising Activities
- Food – Nutrition

The purpose of this policy is to safeguard District funds and personnel by limiting the amount of cash in a school building at any one time.

Policy Adopted: June 2004, November 2006
Independent School District #110
Waconia, MN

8.A.6. 703 Annual Audit

Adopted: _____

MSBA/MASA Model Policy 703

Orig. 1995

Revised: _____

Rev. ~~2000~~ 2019

703 ANNUAL AUDIT

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

- A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.
- C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minn. Stat. § 123B.14, Subd. 7.
- D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance [Audit](#) Guide issued by the Office of the State Auditor.
- F. The school board must approve the audit report by resolution or require a further or amended report.
- G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat. Ch. 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (School District Powers)
Minn. Stat. § 123B.09 (School Board Powers)
Minn. Stat. § 123B.14, Subd. 7 (Duties of School Board Clerk)
Minn.Stat. § 123B.77, Subds. 2 and 3 (Audited Financial Statements;
Statement for Comparison and Correction)

Cross References: MSBA/MASA Model Policy 702 (Accounting)
MSBA Service Manual, Chapter 7, Education Funding

8.A.7. 706 Acceptance of Gifts

Adopted: _____

MSBA/MASA Model Policy 706

Orig. 1995

Revised: _____

Rev. 1999 2007

706 ACCEPTANCE OF GIFTS

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

[Note: This voting requirement and gift use provision is specified by Minn. Stat. § 465.03.]

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (Bequests, Donations, Gifts)
Minn. Stat. § 465.03 (Gifts)

Cross References:

8.A.8. 707 Transportation of Public School
Students

Adopted: _____

MSBA/MASA Model Policy 707

Orig. 1995

Revised: _____

Rev. ~~2015~~ 2017

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care

facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student's parent or guardian as the home of a student for part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student's parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. §

120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1)
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)

- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88, Subd. 6)
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/ STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)
- B. Resident students with a disability whose handicapped conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the handicapping condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders

otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))

- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school of origin and the student's transportation privileges have not been revoked on the same basis as transportation services are provided to other students in the school district.~~ (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location ~~if the shelter or non-shelter location is two or more miles from the school~~

~~of origin and the student's transportation privileges have not been revoked on the same basis as transportation services are provided to other students in the school district~~, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))

3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))
4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)

Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
42 U.S.C. § 12132 *et seq.* (Americans With Disabilities Act)

Cross References: MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

8.A.9. 708 Transportation of Nonpublic School
Students

Adopted: _____

MSBA/MASA Model Policy 708

Orig. 1995

Revised: _____

Rev. ~~2008~~ 2017

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. Statutory references are included throughout the policy. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minn. Stat. § 123B.88 and § 123B.92 when applicable. (Minn. Stat. § 123B.86, Subd. 1)
- B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. (Minn. Stat. § 123B.86, Subd. 2(a))
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school shall pay the cost of such

transportation provided outside the school district boundaries. (Minn. Stat. § 123B.86, Subd. 2(b))

- D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school. (Minn. Stat. § 123B.44, Subd. 1)
- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district. (Minn. Stat. § 123B.86, Subd. 3; Minn. Stat. § 123B.91, Subd. 1a)
- F. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

IV. ~~SPECIAL EDUCATION/DISABLED~~ STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district shall provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district shall provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the nonpublic school shall pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (Minn. Stat. § 125A.18)
- B. ~~Disabled students whose handicapped conditions~~ When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport ~~disabled students on the basis of the handicapping condition~~ students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules

Part 7470.1600, Subd. 1)

- C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- D. Any parent of a **disabled** student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

- Legal References:**
- Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 - Minn. Stat. § 123B.84 (Policy)
 - Minn. Stat. § 123B.86 (Equal Treatment)
 - Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
 - Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)
 - Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 - Minn. Stat. Ch. 125A (Children With a Disability)
 - Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
 - Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 - Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
 - Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622, et al.*, 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
 - Eldredge v. Independent Sch. Dist. No. 625*, 422 N.W.2d 319 (Minn. Ct. App. 1988)
 - Healy v. Independent Sch. Dist. No. 625*, 962 F.2d 1304 (8th Cir. 1992)
 - Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
 - Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
 - Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
 - Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
 - Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
 - Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)
- Cross References:**
- MSBA/MASA Model Policy 707 (Transportation of Public School Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

8.A.10. 710 Extracurricular Transportation

Adopted: _____

MSBA/MASA Model Policy 710

Orig. 1995

Revised: _____

Rev. ~~2007~~ 2012

710 EXTRACURRICULAR TRANSPORTATION

I. PURPOSE

The purpose of this policy is to make clear to students, parents, and staff the school district's policy regarding extracurricular transportation.

II. GENERAL STATEMENT OF POLICY

The determination as to whether to provide transportation for students, spectators, or participants to and from extracurricular activities shall be made solely by the school district administration. This determination shall include, but is not limited to, the decision to provide transportation, the persons to be transported, the type or method to be utilized, all transportation scheduling and coordination, and any other transportation arrangements or decisions. Employees who are involved in extracurricular activities shall be advised by the administration as to the transportation arrangements made, if any.

III. ARRANGEMENT OF EXTRACURRICULAR TRANSPORTATION

School district employees shall not undertake independent arrangement, scheduling, or coordination of transportation for extracurricular activities unless specifically directed or approved by the school district administration. All transportation arrangements made by a school district employee must be approved by a building administrator. If the school district makes no arrangements for extracurricular transportation, students who wish to participate are responsible for arranging for or providing their own transportation.

IV. NO EMPLOYEE TRANSPORTATION OF STUDENTS WITH PERSONAL VEHICLES

An employee must not use a personal vehicle to transport one or more students except as provided herein. However, employees may make appropriate transportation arrangements for students as necessary in an emergency or other unforeseeable circumstance.

In a nonemergency situation, an employee must get prior, written approval from the administration before transporting a student in a personal vehicle. If a school vehicle is available, the employee will use the school vehicle. The administration has the sole discretion to make a final determination as to the appropriate use of a personal vehicle to transport one or more students.

If any emergency transportation arrangements are made by employees pursuant to this section, the relevant facts and circumstances shall be reported to the administration as soon thereafter as practicable.

All vehicles used to transport students shall be properly registered and insured.

[Note: This policy provides that employees may use a personal vehicle to transport students in an emergency or other unforeseeable circumstance. An “emergency or other unforeseeable circumstance” does not include situations where regular transportation is available or scheduled.]

For example, if a scheduled extracurricular event occurs outside of the school district and the school district transports a team or group of students to and from the event, an employee would be prohibited by law from using a personal vehicle to transport some students to the event. In contrast, if a student attending this same event became ill or injured and required immediate transportation home or to a health care facility, the exigent need to transport one student would not constitute regular or scheduled transportation. An employee would have authority to transport the student in a personal vehicle under these circumstances, if using a vehicle that is properly registered and insured. The expectation of the school district is that the employee would immediately contact administration about these circumstances to ensure oversight of the employee’s use of this exception.

Nonregular and nonscheduled transportation also would include situations where some notice may be provided of the need for transportation to a nonscheduled event for which transportation generally is not provided by the school district. For example, a group of students may participate in a scheduled debate competition for which regular school district transportation is provided. Two students advance to a regional competition the following day. Transportation would not have been scheduled to the regional competition as the students’ advancement was not predicted. These circumstances may justify an employee’s use of a personal vehicle to transport the two students to the regional competition, if the vehicle is properly registered and insured. Because the employee has sufficient time to contact an administrator, advance written permission by an administrator would be expected for the purpose of overseeing that the reasons for an employee using a personal vehicle comply with the requirements of the law.]

V. FEES

In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)

Cross References: MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

8.A.11. 712 Video Surveillance Other Than on
Buses

Adopted: _____

MSBA/MASA Model Policy 712

Orig. 1996

Revised: _____

Rev. ~~2010~~ 2012

712 VIDEO SURVEILLANCE OTHER THAN ON BUSES

[See Model Policy 711 for Video Recording on School Buses]

I. PURPOSE

Maintaining the health, welfare, and safety of students, staff, and visitors while on school district property and the protection of school district property are important functions of the school district. The behavior of individuals who come on to school property is a significant factor in maintaining order and discipline and protecting students, staff, visitors, and school district property. The school board recognizes the value of video/electronic surveillance systems in monitoring activity on school property in furtherance of protecting the health, welfare, and safety of students, staff, visitors, and school district property.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. School district buildings and grounds may be equipped with video cameras.
2. Video surveillance may occur in any school district building or on any school district property.
3. Video surveillance will normally not be used in bathrooms or locker rooms, although these areas may be placed under surveillance by individuals of the same sex as the occupants of the bathrooms or locker rooms. Video surveillance in bathrooms or locker rooms will only be utilized in extreme situations, with extraordinary controls, and only as expressly approved by the superintendent.

B. Use of Video Recordings

1. Video recordings will be viewed by school district personnel on a random basis and/or when problems have been brought to the attention of the school district.
2. A video recording of the actions of students and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct in school district buildings or on school grounds.
- ~~2~~ 3. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family

Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.

C. Security and Maintenance

1. The school district shall establish appropriate security safeguards to ensure that video recordings are maintained and stored in conformance with the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g, and the rules and/or regulations promulgated thereunder.
2. The school district shall ensure that video recordings are retained in accordance with the school district's records retention schedule.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records; Administration)
Minn. Stat. § 609.746 (Interference with Privacy)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References: [MSBA/MASA Model Policy 403 \(Discipline, Suspension, and Dismissal of School District Employees\)](#)
[MSBA/MASA Model Policy 406 \(Public and Private Personnel Data\)](#)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA Service Manual, Chapter 2, Transportation

8.A.12. 720 Vending Machines

- Recommended for removal

720 VENDING MACHINES

I. PURPOSE

The purpose of this policy is to establish procedures to govern vending machines installed in school facilities in the school district.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to contract for, supervise, maintain, and account for the proceeds from vending machines located in school facilities in a manner that is fair, that maximizes the revenues from those machines, that allows those revenues to be included in the budget of the facility in which they are generated, and that establishes controls to avoid fraud, theft, or the appearance of impropriety.

III. AUTHORIZATION

Automatic vending machines for the dispensing of food, beverages, or other approved items are authorized in any school facility in the school district provided that all contracts for such vending machines must be approved by the school board as provided in this policy.

[Note: This provision can be narrowed to apply only to specific facilities.]

IV. SUPERVISION; APPROVAL; LOCATION

- A. All vending machines shall be under the supervision of the school principal or other person in charge of the facility in which the machine is located. That administrator shall be responsible to supervise the machine in compliance with this policy and any applicable laws.
- B. The items to be dispensed from a vending machine located in a school facility shall be approved by the principal or other person in charge of that facility. All food, beverages, or other items approved shall be appropriate to the school setting. Machines dispensing cigarettes or tobacco products are not authorized under any circumstances. In the event a written complaint is filed with the superintendent regarding the approval or disapproval of any item, the school board, after proper review, shall make the final determination.
- C. Vending machines may be approved that will dispense items only during certain hours, through the use of timers or otherwise. Vending machines should not be operated in competition with the school cafeteria or food service. The principal or other person in charge of the school facility may regulate the hours of operation of any machine.
- D. Vending machines shall be located to meet any applicable building, fire, or life/safety codes and to provide convenience of operation, accessibility, and ease

of maintenance. The principal or other person in charge of the facility shall review the location of each machine with appropriate maintenance and food service staff.

V. CONTRACT APPROVAL

- A. All contracts for the purchase or rental of vending machines shall be considered by the school board on a facility-by-facility basis.

[Note: These provisions may need to be amended if the school board determines to contract for vending machine services on an exclusive and district-wide basis.]

- B. If it is estimated that the aggregate receipts from all vending machines located in a school facility will be \$10,000 or more in a fiscal year, the contract for any vending machine in that facility must be awarded after the receipt of sealed bids and compliance with Minn. Stat. § 123B.52.

[Note: This dollar figure is lower than the \$100,000 statutory requirement for sealed bids but is recommended to protect the interests of the public.]

- C. If it is estimated that the aggregate receipts from all vending machines located in a school facility will be less than \$10,000 in a fiscal year, the contract for any vending machine in that facility may be awarded after the receipt of two or more quotations after taking into consideration conformity with the specifications, terms of delivery, other conditions imposed in the call for quotations, and compliance with Minn. Stat. § 123B.52.

[Note: This dollar figure is lower than the \$25,000 statutory requirement for quotations but is recommended to protect the interests of the public.]

- D. The contracting process shall be conducted in compliance with Minn. Stat. § 123B.52. A copy of this policy shall be included in any specifications or request for proposals or quotations. A record shall be kept of all bids or quotations received with the names, amounts, and successful bidder indicated. All bids and quotations shall be kept on file as a public record for a period of at least one year after their receipt.

- E. Any bid or quotation must specify all commissions to be paid from the machine and any other noncommission amounts to be paid as a result of the award of the contract. The noncommission amounts include, but are not limited to, cash payments, in-kind payments, equipment donations, scholarship contributions, bonus payments, or other payments or contributions of any kind or nature. The noncommission amounts shall be reduced to a cash equivalency and shall be specified on the bid or quotation as an additional amount to be paid for the award of the contract.

- F. If a contract contains a provision allowing exclusivity, such as all machines in the

building carrying only a certain manufacturer's brand of pop, that provision must be reviewed by the administration prior to requesting bids or quotations to ensure that it does not conflict with other contracts of the school district.

- G. All contracts for vending machines must be approved by the school board. Any contract not made in compliance with this policy shall be void. Any district employee signing an unauthorized contract may be subject to personal liability thereon and may be disciplined for said action.
- H. All vending machines are to be installed at the expense of the facility in which located. All financial responsibility for the maintenance and repair of machines shall remain with the individual facility in which located to the extent not addressed in the contract.
- I. No teacher, administrator, school district employee, or school board member shall be interested, directly or indirectly, in a vending machine contract with the school district or personally benefit financially therefrom.

VI. ACCOUNTING

- A. Proceeds from vending machine sales and contracts shall be under the control of the school board, shall be accounted for in one of the regular school district funds, and must be accounted for and reported in compliance with UFARS.
- B. An amount equal to the amount of the proceeds from the machines in each facility shall be included in the budget of the facility in which the proceeds are generated. That amount may be expended in accordance with established expenditure procedures.
- C. Pursuant to the vending machine contract or otherwise, proper auditing and inventory control procedures shall be established to ensure that commissions are being correctly calculated and paid. These controls must include daily, weekly, or other periodic inventories and written reconciliations of variances between inventory and cash. Each time cash is removed from, or inventory is added to a machine, a written reconciliation between cash and inventory must be performed by the person taking the cash from the machine and must be signed by the principal or other person in charge of the facility. The original written reconciliation reports shall be filed with the business office monthly and a copy shall be retained by the principal's office.

Legal References: Minn. Stat. § 123B.20 (Dealing in Supplies)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Contracts)
Minn. Stat. § 471.87 (Conflict of Interest)

Cross References: MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)

MSBA/MASA Model Policy 702 (Accounting)

Policy Adopted: September 2004 / April 2007 / revised April 2009
Independent School District #110
Waconia, MN

8.A.13. 721 Uniform Grant Guidance Policy
Regarding Federal Revenue Sources

Adopted: _____

MSBA/MASA Model Policy 721

Orig. 2016

Revised: _____

Rev. 2019

721 UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES

[Note: School districts are required by the federal Uniform Grant Guidance regulations, 2 C.F.R. Part 200, to have the policies which establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. ~~In June 2018, The United States Office of Management and Budget published the final regulations December 26, 2013. The Uniform Grant Guidance is effective for new and continuation federal grant awards issued on or after December 26, 2014. The regulations do not affect grant funds awarded prior to December 26, 2014, unless funds made available under those grants are carried forward into a new federal fiscal year or a continuation grant. 2 C.F.R. § 200.110 increased the threshold dollar amounts for both simplified acquisition costs (\$250,000) and micro-purchases (\$10,000).]~~

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district.

II. DEFINITIONS

A. Grants

1. “State-administered grants” are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).
2. “Direct grants” are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[Note: All of the requirements outlined in this policy apply to both direct grants and state-administered grants.]

- B. “Non-federal entity” means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

- C. “Federal award” has the meaning, depending on the context, in either paragraph 1. or 2. of this definition:
1. a. The federal financial assistance that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability); or
 - b. The cost-reimbursement contract under the federal Acquisition Regulations that a non-federal entity receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 C.F.R. § 200.101 (Applicability).
2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (b) of 2 C.F.R. § 200.40 (Federal Financial Assistance), or the cost-reimbursement contract awarded under the federal Acquisition Regulations.
3. “Federal award” does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.
- D. “Contract” means a legal instrument by which a non-federal entity purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 C.F.R. Part 200, does not include a legal instrument, even if the non-federal entity considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.
- E. Procurement Methods
1. “Procurement by micro-purchase” is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally ~~\$3,000~~ \$10,000, except as otherwise discussed in 48 C.F.R. Subpart 2.1 or as periodically adjusted for inflation).
 2. “Procurement by small purchase procedures” are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than ~~\$150,000~~ \$250,000 (periodically adjusted for inflation).
 3. “Procurement by sealed bids (formal advertising)” is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.
 4. “Procurement by competitive proposals” is normally conducted with more

than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.
- F. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the non-federal entity for financial statement purposes, or \$5,000.
- G. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 C.F.R. § 200.431 (Compensation - Fringe Benefits).
- H. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 C.F.R. § 200.431(g) for retirees and their spouses, dependents, and survivors.
- I. "Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.
- J. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.
- K. "Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.
- L. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

III. CONFLICT OF INTEREST

- A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.

- B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.
- C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.

IV. ACCEPTABLE METHODS OF PROCUREMENT

- A. General Procurement Standards. The school district must use its own documented procurement procedures which reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.
- B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
- C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.
- D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.
- F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues

include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

- G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- H. Methods of Procurement. The school district must use one of the following methods of procurement:
1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.
 2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.
 3. Procurement by sealed bids (formal advertising).
 4. Procurement by competitive proposals. If this method is used, the following requirements apply:
 - a. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
 - b. Proposals must be solicited from an adequate number of qualified sources;
 - c. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;
 - d. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and
 - e. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in

procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

5. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:
 - a. The item is available only from a single source;
 - b. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;
 - c. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or
 - d. After solicitation of a number of sources, competition is determined inadequate.

I. Competition. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a “brand name or equivalent” description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and
2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

J. The school district must ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school district must not preclude potential bidders from qualifying during the solicitation period.

K. Non-federal entities are prohibited from contracting with or making subawards under “covered transactions” to parties that are suspended or debarred or whose principals are suspended or debarred. “Covered transactions” include procurement

contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed \$25,000.

- L. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered covered transactions, unless they are exempt as provided in 2 C.F.R. § 180.215.

V. **MANAGING EQUIPMENT AND SAFEGUARDING ASSETS**

- A. Property Standards. The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to property owned by the non-federal entity. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 C.F.R. §§ 200.311, 200.314, and 200.315.

- B. Equipment

Management requirements. Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

1. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.
2. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years.
3. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.
4. Adequate maintenance procedures must be developed to keep property in good condition.
5. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

VI. FINANCIAL MANAGEMENT REQUIREMENTS

- A. Financial Management. The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the federal statutes, regulations, and the terms and conditions of the federal award.
- B. Payment. The school district must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control.

Advance payments to a school district must be limited to the minimum amounts needed and timed to be in accordance with the actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

- C. Internal Controls. The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should be in compliance with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with federal statutes, regulations, and the terms and conditions of the federal award.

The school district must also evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must also take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

- A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.
- B. Definitions
1. “Allowable cost” means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.
 2. “Education Department General Administrative Regulations (EDGAR)” means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: <http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>.
 3. “Omni Circular” or “2 C.F.R. Part 200s” or “Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards” means federal cost principles that provide standards for determining whether costs may be charged to federal grants.
 4. “Advance payment” means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.
- C. Allowable Costs. The following items are costs that may be allowable under the 2 C.F.R. Part 200s under specific conditions:
1. Advisory councils;
 2. Audit costs and related services;
 3. Bonding costs;
 4. Communication costs;
 5. Compensation for personal services;
 6. Depreciation and use allowances;

7. Employee morale, health, and welfare costs;
8. Equipment and other capital expenditures;
9. Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs;
10. Insurance and indemnification;
11. Maintenance, operations, and repairs;
12. Materials and supplies costs;
13. Meetings and conferences;
14. Memberships, subscriptions, and professional activity costs;
15. Security costs;
16. Professional service costs;
17. Proposal costs;
18. Publication and printing costs;
19. Rearrangement and alteration costs;
20. Rental costs of building and equipment;
21. Training costs; and
22. Travel costs.

D. Costs Forbidden by Federal Law. 2 CFR Part 200s and EDGAR identify certain costs that may never be paid with federal funds. The following list provides examples of such costs. If a cost is on this list, it may not be supported with federal funds. The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 CFR Part 200s; thus, the following list is not exhaustive:

1. Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs;
2. Alcoholic beverages;
3. Bad debts;

4. Contingency provisions (with limited exceptions);
5. Fundraising and investment management costs (with limited exceptions);
6. Donations;
7. Contributions;
8. Entertainment (amusement, diversion, and social activities and any associated costs);
9. Fines and penalties;
10. General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));
11. Goods or services for personal use;
12. Interest, except interest specifically stated in 2 C.F.R. § 200.441 as allowable;
13. Religious use;
14. The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);
15. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and
16. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.
2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.
3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In

those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

1. The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes five core principles that serve as an important guide for effective grant management. These core principles require all costs to be:
 - a. Necessary for the proper and efficient performance or administration of the program.
 - b. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.
 - c. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.
 - d. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.
 - e. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules. The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.
2. Many state-administered programs require local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education

costs and not to supplant (or replace) those funds. Generally, the “supplement, not supplant” provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three situations:
 - a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.
 - b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.
 - c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.
4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.
2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.
2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

- J. Employee Sanctions. Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

VIII. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written policy of the school district consistently applied to both federal and non-federal activities; and
2. Follows an appointment made in accordance with a school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, a school district must follow its written non-federal, entitywide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave.

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

- a. They are provided under established written leave policies;
 - b. The costs are equitably allocated to all related activities, including federal awards; and
 - c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.
2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 C.F.R. § 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as

direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.
4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the written policies of the school district.
5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established written policies of the school district.
6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;
2. Allowable under the cost principles set forth in the Uniform Grant Guidance;
3. Consistent with the school district's cost accounting practices and school district policy; and
4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.

F. Travel Costs. Travel costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip, and results in charges consistent with those normally allowed in like

circumstances in the school district's non-federally funded activities and in accordance with the school district's reimbursement policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations according to the school district's written reimbursement and/or travel policies.

In addition, when costs are charged directly to the federal award, documentation must justify the following:

1. Participation of the individual is necessary to the federal award; and
2. The costs are reasonable and consistent with the school district's established travel policy.

Temporary dependent care costs above and beyond regular dependent care that directly results from travel to conferences is allowable provided the costs are:

1. A direct result of the individual's travel for the federal award;
2. Consistent with the school district's documented travel policy for all school district travel; and
3. Only temporary during the travel period.

[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 C.F.R. § 200.207 (Specific Conditions). If the DOE or MDE determines that noncompliance cannot be remedied by imposing additional conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: 1) Temporarily withhold cash payments pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE; 2) Disallow (that is, deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance; 3) Wholly or partly suspend or terminate the federal award; 4) Initiate suspension or debarment proceedings as authorized under 2 C.F.R. Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); 5) Withhold further federal awards for the project or program; and/or 6) Take other remedies that may be legally available.]

Legal References: 2 C.F.R. § 200.12 (Capital Assets)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205(d) (Federal Awarding Agency Review of Risk Posed by Applicants)

2 C.F.R. § 200.212 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319(c) (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses,
Women’s Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Monitoring and Reporting Program Performance)
2 C.F.R. § 200.338 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)
2 C.F.R. § 200.473 (Transportation Costs)
2 C.F.R. § 200.474 (Travel Costs)

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 210.1 (Conflict of Interest – Charter School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

8.A.14. 801 Equal Access to Facilities

Adopted: _____

MSBA/MASA Model Policy 801

Orig. 1995

Revised: _____

Rev. 2006

801 EQUAL ACCESS TO SCHOOL FACILITIES

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;
6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. “Limited open forum” means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. “Secondary school” means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. “Sponsorship” includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. “Meeting” includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. “Noninstructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal has responsibility to:
 - 1. Keep a log of application information.
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.
 - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 - 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 533 U.S. 98, 1215 S.Ct. 2093 (2001)
[*Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1*, 690 F.3d 996 \(8th Cir. 2012\)](#)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
 MSBA Service Manual, Chapter 13, School Law Bulletin “O” (Equal Access Act)

The Purpose, General Statement of Policy, Definitions, and Fair Opportunity Criteria sections reflect the language and requirements of the Equal Access Act and so should be adopted as written. School Boards have discretion to adopt reasonable procedures to implement the Act, however. We have provided a section on Procedures as a model.

8.A.15. 802 Disposition of Obsolete Equipment and
Material

Adopted: _____

MSBA/MASA Model Policy 802

Orig. 1995

Revised: _____

Rev. ~~2018~~ 2019

802 DISPOSITION OF OBSOLETE EQUIPMENT AND MATERIAL

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the superintendent to assist in timely disposition of obsolete equipment and material.

II. GENERAL STATEMENT OF POLICY

Effective use of school building space, and consideration for safety of personnel, will at times require disposal of obsolete equipment and material.

III. DEFINITIONS

- A. “Contract” means an agreement entered into by the school district for the sale of supplies, materials, or equipment.
- B. “Official newspaper” is a regular issue of a qualified legal newspaper.

IV. MANNER OF DISPOSITION

A. Authorization

The superintendent shall be authorized to dispose of obsolete equipment and materials by selling it at a fair price consistent with the procedures outlined in this policy. Any sale exceeding the minimum amount for which bids are required must first be specifically authorized by the school board. The superintendent shall be authorized to properly dispose of used books, materials, and equipment deemed to have little or no value.

B. Contracts Over \$175,000

1. If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks’ published notice in the official newspaper. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter. Additional publication in the official newspaper or elsewhere may be made as the school board shall deem necessary.
2. The sale shall be awarded to the highest responsible bidder, be duly executed in writing, and be otherwise conditioned as required by law.

3. A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.
4. In the case of identical high bids from two or more bidders, the school board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the school board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the board may readvertise.
5. All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.
6. Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until resolicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public. Data created or maintained by the school district as part of the selection or evaluation process are protected as nonpublic data until completion of the selection or evaluation process. At that time, the data are public with the exception of trade secret data.

C. Contracts From \$25,000 to \$175,000

If the amount of the sale is estimated to exceed \$25,000 but not to exceed \$175,000, the contract may be made either upon sealed bids in the manner directed above or by direct negotiation, by obtaining two or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding notice. All quotations obtained shall be kept on file for a period of at least one year after receipt.

D. Contracts \$25,000 or Less

If the amount of the sale is estimated to be \$25,000 or less, the contract may be made either upon quotation or in the open market, in the discretion of the school board. The sale in the open market may be by auction. If the contract is made on quotation, it shall be based, so far as practicable, on at least two quotations which shall be kept on file for a period of at least one year after receipt.

E. Electronic Sale of Surplus Supplies, Materials, and Equipment

Notwithstanding the other procedural requirements of this policy, the school district may contract to sell supplies, materials, and equipment which is surplus, obsolete, or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials, or equipment at the highest purchase price in an open and interactive environment.

F. Notice of Quotation

Notice of procedures to receive quotations shall be given by publication or other means as appropriate to provide reasonable notice to the public.

G. Sales to Employees

No officer or employee of the school district shall sell or procure for sale or possess or control for sale to any other officer or employee of the school district any property or materials owned by the school district unless the property and materials are not needed for public purposes and are sold to a school district employee after reasonable public notice, at a public auction or by sealed response, if the employee is not directly involved in the auction or sale process. Reasonable notice shall include at least one week's published or posted notice. A school district employee may purchase no more than one motor vehicle from the school district at any one auction. This section shall not apply to the sale of property or materials acquired or produced by the school district for sale to the general public in the ordinary course of business. Nothing in this section shall prohibit an employee of the school district from selling or possessing for sale public property if the sale or possession for sale is in the ordinary course of business or the normal course of the employee's duties.

H. Exceptions for Surplus School Computers

1. A school district may bypass the requirements for competitive bidding and is not subject to any other laws relating to school district contracts if it is disposing of surplus school computer and related equipment, including a tablet device, by conveying the property and title to:

1 a. another school district;

2 b. the state department of corrections;

~~3~~ c. the board of trustees of Minnesota State Colleges and Universities;
~~or~~

~~4~~ d. the family of a student residing in the district whose total family income meets the federal definition of poverty; ~~or-~~

e. a charitable organization under section 501(c)(3) of the Internal Revenue Code that is registered with the attorney general's office for educational use.

2. If surplus school computers are not disposed of as described in Paragraph 1., upon adoption of a written resolution of the school board, when updating or replacing school computers, including tablet devices, used primarily by students, the school district may sell or give used computers or tablets to qualifying students at the price specified in the written resolution. A student is eligible to apply to the school board for a computer or tablet under this subdivision if the student is currently enrolled in the school and intends to enroll in the school in the year following the receipt of the computer or tablet. If more students apply for computers or tablets than are available, the school must first qualify students whose families are eligible for free or reduced-price meals and then dispose of the remaining computers or tablets by lottery.

Legal References: Minn. Stat. § 13.591 (Business Data)
Minn. Stat. § 15.054 (Public Employees Not to Purchase Merchandise from Governmental Agencies; Exceptions; Penalty)
Minn. Stat. § 123B.29 (Sale of School Building at Auction)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 645.11 (Published Notice)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin "F" (School District Contract and Bidding Procedures)

8.A.16. 803 Warning Systems and Emergency Plans
(not MSBA)

- Recommended for removal

I. PURPOSE

The purpose of this policy is to assure development of plans to provide direction to school employees and students when faced with emergency situations.

II. GENERAL STATEMENT OF POLICY

The superintendent shall be responsible for directing the development of a comprehensive Emergency Plan which will serve as a guide for employees, students and parents. When approved by the school board, the Emergency Plan shall be attached as an addendum to this policy.

III. PROVISIONS OF THE EMERGENCY PLAN

A. The Emergency Plan shall conform to state and federal laws, Minnesota Department of Education rules, and guidelines set forth by the Minnesota Department of Public Safety, Division of Emergency Services.

The provisions of the Emergency Plan shall be compatible with those of the local municipalities in which the school district is located. Appropriate officials from the local municipalities shall be requested to review and comment on the Emergency Plan during the development process.

B. The Emergency Plan shall address, but not be limited to the following emergency situations:

1. Fire
2. Bomb threat
3. Threats with weapons
4. Demonstrations
5. Natural disaster
6. Utility emergency
7. Hazardous material accident
8. National emergency

- C. Employees shall receive a copy of the Emergency Plan for the building in which they work and shall receive inservice training annually on plan implementation.
- D. Students shall receive specific instruction on plan implementation, and shall participate in a required number of drill and practice sessions throughout the school year.
- E. Parents shall be made aware of the Emergency Plan.

IV. WARNING SYSTEMS

- A. The school district shall maintain a warning system designed to inform students, employees, and visitors in the facilities of an emergency. This system shall be maintained on a regular basis under the maintenance plan for all school district buildings.
- B. It shall be the responsibility of the building principal to inform students and employees of the system and the means by which the system is used to identify the specific type of emergency involved.

Legal References: 42 U.S.C. § 5121 *et. seq.* (Disaster relief and emergency assistance)
Minn. Stat. Ch. 12 (Emergency Services)
Minn. Stat. § 299F.011 (Uniform Fire Code; Adoption)
Minn. Stat. § 299F.391 (Health Care, Education, or Lodging Facility)
Minn. Rules Parts 3530.4400 to 3530.4700 (Civil defense: school districts)
Minn. Rules Part 7510 (Fire Safety)

Cross References:
Policy 806 (Crisis Management Policy)

Policy Adopted: September 2004, April 2007
Independent School District #110
Waconia, MN

8.A.17. 805 Waste Reduction and Recycling

Adopted: _____

MSBA/MASA Model Policy 801

Orig. 1995

Revised: _____

Rev. 2006

801 EQUAL ACCESS TO SCHOOL FACILITIES

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.
- B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.
- C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.
- D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.
- E. In adopting and implementing this equal access policy, the school district will NOT:
 - 1. influence the form or content of any prayer or other religious activity;
 - 2. require any person to participate in prayer or other religious activity;
 - 3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;
 - 4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;
6. limit the rights of groups of students based on the size of the group;
7. abridge the constitutional rights of any person.

III. DEFINITIONS

- A. “Limited open forum” means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.
- B. “Secondary school” means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.
- C. “Sponsorship” includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.
- D. “Meeting” includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.
- E. “Noninstructional time” means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

- A. A meeting held pursuant to this policy is voluntary and student-initiated;
- B. There is no sponsorship of the meeting by the school or its agents or employees;
- C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

- A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:
 - 1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.
 - 2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.
- B. Student groups meeting under this policy must comply with the following rules:
 - 1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.
 - 2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.
 - 3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.
- C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.
- D. The building principal has responsibility to:
 - 1. Keep a log of application information.
 - 2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.
 - 3. Note the condition of the facilities and equipment before and after use.
 - 4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.
 - 5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

- E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.
- F. Nonschool persons may not direct, conduct, control, or regularly attend meetings and activities held pursuant to this policy.
- G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.
- H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
 20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, 1105 S.Ct. 2356 (1990)
Good News Club v. Milford Central School, 533 U.S. 98, 1215 S.Ct. 2093 (2001)
[*Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1*, 690 F.3d 996 \(8th Cir. 2012\)](#)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)
 MSBA Service Manual, Chapter 13, School Law Bulletin “O” (Equal Access Act)

The Purpose, General Statement of Policy, Definitions, and Fair Opportunity Criteria sections reflect the language and requirements of the Equal Access Act and so should be adopted as written. School Boards have discretion to adopt reasonable procedures to implement the Act, however. We have provided a section on Procedures as a model.

8.A.18. 903 Visitors & Volunteers to School
Buildings and Sites

Adopted: _____

MSBA/MASA Model Policy 903

Orig. 1995

Revised: _____

Rev. 2002 2017

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

III IV. RESPONSIBILITY

- A. The school district administration shall present recommended visitor and post-secondary enrollment options student procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.
- B. ~~It shall be the responsibility of the~~ The superintendent shall be responsible for providing to provide coordination that may be needed throughout the process and providing provide for periodic school board review and approval of the procedures.

IV V. VISITOR LIMITATIONS

- A. An individual, post-secondary enrollment options student, or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.
- B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.
- C. An individual, post-secondary enrollment options student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References:

8.A.19. 904 Distribution of Materials on School
District Property by Nonschool Persons

Adopted: _____

MSBA/MASA Model Policy 904

Orig. 1995

Revised: _____

Rev. 2002

904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.
- B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

- A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.
- B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.
- C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.
- D. "Obscene to minors" means:
 - 1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;
 - 2. The material depicts or describes, in a manner that is patently offensive to

prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.
- E. “Minor” means any person under the age of eighteen (18).
- F. “Material and substantial disruption” of a normal school activity means:
1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, “material and substantial disruption” is defined as any disruption which interferes with or impedes the implementation of that program.
 2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) “material and substantial disruption” is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

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

- G. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.
- H. “Libelous” is a false and unprivileged statement about a specific individual that tends to harm the individual’s reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

- A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.
- B. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. However, distribution of the following materials is always

prohibited. Material is prohibited that:

1. is obscene to minors;
2. is libelous;
3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;
4. advertises any product or service not permitted to minors by law;
5. advocates violence or other illegal conduct;
6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious religion, or ethnic origin);
7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;
2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;
3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;
4. the quantity or size of materials to be distributed;
5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;
6. whether distribution would require that nonschool persons be present on the school grounds;
7. whether the materials are a solicitation for goods or services not requested

by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

- A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:
1. Name and phone number of the person submitting the request.
 2. Date(s) and time(s) of day of requested distribution.
 3. If material is intended for students, the grade(s) of students to whom the distribution is intended.
 4. The proposed method of distribution.
- B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.
- C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.
- D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures

necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied [565](#) U.S. [1036](#), 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)

8.A.20. 905 Advertising

Adopted: _____

MSBA/MASA Model Policy 905

Orig. 1996

Revised: _____

Rev. ~~2003~~ 2015

905 ADVERTISING

[Note: School districts should carefully consider whether they wish to allow advertising in school district facilities or publications. Once advertisements are accepted, First Amendment Rights may limit the school district's ability to reject specific advertisements or to regulate the content of advertisements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

- A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.
- B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained ~~on school district property or~~ within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.

- C. Donations which include or carry advertisements must be approved by the school board.
- D. The school district or a school may acknowledge a donation it has received from an organization by displaying a “donated by,” “sponsored in part by,” or a similar by-line with the organization’s name and/or symbol on the item. Examples include activity programs or yearbooks.
- E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.
- F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.
- G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Legal References: Minn. Stat. § 123B.93 (Advertising on School Buses)
Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 702 (Accounting)

9. **BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations
Committee

9.A.1. Superintendent Evaluation Report **Presenter:** Chair
Geller

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**