

## Regular Meeting

Monday, November 9, 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. Upcoming Meetings:

### 4. PRESENTATION:

#### 4.A. Snow Day/Flex Learning Day

**Presenter:** Sarah  
Klitzke, Teaching and  
Learning Manager



## Waconia Public Schools Flex Learning Day Proposal 2020-21

### Why Flex Learning Days?

Flex Learning Days are intended to counter the loss of curriculum momentum resulting from school cancellations due to Minnesota's winter weather. Flex Learning Days cannot replace the face-to-face time students have with their teachers, but it can provide better continuity when school is interrupted. Flex Learning Days also negate the need for makeup school days at the end of the year, helping families more effectively plan summer activities. [MN Statute 120A.414](#)

### When will the District use Flex Learning Days?

The first two cancellations due to winter weather **will not** be replaced with Flex Learning Days. The third and subsequent school closures **may be** replaced with Flex Learning Days. There is a limit of five Flex Learning Days that can be used in one school year.

Flex Learning Days may be implemented for school closings when ISD110 is in the "In-person" and "Hybrid" instructional models. If D110 is in a distance learning model district wide, we will remain in that model during school closures due to inclement weather.

### Staff Availability

Teachers, administrators, and other licensed professionals will be available by email, phone, and through Seesaw (E-2) or Schoology (3-12) during regular school hours. The staff directory includes all district email addresses and voicemail extensions.

### Student Work

Student work on Flex Learning Days will follow the guidelines in the table below. For grades E-5, student work must be submitted by the end of the third school day after a school cancellation. This is how the District will track E-5 attendance on Flex Learning Days and allow students who do not have Internet access at home an opportunity to complete the work. Grades 6-12 will track attendance on the Flex Learning Day as students login to Schoology.



Grade Level	Student Work Guidelines								
<p><b>Early Childhood-5</b></p>	<p>Parents/caregivers will receive a Flex Learning Day choice board for their child from their teacher via email and Seesaw or Schoology by 9:30 am. Students complete a portion of the activities as directed, record them on the choice board itself, and bring back to school with a parent/caregiver signature. The goal is to provide meaningful activities that reinforce academic and social/emotional skills.</p> <p>Due to 5th graders each having their own device, teachers will post Flex Learning Day assignments in Schoology by 9:30 am. Learning activities can be organized into a choice board or include required assignments in certain content areas.</p> <p>*Activities need to be able to be done by daycare providers as well. Here are links to sample choice boards:</p> <table border="1" data-bbox="573 862 1879 992"> <tbody> <tr> <td data-bbox="573 862 898 927"><a href="#">D110 Template Draft</a></td> <td data-bbox="898 862 1224 927"><a href="#">Early Childhood</a></td> <td data-bbox="1224 862 1549 927"><a href="#">Kindergarten</a></td> <td data-bbox="1549 862 1879 927"><a href="#">First Grade</a></td> </tr> <tr> <td data-bbox="573 927 898 992"><a href="#">Second Grade</a></td> <td data-bbox="898 927 1224 992"><a href="#">Third Grade</a></td> <td data-bbox="1224 927 1549 992"><a href="#">Fourth Grade</a></td> <td data-bbox="1549 927 1879 992"><a href="#">Fifth Grade</a></td> </tr> </tbody> </table>	<a href="#">D110 Template Draft</a>	<a href="#">Early Childhood</a>	<a href="#">Kindergarten</a>	<a href="#">First Grade</a>	<a href="#">Second Grade</a>	<a href="#">Third Grade</a>	<a href="#">Fourth Grade</a>	<a href="#">Fifth Grade</a>
<a href="#">D110 Template Draft</a>	<a href="#">Early Childhood</a>	<a href="#">Kindergarten</a>	<a href="#">First Grade</a>						
<a href="#">Second Grade</a>	<a href="#">Third Grade</a>	<a href="#">Fourth Grade</a>	<a href="#">Fifth Grade</a>						
<p><b>Grades 6-12</b></p>	<p>Waconia Middle and High School staff will post the day's activities on Schoology no later than 9:30 am. The goal is to provide meaningful learning experiences that help reduce the impact of lost face-to-face instructional time and allow for acceleration of the curriculum when students return to school. The time required for Flex Learning Day activities will vary depending on the course and the current topics of instruction. Students will submit the Flex Learning Day activities based on the teacher's instructions.</p>								

5. **MINUTES OF PREVIOUS MEETING**

Regular Meeting  
Monday, October 12, 2020 7:00 PM Central

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**

Call to order by Chair Geller at 7:01PM

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

Members absent: Weinand

Motion by Thom to adopt agenda

Bullis second

Roll call vote taken

All in favor

Motion carried

### **3. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE**

3.A. Upcoming Meetings:

### **4. MINUTES OF PREVIOUS MEETING**

Motion by Bullis to approve minutes of Sept. 14 regular meeting

Thom second

Roll Call vote taken

All in favor

Motion carried

### **5. CONSENT AGENDA**

Motion by Bullis to approve consent agenda as presented

Thom second

Roll call vote taken

All in favor

Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

5.C. Approve Assurance of Compliance Certificate

5.D. Receipts of Donation

- \$100 donated by Anonymous for WHS Girls Swim Team

- \$2,775 donated by Laketown PTO for Freckle Math subscription
- \$50 donated by Anonymous for Cafe 110 Plateful Account
- \$30 donated by The Blackband Giving Fund for BV Instructional Supplies
- \$500 donated by Thomson Reuters/Gingras for LT books purchase
- \$48 donated by Your Cause Giving Program for WMS

## 6. REPORTS

6.A. Student Representative Report

6.B. Finance Report

6.C. Superintendent's Report

## 7. ACTION ITEMS

7.A. Dean Lakes Joint Powers Agreement

Motion by Thom to approve Dean Lakes Joint Powers Agreement

Bullis second

Roll call vote taken

All in favor

Motion carried

7.B. 2021-2022 Academic Calendar

Motion by Thom to approve 2021-2022 Academic Calendar

Varble second

Roll call vote taken

All in favor

Motion carried

7.C. Second Read Board Policies

Motion by Johnson to remove policy 422 from second reading policies

Thom second

Roll call vote taken

All in favor

Motion carried

Motion by Thom to approve second read board policies (except 422)

Bullis second

Roll call vote taken

All in favor

Motion carried

### 7.C.1. Series 400 Personnel

~~7.C.1.a. 422 Policies Incorporated by Reference~~

### 7.C.2. Series 500 Students

7.C.2.a. 510 Student Activities

7.C.2.b. 515 Protection and Privacy of Pupil Records

7.C.2.c. 515 FORM

7.C.2.d. 515.2 Records Retention Schedule

7.C.2.e. 523 Policies Incorporated by Reference

7.C.2.f. 534 Sunday Night/Family Night

**7.C.3. Series 700 Non-Instructional Operations**

7.C.3.a. 711 Videotaping on School Buses

**8. DISCUSSION ITEMS**

**8.A. First Read Board Policies**

8.A.1. 608 Instructional Services - Special Education

8.A.2. 611 Home Schooling

8.A.3. 612.1 Development of Parental Involvement Policies for Title I Programs

8.A.4. 106 Access to Public Data

8.A.5. 107 Access to Data for Individual Subjects

8.A.6. 722 Public Data Requests

8.A.7. 722 FORM

8.A.8. 908 District Acceptance and Use of Contributions from Individuals and Groups for Educational Program Support

**9. BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations Committee : Geller reports Superintendent goals are moving forward

9.B. Leadership & District Service Committee

9.C. Finance & Facilities Committee

9.D. Policy & Advocacy Committee – Johnson reports few policies up for review will use work groups

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: Thom will share dates of upcoming SEE meetings

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**

Motion by Bullis to adjourn

Thom second

All in favor

Meeting adjourned at 7:57PM

6. **CONSENT AGENDA**

6.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
599559	SECURITY BANK & TRUST CO	10/13/2020	R	1,000.00	October
599560	WACONIA EDUCATION ASSOCIATION	10/15/2020	R	12,022.98	October
599561	A-1 ELECTRIC SERVICE	10/15/2020	R	15,431.30	October
599562	A-1 Stripes, Inc.	10/15/2020	R	300.00	October
599563	AFFINETY SOLUTIONS, INC	10/15/2020	R	610.00	October
599564	APPLE INC	10/15/2020	R	3,064.99	October
599565	ARC DOCUMENT SOLUTIONS LLC	10/15/2020	R	386.83	October
599566	ARROW LIFT ACCESSIBILITY	10/15/2020	R	240.00	October
599567	AUDIO LOGIC SYSTEMS	10/15/2020	R	393.93	October
599568	AVIBEN	10/15/2020	R	281.52	October
599569	BEST BUY BUSINESS ADV ACCT	10/15/2020	R	410.73	October
599570	BLICK ART MATERIALS	10/15/2020	R	211.97	October
599571	BNR IRRIGATION SERVICES INC	10/15/2020	R	154.31	October
599572	BSN SPORTS LLC	10/15/2020	R	2,132.03	October
599573	CEDERSUND, KARI	10/15/2020	R	62.30	October
599574	CHALLENGER SPORTS	10/15/2020	R	2,184.00	October
599575	CITY OF WACONIA	10/15/2020	R	5,666.90	October
599576	COUGHLAN COMPANIES LLC	10/15/2020	R	1,857.50	October
599577	CROW RIVER SPORTS	10/15/2020	R	236.72	October
599578	CULLIGAN BOTTLED WATER	10/15/2020	R	147.48	October
599579	DACOTAH PAPER CO.	10/15/2020	R	900.55	October
599580	DELTA EDUCATION	10/15/2020	R	105.50	October
599581	DIAMOND VOGEL PAINT	10/15/2020	R	973.59	October
599582	ECM PUBLISHERS, INC	10/15/2020	R	340.96	October
599583	FENNER, CHRISTINE	10/15/2020	R	400.00	October
599584	FOLLETT SCHOOL SOLUTIONS	10/15/2020	R	627.22	October
599585	FRANKLIN PRINTING INC	10/15/2020	R	14.98	October
599586	GKSS RADIN LLC	10/15/2020	R	379.08	October
599587	HAND2MIND	10/15/2020	R	160.57	October
599588	HILDI INC	10/15/2020	R	8,400.00	October
599589	HILLYARD/HUTCHINSON	10/15/2020	R	1,864.28	October
599590	ID WHOLESALER	10/15/2020	R	121.98	October
599591	INDIANHEAD FS DISTRIBUTOR	10/15/2020	R	17,019.47	October
599592	INNOVATIVE OFFICE SOLUTIONS LL	10/15/2020	R	95.22	October
599593	INTERMEDIATE DIST #287	10/15/2020	R	6,175.57	October
599594	JENCO PROPERTY MAINTENANCE	10/15/2020	R	5,415.00	October
599595	KACZMAREK-KIENHOLZ, LYN	10/15/2020	R	134.00	October
599596	KAEDEN BOOKS	10/15/2020	R	72.00	October
599597	KRANZ LAWN & POWER	10/15/2020	R	37.45	October
599598	LANO EQUIPMENT INC	10/15/2020	R	494.36	October
599599	LHOTKA, MICHAEL	10/15/2020	R	80.00	October
599600	MEI TOTAL ELEVATOR SOLUTIONS	10/15/2020	R	291.00	October
599601	METRO VOLLEYBALL OFFICIALS ASS	10/15/2020	R	216.00	October
599602	MICHCO	10/15/2020	R	388.60	October
599603	MID-COUNTY	10/15/2020	R	919.93	October
599604	MN DEPT OF HEALTH	10/15/2020	R	70.00	October
599605	MYSA	10/15/2020	R	83.00	October
599606	NAPA AUTO PARTS OF WACONIA	10/15/2020	R	160.89	October
599607	NCS PEARSON, INC	10/15/2020	R	2,463.89	October
599608	NEW DOCUMENTS & LABELS, INC.	10/15/2020	R	337.28	October
599609	OCCUPATIONAL HLTH CNTRS MN PC	10/15/2020	R	738.00	October
599610	ONCE UPON A SIGN & PRINTING	10/15/2020	R	471.50	October
599611	PAN-O-GOLD BAKING CO	10/15/2020	R	1,621.35	October
599612	PARTS CITY WACONIA	10/15/2020	R	6.29	October
599613	PETTY CASH	10/15/2020	R	15.50	October
599614	PFEILSTICKER, JILL	10/15/2020	R	134.00	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
599615	PIONEER MANUFACTURING CO	10/15/2020	R	684.00	October
599616	PLAINVIEW MILK PRODUCTS COOP	10/15/2020	R	5,960.86	October
599617	PLANSOURCE BENEFITS ADMIN INC	10/15/2020	R	2,337.50	October
599618	PRIME TIME SPORTS	10/15/2020	R	1,060.80	October
599619	PROJECT LEAD THE WAY, INC	10/15/2020	R	4,150.00	October
599620	REALLY GOOD STUFF LLC	10/15/2020	R	39.48	October
599621	REINHART FOODSERVICE LLC	10/15/2020	R	1,199.21	October
599622	RENNEBERG HARDWOODS INC.	10/15/2020	R	4,039.23	October
599623	RM COTTON CO	10/15/2020	R	541.00	October
599624	SCAN AIR FILTER, INC	10/15/2020	R	10,589.52	October
599625	SCHMIDT, LINDSAY	10/15/2020	R	303.00	October
599626	SCHOOL SPECIALTY, INC	10/15/2020	R	242.38	October
599627	SENSORY EDGE	10/15/2020	R	119.97	October
599628	SNAP ON TOOLS	10/15/2020	R	109.20	October
599629	STAPLES ADVANTAGE	10/15/2020	R	1,337.17	October
599630	TEACHER CREATED MATERIALS PUBL	10/15/2020	R	4,550.53	October
599631	TIERNEY BROS	10/15/2020	R	685.02	October
599632	TINTES, MATTHEW	10/15/2020	R	406.00	October
599633	TRIO SUPPLY COMPANY	10/15/2020	R	605.22	October
599634	WENTLAND, CAROLYN	10/15/2020	R	1,540.00	October
599635	WESTERN PSYCHOLOGICAL SERVICES	10/15/2020	R	189.20	October
599636	WILSON LANGUAGE TRAINING CORP	10/15/2020	R	1,375.27	October
599637	AMAZON CAPITAL SERVICES	10/15/2020	R	16,230.64	October
599638	DICKSON, KATE	10/20/2020	R	980.00	October
599639	BARNES & NOBLE	10/22/2020	R	973.76	October
599640	BJORKLUND COMPENSATION CONSULT	10/22/2020	R	145.00	October
599641	BLICK ART MATERIALS	10/22/2020	R	153.11	October
599642	BRUGGEMANN, ZACH	10/22/2020	R	40.00	October
599643	BUSH, GRIFFIN	10/22/2020	R	40.00	October
599644	BUSINESS IMPACT GROUP	10/22/2020	R	9,237.30	October
599645	CARVER COUNTY TAXPAYER SERV DE	10/22/2020	R	35.00	October
599646	CENGAGE LEARNING INC	10/22/2020	R	1,680.00	October
599647	CRUNSTEDT, BOB	10/22/2020	R	85.00	October
599648	DACOTAH PAPER CO.	10/22/2020	R	339.25	October
599649	DANIELLE ALEXANDER DESIGN LLC	10/22/2020	R	986.25	October
599650	DULUTH PUBLIC SCHOOLS	10/22/2020	R	1,140.00	October
599651	DYKSTRA, RYAN	10/22/2020	R	81.00	October
599652	ECM PUBLISHERS, INC	10/22/2020	R	587.25	October
599653	EVERSONS HARDWARE HANK	10/22/2020	R	769.03	October
599654	EVERYDAY SPEECH LLC	10/22/2020	R	299.99	October
599655	GALE/CENGAGE LEARNING	10/22/2020	R	50.00	October
599656	GARAGE LANES LLC	10/22/2020	R	480.00	October
599657	GENZ, CHAD	10/22/2020	R	81.00	October
599658	GOPHER SPORT	10/22/2020	R	72.95	October
599659	GRAINGER	10/22/2020	R	733.91	October
599660	GRAMS, SCOTT	10/22/2020	R	94.00	October
599661	GRAY, CHARLES	10/22/2020	R	120.00	October
599662	GROTH MUSIC COMPANY	10/22/2020	R	285.00	October
599663	HAAS, CASEY	10/22/2020	R	81.00	October
599664	HENDRYCKS, PHIL	10/22/2020	R	105.00	October
599665	HILLYARD/HUTCHINSON	10/22/2020	R	7,476.17	October
599666	HIME TIME ED COACH	10/22/2020	R	28.00	October
599667	INDIANHEAD FS DISTRIBUTOR	10/22/2020	R	11,562.28	October
599668	INNOVATIVE OFFICE SOLUTIONS LL	10/22/2020	R	2,189.43	October
599669	KAMI NOTABLE, INC.	10/22/2020	R	495.00	October
599670	KIM, IN-JAE	10/22/2020	R	100.00	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
599671	KROLL, CHUCK	10/22/2020	R	94.00	October
599672	LAKESHORE LEARNING MATERIALS	10/22/2020	R	71.64	October
599673	LEARNING SCIENCES INT'L LLC	10/22/2020	R	1,834.00	October
599674	LEARNING TECHNIQUES, LTD.	10/22/2020	R	300.00	October
599675	LOFFLER COMPANIES	10/22/2020	R	703.96	October
599676	LVC COMPANIES INC	10/22/2020	R	770.00	October
599677	MACKIN LIBRARY SERVICE	10/22/2020	R	388.34	October
599678	MASA	10/22/2020	R	986.00	October
599679	MASE	10/22/2020	R	225.00	October
599680	MINI BIFF LLC	10/22/2020	R	84.66	October
599681	MOATS, SHERYL	10/22/2020	R	98.00	October
599682	NASCO	10/22/2020	R	57.44	October
599683	OFFICE DEPOT	10/22/2020	R	11.84	October
599684	PERFORMANCE APPAREL, LLC	10/22/2020	R	639.00	October
599685	PIERSON, BRIAN	10/22/2020	R	100.00	October
599686	PLANSOURCE BENEFITS ADMIN INC	10/22/2020	R	2,337.50	October
599687	POLACEK, DOUGLAS	10/22/2020	R	94.00	October
599688	POWERSCHOOL GROUP LLC	10/22/2020	R	500.00	October
599689	PREP TIME PRINTING	10/22/2020	R	2,720.00	October
599690	QUADIENT FINANCE USA, INC	10/22/2020	R	139.73	October
599691	RANDYS ENVIRONMENTAL SERV	10/22/2020	R	199.76	October
599693	SCHMID, BRIAN	10/22/2020	R	94.00	October
599694	SCHOLASTIC BOOK FAIRS-15	10/22/2020	R	1,602.81	October
599695	SCHOLASTIC, INC	10/22/2020	R	160.50	October
599696	SCHOOL OUTFITTERS	10/22/2020	R	2,063.67	October
599697	SCHOOL SPECIALTY, INC	10/22/2020	R	2,775.78	October
599698	SIKORA, DEREK	10/22/2020	R	150.00	October
599699	SOLUTION TREE	10/22/2020	R	89.95	October
599700	SONOVA USA INC	10/22/2020	R	4,383.99	October
599701	SOUTHWEST METRO INTERMEDIATE D	10/22/2020	R	28,603.19	October
599702	STAPLES ADVANTAGE	10/22/2020	R	879.99	October
599703	SWANSON, LYDIA	10/22/2020	R	80.00	October
599704	TEACHERS SYNERGY, LLC	10/22/2020	R	142.24	October
599705	TIERNEY BROS	10/22/2020	R	349.86	October
599706	TIME USA LLC	10/22/2020	R	908.16	October
599707	TOLL GAS & WELDING SUPPLY	10/22/2020	R	10.98	October
599708	TRIO SUPPLY COMPANY	10/22/2020	R	559.65	October
599709	TVEDT, ERIC	10/22/2020	R	94.00	October
599710	UHL CO	10/22/2020	R	10,835.48	October
599711	UNITED FARMERS COOPERATIVE	10/22/2020	R	2,897.62	October
599712	WAYZATA RESULTS, INC	10/22/2020	R	550.00	October
599713	WILSON LANGUAGE TRAINING CORP	10/22/2020	R	375.19	October
599714	WORDWARE INC	10/22/2020	R	2,630.04	October
599715	FITZSIMONDS, BRAM	10/23/2020	R	500.00	October
599716	AMAZON CAPITAL SERVICES	10/23/2020	R	1,389.43	October
599717	US POSTAL SERVICE	10/23/2020	R	1,068.68	October
599718	DISTRICT 110 FOUNDATION	10/30/2020	R	10.00	October
599719	EYE MED-FIDELITY SECURITY LIFE	10/30/2020	R	2,197.08	October
599720	LIFE INS CO OF NORTH AMERICA	10/30/2020	R	10,608.69	October
599721	MESSERLI & KRAMER PA	10/30/2020	R	245.45	October
599722	NCPERS GROUP LIFE INS	10/30/2020	R	112.00	October
599723	SCHOOL SERVICE EMPLOYEES	10/30/2020	R	1,548.24	October
599724	WACONIA EDUCATION ASSOCIATION	10/30/2020	R	12,022.98	October
599725	APPLE INC	10/29/2020	R	100.00	October
599726	BEST BUY BUSINESS ADV ACCT	10/29/2020	R	4,130.00	October
599727	BEUCH, LAURA	10/29/2020	R	171.18	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
599728	BIFFS, INC	10/29/2020	R	1,604.00	October
599729	BNR IRRIGATION SERVICES INC	10/29/2020	R	2,395.25	October
599730	BOB'S SYRUP	10/29/2020	R	1,100.00	October
599731	BSN SPORTS LLC	10/29/2020	R	281.80	October
599732	CATRON, CHRISTI	10/29/2020	R	625.00	October
599733	CHROMEBOOKPARTS.COM	10/29/2020	R	599.85	October
599734	COUNTRYSIDE CUSTOM APPAREL	10/29/2020	R	76.40	October
599735	CREATURE WORKS, INC	10/29/2020	R	400.00	October
599736	CROUCHER, BETHANY	10/29/2020	R	171.18	October
599737	ECM PUBLISHERS, INC	10/29/2020	R	389.14	October
599738	EDUCATORS BENEFIT CONSULTANTS	10/29/2020	R	461.63	October
599739	FOLLETT SCHOOL SOLUTIONS	10/29/2020	R	504.44	October
599740	FORSYTHE, JOSH	10/29/2020	R	80.00	October
599741	FRANKLIN PRINTING INC	10/29/2020	R	15.80	October
599742	GRAINGER	10/29/2020	R	40.92	October
599743	HAPPY FEET SOCCER TWIN CITIES	10/29/2020	R	350.00	October
599744	HEALY AWARDS INC	10/29/2020	R	31.49	October
599745	HILLYARD/HUTCHINSON	10/29/2020	R	14,296.73	October
599746	HORIZON EQUIPMENT	10/29/2020	R	835.08	October
599747	INDIANHEAD FS DISTRIBUTOR	10/29/2020	R	8,702.55	October
599748	INGCO INT'L INC	10/29/2020	R	82.70	October
599749	INNOVATIVE OFFICE SOLUTIONS LL	10/29/2020	R	86.18	October
599750	IRISH SPORTS DOME	10/29/2020	R	1,100.00	October
599751	JOHNSON, MOLLY	10/29/2020	R	171.18	October
599752	JOSTENS	10/29/2020	R	295.95	October
599753	KOCH SCHOOL BUS SERVICE, INC	10/29/2020	R	245,583.58	October
599754	KULLY SUPPLY COMPANY	10/29/2020	R	255.72	October
599755	LAKESHORE LEARNING MATERIALS	10/29/2020	R	132.88	October
599756	LINEHAN, JENNIFER	10/29/2020	R	134.00	October
599757	LONNES, BECKY	10/29/2020	R	256.77	October
599758	LYNCH, MICHAEL	10/29/2020	R	300.00	October
599759	M & D SPORTS SERVICES	10/29/2020	R	138.00	October
599760	MACKENTHUN'S FINE FOODS	10/29/2020	R	1,279.69	October
599761	MAYER LUMBER CO, INC	10/29/2020	R	4,932.60	October
599762	MCTLIC-MN COUNC ON THE TEACHING	10/29/2020	R	520.00	October
599763	MEI TOTAL ELEVATOR SOLUTIONS	10/29/2020	R	549.15	October
599764	MONOPRICE INC	10/29/2020	R	78.89	October
599765	MOUNTAIN STREAM SIGNS & SPORTS	10/29/2020	R	1,775.67	October
599766	MSSA	10/29/2020	R	400.00	October
599767	NELSON, BRITTA	10/29/2020	R	75.00	October
599768	NICOL, BARBARA	10/29/2020	R	313.00	October
599769	NOODLE SOUP	10/29/2020	R	63.00	October
599770	OCCUPATIONAL HLTH CNTRS MN PC	10/29/2020	R	246.00	October
599771	PARTS CITY WACONIA	10/29/2020	R	95.40	October
599772	PAULSEN, TERRI	10/29/2020	R	9.38	October
599773	Pick A Time	10/29/2020	R	100.00	October
599774	PIERSON, BRIAN	10/29/2020	R	110.00	October
599775	PREP TIME PRINTING	10/29/2020	R	2,725.00	October
599776	ROD RASSMAN PRODUCTIONS INC	10/29/2020	R	4,235.00	October
599777	RIDDELL/ALL AMERICAN SPORTS CO	10/29/2020	R	1,902.70	October
599778	RIDGEVIEW MEDICAL CENTER	10/29/2020	R	821.54	October
599779	SCAN AIR FILTER, INC	10/29/2020	R	13,937.01	October
599780	SCHLEIS, JOSEPH	10/29/2020	R	110.00	October
599781	SCHOOL SPECIALTY, INC	10/29/2020	R	791.01	October
599782	SHARRATT, LARRY	10/29/2020	R	48.00	October
599783	SONOVA USA INC	10/29/2020	R	119.99	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
599784	STAPLES ADVANTAGE	10/29/2020	R	120.54	October
599785	TRAINING ROOM, INC	10/29/2020	R	61.12	October
599786	UHL CO	10/29/2020	R	15,397.44	October
599787	UNIVERSITY OF MN	10/29/2020	R	10,585.00	October
599788	WOW FUNDRAISING	10/29/2020	R	240.00	October
599789	AMAZON CAPITAL SERVICES	10/30/2020	R	77,388.93	October
599790	APPLE INC	11/05/2020	R	299.00	November
599791	ARCADIA SOLAR LLC	11/05/2020	R	263.21	November
599792	AXEL H OHMAN INC	11/05/2020	R	22,722.00	November
599793	BEN PENNER FARMS	11/05/2020	R	270.00	November
599794	BUSINESS IMPACT GROUP	11/05/2020	R	301.00	November
599795	CDW GOVERNMENT	11/05/2020	R	18,000.00	November
599796	CITY OF WACONIA	11/05/2020	R	10,015.60	November
599797	COUNTRYSIDE CUSTOM APPAREL	11/05/2020	R	133.70	November
599798	DISCOUNT SCHOOL SUPPLY	11/05/2020	R	565.81	November
599799	ECM PUBLISHERS, INC	11/05/2020	R	48.95	November
599800	EVENSON, CHAD	11/05/2020	R	94.00	November
599801	FORD, DANIEL	11/05/2020	R	81.00	November
599802	GENZ, CHAD	11/05/2020	R	162.00	November
599803	GRAINGER	11/05/2020	R	724.58	November
599804	GRAY, CHARLES	11/05/2020	R	80.00	November
599805	GREER, KRISTINE	11/05/2020	R	486.88	November
599806	HAAS, CASEY	11/05/2020	R	81.00	November
599807	HAWKINSON, KIMBERLY	11/05/2020	R	303.00	November
599808	HENDRYCKS, PHIL	11/05/2020	R	105.00	November
599809	IEA, INC	11/05/2020	R	2,511.02	November
599810	INDIANHEAD FS DISTRIBUTOR	11/05/2020	R	8,456.17	November
599811	JENNRICH, DAVE	11/05/2020	R	94.00	November
599812	JOSTENS	11/05/2020	R	255.95	November
599813	KAHMEYER, MAX	11/05/2020	R	80.00	November
599814	KAHMEYER, TROY	11/05/2020	R	80.00	November
599815	KLIMA, MIKE	11/05/2020	R	162.00	November
599816	KNAUS, JASON	11/05/2020	R	94.00	November
599817	KOCKELMAN, DEAN	11/05/2020	R	94.00	November
599818	KULLY SUPPLY COMPANY	11/05/2020	R	123.61	November
599819	LANO EQUIPMENT INC	11/05/2020	R	32.94	November
599820	LEE'S REFRIGERATION	11/05/2020	R	43,000.00	November
599821	METRO VOLLEYBALL OFFICIALS ASS	11/05/2020	R	432.00	November
599822	MOATS, SHERYL	11/05/2020	R	196.00	November
599823	MOELTER, ASHLEIGH	11/05/2020	R	183.40	November
599824	MSBA	11/05/2020	R	12,133.00	November
599825	PARTS CITY WACONIA	11/05/2020	R	79.93	November
599826	PERMANENT COATING SOLUTIONS, L	11/05/2020	R	750.00	November
599827	PIERSON, BRIAN	11/05/2020	R	100.00	November
599828	PRO3 SOLUTIONS	11/05/2020	R	1,000.00	November
599829	RANDYS ENVIRONMENTAL SERV	11/05/2020	R	198.19	November
599830	REGION 2AA	11/05/2020	R	3,172.00	November
599831	REGION V	11/05/2020	R	721.25	November
599832	RESOURCES FOR EDUCATORS	11/05/2020	R	125.00	November
599833	ROSEMOUNT SAW & TOOL CO	11/05/2020	R	37.20	November
599834	SACKETT, TOBY	11/05/2020	R	94.00	November
599835	SCHOOL SPECIALTY, INC	11/05/2020	R	72.26	November
599836	SFGFII, LLC	11/05/2020	R	5,179.18	November
599837	SWENDSEN, KERRY	11/05/2020	R	240.00	November
599838	TEACHER CREATED MATERIALS PUBL	11/05/2020	R	2,521.46	November
599839	TIERNEY BROS	11/05/2020	R	531.33	November

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
599840	TINTES, MATTHEW	11/05/2020	R	348.00	November
599841	WACONIA CHOIR BOOSTERS	11/05/2020	R	5,935.87	November
599842	WEGNER, ANTONIO	11/05/2020	R	120.00	November
599843	WEINBERGER, BRADY	11/05/2020	R	105.00	November
599844	WESTERN TREE	11/05/2020	R	2,360.50	November
599845	ZWART, BENJAMIN	11/05/2020	R	80.00	November
599846	AMAZON CAPITAL SERVICES	11/05/2020	R	6,824.05	November
202000220	INTERNAL REVENUE SERVICE	09/30/2020	W	148.49	October
202000221	MN DEPT OF REVENUE	09/30/2020	W	3.88	October
202000222	PERA	09/30/2020	W	42.77	October
202000230	VANDY'S GRILLE	10/10/2020	W	69.54	October
202000231	IRON TAP	10/10/2020	W	62.93	October
202000232	APPLE INC	10/10/2020	W	2.99	October
202000233	DOLLAR TREE	10/10/2020	W	149.55	October
202000234	MAILCHIMP	10/10/2020	W	159.00	October
202000235	LOLA'S LAKE HOUSE	10/10/2020	W	74.74	October
202000236	WACONIA CHAMBER OF COMMERCE	10/10/2020	W	55.00	October
202000237	REV.COM	10/10/2020	W	215.00	October
202000238	MASBO	10/10/2020	W	50.00	October
202000240	TAP SERIES LLC	10/10/2020	W	140.00	October
202000242	TARGET BANK	10/10/2020	W	488.43	October
202000243	WEBSTAIRANT STORE	10/10/2020	W	2,179.28	October
202000244	DOLLARDAYS	10/10/2020	W	352.46	October
202000247	GLOGSTER EC, INC	10/10/2020	W	190.00	October
202000249	GRACENOTES, LLC	10/10/2020	W	0.00	October
202000251	SCREENCASTIFY	10/10/2020	W	116.00	October
202000255	COLEMAN CO. INC.	10/10/2020	W	3,675.64	October
202000256	MENARDS HUTCHINSON	10/10/2020	W	922.77	October
202000259	PLANBOOK.COM	10/10/2020	W	94.50	October
202000260	LAKESHORE LEARNING MATERIALS	10/10/2020	W	151.56	October
202000262	MENARDS	10/10/2020	W	1,566.00	October
202000264	HEINEMANN	10/10/2020	W	100.00	October
202000266	LEARNING A-Z LICENSE	10/10/2020	W	115.45	October
202000267	GARBANZO LLC	10/10/2020	W	298.00	October
202000269	MN VALLEY ELECTRIC CORP	10/10/2020	W	52,704.26	October
202000270	WORLDPOINT ECC	10/10/2020	W	3,015.89	October
202000271	REPUBLIC SERVICES	10/10/2020	W	759.97	October
202000272	DataXoom	10/10/2020	W	619.80	October
202000273	JAGUAR COMMUNICATIONS	10/10/2020	W	4,303.12	October
202000274	QUIZIZZ	10/10/2020	W	120.00	October
202000275	EDINA PUBLIC SCHOOLS	10/10/2020	W	1,000.00	October
202000276	MRI SOFTWARE LLC	10/10/2020	W	303.00	October
202000277	CHORAL TRACKS	10/10/2020	W	999.99	October
202000278	AUGUST ASH INCORPORATED	10/10/2020	W	240.00	October
202000279	CI LIFTOFF	10/10/2020	W	169.99	October
202000282	CANVA	10/10/2020	W	119.40	October
202000283	Micro Center Computers & Elect	10/10/2020	W	1,133.94	October
202000284	Rockalingua	10/10/2020	W	299.00	October
202000286	TCI-TEACHERS' CURRICULUM INSTI	10/10/2020	W	66.00	October
202000287	PEAR DECK	10/10/2020	W	149.99	October
202000288	PESI, INC	10/10/2020	W	119.99	October
202000289	MICHAELS	10/10/2020	W	100.17	October
202000291	PRESTWICK HOUSE, INC	10/10/2020	W	147.84	October
202000292	TEACHERS SYNERGY, LLC	10/10/2020	W	96.64	October
202000295	SENR WOOLY	10/10/2020	W	255.00	October
202000296	CLEARMASK LLC	10/10/2020	W	268.00	October

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202000299	gimbOWL	10/10/2020	W	43.98	October
202000302	RAFI NOVA	10/10/2020	W	1,350.00	October
202000304	APPLE ITUNES	10/10/2020	W	169.89	October
202000305	BROWN INDUSTRIES, INC	10/10/2020	W	230.99	October
202000306	ATOPVALUE ACRYLIC	10/10/2020	W	2,687.16	October
202000307	ERIN CONDREN	10/10/2020	W	78.86	October
202000316	BLUE CROSS AND BLUE SHIELD OF	10/15/2020	W	317,991.93	October
202000318	EDUCATIONAL SUPPORT PARA UNION	10/15/2020	W	1,166.01	October
202000319	INTERNAL REVENUE SERVICE	10/15/2020	W	283,545.71	October
202000320	MN CHILD SUPPORT PYMT CENTER	10/15/2020	W	356.00	October
202000321	MN DEPT OF REVENUE	10/15/2020	W	45,249.63	October
202000322	MN TEACHERS RETIREMENT ASSN	10/15/2020	W	139,035.28	October
202000323	PERA	10/15/2020	W	51,506.63	October
202000324	EDUCATORS BENEFIT CONSULTANTS	10/15/2020	W	60,256.69	October
202000325	FURTHER	10/15/2020	W	6,359.97	October
202000326	BLUE CROSS AND BLUE SHIELD OF	10/30/2020	W	367,616.55	October
202000328	EDUCATIONAL SUPPORT PARA UNION	10/30/2020	W	1,184.62	October
202000329	INTERNAL REVENUE SERVICE	10/30/2020	W	278,699.13	October
202000330	MN CHILD SUPPORT PYMT CENTER	10/30/2020	W	356.00	October
202000331	MN DEPT OF REVENUE	10/30/2020	W	44,545.63	October
202000332	MN TEACHERS RETIREMENT ASSN	10/30/2020	W	139,239.97	October
202000333	PERA	10/30/2020	W	48,912.45	October
202000334	EDUCATORS BENEFIT CONSULTANTS	10/30/2020	W	59,993.78	October
202000335	FURTHER	10/30/2020	W	6,393.31	October
202100015	NELSON, TIFFANY	10/23/2020	A	116.06	October
202100016	MARTINEZ, JOSE	11/05/2020	A	83.88	November

Totals for checks 2,814,416.48

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,751,100.45	1,000.00	780,193.69	2,532,294.14
02	Food Service	56,701.04	0.00	121,927.34	178,628.38
04	Community Service	84,805.44	1,131.00	17,557.52	103,493.96
***	Fund Summary Totals ***	1,892,606.93	2,131.00	919,678.55	2,814,416.48

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

6.B. Human Resource Items:

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

**BOARD OF EDUCATION**

Regular Meeting – November 9, 2020

**AGENDA SECTION:                   APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS**

**AGENDA ITEM:**                   Human Resource Recommendations

**ITEM ADDED BY:**               Sonya Sailer, Director of Human Resources

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**Employment**

<b>Sharon Jacobson</b> Replacement	Due Process Clerk 6.75 hours/day; 174 Days	BV/SV/WEC/ESC
<b>Jodi Jungwirth</b> Replacement	Educational Assistant 6.5 hours/day; 174 days	LT
<b>Lisa Olson</b> Replacement	HR Generalist 8 hours/day; 261 days	ESC

**Employee Status Changes**

**Jodi Anderson**, Health Associate/COVID Team at 14 hours/wk to 35 hours/wk at WMS.  
**Mary Michele Felt**, Educ Asst-SPED at 32.5 hours/wk at LT to 35 hours/week at WHS.  
**Deb Heuer**, Educ Asst-SPED at 35 hours/week to 37.5 hours/week at WMS.  
**Craig Stanton**, Educational Asst-SPED at 32 hours/week to 32.5 hours/week at WHS.  
**Andrew Weierke**, Educ Asst-SPED at 32.5 hrs/wk add part-time Kids' Co Lead at Comm Ed.  
**Stacy Wothe**, Educ Asst-SPED at 35 hours/week to 40 hours/week at WMS.

**Leaves of Absence**

**Jane Bieniek-Gelschus**, Physical Therapist at WEC.  
**Jillian Lueth**, Educational Assistant at SV.  
**Mary Beth Ostlie**, Middle School Principal Secretary at WMS.  
**Sonya Sailer**, Director of HR at ESC.  
**Joshua Threlkeld**, Social Studies Teacher at WLC.

**Retirements/Resignations/Terminations**

**Amara Jones-Myers**, Recreation Assistant in Community Ed.

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

6.C. Receipts of Donation

7. **REPORTS**

7.A. Student Representative Report

**Presenter:** Cameron  
McCabe, Riley Woodle

7.B. Finance Report

**Presenter:** Todd  
Swanson, Director of  
Finance & Operations

# **Budget and Finance Report**

**November 9, 2020**

## **Discussion Items:**

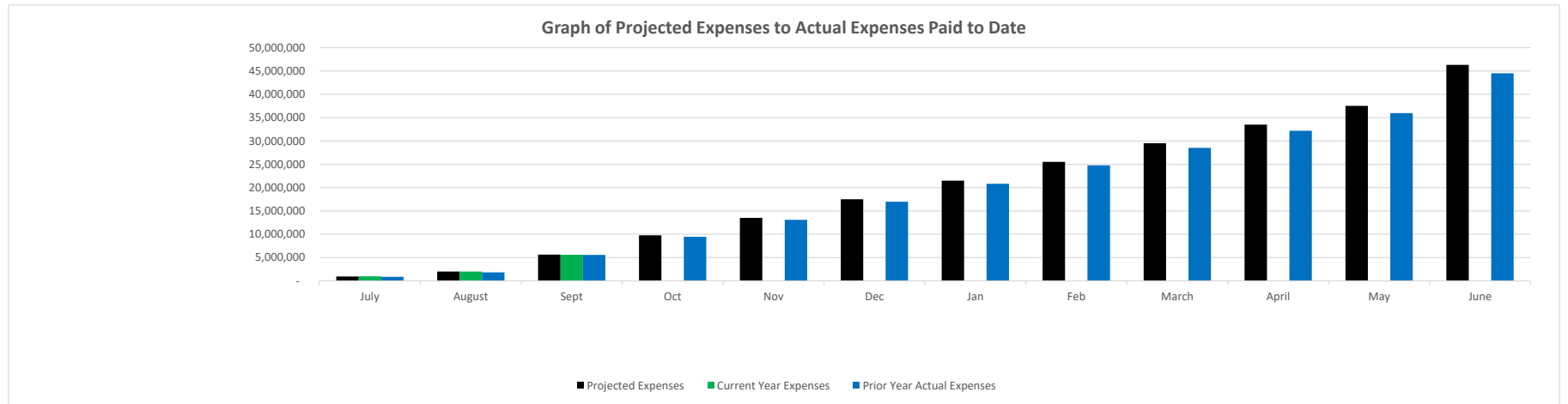
### **1.0 – Monthly Financial Reports -**

District staff has gathered information for the monthly financial reporting process.

**2.0 – Annual Audit -** The district audit is proceeding well. Mary Reedy with Clifton Larson Allen has indicated that she will be able to present the audit to the board on 12-14-2020.

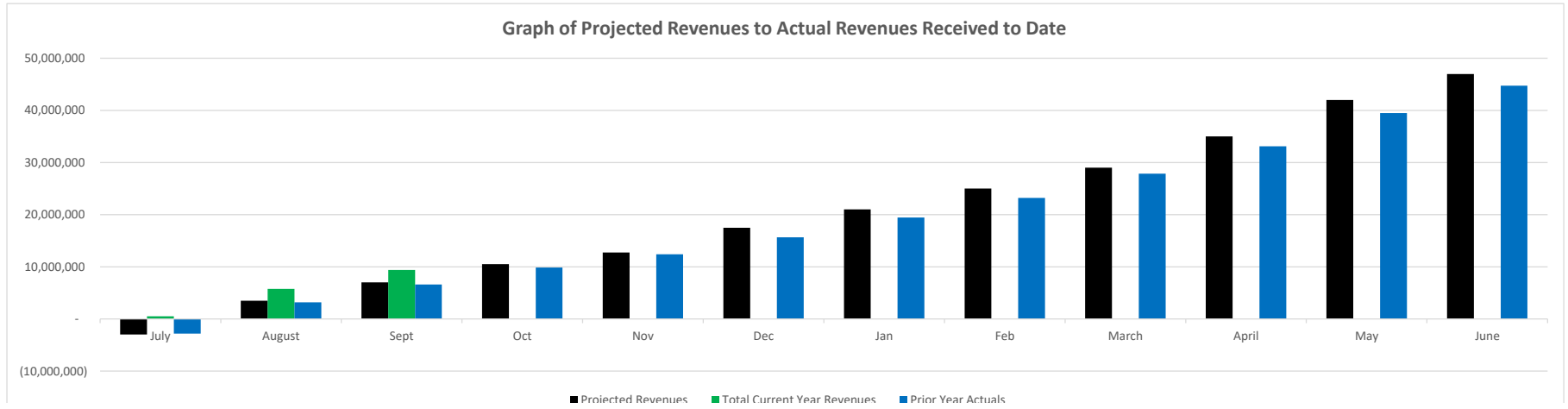
ISD #110 - Waconia Public Schools  
 Explore Your Passions - Create Your Success  
 2020-2021 School Year

Source	YTD Expenses											
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Projected Expenses	950,000	2,000,000	5,650,000	9,750,000	13,500,000	17,500,000	21,500,000	25,500,000	29,500,000	33,500,000	37,500,000	46,315,842
Current Year Expenses	984,169	2,017,606	5,618,232	-	-	-	-	-	-	-	-	-
Prior Year Actual Expenses	870,799	1,810,173	5,570,238	9,463,995	13,096,806	16,978,666	20,803,404	24,770,335	28,507,593	32,196,971	35,966,336	44,514,759



ISD #110 - Waconia Public Schools  
 Explore Your Passions - Create Your Success  
 2020-2021 School Year

Source	YTD Revenues											
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Projected Revenues	(3,000,000)	3,500,000	7,000,000	10,500,000	12,750,000	17,500,000	21,000,000	25,000,000	29,000,000	35,000,000	42,000,000	46,962,576
Total Current Year Revenues	497,778	5,747,462	9,377,819	-	-	-	-	-	-	-	-	-
Prior Year Actuals	(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	44,732,948



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

**General Fund Revenues - 2020 - 2021 Fiscal Year**  
**For Period Ending September 30, 2020**

<b>Source</b>	<b>Month to Date Received</b>	<b>Year to Date Received</b>	<b>Current Full Year Projection</b>	<b>% Received to Date</b>
Local Revenues	476,644	69,166	7,162,462	0.97%
State Revenues	3,583,237	9,309,197	38,829,903	23.97%
Federal Aids & Grant	-		962,411	0.00%
Local Sources & Other Financing Sources	(544)	(544)	7,800	-6.97%
<b>Totals</b>	<b>4,059,337</b>	<b>9,377,819</b>	<b>46,962,576</b>	<b>19.97%</b>
Capital Outlay	120	5,220	1,428,131	0.37%
Long-Term Facilities Maintenance	6,007	10,512	353,193	2.98%

**General Fund Expenditures - 2020 - 2021 Fiscal Year**  
**For Period Ending September 30, 2020**

<b>Source</b>	<b>Month to Date Expended</b>	<b>Year to Date Expended</b>	<b>Current Full Year Projection</b>	<b>% Expended to Date</b>
Salaries and Wages	2,258,849	3,195,472	27,818,863	11.49%
Employee Benefits	952,979	1,424,536	10,425,695	13.66%
Purchased Services	127,158	486,750	5,846,002	8.33%
Supplies and Materials	197,664	336,505	1,919,967	17.53%
Capital Expenditures	-	91,946	25,910	354.87%
Other Expenditures & Other Financing Sources	63,977	83,023	279,405	29.71%
<b>Totals</b>	<b>3,600,627</b>	<b>5,618,232</b>	<b>46,315,842</b>	<b>12.13%</b>
Capital Outlay	65,923	396,972	1,234,316	32.16%
Long-Term Facilities Maintenance	50,823	115,026	331,383	34.71%

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

**General Fund Revenues - 2020 - 2021 Fiscal Year**  
**For Period Ending August 31, 2020**

<b>Source</b>	<b>Month to Date Received</b>	<b>Year to Date Received</b>	<b>Current Full Year Projection</b>	<b>% Received to Date</b>
Local Revenues	58,028	21,501	7,162,462	0.30%
State Revenues	5,191,655	5,725,961	38,829,903	14.75%
Federal Aids & Grant	-		962,411	0.00%
Local Sources & Other Financing Sources	-		7,800	0.00%
<b>Totals</b>	<b>5,249,683</b>	<b>5,747,462</b>	<b>46,962,576</b>	<b>12.24%</b>
Capital Outlay	-	5,100	1,428,131	0.36%
Long-Term Facilities Maintenance	4,505	4,505	353,193	1.28%

**General Fund Expenditures - 2020 - 2021 Fiscal Year**  
**For Period Ending August 31, 2020**

<b>Source</b>	<b>Month to Date Expended</b>	<b>Year to Date Expended</b>	<b>Current Full Year Projection</b>	<b>% Expended to Date</b>
Salaries and Wages	489,977	936,623	27,818,863	3.37%
Employee Benefits	228,904	471,557	10,425,695	4.52%
Purchased Services	106,452	359,592	5,846,002	6.15%
Supplies and Materials	199,683	138,842	1,919,967	7.23%
Capital Expenditures	-	91,946	25,910	354.87%
Other Expenditures & Other Financing Sources	8,422	19,046	279,405	6.82%
<b>Totals</b>	<b>1,033,438</b>	<b>2,017,606</b>	<b>46,315,842</b>	<b>4.36%</b>
Capital Outlay	227,922	331,048	1,234,316	26.82%
Long-Term Facilities Maintenance	62,549	64,204	331,383	19.37%

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

**General Fund Revenues - 2020 - 2021 Fiscal Year**  
**For Period Ending July 31, 2020**

<b>Source</b>	<b>Month to Date Received</b>	<b>Year to Date Received</b>	<b>Current Full Year Projection</b>	<b>% Received to Date</b>
Local Revenues	(36,527)	(36,527)	7,162,462	-0.51%
State Revenues	534,305	534,305	38,829,903	1.38%
Federal Aids & Grant	-	-	962,411	0.00%
Local Sources & Other Financing Sources	-	-	7,800	0.00%
<b>Totals</b>	<b>497,778</b>	<b>497,778</b>	<b>46,962,576</b>	<b>1.06%</b>
Capital Outlay	5,100	5,100	1,428,131	0.36%
Long-Term Facilities Maintenance	-	-	353,193	0.00%

**General Fund Expenditures - 2020- 2021 Fiscal Year**  
**For Period Ending July 31, 2020**

<b>Source</b>	<b>Month to Date Expended</b>	<b>Year to Date Expended</b>	<b>Current Full Year Projection</b>	<b>% Expended to Date</b>
Salaries and Wages	446,647	446,647	27,818,863	1.61%
Employee Benefits	242,653	242,653	10,425,695	2.33%
Purchased Services	253,140	253,140	5,846,002	4.33%
Supplies and Materials	(60,841)	(60,841)	1,919,967	-3.17%
Capital Expenditures	91,946	91,946	25,910	354.87%
Other Expenditures & Other Financing Sources	10,624	10,624	279,405	3.80%
<b>Totals</b>	<b>984,169</b>	<b>984,169</b>	<b>46,315,842</b>	<b>2.12%</b>
Capital Outlay	103,126	103,126	1,234,316	8.35%
Long-Term Facilities Maintenance	1,654	1,654	331,383	0.50%

7.C. Superintendent's Report

**Presenter:** Pat  
Devine,  
Superintendent

## LEADERSHIP HIGHLIGHTS

**November 2020**

**Elementary:** The elementary schools ROCKED the Vote on November 3rd. Our students voted on items such as favorite color, school lunch, animal and instrument. Now that all ballots have been counted, we will honor the winning vote with a day or activity to celebrate. We will play the winning game, wear our favorite color and eat our favorite school lunch. We know how important it is to have our voices heard by voting.

Students continue to thrive in our pod model, we have schedules down and all staff across the three buildings are focusing on the same priority standards and keeping our pace as close as possible. Our monthly Wednesday distance learning day allows us to collaborate across the district as grade level PLCs. We use this time to pace out the upcoming month, discuss teaching strategies and priority outcomes. We are also using this time to proactively get our distance learning plans and schedules in place. All staff will be an integral part of delivering this model if needed.

A huge thank you to our families and community for supporting the District 110 Referendum. We are proud to be part of a district that has such amazing support from our community. We are extremely grateful and proud to be District 110 Wildcats.

### **Middle School:**

It is exciting to share that the WMS PTO One and Done annual fundraiser was a wonderful success this year! \$6250 has been donated so far, and there are a few donations still coming in. We are continually thankful and appreciative for the family support of the PTO programs at WMS.

We made it to the end of the 1st quarter and 2nd quarter classes will start on Monday, November 9th. Hybrid and distance learning have required increased independence for our middle school students and parents are encouraged to examine 1st quarter progress to set new goals for the second quarter based on what went well and what can improve. Students clearly deserve recognition for their efforts to adapt and meet new learning methods and independent expectations. For those that struggled through the 1st quarter, a clean slate provides for fresh start to adjust learning habits.

The election has captured the attention of our nation this week and for many months leading up to Tuesday. Although the results are still not final at the writing of this newsletter, WMS and

WHS students had an opportunity to participate in a presidential mock election ahead of Tuesday. The results of the mock elections were:

WMS: Donald Trump 46.4%, Joe Biden 40.6%, Kanye West 11%, Other Candidates 2%

WHS: Joe Biden 49.6%, Donald Trump 37.5%, Kanye West 9.3%, Other Candidates 3.6%

Recently, we honored our first WMS Teacher of the Month for the 2020-21 school year. Longtime sixth-grade teacher, Mr. Benham, was nominated by a former student, seventh-grader Oliver Lyons. Oliver wrote about the fun and enjoyment of being one of Mr. Benham's students last year. He also shared that Mr. Benham was nice, laid back, and had the ability to always cheer him up. Congratulations to Mr. Benham, the WMS October Teacher of the Month and thank you to Oliver for submitting a great nomination letter. The PTO shared that there was a lot of nominations this month and it was very difficult to select just one. Both Mr. Benham and Oliver received a box of Laketown chocolates and a Target gift card as a token of appreciation from the PTO.

The year the WMS PTO has created a method to recognize the important groups at WMS that go above and beyond to make WMS great. The October Above and Beyond Group is our custodial and maintenance staff. The award states, "On behalf of the parents, students, and staff, THANK YOU for going above and beyond to ensure that our students have a safe and healthy environment to come to every day. We couldn't do any of this without you. "

Presented to: Isaac Hanson, Jackie Hill, Edna Kenyi, Illaria Martinez, Ron Stacken, Freddy Villegas, and Bonnie Wurzer.

### **High School:**

We're pleased to present "Spoon River" this weekend for your viewing pleasure. This is our first attempt at creating and presenting a virtual drama production. Congrats to the student cast and director Amanda Byrne.

Each year we work with the Carver County League of Women Voters to register our 18 year old students and encourage them to exercise one of their greatest freedoms; the freedom to vote. In addition to voting in the "real" election, we conducted a mock election that was open to all of our high school students. When the final votes were tallied, Joe Biden received 49.5% of the votes, Donald Trump 37.5%, and Kanye West 9.5%.

There has been a noticeable uptick in our COVID-related absences, particularly with staff who are being quarantined. Our sub pool is extremely limited, but we've been able to get by because our teachers have been giving up their prep time to sub. We're so fortunate to have a staff willing to help out in any way they can.

A huge thank you goes to the ISD #110 community for their support in passing the referendum. To pass a referendum in the middle of a pandemic and turmoil speaks volumes to the value our public places on education. Thank you!

**Activities:** [www.waconiaathletics.com](http://www.waconiaathletics.com)

Thank you for your energetic support of Wildcat activities as we celebrated our 2020 Girls Cross Country and Girls Soccer Section Championships with a community parade on October 30th! The student athletes enjoyed all of the excitement and recognition that came from our entire school and business community, much appreciated! As our winter sports and activity seasons get underway, we look forward to providing our student participants with even more opportunities this upcoming season!

Mark your calendar - Our WHS Fall play, "Spoon River" to be shared via Youtube this weekend, November 6-8! Congratulations to Director Amanda Byrne and the entire cast and crew on a very successful, mostly virtual, drama production this fall!

**Community Ed:**

Community Ed has wrapped a successful fall recreation season. Our flag football, youth volleyball and soccer teams all finished a great fall season! Programming will be starting in late November/early December for our basketball teams and our youth wrestling program.

Our Early Childhood and Preschool programs have had a great fall. There have been a lot of new learning curves with all of the new guidelines that need to be followed. Our staff have done an outstanding job with this. Hopefully we can keep it going!!

**Human Resources:** The first of two "virtual" Unconscious Bias professional development sessions being held this fall took place on October 26. The vast majority of our school district's employees attended this important training last year, but the pandemic sidelined the session scheduled to take place last April. Cathy Bergland of Impact Lives conducted the training, which was interactive and engaging. She focused on what she refers to as the hidden brain (unconscious or implicit bias) and strategies that can be used to challenge, change and overcome such bias. Ms. Bergland utilized both video and group activities to provide examples of bias. The training focused on the importance of self-awareness and how the first step to overcoming bias is recognizing it.

Virtual "Preparing for Retirement" seminars are being held in October and November for all employees interested in learning more about their defined-benefit state pension plans. Employees at all stages of their careers are encouraged to attend and learn more about this important employment benefit. School district employees belong to one of two state pensions: 1) the Public Employment Retirement Association (PERA), or 2) the Teachers Retirement Association (TRA). Both organizations have placed temporary moratoriums on in-person presentations, but were happy to offer our employees virtual learning sessions.

**Student Services:**

Another good month of work from the entire special education department since the last update. The recent group of new hires in Special education are doing a great job with our students and families. Staff are working with kids in person, in distance, homeschool and in private schools.

We have student growth as many students are now qualifying for special education services across the District this fall because we were not able to finish their evaluations last spring. In Part C (Birth to three year olds), families are bringing the children into the building for their services since our special education staff cannot go into homes. We are seeing a large increase in referrals in the early childhood ages birth to five year olds. Despite the growth, preschool (regular education and special education) are working through year 3 of the Pyramid Model of Implementation and making good progress despite the pandemic.

### **Teaching & Learning:**

**Cultural Competence Cohort #2:** This year's Cultural Competence Cohort has 53 faculty members representing grades PreK - Grade 12. As a learning cohort, our learning targets are as follows:

- Increase understanding of self-awareness as it relates to intercultural relationships
- Increase intercultural competencies related to age, gender, ethnicity, religion and sexual orientation
- Build positive school culture that supports equity and inclusion

We look forward to participating in the YMCA Equity Leadership Institute with virtual sessions planned for December 2, February 10, and April 7.

**Providing Support for Learning:** The T&L Department continues to work closely with teachers and the administrative team to provide support for instruction and student learning.

Our outcomes for guiding this work include:

- Ensure the health and safety of district staff and learners
- Care for the social-emotional and mental health district staff and learners
- Keep learning coherent through the mapping of priority standards, learning targets, and aligned assessments
- Meet the needs of all learners through equitable services and academic programming
- Be strategic in leveraging support from ALL district staff
- Maintain regular communication with families as active partners in the learning process
- Adopt a flexible plan that allows us to pivot between scenarios throughout the 2020-2021 school year

### **Superintendent:**

**BIG Thank You to the ONE10 Community!!  
Great News for ONE10!!**

We want to thank our ISD ONE10 voters for approving the Levy 2020....50.37% vs 49.63%!!! Currently there are 94 more votes in favor of the operating levy....6409-Yes, 6315-No. ONE10 asked voters to decide the future of our schools and the decision has been made to keep us ONE10 strong! Absentee votes are trickling in and can be counted through November 10 if postmarked by November 3, 2020. We are confident that we can celebrate this great day for ONE10!! [Results](#)

### Next Steps:

The school board will work with the admin team and use the district's 10 year financial modeling process to determine our budget moving forward. This process will be conducted November 2020-February 2021. We plan to follow through with what was stated in the informational campaign. Throughout the 10 year operating levy the district will:

- Pay off the SOD debt sooner
- Establish a solid fund balance and operating budget moving forward
- Continue offering high-quality programming
- Maintain current class sizes
- Continue offering electives
- Provide additional social-emotional and mental health support
- Increase advanced class offerings
- Offer even more authentic learning experiences
- Add programming based on student interests and passion

It is pretty amazing and very humbling knowing that the ONE10 community came together to support our students and staff during a pandemic. It demonstrates how much our school district is valued and how thankful our ONE10 community is for the incredible education that is delivered at ONE10!!

We are very thankful for having six candidates run for the three open seats on our ISD 110 school board. We are happy to welcome Dana Geller and her continued service on the school board. We would like to also welcome Alycia Myers and Luke DeBoer as new school board members for ONE10. Thank you to Seth Waterhouse, Mark Murphy and Amanda Hayford for their interest in becoming a school board member. [Results](#)

We are so grateful for this wonderful community support and we are thanking them in every way possible. Here is a short animated video that we put together to distribute on social media to thank voters. <https://vimeo.com/475579506>

We ARE ONE10!!!!

### **Covid-19 Positive Cases Surge in State and County**

As everyone watches the Covid-19 positive case numbers rise, there are concerns surrounding what that means for ONE10. We continue to get guidance from the state on how to determine our district's educational model. We use **multiple data points** to help us make our decision. We will continue working with MDE, MDH and the State Regional Covid Support Team to make

our decisions. In a call with the Governor today he was very clear that “as of today” there is no intention to move all MN schools to distance learning. Providing the safest school environment possible that keeps our students in-person as much as possible continues to be our goal. Here is the data that we look at when making decisions:

- **[State School numbers](#)** Carver County cases continue to stay in the bottom 10 out of 87 counties in the state of MN. Our K-6 program meets the requirements of both in-person and hybrid. This helps us maintain our current K-12 model of education. The middle/high school number is getting to the point where we may have to consider a change to distance learning. We will use all the other data below to justify why we should keep our students attending in-person as long as it is safe to do so.
- **[County numbers](#)** If you click on this link and look at MDH school data tab, the current two week average per 10,000 is 25.59. We also look at the data that’s trending under the cases tab which shows a big spike between the November 2 and November 6. This will more than likely place our school number over 30 in the near future. Another data point we watch is the local numbers shown in the location tab.
- **School numbers:** At ONE10, we have had 31 positive cases to date in our schools that have gone through the contact tracing process to determine who may have been exposed. With assistance from Carver County Public Health case investigations, we have been able to minimize the number of students/staff who needed to quarantine. The ONE10 Covid-19 Advisory Team is doing amazing work and as of Nov. 4th has cleared nearly 1,120 cases of Covid-like symptoms.
- **How are activities/athletics affected:** As a district, we will follow MSHSL and MDH guidelines. It is our goal to continue to keep things as “normal” as possible. If we are required to go to a distance learning model, we will need to follow this requirement from the state:
  - If your data indicates that substantial, uncontrolled community spread is occurring and/or there is a significant degree of impact on the school community, with multiple confirmed cases or large-scale outbreaks occurring among students and staff, then you **must move to distance learning and discontinue activities and athletics for a minimum of two weeks.**
- **Covid fatigue:** As much as everyone wants to be done with this pandemic, it is important to understand that **we all must continue practicing all of our safety protocols...ON and OFF campus.** It takes a community effort to stay safe. We must all do our part.
- **Staff shortage:** If we have a high number of staff who need to quarantine, there’s concern that we will not have enough staff to offer school on campus. Combine the Covid-19 situation with normal needs for sick leave or other staff leave and that may result in some groups of students moving to distance learning. If this was to happen, we may need to have a learning pod, grade level, or entire school building stay home until we have the staffing needed. We would communicate this similar to a weather emergency day. We will do all we can to avoid this scenario.

- **Bus driver shortage:** Considering that some bus drivers also have to quarantine and/or cannot work due to other sickness or leave, we may need to ask for parents to bring their students to school. If there is a route that does not have a driver, we will notify those families early in the morning and offer a late bus ride. All students on the late bus would be excused.

We are thankful that, to this point, Carver County's Covid numbers remain lower than in other parts of the state. **Social Distance, Wear a Mask, Wash Hands.** These safety protocols will help keep students in school. Let's all be a part of the solution not a part of the problem. Thanks for all you do to keep ONE10 safe!!

### **Covid-19 Saliva Test Opportunity**

Carver County is one of 24 Minnesota counties that were selected to provide free Covid-19 saliva tests. Feel free to order yours at [this link](#). Testing helps clear our students and staff so we know they are safe at school. A reminder to ISD ONE10 staff, you have also been provided a free Covid-19 saliva test from the state. Search your emails for "Requesting your free Covid-19 saliva test" to find your directions on how to order the state provided test. The staff Covid-19 saliva test offer expires on December 31, 2020.

### **It Continues to be a Stressful Time during the Pandemic**

We want to acknowledge that this school year is like no other and we know that additional stress comes with this new way of educating. We continue to find ways to improve. Please communicate when students are struggling and we will do what we can to help. We also want to make sure that all students and staff take care of their own stress and mental health needs. Please reach out for support when needed and continue to find joy on a daily basis. ONE10 cares so much for all our students and staff and wants the best for them....WE Are ONE10!!

### **New Governor Executive Order**

On Thursday, November 5, 2020 Governor Walz issued a [new executive order](#). We will make sure that we implement any of the new requirements. For the most part we are already following all the expectations. One part of the executive order is to make sure we offer 30 minutes more prep time to our staff that provide distance learning. On the Governor's call today the Commissioner stated that we have until November 30th to come up with a plan. They also stated they will be sending out more clarifying information about this executive order. We feel we will be able to work with the WEA to identify the prep time needed to meet these expectations.

**We are SoThankful for all that continue to make ONE10  
a Great Place for Kids!! WE Are ONE10!!**

8. **ACTION ITEMS**

8.A. School Board Handbook

# **ISD 110 BOARD MEMBER HANDBOOK**

An Informational Guide for Waconia Public Schools  
Board of Education Members

***-DRAFT COPY-***

**TABLE OF CONTENTS**  
(To Be Finalized Upon Handbook Completion)

# WACONIA PUBLIC SCHOOLS

## 2020 Board of Education Membership

### **Board Members**

Dana Geller, *Chair*  
Jackie Johnson, *Vice-Chair & Clerk*  
Cathy Thom, *Treasurer*  
John Weinand  
Mike Bullis  
Rachel Myers  
Ken Varble

### **Executive Staff**

Patrick Devine, *Superintendent*  
Jessica Kilian, *Executive Assistant & Acting Board Clerk*  
Todd Swanson, *Director of Finance & Operations & Acting Board Treasurer*

➤ *Source:* <https://isd110.org/about-us/school-board>

# ISD 110 SCHOOL BOARD

## Governance Pledge of Excellence

1. *Waconia School Board establishes a clear vision for the district.* It sets district vision, goals, and policies, and annually measures the success of the district, superintendent, and student achievement against them.
2. *Waconia School Board adopts a fiscally sound district budget and standards focused on what is best for all students.* It regularly monitors the fiscal health of the district and holds high standards for student achievement, environment, and engagement within the district that will ensure success for all students.
3. *Waconia School Board communicates transparently to all stakeholders and advocates at appropriate levels for Waconia Public Schools.* Through public meetings, written reports, and legislative engagement, it keeps stakeholders informed of the district's progress, successes, and challenges.
4. *Waconia School Board members will work in partnership with each other and adhere to the members' Code of Ethics and all applicable laws.* Members will contribute constructively to board work, collaborate well with others, and be respectful and supportive of the other board members and Superintendent.

- *Sources: ISD 110 School Board Code of Ethics*  
<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

*ISD 110 Strategic Roadmap*  
<https://isd110.org/about-us/isd-110-strategic-roadmap>

*ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies*  
<https://isd110.org/sites/default/files/files/content/208-development-adoption-and-implementation-policies-nov-2019.pdf>

# Waconia Public Schools Mission, Vision, Core Values, and Theory of Action – Replace w/District Graphic

## MISSION STATEMENT – Our Core Purpose

ISD 110 empowers students to explore their passions and create their success by providing opportunities for academic, social, and emotional growth.

## VISION STATEMENT – What We Commit to Create

ISD 110 students will:

- ✓ **Achieve academic success** - through choice, rigor, and relevance
- ✓ **Be inspired** – to explore who they are and who they will become
- ✓ **Feel they belong** – in school and in the community – **WEareONE10!**

## CORE VALUES – Drivers of Our Words and Actions

- ✓ **Respect** – We honor the perspectives of others and we own our individual actions.
- ✓ **Collaboration** – We work and learn together.
- ✓ **Inclusiveness** – We reach beyond ourselves to value and connect with others.
- ✓ **Empathy** – We respond to others with authentic care.
- ✓ **Resilience** – We work through challenges and setbacks with courage, persistence, and optimism.

## THEORY OF ACTION – Our Commitment to Continuous Learning

If we . . .

- ✓ **Believe** all students have the ability to learn and achieve to their potential, and
- ✓ **Create** an environment of safety and belonging, and
- ✓ **Respond** to our students' social, emotional, and academic needs, and
- ✓ **Build** trust and genuine partnerships with students, parents, and colleagues, and
- ✓ **Achieve** learning through high expectations, effective instruction, and established outcomes, and
- ✓ **Inspire and engage** students through a shared responsibility for learning, and
- ✓ **Commit** to continuous learning and improvement, **then students will . . .**

### EXPLORE THEIR PASSIONS AND CREATE THEIR SUCCESS!

- *Source:* <https://www.waconiacommunityed.org/sites/default/files/files/content/mission-vision-core-values-theory-action.pdf>

# BECOMING A SCHOOL BOARD MEMBER

Waconia Public Schools Board of Education is governed by seven Board Directors, elected at-large and representing all citizens within its boundaries. The Waconia Superintendent of Schools also serves as a non-voting ex-officio member of the Waconia School Board. Elections are held in November of even-numbered years, in a repeating process with seats up for election on an alternating basis (four seats one year, the other three seats two years later), to avoid the possibility that all seven seats could vacate at the same time.

To run for a School Board seat in Minnesota you must be:

- At least 21 years old
- An eligible voter
- A school district resident for at least 30 days prior to election or appointment
- Not convicted of a felony

Board members are elected to a four-year term which begins on January 1 of the year following the November election, and ends on December 31 four years later. A member who is appointed to fill the unfinished term of a Board member departing early will need to run for re-election depending on when during that term they were appointed. There is no limit on the number of terms, consecutive or non-consecutive, that a Board member can serve. Vacancies are filled according to Minnesota law, and a newly appointed Board member must wait 30 days after the Board approves the appointment before officially taking their seat on the Board.

Before or shortly after taking a seat on the ISD 110 School Board, you should attend a new School Board member orientation session, where you can meet key staff members and receive information to help you get started, as well as allow you a chance to ask questions. You will also be assigned a Board mentor – a veteran ISD 110 School Board member who can assist you in learning the ropes of being a School Board member in a less formal way than can the Board Chair and Superintendent. You will also be required to attend formal training for new School Board members that is offered by the Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>.

➤ *Sources:*

*Minnesota School Boards Association*

<http://www.mnmsba.org/BoardWork/LegalRequirementsforSchoolBoardMembers>

*Minnesota Revisor of Statutes* (<https://www.revisor.mn.gov/statutes/2015/cite/123B.095>).

# LEGAL DUTIES OF THE SCHOOL BOARD

The School Board, among other duties, shall perform the following in accordance with applicable law:

1. Provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district.
2. Conduct the business of the schools and pay indebtedness and proper expenses.
3. Employ/contract with necessary qualified teachers and discharge the same for cause.
4. Provide services to promote the health of its pupils.
5. Provide school buildings and erect needed buildings.
6. Purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes.
7. Provide for payment of claims against the school district, and prosecute and defend actions by or against the school district in all proper cases.
8. Employ and discharge necessary employees and contract for other services.
9. Provide for transportation of pupils to and from school, as governed by statute.
10. Procure insurance against liability of the school district, its officers and employees.

The School Board, at its discretion, may perform the following:

1. Provide library facilities, public evening schools, adult and continuing education programs, summer school programs and intersession classes of flexible year programs.
2. Furnish school lunches for pupils and teachers on such terms and the school board determines.
3. Enter into agreements with one or more other independent school districts to provide for agreed upon educational services.
4. Lease rooms or buildings for school purposes.
5. Authorize the use of school facilities for community purposes that will not interfere with their use for school purposes.
6. Authorize co-curricular and extracurricular activities
7. Receive, for the benefit of the school district, bequests, donations, or gifts for any purpose.
8. Perform other acts as the school board shall deem to be reasonably necessary or require for the governance of the schools.

- *Source: ISD 110 Policy 201 – Legal Status of the School Board*  
<https://isd110.org/sites/default/files/files/content/201-legal-status-school-board-november-2017.pdf>

## Legal Obligations of a School Board Member

1. Comply with all federal, state, and local laws relating to School Board work.
2. Comply with all ISD 110 policies as adopted by the School Board and administration.
3. Abide by all rules and regulations promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the School Board. *Source: Minnesota Revisor of Statutes – Open Meeting Law*  
<https://www.revisor.mn.gov/statutes/cite/13D>

5. Avoid conflicts of interest and refrain from using your School Board position for personal or financial gain.
6. Take no private action that would compromise the School Board or administration.
7. Guard and keep the confidentiality of information that is protected under applicable laws.

## **Expectations of a School Board Member**

1. Attend School Board and assigned Board Committee meetings.
2. Come to meetings prepared to discuss meeting agenda items.
3. Listen to the opinions and perspectives of others. Resolve conflicts in a respectful and constructive manner.
4. Ask pertinent questions to ensure policies are followed and that the Superintendent is held accountable for management decisions.
5. Vote your conscience after informed discussion, unless you abstain due to a conflict of interest.
6. Support the decision of the Board, even if you did not vote for it.
7. Recognize the integrity of your Board colleagues and predecessors and appreciate their work.
8. Be willing to serve as a mentor to new Board colleagues.
9. Be primarily motivated by a desire to provide the best possible education for district students – put students first.
10. Familiarize yourself with and adhere to ISD 110 Board policies and governance processes.
11. Seek resources and training to inform yourself about education and school issues, and the proper duties and functions of a School Board member. ISD 110 is committed to continuous learning - for students, staff, and Board members.
12. Act as an advocate for ISD 110 and public schools to the community, legislature, and regulatory agencies.
13. Prior to leaving the Board, pass along key documents, training materials, and/or knowledge and experience to remaining Board members so that historical and practical continuity is maintained as much as possible.

# ISD 110 SCHOOL BOARD MEMBER CODE OF ETHICS

## PURPOSE

The purpose of this policy is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board.

## GENERAL STATEMENT OF POLICY

Each school board member shall follow the code of ethics state in this policy.

### AS A MEMBER OF THE SCHOOL BOARD, I WILL:

1. Attend school board meetings.
2. Come to meetings prepared for discussion of agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

### IN PERFORMING THE PROPER FUNCTIONS OF A SCHOOL BOARD MEMBER, I WILL:

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.
4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

### TO MAINTAIN RELATIONS WITH OTHER MEMBERS OF THE SCHOOL BOARD, I WILL:

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.

5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

IN MEETING MY RESPONSIBILITIES TO THE COMMUNITY, I WILL:

1. Attempt to appraise and plan for both the present and future educational needs of the school district and community.
2. Attempt to obtain adequate financial support for the school district's programs.
3. Insist that business transactions of the school district be ethical and open.
4. Strive to uphold my responsibilities and accountability to the taxpayers in my school district.

IN WORKING WITH THE SUPERINTENDENT OF SCHOOLS AND STAFF, I WILL:

1. Hold the superintendent responsible for the administration of the school district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting ex officio member of the school board.
9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

IN FULFILLING MY LEGAL OBLIGATIONS AS A SCHOOL BOARD MEMBER, I WILL:

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain.
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

➤ *Source: ISD 110 Policy 209 – Code of Ethics*

<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

## Conflicts of Interest

Minnesota law states that with certain exceptions, “a public officer who is authorized to take part in any manner in making any sale, lease, or contract in official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.” A key statutory interest cannot be cured by abstaining from participation. Any contract that is made while such a conflict exists should be void and the public official involved can be charged with a gross misdemeanor.

➤ *Source:* <https://www.revisor.mn.gov/statutes/cite/471.87>.

Exceptions include:

1. Contracts that do not require bids
2. Board-approved limited employment of a School Board member that does not exceed \$8000 in a fiscal year. The Board members' employment must be specifically approved by a unanimous vote of the full Board at a meeting where all Board members are present. If approval is not obtained, new employment shall be disallowed and any current employment is immediately terminated.
3. A School Board members' spouse may be employed by the School Board, or the School Board may contract with a class of district employees, such as teachers or custodians, where the spouse of the School Board member is a member of the class of employees contracting with the School Board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under that contract. A Board member who has such a direct conflict of interest may not work behind the scenes to achieve the result without voting – for example to influence the outcome of an employee contract or the hiring or firing of a spouse – and then abstain from voting on the decision. In these instances, the School Board member invoking this common law conflict of interest exception must not just have a majority of disinterested School Board members vote to approve the contract, the conflicted Board member must also be directed not to vote or participate in discussions regarding that employee or contract.

➤ *Source:* Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

# GOVERNANCE AND MANAGEMENT

While there is some degree of overlap in roles and responsibilities, it is more important to understand the difference between the groups, especially in terms of authority.

## The Board as the Authority of Governance

No one else has it. The Board has five primary governance responsibilities:

1. District governance and policy
2. Operational performance oversight and organizational direction
3. Board governance policy
4. Superintendent relations
5. Public engagement, community relations, and advocacy for public education

## The Administration has the Authority of Management

No one else has it. Administrators have six primary responsibilities:

1. Resource management: financial, human, and physical/environmental
2. Instructional leadership at the principal level
3. Performance management and professional development
4. Continuous improvement
5. Procedures and practices aligned with district policies
6. Staff, parent, and community relations

## Staff, students, parents, and the public have the Authority of Consultation

No one else has it. They have four primary responsibilities:

1. Voice of self and collective interest.
2. Assessing risks and merits of various options as part of decision-making processes and/or the daily operations of the school district
3. Responsibly resist or oppose change.
4. Provide input and feedback to management and governance.

➤ Sources: Dennis Cheesebrow, *Teamworks International*

*ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies*  
<https://isd110.org/sites/default/files/files/content/208-development-adoption-and-implementation-policies-nov-2019.pdf>



➤ Source: Dennis Cheesebrow, *Teamworks International*

## Macro-Management, Not Micro-Management

The School Board is the district's board of directors and is responsible for establishing district-wide goals, setting district policy, and overseeing resource allocations for the school district. As an ISD 110 School Board member you should familiarize yourself with district policies, strategic planning, and governance processes so that you can more effectively participate in the Board governance process. The Superintendent is the district's chief executive officer who works for the School Board and is the person who translates policy into action. Consistent with the goals set by the School Board, the Superintendent and staff make the day-to-day decisions that affect the operation of the school district, deployment of resources, assignment of staff, and documentation of results.

In other words, after the School Board sets the policy or general direction that will be taken by the district, the Superintendent should oversee the implementation of that policy or direction. The School Board identifies the destination on the roadmap, but the Superintendent drives the car to the destination and, in most cases, picks the route that will be taken.

For example, when it comes to employment matters, the Board is responsible for big-picture decisions such as:

- Approval of management decisions regarding the school district budget
- Organizational structure
- Creation and elimination of positions
- Employment policies
- Efficiency of school district operations
- Approval of management decisions regarding hiring and firing
- Salary and benefits

In contrast, the Superintendent, or their designee, is responsible for day-to-day personnel matters such as:

- Selecting and assigning personnel
- Supervising and evaluating personnel
- Directing personnel and ensuring compliance with directives
- Enforcing work rules
- Transferring personnel
- Disciplining personnel (except teacher and administrator terminations)
- Making recommendations to the Board for hiring and firing

- *Sources: Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member, 4 June 2020*

*ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies*  
<https://isd110.org/sites/default/files/files/content/208-development-adoption-and-implementation-policies-nov-2019.pdf>

# The Board Must Act as a Body and Not Through Individual Members

The School Board acts as a perpetual body which is responsible for fulfilling the school district's duties under the law and for lawfully exercising its powers.

1. **Individual Board members have a limited role.** The most important role of an individual Board member is to prepare for and participate fully at Board meetings so that the Board, as a body, can fulfill its statutory duties.
2. **Individual Board members have no authority to act on their own.** Unless the Board has delegated authority to an individual Board member, the individual Board member has no power to give orders, to supervise or evaluate an employee, to investigate a complaint, to formulate policies, or to take any other action for or on behalf of the Board.
3. **After the vote is over, the School Board and Superintendent must act with one voice.** Board members are entitled to have their own view and are encouraged to share it publicly when debating a motion. Discussion about an issue that reflects diversity of viewpoints usually results in a better decision. But remember to debate the issue, not the person, and avoid demeaning or angry comments. Once debate has ended and the vote has been taken, the body has spoken and no Board member nor the Superintendent should act to undermine implementation of the Board's vote. For example, it is inappropriate to publicly campaign against an action that has already been voted on by the Board. Even if you still privately disagree with the Board's decision after the vote, it is best to follow the old saying - "if you can't say anything nice, don't say anything at all."

## Relationship Between the Superintendent and the School Board

### ONE EMPLOYEE

Based on the policy-making governance role of school boards in Minnesota, it is often said that the School Board really has only one employee because the Superintendent is the only employee who the Board directly hires and who reports directly to the Board. The Board thus has the right to hold that one employee – the Superintendent – accountable for events that occur in the district. A Superintendent cannot have it both ways by stating that they are the only direct report to the Board and then claiming that they are not accountable for negative consequences.

The School Board shall collaboratively set annual goals for the Superintendent by September 30 of each year. The School Board, led by the Board Chair, should perform a mid-year evaluation in December of each year to assess progress towards achievement and adjust goals where necessary, and perform and provide a summative evaluation of the Superintendent's annual performance based on those goals by June 30 of each year. The Superintendent's annual goals should align with the ISD 110 Strategic Plan and Strategic Roadmap as much as possible.

**Timely and complete information:** The Superintendent must provide timely and accurate information to the Board, within the limitations established by the *Minnesota Government Data Practices Act (MGDPA)* <https://www.revisor.mn.gov/statutes/cite/13>, and must be open to requests for management and other informational reports. With the exception of the School Board Chair, the Superintendent must provide all Board members with equal access to his/her time and should provide the same information to all Board members, including those who may have a different viewpoint. In return, Board members are expected to thoroughly review the information they receive.

- *Source:* Mick Waldspurger, Rupp, Anderson, Squires, & Walkspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

## **FOLLOWING THE PROPER CHAIN OF COMMAND**

### **Superintendent's Role in the Chain of Command**

In order for the chain of command to work effectively, the Superintendent must welcome and encourage all School Board members to respectfully communicate complaints and concerns. Additionally, the Superintendent must provide general updates to the Board about issues and actions that have been taken, while being mindful of limitations imposed by the MGDPA.

### **Board Member Role in the Chain of Command**

#### **Responding to citizen complaints:**

1. Document the complaint and provide the documentation to the Superintendent.
2. Direct the citizen member to the Superintendent or building principal (depending on the nature of the complaint), provide the appropriate contact information, and inform the citizen that you will be informing the superintendent of the complaint.
3. Explain that the school district, depending on the nature of the complaint, may have complaint form, and that the Superintendent or building principal may ask the citizen to complete the form.

#### **Responding to anonymous complaints:**

1. The same basic process should be followed as with other complaints.
2. The district's obligation to investigate depends on the nature of the anonymous complaint and whether the information provided is sufficient to allow an investigation.
3. The district can investigate only reasonable leads and should not participate in a fishing expedition.

#### **Responding to citizen concerns**

1. Inform the Superintendent of all concerns.
2. If the concern is in regard to the Superintendent, inform the School Board Chair.

## What **NOT** to do:

1. Do not investigate yourself.
2. Do not promise a particular outcome or course of action.
3. Do not promise confidentiality.
4. Do not pick sides.
5. Do not act outside the process or act as *the* decision-maker.
6. Do not offer to personally address the concern (hero/villain syndrome).
7. Do not go directly to employees below the Superintendent or members of the Superintendent's cabinet.

**Engaging Legal Counsel** - As a general rule, only the ISD 110 Board Chair or Superintendent should directly contact ISD 110's legal counsel. If you have a legal question or concern as a Board member, inform the Board Chair or Superintendent, and if necessary they will communicate the question to legal counsel.

- *Source: Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member, 4 June 2020*

*ISD Policy 216 – Anonymous Communications*

<https://isd110.org/sites/default/files/files/content/216-anonymous-communications-may-2016.pdf>

## Balancing the Board Member – Parent/Community Member Roles

### Board Member – Parent Role Balancing

Keep in mind that you do not relinquish your parental rights when you become a School Board member. You are always a parent first and a School Board member second. But at the same time keep in mind that no matter how many times you say you are “speaking as a parent, not a Board member,” it is difficult for some staff to separate your role on the School Board from your role as a parent, and some staff may be intimidated by your role as a Board member. To minimize this, some Board members opt to have their spouse, the child's other parent/guardian, or another family member take the lead in speaking to their children's teachers in certain situations.

However you handle interactions with staff as a parent, make sure that you do not use your position as a School Board member to secure special treatment for your child – they should be treated the same as other students and subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child's teacher to discuss them.

The best way to respond to complaints from parents in school, community, and social situations is to be a good listener, which allows you to ask questions to understand the situation better. Be careful,

however, that the parent does not interpret your questions or comments as an indication of agreement or future board action. Once parents have shared their complaints with you, provide guidance on how to get their concerns addressed through the proper channels, perhaps by referring them to the public complaint policy or the building principal, and then inform your superintendent of the conversation. If the concern is about safety or legality, follow district procedures and notify the Superintendent. If the concern raises governance or controversial political questions, contact the Superintendent and the Board Chair.

Most of the complaints you will hear from parents are administrative in nature and not policy issues and as such they do not belong on the Board's table. It is not your responsibility, nor do you have the authority, to solve each parents' problem. Do listen to them, but then make sure they know to contact the appropriate school staff. You owe the Superintendent and staff the opportunity to respond and to support them if they are properly following Board policy. A parent may follow up with you if the complaint is not resolved, but becoming directly involved can compromise your impartiality and in some cases expose you and the district to legal liability.

### **Board Member – Community Member Role Balancing**

You will at times find yourself dealing with controversial, complex issues and the Board's final decisions may be unpopular. When a community member questions a Board decision, explain the thought process that went into the decision and why the Board arrived at the conclusion it did, even if you personally disagreed. Be sure to answer honestly and without emotion and refer them to the Superintendent or Board Chair if you feel they require more explanation than you can provide.

- *Source: New York State School Boards Association, New School Board Member Handbook: A Guide to Surviving Your First Year. 2017*

### **Procedures for Visiting Schools**

All ISD 110 School Board members are encouraged to be informed about ISD 110 schools, and visits to all schools can be part of that process. Board members may be current or former parents or grandparents of students in ISD 110 schools. Some may volunteer frequently within our schools and student activity programs, and/or belong to various school community support organizations, such as Parent-Teacher Organizations (PTOs), Booster Clubs, or serve as volunteer coaches. Some enjoy attending athletic, concert, theater, and other school events as a spectator. Other opportunities to visit our schools are during fall open houses to welcome students back, as well as attending or observing parent-teacher conferences. These are all good ways to for Board members to learn about and participate in our schools as parents and supportive community members. However, as mentioned previously, Board members must take care to separate their parent/volunteer roles from their roles as Board members.

To assure that all Board members have a chance to tour all of our buildings, periodic visits to the schools will be scheduled for the entire Board and Superintendent. This is often accomplished by rotating monthly work session locations, however other full Board building visits may be scheduled at mutually agreed upon times, such as when periodic invitations are extended to the Board and Superintendent to observe an individual event or academic program of particular interest or special relevance. These full Board visits are scheduled by the Superintendent's Executive Assistant.

If an individual Board member wishes to visit one or more of our schools outside of these mutually agreed upon times, they should first inform the Superintendent of their desire to visit, and the Superintendent will work with the school Principal(s) to schedule a school visit for the Board member. When visiting any school, Board members must remember that they do not serve in an administrative role and should not attempt to direct, criticize, discipline, or disrupt the work of staff members.

Situation	Sound Governance Practice
<p>What do I do if I get a <u>phone call</u> with concerns from a:</p> <ol style="list-style-type: none"> <li>staff member</li> <li>student</li> <li>parent</li> </ol>	<p>Check name, status, and phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ol style="list-style-type: none"> <li>Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues</li> <li>Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures</li> <li>Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent</li> </ol> <ul style="list-style-type: none"> <li>Overall: do not agree to confidentiality, or commit to limit your options of notification</li> <li>Be available for contact in future if redirecting does not address concern</li> <li>Be alert to "patterns" of like concerns, and if present, notify the superintendent's office</li> <li>If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office</li> </ul>
<p>What do I do if I get an <u>email</u> with concerns from a</p> <ol style="list-style-type: none"> <li>staff member</li> <li>student</li> <li>parent</li> </ol>	<ul style="list-style-type: none"> <li>Send to author an email of acknowledgement and that their concern has been forwarded to the Superintendent's office</li> <li>An email does not require engagement or seeking to understand issue</li> <li>Do not cc or bc to any individual or group, nor "reply to all"</li> <li>Be alert to "patterns" of like concerns, and if present, notify the superintendent's office</li> <li>If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office</li> </ul>

➤ Source: Dennis Cheesebrow, *Teamworks International*

Situation	Sound Governance Practice
<p>What do I do if I get a stopped out <u>in public</u> (school event, grocery store, etc.) by a concerned:</p> <ul style="list-style-type: none"> <li>a. staff member</li> <li>a. student</li> <li>c. parent</li> </ul>	<p>Check name, status, and get a phone number for contact</p> <p>Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ul style="list-style-type: none"> <li>a. Redirect staff to supervisor, and notify superintendent's office Caution: do not get involved in employment / contractual issues</li> <li>b. Redirect student to principal and notify superintendent's office Caution: If a concern about safety is raised, follow district procedures</li> <li>c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office Caution: Don't attempt to deal with issues of groups, only the individual parent</li> </ul> <p><u>Overall</u></p> <ul style="list-style-type: none"> <li>• Do not agree to confidentiality, or commit to limit your options of notification</li> <li>• Be available for contact in future if redirecting does not address concern</li> <li>• Be alert to "patterns" of like concerns, and if present, notify the superintendent's office</li> <li>• If concern raises governance and/or political edge questions, contact Board Chair in addition to Superintendent's Office</li> </ul>
<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> <li>• Contact the Chair and /or the Superintendent directly, preferably in person, or by phone</li> <li>• Don't engage in serial meetings with other board members</li> <li>• Be clear as to if your concern is as a Board member, parent, etc., and be clear as to <ul style="list-style-type: none"> <li>○ your experience</li> <li>○ what you think</li> <li>○ what you feel</li> <li>○ what you want</li> </ul> </li> <li>• Identify what in the concern is governance work, and what is management work</li> <li>• Seek to increase your understanding, with an assumption of trust and competence for employees</li> <li>• Don't represent other's or group's interest as your own</li> <li>• Don't raise an issue as a surprise in work sessions or business meetings. Allow the Board Chair and Superintendent time to research and prepare for a board discussion, if warranted</li> </ul>
<p>What if I disagree with a report or presentation to the board?</p>	<ol style="list-style-type: none"> <li>1. Submit questions and concerns to Office of Superintendent as the Board protocol describes</li> <li>2. Reflect on what is driving your concern or disagreement</li> <li>3. If disagreement is in the details, request a meeting with Superintendent to discuss</li> <li>4. Do not surprise administrators or the board in work sessions and business meetings</li> <li>5. Praise publicly, confront privately</li> </ol>

➤ Source: Dennis Cheesebrow, *Teamworks International*

## Media Relations and Public Statements

ISD 110 is committed to partnering with the community, families, students, and employees, and will coordinate and share regular and ongoing communications through a variety of means – including e-newsletters, videos, website, social media, e-mail, printed materials, and face-to-face communications. At the direction of the Superintendent, the Director of Communications will manage communications with all audiences and oversee interactions with media at all levels to preserve, manage, and promote the image and brand of ISD 110. Decisions are guided by the ISD 110 Strategic Roadmap, Communications Plan, and Brand Guidelines.

Statements made by individual ISD 110 School Board members are not meant to represent the entire Board. Board members should take care to make sure that when they speak both publicly and privately in regard to any district issue that they clarify that they are presenting their own personal opinion as one Board member of seven.

Occasionally the Board Chair, as part of the duties of the Chair, will speak or issue a public statement on behalf of the full Board, however such statements by the Chair should be clearly designated as such and issued whenever possible in consultation with the Superintendent and/or the ISD 110 Director of Communications.

- *Source: ISD Policy 105 – School District Public Relations and School Communications*  
<https://isd110.org/sites/default/files/files/content/105-school-district-public-relations-and-school-communications-dec-2018.pdf>

## What happens when Board members step out of line?

When Board members are disrespectful to one another, disregard protocols, violate the Code of Ethics, repeatedly fail to fulfill their Board duties, or inappropriately push agendas which are different from or actively oppose the consensus of the full Board, those infraction(s) must be pointed out promptly by Board colleagues and the offending Board member(s) should be reminded of the proper way to conduct themselves.

If violations continue, the Board Chair, with assistance as needed from the Vice-Chair, should intervene and discuss the improper behavior with the offending Board member(s) and make plans to correct it. A written record of the intervention should be made and kept by the Board Chair. If violations continue after the intervention, the Board Chair should enlist the full Board in discussion to consider formal public reprimand or censure. If formal full Board condemnation does not correct the member's inappropriate behavior, then the Board Chair should consult the district's legal counsel to consider additional options, including formal disavowal of conduct and/or removal from the Board. If at any time a Board member's actions or statements put themselves or the district in legal peril, the Board Chair should consult with the district's legal counsel. If the Board Chair is the member engaging in improper conduct, the Vice-Chair should intervene as appropriate, with assistance as needed from another elected Board officer, the full Board, and/or the district's legal counsel.

# ELECTION AND ROLES OF BOARD OFFICERS

## Election of Officers

The Chair, Vice-Chair, Treasurer, and Clerk of the ISD 110 School Board are elected annually at the Organizational Meeting, which is held on the first Monday of January, or as soon as thereafter practicable, each year. The elected officers hold their offices for one year until their successors are elected.

## Roles of Board Officers

There are four official officers of the ISD 110 Board of Education: Chair, Vice-Chair, Clerk, and Treasurer. Two of them, the Chair and Vice-Chair, must be elected from amongst sitting Board members. The Treasurer and Clerk need not be members of the Board, and the Board may designate the duties of the offices of Clerk and Treasurer to individuals within the executive staff of the Superintendent's office. At ISD 110, the Treasurer role is usually designated to the Director of Finance and Operations, and the role of the Clerk is usually designated to the Superintendent's Executive Assistant. It is important to note that despite the election of officers, all Board members maintain equal rights, voices, and votes when it comes to making Board decisions. In addition, minutes of all Board meetings and work sessions must be taken by a temporary substitute Board designee in the absence of the Clerk.

**Role of the Chair** – The Chair presides at all meetings of the School Board, countersigns all orders upon the Treasurer for claims allowed by the School Board, and represents the school district in all actions and performs all usually incumbent upon such an officer.

**Role of the Vice-Chair/Clerk** –The Vice-Chair shall perform the duties of the Chair in the event of the Chair's temporary absence. The Vice-Chair may also perform other duties and tasks as assigned by the School Board. Through December 31, 2020, the elected Vice-Chair and elected Clerk positions shall be combined for the sake of expediency, until a new Clerk is elected by the full Board at its annual organizational meeting in January 2021.

- **Role of the Clerk** – In ISD 110 School Board usually designates the Superintendent's Executive Assistant to perform the duties and tasks of the School Board Clerk.
1. The Clerk or designee shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings, updates to the School Board Handbook, and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
  2. Within three days after an election, the Clerk or designee shall notify the persons elected.

3. The Clerk or designee shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

**Role of the Treasurer** – With the exception of serving as Convener of the Finance & Facilities Committee, the ISD 110 School Board usually designates the ISD 110 Director of Finance and Operations as the Acting Treasurer to perform the duties of the School Board Treasurer.

1. The Treasurer or designee shall deposit the funds of the school district in the official depository.
2. The Treasurer or designee shall make all reports required by Minnesota state law, file any reports which may be called for by the School Board, and perform all duties the Treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the Treasurer or designee, the Treasurer or designee shall receive, endorse, and process orders in accordance with Minnesota state law.

**Role of the Superintendent** - The Superintendent shall be an ex officio, non-voting member of the School Board.

The Superintendent shall perform the following:

1. Visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the School Board
2. Recommend to the School Board employment and dismissal of teachers
3. Annually evaluate each school principal assigned responsibility for supervising a school building within the district
4. Superintend school grading practices and examinations for promotions
5. Make reports required by the Commissioner of Education
6. Perform other duties prescribed by the School Board

- *Source: ISD 110 Policy 202 – School Board Officers*  
<https://isd110.org/sites/default/files/files/content/202-school-board-officers-november-2017.pdf>

## Student Representatives to the School Board

The ISD 110 School Board invites two students per year to participate as non-voting Student School Board members.

**Eligibility & Selection Process** – Currently, two Student School Board Members are selected at the beginning of the school year by the Waconia High School Principal from senior class representatives who serve on the Waconia High School Student Council. There will be a new selection process developed by the Board for the 2021-2022 school year, to be announced and initiated during trimester three of the 2020-2021 school year.

**Participation Protocols, Expectations & Rewards** – Currently, the two Student School Board Members attend regular School Board meetings once per month, and together they provide a report on student-centered activities and highlights from all of the ISD 110 school buildings. There are currently no rewards associated with Student School Board Member participation. There will be a new set of participation protocols, expectations, and rewards developed for the 2021-2022 school year, which will be announced during trimester three of the 2021-2022 school year.

## SCHOOL BOARD MEETINGS

An orderly School Board meeting allows the School Board members to participate in discussion and decision of school district issues. Rules of order allow School Board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner. The ISD 110 School Board conducts its meetings in accordance with *Robert's Rules of Order* and Minnesota state law.

Source: ISD 110 Policy 203 – Operation of School Board – Governing Rules

<https://isd110.org/sites/default/files/files/content/203-operation-school-board-governing-rules-november-2017.pdf>

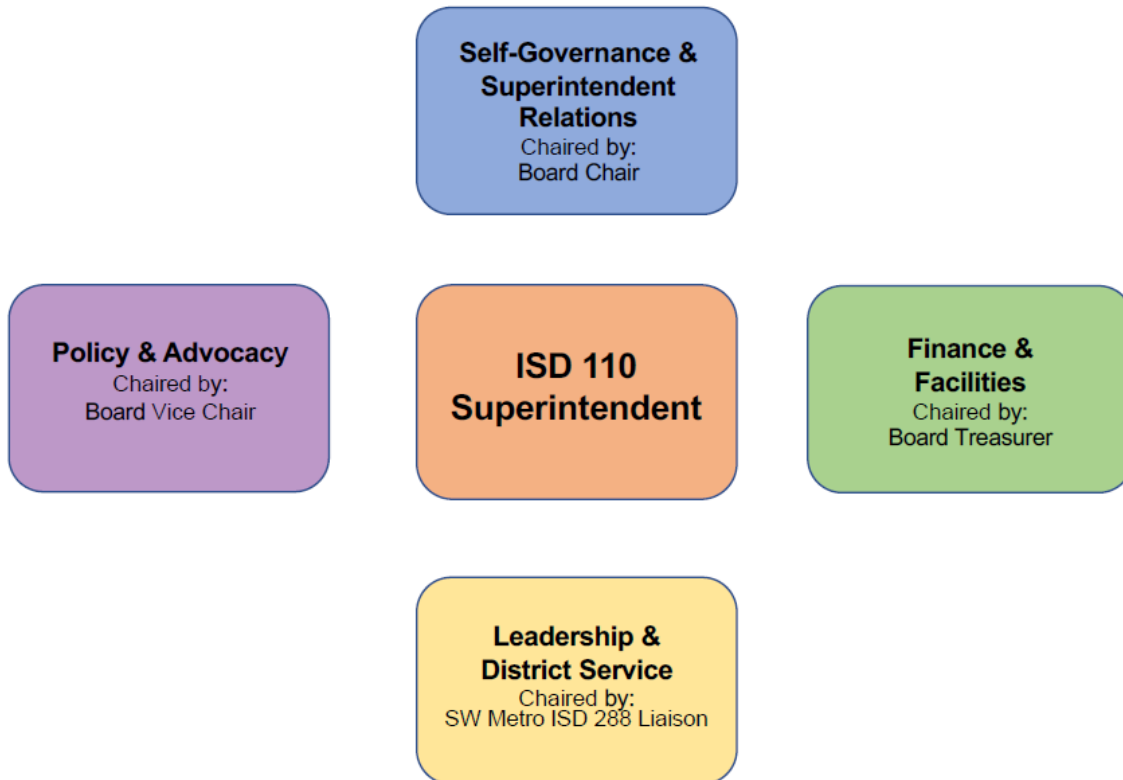
### Attendance

All School Board members are expected to attend all regularly scheduled business, committee, and special meetings, as well as work sessions and meetings related to their assigned school district Advisory Council, Task Force, and community liaison positions. However, it is recognized that sometimes scheduling conflicts will occur. Members should notify the Board Chair and the Executive Assistant to the Superintendent whenever they are unable to attend a scheduled School Board meeting, and the Chair of the Advisory Council in the case of those meetings.

The Waconia School Board usually meets in **regular business session** at 7:00 PM on the 2<sup>nd</sup> Monday of each month, usually in the Waconia City Council Chambers. It also usually meets in **work session** on the 4<sup>th</sup> Monday of each month, the location for which rotates throughout ISD 110 buildings in order for Board members to get the chance to visit as a group and become familiar with all district buildings. Special meetings may also be called at various times throughout the year to discuss or conduct urgent business. In certain cases where in-person Board meetings are not possible, online meetings may be held, but whenever possible all Board members must be both seen and heard during them.

# Board Committees, Advisory Councils, Task Force & Liaison Roles

## School Board Committees



### Committees

There are four major ISD 110 School Board Committees:

- Finance & Facilities
- Self-Governance & Superintendent Relations
- Policy & Advocacy
- Leadership & District Service

These major committees meet monthly, and are usually attended only by those three Board members that are assigned to them in a given year. Although Board members may indicate a preference in regard to their committee assignments, final annual committee assignments are made at the discretion of the Board Chair. Board Committees are made up of only Board members and certain administrators who engage in relevant research and pre-discussion of certain aspects of Board business and topics of concern in order to make full Board consideration of those issues more efficient.

## Advisory Councils

Certain School Board members are also assigned by the Board Chair to school district Advisory Council positions, such as:

- ISD 110 Advisory Council (ISD110AC)
- Special Education Advisory Council (SEAC)
- Teaching & Learning Advisory Council (TLAC)
- Community Education Advisory Council
- Technology Advisory Council
- Chemical Abuse Community Advisory Council
- 

These Board advisory bodies meet at varying times throughout the year, depending on the group and its work and purpose. They consist of administrators, staff, students, parents, and/or community members who serve as sources of internal and external input for the purpose of advising and making recommendations to the School Board in regard to school district policy and issues.

## Task Forces

In addition, certain Board members may be assigned by the full Board or the Board Chair to serve on special temporary **task forces** to research or accomplish a uniquely specialized task on behalf of the Board. These task forces may be comprised of just Board members, or any combination of Board members, administrators, staff, parents, students, and community members, depending on the task to be accomplished.

## Liaison Roles

Finally, certain Board members are assigned by the Board Chair to act as ISD 110 School Board Liaisons to various external organizations with whom ISD 110 has a business, governmental, and/or advocacy relationship. These organizations include:

- The City Councils serving the cities of Waconia, Minnetrista, New Germany, St. Bonifacius, and Victoria
- Southwest Intermediate School District 288
- HEROES Coalition
- Schools for Equity in Education (SEE)
- District 110 Foundation
- Minnesota School Boards Association (MSBA)
- Carver County Leaders
- Minnesota State High School League (MSHSL)
- Elementary and Middle School Parent-Teacher Organizations (PTOs)
- Booster organizations

## Agendas

While all School Board members may provide input and request to add an item to any agenda, School Board meeting and work session individual agendas are primarily determined by the ISD 110 School Board Calendar of business and are developed and tentatively finalized by the Board Chair and Superintendent, whenever possible, at least 5 days prior to scheduled meetings so that all Board members have the chance to review and request additions or subtractions from them. The final meeting agenda, according to Minnesota law, must be posted for the public at least 72 hours prior to a scheduled meeting, along with the date, time, and location of the meeting. Copies of agendas and materials relating to agenda items not protected by MDGPA must also be available for public view during the meeting. In the case of online meetings, all Board members must be able to be both seen and heard, and agenda items must be made available to the public for online viewing.

If a Board member wishes to add an item to a future agenda, they are encouraged to contact the Board Chair and/or Superintendent to make a request for consideration. If a Board member wishes to add an agenda item to the meeting agenda at the beginning of that actual meeting, they must make a motion to add the item, must obtain a second to that motion, and achieve a majority vote of the full Board for the item to be added to the agenda. Conversely, a Board member may also make a motion to remove items from the agenda. If a second motion is obtained and a majority vote achieved, the item may be removed from the agenda. Motions may also be made by Board members at various points during the meeting to table agenda items for later discussion. This is usually done if it is determined that meeting time is running short and more discussion is required, and/or that more information is needed before determinative discussion can be completed and a full informed vote can be taken by the Board. If further information is needed, the item can be tabled and referred to administration and/or a Board Committee or Advisory Council for additional consideration and further recommendation to the full Board in a future meeting.

Members of the public who wish to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The person making the request is encouraged to state their name, address, purpose of the item, action desired, and pertinent background information. The Chair and Superintendent shall determine whether to place the matter on the tentative agenda. The ISD 110 School Board also allows public comment during the first ten minutes of its regular business meetings each month.

Minutes of all publicly posted School Board meetings and work sessions of the whole Board should be taken and recorded by the Board Clerk or other designee in the absence of the Clerk.

➤ *Sources:*

*ISD 110 Policies 203.5, 203.6, and 204 - School Board Meeting Agendas, Consent Agendas, and Minutes* <https://isd110.org/sites/default/files/files/content/203-5-school-board-meeting-agendas-nov-2019.pdf>

<https://isd110.org/sites/default/files/files/content/203-6-consent-agendas-may-2016.pdf>

<https://isd110.org/sites/default/files/files/content/204-school-board-meetng-minutes-september-2017.pdf>

*ISD Policy 213 School Board Committees*

<https://isd110.org/sites/default/files/files/content/213-school-board-committees-may-2016.pdf>

## Meeting Protocols

All speakers at ISD 110 School Board hearings and meetings must be recognized by the Chair and given the floor before speaking – this includes Board Members, Superintendent, guest presenters, and members of the public who are addressing the Board at its hearings and meetings. The Chair should allow only one speaker at a time and reserves the right to limit the amount of time for each speaker, as well as to limit the amount of time allowed to debate a particular issue or agenda item. In addition, any Board member may make a motion to end debate on an issue by making a motion to “move the previous question” (also referred to as “calling the question”). This motion to “move the previous question” must be recognized by the Chair and seconded by another Board member. It must then receive a two-thirds vote of all Board members present in order to pass and for debate on the issue to end.

At public hearings, which are held specifically to seek public input in regard to a particular issue, the purpose of the meeting is for members of the public to address the School Board. An example of a legally required annual public hearing that the school district must hold is the Truth in Taxation hearing held in December of each year. A public hearing is a chance for members of the public to engage in dialogue with the School Board on a specific issue.

By contrast, regular School Board meetings, work sessions, or committee meetings are defined as meetings of the School Board to conduct the business of the school district in public view. They are business meetings taking place in public, not public meetings. It is thus a privilege, not a right, to address the School Board during its business, committee, and work session meetings. That said, the ISD 110 School Board sets aside the first ten minutes of its regular monthly business meetings for public comment, and can at its discretion allow limited public comment at other times.

In all cases, however, anyone present at any School Board hearings and meetings are expected to conduct themselves in a respectful, constructive manner and keep to the issue at hand whenever possible. Personal attacks by anyone addressing the School Board are unacceptable and will not be tolerated. The Chair should call inappropriate statements and attacks out of order, and the speaker’s privilege to speak may be revoked, and if they persist with inappropriate behavior they may be asked to leave. In addition, any School Board member or the Superintendent (an ex-officio member of the School Board) can raise a point of order or point of information at any time during any meeting if they feel that an incorrect or inappropriate statement or action has been made by anyone, including another School Board member. All Board members should keep in mind and adhere to the ISD 110 School Board Code of Ethics, and if a Board member continues to speak or act inappropriately they can be subject to censure, disavowal of their conduct, or removal from the School Board.

The Chair will rule on the point of order or point of information according to *Robert’s Rules of Order* and established policy, protocols, and Minnesota state law, including MNGDP, which prohibits certain information from being mentioned or displayed publicly. If comments or discussion are in danger of violating the MNGDP Act, the Chair should declare the comments out of order and end or redirect the discussion. Seemingly benign out of order comments in possible violation of MNGDP are usually those which include private individual student and/or employee personnel data that are not part of a formal recognition/award ceremony, the terms and progress of a pending employee contract negotiation, and/or the potential or pending terms of sale or purchase of property from or by the district.

➤ Sources:

ISD 110 Policy 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings, and Data Privacy Considerations

<https://isd110.org/sites/default/files/files/content/206-public-participation-school-board-meetings-nov-2019.pdf>

ISD Policy 207 - Public Hearings <https://isd110.org/sites/default/files/files/content/207-public-hearings-nov-2019.pdf>

ISD 110 Policy 209 – Code of Ethics <https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Minnesota Government Data Practices Act (MGDPA)

<https://www.revisor.mn.gov/statutes/cite/13>

Robert's Rules of Order. <https://robertsrules.org/motions.html>

## Open Meeting Law & School Board Communications

One of the most difficult but important aspects of serving as a School Board member is to understand and abide by the complex rules embodied within the Minnesota Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>. The law itself has been clarified by several court decisions, but nevertheless there remain several gray areas, and so it is best if school boards and their individual members err on the side of caution at all times.

Put simply, open meeting law requires that School Boards and other government decision-making bodies must conduct the business of doing the public's work within the public view. There are exceptions when a meeting can be closed, but they are few. The only times when a School Board may close a meeting are:

- When strategizing during employee contract negotiations
- When discussing individual student or employee information that is not classified as public
- When discussing the potential sale or purchase of property by the district
- When discussing legal action being taken by or against the school district and information is subject to attorney-client privilege
- When engaging in Board-related governance training.

But most meetings are public – so what's the problem? Most violations of open meeting law occur because its tenets also apply *outside* of regular School Board meetings whenever a quorum (majority) of the Board is part of the conversation - especially if the discussion is about school district business. This is particularly true in regard to an issue that will or could become a future Board action item – something that the Board could eventually discuss and/or vote on during a future business meeting or

work session. In addition, the open meeting law does not just apply to verbal discussions, it also applies to electronic communications, such as e-mail, texting, conference calls, chat rooms, and/or social media communications. Violations of open meeting law can result in lawsuits against the district and substantial fines levied to individual School Board members, and so it is important to know and abide by the rules both in and out of the boardroom.

So – can you talk to Board members outside of a Board meeting? Yes. You can certainly socialize and even be friends with your School Board colleagues. But you must be careful that you do not discuss any School Board matters if you have a quorum (which for ISD 110 is four or more Board members) of your Board participating in the discussion. And even if you do not have a quorum present, you must make certain that those present do not then leave that discussion and strike up the same conversation with other Board members not initially present. That is called a “serial” meeting of Board members, which also violates open meeting law. It is also for this reason that ISD 110 Board Committees do not have more than three Board members assigned to them – to avoid the presence of a quorum and to keep the committee itself within the appropriate role of researching and recommending discussion/action to the full Board, without the quorum-required authority to make decisions or take action itself as a committee.

In regard to electronic communications, School Board members may use email, texts, social media messaging, chat room, or other sources to communicate with each other, but these methods cannot be used to discuss Board business, to influence votes on issues, nor to avoid open meeting law requirements. You should be particularly careful to avoid sequential email, texts, social media, or group chat conversations that end up or could end up including a quorum or more of the full Board. Communications like these which preclude the community from hearing Board debate on school district issues are problematic, and also open up all of these means of communication, even those otherwise deemed to be private means, to public data requests.

Two hard and fast rules of thumb for School Board email communication is that when sending an email, if you feel you must send it to three or more other Board members, send it instead to the Superintendent, who can then distribute the information on your behalf to those who may need it, or present it instead at a Board or committee meeting. In addition, if you receive an email to all Board members from anyone, DO NOT send a reply using “Reply All” function. If you must reply, send your reply only to the initial sender. Most intra-board communication within the full board is usually in regard to scheduling and the distribution of general information – but there should not be extensive discussion of the information distributed outside of full Board or committee meetings.

When the full Board receives an email from a member of the public, ISD 110 School Board’s protocol is to allow the Superintendent and/or Board Chair sufficient time to reply where appropriate on behalf of the full Board. If you receive an email as an individual Board member from a member of the public about a district issue, you should reply that you appreciate the inquiry and that you are forwarding it to and/or consulting with the Superintendent in regard to it. Most inquiries received by the Board are managerial in nature or involve a complex district issue that the Superintendent has more experience with addressing, and so Board members should refer inquiries to the Superintendent whenever possible.

Above all remember that your School Board email is public – anything you send or receive is subject to public view (with redaction for MNGDP provisions), so be careful what you send and receive within it. At the same time use your private email, social media accounts, and devices for School Board communication as little as possible because if you do, those accounts and devices can also become

subject to a public data request. If you have questions about open meeting law requirements and scenarios, ask the Board Chair or Superintendent for advice, and if further clarification is necessary, they can consult with ISD 110's legal counsel.

➤ *Sources:*

*ISD 110 Policy 205 – Open Meetings and Closed Meetings*

<https://isd110.org/sites/default/files/files/content/205-open-meetings-and-closed-meetings-nov-2019.pdf>

Mick Waldspurger, Rupp, Anderson, Squires, & Waldspurger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

New York State School Boards Association, *New School Board Member Handbook: A Guide to Surviving Your First Year*. 2017

*Minnesota Open Meeting Law* <https://www.revisor.mn.gov/statutes/cite/13D>

*MSBA Closed Meeting Law Summary* <http://www.mnmsba.org/Portals/0/MSBA-ClosedMeetingChart-8-13-2019.pdf>

*Minnesota Government Data Practices Act (MGDPA)*  
<https://www.revisor.mn.gov/statutes/cite/13>

## School Board Training & Goals

### Training

According to Minnesota Statute 127A.19, new School Board members are required to attend Phase I (School Board Basics) & Phase II (School Board Finance & Management) as soon as possible after being elected to the School Board. Training through the Minnesota School Boards Association (MSBA). School Board officers are strongly encouraged to attend MSBA Board Officer Training sessions. MSBA also offers various networking, training, and legislative advocacy opportunities throughout the year that Board members are encouraged to attend. Schools for Equity in Education (SEE), a statewide advocacy organization specializing in resource fairness in which ISD 110 School Board retains a membership, also offers several informational and advocacy opportunities throughout the year, particularly prior to and during each session of the Minnesota State Legislature.

In addition, the ISD 110 School Board occasionally contracts with outside consultants in order to improve its own knowledge, professionalism, efficiency & effectiveness, cultural competency, and collegial relationships. Recent past consultant led training sessions were held with Dennis Cheesebrow from *Teamworks International*, and Mick Waldspurger, an attorney from the law firm Rupp, Anderson, Squires, & Waldspurger, P.A. Materials from those training sessions have been incorporated into this Handbook.

Board member training is critical to building a shared focus and cultural competency strong enough to

maintain members' commitment to leading long-term improvement efforts. Although internal Board training is focused on the Board member's role within the context of school improvement, participation in external Board member networking opportunities allows Board members to learn from the successes and experiences of other school boards, and helps to gain a broader understanding of public education issues.

➤ *Sources:*

*Minnesota School Boards Association (MSBA)* <http://www.mnmsba.org/>

*MS 127A.19* <https://www.revisor.mn.gov/statutes/cite/127A.19>

*Schools for Equity in Education (SEE)* <http://www.schoolsforequity.org/>

Dennis Cheesebrow, *Teamworks International*

Mick Waldspurger, Rupp, Anderson, Squires, & Waldsburger, P.A., *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

*Iowa Association of School Boards Member Handbook*  
<https://www.sd13.org/Downloads/School%20District%2013%20Board%20Member%20Handbook%201.pdf>

*Minnesota Department of Education (MDE)* <https://education.mn.gov/MDE/index.html>

*Minnesota Office of the Revisor of Statutes* <https://www.revisor.mn.gov/>

*ISD 110 District Policies* <https://isd110.org/about-us/district-policies>

## **School Board Goals**

As part of its pledge to strive for continuous improvement of Waconia Public Schools, the ISD 110 School Board should set annual goals for itself by October 30 of each year that align with the Superintendent's goals and the ISD 110 Strategic Plan and Strategic Roadmap, and the Board Calendar of business as much as possible.

# **APPENDICES**

**BIBLIOGRAPHY**

**ISD 110 CHAIN OF COMMAND ORGANIZATION FLOW CHART**

**ISD 110 DISTRICT 2020-2021 ACADEMIC CALENDAR**

**TRAINING & RESOURCES**

**GLOSSARY OF TERMS**

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National Education Association (NEA). <https://www.nea.org/>

New York State School Boards Association. *New School Board Member Handbook: A Guide to Surviving Your First Year*, 2017.

*Robert's Rules of Order*. <https://robertsrules.org/>

Schools for Equity in Education (SEE). <http://www.schoolsforequity.org/>

Waconia School Board Code of Ethics

<https://isd110.org/sites/default/files/files/content/209-code-ethics-november-2017.pdf>

Waconia School Board Membership and Officers

<https://isd110.org/about-us/school-board>

Waconia Public Schools Mission, Vision, Core Values, and Theory of Action

<https://www.waconiacommunityed.org/sites/default/files/files/content/mission-vision-core-values-theory-action.pdf>

Waconia School Board Policies

<https://isd110.org/about-us/district-policies>

Waconia Public Schools Strategic Roadmap

<https://isd110.org/about-us/isd-110-strategic-roadmap>

Waldspurger, Mick, of Rupp, Anderson, Squires, & Waldspurger, P.A. *Effective Governance:*

*Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.

# TRAINING & RESOURCES

## Education and Other Organizations

Minnesota Department of Education (MDE). <https://education.mn.gov/MDE/index.html>

Minnesota School Boards Association (MSBA)  
<http://www.mnmsba.org/>

Robert's Rules of Order.  
<https://robertsrules.org/>  
<https://robertsrules.org/motions.html>

Schools for Equity in Education (SEE). <http://www.schoolsforequity.org/>

## Private Training Materials

Cheesebrow, Dennis. *Teamworks International*.

Waldspurger, Mick, of Rupp, Anderson, Squires, & Waldsburger, P.A. *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.

## Internal Resources

### Links to:

Board Calendar  
ISD 110 Strategic Roadmap  
Board Finance Google Folder  
Long-Term Planning Model  
Board Goals Statement

## GLOSSARY OF TERMS

**ACES** – Adverse Childhood Experiences Study. A longitudinal study which determined that traumatic childhood experiences can have a damaging effect on the developing brain in ways that can cause life-long physical and behavioral effects. An individual’s adverse childhood experience “score” is measured from 1 (low) to 8 (extremely high) based on certain factors present within their childhood environment, relationships, and experiences.

**Achievement Gap** – Persistent differences in achievement among different groups of students as indicated by scores on standardized tests.

**ACT** – American College Test

**AD** – Activities Director

**ADA** – Average Daily Attendance. Attendance Days (or hours) divided by the Instructional Days (or hours).

**ADAAA** – American with Disabilities Act Amendments Act of 2008. Federal legislation protecting disabled employees from employer discrimination.

**ADD** – Attention Deficit Disorder

**ADHD** – Attention Deficit Hyperactivity Disorder

**ADM** – Average Daily Membership. The sum for all pupils of the number of days of the school year each pupil is enrolled divided by the number of days the schools are in session.

**AFT** – American Federation of Teachers.

**ALC** – Alternative Learning Center. These state-approved schools must operate year round (school year starts in June) and serve at-risk students from two or more districts (except for Minneapolis, St. Paul, and Duluth). Students must have a CLP (Continual Learning Plan) and can generate more than 1.0 ADM when membership exceeds statute minimums (refer to LYPS), and can apply to provide an independent study component.

**ALP** – Alternative Learning Program. These state-approved programs serve at-risk students year round or during a traditional school year. Students must have a COP and can generate more than 1.0 ADM, up to 1.2, when instruction time exceeds state minimums (refer to LYPS). They can apply to provide an independent study program. An ALP is not eligible to apply for Targeted Services Programs.

**Alternative Assessment** – Measures a student’s knowledge and mastery by having them exhibit through projects, essays, tasks, etc., rather than relying solely on the more traditional assessment which encourages students to memorizes facts.

**Alternative Calendar** – Any calendar that varies from the traditional calendar. Year-round education is an alternative calendar.

**Alternative Compensation** – A method of pay for teachers which either supplements or replaces the traditional “steps and lanes” salary schedule.

**AMCPU** – Adjusted Marginal Cost Pupil Units. The greater of the total of weighted average daily membership for the current school year multiplied times .77 plus the total of the weighted average daily membership for the prior school year multiplied times .23 or the actual current weighted average daily membership count.

**AMSD** – Association of Metropolitan School Districts.

**ANTC** – Adjusted Net Tax Capacity. The property value used for calculating most school taxes. ANTC is determined by equalizing differences in tax capacity by property type in different counties. This equalization process compares market values to actual sales and is intended to neutralize the effect of differing assessment practices. Also, the ANTC reflects the application of the classification rates to the market value of property.

**AP or IB** – Advanced Placement or International Baccalaureate. Opportunities offered for high school students to earn college credit by taking AP or IB courses and earning a minimum score on subsequent standardized exams specific to these programs.

**APU** – Adjusted Pupil Units. A weighted count of pupils used to determine revenue in many funding formulas. Kindergarten through sixth grade students are weighted at 1/0 pupil unit. Students in grades 7-12 are weighted 1.2 pupil units. APU are used to measure a district’s **Weighted Average Daily Membership (WADM)** in order to determine a district’s student enrollment for funding purposes.

**At-Risk** Students who meet the Minnesota statutory criteria (MS 124D.68).

**Audit** – A school district must undergo an annual audit. A school district audit will include: bids/quotes, conflict of interest, contracts, debt, GASB, internal controls, legal expenses, and samples of revenues, expenses, and payroll. Other program audits can also occur: food service, compensatory, and categorical Title or special education compliance.

**AYP** – Adequate Yearly Progress. A measure of annual academic progress required by districts to demonstrate under No Child Left Behind.

**Barrier-Free** Elimination of architectural barriers in educational and other public facilities to allow persons with disabilities to easily enter, move about, and use those facilities.

**BCA** – Bureau of Criminal Apprehension. State agency that provides school districts with criminal background checks.

**Bid** – An offer, usually written, to furnish materials or services for a specified sum of money in accordance with the terms of a contract proposal. School districts in Minnesota are legally required to acquire certain types of materials and services through a competitive bidding process.

**BMS** – Bureaus of Mediation Services. A state agency which provides mediation and arbitration services, particularly during staff negotiations.

**Bond** – Written promise, generally under seal, to pay a specified sum of money (face value) at a fixed time in the future (date of maturity) and carrying interest at a fixed rate, usually payable periodically, that is often used by school districts to raise construction or property improvement funds.

**BYOD** – Bring Your Own Device. An approach to technology in schools that encourages and/or subsidizes students to acquire and use their own technology devices for school purposes.

**CAFR** – Comprehensive Annual Financial Report. Detailed budget summary that explains the district's finances in an understandable manner. ISD 110 has won a series of consecutive financial reporting awards for the high quality of its financial reporting practices.

**Career Education** – Organization of a curriculum so that a student will receive appropriate information and opportunity to train for or in the world of work. Career Education can be integrated into traditional curriculum, be achieved through attendance at an occupational or career center, and/or by partnering with businesses and organizations to provide authentic work-based career experience.

**Case Load** – Various meanings that generally refer to the number of students for whom a teacher or administrator is the IEP manager.

**Cash Flow** – Total amount of money being transferred into and out of a business or organization, especially as it relates to liquidity.

**Categorical Aid** – Educational support funds provided from a higher governmental level and specifically earmarked for a given purpose, such as special education, transportation, vocational education, English language learners, gifted and talented learners, and/or poverty concentration.

**Child Count** – The name applied to the federal reports that generate federal special education dollars. It is a count of all students who have IEPs or IFSPs on December 1 of any given year (also referred to as the Unduplicated Child Count).

**CIMP** – Continuous Improvement Monitoring Program, generally associated with special education.

**CIS** – College in the Schools. A post-secondary concurrent enrollment opportunity to offer actual college courses at the high school site. CIS courses are usually taught by local staff who have been specially trained by the sponsor accredited institution who would issue the ensuing credits to students who perform the minimum required level in the course.

**CLP** – Continual Learning Plan. All students enrolled at an ALC, ALP, or other LYPS need to have a CLP that addresses their educational goals for the year. It must be updated annually.

**Community Expert** – An individual from the “community” who does not hold an actual teaching license that teaches in a public or charter school on a limited basis. The Minnesota Professional Educator

Licensing and Standards Board (PELSB) must approve the application of each non-licensed community expert.

**Comparable Worth** – State law (MS 471.911) requiring every political subdivision to establish equitable compensation relations among its employee groups (a.k.a. the **Minnesota Pay Equity Act**).

**Competency-Based Education** – An organized system of teaching and learning to ensure mastery of prescribed skills and behaviors.

**Developmental Cognitive Delay (DCD)** – A “Primary Disability Classification” effective FY2000, which can be reported for students through age six as of September 1 of each year.

**DDD** – Data Drive Decision processes.

**D/HH** – Deaf/Hard of Hearing.

**DIRS** – Disciplinary Incident Reporting System. State required MDE system used by school districts to self-report student disciplinary incidents.

**DOE/USDOE** – United States Department of Education.

**Dual Enrolled** – Senior high students who are full-time at a high school and receive ALC instructional services outside of the normal high school day and year, such as after school or during the summer. Both report the instructional time it provides to the student. Dual enrollment or **Concurrent Enrollment** also may refer to a senior high school student who is enrolled in (a) class(es) or program(s) at a post-secondary institution.

**EBD** – Emotional Behavior Disorder

**EC and ECFE** – EC refers to early childhood education in general, from birth through pre-school. ECFE refers to Early Childhood Family Education, which is administered and offered through Community Education.

**ECP** – Exposure Control Plan. Refers to certain OSHA requirements.

**ECSE** – Early Childhood Special Education.

**EDRS** – Electronic Data Reporting Service.

**Education District** – Formed by school districts to increase educational opportunities for students by increasing cooperation and coordination between school districts and post-secondary institutions. Education District boards must be comprised of board members who are currently serving on the local school boards of the participating school districts.

**EEO** – Equal Employment Opportunity.

**EIS** – Early Intervention Services

**EL and ELL** – English Learner and English Language Learner. Formerly known as English as a Second Language (ESL).

**EdMN** – Education Minnesota. The statewide educators’ union, formerly known as the Minnesota Education Association (MEA). Each school district in Minnesota has a local chapter. ISD 110’s chapter is named the Waconia Education Association (WEA).

**EMH** – Educably, Mentally Handicapped.

**EOY** – End of Year.

**E-Rate** – Education Rate. The universal service Schools and Libraries Program, commonly known as “E-rate,” discounts up to 90% to help eligible schools and libraries in the United States obtain affordable telecommunications, internet access, and information services.

**ERISA** – Employee Retirement Security Act.

**ESLP** – Educational Speech Language Pathologist

**ESSA** – Every Student Succeeds Act (2015). The latest national pre-kindergarten through grade 12 education law. ESSA is the newest version of the 50-year-old federal Elementary and Secondary Education Act and replaces the 2001 reauthorization known as No Child Left Behind (NCLB). ESSA emphasizes equity (a commitment to ensure that every student receives what they need to succeed) and gives states and schools more latitude to innovate, while maintaining a focus on accountability and an emphasis on state and local systems of improvement (MDE 2016).

**Extended Time Revenue** – This revenue may be used for extended day programs, extended week programs, summer school, and other programming authorized under the learning year program.

**FLY** – Flexible Learning Year. Adjustments to the calendar to allow more flexibility in scheduling student contact days. The Minnesota Department of Education must approve school calendars which start classes prior to Labor Day.

**FMLA** – Family and Medical Leave Act. Federal law which allows eligible employees of covered employers to take unpaid, job-protected leave for specified reasons.

**FTE** – Full Time Equivalent. The amount of employed time required in a part-time position expressed in proportion to that required in a full-time position with 1.0 representing one full time position. FTE may be expressed as a percentage or as a fraction and is derived by dividing the amount of employed time required in the part-time position by the amount of employed time required in a corresponding full-time position.

**Full Service Community Schools** – The Community School model helps schools to actively build strong webs of supports around the four pillars of integrated student supports; enriched learning opportunities; active family, student, and community engagement; and school leadership driven by continuous improvement. Schools become hubs of their neighborhoods and communities, uniting

families, and community partners so that families are supported so that students can fully engage in high-quality learning opportunities.

**FY** – Fiscal Year. A 12-month period between settlements of financial accounts. The school district fiscal year runs from July 1 through June 30.

**GASB** – Governmental Accounting Standards Board.

**GED** – General Education Diploma. A high school graduation degree obtained outside of the regular high school setting after passing a state equivalency test.

**General Education Revenue** – The primary revenue formula for providing general operating funds to public school districts and charter schools. It is composed of basic general education revenue, extended full time revenue, declining pupil revenue, local option revenue, gifted and talented revenue, basic skills revenue (including EL and compensatory revenue), sparsity revenue, operating capital, equity revenue, small schools revenue, and transition revenue.

**GHS** – Globally Harmonized System of Classification and Labeling of Chemicals.

**GPA** – Grade Point Average.

**Graduation Requirements** – The Minnesota Legislature has established statewide standards for curriculum, assessments, and achievement that public school districts must provide and students must attain in order to graduate from a Minnesota secondary school. These requirements may be updated annually. For a complete and current definition of the requirements, refer to (MS 120B).

**Grievance** – A written complaint by an employee that a provision of the collective bargaining agreement under which they are working has been violated.

**Grievance Arbitration** – Final step in a grievance procedure which is binding on both the public employer and the grievant(s) and which is used to determine if a violation, misapplication, or misinterpretation of an existing Agreement or established past practice has occurred.

**HACA** – Homestead Agricultural Credit Act.

**HCS** – Hazard Communication System.

**Heterogeneous Grouping** – Grouping of students without regard for ability so that wide ranges of academic ability will be present.

**HI** – Hearing Impaired.

**HITS** – High Impact Teaching Strategies.

**Homebound Instruction** – Individual teaching in a child's home by an itinerant teacher, usually for students with disabilities and for students unable to attend school due to illness or other reasons.

**Homeschool** – Minnesota provides for parents to educate their children at home. Parents and the resident school district must perform an extensive list of tasks in order to satisfy the requirements of a homeschool. Homeschools may be eligible for a limited amount of state aid.

**Homogeneous Grouping** – Grouping students based on one or more common characteristics – most often by academic ability – and a “tracking system” is usually developed.

**HVAC** – Heating, ventilation, and air conditioning.

**IDEA** – Individuals with Disabilities Education Act. Federal legislation related to special education services.

**IEP** – Individual Education Program/Plan. A program/plan that defines the individualized objectives of a child identified as having a disability and who is receiving special education services.

**IFSP** – Individual Family Service Plan. An IEP for very young children which involves other agencies in addition to education.

**ISD** – Independent School District.

**ISDN** – Integrated Service Digital Network

**In-Service Education** – General term used to describe the efforts to promote the professional growth and development of employees while on the job.

**IT** – Information Technology.

**ITV** – Interactive Television.

**Interdisciplinary** – Instructional process which combines information from two or more subjects or creates a team situation that allows teachers from different academic disciplines to plan a teacher-learner program.

**Interest Arbitration** – Process, binding on both the public employer and the particular union, by which an arbitrator resolves unsettled points of contention in the collective bargaining process.

**LD** – Learning Disabilities. One or more deficiencies exhibited by a child in the essential learning processes of perception, conceptualization, language, memory, attention, impulse control, or motor function.

**LEA** – Local Education Agency. An educational agency at the local level which exists primarily to operate schools or to contract for education services. LEAs may/may not be coterminous with county, city, or town boundaries, and the term is used synonymously with the terms “school district,” “school system,” and “local basic administrative unit.”

**Levy** – Verb – to impose property taxes or special assessments on property. Noun – the total of property taxes or special assessments on property imposed by a governmental unit.

**LLA** – Last Location of Attendance – A MARSS code indicating where a student was last enrolled and included in every student record.

**LTD** – Long Term Disability.

**LYPS** – Learning Year Program Site. State-approved programs that agree to operate on a year round basis require that students must have a CLP and generate more than 1.0 ADM when they generate membership hours which are the greater of (a) the locally defined core school year, or (b) the minimum number of instructional hours required by statute.

**MAEOP** – Minnesota Association of Educational Office Professionals

**Mainstreaming** – Moving children with disabilities from a segregated status in special education classes and integrating them as much as possible into the regular classroom.

**MAPS** – Nationally normed testing process used at local level to assess student progress and growth at a highly useful level, and is often used as a predictor of student performance on state tests (MCAs).

**MARSS** – Minnesota Automated Reporting Student System.

**MAS** – Minnesota Academic Standards. Five core academic content standards areas: language arts, math, science, social studies, and arts.

**MASA** – Minnesota Association of School Administrators.

**MASBO** – Minnesota Association of School Business Officials.

**MASSP** – Minnesota Association of Secondary School Principals.

**MCA** – Minnesota Comprehensive Assessments. The current main standardized test given to Minnesota students in order to comply with ESSA requirements.

**MDE** – Minnesota Department of Education.

**MGDPA** – Minnesota Government Data Practices Act.

**Media Center** – The information hub for the school – previously known as the “library.”

**Mediation** – A non-binding, informal attempt by a third party to help settle an employment or other dispute through advice or suggestions but without specific public recommendations.

**MEEP** – Minnesota Education Effectiveness Plan.

**MESPA** – Minnesota Elementary School Principals Association.

**MLA** – Minnesota Library Association.

**MMMI** – Mild to Moderate Mentally Impaired.

**MMR** – Multiple Measurement Reporting. State Report Card system adopted in 2012 using multiple measures of student progress.

**MNSCU** – Minnesota State Colleges and Universities.

**MREA** – Minnesota Rural Education Association.

**MRNet** – Minnesota Regional Network.

**MSBA** – Minnesota School Boards Association.

**MSBAIT** – Minnesota School Boards Association Insurance Trust.

**MSDLAF** – Minnesota School Deposit Liquid Asset Fund.

**MSHSCA** – Minnesota State High School Coaches Association.

**MSHSL** – Minnesota State High School League.

**MSMI** – Moderate to Severe Mentally Impaired.

**Multi-Age Grouping** – Grouping students into classes across grade levels, usually focusing on skill level rather than age.

**Multi-Cultural Sensitivity/Cultural Competency** – Awareness/knowledge of and sensitivity to different cultures and ways of thinking and acting.

**MTSS** – Multi-Tiered Systems of Supports.

**NCES** – National Center for Education Statistics. A federal agency to which the MDE supplies data to be used for comparing states.

**NEA** – National Education Association.

**Non-Operating Funds** – Building construction fund, debt redemption fund, trust and agency fund.

**OCR** – Office for Civil Rights. A federal agency to which the state provides gender and race/ethnic student and staff data on behalf of districts using MARSS data, STARS data, and supplemental data.

**Open Enrollment – Enrollment Options** – Various legislative-enacted programs that allow students to attend a district other than their district of residence or a post-secondary institution without paying tuition charges.

**Open Meeting Law** – State statute governing an elected board’s ability to conduct meetings in public or in private (MS 13D).

**Operating Funds** – General fund, food service fund, pupil transportation fund, community services fund.

**OSHA** – Occupational Safety and Health Administration.

**OT** – Occupational Therapy.

**Outcome-Based Education** – Aligning the curriculum, instruction, and student assessment to objectives or goals for student knowledge, skill, or effect which have been clearly defined. Students progress as they master these outcomes rather than by time or age factors.

**P-20** – Reference to all education of students from preschool, elementary, secondary, and post-secondary.

**Paraprofessional** – A non-certified individual who assists teachers with non-teaching tasks - also called a “para” a “teacher aide”, or a “classroom aide.”

**Part C** – A reference to a federal law previously referred to as “Part H” and refers to children ages birth through age two who have IFSPs.

**Part-Time Student** – A reference to any student enrolled for less than full-time, which is defined by the school’s calendar. It also refers to any student who is released from attending the entire day at the high school level and is not considered to be absent or, for purposes of dual enrollment, has more than 60 minutes in study hall. Part-time students who are also enrolled in an ALC or ALP are reported only by the ALC/ALP).

**PBIS** – Positive Behavior Interventions and Supports.

**PEL** – Permissible Exposure Limits. The legal limits of exposure to hazardous materials.

**PELRA** – Public Employee Labor Relations Board.

**PERA** – Public Employee Retirement Association.

**Performance-Based Education** – A type of alternative assessment by which students demonstrate what they know and are able to do using non-traditional tests.

**PFDA** – Pupil Fair Dismissal Act.

**PLC** – Professional Learning Community. A group of educators that meets regularly to share expertise and collaborates to improve teaching skills and the academic performance of students.

**POHI** – Physical or Other Health Impaired.

**PPE** – Personal Protective Equipment.

**Pre-K** – Classroom-based preschool for children.

**Private Contract Alternative** – Non-public schools with which a public school district has contracted to provide instructional services to at-risk students.

**PSEO** – Post-Secondary Enrollment Options. Opportunity for college level credits at the high school level via credits taken at a college site or online with a college during the high school years.

**PT** – Physical Therapy.

**PU** – Pupil Unit.

**Public Law 94-142** – A federal law that ensures access to public educational opportunities to disabled persons, ages 3-21.

**Pull-Out Program** – A state-approved ALC program in which elementary and middle/junior high students are “pulled out” of the regular classrooms and instructional services are provided by the ALC.

**Pupil-Teacher Ratio** – Average number of pupils per teacher in a system or school.

**Q Comp** – Additional revenue to be used for teacher compensation provided to districts which have an MDE-approved agreement between the school board and teachers’ union – also known as the “Alternative Teacher Professional Pay System” or “ATPPS.”

**Quorum** – Minimum number of board members required to hold a meeting.

**Referendum** – A vote by the whole of an electorate on a specific question(s) put to it by the school board.

**RFP** – Request for Proposal. A written call by an organization for bids to provide for particular projects, materials, or services.

**RMIC** – Regional Management Information Center. A center that assists districts in processing student, staff, and finance data for local and state reporting purposes – formerly referred to as “ESV Regions.”

**RMCPU** – Resident Marginal Cost Pupil Units.

**RMV** – Referendum Market Value.

**RTI** – Response to Intervention. Structure and process for intervening with students for academic progress. ISD 110 uses MTSS and PBIS intervention structures.

**SADD** – Students Against Destructive Decisions. Formerly known as Students Against Drunk Driving.

**SAT** – Scholastic Aptitude Test.

**School Vouchers** – Educational monies distributed directly to parents for their use in selecting schools, either public or private.

**SWAS** - School Within a School. A state-approved ALC program through which at-risk elementary and middle/junior high school students receive ALC services during at least 25% of their school day.

**SY** – School Year.

**SDS** – Safety Data Sheet. Previously called MSDS ( Material Safety Data Sheet).

**SEE** – Schools for Equity in Education.

**SRO** – School Resource Officer.

**STW** – School to Work.

**Service Cooperatives** – A regional organization governed by currently seated members of the political subdivisions belonging to it and established to more efficiently provide services for its members on a cooperative basis.

**Service Learning** – An intentional process in which school districts embed opportunities for students to engage in school and community service within school-based curriculum, projects, and activities.

**Shared Time** – Non-public students receiving eligible public school instructional services and generating shared-time foundation aid based on the portion of the school day during which they are enrolled in the public school.

**Site-Based Management** – The practice of allowing individual schools the freedom to make decisions in certain areas with the idea that those decisions are best made nearest the point at which they must be implemented.

**SPED** – Special Education.

**SPS** – Special Permissions System. Used by PELSB to request special permission to fill licensed permissions via waivers, community experts, etc.

**STARS** – Staff Automated Reporting System. The means by which public school districts report staff employment and assignment data to the MDE.

**Standardized Test** – Evaluation instrument given under similar, controlled circumstances to many individuals.

**State Standards** – Core academic standards in language arts, math, science, social studies, and the arts.

**Statutory Operating Debt** – A status for a school district whose net negative unreserved general fund balance as of June 30 of each year exceeds the statutorily allowed amount as a percentage of their operating budget.

**Strategic Planning** – A process used by the school district to concentrate all efforts, activities, resources, and energies toward achieving a common purpose. Mission, objectives, strategies, and action plans are parts of a strategic plan. Strategic plans are developed by consensus of school and community participants and have as a basis their their commonly held beliefs and values.

**TAG** – Telecommunications Access Grant.

**Targeted Services (ALC)** – A state-approved program for at-risk elementary and middle/junior high students during the summer or outside of the normal student day, but which is only available if the ALC has a school-within-a-school program for such students and if those students have CLPs and receive ALC services year round.

**Targeted Services (Title I)** – Federal program to provide additional instructional services to targeted students. No additional general revenue is provided.

**Tax Capacity** – Amount of tax base of taxing jurisdiction obtained by multiplying the market values of all property in the taxing jurisdiction by the tax capacity percentages.

**Tax Capacity Percentages** – Statutory classification percentages that are applied to market values.

**Tax Capacity Rate** – The rate arrived at by dividing the district's tax levy amount by the district's total tax capacity. Tax capacity rate replaced the term "mill rate."

**TIF** – Tax Increment Financing. Special property zones set aside by local governments that abate, defer, or phase in property tax assessments to the property owners in order to encourage development/redevelopment in those areas.

**TSA** – Tax Sheltered Annuity.

**Tenure** – Guaranteed job security granted to teachers and principals after a specified number of years of satisfactory service. See MS 122A.40.

**Tort** – Any negligent or willful act of school officers or employees by which pupils or other innocent persons are wrongfully injured or damaged.

**UFARS** – Uniform Financial Accounting and Reporting Standards. Rules and instructions adopted by the MDE under legislative mandate to govern the methods by which school districts record financial transactions and inform the MDE of their finances.

**ULA** – Unrequested Leave of Absence. A leave of absence for principals and teachers due to the reduction or elimination of their positions.

**URL** – Universal Resource Locator.

**Unfunded Mandates** – Federal legislative and regulatory provisions that require school district compliance but do not provide adequate funding to cover the costs of carrying them out.

**VI** – Visually Impaired.

**WADM** – Weighted Average Daily Membership – refer to APU, Adjusted Pupil Units.

**WBWF** – World’s Best Work Force. Minnesota’s statewide effort to provide public accountability for educational programs and efforts with the design to create the World’s Best Work Force. Districts must annually report WBWF data and progress to the MDE.

**WEB** – When Everyone Belongs. A middle school orientation and transition program that welcomes ISD 110 sixth graders and makes them feel comfortable throughout their first year of middle school. Built on the belief that students can help students succeed, the program trains 8<sup>th</sup> grade peer mentors to be WEB Leaders.

**Wilson Language Training/Reading System** – A structured literacy program based on phonological-coding research and Orton-Gillingham principles which directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.

**Year Round** – Can refer to a variety of programs, such as schools that extend the school year over a 10-12 month period with the number of instructional days being no greater than the number in a traditional school year; the requirement that state-approved learning year programs must provide instruction year round during each of the 12 months; and students on IEPs who require extended year or year round services.

**Youth-Services Program** – Offered as part of a district’s community education program, a youth development program for pupils promotes active citizenship and addresses community needs through youth service. Under MDE rules, youth-service opportunities must be made available to all students in public schools, but student participation is optional.

- *Sources: Minnesota School Boards Association  
Minnesota Department of Education  
National Education Association*



8.B. MSHSL Foundation - Resolution Supporting  
Application

# FORM A

## RESOLUTION OF SCHOOL BOARD SUPPORTING FORM A APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the District \_\_\_\_\_ School Board recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist school districts in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the \_\_\_\_\_ School Board supports the District's application to the Minnesota State High School League Foundation for a **FORM A** grant to offset student activity fees.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Board Clerk - Treasurer

8.C. Second Read Board Policies

8.C.1. 608 Instructional Services - Special  
Education

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 608

Orig. 1995

Revised: \_\_\_\_\_

Rev. 2005 2009

## 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

### I. PURPOSE

The purpose of this policy is to set forth the position of the school board on the need to provide for special educational services on the part of to some students in the school district.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that some students need special education and further recognizes the importance of providing a free appropriate public education and delivery system for students in need of special education.

### III. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for disabled children who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified disabled children are provided special education and related services which are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.

**Legal References:** Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (Definition of Child with a Disability)  
Minn. Stat. §§ 125A.027, 125A.03, 125A.08, 125A.15, and 125A.29 (District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

**Cross References:** MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

8.C.2. 611 Home Schooling

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 611

Orig. 1996

Revised: \_\_\_\_\_

Rev. ~~2017~~ 2019

## **611 HOME SCHOOLING**

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

### **I. PURPOSE**

The purpose of this policy is to recognize and provide guidelines in accordance with state law for parents who wish to have their children receive education in a home school that is an alternative to an accredited public or private school.

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

The Compulsory Attendance Law (Minn. Stat. § 120A.22) provides that the parent or guardian of a child is primarily responsible for assuring that the child acquires knowledge and skills that are essential for effective citizenship. (Minn. Stat. § 120A.22, Subd. 1)

### **III. CONDITIONS FOR HOME SCHOOLING**

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in Minn. Stat. § 120A.22.

### **IV. IMMUNIZATION**

The parent or guardian of a home-schooled child shall submit statements as required by Minn. Stat. § 121A.15, Subds. 1, 2, 3, 4, and 12, on the appropriate Minnesota Department of Education form, to the superintendent of the school district in which the child resides by October 1 of the first year of home schooling in Minnesota and the grade 7 year. (Minn. Stat. § 121A.15, Subd. 8)

### **V. TEXTBOOKS, INSTRUCTIONAL MATERIAL, STANDARD TESTS**

Upon formal request, as required by law, the school district will provide textbooks (including a teacher's edition, guide, or other materials that accompany a textbook when the edition, guide, or materials are packaged physically or electronically with textbooks for student use), individualized instructional or cooperative learning materials (including teacher materials that accompany pupil materials), software or other educational technology, and standardized tests and loan or provide them for use by a home-schooled child as provided in Minn. Stat. § 123B.42 and Minn. Rules Ch. 3540. The school district is not required to expend any amount for this purpose that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for this purpose. If curriculum has both physical and electronic components, the school district will, at the request of the student or the student's parent or guardian, make the electronic component accessible to a resident student provided that the school district does not incur more than an incidental

cost as a result of providing access electronically.

## **VI. PUPIL SUPPORT SERVICES**

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540. The school district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.

## **VII. EXTRACURRICULAR ACTIVITIES**

Resident pupils who receive instruction in a home school (in which five or fewer students receive instruction) may fully participate in extracurricular activities of the school district on the same basis as other public school students. (Minn. Stat. §§ 123B.36, Subd. 1, and 123B.49, Subd. 4)

## **VIII. SHARED TIME PROGRAMS**

Enrollment in class offerings of the school district.

- A. A home-schooled child who is a resident of the school district may enroll in classes in the school district as a shared time pupil on the same basis as other nonpublic school students. The provisions of this policy shall not be determinative of whether the school district allows the enrollment of any pupils on a shared-time basis.
- B. The school district may limit enrollment of shared-time pupils in such classes based on the capacity of a program, class, grade level, or school building. The school board and administration retain sole discretion and control over scheduling of all classes and assignment of shared time pupils to classes.

*[Note: The provisions of Article VIII. - Shared Time Programs do not make a determination as to whether Shared Time Programs should be offered to any pupil. However, home-schooled children are required to be treated the same as all other nonpublic school children.]*

## **IX. OPTIONAL COOPERATIVE ARRANGEMENTS**

### **A. Activities**

- 1. Minnesota State High School League-sponsored activities (in which six or more students receive instruction in the home school or the home school students are not residents of the school district).

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative

sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State High School League in accordance with the rules of the Minnesota State High School League.
  - b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
  - c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.
2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

A home-schooled child may participate ~~in~~ **district** Minnesota State High School League activities offered by the school district upon application and approval from the school ~~board~~ to participate in the activity and the payment of any activity fees associated with the activity. However, home school students may not be charged higher activity fees than other public school students. An approval shall be granted at the discretion of the school ~~board~~. **district**

**B. Transportation Services**

1. The school district may provide nonpublic nonregular transportation services to a home-schooled child.
2. The school ~~board~~ **district** of the ~~school district~~ retains sole discretion and control and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 123B.36 (School Boards May Require Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material,

Standard Tests)

Minn. Stat. § 123B.44 (Provision of Pupil Support Services)

Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)

Minn. Stat. § 123B.86 (Equal Treatment - Transportation)

Minn. Stat. § 123B.92 (Transportation Aid Entitlement)

Minn. Stat. § 124D.03 (Enrollment Options Program)

Minn. Rules Ch. 3540 (Textbooks, Individualized Instruction Materials,  
Standardized Tests)

***Cross References:*** MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 510 (School Activities)

8.C.3. 612.1 Development of Parental Involvement  
Policies for Title I Programs

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 612.1

Orig. 1996

Revised: \_\_\_\_\_

Rev. 2005 2016

## 612.1 DEVELOPMENT OF ~~PARENTAL INVOLVEMENT~~ PARENT AND FAMILY ENGAGEMENT POLICIES FOR TITLE I PROGRAMS

*[Note: This policy reflects recent federal statutory changes made by the Every Student Succeeds Act (ESSA) which require school districts and schools to meet with parents and jointly develop ~~parental involvement~~ parent and family engagement policies at both a district wide and school building level. This policy lists the required components of the ~~parental involvement~~ parent and family engagement policies described herein and serves as a framework for their development. The policies and these components are mandatory in order for the school district to receive federal funds under this program.]*

### I. PURPOSE

The purpose of this policy is to encourage and facilitate involvement by parents of students participating in Title I in the educational programs and experiences of students. The policy shall provide the framework for organized, systematic, ongoing, informed, and timely parental involvement in relation to decisions about the Title I services within the school district. The involvement of parents by the school district shall be directed toward both public and private school children whose parents are school district residents or whose children attend school within the boundaries of the school district.

### II. GENERAL STATEMENT OF POLICY

- A. ~~It is the~~ The policy of the school district is to plan and implement, with meaningful consultation with parents of participating children, programs, activities, and procedures for the ~~involvement of those parents~~ engagement of parents and families in its Title I programs.
- B. ~~It is the~~ The policy of the school district is to fully comply with 20 U.S.C. § 6318 which requires the school district to develop jointly with, agree upon with, and distribute to parents of children participating in Title I programs written ~~parental involvement~~ parent and family engagement policies.

### III. DEVELOPMENT OF DISTRICT LEVEL POLICY

The school board will direct the administration to develop jointly with, agree upon with, and distribute to parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy that will be incorporated into the school district's Title I plan. The policy will establish the expectations for ~~parental~~ meaningful parent and family involvement and describe how the school district will:

- A. Involve parents and family members in the joint development of the school

district's Title I plan and the ~~process of school review and improvement~~ development of support and improvement plans;

B. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the school district in planning and implementing effective ~~parental~~ parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

~~C. Build the schools' and parents' capacity for strong parental involvement;~~

~~D C.~~ Coordinate and integrate ~~parental involvement~~ parent and family engagement strategies with similar strategies, to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs under other programs, such as Head Start, Early Reading First, Even Start, the Parents as Teachers Program, the Home Instruction Program for Preschool Youngsters, and state administered preschool programs;

~~E D.~~ Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the ~~parental involvement~~ parent and family engagement policy in improving the academic quality of the schools served, including identifying barriers to greater participation by parents in parental involvement activities (with particular attention to, and, particularly, with parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, ~~or English proficiency,~~ or who are of a racial or ethnic minority background); the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and strategies to support successful school and family interactions;

~~F E.~~ Use the findings of such evaluations to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the district-level and school-level ~~parental involvement~~ parent and family engagement policies; and

~~G F.~~ Involve parents in the activities of the schools, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the school district to adequately represent the needs of the population served by the school district for the purposes of developing, revising, and reviewing the parent and family engagement policy.

#### IV. DEVELOPMENT OF SCHOOL LEVEL POLICY

The school board will direct the administration of each school to develop (or amend an existing parental involvement policy) jointly with, and distribute to, parents and family members of participating children a written ~~parental involvement~~ parent and family engagement policy, agreed upon by such parents and families, that shall describe the means for carrying out the federal requirements of ~~parental involvement~~ parent and

family engagement. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- A. The policy will describe the means by which each school with a Title I program will:
1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in Title I programs, and to explain to parents of participating children the program, its requirements, and their right to be involved;
  2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement;
  3. Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the parental involvement programs, including the planning, review, and improvement of the school parent and family engagement school parental involvement policy and the joint development of the school-wide program plan, ~~unless the school already has a program for involving parents in the planning and design of its programs that would adequately involve parents of participating children~~ except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
  4. Provide parents of participating children with: timely information about Title I programs; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; if requested by parents, opportunities for regular meetings to formulate suggestions, ~~share experiences with other parents~~ and to participate, as appropriate, in decisions relating to the education of their child's education; children, and ~~to~~ respond to any such suggestions as soon as practicably possible; and
  5. If the school-wide program plan is not satisfactory to the parents of participating children, submit any parent's comments on the plan when it is submitted to the school district.
- B. As a component of this policy, each school shall jointly develop with parents a school/parent compact which outlines how parents, staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children

achieve the state's high standards. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to meet state student academic achievement standards;
  2. Describe the ways each parent will be responsible for supporting his or her child's learning by ~~monitoring school attendance and homework completion, monitoring television watching,~~ volunteering in his or her child's classroom and participating, as appropriate, in decisions relating to his or her child's education and use of extracurricular time.
  3. Address the importance of communication between teachers and parents on an on-going basis through the use of:
    - a. Annual parent-teacher conferences to discuss the compact and the child's achievement;
    - b. Frequent progress reports to the parents; and
    - c. Reasonable access to staff, opportunities to volunteer, participate in the child's class, and observe in the child's classroom.
    - d. Ensuring regular two-way, meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand.
- C. To ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student academic achievement, the policy will describe how each school and the school district will:
1. Provide assistance to participating parents in understanding such topics as the state's academic content standards and state academic achievement standards, state and local academic assessments, Title I requirements, and how to monitor a child's progress and work with educators to improve the achievement of their children;
  2. Provide materials and training to assist parents in working with their children to improve their children's achievement, such as including ~~coordinating necessary~~ literacy training and using technology, as appropriate, to foster parental involvement;
  3. Educate school staff, with the assistance of parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and school;

4. Coordinate and integrate parental involvement programs and activities with ~~Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool programs, and other programs,~~ other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children to the extent feasible and appropriate;
  5. Ensure, to the extent practicable, that information about school and parent meetings, programs, and activities is sent ~~home~~ to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
  6. Provide such other reasonable support for parental involvement activities as requested by parents.
- D. The policy will also describe the process to be taken if the school district and school choose to:
1. Involve parents in the development of training for school staff to improve the effectiveness of such training;
  2. Provide necessary literacy training with funds received under Title I programs if all other funding has been exhausted;
  3. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
  4. Train ~~and support~~ parents to enhance the involvement of other parents;
  5. Arrange meetings at a variety of times or have conduct in-home conferences between teachers or other educators, who work directly with participating children, and parents who are unable to attend such conferences at school in order to maximize parental ~~opportunities for~~ involvement and participation in school-related activities;
  6. Adopt and implement model approaches to improving parental involvement;
  7. Develop appropriate roles for community-based organizations and business in parental involvement activities; and
  8. Establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs.

- E. To carry out the requirements of ~~parental involvement~~ parent and family engagement, the school district and schools, to the extent practicable, will provide ~~full~~ opportunities for the informed participation of parents ~~with~~ and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), ~~limited English proficiency or with disabilities~~, including providing information and school ~~profiles reports~~ in a format and, to the extent practicable, in a language ~~and form~~ that is understandable by the parents.
- F. The school district and each school shall ~~assist~~ inform parents and parent organizations ~~by informing such parents and parent organizations~~ of the existence ~~and purpose~~ of ~~such centers~~ family engagement in education programs.

The policies will be updated periodically to meet the changing needs of parents and the school.

**Legal References:** 20 U.S.C. § 6318 (~~Parental Involvement~~ Parent and Family Engagement)

**Cross References:**



**I.      PURPOSE**

The purpose of this policy is to explain the process for reviewing or obtaining public data and to comply with the Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13.

**II.     DEFINITIONS AND CONSTRUCTION**

This policy must be construed as consistent with the MGDPA and Minnesota Rules Chapter 1205. All terms used herein that are defined by the MGDPA must be given the same definition as listed in the MGDPA and Rules Chapter 1205. Nothing in this policy shall be interpreted to contradict any other school district policy.

**III.    RIGHT TO ACCESS PUBLIC DATA**

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

**IV.    MAKING A PUBLIC DATA REQUEST**

To review or request copies of public data in the school district's possession, a member of the public should make a written request using the form found in Attachment B and submit this request to the appropriate data practices contact described in Attachment C. The school district reserves the right to accept verbal requests for data or reduce verbal requests to writing, at its sole discretion.

**V.     PROCESSING A DATA REQUEST**

Upon receipt of a written request, the school district will process such request within a reasonable time depending on the nature and volume of the request. If the response to a request will take longer than fifteen (15) business days and the requester has provided contact information, then the school district may notify the person of the approximate amount of time it will take to process the request. If it is unclear what data is being requested, then the school district will seek clarification if the requester has provided contact information. If the school district does not have the data requested, then it will notify the requester in writing as soon as reasonably possible.

If the school district has the data requested, and the data may lawfully be disclosed to the requester, then the school district will respond to the request by doing one of the following:

- a. Arrange a date, time, and place for the requester to review the data without cost to the requester; or
- b. Provide the requester with copies of the data. The requester may choose to pick up the copies, or the school district will mail or fax copies of the data to the requester. The school district will provide electronic copies (such as email or CD-ROM) only if the school district keeps the data in electronic format. Prepayment of copies is required unless other arrangements are approved by the responsible authority or designee. Additional information about copy charges is included on Attachment B.

Upon request, the school district will inform the requester as to the meaning of any data disclosed pursuant to this policy.

If the school district determines that the requested data is classified so as to deny the requester access, then the school district shall inform the requester of that determination either verbally at the time of the data request, or in writing as soon as reasonably possible. The responsible authority or designee will certify in writing the denial of the request and cite the specific statutory section, temporary classification, or specific provision of law upon which the denial was based.

## **VI. CREATING NEW DATA OR RESPONDING TO QUESTIONS**

Nothing in this policy or the MGDPA requires the school district to create data in response to a data request, collect new data in response to a data request, or to provide data in a specific form or arrangement if the school district does not keep the data in that form or arrangement. If the school district agrees to create data in response to a request, then the school district will work with the requester regarding the details of the request including cost and response time.

Nothing in this policy or the MGDPA requires the school district to respond to questions that are not requests for data.

## **VII. REQUESTS FOR SUMMARY DATA**

Summary data are statistical records or reports that are prepared by removing all identifiers from private or confidential data on individuals. The preparation of summary data is not a means to gain access to private or confidential data. The school district will prepare summary data if such request is made in writing and the cost of creating the summary data is prepaid by the requester.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.025 (Public Data Access Policy; Data Subject Rights and Access Policy; Availability of Public Data Access Policies)  
Minn. Stat. § 13.03 (Access to Government Data; Costs for Providing Copies of Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Rules Part 1205.1200, subpart 2 (Duty of Responsible Authority to Inform Public Where to Direct Inquiries)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
Minnesota Department of Administration Advisory Opinion 13-007  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

**Cross References:** MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
Waconia Public Schools Records Retention Schedule

Policy Adopted: April 2015  
Waconia Public Schools  
Waconia, MN

## **Attachment A**

### **Copy Costs – Requests for Public Data**

The school district charges members of the public for copies of government data as authorized under Minnesota Statutes Section 13.03, subdivision 3(c). A member of the public must pay for the copies before the school district will provide the copies requested.

#### **For 100 or Fewer Paper Black and White Copies -- \$0.25 per Page**

The charge for 100 or fewer pages of black and white, letter or legal size paper copies is \$0.25 for a one-sided copy and \$0.50 for a two-sided copy.

#### **Most Other Types of Copies – Actual Cost**

The charge for more than 100 pages of black and white copies, or other types of copies, is the actual cost of searching for and retrieving the data, and making the copies or electronically transmitting the data.

The school district charges the actual cost of preparing summary data. Summary data are statistical records or reports that are prepared by removing all identifiers from private or confidential data on individuals. In determining the actual cost, the school district includes the cost of the employee time, the cost of the materials, and any mailing costs.

If the request is for copies of data that the school district cannot reproduce itself, such as photographs, then it will charge the requester the actual cost it must pay an outside vendor for the copies.

The cost of employee time to search for the requested data, retrieve the requested data, and make copies of the requested data is based upon the lowest hourly rate of the appropriate school district employee. If, because of the subject matter of your request, the school district finds it necessary for a higher-paid employee to search for and retrieve the data, then the search and retrieval portion of the copy charge will be charged at the higher salary/wage. There is no charge for time spent separating public from not public data.

If the data request involves copies of public data that includes commercial value and is a substantial and discrete portion of or an entire formula, pattern, compilation, program, device, method, technique, process, database, or system developed with a significant expenditure of public funds by the school district, the responsible authority may charge a reasonable fee for the information in addition to the costs of making and certifying the copies. Any fee charges must relate to the actual development costs of the information. Upon request, the responsible authority will provide sufficient documentation to explain and justify the fee being charged.

#### **Discretionary Copy Charge Waivers**

In some cases, whether the school district charges a requester of public data a copy charge will depend on the costs to the department for providing the copies compared to the costs for

collecting and recording a copy charge payment from a requester. If the cost of providing the copies is outweighed by the costs to the school district for collecting and recording payment, then the school district may waive a copy charge.

If the school district determines that it is in the best interests of the public and the school district to release data without copy charges, then the school district may waive such copy charges. For example, the school district may decide to waive copy charges for a media request when it appears the community and the school district will benefit from release of the data.

**Attachment B**  
**Data Request Form – Requests for Public Data**

**Date of Request:** \_\_\_\_\_

**Method of Access to Data:**

In-Person Review  Copies  Both (in-person review and copies)

*(Note: In-person review is free, but there is a charge for copies)*

**Description of Requested Public Data:**

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*(Note: Describe the data you are requesting as specifically as possible. If you need more space, please use the back of this form or additional pages.)*

**Contact Information for Requester of Public Data:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

A requester of public data does not have to provide any of the above contact information. If a requester wants the school district to mail or email him/her copies of data, then a mailing and/or email address will be necessary. In addition, a lack of contact information could delay the processing of a request. If a requester declines to provide his/her contact information, and the school district does not understand the request and needs clarification, then processing of the request will be delayed until the requester contacts the school district.

**Return Completed Form To:**

Sonya Sailer, Data Practices Compliance Official  
Waconia Public Schools  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
[ssailer@isd110.org](mailto:ssailer@isd110.org)

You may also direct your data request to one of the school district's other data practices contacts as listed on Attachment C.

**Attachment C**  
**Data Practices Contacts**

The employees listed below are available to assist you with data practices requests and concerns:

**Responsible Authority**

Patrick Devine, Superintendent  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
Telephone: (952) 442-0600  
[pdevine@isd110.org](mailto:pdevine@isd110.org)

**Data Practices Compliance Official**

Sonya Sailer, Data Practices Compliance Official  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
Telephone: (952) 442-0600  
[ssailer@isd110.org](mailto:ssailer@isd110.org)

**Data Practices Designees**

<b>Type of Data Requested</b>	<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone Number</b>
Public Personnel Data	Sonya Sailer	Director of Human Resources	<a href="mailto:ssailer@isd110.org">ssailer@isd110.org</a>	952-442-0600
Public Financial Data	Todd Swanson	Director of Finance and Operations	<a href="mailto:tswanson@isd110.org">tswanson@isd110.org</a>	952-442-0600
Public Data Southview Elementary	Khuzana DeVaan	Building Principal	<a href="mailto:kdevaan@isd110.org">kdevaan@isd110.org</a>	952-442-0620
Public Data Bayview Elementary	Ann Swanson	Building Principal	<a href="mailto:aswanson@isd110.org">aswanson@isd110.org</a>	952-442-0630
Public Data Laketown Elementary	Eduardo Navidad	Building Principal	<a href="mailto:nwittman@isd110.org">nwittman@isd110.org</a>	952-442-0690
Public Data Waconia Middle School	Shane Clausen	Building Principal	<a href="mailto:sclausen@isd110.org">sclausen@isd110.org</a>	952-442-0650
Public Data Waconia High School and WALC	Mark Fredericksen	Building Principal	<a href="mailto:mfredericksen@isd110.org">mfredericksen@isd110.org</a>	952-442-0670



8.C.5. 107 Access to Data for Individual  
Subjects

**723 107 ACCESS TO DATA FOR INDIVIDUAL DATA SUBJECTS**

**I. PURPOSE**

The purpose of this policy is to explain the process for an employee or other individual to review or obtaining data about that individual or that individual’s minor child maintained by the school district and to comply with the Minnesota Government Data Practices Act (MGDPA), Minnesota Statutes Chapter 13.

**II. DEFINITIONS AND CONSTRUCTION**

This policy must be construed as consistent with the MGDPA and Minnesota Rules Chapter 1205. All terms used herein that are defined by the MGDPA must be given the same definition as listed in the MGDPA and Rules Chapter 1205. This policy does not confer upon an individual the right to access data not otherwise provided in any applicable or other school district policy. Nothing in this policy shall be interpreted to contradict any other school district policy.

**III. RIGHT TO ACCESS DATA FOR INDIVIDUAL DATA SUBJECTS**

Upon request to a responsible authority or designee, an individual shall be informed whether that individual, the individual’s minor child or person for whom the individual has been appointed legal guardian, is the subject of stored data and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data shall be shown that public or private data about themselves without any charge and, if desired, shall be informed of the content and meaning of that data. Except as required by law, after an individual has been shown this data and informed of its meaning, then the school district need not disclose the data to that individual for six (6) months unless additional data on the individual has been collected or created.

**IV. MAKING A DATA REQUEST**

To review or request copies of data on the individual that are in the school district’s possession, the individual should make a written request using the form found in Attachment B and submit this request to the appropriate data practices contact described in Attachment C. The school district reserves the right to accept verbal requests for data or reduce verbal requests to writing, at its sole discretion.

**V. PROCESSING A DATA REQUEST**

If possible, the school district will respond to a written request submitted pursuant to this policy immediately. If immediate compliance is not possible, then the school

district will respond within ten (10) business days of the written request. If it is unclear what data the individual is requesting, then the school district will seek clarification. If the school district does not have the data requested, then it will notify the individual in writing as soon as reasonably possible.

If the school district has the data requested, and the data may lawfully be disclosed to the individual, then the school district will respond to the request by doing one of the following:

- a. Arrange a date, time, and place for the individual to review the data without cost to the individual; or
- b. Provide the individual with copies of the data. The individual may choose to pick up the copies, or the school district will mail or fax copies of the data to the individual. The school district will provide electronic copies (such as email or CD-ROM) only if the school district keeps the data in electronic format. Prepayment of copies is required unless other arrangements are approved by the responsible authority or designee. Additional information about copy charges is included on Attachment B.

If the school district determines that the requested data is classified so as to deny the requesting individual access, then the school district shall inform the requesting individual of that determination either verbally at the time of the data request, or in writing as soon as reasonably possible.

Upon the request of any individual that has been denied access to data, the responsible authority or designee will certify in writing the denial of the request and cite the specific statutory section, temporary classification, or specific provision of law upon which the denial was based.

## **VI. CREATING NEW DATA OR RESPONDING TO QUESTIONS**

Nothing in this policy or the MGDPA requires the school district to create data in response to a data request, collect new data in response to a data request, or to provide data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.

Nothing in this policy or the MGDPA requires the school district to respond to questions that are not requests for data.

## **VII. IDENTIFICATION**

The school district reserves the right to require an individual requesting private data on the individual or the individual's minor child to provide valid and sufficient photo identification at the time that the data is requested or provided.

The school district will not disclose private data on anyone other than the individual requesting the data or that individual's minor child without receiving a valid release signed by the subject of the data.

## **VIII. RIGHTS OF DATA SUBJECTS**

### **A. Challenging Inaccurate or Incomplete Data**

Consistent with the MGDPA, any individual who believes that information contained in the school district's records regarding that individual, the individual's minor child or person for whom the individual has been appointed legal guardian, is inaccurate or incomplete may request that the school district amend those records. To exercise this right, the individual must notify the responsible authority or designee described in Attachment C in writing of the nature of the disagreement. Upon receiving such notification, the school district will take action as required by the MGDPA. Please note that the submission of a challenge to data does not guarantee that the school district will amend its records.

### **B. Information Provided When Data is Requested by the School District**

Consistent with the MGDPA and other applicable law, certain circumstances may require the school district to notify an individual who is asked to provide the school district with private or confidential data concerning that individual of the ways in which the school district can use the data collected.

### **C. Other Rights of Data Subjects**

Nothing in this policy shall be construed as limiting the rights provided by the MGDPA. Individuals that are the subject of data in the school district's possession have all of the rights afforded by Minnesota Statutes Section 13.04.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.025 (Public Data Access Policy; Data Subject Rights and Access Policy; Availability of Public Data Access Policies)  
Minn. Stat. § 13.03 (Access to Government Data; Costs for Providing Copies of Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Stat. § 13.43 (Civil Investigative Data)  
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)  
Minn. Rules Part 1205.1200, subpart 2 (Duty of Responsible Authority to Inform Public Where to Direct Inquiries)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
Minnesota Department of Administration Advisory Opinion 13-007  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)

**Cross References:** MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
Waconia Public Schools Records Retention Schedule

Policy Adopted: April 2015  
Waconia Public Schools  
Waconia, MN

**Attachment A**  
**Copy Costs – Requests for Data on Individuals**

The school district charges individuals for copies as authorized under Minnesota Statutes Section 13.03, subdivision 3(c). An individual must pay for the copies before the school district will provide the copies requested.

**For 100 or Fewer Paper Black and White Copies -- \$0.25 per Page**

The charge for 100 or fewer pages of black and white, letter or legal size paper copies is \$0.25 for a one-sided copy and \$0.50 for a two-sided copy.

**Most Other Types of Copies – Actual Cost**

The charge for more than 100 pages of black and white copies, or other types of copies, is the actual cost of searching for and retrieving the data, and making the copies or electronically transmitting the data.

In determining the actual cost, the school district includes the cost of the employee time, the cost of the materials, and any mailing costs. If the request is for copies of data that the school district cannot reproduce itself, such as photographs, then it will charge the requester the actual cost it must pay an outside vendor for the copies.

The cost of employee time to search for the requested data, retrieve the requested data, and make copies of the requested data is based upon the lowest hourly rate of the appropriate school district employee. If, because of the subject matter of your request, the school district finds it necessary for a higher-paid employee to search for and retrieve the data, then the search and retrieval portion of the copy charge will be charged at the higher salary/wage. There is no charge for time spent separating public from not public data.

**Discretionary Copy Charge Waivers**

In some cases, whether the school district charges an individual a copy charge will depend on the costs to the department for providing the copies compared to the costs for collecting and recording a copy charge payment from an individual. If the cost of providing the copies is outweighed by the costs to the school district for collecting and recording payment, then the school district may waive a copy charge.

If the school district determines that it is in the best interests of the public and the school district to release data without copy charges, then the school district may waive such copy charges.

**Attachment B**  
**Data Request Form – Requests for Data on Individuals**

**Date of Request:** \_\_\_\_\_

**Method of Access to Data:**

In-Person Review  Copies  Both (in-person review and copies)

*(Note: In-person review is free, but there is a charge for copies)*

**Description of Requested Public Data:**

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*(Note:*  
*Describe the data you are requesting as specifically as possible. If you need more space, please use*  
*the back of this form or additional pages.)*

**Contact Information for Individual Requesting Data:**

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

**Verification of Identity:**

Driver's License  Personal Knowledge  Other Form of Identification  \_\_\_\_\_

**Return Completed Form To:**

Sonya Sailer, Data Practices Compliance Official  
Waconia Public Schools  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
[ssailer@isd110.org](mailto:ssailer@isd110.org)

You may also direct your data request to one of the school district's other data practices contacts as listed on Attachment C.

**Attachment C**  
**Data Practices Contacts**

The employees listed below are available to assist you with data practices requests and concerns:

**Responsible Authority**

Patrick Devine, Superintendent  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
Telephone: (952) 442-0600; [pdevine@isd110.org](mailto:pdevine@isd110.org)

**Data Practices Compliance Official**

Sonya Sailer, Data Practices Compliance Official  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
Telephone: (952) 442-0600; [ssailer@isd110.org](mailto:ssailer@isd110.org)

**Data Practices Designees**

<b>Type of Data Requested</b>	<b>Name</b>	<b>Position</b>	<b>Email Address</b>	<b>Telephone Number</b>
Personnel Data	Sonya Sailer	Director of Human Resources	<a href="mailto:ssailer@isd110.org">ssailer@isd110.org</a>	952-442-0600
Student Special Education Records	Paul Tordoff	Director of Special Education	<a href="mailto:ptordoff@isd110.org">ptordoff@isd110.org</a>	952-442-0600
Student Educational Data Southview Elementary	Khuzana DeVaan	Building Principal	<a href="mailto:kdevaan@isd110.org">kdevaan@isd110.org</a>	952-442-0620
Student Educational Data Bayview Elementary	Ann Swanson	Building Principal	<a href="mailto:aswanson@isd110.org">aswanson@isd110.org</a>	952-442-0630
Student Educational Data Laketown Elementary	<b>Keith Baune</b>	Building Principal	<a href="mailto:kbaune@isd110.org">kbaune@isd110.org</a>	952-442-0690
Student Educational Data <b>Waconia</b> Middle School	Shane Clausen	Building Principal	<a href="mailto:sclausen@isd110.org">sclausen@isd110.org</a>	952-442-0650
Student Educational Data High School and <b>WLC</b>	Mark Fredericksen	Building Principal	<a href="mailto:mfredericksen@isd110.org">mfredericksen@isd110.org</a>	952-442-0670

8.C.6. 722 Public Data Requests

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 722  
Orig. 2017

Revised: \_\_\_\_\_

## **722 PUBLIC DATA REQUESTS**

*[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests.]*

### **I. PURPOSE**

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

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

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

### **III. DEFINITIONS**

#### **A. Government Data**

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

#### **B. Inspection**

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

#### **C. Public Data**

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

D. Responsible Authority

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

E. Summary Data

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

#### IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the responsible authority **or data practices designee**.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. A requestor is not required to explain the reason for the data request.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

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

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

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

- a. The requested data does not exist; or
  - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
    - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
    - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
  - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
  3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
  4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
  5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

## V. REQUEST FOR SUMMARY DATA

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

## VI. COSTS

- A. Public Data
  - 1. The school district will charge for copies provided as follows:
    - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.

(1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).

(2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.

2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.

2. The school district may assess costs associated with the preparation of summary data as follows:

a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;

b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Discretionary Copy Charge Waivers

1. The school district has the discretion to waive a copy charge depending on the size of the request and the amount of time needed to provide the copies. For example, if the costs of providing the copies is outweighed by the costs to the school district for collecting and recording payment, then the school district may waive the copy charge. The school district may also waive such copy charges if it determines that it is in the best interests of the public and the school district to release data without copy charges.

## Data Practices Contacts

### Responsible Authority:

Patrick Devine, Superintendent  
Educational Services Center  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
Telephone: (952) 442-0600  
Email: [pdevine@isd110.org](mailto:pdevine@isd110.org)

### Data Practices Compliance Official:

Sonya Sailer, Director of Human Resources  
Educational Services Center  
512 Industrial Boulevard  
Waconia, Minnesota 55387  
Telephone: (952) 442-0600  
Email: [ssailer@isd110.org](mailto:ssailer@isd110.org)

### Data Practices Designee(s):

Type of Data Requested	Name	Position	Email Address	Telephone Number
Public Personnel Data	Sonya Sailer	Director of Human Resources	<a href="mailto:ssailer@isd110.org">ssailer@isd110.org</a>	952-442-0600
Public Financial Data	Todd Swanson	Director of Finance and Operations	<a href="mailto:tswanson@isd110.org">tswanson@isd110.org</a>	952-442-0600
Public Data Southview Elementary	Khuzana DeVaan	Building Principal	<a href="mailto:kdevaan@isd110.org">kdevaan@isd110.org</a>	952-442-0620
Public Data Bayview Elementary	Ann Swanson	Building Principal	<a href="mailto:aswanson@isd110.org">aswanson@isd110.org</a>	952-442-0630
Public Data Laketown Elementary	Keith Baune	Building Principal	<a href="mailto:kbaune@isd110.org">kbaune@isd110.org</a>	952-442-0690
Public Data Waconia Middle School	Shane Clausen	Building Principal	<a href="mailto:sclausen@isd110.org">sclausen@isd110.org</a>	952-442-0650
Public Data Waconia High School and WLC	Mark Fredericksen	Building Principal	<a href="mailto:mfredericksen@isd110.org">mfredericksen@isd110.org</a>	952-442-0670

- Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 13.02 (Definitions)  
Minn. Stat. § 13.025 (Public Data Access Policy; Data Subject Rights and Access Policy; Availability of Public Data Access Policies)  
Minn. Stat. § 13.03 (Access to Government Data; Costs for Providing Copies of Data)  
Minn. Stat. § 13.37 (General Nonpublic Data)  
Minn. Rules Part 1205.1200, subpart 2 (Duty of Responsible Authority to Inform Public Where to Direct Inquiries)  
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)  
Minnesota Department of Administration Advisory Opinion 13-007  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
- Cross References:*** MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
Waconia Public Schools Records Retention Schedule

8.C.7. 722 FORM

INDEPENDENT SCHOOL DISTRICT NO. \_\_\_\_  
**PUBLIC DATA REQUEST FORM**

**TO BE COMPLETED BY THE REQUESTOR**

REQUESTOR NAME (NOT REQUIRED):	PHONE NUMBER:*
ADDRESS:*	EMAIL ADDRESS:*
DATE OF REQUEST:	
DESCRIPTION OF THE INFORMATION REQUESTED: (attach additional page if necessary)	
MANNER IN WHICH RESPONSIVE DATA IS TO BE PROVIDED:	
INSPECTION ONLY _____ COPIES ONLY** _____ BOTH INSPECTION AND COPIES _____ **	
**Inspection is free, but there is a charge for copies. Payment must be received before copies will be provided.	

**FOR OFFICE USE ONLY**

DATE REQUEST RECEIVED:	REQUEST RECEIVED BY:
DATE OF RESPONSE:	RESPONSE PROVIDED BY:

\* Requestor's name is optional. However, contact information is necessary to mail/email the data. Also, contact information is needed if the school district does not understand the request. We will not work on such a request until clarified.

8.C.8. 908 District Acceptance and Use of  
Contributions from Individuals and Groups for  
Educational Program Support

## **DISTRICT ACCEPTANCE AND USE OF CONTRIBUTIONS FROM INDIVIDUALS AND GROUPS FOR EDUCATIONAL PROGRAM SUPPORT**

The School Board desires to encourage the broadest possible support of the district's educational program which is in the interest of all students. The Board encourages individuals and groups to contribute funds and/or materials in support of educational programs. The acceptance and use of all contributions will be controlled and maintained by the school district to insure the interest of all students is met.

### **I. GIFT ACCEPTANCE:**

- A. Individuals and groups desiring to make a district contribution in support of a school program shall communicate with the superintendent. The contributor shall outline the nature and extent of contribution, as well as other specifics. A written contribution proposal is required for all contributions exceeding \$1,000 (this includes in-kind gifts).
- B. The superintendent is authorized to accept contributions of \$1,000 or less on behalf of the district (this includes in-kind gifts). The contribution must meet the guidelines outlined in this policy.
- C. The school board will authorize acceptance of all contributions exceeding \$1,000 on behalf of the district. The contribution must meet the guidelines outlined in this policy.

### **II. STAFF POSITIONS AS A GIFT CONTRIBUTION:**

If a contribution proposal involves the hiring of personnel, the administration shall oversee the entire hiring process. The school board must approve the posting of all personnel positions and the hiring of all personnel.

***Cross References:*** Policy 706 Acceptance of Gifts  
Policy 510 Student Activities  
Policy 911 Booster Communications

Policy Adopted: June 14, 1993 \ Amended: June 9, 1997/Amended June 2004  
Policy Reviewed: September 2017  
Independent School District No. 110  
Waconia, Minnesota

9. **DISCUSSION ITEMS**

9.A. 604 Instructional Curriculum

## 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

Add under IIB.  
Instruction shall be provided in a nondiscriminatory manner, which includes a nonsexist and multicultural approach. In the presentation of subject matter (including controversial issues) teachers shall provide access to a variety of viewpoints, theories, ways of knowing, and methods of inquiry. Teachers shall foster sensitive communication by and among all students, and understand the influence of personal bias on student learning.

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 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)

Policy Adopted: January 2004  
revised July 2006/ revised Jan. 2016/ reviewed July 2020  
Independent School District No. 110  
Waconia, MN

Add to Legal References:

8710.2100 (Minnesota Code of Ethics for Teachers)  
8710.2000 (Standards of Effective Practice for Teachers)

9.B. 606 Textbooks and Instructional Materials

## **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. In addition to formally adopted textbooks and instructional materials, supplemental resources are commonly used to augment or enrich instruction at the classroom level. In making these selections, teachers should refer to School Board Policy 625 Media and Book Selection for guidance.

D. € 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 (8<sup>th</sup> Cir. 1982)

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

Add Cross Reference: [School Board Policy 625 Media and Book Selection](#)

Policy Adopted: July 2012 / reviewed July 2020  
Independent School District No. 110  
Waconia, MN



9.C. 615 Basic Standards Testing Accommodations  
Modifications and Exemptions for IEP Section 504  
Accommodations and LEP Students

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 615

Orig. 1997

Revised: \_\_\_\_\_

Rev. ~~2017~~ 2019

## **615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPs, SECTION 504 PLANS, AND LEP STUDENTS**

### **I. PURPOSE**

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, § 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

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

#### **A. Minnesota Test of Academic Skills (MTAS)**

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
  - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
    - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
    - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;

- (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
  - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
  - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.
- b. MTAS participation decisions must not be made on the following factors:
- (1) Student's disability category;
  - (2) Placement;
  - (3) Participation in a separate, specialized curriculum;
  - (4) An expectation that the student will receive a low score on the MCA;
  - (5) Language, social, cultural, or economic differences;
  - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.

- b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
  - c. For students in grades that the MTAS is not administered:
    - (1) the student must have cognitive functioning significantly below age level;
    - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
    - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
  - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
  - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
3. Alternate ACCESS participation decisions must not be made on the following factors:
- a. Student's disability category;
  - b. Participation in a separate, specialized curriculum;
  - c. Current level of English language proficiency;
  - d. The expectation that the student will receive a low score on the ACCESS for ELs;
  - e. Language, social, cultural, or economic differences;
  - f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

### **III. DEFINITION OF TERMS**

See the current “Procedures Manual for the Minnesota Assessments” which is produced by the Minnesota Department of Education and available through [minnesotapearsonaccessnext.com](http://minnesotapearsonaccessnext.com).

### **IV. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING**

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports ([http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodationsLS\\_2018.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodationsLS_2018.pdf)).

### **V. RECORDS**

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

**Legal References:** Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
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)  
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

Alternate ACCESS for ELLs Participation Guidelines,  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf>

***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 616 (School District System Accountability)

9.D. 620 Credit for Learning

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 620

Orig. 1998

Revised: \_\_\_\_\_

Rev. ~~2017~~ 2019

## 620 CREDIT FOR LEARNING

~~[Note: School districts statutorily are required to provide students with credit for approved post-secondary courses, as set forth in Section V., online learning courses, as set forth in Section VI., and accelerated or advanced academic courses offered by a higher education institution or nonprofit public agency, as set forth in Section VII. Additionally, school districts are required by statute to identify whether the school district offers weighted grades and, if it does, identify the courses for which a student may earn a weighted grade (Section VIII). Optional provisions related to awarding credit to students transferring from out-of-state, private, or home schools and the issuance of student grades for purposes of awarding certain honors, as set forth in Section IV., are not required by statute. Therefore, the language contained in Section IV. is suggested language, and a school district may or may not include this section or may modify this section at its discretion.]~~

### I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

### II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

### III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “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.

- C. “Commissioner” means the Commissioner of MDE.
- D. “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.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by ~~the North Central Association of Colleges and Schools~~ an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.
- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, 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. “Weighted grade” is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

#### IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

##### A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

Commensurate credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank.

- 1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.
- 2. ~~Credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.~~

##### B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of

Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank.

- a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
- b. ~~Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank if a student has earned at least *[insert number]* credits from the school district.~~
- c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.
- d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

- a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
- b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
- c. In the event the content of a course taken at a non-accredited, nonpublic school does not fully align with the content of the school

district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

- d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
- e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

## **V. POST-SECONDARY ENROLLMENT CREDIT**

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
  - 1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  - 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  - 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
  - 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  - 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be

granted to a student.

6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

## VIII. WEIGHTED GRADES

~~*[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]*~~

- A. The school district does not offer weighted grades.

~~*[or]*~~

- ~~A. The school district offers weighted grades for courses that are identified as more rigorous or academically challenging as follows:~~

~~*[List the types of courses that will be awarded weighted grades and the multiplier, similar to the following examples.]*~~

- ~~1. A grade awarded in an Advanced Placement course will be multiplied by a factor of \_\_\_\_ (i.e., 1.07).~~
  - ~~2. A grade awarded in an Honors course will be multiplied by a factor of \_\_\_\_.~~
  - ~~3. A grade awarded in a College In the Schools course will be multiplied by a factor of \_\_\_\_.~~
  - ~~4. A grade awarded in a course taken through a Post-Secondary Enrollment Options program will be multiplied by a factor of \_\_\_\_.~~
  - ~~5. A grade awarded in a course in a dual enrollment course will be multiplied by a factor of \_\_\_\_.~~
- ~~B. The school district will update its website prior to the beginning of each school year with a listing of the courses for which a student may earn a weighted grade.~~

## IX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon

request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

***Legal References:*** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.14 (Advanced Academic Credit)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.445 (Nonpublic Education Council)  
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
Minn. Stat. § 124D.095 (Online Learning Option)  
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)

***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)  
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)  
MSBA/MASA Model Policy 624 (Online Learning Options)



## **625 MEDIA AND BOOK SELECTION**

### **I. OBJECTIVE OF SCHOOL EDUCATION MEDIA CENTER**

The primary objective of the school and educational media center is to enrich and support the educational program of the school. It is the policy of the school district to provide a wide range of media materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view. The media staff is responsible for organizing and arranging materials to provide easy access, and for a continual evaluation of the collection to keep it relevant.

#### **A. Selection of Material for the Media Center Collections**

While selection of media materials involves many people, the responsibility of coordinating the selection of most media materials and making recommendations to Principals for acquisition rests with licensed media personnel. Critical reviews, recommended lists, publishers' announcements, reading and previewing are all to be used to varying degrees in the selection process.

Since the primary objective of the media center is to enrich and support the educational program of the school, criteria for media materials selections should reflect this objective. Materials for purchase are considered on the basis of:

1. Overall purpose
2. Authenticity
3. Timeliness
4. Degree of permanence
5. Importance of the subject matter
6. Quality of the writing/production
7. Readability and popular appeal
8. Authoritativeness
9. Reputation of the publisher/producer
10. Format and price
11. School board values

Suggestion from faculty, students and citizens are given consideration.

The school may accept gift materials and integrate them into the general collection if they meet selection criteria.

The media center is to contain collections of materials that support the current school curriculum. The center is not designed to become an archive or storehouse of all recorded wisdom. Frequent weeding of materials is necessary to keep the collections current and provide shelf space for more useful materials. Materials that are no longer suitable for media collections will be offered to teachers for classroom use or disposed of.

#### **B. Teacher Selected Materials**

Materials selected for classroom use may include both print and non-print formats as well as fiction and nonfiction. Classroom materials have as their primary justification the support of the curriculum. Although a textbook may contain the entire curriculum content of a course of study, more commonly, a variety of materials are used. Assumptions underlying the latter practice include the following:

- ~~1. No individual or group is likely to present the whole truth of a situation.~~
2. People usually are better informed for having considered a subject from various points of view.
3. Students in any subject at any given grade level have wide range of skills and abilities. An equally wide range of materials is needed to match these individual differences.
4. Access to adequate collections of materials is essential to programs that provide students with independent study time.
5. Because the curriculum may not include items of personal relevance of students, access to a wide range of materials is essential.
6. Teachers can be more flexible and creative if a wide variety of materials are available.

### C. Philosophy of Selection

Materials are selected to support curriculum. Every effort is made to select the best from all the materials that are available. Works chosen on the basis of their strengths rather than rejected on the basis of their weaknesses. Most materials are biased to some extent. Young people must learn how to deal with this situation.

If a controversial issue is covered at all in the curriculum or in the media center materials representing all sides of that issue are to be included. Since controversy is a major component of modern life, an enlightened citizenry learns to cope with it. Untested beliefs, dogma, and value structures are likely neither to be as valid nor as durable as those which have been challenged by conflicting ideas.

A mission of the school is to expose children to ideas – not restrict them; to encourage the study of problems – not to hide them. If an increasing portion of the curriculum is to be devoted to issues of real importance to students, many controversial materials will have to be provided. These are the issues about which students seem most to need and want information.

No child will be prevented from reading or viewing any school materials in which he/she has an interest. However, reasonable efforts will be made to comply with requests from parents that certain materials be withheld from their children. On the other hand, no child shall be forced to read or view any materials to which he/she objects based on a genuinely held belief.

## II. ~~PROCEDURE FOR HANDLING COMPLAINTS AGAINST MATERIALS~~

- ~~A. Occasional objections to materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Association of School librarians, the Library Bill of Rights of the American Library Association, and the Students' Right to Read of the National Council of Teachers of English.~~
- ~~B. Persons who wish to protest the inclusion of specific items in school collections of materials will follow the procedure given below. These steps are intended to give all parties an equal chance to be heard.~~
  - ~~1. An attempt will be made at the building level to informally resolve the problem.~~

- ~~2. If not resolved at step 1, the complainant will complete a Citizen's Request for Reconsideration of Materials. This form can be obtained from the building Principal's offices. The complainant also will receive a copy of this policy.~~
- ~~3. The completed form is then filed with the Principal.~~
- ~~4. The Principal will set up an ad hoc materials review committee within fifteen working days to review the challenged material. The review committee is appointed by the Principal with the concurrence and assistance of the media personnel. The review committee includes the Principal, one media professional, one classroom teacher representative, and one citizen. The teacher(s) involved with the dispute should not be a member of the review committee. The Principal shall chair the review committee at all meetings held in reviewing the said challenged material.~~
- ~~5. The complainant and the faculty member(s) most involved shall be invited to present their points of view to the review committee.~~

~~The review committee will take the following steps after receiving the Citizen's Request:~~

- ~~a. reads, views, or listens to the material in its entirety;~~
- ~~b. checks general acceptance of the material by reading reviews and consulting recommended lists.~~
- ~~c. determines the extent to which the material supports the curriculum;~~
- ~~d. weighs the value and faults of the material against each other and forms opinions based on the material as a whole (not on passages pulled out of context).~~

- ~~6. In matters requiring a vote, all members shall have an equal vote.~~
- ~~7. The committee will discuss and decide on one of the following courses of action:~~
  - ~~a. Make the item in question no longer available to students.~~
  - ~~b. Retain the item in question for unrestricted use by students.~~

~~If the committee selects "b", it will be attempt to make reasonable arrangements for alternative for the complainant has the right to arrange for alternative instruction if the complainant believes that alternative instruction offered by the school district does not meet his or her concerns. The school district is not required to pay for the alternative instruction provided by the complainant.~~

~~The school district may not impose academic or other penalty on a students merely for arranging alternative instruction. The school district, however, may evaluate and assess the quality of the student's work.~~

- ~~8. Simply because there is a complaint about material is not sufficient reason to withdraw circulation from all students.~~
- ~~10. The review committee will present a written recommendation to the Superintendent and the school board. The complainant and faculty member(s) will be notified of the review committee's decision. A completed report will be filed with the Superintendent, the Principal and the media staff involved within ten working days of the completion of the review committee's deliberations.~~

Policy Adopted: June 10, 2002  
Independent School District No. 110  
Waconia, MN 55387

## II. RECONSIDERATION OF MEDIA AND BOOK SELECTIONS

A. Occasional objections to materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Association of School Librarians, the Library Bill of Rights of the American Library Association, and the Students' Right to Read of the National Council of Teachers of English.

B. The school district shall provide a process for members of the school district community to seek reconsideration of the use of media and book selections.

C. 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 the use of media and book selections.

CITIZENS REQUEST FOR RECONSIDERATION OF MATERIALS  
INDEPENDENT SCHOOL DISTRICT #110

Creator/Author \_\_\_\_\_ Type of Material \_\_\_\_\_

Title \_\_\_\_\_

Publisher/Producer, Source \_\_\_\_\_

Request initiated by \_\_\_\_\_ Phone \_\_\_\_\_

Complainant represents himself/herself \_\_\_\_\_

And/or (organization or other individuals)  
\_\_\_\_\_

1. In which class(es) is this material being assigned?

\_\_\_\_\_

2. To what in the material do you object? (Please be specific; cite portions)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you feel might be the result of the students' continued exposure to this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. For what are the good portions of this material?

\_\_\_\_\_

5. What are the good portions of this material?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Did you read, view, listen to, or observe the entire material? Yes \_\_\_\_\_ No \_\_\_\_\_

If not, what parts? \_\_\_\_\_



9.F. 702.3 Cash Reserves

**I. GENERAL STATEMENT OF POLICY**

The Board of Directors and the Administration of the District shall maintain the District in the most responsible fiscal positions recommended by State law and by the Department of Education, as well as by the most prudent financial consultants available.

**II. RESERVE BALANCE**

In order to maintain such fiscal integrity, the District target is to hold a cash reserve of between 8 and 15 percent of its annual budget. Such a reserve shall be used only for those contingencies for which fiscally responsible bodies usually use them; and, when used, the reserve shall be restored to its desirable level as soon as possible.

**III. TAX LEVY**

Tax levied in order to establish any such reserve shall always be restricted, so that the cash reserve can be established and maintained as originally intended.



Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 807

Orig. 2012

Revised: \_\_\_\_\_

Rev. ~~2014~~ 2015

## 807 HEALTH AND SAFETY POLICY

*[Note: To receive health and safety revenue for any fiscal year, school districts must submit an application to the Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy. ~~The provisions of this policy substantially reflect statutory requirements.~~ This policy has been approved by the Minnesota Department of Education.*

*The subdivisions of Minn. Stat. § 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017. The provisions of this policy substantially reflect statutory requirements.*

### I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.
- B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe

work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minn. Stat. § 182.676 carry out all or part of the duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minn. Stat § 182.676.

### **III. PROCEDURES**

- A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.
- B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.
- C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

### **IV. PROGRAM AND PLANS**

- A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:
  - 1. Asbestos
  - 2. Fire and Life Safety
  - 3. Employee Right to Know
  - 4. Emergency Action Planning
  - 5. Combustible and Hazardous Materials Storage
  - 6. Indoor Air Quality
  - 7. Mechanical Ventilation
  - 8. Mold Cleanup and Abatement
  - 9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools

10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard
14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

- B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.
- C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.
- D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.
- E. The administration shall conduct periodic workplace inspections to identify

potential hazards and safety concerns.

- F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

## **V. BUDGET**

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. 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 this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing 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. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

## **VI. ENFORCEMENT**

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

**Legal References:** Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)  
Minn. Stat. § 123B.57 (Capital Expenditure; Health and Safety)  
Minn. Stat. § 182.676 (Safety Committees)  
Minn. Rules Part 5208.0010 (Applicability)  
Minn. Rules Part 5208.0070 (Alternative Forms of Committee)

**Cross References:** MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)  
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)  
MSBA/MASA Model Policy 806 (Crisis Management Policy)

9.H. 906 Community Notification of Predatory  
Offenders

Adopted: \_\_\_\_\_

MSBA/MASA Model Policy 906

Orig. 1997

Revised: \_\_\_\_\_

Rev. 2006

## **906 COMMUNITY NOTIFICATION OF PREDATORY OFFENDERS**

*[Note: School board adoption of a policy regarding a predatory offender notification is discretionary. The Sex Offender Community Notification Act, Minn. Stat. § 244.052, imposes duties on law enforcement agencies but does not impose mandatory notification duties on school districts except as set forth in Paragraph IV.B.6., below.]*

### **I. PURPOSE**

The purpose of this policy is to assist school administrators and staff members in responding to a notification by a law enforcement agency that a convicted predatory offender is moving into the school district so that they may better protect individuals in the school's care while they are on or near the school district premises or under the control of the school district.

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

- A. The policy of the school district is to provide information to staff regarding known predatory offenders that are moving into the school district so that they may monitor school premises for the safety of the school, its students, and employees. Staff will be notified as appropriate and have access to Offender Fact Sheets.
- B. The superintendent, in cooperation with appropriate school transportation officials, will evaluate bus routes and bus stops. Bus drivers will have access to Offender Fact Sheets. If necessary, bus stops may be moved if they place children in close proximity to a predatory offender who has been convicted of crimes against children of similar ages.
- C. The superintendent, in conjunction with the building principal or designee, shall prepare or provide safety information for distribution to students regarding protecting themselves from abuse, abduction, or exploitation. The school district will prepare a list of available resources. Staff will provide safety information to students on how to protect themselves against abuse, abduction, or exploitation. School officials may ask their police liaison officer or local law enforcement officials for assistance in providing instruction to staff and students.

### **III. DEFINITIONS**

- A. The "Sex Offender Community Notification Act," Minn. Stat. § 244.052, as amended, allows law enforcement agencies to disclose information about certain predatory offenders when they are released into the community. The information disclosed and to whom it is disclosed will depend upon their assessment of the

level of risk posed by the predatory offender.

B. “Risk Level Assessment” is the level of danger to the community as established by the Minnesota Department of Corrections following a review by a committee of experts. The level of risk assigned to a soon-to-be-released offender determines the scope of notification. (Minn. Stat. § 244.052, Subds. 2, 3)

C. “Risk Levels”

1. “Level I” – Risk Level I is assigned to a predatory offender whose risk assessment score indicates a low risk of reoffense.
2. “Level II” – Risk Level II is assigned to a predatory offender whose risk assessment score indicates a moderate risk of reoffense.
3. “Level III” – Risk Level III is assigned to a predatory offender whose risk assessment score indicates a high risk of reoffense.

(Minn. Stat. § 244.052, Subd. 3(e))

D. “Notification or Disclosure by Law Enforcement Agency”

1. Risk Level I – The local law enforcement agency may disclose certain information to other law enforcement agencies and to any victims of or witnesses to the offense committed by the offender. There will be no disclosure to school districts.
2. Risk Level II – In addition to those notified in Level I, a law enforcement agency may notify agencies and groups the offender is likely to encounter that the offender is about to move into the community and provide to those agencies and groups an Offender Fact Sheet on the offender. School districts, private schools, day care centers, and other institutions serving those likely to be victimized by the predatory offender are included in a Level II notification.
3. Risk Level III – In most cases, the local law enforcement agencies will hold a community meeting and distribute an Offender Fact Sheet with information concerning and a photograph of the soon-to-be-released Level III offender.

(Minn. Stat. § 244.052, Subd. 4)

E. “Offender Fact Sheet” is a data sheet compiled by the Department of Corrections or local law enforcement agency. The Offender Fact Sheet contains both public and private data including a photograph and physical description of the predatory offender, as well as the general location of the offender’s residence.

1. A local law enforcement agency will generally provide Offender Fact

Sheets for Level II predatory offenders directly to the school district.

2. Level III Offender Fact Sheets will be distributed at a community meeting conducted by the local law enforcement agency.
- F. “Law enforcement agency” means the law enforcement agency having primary jurisdiction over the location where the offender expects to reside upon release. (Minn. Stat. § 244.052, Subd. 1(3))
- G. “Criminal history conviction data” is public data on a convicted criminal which is compiled by the State Bureau of Criminal Apprehension (BCA). (Minn. Stat. § 13.87)

#### **IV. PROCEDURES**

##### **A. Level II Notification**

In keeping with the statutorily designated purpose that Offender Fact Sheets are to be used by staff members to secure the school and protect individuals in the school district’s care while they are on or near the school district’s premises or under the control of the school district, the school district will take the following steps:

1. The superintendent shall notify the law enforcement agencies within the school district that all appropriate Level II and Level III notifications are to be provided at least to the superintendent of schools.
2. Upon notification of the release of a Level II predatory offender, the superintendent shall forward the Offender Fact Sheet to all building principals and central office administrators. This would include transportation, food service and buildings and grounds supervisors.
3. Principals of schools in close proximity to the Level II predatory offender’s residence shall meet with staff and show the Offender Fact Sheet to persons within the buildings who supervise students or who would be in a position to observe if the Level II offender was in or around the school. This includes, but is not limited to, administrators, teachers, coaches, paraprofessionals, custodians, clerical and office workers, food service workers, volunteers, and transportation providers.
4. The school district shall request criminal history conviction data on the Level II predatory offender from its local law enforcement agency. On a case-by-case basis, the superintendent may determine whether to send a letter to parents with general information regarding release of the Level II offender and a copy of the criminal history conviction data that the school district obtained from its local law enforcement agency. The offender fact sheet contains data classified as private or not public under Minnesota law and may only be distributed to parents, students, or others outside the

school district if it determines the release is for the purpose of securing the schools and protecting individuals under the school district's care while they are on or near school premises.

5. The building administrator shall cause the Offender Fact Sheet to be posted in each building in an area accessible to staff and employees but not the general public unless a determination has been made that public posting will help secure the school or protect students.
6. The school district shall not distribute or provide access to Level II Offender Fact Sheets to parents, students, or others outside the school district unless a determination has been made that dissemination of the data will help secure the school or protect students.

***[Note: The Department of Administration issued an opinion confirming that the Predatory Offender Fact Sheet contains private data or not public data. However, it is the department's opinion that a school district may release any information contained in the notification to anyone, including staff, students, parents, and guardians, if it determines that the release of data will help secure the school or protect students.]***

B. Level III Notification

1. The superintendent shall notify the law enforcement agencies within the school district that all Level III notifications of community meetings are to be provided to the superintendent of schools.
2. When a Level III predatory offender is released into a community, generally the local law enforcement agency will notify the school district of the time and location of the community meeting at which the Level III Offender Fact Sheet will be distributed to the community.
3. When the school district receives this information, the superintendent shall determine on a case-by-case basis whether the school district will notify parents and students of the time, date, and location of the community meeting.
4. When notified of a Level III predatory offender community meeting the superintendent or another school district administrator designated by the superintendent shall attend the community notification meeting.
5. When the school district receives information that a Level III predatory offender is moving into the school district, in addition to following the procedures specified above, the school district shall follow the procedures outlined for a Level II notification.
6. If the predatory offender is participating in programs offered by the school

district that require or allow the person to interact with children other than the person's children, the superintendent shall notify parents of children in the school district of the contents of the Offender Fact Sheet.

***Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. § 244.052 (Community Notification)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
42 U.S.C. § ~~14074~~ 16901 *et seq.* (Jacob Wetterling Crimes Against Children and Sexually Violent Offender Registration Program)  
Dept. of Admin. Advisory Op. No. 98-004

***Cross References:*** MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)  
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

9.I. 907 Rewards

**I. PURPOSE**

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

**II. GENERAL STATEMENT OF POLICY**

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

**III. APPROVAL OF OFFERING OF REWARDS**

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

**IV. ESTABLISHMENT OF PROCEDURES**

The superintendent shall approve the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

***Legal References:*** Minn. Stat. § 123B.02, Subd. 22 (Reward)

***Cross References:***

PolicyAdoptedMay2006  
Policy Reviewed: September 2017  
Independent School District No. 110  
Waconia, MN

9.J. 910 Admission to Extra-Curricular Activities

## ADMISSION TO EXTRA CURRICULAR EVENT 910

School District 110 recognizes that community attendance at extra curricular events enhances the event for the participants as well as strengthens community/school partnerships. Admission fees will be charged at extra curricular events to ~~pay for~~ **offset** the cost of ~~the events~~ and ~~offset~~ extra curricular programming.

### I. ESTABLISHING PRICES

Annually, the school district will establish prices for extra curricular events. These prices will be comparable to neighboring and conference schools.

### II. CLASSIFICATION

The following classifications will be used when charging admission to extra curricular events:

A. Adults- individuals no longer high school students

B. **Seniors - individuals 60 years of age and older**

C. Students - all individuals attending a kindergarten through grade 12 school.

D. Preschool - all individuals who have yet to enter kindergarten. Preschool children are admitted free with the accompaniment of an adult.

### III. ADMISSION

A. Adult Activity **Passes** - **Pass** for one adult to all **regular season** District 110 extra curricular events during a school year (**excludes special events and post season competition**). Activity tickets are sold **online and** in the extra curricular office.

B. Student Activity **Passes** - **Pass** for one student for all **regular season** District 110 extra curricular events during a school year (**excludes special events and post season competition**). Activity tickets are sold **online and** in the extra curricular office.

C. Senior Adult **Passes** - individuals 60 years of age and older may apply, in writing, for a courtesy activity **pass** to home ~~extra-curricular~~ **regular season** events (**excludes special events and post season competition**). The courtesy

activity **pass** will admit one senior citizen and is a lifetime pass.

D. Lost Activity **Passes** - Any lost activity **pass** will be replaced at the full original price. ~~All activity tickets will be numbered consecutively and a record of to whom they were sold will be kept by number and name. Activity tickets are sold in the extra-curricular office.~~

E. School Board Members - School board members will receive two non-transferable extra curricular **adult activity** passes for a school year.

F. Special Events - special events which are intended for fundraising purposes (i.e. ~~musical performance~~ **invitationals, limited fine arts events**) are not ~~an extra-curricular~~ **considered regular season events for the purpose of admission**, but are ~~rather~~ considered fundraising events. Extra curricular passes will not be recognized at fundraising events.

Original Policy / Amended: June 9, 1997/Amended: June  
2004 Policy Reviewed: September 2017) Independent  
School District No. 110 Waconia, MN 55387

9.K. 911 School and Booster Club Communications

School District 110 affirms support for booster clubs in the school district. The purpose of the clubs is to provide a 'boost' to specific extra-curricular programs, through volunteer and financial support. The Activities Director is the district liaison for Booster Clubs. All booster groups must be sanctioned by the school district.

**I. ADMINISTRATION**

The Board of Education will establish the district extra-curricular programs. The school district will administer them, including the recruiting, hiring, and firing of all personnel. The administration will execute programs offered at grade levels, squad levels, by gender, and by season. The administration has the sole communications responsibility with other schools and school officials on matters of interscholastic athletic business. The activity director and the administration will establish schedules and calendars of school events.

Policy Adopted: May 10, 1982/Amended: October 14, 1991/Amended: June 14, 1993/Amended: June 9, 1997/Amended: September 2004

Independent School District No. 110  
Waconia MN 55387

**10. BOARD COMMITTEE REPORTS**

10.A. Self-Governance & Superintendent  
Relations Committee

10.B. Leadership & District Service Committee

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

10.D. Policy & Advocacy Committee

10.E. Southwest Metro Intermediate District 288  
Representative

10.F. Teaching & Learning Advisory Council  
Representative

10.G. Community Education Advisory Council  
Representative

10.H. MSHSL Representative

10.I. Technology Committee Representative

10.J. District 110 Foundation Representative

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

10.L. Carver County Elected Leaders  
Representative

10.M. City of Waconia Liaison

10.N. City of Minnetrista Liaison

10.O. City of Victoria Liaison

10.P. City of St. Bonifacius Liaison

10.Q. City of New Germany Liaison

**11. ADJOURNMENT**