

Regular Meeting

Monday, June 27, 2022 7:00 PM

Waconia City Hall, 201 S Vine Street, Waconia, MN 55387

1. **CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE** **Presenter:** Chair Geller

2. **ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE** **Presenter:** Chair Geller

2.A. Upcoming Meetings:

- July TBD Finance Committee @ TBD
- July 11 Work Session 7:00 PM @ District Office Conf. Rm A
- July 25 Policy Committee 6:00 PM @ City Hall
- July 25 Regular Meeting 7:00 PM @ City Hall

2.B. School Board Candidate Filing

- Aug. 2 - 16, 2022 for General Election
- \$2. Filing Fee
- Submit Affidavit of Candidacy to Election Clerk at District Office
- 4 seats, 4-year terms each

3. **PRESENTATIONS**

3.A. Superintendent Transition Plan **Presenter:** Brian Gersich, Superintendent

**Superintendent Transition Plan
Brian Gersich, Superintendent
Waconia Public Schools**



Respect - Collaboration - Inclusiveness - Empathy - Resilience

Introduction

I am honored to be joining Waconia Public Schools as superintendent and look forward to working collaboratively with representative teams. I am excited to begin forming new relationships and partnerships with multiple stakeholders and to begin earning the trust of the community so that together we achieve our mission “ISD 110 empowers students to explore their passions and create their success by providing opportunities for academic, social, and emotional growth.”

Purpose

The purpose of this leadership transition or “entry” plan is to maximize the likelihood of a successful start with new leadership in ISD 110. While many of the steps may seem obvious and straightforward, putting them in writing and sharing them publicly helps create a purposeful and intentional process of transition. Further, it will inform the Waconia School Board, district employees, and community stakeholders of the steps to introduce this important leadership role and the timeline for transition to occur. The transition plan is not intended to be all-inclusive, nor a final document. There are certainly critical technical tasks that need to be addressed with a sense of immediacy including filling critical district vacancies. Further, identifying important tasks or additional individuals and groups to engage will be ongoing and tracked.

Transition Plan Goals and Objectives

- To be purposeful and intentional about the changing leadership in ISD 110
- To meet people and build relationships
- To learn about the Waconia School District from various perspectives
- To identify the strengths and opportunities of the Waconia School District and its communities
- To identify the current status of elements from our strategic, operational, and financial planning

Activities to Support the Plan

1. Feedback and Listening Sessions (June - November)

A critical part of entering Waconia as a new leader is to ensure time is allocated to build relationships with, and learn from, those who have been in the district and community. Specifically, I seek to understand culture, traditions, history, and perspectives. With this activity, a series of meetings with various individuals and groups will be conducted, asking the key

questions listed below. The questions related to asking to identify things we should “continue, stop, and start” are taken from Stephen Covey’s *The Speed of Trust*. The key questions are initially a guide to the conversations and should not be perceived as limiting. Additional questions for various groups could certainly be included to help gain understanding including operational, logistical, or budgetary issues.

Key Questions:

- What are you most proud of in ISD 110 Schools?
- What are the challenges and opportunities in our district?
- What is one thing we are doing now in ISD 110 that you think we should continue doing?
- What is one thing we are doing now in ISD 110 that you think we should stop doing?
- What is one thing we are not doing now in ISD 110 that you think we should start doing?
- What do you expect from my performance and how do you intend to evaluate my performance?
- What do you expect from members of my leadership team and how do you intend to evaluate their performance?
- If it has not already come up, what is the highest priority for the new superintendent and leadership team?
- Are there any important questions that I failed to ask?

Individuals and groups to meet with:

- Each member of the Waconia School Board (June - July)
- Administrative assistant to the superintendent (July)
- Each district director, principal, and direct report (July - August)
- Leadership from Waconia Education Association (July - August)
- Leadership from other Waconia School District bargaining units (July - August)
- Leadership from SouthWest Metro Intermediate District 288 (July - August)
- Parent group(s) (September - November)
- Waconia teachers and staff, site by site (August - November)
- Waconia High School, Middle School students (October - December)
- Transportation Provider (August)
- Others as identified throughout the process

2. Understanding the Organization and System (June - September)

Ensuring a culture focused on all students learning at high levels starts by recognizing the importance of an organizational focus on student achievement. To help guide the future of Waconia Schools, the new superintendent needs to generate a very clear picture of all student achievement data and operational practices.

Specifically, this step is intended to learn about the following items:

- Current indicators and measures for success related to ISD 110 strategic and operational plans
- Document Review
 - All contracts for bargaining units
 - All employee evaluation frameworks
 - Crisis plans/planning process

- Communications plan/structure
- District policies
- Meeting structures
 - Administrative or Leadership Teams
 - School Board Committees
 - Community Meetings
 - Other
- 5, 10-year facilities plans
- Governance model policies and practices
- Historic, current, and projected budget and budget priorities
 - Budget process/priorities and alignment to goals
 - Enrollment projections
 - Financial projections and models
 - Statutory operating debt
 - Current planning and reporting documents
 - Understand history and reasons to explain why ISD 110 is in statutory operating debt
- Instructional program
 - Common assessments
 - Curriculum review cycle status and process
 - District and site level improvement plans
- Organizational chart
- Student achievement data and trends including
 - ACT
 - AP/College in Schools/PSEO
 - MCA
 - Fastbridge
 - Other local assessments

3. School Board / Superintendent Relations (June - August)

The school board and superintendent must develop a strong working relationship to set the tone for the culture of the school district and to ensure the focus is on student achievement. As noted in activity one, a key aspect of this is to meet with each member of the school board to gain insight and perspective.

Another key element is to develop a clear understanding and consensus on how the board and superintendent will operate, communicate and conduct our roles. To determine these procedures, Dr. Lee Pritzl, who has been hired to facilitate professional development with the new superintendent and school board, has agreed to include elements of this plan in his retreat scheduled for mid-June. This includes some of the topics for discussion that are outlined in the book *Success in the Superintendency* by Kay Wornor:

- Setting the school board meeting agenda (who, when, how)
- Procedures for communicating among board members during the meeting
- Operational procedures (Robert's Rules)
- Audience participation (public forum, if, when, how structured)

- Board interaction with the audience
- How much the superintendent is expected to speak on issues
- Consent agenda items
- Preferred format for presentations by staff to the board
- Format for developing board materials and how to distribute (Boardbook)
- Use of email, text, and phone messaging by board members and superintendent
- Communication with the board on critical matters (emergencies, time-sensitive issues, potential media issues, when they may receive a call from a parent or stakeholder)
- Other topics specific to the board

Alternate sources for future discussion and collective review could also include the various roles of governance in public education found in resources provided by the *Minnesota School Boards Association* or similarly, the material provided through the *Teamworks International Education Leadership System Guidebook*. As noted above, Dr. Pritzl met with the incoming superintendent to review, and will incorporate desired outcomes into his work and planning.

4. Community Outreach (July - December)

Active community participation and the development of partnerships are critical to the success of a public school system. One of the roles of superintendent and district leadership will be to help cultivate relationships and support by being an active and visible leader in the community. As a result of this commitment, this activity is intended to make connections and meet with members of community groups. As the superintendent is new to the community, this list is expected to evolve rapidly during discussions with the school board, district leadership, and community partners.

- Chamber of Commerce Leadership
 - Christine Fenner - Chamber President
- City Leadership / Elected Officials
 - Kent Bloudek - Mayor, Waconia
 - Shane Fineran - City Administrator, Waconia
 - Jasper Kruggel - City Administrator, Minnetrista
 - City Leadership - St. Bonifacius, Victoria, New Germany
- Key Business Partners
 - Peter Brown & Samual Porthan - HS Industrial Tech Teachers
 - Mike Jensen - HS Science & Engineering Teacher
 - Brian Koch - Koch School Bus Service
 - Paul Peterson - Sackett - Director of Operations, Waconia/Norwood
- Retiring Superintendent Pat Devine
- Service clubs, organizations, and community partners including but not limited to:
 - Lions
 - Ministerial Association
 - Rotary
- Others as identified throughout the process

5. Communication of Findings at Conclusion of Transition (January 2023)

At the conclusion of the transition, the superintendent will summarize and communicate the results to the School Board and community, tentatively planned for January of 2023. The superintendent will then work with various members of the ISD 110 team to review and discuss the findings with the intention of using the information learned to assist in the development of action steps to meet our strategic goals.

Conclusion

My goal with this transition plan is to demonstrate a sincere desire to listen to others, lead teams of people in a collaborative process, and ensure the focus is on student achievement and reaching our strategic goals. Each member of the ISD 110 community has a unique strength and perspective to offer our team. Much of this transition is to maintain a primary initial focus on establishing trust by building relationships and learning from others in the ISD 110 community.

3.B. Survey Results

Presenter: Teaching &
Learning

4. **MINUTES OF PREVIOUS MEETING**

Regular Meeting
Monday, May 23, 2022 7:00 PM Central

Waconia City Hall
201 S Vine Street
Waconia, MN 55387

1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE

Members present: Geller, Johnson, DeBoer, A.Myers, R.Myers, Rothstein, Bullis

Members absent: none

Call to order by Chair Geller at 7:02PM

Motion by DeBoer to adopt agenda

A.Myers second

All in favor

Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

3. PRESENTATION

3.A. Annual Report to Board for Mandatory Summer School Instruction (per policy 623)

3.B. Special Education Report

4. MINUTES OF PREVIOUS MEETING

Motion by DeBoer to approve minutes of the April 25 regular and May 9 special and May 16 work session meetings.

5. CONSENT AGENDA

Motion by DeBoer to approve Consent Agenda

A.Myers second

All in favor

Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

Employment

Bertossi, Noah New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Clemensen, Ashley Replacement	Visual Arts Teacher 1.0 FTE; 184 Days	BV
Gilbertson, Alyssa Replacement	Grade 6 Teacher 1.0 FTE; 184 Days	WMS

Gorans, Michelle Replacement	Licensed School Nurse 1.0 FTE; 184 Days	LT
Currier, Grace New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Kretsch, Joeli Replacement	Grade 2 Teacher Long-Term Substitute	SV
Kreutzian, Alexandra Replacement	Speech Language Pathologist 1.0 FTE; 184 Days	BV
Langemo, Camille New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Lerfald, Ellie New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Padula, Elizabeth Replacement	Vocal and Classroom Music Teacher 1.0 FTE; 184 Days	SV
Sicheneder, Ashley Replacement	SIS and Enrollment Specialist	ESC
Thomson, Amy New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed

Employee Status Changes

Haas, Cheryl, Custodial Cleaner from 4 hours/day to 6 hours/day at WMS

Jackson, Anna, from Kids' Company Aide to Kids' Company Lead at Comm Ed

Mueller, Katie, from Life Science Teacher on Leave of Absence at WHS to Life Science Teacher at WMS

Siemens, Genell, from Administrative Assistant I at WMS to Administrative Assistant III at LT

Leaves of Absence

David, Paul, Director of Communications and Community Relations at ESC

Ditsch, Emilee, Grade 1 Teacher at Laketown

Grandy, Dave, Director of Building and Grounds at ESC

Retirements/Resignations/Terminations

Dobmeier, Kristopher, Kids' Company Lead at Comm Ed

Hackbarth, Lauren, Kids' Company Lead at Comm Ed

Kern, Jacqueline, Educational Assistant (Special Education) at LT

Kukulski, Katherine, FACS Teacher at WMS
Larson, Megan, Speech Language Pathologist at District-Wide
Lynch, Grayden, Kids' Company Aide at Comm Ed
Martinez, Ilaria, Custodial Cleaner at WMS
Masterson, Jean, Head Cook at LT
Ombati, Douglas, Kids' Company Lead at Comm Ed
Pauly, Rebecca, Special Education Teacher at WHS

5.C. Receipts of Donation

6. REPORTS

6.A. Student Representative Report

6.B. Superintendent's Report

7. ACTION ITEMS

7.A. 2022-2023 Preliminary Budget

Motion by DeBoer to approve 2022-2023 Preliminary Budget

A.Myers second

All in favor

Motion carried

7.B. SWMetro Pay23 Safe Schools Levy Resolution (**ROLL CALL VOTE**)

Motion by Johnson to table due to missing appendix item

DeBoer second

All in favor

Motion carried

7.C. SWMetro Pay23 LTFM Levy Resolution (**Roll Call Vote**)

Motion by DeBoer to approve SWMetro Pay23 LTFM Levy Resolution

A.Myers second

Roll Call Vote Taken

All in favor

Motion carried

7.D. Resolution Authorizing and Approving the Execution and Delivery of a Master Lease Purchase Agreement; and Approving the Execution and Delivery of Schedule No. 1 to the Master Lease Purchase Agreement (**ROLL CALL VOTE**)

Motion by DeBoer to approve Resolution Authorizing and Approving the Execution and Delivery of a Master Lease Purchase Agreement; and Approving the Execution and Delivery of Schedule No. 1 to the Master Lease Purchase Agreement

Bullis second

Roll Call Vote Taken

All in favor

Motion carried

8. DISCUSSION ITEMS

8.A. 2021-2022 Curriculum and Program Recommendations

8.B. Annual Mandatory Review Policies - First Read

8.B.1. 410 Family and Medical Leave Policy (April 2021)

8.B.2. 413 Harassment and Violence (April 2021)

8.B.3. 414 Mandated Reporting of Child Neglect or Physical or Sexual Abuse (April 2021)

8.B.4. 415 Mandated Reporting of Maltreatment of Vulnerable Adults (April 2021)

8.B.5. 506 Student Discipline (April 2021)

8.B.6. 514 Bullying Prohibition Policy (April 2021)

8.B.7. 522 Student Sex Nondiscrimination (April 2021)

8.B.8. 524 Internet Acceptable Use and Safety Policy (Jan 2022)

8.B.9. 616 School District System Accountability (April 2021)

8.B.10. 806 Crisis Management Policy (Aug 2021)

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations Committee

Geller introduced in-coming Superintendent Brian Gersich. Board training set for 6/17-18. WEA listening hour topic: class sizes, Geller to gather data. Mediation set for 05/25. Public Comment moved to end of board agendas.

9.B. Finance & Facilities Committee

DeBoer reports the results of the forensic audit will be presented at June 13 meeting.

9.C. Policy & Advocacy Committee

Johnson reports committee met with MSBA rep to discuss board member attendance language. Draft language will be coming in the future.

9.D. District 110 Advisory Council

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

9.F. Southwest Metro Intermediate District 288 Representative

R.Myers reports Le Sueur added as an associate member.

9.G. MSHSL Representative

9.H. Special Education Advisory Council

9.I. Community Education Advisory Council Representative

9.J. Teaching & Learning Advisory Council Representative

9.K. Chemical Abuse Advisory Council/HERO's

9.L. City of Waconia Liaison

10. PUBLIC COMMENT

11. ADJOURNMENT

Motion by DeBoer to adjourn.

Bullis second

All in favor

Motion carried

Special Meeting
Monday, June 6, 2022 6:00 PM Central

ZOOM

1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE

Members present: Geller, Johnson, A.Myers, R.Myers, Rothstein, Bullis, DeBoer
Members absent: none

Call to order by Chair Geller at 6:00 PM

Motion by DeBoer to adopt agenda

A.Myers second

Roll Call Vote Taken

All in favor

Motion carried

2. ACTION ITEMS

2.A. 21-23 Collective Bargaining Agreement with Waconia Education Association

Motion by DeBoer to approve 21-23 Collective Bargaining Agreement with Waconia Education Association

A.Myers second

Roll Call Vote Taken

Yays: A.Myers, R.Myers, DeBoer, Rothstein, Johnson, Geller

Nay: Bullis

Motion carried

3. ADJOURNMENT

Motion by DeBoer to adjourn

Bullis second

All in favor

Motion carried

Meeting adjourned at 6:04 PM

ISD 110 Work Session
Monday, June 13, 2022, 7:00 PM Central
Waconia Public Schools - District Office - Conf
Rm A
512 Industrial Blvd.
Waconia, MN 55387

Members present: Geller, Johnson, DeBoer, Rothstein, Bullis, (virtual) R.Myers
Members absent: A.Myers

1. PRESENTATION

1.A. Forensic Audit Presentation

2. FINANCIALS

2.A. Forecast5 April Documents

2.B. LTFM ten-year expenditure application

2.B.1. - LTFM expenditure supporting documentation (internal sheet also presented by
Todd 3/28 labeled 2022-2023 LTFM Preliminary Budget)

2.C. LTFM ten-year revenue application

2.D. LTFM revenue statement of assurances

2.E. ISD 110 LTFM school board resolution

3. Teaching & Learning Presentation: Vision Card, Survey, and Operation Plan

4. ACTION ITEMS

4.A. 2022-2023 Curriculum and Program Recommendations

- K-5 Science
- 7-12 Health

Motion by Bullis to approve 2022-2023 Curriculum and Program Recommendations

Johnson second

Roll Call Vote Taken

All in favor

Motion carried

4.B. SWMetro Pay23 Safe Schools Levy Resolution

Motion by DeBoer to approve SWMetro Pay23 Safe Schools Levy Resolution

Johnson second

Roll Call Vote Taken

All in favor

Motion carried

4.C. Revised Master Lease-Purchase Agreement

Motion by Bullis to approve Revised Master Lease-Purchase Agreement

Johnson second

Roll Call Vote Taken

Motion carried

5. SUPERINTENDENT UPDATES

- Transition Plans
- Position Updates
- Growth Model Data so far

Meeting adjourned at 9:22 PM

5. **CONSENT AGENDA**

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
604967	US POSTAL SERVICE	05/23/2022	R	1,153.08	May
604968	AIRGAS USA LLC	05/26/2022	R	111.20	May
604969	AMAZING ATHLETES OF CENTRAL MN	05/26/2022	R	585.00	May
604970	AVIBEN	05/26/2022	R	493.37	May
604971	BEACON ATHLETICS LLC	05/26/2022	R	350.00	May
604972	BSN SPORTS LLC	05/26/2022	R	12,547.76	May
604973	CD PRODUCTS INC	05/26/2022	R	1,631.00	May
604974	EDU-CATERING CONSULTING, INC	05/26/2022	R	2,210.00	May
604975	EDUCATIONAL THEATRE ASSOC	05/26/2022	R	175.00	May
604976	EVERSONS HARDWARE HANK	05/26/2022	R	289.26	May
604977	FRANKLIN PRINTING INC	05/26/2022	R	139.64	May
604978	GOPHER SPORT	05/26/2022	R	696.00	May
604979	GRAINGER	05/26/2022	R	490.41	May
604980	HEALY AWARDS INC	05/26/2022	R	747.50	May
604981	HIGH POINT NETWORKS, LLC	05/26/2022	R	3,280.00	May
604982	HORIZON EQUIPMENT	05/26/2022	R	1,332.77	May
604983	INDIANHEAD FS DISTRIBUTOR, INC	05/26/2022	R	20,088.55	May
604984	KOCH SCHOOL BUS SERVICE, INC	05/26/2022	R	340,862.68	May
604985	KOLZE, JOHN	05/26/2022	R	282.85	May
604986	KROELLS, LINDA	05/26/2022	R	617.40	May
604987	LAMKIN, KRISTINE	05/26/2022	R	3,651.20	May
604988	LAVONE, PAT	05/26/2022	R	1,024.00	May
604989	LOFFLER COMPANIES	05/26/2022	R	568.54	May
604990	MACKENTHUN'S FINE FOODS	05/26/2022	R	2,836.34	May
604991	MASSP	05/26/2022	R	1,140.00	May
604992	MAYER LUMBER CO, INC	05/26/2022	R	1,869.60	May
604993	MEI TOTAL ELEVATOR SOLUTIONS	05/26/2022	R	571.12	May
604994	MINNESOTA SWORD PLAY	05/26/2022	R	630.00	May
604995	MN HISTORICAL SOCIETY	05/26/2022	R	1,926.00	May
604996	MN TWINS	05/26/2022	R	6,010.00	May
604998	NAHAN, SHELLY	05/26/2022	R	360.00	May
604999	NEW DOMINION SCHOOL	05/26/2022	R	12,215.60	May
605000	NEW PRAGUE HIGH SCHOOL	05/26/2022	R	150.00	May
605001	ODP BUSINESS SOLUTIONS LLC	05/26/2022	R	102.09	May
605002	PAN-O-GOLD BAKING CO	05/26/2022	R	2,473.77	May
605003	PERFORMANCE FOODSERVICE	05/26/2022	R	1,570.87	May
605004	RHYME UNIVERSITY	05/26/2022	R	203.99	May
605005	rSCHOOL TODAY (DWC)	05/26/2022	R	2,777.69	May
605006	SECURITY BANK & TRUST CO	05/26/2022	R	1,842.00	May
605007	SENSORY THERAPY SHOP	05/26/2022	R	95.00	May
605008	TERRAFORM PHOENIX II ARCADIA	05/26/2022	R	265.59	May
605009	TRANS-MISSISSIPPI BIOL SUPPLY	05/26/2022	R	344.59	May
605010	TRIO SUPPLY COMPANY	05/26/2022	R	1,932.60	May
605011	UNITED FARMERS COOPERATIVE	05/26/2022	R	71,543.25	May
605012	VENDNOVATION LLC	05/26/2022	R	1,440.00	May
605013	WELCOME NEIGHBOR, INC	05/26/2022	R	195.00	May
605014	WORDWARE INC	05/26/2022	R	2,894.00	May
605015	AMAZON CAPITAL SERVICES	05/27/2022	R	7,068.49	May
605016	EYE MED-FIDELITY SECURITY LIFE	05/31/2022	R	2,233.21	May
605017	MESSERLI & KRAMER PA	05/31/2022	R	482.64	May
605018	NCPERS GROUP LIFE INS	05/31/2022	R	112.00	May
605019	SCHOOL SERVICE EMPLOYEES	05/31/2022	R	1,485.92	May
605020	WACONIA EDUCATION ASSOCIATION	05/31/2022	R	12,380.79	May
605021	AIRGAS USA LLC	06/02/2022	R	135.00	June
605022	ANDERSON, BRIAN	06/02/2022	R	95.00	June
605023	ANGEL FOUNDATION	06/02/2022	R	1,040.50	June

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
605024	AUDIO LOGIC SYSTEMS	06/02/2022	R	220.00	June
605025	BACH, MASON	06/02/2022	R	95.00	June
605026	BARNES & NOBLE	06/02/2022	R	1,132.40	June
605027	BARNES, W MICHAEL	06/02/2022	R	141.00	June
605028	BECKER'S	06/02/2022	R	1,627.69	June
605029	BIFFS, INC	06/02/2022	R	400.00	June
605030	BSN SPORTS LLC	06/02/2022	R	1,755.82	June
605031	CITY OF WACONIA	06/02/2022	R	8,766.19	June
605032	CMERDC	06/02/2022	R	615.75	June
605033	COLLEGE BOARD	06/02/2022	R	20,400.00	June
605034	DELANEY, MICHAEL	06/02/2022	R	83.00	June
605035	DOBLE, MARK	06/02/2022	R	75.00	June
605036	EVANS, DANIEL	06/02/2022	R	75.00	June
605037	GALLEBERG, DAVID	06/02/2022	R	95.00	June
605038	GRALAPP, CRAIG	06/02/2022	R	190.00	June
605039	HANSON, MICHAEL	06/02/2022	R	95.00	June
605040	HAUGLAND, MARYA	06/02/2022	R	1,000.00	June
605041	HENTGES, HENRY	06/02/2022	R	95.00	June
605042	HERD, KEITH	06/02/2022	R	285.00	June
605043	HIGH POINT NETWORKS, LLC	06/02/2022	R	25,657.97	June
605044	HILLYARD/HUTCHINSON	06/02/2022	R	2,461.68	June
605045	IEA, INC	06/02/2022	R	780.70	June
605046	INDIANHEAD FS DISTRIBUTOR, INC	06/02/2022	R	22,442.81	June
605047	INNOVATIVE OFFICE SOLUTIONS LL	06/02/2022	R	153.14	June
605048	INNOVATIONAL WATER SOLUTIONS I	06/02/2022	R	1,157.00	June
605049	INSECTLORE	06/02/2022	R	28.94	June
605050	ISD 277	06/02/2022	R	750.00	June
605051	JW PEPPER & SON, INC	06/02/2022	R	405.44	June
605052	KINKEL, WYATT	06/02/2022	R	210.00	June
605054	KROMER COMPANY	06/02/2022	R	140.95	June
605055	LAKESHORE LEARNING MATERIALS	06/02/2022	R	89.25	June
605056	LAKETOWN GYMNASTICS	06/02/2022	R	580.00	June
605057	LANGE, JEFF	06/02/2022	R	95.00	June
605058	LANO EQUIPMENT INC	06/02/2022	R	2,992.06	June
605059	LETTERMEN SPORTS	06/02/2022	R	1,107.00	June
605060	MEDINA ENTERTAINMENT CENTER	06/02/2022	R	5,000.00	June
605061	MILLER, TODD	06/02/2022	R	75.00	June
605062	NICE SHIRT CO.	06/02/2022	R	166.43	June
605063	ORIENTAL TRADING/FUN EXPRESS	06/02/2022	R	89.75	June
605064	PARTS CITY WACONIA	06/02/2022	R	81.86	June
605065	PIECHOWSKI, DENNIS	06/02/2022	R	285.00	June
605066	PREP TIME PRINTING	06/02/2022	R	555.50	June
605067	RACH, PATRICK	06/02/2022	R	95.00	June
605068	REGION 2AA	06/02/2022	R	360.00	June
605069	RIES, ROB	06/02/2022	R	141.00	June
605070	RK PHOTOGRAPHY	06/02/2022	R	64.00	June
605071	SARCLETTI, JULIA	06/02/2022	R	750.00	June
605072	SCHOLASTIC BOOK FAIRS-15	06/02/2022	R	1,613.16	June
605073	SEGLEM, SCOTT	06/02/2022	R	83.00	June
605074	STEP SAVER, INC	06/02/2022	R	106.49	June
605075	STOCKINGER, MICHAEL	06/02/2022	R	80.00	June
605076	TENBROEK, MATTHEW	06/02/2022	R	141.00	June
605077	TOLL GAS & WELDING SUPPLY	06/02/2022	R	35.99	June
605078	TRANS-MISSISSIPPI BIOL SUPPLY	06/02/2022	R	266.35	June
605079	TRINITY LUTHERAN SCHOOL	06/02/2022	R	2,402.39	June
605080	TRIO SUPPLY COMPANY	06/02/2022	R	616.64	June

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605081	UNIVERSAL ATHLETIC LLC	06/02/2022	R	318.00	June
605082	WA-CO REPAIR	06/02/2022	R	20.00	June
605083	WACONIA UNITED FOOD SHELF	06/02/2022	R	115.00	June
605084	WACONIA SUBWAY	06/02/2022	R	1,132.86	June
605085	WASNESS, SANDY	06/02/2022	R	40.00	June
605086	WEIS, SCOTT	06/02/2022	R	75.00	June
605087	WHITNEY, WILLIAM	06/02/2022	R	423.00	June
605088	YAGER, MICHAEL	06/02/2022	R	225.00	June
605089	AMAZON CAPITAL SERVICES	06/03/2022	R	9,424.19	June
605090	SECURITY BANK & TRUST CO	06/07/2022	R	189.00	June
605091	21ST CENTURY SPORTS LLC	06/07/2022	R	5,984.00	June
605092	ABAMATH LLC	06/07/2022	R	95.00	June
605093	AFFINETY SOLUTIONS, INC	06/07/2022	R	665.00	June
605094	AIRGAS USA LLC	06/07/2022	R	134.80	June
605095	ANTHEM SPORTS, LLC	06/07/2022	R	350.96	June
605096	AVIBEN	06/07/2022	R	230.04	June
605097	BACHMANN, SHANE	06/07/2022	R	74.00	June
605098	BEARCOM WIRELESS WORLDWIDE	06/07/2022	R	1,459.98	June
605099	BIFFS, INC	06/07/2022	R	1,649.00	June
605100	BLUUM OF MINNESOTA LLC	06/07/2022	R	466.48	June
605101	BSN SPORTS LLC	06/07/2022	R	1,217.65	June
605102	CHASKA-CHAN COOP	06/07/2022	R	125.00	June
605103	CHRIS J MEYER ENTERPRISES, LLC	06/07/2022	R	110.00	June
605104	COMPAAN, BRADY	06/07/2022	R	140.00	June
605105	COUNTRYSIDE CUSTOM APPAREL	06/07/2022	R	590.75	June
605106	CROW RIVER PRESS INC	06/07/2022	R	3,148.06	June
605107	DISCOUNT SCHOOL SUPPLY	06/07/2022	R	284.79	June
605108	ECM PUBLISHERS, INC	06/07/2022	R	301.32	June
605109	FRED J MILLER INC.	06/07/2022	R	1,147.45	June
605110	GIESEKE, LOGAN	06/07/2022	R	159.00	June
605111	GOPHER SPORT	06/07/2022	R	358.18	June
605112	GRAINGER	06/07/2022	R	3,709.90	June
605113	GREAT LAKES COCA-COLA DIST	06/07/2022	R	173.32	June
605114	GROTH MUSIC COMPANY	06/07/2022	R	790.00	June
605115	HDL-HARDWARE DISTRIBUTORS, LTD	06/07/2022	R	165.81	June
605116	HELEN SOLAR LLC	06/07/2022	R	4,554.01	June
605117	HILLYARD/HUTCHINSON	06/07/2022	R	60.24	June
605118	HONNOLD, MELISSA	06/07/2022	R	280.00	June
605119	INDIANHEAD FS DISTRIBUTOR, INC	06/07/2022	R	15,637.36	June
605120	INGCO INT'L INC	06/07/2022	R	382.40	June
605121	INNOVATIVE OFFICE SOLUTIONS LL	06/07/2022	R	74,047.57	June
605122	JOSTENS	06/07/2022	R	2,479.38	June
605123	KIDCREATE STUDIO	06/07/2022	R	342.00	June
605124	KONA ICE TWIN CITIES	06/07/2022	R	327.60	June
605125	KOSCHINSKA, LUKE	06/07/2022	R	50.00	June
605126	LANGER JR, JAMESON	06/07/2022	R	184.00	June
605127	LANO EQUIPMENT INC	06/07/2022	R	640.00	June
605128	LESKE, JACOB	06/07/2022	R	35.00	June
605129	MACKIN LIBRARY SERVICE	06/07/2022	R	216.82	June
605130	MAJERUS, JACOB	06/07/2022	R	74.00	June
605131	MERRITT, GEDRIC	06/07/2022	R	360.00	June
605132	METRONET	06/07/2022	R	1,856.37	June
605133	MEYER, PAYTON	06/07/2022	R	120.00	June
605134	MINI BIFF LLC	06/07/2022	R	84.66	June
605135	NOVAK, JANICE	06/07/2022	R	20.00	June
605136	OFFICE OF MNIT SERVICES	06/07/2022	R	101.85	June

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605137	OLSON, CRAIG	06/07/2022	R	35.00	June
605138	PERFORMANCE FOODSERVICE	06/07/2022	R	679.67	June
605139	PLANSOURCE BENEFITS ADMIN INC	06/07/2022	R	3,604.50	June
605140	RENNEBERG HARDWOODS INC.	06/07/2022	R	1,937.00	June
605141	SCHOOL SPECIALTY, LLC	06/07/2022	R	674.83	June
605142	SCHWIRTZ, GABRIELLE	06/07/2022	R	104.00	June
605143	SHERWIN-WILLIAMS CO	06/07/2022	R	366.27	June
605144	SMART CARE EQUIPMENT SOLUTIONS	06/07/2022	R	336.26	June
605145	SOLTIS, LEAH	06/07/2022	R	197.25	June
605146	STAPLES ADVANTAGE	06/07/2022	R	58.16	June
605147	STEP SAVER, INC	06/07/2022	R	191.05	June
605148	STREY, LAURIE	06/07/2022	R	50.00	June
605149	TRIO SUPPLY COMPANY	06/07/2022	R	469.34	June
605150	UNIVERSAL ATHLETIC LLC	06/07/2022	R	720.00	June
605151	WA-CO REPAIR	06/07/2022	R	145.65	June
605152	WASNESS, SANDY	06/07/2022	R	320.00	June
605153	WAYZATA RESULTS, INC	06/07/2022	R	1,900.00	June
605155	WINSTED SOLAR LLC	06/07/2022	R	5,348.10	June
605156	WORTZ, TYLER	06/07/2022	R	142.00	June
605157	YAGER, MICHAEL	06/07/2022	R	273.00	June
605159	ACT	06/17/2022	R	14,352.00	June
605160	AIRGAS USA LLC	06/17/2022	R	17.97	June
605161	B'S ON THE RIVER	06/17/2022	R	300.00	June
605162	BATTERIES R US	06/17/2022	R	1,526.95	June
605163	CDW GOVERNMENT	06/17/2022	R	8,823.00	June
605164	CEBULLA, SUSIE	06/17/2022	R	23.55	June
605165	CITY OF WACONIA	06/17/2022	R	9,018.47	June
605167	CULLIGAN BOTTLED WATER	06/17/2022	R	609.00	June
605168	DANIELLE ALEXANDER DESIGN LLC	06/17/2022	R	1,550.00	June
605169	DISCOUNT SCHOOL SUPPLY	06/17/2022	R	166.74	June
605170	DONDELINGER, SANDI	06/17/2022	R	45.70	June
605171	ECM PUBLISHERS, INC	06/17/2022	R	113.85	June
605172	FENNER, CHRISTINE	06/17/2022	R	400.00	June
605173	FRANKLIN PRINTING INC	06/17/2022	R	1,728.00	June
605174	HAPPY FEET SOCCER TWIN CITIES	06/17/2022	R	648.00	June
605175	HARTMANN, JENNIFER	06/17/2022	R	47.65	June
605176	HAYES, TINA	06/17/2022	R	15.00	June
605177	HILLYARD/HUTCHINSON	06/17/2022	R	7,813.96	June
605178	INDIANHEAD FS DISTRIBUTOR, INC	06/17/2022	R	25,258.21	June
605179	INNOVATIVE OFFICE SOLUTIONS LL	06/17/2022	R	339.45	June
605180	INSIGHT PUBLIC SECTOR INC	06/17/2022	R	6,889.67	June
605181	JOSTENS	06/17/2022	R	79.91	June
605182	JW PEPPER & SON, INC	06/17/2022	R	165.68	June
605183	KARP, NANCY	06/17/2022	R	16.05	June
605184	KELZER, STACY	06/17/2022	R	34.20	June
605186	LAKETOWN GYMNASTICS	06/17/2022	R	309.00	June
605187	LAULAINEN, JOHN	06/17/2022	R	160.00	June
605188	LINDSTRAND, TAMMY	06/17/2022	R	93.75	June
605189	LOFFLER COMPANIES	06/17/2022	R	3,824.24	June
605191	MACHTEMES, JOY	06/17/2022	R	11.40	June
605192	MAIN SCOOP	06/17/2022	R	200.00	June
605193	MERZER, SHEILA	06/17/2022	R	218.75	June
605194	MN COMMUNITY ED ASSOC	06/17/2022	R	45.00	June
605195	MN HISTORICAL SOCIETY	06/17/2022	R	582.00	June
605196	MRI SOFTWARE LLC	06/17/2022	R	516.00	June
605197	MUSIC MART	06/17/2022	R	430.88	June

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605198	NASCO EDUCATION	06/17/2022	R	18.80	June
605199	NEAL SLATE CO	06/17/2022	R	2,299.00	June
605200	NELSON, LISA	06/17/2022	R	27.70	June
605201	NEW DOMINION SCHOOL	06/17/2022	R	6,413.19	June
605203	OCCUPATIONAL HLTH CNTRS MN PC	06/17/2022	R	262.00	June
605204	ODP BUSINESS SOLUTIONS LLC	06/17/2022	R	91.98	June
605205	OLSON, MAURA	06/17/2022	R	297.19	June
605206	PERFORMANCE FOODSERVICE	06/17/2022	R	1,271.92	June
605207	PICK A TIME	06/17/2022	R	12.30	June
605208	PMA ASSET MANAGEMENT, LLC	06/17/2022	R	169.79	June
605209	REGION 2AA	06/17/2022	R	21,289.00	June
605210	RHYME UNIVERSITY	06/17/2022	R	35.70	June
605212	SEACHANGE PRINT INNOVATIONS	06/17/2022	R	2,354.30	June
605213	SHUKLE, EMMA	06/17/2022	R	52.00	June
605214	SKATEVILLE	06/17/2022	R	522.00	June
605215	SOUTHWEST METRO INTERMEDIATE D	06/17/2022	R	3,483.06	June
605216	STAPLES ADVANTAGE	06/17/2022	R	50.39	June
605217	STRAWBRIDGE STUDIOS INC	06/17/2022	R	1,076.51	June
605218	TELFORD, GABRIELLE	06/17/2022	R	45.45	June
605219	THOMPSON, LAURA	06/17/2022	R	57.10	June
605220	TRIO SUPPLY COMPANY	06/17/2022	R	136.96	June
605221	UHL CO	06/17/2022	R	1,828.23	June
605222	US TOY CO/CONSTRUCTIVE PLAYTHI	06/17/2022	R	70.92	June
605223	WACONIA BASEBALL ASSOCIATION	06/17/2022	R	177.44	June
605224	WAGENER, JONIE	06/17/2022	R	53.55	June
605225	WISNIEWSKI, PATRICK	06/17/2022	R	21.00	June
605227	AMAZON CAPITAL SERVICES	06/22/2022	R	9,791.81	June
605228	AMOS, JAMES	06/23/2022	R	105.00	June
605229	AMPION PBC	06/23/2022	R	12,405.82	June
605230	APPLE INC	06/23/2022	R	7,298.00	June
605231	AUDIO LOGIC SYSTEMS	06/23/2022	R	1,555.00	June
605232	BARNES & NOBLE	06/23/2022	R	1,456.00	June
605233	BIFFS, INC	06/23/2022	R	2,015.00	June
605234	BJORKLUND COMPENSATION LLC	06/23/2022	R	145.00	June
605235	BNR IRRIGATION SERVICES INC	06/23/2022	R	1,667.71	June
605236	CDW GOVERNMENT	06/23/2022	R	1,800.00	June
605237	COMPAAN, BRADY	06/23/2022	R	184.00	June
605238	CONTINENTAL CLAY COMPANY	06/23/2022	R	4,062.10	June
605239	COUNTRYSIDE CUSTOM APPAREL	06/23/2022	R	238.50	June
605240	ECM PUBLISHERS, INC	06/23/2022	R	265.58	June
605241	EVERSONS HARDWARE HANK	06/23/2022	R	469.43	June
605242	FLAGHOUSE INC.	06/23/2022	R	417.84	June
605243	GLOBAL INDUSTRIAL	06/23/2022	R	2,389.69	June
605244	GOLD MEDAL MPLS ML55	06/23/2022	R	377.90	June
605245	GRAINGER	06/23/2022	R	3,475.37	June
605246	HARVEST RIGHT	06/23/2022	R	4,490.00	June
605247	HASTINGS CREAMERY LLC	06/23/2022	R	5,560.00	June
605248	HILLYARD/HUTCHINSON	06/23/2022	R	2,879.23	June
605249	HOLTON ELECTRIC CONTRACTORS	06/23/2022	R	147.00	June
605250	INDIANHEAD FS DISTRIBUTOR, INC	06/23/2022	R	1,224.86	June
605251	INGCO INT'L INC	06/23/2022	R	184.80	June
605252	JOSTENS	06/23/2022	R	27.60	June
605253	KEARNEY, ALEX	06/23/2022	R	85.00	June
605254	KOSCHINSKA, LUKE	06/23/2022	R	70.00	June
605255	KROMER COMPANY	06/23/2022	R	99.20	June
605256	LAKESHORE LEARNING MATERIALS	06/23/2022	R	663.42	June

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605257	LANO EQUIPMENT INC	06/23/2022	R	268.66	June
605258	LESKE, JACOB	06/23/2022	R	194.00	June
605259	LOFFLER COMPANIES	06/23/2022	R	500.16	June
605260	MACKENTHUN'S FINE FOODS	06/23/2022	R	7,689.01	June
605261	MAIN STREET FLORAL	06/23/2022	R	479.97	June
605262	MAJERUS, JACOB	06/23/2022	R	35.00	June
605263	MAYER LUMBER CO, INC	06/23/2022	R	3,116.59	June
605264	MERRITT, GEDRIC	06/23/2022	R	365.00	June
605265	MEYER, PAYTON	06/23/2022	R	203.00	June
605266	MSBA	06/23/2022	R	14,495.00	June
605267	NASSP-NAT'L ASSOC OF SECONDARY	06/23/2022	R	23.00	June
605268	OHM, J RILEY	06/23/2022	R	74.00	June
605269	PAN-O-GOLD BAKING CO	06/23/2022	R	3,383.14	June
605270	PARTS CITY WACONIA	06/23/2022	R	59.99	June
605271	PUCHNER, LUKE	06/23/2022	R	155.00	June
605272	ROD RASSMAN PRODUCTIONS INC	06/23/2022	R	175.00	June
605273	SAFARI ISLAND COMMUNITY CENTER	06/23/2022	R	63,425.72	June
605274	SAVVAS LEARNING CO LLC	06/23/2022	R	6,300.00	June
605275	SONOVA USA INC	06/23/2022	R	178.99	June
605276	SOUTHWEST METRO INTERMEDIATE D	06/23/2022	R	35,941.00	June
605277	ST JOSEPH CATHOLIC SCHOOL	06/23/2022	R	8,902.08	June
605278	TAYLOR, DERRICK	06/23/2022	R	35.00	June
605279	TINTES, MATTHEW	06/23/2022	R	464.00	June
605280	UHL CO	06/23/2022	R	1,591.14	June
605281	UNITED FARMERS COOPERATIVE	06/23/2022	R	5,936.01	June
605282	WABBE, JOHN	06/23/2022	R	70.00	June
605283	WILSON LANGUAGE TRAINING CORP	06/23/2022	R	496.80	June
605284	YAGER, MICHAEL	06/23/2022	R	277.00	June
202101293	EDUCATIONAL SUPPORT PARA UNION	05/13/2022	W	1,360.80	May
202101295	LIFE INS CO OF NORTH AMERICA	05/13/2022	W	4,252.42	May
202101300	FURTHER	05/13/2022	W	6,290.23	May
202101304	EDUCATIONAL SUPPORT PARA UNION	05/31/2022	W	1,349.34	May
202101305	INTERNAL REVENUE SERVICE	05/31/2022	W	288,423.57	May
202101306	LIFE INS CO OF NORTH AMERICA	05/31/2022	W	6,744.95	May
202101307	MN CHILD SUPPORT PYMT CENTER	05/31/2022	W	112.50	May
202101308	MN DEPT OF REVENUE	05/31/2022	W	45,627.48	May
202101309	MN TEACHERS RETIREMENT ASSN	05/31/2022	W	149,572.87	May
202101310	PERA	05/31/2022	W	49,484.68	May
202101311	FURTHER	05/31/2022	W	5,940.81	May
202101312	AVIBEN	05/31/2022	W	62,457.46	May
202101313	WAL-MART	06/10/2022	W	228.57	June
202101314	APPLE ITUNES	06/10/2022	W	8.35	June
202101315	MAILCHIMP	06/10/2022	W	205.00	June
202101316	LOLA'S LAKE HOUSE	06/10/2022	W	81.83	June
202101317	TARGET BANK	06/10/2022	W	2,817.34	June
202101320	DeLEO BROS PIZZA	06/10/2022	W	2,141.90	June
202101322	MANN LAKE LTD	06/10/2022	W	85.33	June
202101323	Hoefler & Co	06/10/2022	W	159.99	June
202101324	CARIBOU COFFEE STORE #1300	06/10/2022	W	0.00	June
202101325	PANGEA CAFE	06/10/2022	W	568.92	June
202101328	ALDI	06/10/2022	W	467.83	June
202101336	MACKENTHUN'S FINE FOODS	06/10/2022	W	3.49	June
202101352	DELTA AIRLINES	06/10/2022	W	4,060.00	June
202101353	IntraData	06/10/2022	W	821.43	June
202101354	MN TWINS	06/10/2022	W	940.00	June
202101355	MN ZOO	06/10/2022	W	560.00	June

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202101357	REPUBLIC SERVICES	06/10/2022	W	6,802.89	June
202101358	POP UP PARTY RENTAL	06/10/2022	W	2,950.80	June
202101359	ANDERSON'S	06/10/2022	W	415.93	June
202101360	WALGREENS	06/10/2022	W	47.53	June
202101362	URBAN AIR ADVENTURE PARK	06/10/2022	W	659.70	June
202101363	VANDY'S GRILLE	06/10/2022	W	211.77	June
202101364	RUSTICO LEATHER	06/10/2022	W	113.60	June
202101365	DOMINO'S PIZZA	06/10/2022	W	487.05	June
202101366	KOWALSKI'S MARKETS	06/10/2022	W	181.49	June
202101369	KOWALSKI'S MARKETS	06/10/2022	W	151.73	June
202101370	MN VALLEY ELECTRIC CORP	06/10/2022	W	23,701.32	June
202101371	TEACHERS SYNERGY, LLC	06/10/2022	W	55.40	June
202101372	DOLLAR TREE	06/10/2022	W	151.25	June
202101374	NASP (NAT'L SCHOOL PSYCHOLOGY)	06/10/2022	W	209.00	June
202101375	CHICK-FIL-A	06/10/2022	W	151.18	June
202101377	VITAMINK12 LLC	06/10/2022	W	350.00	June
202101378	BAKKEN MUSEUM	06/10/2022	W	1,560.00	June
202101379	NASSP CONFERENCE	06/10/2022	W	1,697.75	June
202101380	ADVENTURE BOWLS	06/10/2022	W	3,015.00	June
202101381	D'VINCI'S	06/10/2022	W	162.84	June
202101382	EMI AUDIO	06/10/2022	W	724.42	June
202101384	US CLUB SOCCER	06/10/2022	W	189.00	June
202101385	VIDEO LEARNING SQUAD	06/10/2022	W	79.00	June
202101386	MN LANDSCAPE ARBORETUM	06/10/2022	W	150.00	June
202101388	FUNDRAISING.COM	06/10/2022	W	180.00	June
202101390	AMERICAN CORNHOLE ASSOCIATION	06/10/2022	W	199.00	June
202101393	ULTIMATE EVENTS	06/10/2022	W	631.12	June
202101394	HOLIDAY INN EXPRESS HOTEL	06/10/2022	W	1,759.20	June
202101395	RECTECH OUTDOOR SOLUTIONS LLC	06/10/2022	W	331.35	June
202101396	JERSEY MIKE'S SUBS	06/10/2022	W	66.73	June
202101399	CONNECTING TO LEARN	06/10/2022	W	500.00	June
202101400	MOBYMAX	06/10/2022	W	29.99	June
202101401	USA SOFTBALL MINNESOTA	06/10/2022	W	29.00	June
202101402	SPORTSENGINE INC	06/10/2022	W	138.00	June
202101404	AQUAMENTOR	06/10/2022	W	494.85	June
202101405	EVERSONS HARDWARE HANK	06/10/2022	W	89.92	June
202101406	JIMMY JOHNS	06/10/2022	W	713.94	June
202101408	HOME DEPOT	06/10/2022	W	34.02	June
202101409	FORBES SOLUTIONS PLLC	06/10/2022	W	3,500.00	June
202101410	BUZZSPROUT.COM	06/10/2022	W	12.00	June
202101412	SECURITY BANK & TRUST CO	05/31/2022	W	223.55	May
202101413	MN UNEMPLOY INS	05/31/2022	W	80,279.75	May
202101414	BRI Parent, Inc	05/31/2022	W	254.00	May
202101415	AUTHORIZE.NET	05/31/2022	W	216.00	May
202101416	AFFINETY SOLUTIONS, INC	05/10/2022	W	14,791.00	May
202101416	AFFINETY SOLUTIONS, INC	05/31/2022	W	20.83	May
202101417	NORTHLAND TRUST SERV INC	05/25/2022	W	3,003,360.00	May
202101421	INFERNAL REVENUE SERVICE	06/15/2022	W	285,625.69	June
202101423	MN CHILD SUPPORT PYMT CENTER	06/15/2022	W	112.50	June
202101424	MN DEPT OF REVENUE	06/15/2022	W	45,214.88	June
202101425	MN TEACHERS RETIREMENT ASSN	06/15/2022	W	143,959.24	June
202101426	PERA	06/15/2022	W	51,104.97	June
202101428	AVIBEN	06/15/2022	W	69,272.13	June
202101429	MDE-MCIS	06/06/2022	W	797,392.00	June
202101430	AT&T MOBILITY	05/06/2022	W	557.19	May
202101431	T-MOBILE	05/09/2022	W	3,060.00	May

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202101432	QUADIENT FINANCE USA, INC	05/24/2022	W	500.00	May
202101433	CENTERPOINT ENERGY	05/24/2022	W	45,032.53	May
202101434	SPRINT WIRELESS	05/27/2022	W	605.25	May
202101435	AVIBEN	05/13/2022	W	50.00	May
212200139	HOCKINSON, JACOB	05/27/2022	A	551.82	May
212200140	POTTER, PETER	05/27/2022	A	696.57	May
212200141	GENZ, MEGAN	06/03/2022	A	25.86	June
212200142	HALLERMANN, SARA	06/03/2022	A	166.22	June
212200143	KUNKEL, JESSICA	06/03/2022	A	57.33	June
212200144	LARSON, MEGAN	06/03/2022	A	39.96	June
212200145	SEIM, LINDSAY	06/03/2022	A	463.28	June
212200146	BESSIRE, JEFFREY	06/10/2022	A	257.46	June
212200147	RAETHER, KELLY	06/10/2022	A	202.57	June
212200148	SCHOLLA, LINDA	06/10/2022	A	92.90	June
212200149	SHERMAN, MONICA	06/10/2022	A	116.42	June
212200150	ROHDE, JENNIFER	06/16/2022	A	340.59	June

Totals for checks 6,379,069.07

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	4,167,106.41	0.00	1,057,940.54	5,225,046.95
02	Food Service	838,450.28	0.00	196,223.56	1,034,673.84
04	Community Service	58,877.81	0.00	60,279.85	119,157.66
45	OPEB Irrevocable Trust Fund	0.00	0.00	190.62	190.62
***	Fund Summary Totals ***	5,064,434.50	0.00	1,314,634.57	6,379,069.07

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

5.B. Human Resource Items:

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

BOARD OF EDUCATION

Regular Meeting – June 27, 2022

AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

AGENDA ITEM: Human Resources Recommendations

ITEM ADDED BY: Dr. Enid Schonewise, Director of Human Resources

Employment

Bisek, Tim Replacement	Director of Building & Grounds Full-Time; 261 Days	ESC
Bock, Lauren New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Chhoth, Ra Replacement	Director of Finance & Operations Full-Time; 261 Days	ESC
Dalbec, Tessandra Replacement	Driver's Education Instructor Part-Time; Hours Vary	Comm Ed
Gross, Kyler New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Kurtz, Courtney Replacement	Educational Assistant (SPED) 6.5 Hours/day; 175 Days	LT
Linsley, Sara Replacement	Early Childhood Program Supervisor 8 Hours/Day; 261 Days	Comm Ed
Mease, Addie Replacement	Instrumental Music Teacher 0.5 FTE; 184 Days	WHS
Mendoza, Mark Replacement	Custodial Cleaner 8 Hours/Day; 261 Days	WHS

Mitchell, Lindsey New	ESL Teacher 1.0 FTE; 184 Days	WMS/WHS
Norton, Sarah Replacement	ASD Teacher 1.0 FTE; 184 Days	LT
Olson, Kendra New	Dean of Students 1.0 FTE; 184 Days	WHS
Pieper, Eli Replacement	Custodial Maintenance 8 Hours/Day; 261 Days	WMS
Roen, Jada New	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Sabol, Jill Replacement	Assistant Principal 1.0 FTE; 245 Days	WHS
Smith, Keyla Replacement	Educational Assistant (SPED) 6.5 Hours/day; 175 Days	LT
Vogelgesang, Mackenzie Replacement	ECSE Teacher 1.0 FTE; 184 Days	WEC
Wade, Joseph Replacement	SLD Teacher 1.0 FTE; 184 Days	WMS
Williamson, Kasja Replacement	EBD Teacher 1.0 FTE; 184 Days	LT

Employee Status Changes

Calvente, Lorraine, Nutritional Assistant, from 22.5 hours/week to 37.5 hours/week at WMS
Hockinson, Jake, from Instructional Coach to Interim Teaching and Learning Manager at ESC
Johnson, Julie, from Nutritional Assistant to Assistant Head Cook at BV
Klitzke, Sarah, from Teaching and Learning Manager to Interim Director of Teaching and Learning at ESC
Kurtz, Roxanne, from Nutritional Assistant at WHS to Assistant Head Cook at WHS
Lopez, Jasmine, from Kids' Company Aide (Part-Time) to Kids' Company Lead (Full-Time) at Comm Ed
McDannold, Erin, from Nutritional Assistant at BV to Assistant Head Cook at WHS
Schuette, Bryanna, Health Associate, from 21 hours per/week to 35 hours/week at BV
Schwab, Amy, from Nutritional Assistant at LT to Head Cook at LT
Smith, Jeffrey, Kids' Company Lead, from Step 2 to Step 4 at Comm Ed
Vinkemeier, Christina, Payroll Specialist, from Step 5 to Step 10 at ESC

Leaves of Absence

Barrie, Libby, Life Science Teacher at WHS

Quaas, Brian, Custodial Cleaner at WHS

Schuette, Bryanna, Health Associate at BV

Extended Leave of Absence per Minnesota Statute Section 122A.46

Genz, Megan, Early Childhood Special Education Teacher at WEC

Hockinson, Jacob, Instructional Coach at ESC

Retirements/Resignations/Terminations

Haas, Cheryl, Custodial Cleaner at WMS

Linsley, Sara, SPED Teacher at SV

Mendoza, Mark, Security Monitor at WHS

Mitchell, Lindsey, Educational Assistant (SPED) at WMS

Talton, Avery, Educational Assistant at BV

Trennepohl, Catherine, SPED Teacher at WMS

Vogelgesang, Mackenzie, Title I Educational Assistant at BV

Remer, Jill, Educational Assistant at LT

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

5.C. Receipts of Donation

6. **REPORTS**

6.A. Finance Report

Presenter: Kristen
Hoheisel, Interim
Director of Finance &
Operations

6.A.1. Update to Preliminary Budget

6.B. Superintendent's Report

Presenter: Dana
Geller, Chair

6.B.1. Fundraising Proposal: WHS Girls Soccer

6.B.2. Leadership Highlights

LEADERSHIP HIGHLIGHTS

June 2022

Elementary:

In June our school offices bring a close to the school year by attending to staffing, student records, and budgets. Principals meet with teams including the PTO to plan for the upcoming school year. Planning is underway for school events, school calendar, school schedules, upcoming school budget, and student enrollment. School Improvement Planning is underway with a focus on 3 main goal areas aligned with updated data: MTSS, PGRE, and BELONG.

Summer Priority: Student enrollment requires a watchful eye and includes new family tours and orientation of the school building. Finalized decisions for staffing/grade level sections at the elementary level are prioritized in mid-July.

Waconia Middle School:

End of the School Year

The last-day, celebration field trips to the Movie Theater and on-site activities (6th), Mall of America (7th), and Valleyfair (8th) brought out a lot of smiles and opportunities to celebrate the end of a great school year. A big thanks to the WMS staff for making these days safe and fun.

Our traditional 8th-grade Farewell Celebration was done in style with breakfast, a review of the students' years at WMS, and a presentation of student recognition awards for academics and character. It was fun to gather together to reminisce and celebrate the success of all students.

8th Grade Recognition Awards

4.0 GPA throughout 8th Grade

1. Kailynn Baker
2. Audrie Brown
3. Addison Bryfczynski
4. Bridget Eddie
5. Elizabeth Eldred
6. Emma Hanson
7. Makaela Heine
8. Taylan Kamrath
9. Hailey Kienholz
10. Kirsten Rosenlund
11. Natalie Sell
12. Aiden Stoner
13. Luke Stineman

4.0 cumulative GPA for all three years at WMS

1. Audrie Brown

2. Bridget Eddie
3. Elizabeth Eldred

2022 Principal's Award Top Female Academic Achievement- **Elizabeth Eldred**
2022 Principal's Award Top Male Academic Achievement- **Aiden Stoner**
2022 Principal's Award Female Overall Character and Core Values- **Violet Nus**
2022 Principal's Award Male Overall Character and Core Values- **Jonathan Phenix**

WMS May Teacher of the Month

6th/7th/8th Grade Band Teacher, Mr. Snyder, was recognized as the WMS May teacher of the Month. One of his 6th-grade students, Hailey Burandt, submitted a well-written, complimentary nomination letter highlighting the many reasons Mr. Snyder should be recognized as the Teacher of the Month.

Staffing Update

New Hires and Internal moves at WMS for existing positions

Special Education teacher Joseph Wade (new to ISD 110)
6th Grade English Language Arts teacher Alyssa Gilbertson (new to ISD 110)
Special Education teacher Amanda Vesta (current ISD 110 employee)
7th Grade Science teacher Katie Mueller (current ISD 110 employee)
WMS Dean Of Students Jamie Hise (current ISD 110 employee)
Secondary ELL Teacher Lindsey Mitchell (current ISD 110 employee)

WMS Open Positions

Middle School Family and Consumer Science
Special Education EBD Teacher
Part-Time Campus Security
Front office clerical/reception

WMS Summer School:

Summer school is up and running for students going into 6th, 7th, and 8th grade next year. It is a 5-week half-day program with a focus on additional practice in math skills, reading skills, and school skills. We have a very talented and dedicated team of summer school teachers that work hard to make summer school both beneficial and enjoyable.

WMS Master Scheduling

There is a science to our master scheduling as the WMS administration works hard to meet the unique needs of all students and set them up to succeed starting on their first day. We aim to have the students' schedules released during the first week of August.

Summer Maintenance and Cleaning

The WMS custodial crew has already started the important tasks of summer cleaning and floor maintenance. Each year there are unique projects such as moving classrooms and offices or tackling projects that can't get done during the school year. Our team does a fantastic job of keeping our building safe and looking great.

Waconia High School & Activities:

In June our school offices bring a close to the school year by attending to staffing, student records, and budgets. The leadership team met in May and started planning and setting goals for the upcoming school year. The goals will be focused on the social-emotional needs of our students and staff, continuing to develop our cultural competency plans and activities, and WILD time/MTSS. Planning is underway for school events, school calendar, school schedules, upcoming school budget, and student enrollment.

We would like to welcome Jill Sabol, our new assistant principal to the high school. Ms. Sabol will begin on July 1st.

Congratulations to all of our spring activities participants on a great season and to Travis Reinhard for setting the school record in the pole vault and for being a state champion!

Community Ed:

Community Education programs are up and running this summer! Our Kids' Company has over 300 kids registered for the summer program. We are operating out of Laketown Elementary for this year. Along with all of our summer programs getting underway. We are working on our fall brochure now. It's set to go live online the first week of July.

Human Resources:

The Human Resource Team is at the peak of the hiring season. With the assistance of the district's hiring managers, we have filled many open positions, including several district and building leadership positions. We have also been busy processing the changes to the recently approved Teacher's Agreement, including retroactive pay and personal leave. The team is also promoting and fielding questions regarding the Minnesota Frontline Workers Pay Program. These applications will close on July 22nd.

Teaching & Learning:

Teaching and Learning led our end-of-year administrative retreat to celebrate all of our accomplishments from the 2021-2022 school year, take a deep dive into our Vision Card data, and refine our goals and action steps for the upcoming school year.

In June, we already had several training opportunities for faculty in preparation for the upcoming school year. They include:

- Grades 6-8 Envision Math
- Grades K-5 Amplify Science
- Hormel Gifted and Talented Symposium
- Southwest Metro Equity Summit

Congratulations to Kathy Oliphant on her retirement on June 30th after dedicating 34 years to ISD110. Sarah Klitzke has been named as her replacement as the Interim Director of Teaching and Learning. Jake Hockinson will be the new Interim Teaching and Learning Manager. Sarah and Jake will assume their new roles beginning on July 1.

Support Services:

Special education successfully finished the year. Extended School Year (ESY) has gotten underway this past week. ESY continues next week and for two more weeks in July. Some of the summer services also include Covid Recovery services which IEP teams determined to be necessary. We are grateful that our District 110 exceptional education staff continues to teach ESY.

7. **ACTION ITEMS**

7.A. Annual Mandatory Review Policies - Second Read

7.A.1. 410 Family and Medical Leave Policy
(April 2021)

410 FAMILY AND MEDICAL LEAVE POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to provide for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) and also with parenting leave under state law.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA and consistent with the requirements of the Minnesota parenting leave laws.

III. DEFINITIONS

A. “Covered active duty” means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 U.S.C. § 101(a)(13)(B).

B. “Covered servicemember” means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. “Eligible employee” means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling his or her

Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations. While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless the break is occasioned by the employee's fulfillment of his or her USERRA-covered service obligation or a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

- D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.
- E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as his or her nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.
- F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:
 - 1. a military medical treatment facility as an outpatient; or
 - 2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.
- G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:
 - 1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;
 - 2. to attend military events and related activities of a covered military

member;

3. to address issues related to childcare and school activities of a covered military member's child;
4. to address financial and legal arrangements for a covered military member;
5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or his/her child;
6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;
7. to attend post-deployment activities related to a covered military member;
8. to address parental care needs; and
9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or
2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 U.S.C. § 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined

below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

- a. birth of the employee's child and to care for such child;
 - b. placement of an adopted or foster child with the employee;
 - c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;
 - d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or
 - e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.
2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.
 3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.
 4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.
 5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:
 - a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and
 - b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred

by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

- (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or
 - (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or
 - (3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or
 - (4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.
6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.
7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular

position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.
9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.
10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.
11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.
12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

B. Twelve-week Leave under State Law

An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed by the employer. The employee may qualify if he or she has worked for the school district for at least 12 months and has worked an average number of hours per week equal to one-half of the full time equivalent during the 12-month period immediately preceding the leave. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick leave, or accrued vacation provided by the employer so that the total leave does not exceed 12 weeks, unless agreed by the employer, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the employer reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.

C. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of

kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.
3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.
4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.
5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.
6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.
7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

- A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not limited to, teachers, coaches, driver's education instructors, and special education assistants.
- B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the work days in the

leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or
 2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.
- C. Instructional employees who request continuous leave near the end of a semester may be required to extend the leave through the end of the semester. The number of weeks remaining before the end of a semester does not include scheduled school breaks, such as summer, winter, or spring break.
1. If an instructional employee begins leave for any purpose more than five weeks before the end of a semester and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the semester.
 2. If the employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a semester, the school district may require that the leave be continued until the end of the semester if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the semester.
 3. If the employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the semester and the leave will last more than five working days, school district may require the employee to continue taking leave until the end of the semester.
- D. The entire period of leave taken under the special rules will be counted as leave. The school district will continue to fulfill the school district's leave responsibilities and obligations, including the obligation to continue the employee's health insurance and other benefits, if an instructional employee's leave entitlement ends before the involuntary leave period expires.

VI. OTHER

- A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.
- B. The requirements stated in the collective bargaining agreement between employees in a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

- A. This policy shall be conspicuously posted in each school district building in areas accessible to employees.
- B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. §§ 181.940-181.944 (Parenting Leave)
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References: MSBA Service Manual, Chapter 13, School Law Bulletin “M” (Statutory Provisions Which Grant Leaves to Licensed as well as Non-Licensed School District Employees – Family and Medical Leave Act Summary)

Original Policy Adopted: May 11, 1998 / Amended: February 11, 2002/ Amended: November 9, 2009

Reviewed: April 2015 / May 2016 / June 2017 / May 2018 / December 2019 / April 2021

Independent School District No. 110

Waconia, MN 55387

7.A.2. 413 Harassment and Violence (April 2021)

413 HARASSMENT AND VIOLENCE

[Note: State law (Minn. Stat. § 121A.03) requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms with the Minnesota Human Rights Act, Minn. Stat. Ch. 363A (MHRA). This policy complies with that statutory requirement and addresses the other classifications protected by the MHRA and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not specifically required to do so by Minn. Stat. § 121A.03. The Minnesota Department of Education (MDE) is required to maintain and make available a model sexual, religious, and racial harassment policy in accordance with Minn. Stat. § 121A.03. MDE's policy differs from that of MSBA and imposes greater requirements upon school districts than required by law. For that reason, MSBA recommends the adoption of its model policy by school districts. Each school board must submit a copy of the policy the board has adopted to the Commissioner of MDE.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minn. Stat. § 363A.03, Subd. 44.]

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel include school board members, school

employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)

- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who is found to have violated this policy.

III. DEFINITIONS

- A. "Assault" is:
 - 1. an act done with intent to cause fear in another of immediate bodily harm or death;
 - 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 - 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. "Harassment" prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual's or group of individuals' race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability when the conduct:
 - 1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 - 2. has the purpose or effect of substantially or unreasonably interfering with an individual's work or academic performance; or
 - 3. otherwise adversely affects an individual's employment or academic opportunities.

C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. Protected Classifications; Definitions

1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. “Familial status” means the condition of one or more minors being domiciled with:
 - a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.

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

F. Sexual Harassment; Definition

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or
 - b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or
 - c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.
2. Sexual harassment may include, but is not limited to:
 - a. unwelcome verbal harassment or abuse;
 - b. unwelcome pressure for sexual activity;
 - c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of student(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
 - d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual’s employment or educational status;
 - e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual’s employment or educational status; or
 - f. unwelcome behavior or words directed at an individual because of sexual orientation, including gender identity or expression.

G. Sexual Violence; Definition

1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;
 - c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
 - d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, including gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or

available from the school district office, but oral reports shall be considered complaints as well.

- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.
- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the Director of Human Resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the

superintendent.¹

- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to comply with any discovery or disclosure obligations.
- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

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

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

¹ In some school districts the superintendent may be the human rights officer. If so, an alternative individual should be designated by the school board.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, and students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulations.

- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

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

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness, and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 401 (Equal Employment Opportunity)
MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Student Sex Nondiscrimination)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Policy Adopted: Nov. 12, 1990

Amended: September 13, 1993/ May 11, 1998/ Feb. 11, 2002/ March 10, 2008/ August 16, 2010/
Dec. 13, 2010/ January 2013 / June 2013 / May 2016 / April 2017 / December 2018

Reviewed: May 2018 / December 2019 / April 2021

Independent School District 110
Waconia, MN

7.A.3. 414 Mandated Reporting of Child Neglect
or Physical or Sexual Abuse (April 2021)

Adopted: _____

MSBA/MASA Model Policy 414

Orig. 1995

Revised: _____

Rev. ~~2019~~2022

414 MANDATED REPORTING OF CHILD NEGLECT OR PHYSICAL OR SEXUAL ABUSE

[Note: This policy reflects the mandatory law regarding reporting of maltreatment of minors and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. [Ch. 260E](#)§ ~~626.556~~ requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. A violation of this policy occurs when any school personnel fails to immediately report instances of child neglect or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.

III. DEFINITIONS

- A. “Accidental” means a sudden, not reasonably foreseeable, and unexpected occurrence or event ~~which~~[that](#):
 1. is not likely to occur and could not have been prevented by exercise of due care; and
 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence of event.
- B. “Child” means one under age 18 and, for purposes of Minn. Stat. Ch. 260C ([Juvenile Safety and Placement](#)) ~~Child Protection~~ and Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment), includes an individual under age 21 who is in foster care pursuant to Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18).
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.

D. “Mandated reporter” means any school personnel who knows or has reason to believe a child is being ~~neglected or physically or sexually abused~~maltreated, or has been ~~neglected or physically or sexually abused~~maltreated within the preceding three years.

E. “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child’s ability to function within a normal range of performance and behavior with due regard to the child’s culture.

EE. “Neglect” means the commission or omission of any of the acts specified below, other than by accidental means:

1. failure by a person responsible for a child’s care to supply a child with necessary food, clothing, shelter, health care, ~~medical care~~, or other care required for the child’s physical or mental health when reasonably able to do so; ~~including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;~~
2. failure to protect a child from conditions or actions that seriously endanger the child’s physical or mental health when reasonably able to do so, ~~including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;~~
3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors ~~such~~ as the child’s age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for ~~the child’s his or her~~ own basic needs or safety, or the basic needs or safety of another child in his or her care;
4. failure to ensure that a child is educated in accordance with state law, which does not include a parent’s refusal to provide his or her child with sympathomimetic medications;
5. prenatal exposure to a controlled substance as defined in state law used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child’s birth, ~~or~~ medical effects or developmental delays during the child’s first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 6, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a ~~parent or~~ person responsible for the care of the child that adversely affects the child’s basic needs and safety; or

8. emotional harm from a pattern of behavior ~~which~~that contributes to impaired emotional functioning of the child, which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

~~Neglect does not occur solely because the child's parent, guardian, or other person responsible for the child's care in good faith selects and depends upon spiritual means or prayer for treatment or care of disease or remedial care of the child in lieu of medical care. does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.~~

GF. "Nonmaltreatment mistake" ~~means~~occurs when: (1) at the time of the incident, the individual was performing duties identified in the center's child care program plan required under Minn. Rules Part 9503.0045; (2) the individual has not been determined responsible for a similar incident that resulted in a finding of maltreatment for at least seven years; (3) the individual has not been determined to have committed a similar nonmaltreatment mistake under this paragraph for at least four years; (4) any injury to a child resulting from the incident, if treated, is treated only with remedies that are available over the counter, whether ordered by a medical professional or not; and (5) except for the period when the incident occurred, the facility and the individual providing services were both in compliance with all licensing requirements relevant to the incident. This definition only applies to child care centers licensed under Minn. Rules Ch. 9503.

H. "Person responsible for the child's care" ~~means~~ (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employee or agent, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.

IG. "Physical abuse" means any physical injury, mental injury (under subdivision 13), or threatened injury (under subdivision 23), inflicted by a person responsible for the child's care on a child other than by accidental means; or any physical or mental injury that cannot reasonably be explained by the child's history of injuries, or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 125A.0942 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian ~~which~~that does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions ~~which that~~ are not reasonable and moderate include, but are not limited to, any of the following: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions ~~which that~~ result in any nonaccidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) striking a child who is at least age one but under age four on the face or head, which results in an injury; (9) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances ~~which that~~ were not prescribed for the child by a practitioner, in order to control or punish the child, or ~~giving the child~~ other substances that substantially affect the child's behavior, motor coordination, or judgment, or that result in sickness or internal injury, or ~~that~~ subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (10) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379, including, but not limited to, tying, caging, or chaining; or (11) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

JH. "Report" means any communication received by the local welfare agency, police department, county sheriff, or agency responsible for child protection pursuant to this section that describes ~~neglect or physical or sexual abuse~~ maltreatment of a child and contains sufficient content to identify the child and any person believed to be responsible for the maltreatment, neglect or abuse, if known.

KI. "School personnel" means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement, or child care services.

LJ. "Sexual abuse" means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a current or recent position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration, sexual contact, solicitation of children to engage in sexual conduct, and communication of sexually explicit materials to children. Sexual abuse also includes any act involving a minor ~~which that~~ constitutes a violation of Minnesota statutes prohibiting prostitution or use of a minor in a sexual performance. Sexual abuse includes all reports of known or suspected child sex trafficking involving a child who is identified as a victim of sex trafficking. Sexual abuse includes threatened sexual abuse which includes the status of a parent or household member who has committed a violation ~~which that~~ requires registration under Minn. Stat. § 243.166, Subd. 1b(a) or (b) (Registration of Predatory Offenders).

M. "Threatened injury" means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury.

Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has (1) subjected the child to, or failed to protect a child from, an overt act or condition that constitutes egregious harm; (2) been found to be palpably unfit; (3) committed an act that resulted in an involuntary termination of parental rights; (4) , or committed an act that resulted in the involuntary transfer of permanent legal and physical custody of a child to a relative..

- ~~K.~~ “Mental injury” means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- ~~L.~~ “Person responsible for the child's care” means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- ~~M.~~ “Threatened injury” means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. REPORTING PROCEDURES

- A. A mandated reporter ~~as defined herein~~ shall immediately report the information neglect or physical or sexual abuse, which he or she knows or has reason to believe is happening or has happened within the preceding three years, to the local welfare agency, agency responsible for assessing or investigating the report, police department, county sheriff, tribal social services agency, or tribal police department. The reporter will include his or her name and address in the report.
- B. ~~If the immediate report has been made orally~~An oral report shall be made immediately; by telephone or otherwise. ~~–~~The oral report shall be followed by a written report within 72 hours (exclusive of weekends and holidays) to the appropriate police department, the county sheriff, local welfare agency, or agency responsible for assessing assisting or investigating maltreatmentthe report. Any The written report shall be of sufficient content to identify the child, any person believed to be responsible for the ~~abuse or neglect~~maltreatment of the child if the person is known, the nature and extent of the ~~abuse or neglect~~maltreatment, and the name and address of the reporter.

- C. Regardless of whether a report is made, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident has occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.
- D. A mandated reporter who knows or has reason to know of the deprivation of [custodial or](#) parental rights or the kidnapping of a child shall report the information to the local police department or the county sheriff.
- E. With the exception of a health care professional or a social service professional who is providing the woman with prenatal care or other health care services, a mandated reporter shall immediately report to the local welfare agency if the person knows or has reason to believe that a woman is pregnant and has used a controlled substance for a nonmedical purpose during the pregnancy, including, but not limited to, tetrahydrocannabinol, or has consumed alcoholic beverages during the pregnancy in any way that is habitual or excessive.
- F. A person mandated by Minnesota law and this policy to report who fails to report may be subject to criminal penalties and/or discipline, up to and including termination of employment.
- [G. An employer of a mandated reporter shall not retaliate against the person for reporting in good faith maltreatment against a child with respect to whom a report is made, because of the report.](#)
- ~~G. Submission of a good faith report under Minnesota law and this policy will not adversely affect the reporter's employment, or the child's access to school.~~
- H. Any person who knowingly or recklessly makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury, [plus costs and reasonable attorney fees.](#) ~~and the reckless~~ [Knowingly or recklessly](#) making ~~of~~ a false report [also](#) may result in discipline. ~~The court may also award attorney's fees.~~

[Note: The Minnesota Department of Education (MDE) is responsible for assessing or investigating allegations of child maltreatment in schools. Although a report may be made to any of the agencies listed in Section IV. A., above, and there is no requirement to file more than one report, if the initial report is not made to MDE, it would be helpful to MDE if schools also report to MDE.]

V. INVESTIGATION

- A. The responsibility for [assessing or](#) investigating reports of suspected [maltreatment neglect or physical or sexual abuse rests rests](#) with the appropriate [state](#), county,

~~state,~~ or local agency or agencies. The agency responsible for assessing or investigating reports of ~~child~~-maltreatment has the authority to interview the child, the person or persons responsible for the child's care, the alleged ~~perpetrator/offender~~, and any other person with knowledge of the ~~abuse or neglect maltreatment~~ for the purpose of gathering ~~the~~ facts, assessing safety and risk to the child, and formulating a plan. The investigating agency may interview the child at school. The interview may take place outside the presence of ~~the alleged offender or parent, legal guardian, or a~~ school official. The investigating agency, not the school, is responsible for either notifying or withholding notification of the interview to the parent, guardian, or person responsible for the child's care. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notification or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation or assessment has been concluded.

- B. When the investigating agency determines that an interview should take place on school property, written notification of intent to interview the child on school property ~~will~~must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct an interview on school property.
- C. Except where the alleged ~~perpetrator-offender~~ is believed to be a school official or employee, the time and place, and manner of the interview on school premises shall be within the discretion of school officials, but the local welfare or law enforcement agency shall have the exclusive authority to determine who may attend the interview. The conditions as to time, place, and manner of the interview set by the school officials shall be reasonable, and the interview shall be conducted not more than 24 hours after the receipt of the notification unless another time is considered necessary by agreement between the school officials and the local welfare or law enforcement agency. Every effort must be made to reduce the disruption of the educational program of the child, other students, or school employees when an interview is conducted on school premises.
- D. Where the alleged ~~perpetrator-offender~~ is believed to be a school official or employee, the school district shall conduct its own investigation independent of MDE and, if involved, the local welfare or law enforcement agency.
- E. Upon request by MDE, the school district shall provide all requested data that are relevant to a report of maltreatment and are in the possession of a school facility, pursuant to an assessment or investigation of a maltreatment report of a student in school. The school district shall provide the requested data in accordance with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13, and the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g.

VI. MAINTENANCE OF SCHOOL RECORDS CONCERNING ABUSE OR POTENTIAL ABUSE

- A. When a local welfare or local law enforcement agency determines that a potentially abused or abused child should be interviewed on school property, written notification of the agency's intent to interview on school property must be received by school officials prior to the interview. The notification shall include the name of the child to be interviewed, the purpose of the interview, and a reference to the statutory authority to conduct the interview. The notification shall be private data. School officials may not disclose to the parent, legal custodian, or guardian the contents of the notice or any other related information regarding the interview until notified in writing by the local welfare or law enforcement agency that the investigation has been concluded.
- B. All records regarding a report of maltreatment, including any notification of intent to interview which was received by the school as described above in Paragraph A., shall be destroyed by the school only when ordered by the agency conducting the investigation or by a court of competent jurisdiction.

VII. PHYSICAL OR SEXUAL ABUSE AS SEXUAL HARASSMENT OR VIOLENCE

Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

VIII. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks.
- B. The school district will develop a method of discussing this policy with school personnel.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.58 (Corporal Punishment)
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
Minn. Stat. § 125A.0942 (Standards for Restrictive Procedures)
Minn. Stat. § 243.166, Subd. 1b(a)(b) (Registration of Predatory Offenders)
Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
Minn. Stat. § 260C.007, Subd. 6, Clause (5) (Child in Need of Protection)
Minn. Stat. § 260C.451 (Foster Care Benefits Past Age 18)
Minn. Stat. Ch. 260D (Child in Voluntary Foster Care for Treatment)
[Minn. Stat. Ch. 260E \(Reporting of Maltreatment of Minors\)](#)
Minn. Stat. § 609.02, Subd. 6 (Definitions – Dangerous Weapon)
Minn. Stat. § 609.341, Subd. 10 (Definitions – Position of Authority)
Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)
Minn. Stat. § 609.379 (Reasonable Force)
[Minn. Stat. § 626.556 et seq. \(Reporting of Maltreatment of Minors\)](#)
~~[Minn. Stat. § 626.5561 \(Reporting of Prenatal Exposure to Controlled](#)~~

[Substances\)](#)

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

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)

7.A.4. 415 Mandated Reporting of Maltreatment of
Vulnerable Adults (April 2021)

415 MANDATED REPORTING OF MALTREATMENT OF VULNERABLE ADULTS

[Note: This policy reflects the mandatory law regarding reporting maltreatment of vulnerable adults and is not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected maltreatment of vulnerable adults.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to fully comply with Minn. Stat. § 626.557 requiring school personnel to report suspected maltreatment of vulnerable adults.
- B. A violation of this policy occurs when any school personnel fails to report suspected maltreatment of vulnerable adults when the school personnel has reason to believe that a vulnerable adult is being or has been maltreated, or has knowledge that a vulnerable adult has sustained a physical injury which is not reasonably explained.

III. DEFINITIONS

- A. “Mandated Reporters” means any school personnel who has reason to believe that a vulnerable adult is being or has been maltreated.
- B. “Maltreatment” means the neglect, abuse, or financial exploitation of a vulnerable adult.
- C. “Neglect” means the failure or omission by a caregiver to supply a vulnerable adult with care or services, including but not limited to, food, clothing, shelter, health care, or supervision which is: (1) reasonable and necessary to obtain or maintain the vulnerable adult’s physical or mental health or safety, considering the physical and mental capacity or dysfunction of the vulnerable adult; and (2) which is not the result of an accident or therapeutic conduct. Neglect also includes the absence or likelihood of absence of care or services, including but not limited to, food, clothing, shelter, health care, or supervision necessary to maintain the physical and mental health of the vulnerable adult which a reasonable person would deem essential to obtain or maintain the vulnerable adult’s health, safety, or comfort considering the physical or mental capacity or dysfunction of the vulnerable adult. Neglect does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 17.
- D. “Abuse” means: (a) An act against a vulnerable adult that constitutes a violation of, an attempt to violate, or aiding and abetting a violation of: (1) assault in the first through fifth degrees as defined in sections 609.221 to 609.224; (2) the use of drugs to injure or facilitate crime as defined in section 609.235; (3) the solicitation,

inducement, and promotion of prostitution as defined in section 609.322; and (4) criminal sexual conduct in the first through fifth degrees as defined in sections 609.342 to 609.3451. A violation includes any action that meets the elements of the crime, regardless of whether there is a criminal proceeding or conviction. (b) Conduct which is not an accident or therapeutic conduct as defined in this section, which produces or could reasonably be expected to produce physical pain or injury or emotional distress including, but not limited to, the following: (1) hitting, slapping, kicking, pinching, biting, or corporal punishment of a vulnerable adult; (2) use of repeated or malicious oral, written, or gestured language toward a vulnerable adult or the treatment of a vulnerable adult which would be considered by a reasonable person to be disparaging, derogatory, humiliating, harassing, or threatening; (3) use of any aversive or deprivation procedure, unreasonable confinement, or involuntary seclusion, including the forced separation of the vulnerable adult from other persons against the will of the vulnerable adult or the legal representative of the vulnerable adult; and (4) use of any aversive or deprivation procedures for persons with developmental disabilities or related conditions not authorized under section 245.825. (c) Any sexual contact or penetration as defined in section 609.341, between a facility staff person or a person providing services in the facility and a resident, patient, or client of that facility. (d) The act of forcing, compelling, coercing, or enticing a vulnerable adult against the vulnerable adult's will to perform services for the advantage of another. Abuse does not include actions specifically excluded by Minn. Stat. § 626.5572, Subd. 2.

- E. "Financial Exploitation" means a breach of a fiduciary duty by an actor's unauthorized expenditure of funds entrusted to the actor for the benefit of the vulnerable adult or by an actor's failure to provide food, clothing, shelter, health care, therapeutic conduct or supervision, the failure of which results or is likely to result in detriment to the vulnerable adult. Financial exploitation also includes: the willful use, withholding or disposal of funds or property of a vulnerable adult; the obtaining of services for wrongful profit or advantage which results in detriment to the vulnerable adult; the acquisition of a vulnerable adult's funds or property through undue influence, harassment, duress, deception or fraud; and the use of force, coercion, or enticement to cause a vulnerable adult to perform services against the vulnerable adult's will for the profit or advantage of another.
- F. "Vulnerable Adult" means any person 18 years of age or older who: (1) is a resident or inpatient of a facility; (2) receives services required to be licensed under Minn. Stat. Ch. 245A, except as excluded under Minn. Stat. § 626.5572, Subd. 21(a)(2); (3) receives services from a licensed home care provider or person or organization that offers, provides, or arranges for personal care assistance services under the medical assistance program; or (4) regardless of residence or type of service received possesses a physical or mental infirmity or other physical, mental, or emotional dysfunction that impairs the individual's ability to adequately provide the person's own care without assistance or supervision and, because of the dysfunction or infirmity and need for care or services, has an impaired ability to protect the individual's self from maltreatment.
- G. "Caregiver" means an individual or facility who has responsibility for the care of a

vulnerable adult as a result of a family relationship, or who has assumed responsibility for all or a portion of the care of a vulnerable adult voluntarily, by contract, or by agreement.

- H. “School Personnel” means professional employees or their delegates of the school district engaged in providing health, educational, social, psychological, law enforcement, or other caretaking services of vulnerable adults.
- I. “Immediately” means as soon as possible, but no longer than 24 hours from the time initial knowledge that the incident occurred has been received.

IV. REPORTING PROCEDURES

- A. A mandated reporter as defined herein shall immediately report the suspected maltreatment to the common entry point responsible for receiving reports.
- B. Whenever a mandated reporter, as defined herein, knows or has reason to believe that an individual made an error in the provision of therapeutic conduct to a vulnerable adult which results in injury or harm, which reasonably requires the care of a physician, such information shall be reported immediately to the designated county agency. The mandated reporter also may report a belief that the error did not constitute neglect and why the error does not constitute neglect.
- C. The reporter shall to the extent possible identify the vulnerable adult, the caregiver, the nature and extent of the suspected maltreatment, any evidence of previous maltreatment, the name and address of the reporter, the time, date, and location of the incident, and any other information that the reporter believes might be helpful in investigating the suspected abuse or neglect. A mandated reporter may disclose *not public data* as defined under Minn. Stat. § 13.02 to the extent necessary to comply with the above reporting requirements.
- D. A person mandated to report suspected maltreatment of a vulnerable adult who negligently or intentionally fails to report is liable for damages caused by the failure. A negligent or intentional failure to report may result in discipline. A mandatory reporter who intentionally fails to make a report, who knowingly provides false or misleading information in reporting, or who intentionally fails to provide all the material circumstances surrounding the reported incident may be guilty of a misdemeanor.
- E. Retaliation against a person who makes a good faith report under Minnesota law and this policy, or against vulnerable adult who is named in a report is prohibited.
- F. Any person who intentionally makes a false report under the provisions of applicable Minnesota law or this policy shall be liable in a civil suit for any actual damages suffered by the person or persons so reported and for any punitive damages set by the court or jury. The intentional making of a false report may result in discipline.

V. INVESTIGATION

The responsibility for investigating reports of suspected maltreatment of a vulnerable adult rests with the entity designated by the county for receiving reports.

VI. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall appear in school personnel handbooks where appropriate.
- B. The school district will develop a method of discussing this policy with employees where appropriate.
- C. This policy shall be reviewed at least annually for compliance with state law.

Legal References: Minn. Stat. § 13.02 (Collection, Security, and Dissemination of Records; Definitions)
Minn. Stat. § 245.825 (Aversive and Deprivation Procedures; Licensed Facilities and Services)
Minn. Stat. §§ 609.221-609.224 (Assault)
Minn. Stat. § 609.234 (Crimes Against the Person)
Minn. Stat. § 609.235 (Use of Drugs to Injure or Facilitate Crime)
Minn. Stat. § 609.322 (Solicitation, Inducement, and Promotion of Prostitution; Sex Trafficking)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. §§ 609.342-609.3451 (Criminal Sexual Conduct)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Stat. § 626.5572 (Definitions)
In re Kleven, 736 N.W.2d 707 (Minn. App. 2007)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)

Policy Adopted: May 11, 1998 Revised: August 9, 1999, July 18, 2005, June 2011
Reviewed: April 2015, May 2016, April 2017, May 2018, December 2019, April 2021
Independent School District No. 110
Waconia, MN

7.A.5. 506 Student Discipline (April 2021)

506 STUDENT DISCIPLINE

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy. Each school has handbook to explain disciplinary procedures.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked with the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice. They are expected to cooperate with school authorities and to participate regarding the behavior of their children.
- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.

- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;
- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and

- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school district's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;
 - 8. Using, possessing, or distributing tobacco or tobacco paraphernalia;
 - 9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;

10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority, cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;
21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Possession of nuisance devices or objects which cause distractions and may facilitate cheating including, but not limited to, pagers, radios, and

- phones, including picture phones;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
 24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
 25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
 26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
 27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
 28. Possession or distribution of slanderous, libelous, or pornographic materials;
 29. Violation of the school district' Bullying Prohibition Policy;
 30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
 31. Criminal activity;
 32. Falsification of any records, documents, notes, or signatures;
 33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;
 34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of picture phones or other technology to accomplish this end;
 35. Impertinent or disrespectful language toward teachers or other school district personnel;
 36. Violation of the school district's Harassment and Violence Policy;

37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of language that is discriminatory, abusive, obscene, threatening, intimidating, or that degrades other people;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
45. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's

misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;
- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Saturday school;
- S. Expulsion under the Pupil Fair Dismissal Act;

- T. Exclusion under the Pupil Fair Dismissal Act; and/or
- U. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and government of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as conferring with the student, using positive reinforcement, assigning detention or other consequences, or contacting the student's parents. When such measures fail, or when the teacher determines it is otherwise appropriate based upon the student's conduct, the teacher shall have the authority to remove the student from class pursuant to the procedures established by this discipline policy. "Removal from class" and "removal" mean any actions taken by a teacher, principal, or other school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher's ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration, requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

A student must be removed from class immediately if the student engages in assault or violent behavior. "Assault" is an act done with intent to cause fear in another of immediate bodily harm or death; or the intentional infliction of, or attempt to inflict, bodily harm upon another. The removal from class shall be for a period of time deemed appropriate by the principal, in consultation with the teacher.

- B. If a student is removed from class more than ten (10) times in a school year, the school district shall notify the parent or guardian of the student's tenth removal

from class and make reasonable attempts to convene a meeting with the student's parent or guardian to discuss the problem that is causing the student to be removed from class.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. "Suspension" means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student's total days of removal from school exceed ten (10)

cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student's parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian's expense. The purpose of this meeting is to attempt to determine the student's need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.

3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.
4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning

center under Minn. Stat. § 123A.05 selected to allow the student to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.

6. The school administration shall not suspend a student from school without an informal administrative conference with the student. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, do one or more of the following:
 - a. strongly encourage a parent or guardian of the student to attend school with the student for one day;
 - b. assign the student to attend school on Saturday as supervised by the principal or the principal's designee; and
 - c. petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference. (See attached sample Notice of Suspension.)
9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.

11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).
6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.

8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.
14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the

opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.

18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

In addition, the school district must report, through the MDE electronic reporting system, each physical assault of a school district employee by a student within thirty (30) days of the assault. This report must include a statement of the alternative educational services or other sanction, intervention, or resolution given to the student in response to the assault and the reason for, the effective date, and the duration of the exclusion or expulsion or other sanction, intervention, or resolution. The report must also include the student's age, grade, gender, race, and special education status.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. DISABLED STUDENTS

Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.

Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was (i) caused by or had a direct and substantial relationship to the child's disability and (ii) whether the child's conduct was a direct result of a failure to implement the child's IEP. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the

definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy in such manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)

MSBA/MASA Model Policy 501 (School Weapons)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks,
Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 503 (Student Attendance)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored
Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety
Policy)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 526 (Hazing Prohibition)
MSBA/MASA Model Policy 527 (Student Use and Parking of Motor
Vehicles; Patrols, Inspections, and Searches)
MSBA/MASA Model Policy 610 (Field Trips)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on
Buses)

Policy Adopted: November 2005

Revised: November 2009 / May 2012 / June 2015/ May 2016 / October 2017

Reviewed: June 2018/ April 2021

Independent School District No. 110
Waconia MN

7.A.6. 514 Bullying Prohibition Policy (April
2021)

Adopted: _____

MSBA/MASA Model Policy 514

Orig. 2003

Revised: _____

Rev. 2022~~14~~

514 BULLYING PROHIBITION POLICY

[Note: School districts are required by statute to have a policy addressing bullying.]

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

- A. An act of bullying, by either an individual student or a group of students, is expressly prohibited on school premises, on school district property, at school functions or activities, or on school transportation. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying. This policy also applies to any student whose conduct at any time or in any place constitutes bullying or other prohibited conduct that interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student or other students, or materially and substantially interferes with a student's educational opportunities or performance or ability to participate in school functions or activities or receive school benefits, services, or privileges. This policy also applies to an act of cyberbullying regardless of whether such act is committed on or off school district property and/or with or without the use of school district resources.
- B. No teacher, administrator, volunteer, contractor, or other employee of the school district shall permit, condone, or tolerate bullying.
- C. Apparent permission or consent by a student being bullied does not lessen or negate the prohibitions contained in this policy.
- D. Retaliation against a victim, good faith reporter, or a witness of bullying is

prohibited.

- E. False accusations or reports of bullying against another student are prohibited.
- F. A person who engages in an act of bullying, reprisal, retaliation, or false reporting of bullying or permits, condones, or tolerates bullying shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures, including the school district's discipline policy (See MSBA/MASA Model Policy 506). The school district may take into account the following factors:
 - 1. The developmental ages and maturity levels of the parties involved;
 - 2. The levels of harm, surrounding circumstances, and nature of the behavior;
 - 3. Past incidences or past or continuing patterns of behavior;
 - 4. The relationship between the parties involved; and
 - 5. The context in which the alleged incidents occurred.

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

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

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

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

III. DEFINITIONS

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

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

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

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

- B. "Cyberbullying" means bullying using technology or other electronic communication, including, but not limited to, a transfer of a sign, signal, writing, image, sound, or data, including a post on a social network Internet website or forum, transmitted through a computer, cell phone, or other electronic device. The term applies to prohibited conduct which occurs on school premises, on school district property, at school functions or activities, on school transportation, or on school computers, networks, forums, and mailing lists, or off school premises to the extent that it substantially and materially disrupts student learning or the school environment.
- C. "Immediately" means as soon as possible but in no event longer than 24 hours.
- D. "Intimidating, threatening, abusive, or harming conduct" means, but is not limited to, conduct that does the following:
1. Causes physical harm to a student or a student's property or causes a student to be in reasonable fear of harm to person or property;
 2. Under Minnesota common law, violates a student's reasonable expectation of privacy, defames a student, or constitutes intentional infliction of emotional distress against a student; or
 3. Is directed at any student or students, including those based on a person's actual or perceived race, ethnicity, color, creed, religion, national origin, immigration status, sex, marital status, familial status, socioeconomic status, physical appearance, sexual orientation including gender identity and expression, academic status related to student performance, disability, or status with regard to public assistance, age, or any additional characteristic defined in the Minnesota Human Rights Act (MHRA). However, prohibited conduct need not be based on any particular characteristic defined in this paragraph or the MHRA.
- E. "On school premises, on school district property, at school functions or activities, or on school transportation" means all school district buildings, school grounds, and school property or property immediately adjacent to school grounds, school bus stops, school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes, the area of entrance or departure from school grounds, premises, or events, and all school-related functions, school-

sponsored activities, events, or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting bullying at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events.

- F. "Prohibited conduct" means bullying or cyberbullying as defined in this policy or retaliation or reprisal for asserting, alleging, reporting, or providing information about such conduct or knowingly making a false report about bullying.
- G. "Remedial response" means a measure to stop and correct prohibited conduct, prevent prohibited conduct from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of prohibited conduct.
- H. "Student" means a student enrolled in a public school or a charter school.

IV. REPORTING PROCEDURE

- A. Any person who believes he or she has been the target or victim of bullying or any person with knowledge or belief of conduct that may constitute bullying or prohibited conduct under this policy shall report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report bullying anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or building supervisor of each building or available in the school district office, but oral reports shall be considered complaints as well.
- C. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving reports of bullying or other prohibited conduct at the building level. Any person may report bullying or other prohibited conduct directly to a school district human rights officer or the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.

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

- D. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might

include bullying. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute bullying or other prohibited conduct shall make reasonable efforts to address and resolve the bullying or prohibited conduct and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute bullying or other prohibited conduct or who fail to make reasonable efforts to address and resolve the bullying or prohibited conduct in a timely manner may be subject to disciplinary action.

- E. Reports of bullying or other prohibited conduct are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law. The building report taker, in conjunction with the responsible authority, shall be responsible for keeping and regulating access to any report of bullying and the record of any resulting investigation.
- F. Submission of a good faith complaint or report of bullying or other prohibited conduct will not affect the complainant's or reporter's future employment, grades, work assignments, or educational or work environment.
- G. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's obligation to investigate, take appropriate action, and comply with any legal disclosure obligations.

V. SCHOOL DISTRICT ACTION

- A. Within three days of the receipt of a complaint or report of bullying or other prohibited conduct, the school district shall undertake or authorize an investigation by the building report taker or a third party designated by the school district.
- B. The building report taker or other appropriate school district officials may take immediate steps, at their discretion, to protect the target or victim of the bullying or other prohibited conduct, the complainant, the reporter, and students or others, pending completion of an investigation of the bullying or other prohibited conduct, consistent with applicable law.
- C. The alleged perpetrator of the bullying or other prohibited conduct shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- D. Upon completion of an investigation that determines that bullying or other prohibited conduct has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited conduct. Remedial responses to the bullying or other prohibited conduct shall be tailored to the particular incident and nature of the conduct and shall take into account the factors specified in Section II.F. of this

policy. School district action taken for violation of this policy will be consistent with the requirements of applicable collective bargaining agreements; applicable statutory authority, including the Minnesota Pupil Fair Dismissal Act; the student discipline policy (See MSBA/MASA Model Policy 506) and other applicable school district policies; and applicable regulations.

- E. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of students who are targets of bullying or other prohibited conduct and the parent(s) or guardian(s) of alleged perpetrators of bullying or other prohibited conduct who have been involved in a reported and confirmed bullying incident of the remedial or disciplinary action taken, to the extent permitted by law.
- F. In order to prevent or respond to bullying or other prohibited conduct committed by or directed against a child with a disability, the school district shall, when determined appropriate by the child's individualized education program (IEP) team or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in bullying or other prohibited conduct.

VI. RETALIATION OR REPRISAL

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

VII. TRAINING AND EDUCATION

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

materials, and publications on school rules, procedures, and standards of conduct, which materials shall also be used to publicize this policy.

- B. The school district shall require ongoing professional development, consistent with ~~Minn. Stat. §~~Minnesota Statutes section 122A.60, to build the skills of all school personnel who regularly interact with students to identify, prevent, and appropriately address bullying and other prohibited conduct. Such professional development includes, but is not limited to, the following:
1. Developmentally appropriate strategies both to prevent and to immediately and effectively intervene to stop prohibited conduct;
 2. The complex dynamics affecting a perpetrator, target, and witnesses to prohibited conduct;
 3. Research on prohibited conduct, including specific categories of students at risk for perpetrating or being the target or victim of bullying or other prohibited conduct in school;
 4. The incidence and nature of cyberbullying; and
 5. Internet safety and cyberbullying.
- C. The school district annually will provide education and information to students regarding bullying, including information regarding this school district policy prohibiting bullying, the harmful effects of bullying, and other applicable initiatives to prevent bullying and other prohibited conduct.
- D. The administration of the school district is directed to implement programs and other initiatives to prevent bullying, to respond to bullying in a manner that does not stigmatize the target or victim, and to make resources or referrals to resources available to targets or victims of bullying.
- E. The administration is encouraged to provide developmentally appropriate instruction and is directed to review programmatic instruction to determine if adjustments are necessary to help students identify and prevent or reduce bullying and other prohibited conduct, to value diversity in school and society, to develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to, and reporting bullying or other prohibited conduct, and to make effective prevention and intervention programs available to students.

The administration must establish strategies for creating a positive school climate and use evidence-based social-emotional learning to prevent and reduce discrimination and other improper conduct.

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

1. Engage all students in creating a safe and supportive school environment;
 2. Partner with parents and other community members to develop and implement prevention and intervention programs;
 3. Engage all students and adults in integrating education, intervention, and other remedial responses into the school environment;
 4. Train student bystanders to intervene in and report incidents of bullying and other prohibited conduct to the schools' primary contact person;
 5. Teach students to advocate for themselves and others;
 6. Prevent inappropriate referrals to special education of students who may engage in bullying or other prohibited conduct; and
 7. Foster student collaborations that, in turn, foster a safe and supportive school climate.
- F. The school district may implement violence prevention and character development education programs to prevent or reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, and resourcefulness.
- G. The school district shall inform affected students and their parents of rights they may have under state and federal data practices laws to obtain access to data related to an incident and their right to contest the accuracy or completeness of the data. The school district may accomplish this requirement by inclusion of all or applicable parts of its protection and privacy of pupil records policy (See MSBA/MASA Model Policy 515) in the student handbook.

VIII. NOTICE

- A. The school district will give annual notice of this policy to students, parents or guardians, and staff, and this policy shall appear in the student handbook.
- B. This policy or a summary thereof must be conspicuously posted in the administrative offices of the school district and the office of each school.
- C. This policy must be given to each school employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- D. Notice of the rights and responsibilities of students and their parents under this policy must be included in the student discipline policy (See MSBA/MASA Model

Policy 506) distributed to parents at the beginning of each school year.

- E. This policy shall be available to all parents and other school community members in an electronic format in the language appearing on the school district's or a school's website.
- F. The school district shall provide an electronic copy of its most recently amended policy to the Commissioner of Education.

IX. POLICY REVIEW

To the extent practicable, the school board shall, on a cycle consistent with other school district policies, review and revise this policy. The policy shall be made consistent with Minn. Stat. § 121A.031 and other applicable law. Revisions shall be made in consultation with students, parents, and community organizations.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.05, Subds. 9, 11, 13, and 17 (Definition of Public School)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.03 (Sexual, Religious and Racial Harassment and Violence)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.0311 (Notice of Rights and Responsibilities of Students and Parents under the Safe and Supportive Minnesota Schools Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. Ch. 124E (Charter School)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1 - 99.67 (Family Educational Rights and Privacy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
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 423 (Employee-Student Relationships)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
~~MSBA/MASA Model Policy 522~~ [MSBA/MASA Model Policy 522 \(Title IX Sex](#)

Nondiscrimination Policy~~Student Sex Nondiscrimination~~)

MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)

MSBA/MASA Model Policy 525 (Violence Prevention)

MSBA/MASA Model Policy 526 (Hazing Prohibition)

MSBA/MASA Model Policy 529 (Staff Notification of Violent Behavior by Students)

MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)

MSBA/MASA Model Policy 711 (Video Recording on School Buses)

MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

7.A.7. 522 Student Sex Nondiscrimination (April
2021)

522 STUDENT SEX NONDISCRIMINATION

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to provide equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.
- B. It is the responsibility of every school district employee to comply with this policy.
- C. The school board hereby designates Sonya Sailer, Director of Human Resources, [District Office, 512 Industrial Blvd, Waconia, MN 55387 and 952-442-0600] as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- D. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

III. REPORTING GRIEVANCE PROCEDURES

- A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer

or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates the Superintendent or designee as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.

[Note: In some school districts, the Title IX coordinator and human rights officer may be the same. If so, a school district need only insert "its Title IX coordinator" in the blank without designating a name, office address, and telephone number which are provided elsewhere in the policy. If they are different, or if more than one human rights officer is designated, this information should be inserted and kept up to date. Also, in some school districts, the superintendent may be the designated human rights officer. If so, an alternative individual should be designated by the school board for complaints involving the superintendent.]

- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take

appropriate action, and to conform with any discovery or disclosure obligations.

IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

VI. REPRISAL

The school district will discipline or take appropriate action against any pupil, teacher, administrator or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists or participates in an investigation, or who testifies, assists or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

VIII. DISSEMINATION OF POLICY AND EVALUATION

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

Legal References: Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Policy Adopted: July 2003
Revised: January 2006/May 2010/April 2015
Reviewed: May 2016 / June 2017/ May 2018/ April 2021

Independent School District #110
Waconia, MN

7.A.8. 524 Internet Acceptable Use and Safety
Policy (Jan 2022)

524 INTERNET ACCEPTABLE USE AND SAFETY POLICY

[Note: School districts are required by statute to have a policy addressing these issues.]

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

A. While not an exhaustive list, the following uses of the school district system and

Internet resources or accounts are considered unacceptable:

1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;
 - d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the

individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.

- a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
- b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," and "Reddit," and similar websites or applications.
7. Users must keep all account information and passwords on file with the designated school district official. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records

on the school district system may not be encrypted without the permission of appropriate school authorities.

8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement. Users will not use the school district system to purchase goods or services for personal use without authorization from the appropriate school district official.
 10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.
- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an

assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

[Note: School districts that receive certain federal funding, such as e-rate discounts, for purposes of Internet access and connection services and/or receive funds to purchase Internet accessible computers are subject to the federal Children’s Internet Protection Act, effective in 2001. This law requires school districts to adopt an Internet safety policy that contains the provisions set forth below. Also, the Act requires such school districts to provide reasonable notice and hold at least one public hearing or meeting to address the proposed Internet safety policy prior to its implementation. School districts that do not seek such federal financial assistance need not adopt the alternative language set forth below nor meet the requirements with respect to a public meeting to review the policy. The following alternative language for school districts that seek such federal financial assistance satisfies both state and federal law requirements.]

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
 - 1. Obscene;
 - 2. Child pornography; or
 - 3. Harmful to minors.
- B. The term “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:
 - 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 - 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 - 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.
- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent

may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.

- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

[Note: Although school districts are not required to adopt the more restrictive provisions contained in either Alternative No. 2 or No. 3 if they do not seek state or federal funding, they may choose to adopt the more restrictive provisions as a matter of school policy.]

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure or discovery under Minnesota Statutes Chapter 13 (the Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.
- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
 - 1. Notification that Internet use is subject to compliance with school district policies.
 - 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.

- d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data, and Protection and Privacy of Pupil Records Policy.
7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.
8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to

exercise this option.

4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
5. A statement that the school district's acceptable use policy is available for parental review.

XIII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
17 U.S.C. § 101 *et seq.* (Copyrights)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 125B.15 (Internet Access for Students)
Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S., 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503, (1969)
United States v. Amer. Library Assoc., 539 U.S. 194, (2003)
Doninger v. Niehoff, 527 F.3d 41 (2nd Cir. 2008)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F. Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 604 (Instructional Curriculum)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 806 (Crisis Management Policy)
MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Policy Adopted: January 2008

Policy Revised: May 2016 / June 2017/ Jan. 2021/April 2021 / revised January 2022

Independent School District No. 110
Waconia, MN

7.A.9. 616 School District System Accountability
(April 2021)

Adopted: _____

MSBA/MASA Model Policy 616

Orig. 1997

Revised: _____

Rev. 202219

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process ~~which that~~ promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law ~~will requires~~ a new level of accountability for the school district. The school district ~~will established~~ a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also ~~will established~~ a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

- A. “Credit” means a student’s successful completion of an academic year of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and locally adopted content standards or Minnesota K-12 Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. School District Goals

1. The school board has established school district-wide goals ~~which that~~ provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
2. The Advisory Committee ~~is will be~~ established by the school board to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.
3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

[Insert Local Cycle in this space]

C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

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

D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
 - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
 - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
 - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
 - d. Advising the school board about development of the annual budget.

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

4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:
 - a. The Director of Curriculum (or similar educational leader)
 - b. Principal
 - c. School Board Member
 - d. Student Representative
 - e. One teacher from each building or instructional level
 - f. Two parents from each building or instructional level
 - g. Two residents without school-aged children, non-representative of local business or industry
 - h. Two residents representative of local business or industry

- i. District Assessment Coordinator (if different from “a.” above)

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

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

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

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

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

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

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

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

- F. Reporting

1. Consistent with ~~Minn. Stat. §~~Minnesota Statutes section 120B.36, Subd. 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world’s best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with

school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce)
Minn. Stat. § 120B.35 (Student Academic Achievement Levels and Growth)
Minn. Stat. § 120B.36 (School Accountability; ~~Appeals Process~~)
Minn. Stat. § 122A.40, ~~Subd. 8~~ (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, ~~Subd. 5~~ (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreement; Other Agreements Agreement)
Minn. Stat. § 123B.147, ~~Subd. 3~~ (Principals)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 ~~00-3501.0815~~ (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:

MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory

and High School Standards)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

7.A.10. 806 Crisis Management Policy (Aug 2021)

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for school district administration, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. The step-by-step procedures suggested by this Policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation.

The school district will, to the extent possible, engage in ongoing emergency planning within the school district and with emergency responders and other relevant community organizations. The school district will ensure that relevant emergency responders in the community have access to their building-specific crisis management plans and will provide training to school district staff to enable them to act appropriately in the event of a crisis.

II. GENERAL INFORMATION

A. The Policy and Plans

The school district's Crisis Management Policy has been created in consultation with local community response agencies and other appropriate individuals and groups that would likely be involved in the event of a school emergency. It is designed so that each building administrator has tailored building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall maintain tailored building-specific crisis management plans. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Such crisis management plans shall be presented to the school board yearly. This Policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

All general crisis procedures will address specific procedures for the safe evacuation of children and employees with special needs such as physical, sensory, motor, developmental, and mental health challenges.

- a. Lock-Down Procedures. Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in

the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

b. Evacuation Procedures. Evacuations of classrooms and buildings shall be implemented at the discretion of the building administrator or his or her designee. Each building's crisis management plan will include procedures for transporting students and staff a safe distance from harm to a designated safe area until released by the building administrator or designee. Safe areas may change based upon the specific emergency situation. The evacuation procedures should include specific procedures for children with special needs, including children with limited mobility (wheelchairs, braces, crutches, etc.), visual impairments, hearing impairments, and other sensory, developmental, or mental health needs. The evacuation procedures should also address transporting necessary medications for students that take medications during the school day.

c. Sheltering Procedures. Sheltering provides refuge for students, staff, and visitors within the school building during an emergency. Shelters are safe areas that maximize the safety of inhabitants. Safe areas may change based upon the specific emergency. The building administrator or his or her designee will announce the need for sheltering over the public address system or other designated system. Each building administrator will submit sheltering procedures for his or her building as part of the building-specific crisis management plan.

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to tailor response procedures when creating building-specific crisis management plans.

3. School Emergency Response Teams

- a. Composition. The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and his or her alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office.
- b. Leaders. The building administrator or his or her designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When emergency response officials are present, they may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees. Teachers generally have the most direct contact with students on a day-to-day basis. As a result, they must be aware of their role in responding to crisis situations. This also applies to non-teaching school personnel who have direct contact with students. All staff shall be aware of the school district's Crisis Management Policy and their own building's crisis management plan. Each school's building-specific crisis management plan shall include the method and dates of dissemination of the plan to its staff. Employees will receive a copy of the relevant

building-specific crisis management plans and shall receive periodic training on plan implementation.

2. Students and Parents. Students and parents shall be made aware of the school district's Crisis Management Policy and relevant tailored crisis management plans for each school building. Each school district's building-specific crisis management plan shall set forth how students and parents are made aware of the district and school-specific plans. Students shall receive specific instruction on plan implementation and shall participate in a required number of drills and practice sessions throughout the school year.

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)
2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early

in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrator will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.

5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

Recovery Team

Recovery is an important part of a district emergency plan. Core team members are key administrators, and, depending on the incident, may include all or some of the following: superintendent; communications; human resources; business and finance; buildings and grounds; teaching and learning; student support services.

1. Physical/structural recovery

Ensuring the safety and usability of a building is the primary goal of physical and structural recovery. Physical damages must be assessed to determine the cost and feasibility of repairing or replacing structures or contents. Building and grounds personnel working with the district business/risk manager and insurance carrier will help to lead this function.

2. Fiscal recovery

Following a disaster, critical business functions of a school must be restored as soon as possible. Payroll systems, accounting and access to personnel and student data need to be available and operational. Fiscal/business recovery also involves planning for lines of succession for key administrators. Schools must have “continuity of operations plans” to ensure a smooth transition of authority and responsibility should top leadership be unable to function in their role due to a disaster or traumatic incident.

Fiscal and business recovery planning considerations:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop continuity of operations or succession plans
- Track expenditures and payments for the incident. Track overtime hours, rentals, supplies and equipment.
- Expedite contracting services needed immediately (clean up, debris removal, utility restoration)
- Apply for and administer recovery grant programs
- Back up electronic data files. Determine who is responsible, where the files will be stored and how the school’s technological functions will be restored

3. Academic recovery

Restoring the structure and routine of learning is the goal of academic recovery. Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a “new normal.”

4. Social/emotional recovery

Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified before an emergency or disaster so they are available for families needing assistance.

5. Recovery communications

There are many school stakeholders -- school board, staff, parents, students, and vendors -- that need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences.

When the school is actively responding to an emergency, the district’s public information officer (PIO) works closely with the community’s PIO to coordinate statements and press releases with emergency responders.

During recovery, the district PIO works with school administrators and recovery team members to plan for the school’s continuing communication with internal and external audiences. Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors.

The district may also designate a phone number for all “recovery” calls and/or provide an email contact on the web site for recovery inquiries. Communications staff monitors trends coming from these inquiries to help identify rumors and possible misinformation so corrective messages can be sent out immediately.

Recovery communication considerations:

- Identify and prioritize stakeholders and their need for information from the district

- Consider internal and external audiences, the kind of information each will need and the form and method of delivery used.
- Coordinate news briefings and parent meetings when necessary
- Determine authorship of communications from school administrators or subject matter experts
- Send frequent updates to key audiences in a timely manner
- Provide resources
- Communications staff controls rumors to the best of their ability by tracking down rumors and misinformation and respond with corrections
- Convey messages of resilience and a return to normalcy
- Keep school board members informed throughout and post incident

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when articulating specific crisis management plans.

- A. Fire and hazardous materials, including biological and chemical threats
- B. Natural disasters, including severe weather, shelter in place procedures
- C. Bomb threats
- D. Utility emergencies
- E. Disturbances and medical emergencies
- F. Intruders and lock-down procedures

v. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into

school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschool_safetyguide.pdf

Policy Adopted: September 2004 / November 2006 / reviewed April 2009 / June 2015 / May 2016/ revised August 2021

Independent School District #110
Waconia, MN

7.B. IOwA Resolution (ROLL CALL VOTE)



Education Identity and Access Management Board Resolution

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

Organization Name: **Waconia Public Schools**

6-Digit or 9-Digit Organization Number (e.g. 1234-01 or 1234-01-000): **110**

Superintendent or Exec. Director Name: **Brian Gersich, Superintendent**

Will act as the Iowa? **Yes**

The Superintendent or Exec. Director recommends the Board authorize the below-named individual(s) to act as the Identified Official with Authority (Iowa) for this organization:

Print Name: **Brian Gersich**

Title: **Superintendent**

Board Member Signature: _____


Name: Dana Geller, Chair

Date: 06/27/2022

Once the EDIAM Board Resolution is completed, scan and email it to:
useraccess.mde@state.mn.us

7.C. LTFM ten-year expenditure application

Presenter: Kristen
Hoheisel, Interim
Director of Finance &
Operations

 Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only										ED - 02478-08
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2021, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.												
District Info.		Enter Information		District Info.		Enter Information						
District Name:		Waconia Public School District		Date:		6/13/2022						
District Number:		0110		Email:		khoheisel@isd110.org						
District Contact Name:		Kristen Hoheisel										
Contact Phone #:		952-442-0602										
Fiscal Year (FY) Ending June 30												
Expenditure Categories		2022 (base year)	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	Category (1)											
347	Physical Hazards	\$43,000	\$51,199	\$55,000	\$55,000	\$57,500	\$57,500	\$60,000	\$60,000	\$62,500	\$62,500	\$65,000
349	Other Hazardous Materials	\$9,000	\$9,000	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$13,500	\$15,000
352	Environmental Health and Safety Management	\$88,422	\$88,422	\$95,000	\$97,500	\$100,000	\$102,500	\$105,000	\$107,500	\$110,000	\$112,500	\$115,000
358	Asbestos Removal and Encapsulation	\$7,033	\$4,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$35,000	\$35,000	\$42,500	\$45,000	\$47,500	\$50,000	\$52,500	\$55,000	\$57,500	\$60,000	\$65,000
366	Indoor Air Quality	\$3,848	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$2,000
Total Health and Safety Capital Projects		\$179,703	\$189,121	\$207,000	\$212,000	\$219,500	\$224,500	\$232,000	\$237,000	\$244,500	\$249,500	\$262,000
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year												
Finance Code	Category (2)											
358	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
363	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
366	Indoor Air Quality	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	Category (3)											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Accessibility												
Finance Code	Category (4)											
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Accessibility Projects		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	Category (5)											
368	Building Envelope	\$93,000	\$0	\$125,000	\$130,000	\$135,000	\$140,000	\$145,000	\$150,000	\$155,000	\$160,000	\$175,000
369	Building Hardware and Equipment	\$16,000	\$5,000	\$85,000	\$95,000	\$105,000	\$115,000	\$125,000	\$135,000	\$145,000	\$155,000	\$160,000
370	Electrical	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
379	Interior Surfaces	\$22,000	\$119,500	\$35,000	\$45,000	\$112,543	\$65,000	\$75,000	\$85,000	\$95,000	\$105,000	\$115,000
380	Mechanical Systems	\$45,000	\$140,000	\$85,000	\$149,838	\$105,000	\$115,000	\$125,000	\$135,000	\$145,000	\$155,000	\$160,000
381	Plumbing	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
382	Professional Services and Salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
383	Roof Systems	\$0	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
384	Site Projects	\$146,000	\$60,000	\$124,383	\$85,000	\$90,000	\$158,589	\$167,764	\$179,859	\$189,927	\$197,717	\$203,887
Total Deferred Capital Expense and Maintenance		\$322,000	\$334,500	\$464,383	\$514,838	\$557,543	\$603,589	\$647,764	\$694,859	\$739,927	\$782,717	\$823,887
Total Annual 10-Year Plan Expenditures		\$501,703	\$523,621	\$671,383	\$726,838	\$777,043	\$828,089	\$879,764	\$931,859	\$984,427	\$1,032,217	\$1,085,887
Fund Balance Section												
Fund 01												
Beginning Fund Balance 01-467-XX		\$27,512	\$79,039	\$150,386	\$150,386	\$150,387	\$150,387	\$150,387	\$150,387	\$150,387	\$150,387	\$150,386
LTFM Fiscal Year Revenue - Levy		\$492,013	\$456,311	\$505,655	\$621,119	\$498,417	\$429,395	\$472,605	\$473,696	\$500,423	\$524,703	\$551,987
LTFM Fiscal Year Revenue - AID if Applicable		\$61,217	\$138,657	\$165,728	\$105,720	\$278,626	\$398,694	\$407,159	\$458,163	\$484,004	\$507,513	\$533,900
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT if applicable - Special Legislation		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$501,703	\$523,621	\$671,383	\$726,838	\$777,043	\$828,089	\$879,764	\$931,859	\$984,427	\$1,032,217	\$1,085,887
Ending Fiscal Year Fund Balance 01-467-XX		\$79,039	\$150,386	\$150,386	\$150,387	\$150,387	\$150,387	\$150,387	\$150,387	\$150,387	\$150,386	\$150,386
Fund 06												
Beginning Fund Balance 06-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Bonded Revenue		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Fiscal Year Revenue Other		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Transfers		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
LTFM Estimated Fiscal Year Expenditures		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Ending Fiscal Year Fund Balance 06-467-XX		\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
End of worksheet												

**Independent School District #110
Long Term Facilities Maintenance Programs
2022 - 2023 School Year**

Estimated Beginning Reserved Fund Balances, July 1, 2022	\$ 27,512
Projected Revenue net of Debt Service Payments:	\$ 523,769
Projected Non-Debt Service LTFM Expenditures:	
Health and Safety Projects	\$ 189,121
 Building and Site Projects Expenditures -	
Bayview -	
Replace Carpeting in classrooms - \$4,500 each	31,500
 Laketown -	
Other	-
 Southview -	
Replace Carpeting in classrooms - \$4,500 each	18,000
 Middle School -	
Stage Floor Refinishing	40,000
Stairwell Treads Replacement	20,000
Bleachers Repair - Replace Drive Wheels	15,000
York Rooftop Chiller Major Repairs	5,000
Reroof Garages	10,000
Install Carpet/Turf under the wrestling mat	10,000
 High School -	
Repair of Boiler	75,000
School District share of Safari Lap Pool Filter System Replacement	35,000
Lower C House A/C Condensor Replacement	15,000
 District Wide -	
Professional Turf and Renovation - Annual Field Maintenance	30,000
Restripe parking lots	10,000
Contingency Reserve	20,000
Total Building and Site Project Expenditures	\$ 334,500
 Estimated Ending Fund Balance, June 30, 2023	 \$ 27,660

Other Opportunities	
Bayview -	
Restroom Remodel Work - Not sure how to handle - Referendum?	500,000
Handicapped Elevator Update	60,000
Reconfigure Administrative Offices - Referendum?	500,000
 Laketown -	
Other	-
 Southview -	
Restroom Remodel Work - Not sure how to handle - Referendum?	500,000
Green Gym - Floor Repair	5,000
 Middle School -	
A/C for Gym and locker-rooms - Referendum?	1,000,000
Carpet under Wrestling mats	10,000
Replace wall mats in the gym	10,000
 High School -	
 District Wide -	
BNR Irrigation - Annual Maintenance of Sprinkler System	22,000
Repaint Educational Service Center Building - Estimate	60,000
Replace East Parking Lot - Mill and Overlay	75,000
Install Awnings at entrances - Not LTFM - Capital or Referendum	30,000

7.D. LTFM ten-year revenue application

Presenter: Kristen
Hoheisel, Interim
Director of Finance &
Operations

FY 24 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/04/2022								
110	<= Type in School District Number											
n/a	WACONIA PUBLIC SCHOOL DISTRICT		Change only									
			if requiring levy	Payable 2022								
Calculations for Ten Year Projection		Pay 22	adjustments	LLC Certification	Current Estimate							
		LLC #	FY 2022	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
1	Type your district number in cell A2 (Minneapolis = 1.2)											
2	Type APU, health and safety and alternative facilities project, and bond estimates in lines 6a, 14, 16b to 18, 20, 21, 26, 27 and 50b											
3	Type debt excess, intermediate/coop district, and revenue reduction data in lines 13, 15, 23, 31, and 33											
4	Look-up data from following tabs											
5	Initial Formula Revenue											
6	Current year APU	57	4,590.00	4,638.03	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21
6a	Additional Pre-K Pupil Units (line 19 of Pre-K application)											
6b	Total Adjusted Pupil Units = (6) + (6a)			4,638.03	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21	4,740.21
7	District average building age (uncapped)	451	24.76	24.76	25.76	26.76	27.76	28.76	29.76	30.76	31.76	
8	Formula allowance		\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00	\$ 380.00
9	Building age ratio = (Lesser of 1 or (7) / 35)	452		0.70743	0.73600	0.76457	0.79314	0.82171	0.85029	0.87886	0.90743	
10	Initial revenue = (6) * (8) * (9)	453	1,233,897	1,246,808	1,325,743	1,377,208	1,428,673	1,480,139	1,531,604	1,583,069	1,634,534	
11	Added revenue for Eligible H&S Projects > \$100,000 / site											
12	Debt service for existing Alt facilities H&S bonds (1B) - gross before debt excess	702			-	-	-	-	-	-	-	-
13	Debt Excess related to Debt service for existing Alt facilities H&S bonds (1B)	756			-	-	-	-	-	-	-	-
14	Debt service for portion of existing Alt facilities bonds from line (22) attributable to eligible H&S Projects > \$100,000 per site (1A)	701			-	-	-	-	-	-	-	-
15	Debt Excess related to Debt service for portion of existing Alt facilities bonds attributable to eligible H&S Projects > \$100,000 per site (1A)	755			-	-	-	-	-	-	-	-
16a	Existing Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue from "IAQFAA Bonds" tab				789,390	769,755	928,725	569,730	338,310	321,300	-	-
16b	New debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue				-	-	-	-	-	-	-	-
17	Net debt service for LTFM bonds for eligible new H&S projects > \$100,000 / site = (principal + interest)*1.05 - portion of bond paid by initial revenue = (16a) + (16b)	767			789,390	769,755	928,725	569,730	338,310	321,300	-	-
18	Pay as you go revenue for eligible new H&S projects > \$100,000 / site	455			-	-	-	-	-	-	-	-
19	Total additional revenue for eligible H&S projects > \$100,000 / site (12) - (13) + (14) - (15) + (17) + (18)	456	774,962	789,390	769,755	928,725	569,730	338,310	321,300	-	-	-
20a	Added revenue for Pre-K remodeling (for VPK approvals only)											
20a	Net debt service for bonds approved for Pre-K remodeling	768			-	-	-	-	-	-	-	-
20b	Pay as you go for projects approved for Pre-K remodeling	457			-	-	-	-	-	-	-	-
20c	Total Pre-K revenue				-	-	-	-	-	-	-	-
20d	Total New Law Revenue (10) + (19) + (20c)	458		2,036,198	2,095,498	2,305,933	1,998,403	1,818,449	1,852,904	1,583,069	1,634,534	

FY 24 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/04/2022										
110	<= Type in School District Number													
n/a	WACONIA PUBLIC SCHOOL DISTRICT													
Calculations for Ten Year Projection				Pay 22	Change only if requiring levy adjustments	Payable 2022 LLC Certification	Current Estimate							
	LLC #	FY 2022	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030			
Old Formula revenue														
21	459		161,000	188,500	-	-	-	-	-	-	-			
22	701			-	-	-	-	-	-	-	-			
23				-	-	-	-	-	-	-	-			
24	765			-	-	-	-	-	-	-	-			
25	766			-	-	-	-	-	-	-	-			
26	460			-	-	-	-	-	-	-	-			
27	463			-	-	-	-	-	-	-	-			
27a	767			789,390	769,755	928,725	569,730	338,310	321,300	-	-			
27b	769			-	-	-	-	-	-	-	-			
28	466			209,989	223,283	231,951	240,619	249,286	257,954	266,622	275,290			
29	467		1,143,776	1,187,879	993,038	1,160,676	810,349	587,596	579,254	266,622	275,290			
30	468		2,008,859	2,036,198	2,095,498	2,305,933	1,998,403	1,818,449	1,852,904	1,583,069	1,634,534			
31	469			-	-	-	-	-	-	-	-			
32	470		2,008,859	2,036,198	2,095,498	2,305,933	1,998,403	1,818,449	1,852,904	1,583,069	1,634,534			
33	471		5,226	-	-	-	-	-	-	-	-			
34	472		2,014,085	2,036,198	2,095,498	2,305,933	1,998,403	1,818,449	1,852,904	1,583,069	1,634,534			
Aid and Levy Shares of Total Revenue														
35			2020	2020	2021	2022	2023	2024	2025	2026	2027			
36	33		34,683,608	34,683,608	37,220,369	38,709,184	40,257,551	41,867,853	43,542,567	45,284,270	47,095,641			
37	54		4,462.33	4,463.40	4,361.58	4,554.23	4,638.03	4,740.21	4,740.21	4,740.21	4,740.21			
38	474		7,772.53	7,770.66	8,533.70	8,499.62	8,679.88	8,832.48	9,185.78	9,553.21	9,935.34			
39	475		11,115.81	11,115.81	12,376.03	13,182.88	13,582.68	14,126.00	14,691.00	15,279.00	15,890.00			
40	476		13,672.45	13,672.45	15,222.52	16,214.94	16,706.70	17,374.98	18,069.93	18,793.17	19,544.70			
41	477		65.85%	56.83%	56.06%	52.42%	51.95%	50.83%	50.83%	50.83%	50.83%			
42	478		34.15%	43.17%	43.94%	47.58%	48.05%	49.17%	49.17%	49.17%	49.17%			
43	473		1,744,200	1,762,451	1,801,281	1,801,281	1,801,281	1,801,281	1,801,281	1,583,069	1,634,534			
44	479		595,709	760,772	791,488	857,078	865,435	885,609	885,607	778,341	803,636			
45	481		-	-	-	-	-	-	-	-	-			
46	482		595,709	760,772	791,488	857,078	865,435	885,609	885,607	778,341	803,636			
47	485		1,418,376	1,275,426	1,304,010	1,448,856	1,132,969	932,839	967,297	804,728	830,898			
Debt Service Portion of Revenue (non-grandfather districts)														
48	Subtotal Debt Service Revenue from above = (12) - (13) + (17) + (20a) + (24)			789,390	769,755	928,725	569,730	338,310	321,300	-	-			
50	769			651,840	654,360	650,370	651,630	652,050	651,840	651,210	650,108			
50b				-	-	-	-	-	-	-	-			
51	770			1,441,230	1,424,115	1,579,095	1,221,360	990,360	973,140	651,210	650,108			
52	486			1,441,230	1,424,115	1,579,095	1,221,360	990,360	973,140	651,210	650,108			
53	488			622,115	625,760	751,358	586,809	486,916	478,448	320,178	319,632			
54	489			819,115	798,355	827,737	634,551	503,444	494,692	331,032	330,475			

FY 24 Long-Term Facilities Maintenance (LTFM) Ten-Year Revenue Projection				Revised 5/04/2022								
110	<= Type in School District Number											
n/a	WACONIA PUBLIC SCHOOL DISTRICT		Change only									
			if requiring levy	Payable 2022								
<i>Calculations for Ten Year Projection</i>		Pay 22	adjustments	LLC Certification	Current Estimate							
		LLC #	FY 2022	FY 2023	FY 2023	FY 2024	FY 2025	FY 2026	FY 2027	FY 2028	FY 2029	FY 2030
55	Unequalized Debt Service Revenue and Levy = (Greater of zero or (51) - (50))	490			-	-	-	-	-	-	-	-
56	General Fund Portion of Revenue (non-grandfather districts)											
57	Total General Fund Revenue = (34) - (51)	491			594,968	671,383	726,838	777,043	828,089	879,764	931,859	984,427
58	General Fund Equalized Revenue = (43) - (52)	492			321,221	377,166	222,186	579,921	810,921	828,141	931,859	984,427
59	Total General Fund Aid = (46) - (53)	493			138,657	165,728	105,720	278,626	398,694	407,159	458,163	484,004
60	General Fund Equalized Levy = (58) * (41)	494			182,564	211,438	116,467	301,295	412,228	420,982	473,696	500,423
61	General Fund Unequalized levy = (57) - (58)	495			273,747	294,217	504,652	197,122	17,167	51,622	-	-
62	Total General Fund Levy = (60) + (61)	496			456,311	505,655	621,119	498,417	429,395	472,605	473,696	500,423
Notes: 1. Underlevy on general fund equalized levy results in proportionate reduction in associated aid. 2. Total Debt Service revenue on line 49 must not exceed total LTFM revenue for individual district projects (line 30) for any of the 10 years in the plan. 3. For 1A districts with old Alt Facilities bonding, the amount on line 22 will reduce initial revenue on line 10, less the H & S portion entered on line 14.												

FY 2031	FY 2032
4,740.21	4,740.21
4,740.21	4,740.21
32.76	33.76
\$ 380.00	\$ 380.00
0.93600	0.96457
1,685,999	1,737,464
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
-	-
1,685,999	1,737,464

FY 2031	FY 2032
-	-
1,032,217	1,085,887
1,032,217	1,085,887
507,513	533,900
524,703	551,987
-	-
524,703	551,987

7.E. LTFM revenue statement of assurances

Presenter: Kristen
Hoheisel, Interim
Director of Finance &
Operations



Fiscal Year (FY) 2024 Application for Long-Term Facilities Maintenance Revenue Statement of Assurances

General Information: Minnesota school districts, intermediate school districts, cooperative districts, applying for Long-Term Facilities Maintenance revenue (LTFM) under Minnesota Statutes 2021, section 123B.595 must annually complete the Application for Long-Term Facilities Maintenance Revenue – Statement of Assurances (ED-02477). The application must be submitted to the Minnesota Department of Education (MDE) by July 31, 2022. Submit to [Sarah C. Miller](mailto:Sarah.C.Miller@mde.state.mn.us) (MDE.Facilities@state.mn.us) along with other required LTFM documentation. **Do not mail a hard copy. Please email this form with other required documentation.**

Identification Information

Name of District or Cooperative:	District Number and Type:	Date Submitted:
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Statement of Assurances

1. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety data submission system are for allowed health and safety uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2021, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Health and Safety and entered into the MDE Health and Safety System are for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
2. All estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for allowed uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the estimated expenditures included in the attached Ten-Year Plan Expenditure spreadsheet under Accessibility and Deferred Maintenance are for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
3. All actual expenditures to be reported in Uniform Financial Accounting and Reporting Standards (UFARS) for FY 2024 under Finance Codes 347, 349, 352, 358, 363 and 366 will be for allowed health and safety uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clause (3), Minnesota Statutes 2021, section 123B.57, subd. 6, and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section E, Health and Safety Qualifying Criteria, and Section F, Additional Requirements Regarding Health and Safety. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
4. All actual expenditures to be reported in UFARS for FY 2024 under Finance Codes 367, 368, 369, 370, 379, 380, 381, 382, 383 and 384 for Accessibility and Deferred Maintenance will be for allowed uses under Minnesota Statutes 2021, section 123B.595, subd. 10, paragraph (a), clauses (1) and (2), and the MDE Long-Term Facilities Maintenance Guide for Allowable Expenditures, Section C, Deferred Maintenance Qualifying Criteria or Section D, Disabled Access Qualifying Criteria. None of the actual expenditures reported in these finance codes will be for uses prohibited under Minnesota Statutes 2021, section 123B.595, subd. 11.
5. The district will maintain a description of each project funded with long-term facilities maintenance revenue that will provide enough detail for an auditor to determine the cost of the project and if the work qualifies for revenue (Minn. Stat. 127A.411, subd. 3[2021]).
6. The district’s plan includes provisions for implementing a health and safety program that complies with health, safety and environmental regulations and best practices, including indoor air quality management and mandatory lead in water testing, remediation and reporting (Minn. Stat. 121A.335 [2021]). ***The district’s ten-year plan does not include a request for a second-time project cost for: (1) replacement of an existing mechanical ventilation system to the current Minnesota State Mechanical Code/American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) guidelines; or, (2) to provide a level of approximately 15 Cubic Feet per Minute (CFM) per person.***

Certification of Statement of Assurances

Signature – Must be signed by Superintendent or Cooperative Director:	Name – Superintendent or Cooperative Director (Please print)	Date:
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7.F. ISD 110 LTFM School Board Resolution (ROLL CALL
VOTE)

Presenter: Kristen
Hoheisel, Interim
Director of Finance &
Operations

**SCHOOL BOARD RESOLUTION
INDEPENDENT SCHOOL DISTRICT NO. 110
ADOPTING THE SCHOOL DISTRICT'S FISCAL YEAR (FY) 24
LONG-TERM FACILITIES MAINTENANCE TEN-YEAR PLAN**

WHEREAS, to qualify for Long-Term Facilities Maintenance revenue, Minnesota Statutes 2021, subd. 4 states a school district or intermediate district must annually adopt and approve a ten-year facilities plan by July 31 for commissioner approval.

WHEREAS, the school district has developed a ten-year Long-Term Facilities Maintenance plan consistent with this law.

School Board Member _____ moved for the resolution adoption and the motion was duly seconded by School Board Member _____ and, upon vote being thereon, the following voted in favor of the motion:

And the following voted against _____.

THEREFORE, BE IT RESOLVED THAT, the School Board of Independent School District No. 110 approves and adopts the attached ten-year Long-Term Facilities Maintenance plan for FY 24 on the _____ of _____, 2022.

SCHOOL BOARD CLERK SIGNATURE

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 425 Staff Development (Feb 2020)

425 STAFF DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The School Board will establish a Staff Development Advisory Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the District Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Staff Development Advisory Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include non-teaching staff, parents, and administrators.

B. The district will establish Site Professional Development Teams.

1. Administrators will determine the Site Professional Development Teams based on site and staff need.

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DISTRICT STAFF DEVELOPMENT PLAN

A. The Staff Development Advisory Committee will develop a District Staff Development Plan. This plan will be reviewed by the school board on an annual basis as part of the district strategic road map;

B. The District Staff Development Plan will address:

1. Goals and desired outcomes that are aligned with the district's strategic initiatives

2. The means to achieve the goals and desired outcomes;

3. The process for evaluating progress at each school site toward meeting the goals and desired outcomes. [repealed in 2017]

4. The District Staff Development Plan and district practices will also:

a. Support stable and productive professional communities achieved through ongoing and school-wide progress and growth in teaching practice;

b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;

c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. 120B.125;

d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and

e. Reinforce national and state standards of effective teaching practice.

C. The Staff Development Advisory Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and desired outcomes of the Staff Development Plan.

D. The Staff Development Advisory Committee will annually evaluate staff development efforts at the site level and the extent to which staff at the site have met the goals and desired outcomes of the District Staff Development Plan.

E. The Staff Development Advisory Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development.

IV. STAFF DEVELOPMENT ACTIVITIES

A. The Staff Development Plan and district practices will support ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:

1. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
3. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
4. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
5. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
6. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
7. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.

B. Staff development activities will:

1. Focus on the school classroom and research-based strategies that improve student learning;
2. Provide opportunities for teachers to practice and improve their instructional skills over time;
3. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
5. Align with state and local academic standards;

6. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and

7. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

C. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

D. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

V. STAFF DEVELOPMENT FUNDING

A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the School District will reserve an amount equal to at least two percent of its basic revenue for:

1. in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways;

2. staff development plans;

3. curriculum development and programs;

4. other in-service education;

5. teachers' workshops;

6. teacher conferences;

7. the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and

8. other related costs for staff development efforts.

B. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a College in the Schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

C. The School District may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

D. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

A. On an annual basis, the Staff Development Advisory Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

B. Upon approval of the budget by the School Board, the Staff Development Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the Superintendent [or designee] for consistency with the Staff Development Plan on an annual basis.

C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

A. The school district designee, in partnership with the Staff Development Advisory Committee, shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the School District's World's Best Workforce Report.

1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities. The report will provide a breakdown of expenditures for:

- a. curriculum development and curriculum training programs;
- b. staff development training models, workshops, and conferences; and
- c. the cost of releasing teachers or providing substitute teachers for staff development purposes.

2. The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

B. The school district will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the superintendent and staff development chair.

Legal References:

- Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
- Minn. Stat. § 120A.415 (Extended School Calendar)
- Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
- Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal) Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
- Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
- Minn. Stat. § 122A.60 (Staff Development Program)
- Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
- Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)

- Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

Policy Adopted: May 12, 2008

revised June 2011, revised August 2015, revised February 2020

Independent School District 110

Waconia, MN

425 STAFF DEVELOPMENT

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

I. PURPOSE

The purpose of this policy is to establish a staff development program and structure to carry out planning and reporting on staff development that supports improved student learning.

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The ~~school board~~ [Superintendent or Designee] will establish a Staff Development Advisory Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the District Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, parents, and administrators.

B. The district will establish Site Professional Development Teams.

1. Administrators will determine the Site Professional Development Teams based on site and staff need.
2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DISTRICT STAFF DEVELOPMENT PLAN

A. The Staff Development Advisory Committee will develop a District Staff Development Plan. This plan will be reviewed by the school board on an annual basis as part of the district strategic road map;

B. The District Staff Development Plan will address:

1. Goals and desired outcomes that are aligned with the district's strategic initiatives;

[Note: The board-determined education outcomes for your district could be inserted here.]

2. The means to achieve the goals and desired outcomes;
 3. The process for evaluating progress at each school site toward meeting educational outcomes.
 4. The Staff Development Plan will also:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minn. Stat. § 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
 - e. Reinforce national and state standards of effective teaching practice.
- C. The Staff Development Advisory Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and desired outcomes of the Staff Development Plan.
- D. The Staff Development Advisory Committee will annually evaluate staff development efforts at the site level and the extent to which staff at the site have met the goals and desired outcomes of the District Staff Development Plan.
- E. The Staff Development Advisory Committee shall assist the school district in preparing any reports required by the Department of Education relating to staff development.

IV. STAFF DEVELOPMENT ACTIVITIES

- A. The Staff Development Plan and district practices will support ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 1. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices

methods;

2. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
3. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
4. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
5. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
6. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
7. Provide teachers and other members of the site-based management teams with appropriate management and financial management skills;

B. Staff Development Activities will include:

1. Focus on the school classroom and research-based strategies that improve student learning;
2. Provide opportunities for teachers to practice and improve their instructional skills over time;
3. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
5. Align with state and local academic standards;
6. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and

7. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.
- C. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
- D. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for:
 1. in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways;
 2. staff development plans;
 3. curriculum development and programs;
 4. other in-service education;
 5. teachers' workshops;
 6. teacher conferences;
 7. the cost of substitute teachers for staff development purposes; preservice and in-service education for special education professionals and paraprofessionals; and
 8. other related costs for staff development efforts.
- B. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- C. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

- D. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On an annual basis, the Staff Development Advisory Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the superintendent [or designee] for consistency with the Staff Development Plan on an annual basis.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. The school district designee, in partnership with the Staff Development Advisory Committee, shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and

- c. The cost of releasing teachers or providing substitute teachers for staff development purposes.
 2. The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
- B. The school district will utilize the reporting form and/or system designated by the Commissioner. The report will be signed by the superintendent and staff development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:

Policy Adopted: May 12, 2008
Revised: June 2011 / August 2015 / February 2020
Independent School District No. 110
Waconia, MN

603 CURRICULUM DEVELOPMENT

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. RESPONSIBILITY

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

4. Provide a program for ongoing monitoring of student progress.
 5. Provide for specific, particular, and special needs of all members of the student community.
 6. Develop a local literacy plan to have every child reading at or above grade level no later than the end of grade 3, including English learners, and teachers providing comprehensive, scientifically based reading instruction consistent with law.
 7. Integrate required and elective course standards in the scope and sequence of the district curriculum.
 8. Meet all applicable requirements of the Minnesota Department of Education and federal law.
- D. Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See Minn. Stat. § 120B.12, Subd. 2.
- E. Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minn. Stat. § 120A.20, Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- F. The superintendent shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- G. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for

Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

Policy Adopted: January 2004

Revised: July 2006, May 2012 (formerly titled Curriculum Development)/Jan. 2016, July 2020

Independent School District No. 110
Waconia, MN

8.A.3. 301 School District Administration
(December 2017)

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services.
- B. The school board expects all activities related to the operation of the school district to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: MSBA Service Manual, Chapter 3, Superintendent of Schools

Policy Adopted: May 12, 1997 / Amended: February 11, 2002 / November 2007 / November 2012
/ December 2017

Independent School District No. 110
Waconia, Minnesota 55387

Adopted: _____

MSBA/MASA Model Policy 301

Orig. 1995

Revised: _____

Rev. 2022~~11~~

301 SCHOOL DISTRICT ADMINISTRATION

I. PURPOSE

The purpose of this policy is to clarify the role of the school district administration and its relationship with the school board.

II. GENERAL STATEMENT OF POLICY

- A. Effective administration and sound management practices are essential to realizing educational excellence. It is the responsibility of the school district administration to develop a school environment that recognizes the dignity of each student and employee, and the right of each student to access educational programs and services equitably.
- B. The school board expects all activities related to ~~the school district~~ operations ~~of the school district~~ to be administered in a well-planned manner, conducted in an orderly fashion, and to be consistent with the policies of the school board.
- C. The school board shall seek specific recommendations, background information and professional advice from the school district administration, and will hold the administration accountable for sound management of the schools.
- D. Although the school board holds the superintendent ultimately responsible for administration of the school district and annual evaluation of each principal, the school board also recognizes the direct responsibility of principals for educational results and effective administration, supervisory, and instructional leadership at the school building level.
- E. The school board and school administration shall work together to share information and decisions that best serve the needs of school district students within financial and facility constraints that may exist.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)

Cross References: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools~~

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

9.D. District 110 Advisory Council

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

9.F. Southwest Metro Intermediate District 288
Representative

9.G. MSHSL Representative

9.H. Special Education Advisory Council

9.I. Community Education Advisory Council
Representative

9.J. Teaching & Learning Advisory Council
Representative

9.K. Chemical Abuse Advisory Council/HERO's

9.L. City of Waconia Liaison

10. PUBLIC COMMENT

11. ADJOURNMENT