

Regular Meeting

Monday, August 22, 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:

3. **PRESENTATIONS**

3.A. Forensic Audit Results **Presenter:** Superintendent Gersich



Outcomes of the Forensic Audit Performed by Intellex Forensics Advisory Services Incorporated

Purpose

The forensic audit was initiated by the ISD 110 school board in the fall of 2021. Specifically of note, the request from the Board was to:

- “Review the District’s history of preliminary budgets and its final budgets and to explain to the School Board why the final budget has consistently exceeded the preliminary budget.”
- “Assist the School Board in reviewing the District’s current finance processes and identifying areas of strength and areas of weakness and inefficiencies in our budgeting and financial reporting processes.”





Initiating the Forensic Audit

- Bring forward transparency between administration and board
 - Strengthen trust between administration and board
 - Find root cause of financial forecast and process
 - Provide objectivity to board

Overview of Declining Enrollment

*Declining enrollment results in declining revenues

* Per Basic General Fund Revenue Formula for Average Daily Membership (ADM) Funding of \$7,195 as of Fiscal Year (FY) 21

*Average Daily Membership (ADM) is a portion of the year when a student is enrolled at ISD 110

- 2016-2017 Resident Average Daily Membership 4,169
- 2017-2018 Resident Average Daily Membership 4,267
- 2018-2019 Resident Average Daily Membership 4,235
- 2019-2020 Resident Average Daily Membership 4,208
- 2020-2021 Resident Average Daily Membership 4,084

Source: CLA page 14 Audited Financial Board Presentation and MDE Basic General Fund ADM Funding



Revenue and Expenditure History

- Largest deficit occurred in Fiscal Year (FY) 19 Expenditure of \$50,093,477 compare to Revenue of \$42,819,280. Net result of \$7.2 Million deficit

	2014	2015	2016	2017	2018	2019	2020
Revenues	\$ 33,731,365.00	\$ 36,033,638.00	\$ 38,256,648.00	\$ 39,986,392.00	\$ 39,980,479.00	\$ 42,819,280.00	\$ 46,564,514.00
Expenditures	\$ 35,127,444.00	\$ 36,032,512.00	\$ 38,934,222.00	\$ 42,062,376.00	\$ 44,190,308.00	\$ 50,093,477.00	\$ 46,690,714.00
	\$(1,396,079.00)	\$ 1,126.00	\$(677,574.00)	\$(2,075,984.00)	\$(4,209,829.00)	\$(7,274,197.00)	\$ (126,200.00)

- From Fiscal Year (FY) 16 onwards, Expenses have exceeded Revenues resulting in deficits.

Intellex Forensics Advisory Services, Inc., p. 23



Independent School District No. 110					
Fund Trends					
General Fund					
Year Ended June 30,	2014	2015	2016	2017	2018
Total Revenues	\$ 33,731,365	\$ 36,033,638	\$ 38,256,648	\$ 39,986,392	\$ 39,980,479
Total Expenditures	35,127,444	36,032,512	38,934,222	42,062,376	44,190,308
Other Financing Sources	552,709	24,655	2,800	401,304	(62,065)
Net Change in Fund Balance	(843,370)	25,781	(674,774)	(1,674,680)	(4,271,894)
Fund Balance - Beginning	7,710,504	6,867,134	6,892,915	6,218,141	4,543,461
Nonspendable Fund Balance	30,797	29,399	21,030	92,523	51,369
Restricted Fund Balance	2,371,508	2,553,214	2,045,743	1,900,198	2,023,502
Assigned Fund Balance	678,866	626,930	453,109	250,000	-
Unassigned Fund Balance	3,785,963	3,683,372	3,698,259	2,300,740	(1,803,304)
Fund Balance - Ending June 30	\$ 6,867,134	\$ 6,892,915	\$ 6,218,141	\$ 4,543,461	\$ 271,567

CliffonLarsonAllen LLP Fiscal Year 17-18 audited financials page 2 board presentation



Cross Subsidy Forensic Findings

The Special Education Cross Subsidy was not the main driver of expenses forcing ISD 110 to Statutory Operating Debt

Special Education	2014	2015	2016	2017	2018	2019	2020
Special Education Aid	\$ 3,131,715.29	\$ 3,490,114.32	\$ 3,489,124.53	\$ 4,074,573.28	\$ 4,471,141.49	\$ 4,875,733.44	\$ 5,889,841.66
Special Education Instruction	\$ 5,581,496.00	\$ 5,728,272.00	\$ 6,648,266.00	\$ 7,633,556.00	\$ 8,527,928.00	\$ 9,129,704.00	\$ 9,110,202.00
Net Special Education Expenditure	\$ 2,449,780.71	\$ 2,238,157.68	\$ 3,159,141.47	\$ 3,558,982.72	\$ 4,056,786.51	\$ 4,253,970.56	\$ 3,220,360.34

*Net decrease in Special Ed expenditure from Fiscal Year (FY) 19 to Fiscal Year (FY) 20 of \$1,033,610.

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Program Expenditure Forensic Findings

General Fund Expenditures after Net SPED Expenses

Category	2014	2015	2016	2017	2018	2019	2020
Administration	\$ 1,433,304.00	\$ 1,131,791.00	\$ 1,197,254.00	\$ 1,239,950.00	\$ 1,303,289.00	\$ 1,358,490.00	\$ 1,401,450.00
District Support Services	\$ 1,412,501.00	\$ 1,511,370.00	\$ 1,600,619.00	\$ 1,781,324.00	\$ 1,928,458.00	\$ 2,158,725.00	\$ 1,839,197.00
Elementary and Secondary Regular Instruction	\$ 16,472,543.00	\$ 17,612,416.00	\$ 18,946,437.00	\$ 20,189,254.00	\$ 20,867,888.00	\$ 21,874,325.00	\$ 21,176,066.00
Vocational Education Instruction	\$ 401,909.00	\$ 350,479.00	\$ 407,835.00	\$ 562,394.00	\$ 711,686.00	\$ 588,221.00	\$ 668,291.00
Special Education Instruction	\$ 2,449,780.71	\$ 2,238,157.68	\$ 3,159,141.47	\$ 3,558,982.72	\$ 4,056,786.51	\$ 4,253,970.56	\$ 3,220,360.34
Services	\$ 2,451,506.00	\$ 2,513,160.00	\$ 2,619,575.00	\$ 2,849,729.00	\$ 2,966,804.00	\$ 3,036,579.00	\$ 2,921,950.00
Pupil Support Services	\$ 2,940,686.00	\$ 3,050,469.00	\$ 3,223,789.00	\$ 3,488,037.00	\$ 3,726,909.00	\$ 4,203,476.00	\$ 4,085,969.00
Sites and Buildings	\$ 3,750,184.00	\$ 3,416,155.00	\$ 4,037,827.00	\$ 4,076,893.00	\$ 3,881,002.00	\$ 7,334,671.00	\$ 5,033,827.00
Fiscal and Other Fixed Cost Programs	\$ 89,735.00	\$ 93,455.00	\$ 89,127.00	\$ 94,107.00	\$ 102,927.00	\$ 108,415.00	\$ 128,183.00
Debt Service	\$ 593,580.00	\$ 624,945.00	\$ 163,493.00	\$ 147,132.00	\$ 173,417.00	\$ 300,871.00	\$ 325,579.00
Total Expenditures	\$ 31,995,728.71	\$ 32,542,397.68	\$ 35,445,097.47	\$ 37,987,802.72	\$ 39,719,166.51	\$ 45,217,743.56	\$ 40,800,872.34

Largest shift in expenses occur in **sites and buildings (Acquisition, operation, maintenance, repairs, and remodeling of all physical plant, facilities, and grounds)** year over year from Fiscal Year (FY) 18 to Fiscal Year (FY) 19, an increase of \$3,453,669.

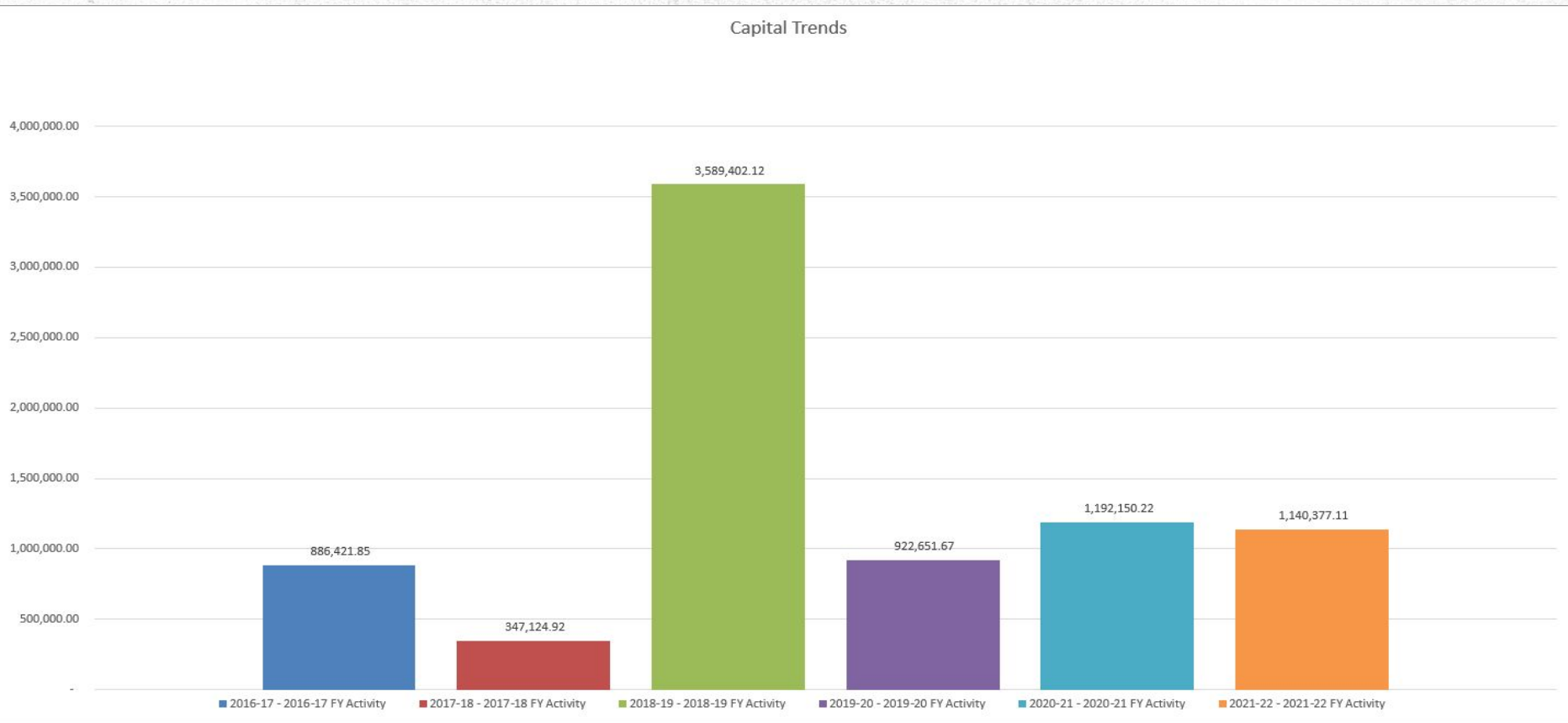
Intellex Forensics Advisory Services, Inc., p. 22



Capital Expenditure Grew 2.5x compared to 6 years average

- Average Capital Expenditure last six years is \$1,346,355.
- High Capital Expenses occur in Fiscal Year (FY) 19

Capital Trends



Intellex Opinion 1

“Waconia is primarily in Statutory Operating Debt due to year over year increases in expenditures and flat revenues. Capital Expenditures was the largest driver of these expenditure increases between 2019 and 2021.

Waconia’s Special Operating Plan Narrative for Statutory Operating Debt (dated January 25, 2021) misstates the primary reason for the district’s fund balance decline as an increase in Special Education expenditures without a corresponding increase in Special Education revenues. **This statement omits the massive increase in Capital Expenditures.** Special Education expenditures had a modest to slight impact on the year over increases, but Capital Expenditures increased 91.4% in 2019 and 31.2% in 2020 over the average for Capital Expenditures from 2014 through 2017 (\$3,832,412.20).”

Intellex Forensics Advisory Services, Inc., p. 30



Intellex Opinion 2

“Our analysis did not reflect any obvious fraud or misuse of the District credit cards.”

Intellex Forensics Advisory Services, Inc., p. 30



Intellex Recommendations and Corresponding Actions

Recommendations 1 and 3: Include additional meeting and board packet materials regarding specific budget decisions, create reconciliation documents.

- **Actions:** Monthly Forecast 5 reports to the Finance Committee and Board, Monthly Bank Reconciliation to Finance Committee

Recommendation 2: Improve web page meta data and search engine optimization.

- **Actions:** Review web page meta data options. Initiate new webpage with ISD 110 budget related materials for transparency.



Intellex Recommendations and Corresponding Actions

Recommendations 4 and 5: Create and implement a district purchase/credit card policy.

- **Actions:** Implementing new P-card and purchasing process

Other relevant actions:

- Additional training for new Minnesota Automated Reporting Student System (MARRS) Coordinator
- Training for department leaders, principals
- Review of current contracts
- Development of Board Policy for purchasing and bid requirements





Questions

July 2, 2022

Dana Geller
Jacqueline Johnson
Waconia School Board
512 Industrial Blvd
Waconia, MN 55387

RE: *Forensic Accounting – Advisory Services*

Dear Mmes. Geller and Johnson,

Intellex Forensics Advisory Services, Inc. (“Intellex”, “we”, or “us”) was engaged by the Waconia School Board, (“Waconia”, “Client”, “its”, or “you”) on September 17, 2021, to perform expert professional services surrounding our review and analysis of Waconia School District’s (Minnesota Independent School District 110, “ISD 110”) annual financial statements, audit reports, financial institution statements, district policies, and school board meeting notes and minutes. Specifically, we reviewed and analyzed district expenditures, district credit card use, school board procedures, and publicly accessible information. Additionally, we reviewed ISD 110’s district policies.

The details and exhibits concluding this analysis and additional findings are found in the following report.

Sincerely,

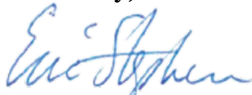

Eric Stephens, CPA

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1. Introduction and Assignment

I, Eric Stephens, CPA, CFE and Managing Director of Intellex Forensics Advisory Services, Inc., prepared this report. I have compiled the information and formulated the opinions contained in this report at the request of the Waconia School Board. Specifically, I was asked by counsel to review documents, bank records, and offer my opinions on the following items:

2. Qualifications and Previous Testimony

I am a practicing Certified Public Accountant and a Certified Fraud Examiner and currently serve as the Managing Director of Intellex Forensics Advisory Services, Inc. My curriculum vitae, including a list of publications in the past ten years, is presented in Appendix A.

My experience as a forensic accountant spans 32 years and I co-established the forensic accounting and fraud investigation firm, Intellex Forensics, in 2013. In my position, I specialize in forensic accounting and fraud examination. I have provided services for both plaintiffs and defendants in civil, criminal, international, domestic, and bankruptcy proceedings.

3. Standards of Review

In conducting my analysis, I have complied with standards and used methods applicable to Certified Public Accountants and Certified Fraud Examiners. These methods and standards are generally accepted in my profession and are subject to peer review and analysis.

4. Materials Reviewed

To render opinions on the questions posed to me, I reviewed the following documents:

- Waconia preliminary budgets for the period of fiscal year 2013 through fiscal year 2021
- Waconia comprehensive annual financial reports for the period of fiscal year 2013 through fiscal year 2020
- Waconia District Policy 412 Expense Reimbursement
- Waconia District Policy 701 Establishment and Adoption of School District Budget
- Waconia District Policy 714 Fund Balances
- Waconia District Policy 701.1 Modification of School District Budget
- Waconia BMO Harris credit card statement for the cards ending in 7133, 9999, 6080, 0958, 2590, 4163, 0266, 2732, 4170, 4171, 9429, 4163, 9266, 8335, 6685, 8240, and 2716 for the period of December 20, 2015 through December 20, 2020
- Waconia HomeTown Bank Enterprise Commercial Checking account ending in 3534 for the period January 1, 2020 through December 31, 2020



- Waconia MidCountry Bank Business Flex Checking account ending in 2714 for the period of January 1, 2020 through March 31, 2020, May 30, 2020 through September 30, 2020, and October 31, 2020 through December 31, 2020
- Waconia MN Trust Operating account ending in 3101 for the period of January 1, 2020 through December 31, 2020
- Waconia MN Trust Bond Disbursement account ending in 3206 for the period of January 1, 2020 through October 31, 2020
- Waconia MN Trust AAC Proceeds account ending in 3212 for the period of January 1, 2020 through December 12, 2020
- Waconia MN Trust 2018A COPs account ending in 3211 for the period of January 1, 2020 through August 31, 2020
- Waconia MN Trust 2019 Lease Purchase account ending in 3213 for the period of January 1, 2020 through August 31, 2020
- Waconia MN Trust 2008 OPEB Bonds account ending in 3301 for the period of January 1, 2020 through December 31, 2020
- Waconia PMA Operating account month end reconciliation for the period of December 31, 2019 through December 31, 2020
- Waconia Security Bank & Trust Public-Government Checking account ending in 8166 for the period of January 1, 2020 through December 31, 2020
- Waconia US Bank Main account ending in 0000 for the period of January 1, 2020 through December 31, 2020
- Waconia US Bank Rental Payment account ending in 0002 for the period of January 1, 2020 through December 31, 2020
- Eastern Carver County Schools budget for fiscal year 2022
- Eden Prairie Schools budget for fiscal year 2021
- Excel files containing credit card transaction data for the period of January 2016 through December 2019
- Minnesota statute 123B.02 general powers of independent school districts
- Email from Kristen Hoheisel dated April 25, 2022 including reduced-price and free lunch count for the period of fiscal year 2012 through fiscal year 2019
- Email from Kristen Hoheisel dated April 25, 2022 including general education basic allowance for the period of 2013 through 2021
- PDF of school food authority verification collection report for fiscal year 2020
- Excel files containing special education expenses for the period of 2013 through 2021
- Email from Kristen Hoheisel dated May 2, 2022 including average daily membership served and enrollment data for the period of fiscal year 2013 through fiscal year 2021
- Excel file containing special education information including cost to resident district for contract services, funding for summer programs, old formula expenditures, nonfederal expenditures, unreimbursed nonfederal special education cost,



and unreimbursed old formula special education cost for the period of fiscal year 2015 through fiscal year 2021

- PDF files containing information on special education students served for the period of fiscal year 2013 through fiscal year 2021
- Waconia Public Schools board of trustees finance report package for the meeting dated September 13, 2021
- Waconia Public Schools board of trustees meeting minutes for the meetings dated July 9, 2018, January 14, 2019, January 28, 2019, January 7, 2020, January 4, 2021, September 13, 2021, and September 27, 2021
- Minnesota Department of Education general education aid report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education special education comprehensive aid report for the period of fiscal year 2016 through fiscal year 2021
- Minnesota Department of Education special education cross subsidy report for the period of fiscal year 215 through fiscal year 2020
- Minnesota Department of Education balance sheet for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education UFARS compliance report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education state aid payment schedule for the period of fiscal year 2015 through fiscal 2021
- Minnesota Department of Education revenue and expenditures comparison for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education pupil transportation report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education revenue summary report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education expenditures by finance code report for the period of fiscal year 2015 through fiscal year 2021
- Minnesota Department of Education UFARS manual chapter 9: list of codes
- Waconia Public Schools board of trustees statutory operating debt plan dated January 25, 2021
- Minnesota Department of Education UFARS manual chapter 13: financial accounting and reporting
- Minnesota Department of Education special education funding and data reference guide section 2: state special education aid
- Minnesota Department of Education maintenance of effort interactive spreadsheet for fiscal year 2022
- Minnesota Department of Education state special education funding update dated December 8, 2014
- State of Minnesota Senate general education basic formula allowance annual minimum increase dated January 29, 2013



- State of Minnesota House of Representatives general education basic formula allowance annual minimum increase dated January 22, 2015
- Minnesota Department of Education statewide special education cross-subsidies for the period of fiscal year 2016 through fiscal year 2020
- Minnesota Department of Education statewide special education enrollment, expenditure and funding trends dated January 30, 2019
- Minnesota House of Representatives financing education in Minnesota document for the fiscal year 2020
- Minnesota House Research Minnesota school finance: a guide for legislators document dated October 2021
- Minnesota Department of Education special education funding and data reference guide section 10: funding source codes
- Minnesota Department of Education UFARS 101 introduction document dated May 10, 2018

5. Background

Waconia Public Schools (Minnesota Independent School District 110) (“Waconia” or “District”) is located in Carver and Hennepin Counties. The District currently serves five cities and nine townships covering approximately 99 square miles. Waconia currently reports attendance approaching 3,900 students and is the 57th largest school district by population served in Minnesota¹.

6. Budget Process

Discussion

Minnesota school accounting, budgeting, and reporting requirements are specified under Minnesota Statute 123B.77. The financial reporting requirements for the District are outlined in Statute 123B.77 as follows:

- July 1: Board must approve and adopt revenue and expenditure budgets for next school year
- September 15: Unaudited financial data for the preceding fiscal year is due to the commissioner
- November 30: Audited financial data for the preceding fiscal year is due to the commissioner

Waconia has four district policies that control how the district will achieve its financial and budgetary obligations:

1. District Policy 701 – Establishment and Adoption of School District Budget (August 2020)

¹ US Census Bureau’s 2020 Decennial Census



2. District Policy 701.1 – Modification of School District Budget (August 2020)
3. District Policy 702 – Accounting (August 2020)
4. District Policy 703 – Annual Audit (August 2020)

These policies establish authorities and procedures for their respective subjects.

The Waconia School Board's general budget process, in part, commences with a series of work sessions in the current calendar year to initiate the following year's budget. As part of this process, the Business and Finance department prepares preliminary revenue and expenditure budgets for review by the school board. Once reviewed, approved, and adopted the revenue and expenditure budgets are considered the school board's authorization for the applicable school year. No funds may be expended for any purpose in any school year prior to the adoption of budget document authorizing said expenditure. Prior to October 1 of each year, the school district is required to publish its adopted budgets for the current year, its actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current year in a qualified newspaper.

Waconia publishes all work session documents relating to budgeting on the School Board web page. These documents contain information as to the financial activities, reports, projections, and other items that could impact the District's budget. Additionally, Waconia publishes all the regular board meeting documents in the same manner as the work sessions. Retrieving these documents from Waconia's web page requires one to navigate to the School Board web page and then to the subsequent meeting pages.

School Board Process Public Access

As part of our work plan, we reviewed School Board meeting minutes and agendas for regular and special meetings for the following districts:

1. Waconia (ISD-110)
2. Minnetonka Public Schools ("Minnetonka") (ISD-276)
3. Eden Prairie Schools ("Eden Prairie") (ISD-272)
4. Eastern Carver County Schools ("Eastern Carver County") (ISD-112)
5. Hutchinson Public Schools ("Hutchinson") (ISD-423)

We reviewed each district's regular meeting to determine what materials the district posted to public accessible websites². We determined that for each regular school board meeting, each district published materials under one or more of the following categories:

1. Agenda
2. Agenda & Board Packet/Materials
3. Meeting Packets
4. Board Reports

² The public accessible websites for each district are generally part of each school district's home page.



5. Attachments
6. Minutes

We also reviewed each district's special meetings to determine what materials the district posted to public accessible websites. We determined that for each special school board meeting each district published materials under the one or more of the following categories:

1. Agenda
2. Agenda & Materials
3. Attachments
4. Minutes

School Board Web Pages

All the districts we reviewed maintained websites where publicly accessible information is available for retrieval and viewing. A series of navigation links on each of the district websites provide access to each respective school board. The school board pages generally contain information about the current members of the school board, when the school board conducts meetings, the location of the meetings, and other general information about the school board.

A rich presence of data available for search engines to index is important for public discovery of information. Since over 80% of people use a search engine as their starting point in any web navigation³, it is critical for public organizations to make as much meta data available to search engines. We compared Waconia's School Board page to the other four districts to determine minimum search engine optimization. We used SmallSEOTools's⁴ web page comparison tool to determine the following on-page factors:

1. Meta title: this is the web page's unique meta title and defines the page title. Search engines display this title in search results.
2. Meta description: this is a summary of the content the web page contains. Search engines match search terms within the description and add sites that match to search results.
3. Meta keywords: these are additional indicators presenting a precise summary of a web page's contents to a search engine
4. Content: content carries great significance for enhancing page discovery in search results and should be unique to other pages

Our review showed that Waconia's School Board web page contains a title but contains neither a page description nor keywords. Compared to other school districts in our review, Waconia's web page most resembled that of Eden Prairie however, the two web

³ Bucklin, R.E., & Sismeiro, C. (2003). A model of web site browsing behavior estimated on clickstream data. *Journal of Marketing Research*, 40(2), 249-267.

⁴ www.smallseotools.com/page-comparison/



pages only share three percent of content. Of the five web pages examined, only Waconia and Hutchinson lacked any additional data in the page description and keywords fields. Minnetonka provided the most robust page description and numerous relevant keywords.

Waconia

On Waconia’s website⁵, all school board public documents and materials are listed under the section, “Agendas & Minutes”⁶ and is hosted on boardbook.org⁷. An example of Waconia’s Agendas & Minutes section is shown in Figure 1, below.

Waconia Public Schools Meetings		
Meeting	Meeting Location	Details
June 13, 2022 at 7:00 PM - Work Session Meeting Type: Working	Waconia Public Schools - District Office - Conf Rm A 512 Industrial Blvd. Waconia, MN 55387 map it	Agenda
June 6, 2022 at 6:00 PM - Special Meeting Meeting Type: Special	ZOOM	Agenda
June 6, 2022 at 12:00 PM - Finance & Facilities Committee Meeting Type: Finance	ZOOM / District Office 512 Industrial Blvd. Waconia, MN 55387 map it	Agenda
May 23, 2022 at 7:00 PM - Regular Meeting Meeting Type: Regular	Waconia City Hall 201 S Vine Street Waconia, MN 55387 map it	Agenda
May 23, 2022 at 6:00 PM - Policy Committee Meeting Type: Working	Waconia City Hall 201 S Vine Street Waconia, MN 55387 map it	Agenda
May 16, 2022 at 7:00 PM - Work Session Meeting Type: Working	Waconia Public Schools - District Office - Conf Rm A 512 Industrial Blvd. Waconia, MN 55387 map it	Agenda
May 9, 2022 at 12:00 PM - Finance & Facilities Committee Meeting Type: Finance	ZOOM / District Office 512 Industrial Blvd. Waconia, MN 55387 map it	Agenda
April 25, 2022 at 7:00 PM - Regular Meeting Meeting Type: Regular	Waconia City Hall 201 S Vine Street Waconia, MN 55387 map it	Agenda

Figure 1 - Waconia Public Meeting Agendas and Minutes Website

Waconia does not produce stand-alone Agenda documents and instead uses BoardBook to produce Agendas for each meeting. By clicking on the “Agenda” link users are presented with the meeting agenda in addition to attached documents for each agenda item. Figure 2, below, is a representative image from a Regular Meeting Agenda:

⁵ <https://isd110.org/about-us/school-board>

⁶ <https://meetings.boardbook.org/Public/Organization/1513>

⁷ BoardBook is web-based software that allows users to conduct meetings, organize meeting materials, communicate with meeting attendees, and document meeting results. (www.boardbook.org)








May 23, 2022 at 7:00 PM - Regular Meeting	
Agenda	
1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE	
2. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE	
2.A. Upcoming Meetings:	
3. PRESENTATION	
3.A. Annual Report to Board for Mandatory Summer School Instruction (per policy 623) Attachments: (1)	
 2022 Summer School Program School Board Presentation	5/23/2022 at 12:13 PM
3.B. Special Education Report Attachments: (1)	
 Board Presentation 2022 (1)	5/23/2022 at 12:10 PM
4. MINUTES OF PREVIOUS MEETING Attachments: (3)	
 April2022mins	5/20/2022 at 10:14 AM
 May2022ws	5/20/2022 at 10:14 AM
 May2022specialmtng	5/20/2022 at 10:14 AM
5. CONSENT AGENDA	
5.A. Bills and Wire Transfers Attachments: (1)	

Figure 2 - Waconia May 23, 2022 Regular Meeting Agenda







May 16, 2022 at 7:00 PM - Work Session	
Agenda	
1. Student Board Representative Recruitment & Service Presentation	
2. Superintendent Updates	
3. Budget Discussion	
Attachments: (1)	
 SCAN-Budget5-22	5/3/2022 at 9:39 AM
3.A. Forecast 5 Revenue Concerns	
3.B. February 2022 Budget Update	
Attachments: (1)	
 SCAN-Feb2022	5/3/2022 at 9:32 AM
3.C. March 2022 Budget Update	
Attachments: (1)	
 SCAN-March2022	5/3/2022 at 9:34 AM
4. Preliminary Budget 22-23	
Attachments: (1)	
 2022-2023 Preliminary Budget - 3-28-2022 - Final (1)	3/28/2022 at 3:36 PM
5. Chair Updates	

Figure 3 - Waconia May 16, 2022 Work Session Agenda

Waconia School Board meetings are memorialized in Meeting Minutes. The primary purpose of Meeting Minutes is to create an official record of events that transpired during the meeting. This document outlines all official business, voting, and results of voting from the School Board. Waconia’s Meeting Minutes contain the necessary items such as the time, date, and place of the meeting, the names of the Board members in attendance, and all official actions taken by the Board. Each meeting’s Minutes are usually attached in the following meeting’s Agenda.



Minnetonka (ISD-276)



Figure 4 - Minnetonka School Board Meetings Page

A review of the Minnetonka School Board website⁸ showed that all school board public documents are located under the “School Board Meeting” section. Minnetonka’s Meeting page contains additional information regarding board meetings such as timing of the next meeting and deadlines for submission of public input. Additionally, subsequent meeting Agenda’s and Board

Packet’s are prominently placed at the top of the page for easy navigation. Figure 4 shows Minnetonka’s Board Meeting page. All previous Meeting documents such as Agendas, Board Packets, Minutes, and a Video recording of the Meeting are located under the Meeting Archives section of the School Board Meetings page. shows the options to access public documents under the Meeting Archives section. Minnetonka hosts their Agendas, Board Packets, and Minutes on Finalsité⁹. A sample Minnetonka School Board meeting agenda and board packet is included as Exhibit A. Minnetonka differs from Waconia in this regard by publishing the Agenda and Board Packet as a single document. The Agenda is always the first page and the Board Packet follows. The Board Packet consists of a summary document of each Agenda item that contains an overview or executive summary of the agenda item, any relevant attachments, and a recommendation or future direction by the submitter of the agenda item.

⁸ <https://www.minnetonkaschools.org/district/leadership/board>

⁹ Finalsité is a Connecticut based company that provides various services for school districts including website design, content hosting and servicing, and web page search engine optimization. (<https://www.finalsité.com/about>)



Meeting Archives

MEETING ARCHIVES

Archives include meeting agendas, minutes (once approved at the following meeting) and video for all regular meetings. For meeting minutes from the 2015-2016 school year and older, please [click here](#).

- [June 16, 2022 - Study Session](#)
- [June 2, 2022 - Regular Meeting](#)
- [May 19, 2022 - Special Meeting, Study Session and Closed Session](#)
- [May 5, 2022 - Regular Meeting](#)
- [April 21, 2022 - Study Session and Special Meeting](#)
- [April 20, 2022 - Special Meeting](#)
- [April 7, 2022 - Regular Meeting](#)
- [March 24, 2022 - Study Session & Special Meeting](#)
- [March 22, 2022 - Special Session](#)
- [March 14, 2022 - Special Meeting](#)
- [March 3, 2022 - Regular Meeting & Closed Session](#)
- [February 24, 2022 - Closed Session, Study Session & Special Meeting](#)
- [February 3, 2022 - Regular Meeting](#)
- [January 20, 2022 - Study Session & Special Meeting](#)
- [January 8, 2022 - School Board Retreat](#)
- [January 6, 2021 - Regular Meeting](#)
- [December 29, 2021 - Special Meeting](#)
- [December 16, 2021 - Special Meeting & Study Session](#)
- [December 16, 2021 - Special Meeting](#)
- [Dec. 13, 2021 - Special Session](#)

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Figure 5 - Minnetonka Meeting Archives Page



Eden Prairie (ISD-272)

Eden Prairie lists all of their public School Board meetings under the Agendas and Materials¹⁰ section of their website¹¹. The Agendas and Materials page contains information such as the times and locations of Eden Prairie School Board meetings. It also lists a chronological list of School Board meetings. All documents relating to a specific meeting are listed under each heading. Figure 6 provides visibility to School Board meeting materials for Eden Prairie.

Agendas and Materials

Eden Prairie School Board Meeting agendas are posted to the website the Thursday before the meeting, and meeting materials are posted the day of the meeting. Unless otherwise noted, meetings will be held at the Administrative Services Center located at 8100 School Road, Eden Prairie, MN, 55344.

Click the links below to access School Board meeting agendas, materials, minutes, and videos. Click [here](#) to view the School Board 2021/22 Work Plan.

2021-22 School Board Meetings

▼ Monday, June 27, 2022 School Board Meeting (6:00 pm)
6.27.22 Agenda - 6.27.22 Post Workshop Agenda - 6.27.22 Agenda & Materials - 6.27.22 video
▷ Monday, June 13, 2022 - School Board Workshop (6:00 p.m.)
▷ Monday, May 23, 2022 - School Board Meeting (6:00 p.m.)
▷ Monday, May 9, 2022 - School Board Workshop (6:00 p.m.)
▷ Monday, April 25, 2022 – School Board Meeting (6:00 p.m.)
▷ Wednesday, April 20, 2022 - School Board Workshop Training (4:00 p.m.)
▷ Monday, April 11, 2022 - School Board Workshop (6:00 p.m.)
▷ Monday, March 28, 2022 – School Board Meeting (6:00 p.m.)

Figure 6 - Eden Prairie Agendas and Materials

Eden Prairie’s Agendas, Minutes, and Materials are hosted by Finalsight while the meeting video recordings are hosted on Vimeo¹².

¹⁰ <https://www.edenpr.org/community/school-board/agendas-and-materials>

¹¹ <https://www.edenpr.org/community/school-board>

¹² Vimeo is video hosting and marketing company. (www.vimeo.com)



Eastern Carver County (ISD-112)

Eastern Carver County’s School Board web page¹³ contains separate sections for Board schedules, meeting materials, and meeting videos. The Agendas, Meeting Packets, Meeting Minutes, and Board Reports are all contained under the Meeting Materials section of the Board web page. Further, all documents are stored in a Google Drive¹⁴ in respective folders for each type of document. Similarly to the Eden Prairie School Board website, Eastern Carver County places video recordings of each meeting via Vimeo. Figure 7, below, shows the Eastern Carver County document meeting access sections. Figure 8, below, shows a sample of the documents on Google Drive.

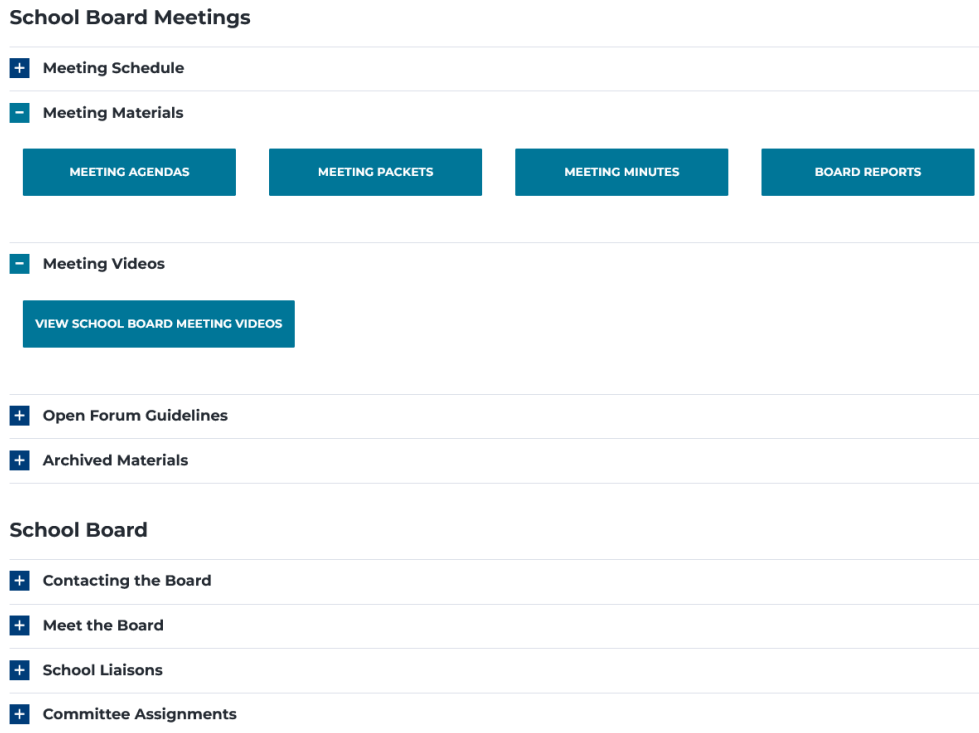


Figure 7 - Eastern Carver County Board Meeting Page

¹³ <https://www.district112.org/community/school-board>

¹⁴ Google Drive is a file storage and synchronization service. (www.google.com/drive)



Meeting Agendas 21-22 DOWNLOAD ALL

Files Name ↑





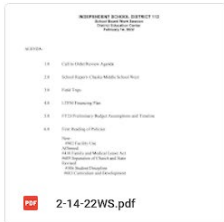


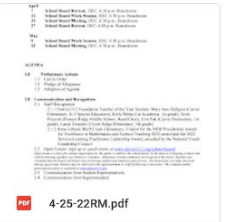




 <p>1-10ORG.pdf</p>	 <p>1-10WS.pdf</p>	 <p>1-24-22RM.pdf</p>	 <p>2-14-22SPCL.pdf</p>
 <p>2-14-22WS.pdf</p>	 <p>2-28-22RM.pdf</p>	 <p>3-21-22RM.pdf</p>	 <p>4-25-22RM.pdf</p>
 <p>5-23-22RM.pdf</p>	 <p>6-13-22SPCL.pdf</p>	 <p>6-13WS.pdf</p>	 <p>6-27-22RM.pdf</p>

Figure 8 - Eastern Carver County Google Drive Page



Hutchinson (ISD-423)

Hutchinson’s School Board web page¹⁵ is the only web page to not contain a link or other direct way of accessing meeting materials. Rather, user’s are required to first navigate using the District drop-down menu, then the School Board drop-down menu, and, finally, “Agendas & Minutes¹⁶”. This page contains a chronological list of board meetings along with links to Agendas and Minutes. Figure 9 shows the Hutchinson Agendas & Minutes

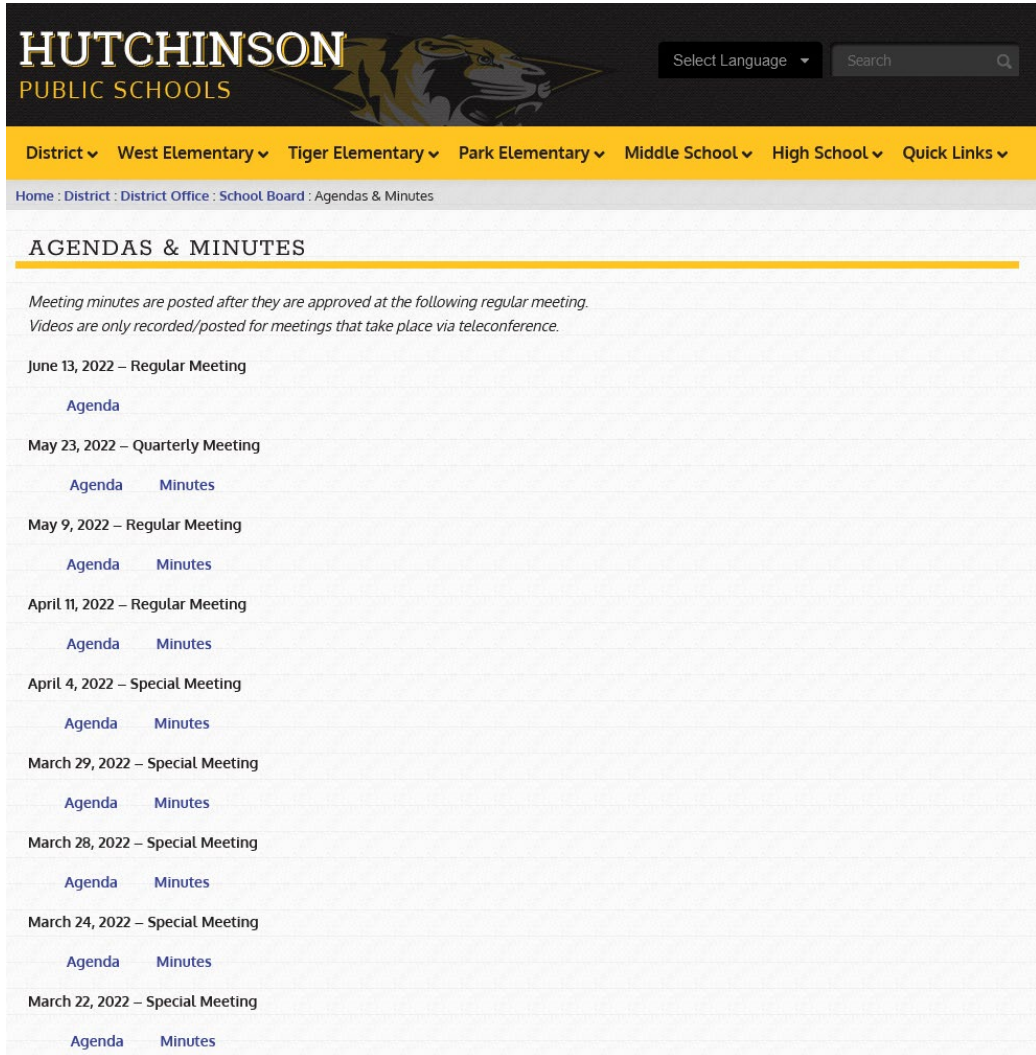


Figure 9 - Hutchinson Agendas & Minutes Page

web page.

¹⁵ <http://www.isd423.org/district/district-office/school-board/>

¹⁶ <http://www.isd423.org/district/district-office/school-board/agendas/>



Similar to Eastern Carver County, Hutchinson uses Google Drive to store meeting materials. However, rather than organizing the documents by type, Hutchinson provides direct links to documents. Hutchinson does not provide past recordings of board meetings.

7. District Expenditures

Discussion

Waconia has been in Statutory Operating Debt since June 30, 2020¹⁷. Minnesota law requires that any district in Statutory Operating Debt must submit a special operating plan to reduce the district's deficit expenditures. In the Special Operating Plan Narrative for Statutory Operating Debt prepared by Waconia's Finance Director on January 25, 2021, Waconia identified the Special Education Cross Subsidy as the primary cause for the negative operating fund balance of \$6,218,593 (as of June 30, 2020). Specifically, a change in the special education funding formula in 2018 was identified by the Business and Finance Department as causing an especially negative impact on the cross subsidy amount. This change resulted \$6,029,737 being spent on special education from the unassigned fund between the fiscal years 2016 through 2019. The effects of the cross subsidy were calculated as the main driver of the districts negative fund balance. As a result, Waconia passed two operating referendums which resulted in an additional \$4.2 million in funding for the 2019-2020 and 2020-2021 school years. Waconia estimates that the operating referendums and other reductions in expenditures will bring the district out of Statutory Operating Debt by fiscal year 2023.

Section 2 of the DOE's Special Education Funding Guide¹⁸ requires that "educational agencies receive special educational aid for the current fiscal year based on a portion of eligible special education expenditures from the previous fiscal year." Additionally, Minnesota state special education aid also includes tuition billing adjustments and the "hold harmless/growth limit" which are both based on current fiscal year data.

Beginning in State Fiscal Year 2016, Minnesota's state special education aid formula was comprised of five components:

1. Initial aid¹⁹
2. Excess cost aid²⁰
3. Special transportation²¹

¹⁷ Statutory Operating Debt is defined by Minn. Stat. § 123B.81 subd 2 as when the net negative undesignated fund balance of the operating debt is greater than 2.5% of the most recent fiscal year's expenditure amount for the funds considered under § 123B.81 subd. 1.

¹⁸ Accessed at <https://education.mn.gov/MDE/dse/schfin/sped/guide/>

¹⁹ Defined under Minn. Stat. § 125A.76

²⁰ Defined under Minn. Stat. § 125A.79

²¹ Defined under Minn. Stat. § 125A.76



4. Tuition billing adjustment²²
5. Hold harmless and growth limit/cap²³

Beginning in State Fiscal Year 2020, a sixth component, cross subsidy reduction aid²⁴, was added. These six components to the formula produce the state special education aid amount that Waconia receives each year.

Waconia Cross Subsidy Review

When evaluating state special education aid and the special education cross subsidy, the Minnesota Department of Education (DOE) produces numerous financial reports which can be accessed at their Data Center website. In our review of the special education cross subsidy for Waconia, we reviewed the following documents:

1. Minnesota State Aid Payment Schedule. This document contains all the monthly schedules of state aid payments made to Waconia.
2. Waconia 2-Year Revenue-Expenditures Comparison Report. This document contains a year over year comparison of revenues and expenditures reported by Waconia.
3. Waconia Balance Sheet. This document contains the audited Balance Sheet for Waconia and lists the Assets, Liabilities, and Fund Balances for the District.
4. Waconia Pupil Transportation Report. This document lists the number of students transported to and from school and the amount of transportation expenditures.
5. Waconia Special Education Comprehensive Aid Report. The Special Education Comprehensive Aid Report is a calculation of state special education aid for each year. It is itemized by line per Section 2 of the Minnesota Department of Education, Special Education Funding and Data Reference Guide.
6. Waconia Expenditures by Finance Code Report. This report itemizes District expenditures by Finance, Program, and Object codes per the UFARS manual.
7. Waconia Revenue Summary Report. This report details the District's revenue for each fund.
8. UFARS Audited Data Compliance Report. This report contains audited UFARS data submitted by the District for each fund.
9. Waconia Annual Comprehensive Financial Reports²⁵. This report is a "plain language" consolidation of UFARS data.

²² Defined under Minn. Stat. § 125A.11 and § 127A.47

²³ Defined under Minn. Stat. § 125A.76

²⁴ Defined under Minn. Stat. § 125A.76

²⁵ On October 11, 2021, GASB changed the name of Comprehensive Annual Financial Reports to Annual Comprehensive Financial Reports (<https://gasb.org/page/PageContent?pageId=/projects/renaming-the-comprehensive-annual-financial-report.html>).



The method used to calculate a district’s cross subsidy is straightforward: appropriate district special education expenditures are subtracted from the special education aid received, resulting in the special education cross subsidy. Unfortunately, calculating a district’s special education expenditures and the special education aid the district should have received is not as straightforward.

State Special Education Aid

To calculate the State Special Education Aid, the first item to calculate is initial aid. Initial aid is based on prior year data and uses the least of three options: old formula expenditures, nonfederal expenditures, and census-based. The “old formula” is the calculation of eligible expenditures under Minn. Stat. § 125A.76 Subd. 2 that was repealed in 2013. This calculation is still referenced and used in virtually all state special aid calculations today. The nonfederal expenditures formula calculates all direct expenditures by the District, excluding expenditures reimbursed with federal funds, reimbursed with other state aids, for general education costs, facilities, pupil transportation, and postemployment benefits. The census-based formula is a calculation of two formulas: census-based funding for higher incidence but lower cost primary disabilities or a child count-based funding for lower incidence but higher cost primary disabilities.

To begin the calculation for initial aid, we consolidated various categories of expenditures outlined in various Minnesota Statutes. We first reviewed Waconia’s Annual Consolidated Financial Report (“ACFR”) to tally special education expenditures as noted below in a sample image from the ACFR:

EXPENDITURES	
Current:	
Administration	1,401,450
District Support Services	1,839,197
Regular Instruction	21,084,273
Vocational Education Instruction	688,291
Special Education Instruction	9,102,769
Instructional Support Services	2,823,710
Pupil Support Services	4,084,113
Sites and Buildings	3,778,256
Fiscal and Other Fixed Cost Programs	128,183
Food Service	-
Community Service	-
Capital Outlay	1,454,893
Debt Service:	
Principal	116,641
Interest and Fiscal Charges	208,938
Bond Issuance Costs	-
Total Expenditures	48,690,714

Figure 10 - 2019-2020 General Fund Expenditures



This amount is listed in more detail later in the report:

	2020		Over (Under) Final Budget	2019
	Final Budget	Actual Amounts		Actual Amounts
Special Education Instruction:				
Salaries	6,315,494	6,207,451	(108,043)	6,293,211
Employee Benefits	2,709,752	2,578,002	(131,750)	2,527,115
Purchased Services	228,013	272,964	46,951	231,919
Supplies and Materials	94,027	36,381	(57,646)	67,491
Capital Expenditures	8,027	7,433	(594)	836
Other Expenditures	5,800	7,971	2,371	9,332
Total Special Education Instruction	9,358,913	9,110,202	(248,711)	9,129,704

Figure 11 - 2019-2020 Special Education Instruction Expenditures

A review of this data will reflect a difference of \$7,433 in these two figures while they are both listed as Special Instruction Expenditures in the ACFR. The reason this difference is present is due to the inclusion of Capital Expenditures in Figure 11 that is not included in the amount in Figure 10. From a review of the ACFR, it would appear that Waconia’s special education instruction expenditures for 2019-2020 were \$9,102,796 or \$9,110,202. Verifying this amount against the reported expenditures may be performed by examining the Expenditures by Code report. In order to identify all appropriate special education expenditure finance codes, however, the Special Education Funding Guide and Minnesota Statutes should be referenced. These documents specify those expenditures under Finance Codes 317, 372, 740, and 835 are used to calculate special education expenditures. According to the 2019-2020 Expenditures by Code report, Waconia’s special education expenditures were \$8,873,573. To verify the Expenditures by Code figure during our review, we reviewed other reports produced by the DOE. The State Special Education Comprehensive Aid Report is a line-by-line calculation of state aid and expected cross subsidy. Since this report and included calculations use prior year data, we used the 2020-2021 Special Education Comprehensive Aid Report to find the 2019-2020 special education expenditures. Line 16 on this report identifies Waconia’s 2019-2020 total special education expenditures at \$8,632,536. The figure from the 2020-2021 Special Education Comprehensive Aid Report represents a difference of \$241,037 between the Expenditures by Code report and a difference of \$470,233 from the ACFR’s figure.

Determining why two MN DOE reports show contradictory amounts for Waconia’s Special Education expenditures is beyond the scope of this forensic review. However, after a review of the documents and a discussion with District employees, MN DOE reports are produced on different dates throughout the year. However, while school districts are required to report their data to the DOE in a timely manner, that is not always the case. If the DOE produces a report that is based on data that is then later updated due to the late submission of data, then the resulting figures could be different. Regardless, MN DOE



could produce a reconciliation document that identifies the run dates of each report and the dates of data changes that impact those documents. At a minimum this would allow third-party reviewers and citizens alike some clarity as to the differences between the figures contained in the DOE reports.

Expenditure Summary

We reviewed the District's General Fund expenditures for the school fiscal years ending in 2014 through 2020. Due to the differences across the various reporting mechanisms, we used the District's ACFR to determine the General Fund expenditure for each year. To determine the Special Education Cross Subsidy, we used the MN DOE Cross Subsidy Report. The Cross Subsidy Report does contain different figures for relevant categories such as State Aids (Revenues) and Special Education Expenditures, however, these differences are nominal for the following analysis and determining an exact figure is not reasonable due to the reasons discussed in the previous section.

General Fund expenditures are categorized into 1 of 10 possible categories²⁶:

1. Administration
2. District Support Services
3. Elementary and Secondary Regular Instruction
4. Vocational Education Instruction
5. Special Education Instruction
6. Instructional Support Services
7. Pupil Support Services
8. Sites and Buildings
9. Fiscal and Other Fixed Cost Programs
10. Debt Service

²⁶ For a full discussion on appropriate expenditures for each category, see MN DOE UFARS Chapter 13 – Financial Accounting and Reporting



The following table shows the District’s General Fund expenditures for 2014 through 2020:

Category	2014	2015	2016	2017	2018	2019	2020
Administration	\$ 1,433,304.00	\$ 1,131,791.00	\$ 1,197,254.00	\$ 1,239,950.00	\$ 1,303,289.00	\$ 1,358,490.00	\$ 1,401,450.00
District Support Services	\$ 1,412,501.00	\$ 1,511,370.00	\$ 1,600,619.00	\$ 1,781,324.00	\$ 1,928,458.00	\$ 2,158,725.00	\$ 1,839,197.00
Elementary and Secondary Regular Instruction	\$ 16,472,543.00	\$ 17,612,416.00	\$ 18,946,437.00	\$ 20,189,254.00	\$ 20,867,888.00	\$ 21,874,325.00	\$ 21,176,066.00
Vocational Education Instruction	\$ 401,909.00	\$ 350,479.00	\$ 407,835.00	\$ 562,394.00	\$ 711,686.00	\$ 588,221.00	\$ 668,291.00
Special Education Instruction	\$ 5,581,496.00	\$ 5,728,272.00	\$ 6,648,266.00	\$ 7,633,556.00	\$ 8,527,928.00	\$ 9,129,704.00	\$ 9,110,202.00
Instructional Support Services	\$ 2,451,506.00	\$ 2,513,160.00	\$ 2,619,575.00	\$ 2,849,729.00	\$ 2,966,804.00	\$ 3,036,579.00	\$ 2,921,950.00
Pupil Support Services	\$ 2,940,686.00	\$ 3,050,469.00	\$ 3,223,789.00	\$ 3,488,037.00	\$ 3,726,909.00	\$ 4,203,476.00	\$ 4,085,969.00
Sites and Buildings	\$ 3,750,184.00	\$ 3,416,155.00	\$ 4,037,827.00	\$ 4,076,893.00	\$ 3,881,002.00	\$ 7,334,671.00	\$ 5,033,827.00
Fiscal and Other Fixed Cost Programs	\$ 89,735.00	\$ 93,455.00	\$ 89,127.00	\$ 94,107.00	\$ 102,927.00	\$ 108,415.00	\$ 128,183.00
Debt Service	\$ 593,580.00	\$ 624,945.00	\$ 163,493.00	\$ 147,132.00	\$ 173,417.00	\$ 300,871.00	\$ 325,579.00
Total Expenditures	\$ 35,127,444.00	\$ 36,032,512.00	\$ 38,934,222.00	\$ 42,062,376.00	\$ 44,190,308.00	\$ 50,093,477.00	\$ 46,690,714.00

Table 1 - Waconia General Fund Gross Expenditures

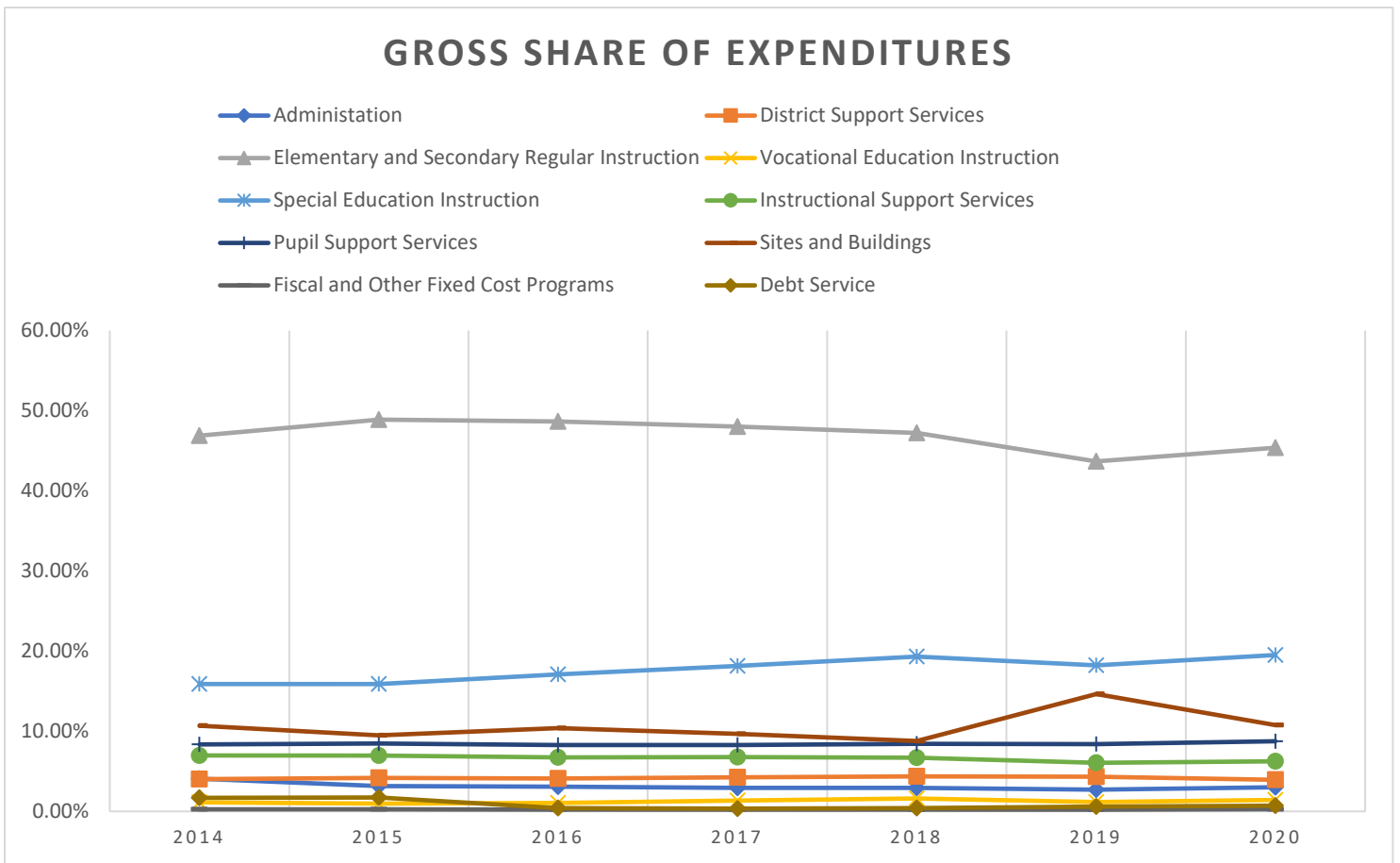


Figure 12 - Gross Share of Expenditures



The following table summarizes the special education aid Waconia received, special education expenditures, and the net special education expenditures for the years 2014-2020:

Special Education	2014	2015	2016	2017	2018	2019	2020
Special Education Aid	\$ 3,131,715.29	\$ 3,490,114.32	\$ 3,489,124.53	\$ 4,074,573.28	\$ 4,471,141.49	\$ 4,875,733.44	\$ 5,889,841.66
Special Education Instruction	\$ 5,581,496.00	\$ 5,728,272.00	\$ 6,648,266.00	\$ 7,633,556.00	\$ 8,527,928.00	\$ 9,129,704.00	\$ 9,110,202.00
Net Special Education Expenditure	\$ 2,449,780.71	\$ 2,238,157.68	\$ 3,159,141.47	\$ 3,558,982.72	\$ 4,056,786.51	\$ 4,253,970.56	\$ 3,220,360.34

Table 2 - Net Special Education Expenditures

After calculating the net special education expenditure, the following table summarizes Waconia's General Fund net expenditures:

Category	2014	2015	2016	2017	2018	2019	2020
Administration	\$ 1,433,304.00	\$ 1,131,791.00	\$ 1,197,254.00	\$ 1,239,950.00	\$ 1,303,289.00	\$ 1,358,490.00	\$ 1,401,450.00
District Support Services	\$ 1,412,501.00	\$ 1,511,370.00	\$ 1,600,619.00	\$ 1,781,324.00	\$ 1,928,458.00	\$ 2,158,725.00	\$ 1,839,197.00
Elementary and Secondary Regular Instruction	\$ 16,472,543.00	\$ 17,612,416.00	\$ 18,946,437.00	\$ 20,189,254.00	\$ 20,867,888.00	\$ 21,874,325.00	\$ 21,176,066.00
Vocational Education Instruction	\$ 401,909.00	\$ 350,479.00	\$ 407,835.00	\$ 562,394.00	\$ 711,686.00	\$ 588,221.00	\$ 668,291.00
Special Education Instruction	\$ 2,449,780.71	\$ 2,238,157.68	\$ 3,159,141.47	\$ 3,558,982.72	\$ 4,056,786.51	\$ 4,253,970.56	\$ 3,220,360.34
Services	\$ 2,451,506.00	\$ 2,513,160.00	\$ 2,619,575.00	\$ 2,849,729.00	\$ 2,966,804.00	\$ 3,036,579.00	\$ 2,921,950.00
Pupil Support Services	\$ 2,940,686.00	\$ 3,050,469.00	\$ 3,223,789.00	\$ 3,488,037.00	\$ 3,726,909.00	\$ 4,203,476.00	\$ 4,085,969.00
Sites and Buildings Fiscal and Other Fixed Cost Programs	\$ 89,735.00	\$ 93,455.00	\$ 89,127.00	\$ 94,107.00	\$ 102,927.00	\$ 108,415.00	\$ 128,183.00
Debt Service	\$ 593,580.00	\$ 624,945.00	\$ 163,493.00	\$ 147,132.00	\$ 173,417.00	\$ 300,871.00	\$ 325,579.00
Total Expenditures	\$ 31,995,728.71	\$ 32,542,397.68	\$ 35,445,097.47	\$ 37,987,802.72	\$ 39,719,166.51	\$ 45,217,743.56	\$ 40,800,872.34

Table 3 - Net General Fund Expenditures



NET SHARE OF EXPENDITURES

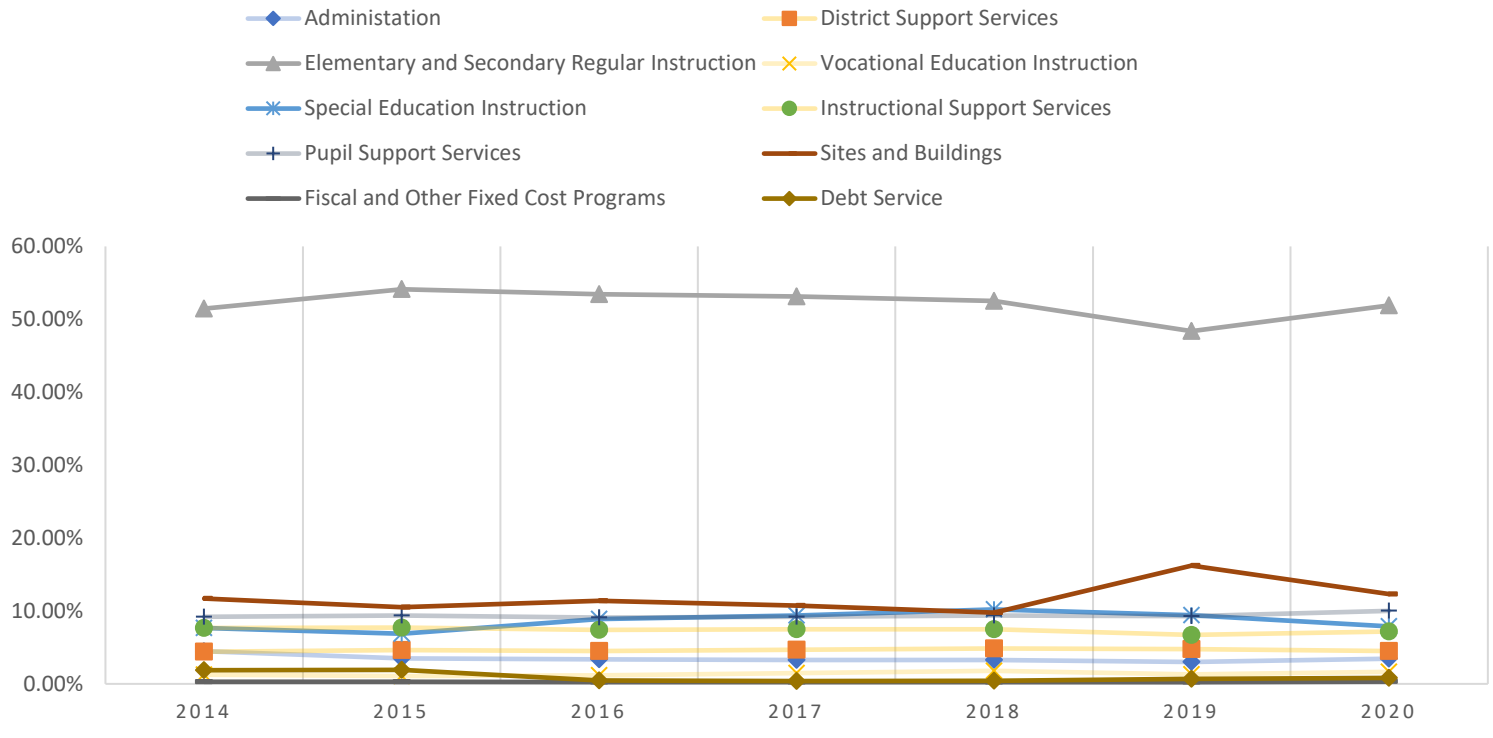


Figure 13 - Net Share of Expenditures

The following table summarizes Waconia’s revenues and expenditures²⁷ from 2014 through 2020:

	2014	2015	2016	2017	2018	2019	2020
Revenues	\$ 33,731,365.00	\$ 36,033,638.00	\$ 38,256,648.00	\$ 39,986,392.00	\$ 39,980,479.00	\$ 42,819,280.00	\$ 46,564,514.00
Expenditures	\$ 35,127,444.00	\$ 36,032,512.00	\$ 38,934,222.00	\$ 42,062,376.00	\$ 44,190,308.00	\$ 50,093,477.00	\$ 46,690,714.00
	\$ (1,396,079.00)	\$ 1,126.00	\$ (677,574.00)	\$ (2,075,984.00)	\$ (4,209,829.00)	\$ (7,274,197.00)	\$ (126,200.00)

Table 4 - Summary of Yearly General Fund Revenues and Expenditures

²⁷ Table 4 figures taken from Waconia’s ACFRs.



8. District Credit Card Expenditures

Discussion

Credit card use by a public entity in Minnesota also must be consistent with state law. For example, Minnesota Statute § 471.38 subd. 1 states that claims presented for payment must be in writing and itemized. Monthly statements received from a credit card company lack sufficient detail and, as a result, public entities using credit cards must retain invoices and receipts needed to support the items charged in the bill from the credit card company.

Waconia’s School Board may authorize the use of credit cards (also known as “purchase cards” or “p-cards”) by any officer or employee otherwise authorized to make purchases on behalf of the district.²⁸ The Minnesota State Auditor’s position on public entities using credit cards is that they should adopt and implement a comprehensive credit card policy that includes management practices and internal control procedures.

Purchase Card Program

Waconia’s Business & Finance Department manages all the district’s financial resources, including purchase cards. The Business & Finance Department downloads transaction extracts each month and loads the transaction data into Waconia’s Skyward²⁹ fiscal management software to reconcile and post transactions. The transaction extract data is reconciled with the monthly credit card statements. Once the transaction extract data has been uploaded, the Business & Finance Department manually reviews each monthly statement ensuring that the extract charges uploaded into Skyward and monthly statement charges reconcile. Once the data reconciliation has been completed, the monthly statement is filed in the Business & Finance Office’s records. The transaction extract data file is not retained.

²⁸ Minn. Stat. § 123B.02, subd 23.

²⁹ Skyward Inc. is a Wisconsin based software company that caters to primary and secondary schools and provides student information systems and enterprise resource planning software. (www.skyward.com)



Waconia issues purchase cards under individual names and entity names. For the period reviewed of December 21, 2015 through December 18, 2020, Waconia issued 21 purchase cards to the following entities / individuals:

Account	
1	Amy Hafemann 7133
2	Business Office 3059
3	Business Office 4475
4	Business Office 4736
5	Business Office 5289
6	Business Office 6080
7	Business Office 6661
8	Business Office 7724
9	Business Office 8240
10	Business Office 8335
11	Business Office 8824
12	Food Services 5238
13	Food Services 9266
14	Jenni Sebora 4163
15	Kelli Raether 4171
16	Mary Overby 3688
17	Patrick Devine 9999
18	Todd Swanson 0958
19	Transitions Acct 2590
20	Transitions Acct 6685
21	Waconia Activity 9429

Table 5 - Purchase Card Accounts



During the period reviewed, there were 5,184 transactions totaling \$2,471,410. The table below shows each account and their respective number of transactions:

Account	Transaction Count	Transactions Total
<i>Business Office 6661</i>	872	\$ 445,400.24
<i>Business Office 5289</i>	874	415,615.66
<i>Business Office 6080</i>	554	342,507.33
<i>Business Office 8240</i>	223	297,220.84
<i>Business Office 4736</i>	268	195,857.41
<i>Business Office 8824</i>	184	157,827.45
<i>Business Office 7724</i>	195	140,175.63
<i>Business Office 3059</i>	261	113,972.98
<i>Amy Hafemann 7133</i>	167	80,298.16
<i>Waconia Activit 9429</i>	182	59,355.49
<i>Business Office 4475</i>	133	57,284.98
<i>Business Office 8335</i>	145	49,439.12
<i>Patrick Devine 9999</i>	397	30,826.67
<i>Todd Swanson 0958</i>	157	20,810.74
<i>Transitions Acc 2590</i>	133	20,675.26
<i>Transitions Acc 6685</i>	79	13,190.56
<i>Food Services 9266</i>	150	11,458.21
<i>Kelli Raether 4171</i>	51	8,137.48
<i>Food Services 5238</i>	36	4,377.86
<i>Jenni Sebor 4163</i>	99	4,126.30
<i>Mary Overby 3688</i>	24	2,851.18
TOTAL	5184	\$ 2,471,409.55

Table 6 - Transaction Summary

The following tables and charts provide additional information regarding the use of purchase cards.



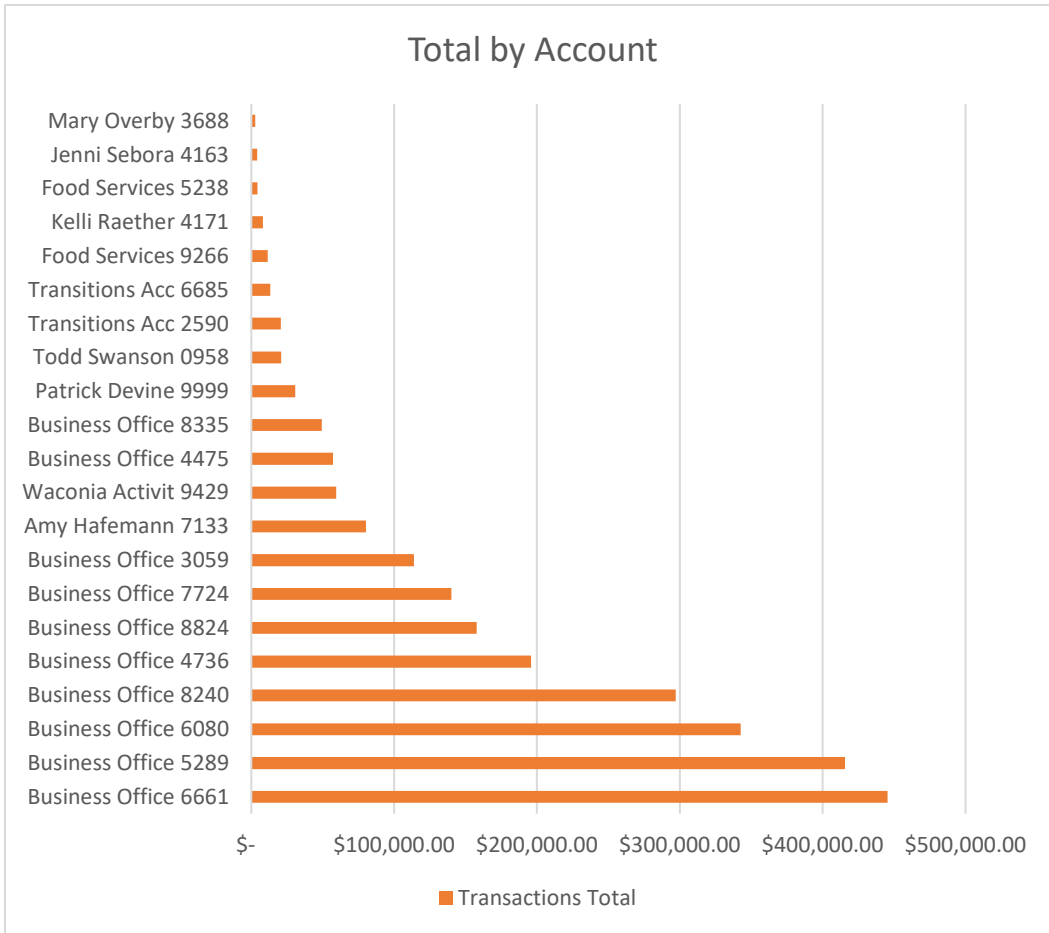


Figure 15 - Transaction Totals by Account

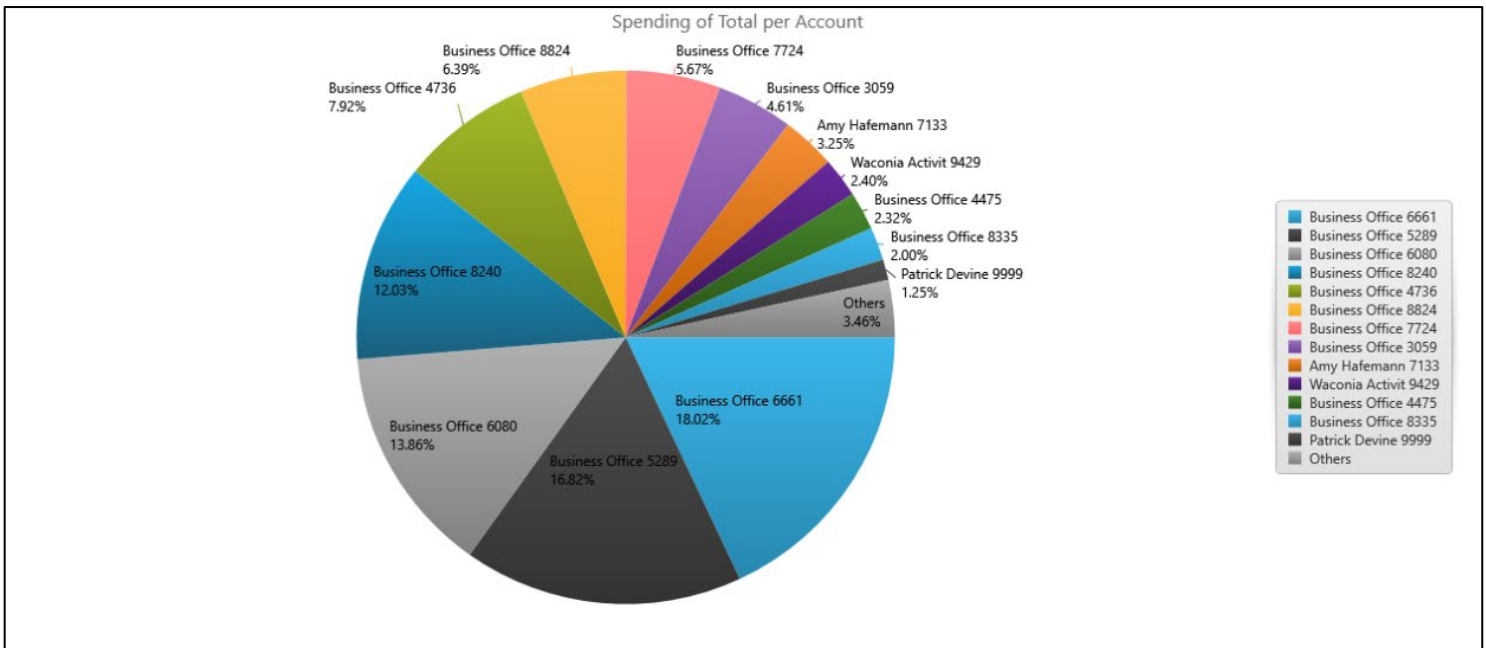


Figure 14 - Percentage of Total Transactions by Account



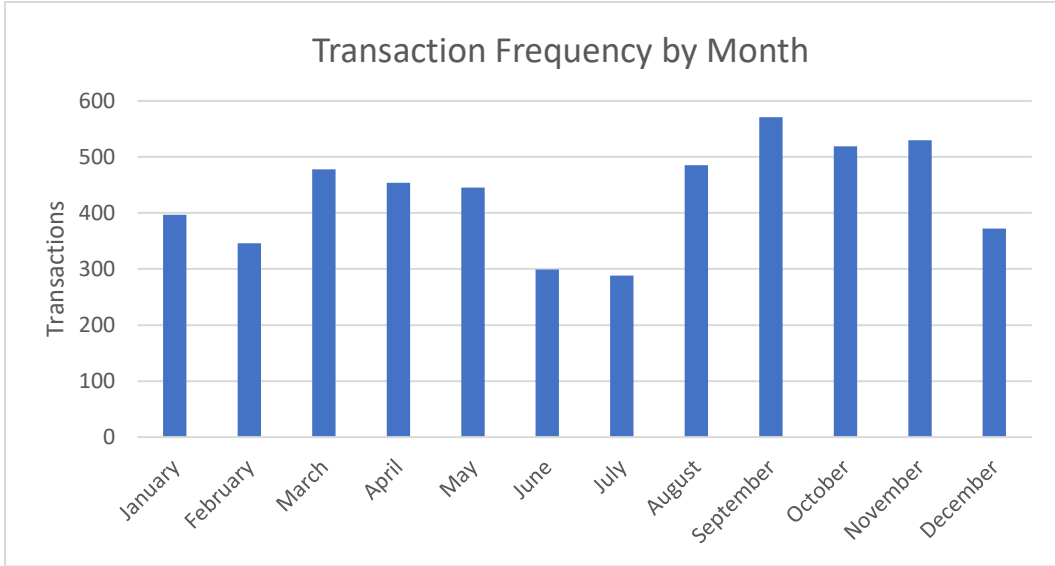


Figure 17 - Monthly Transaction Frequency

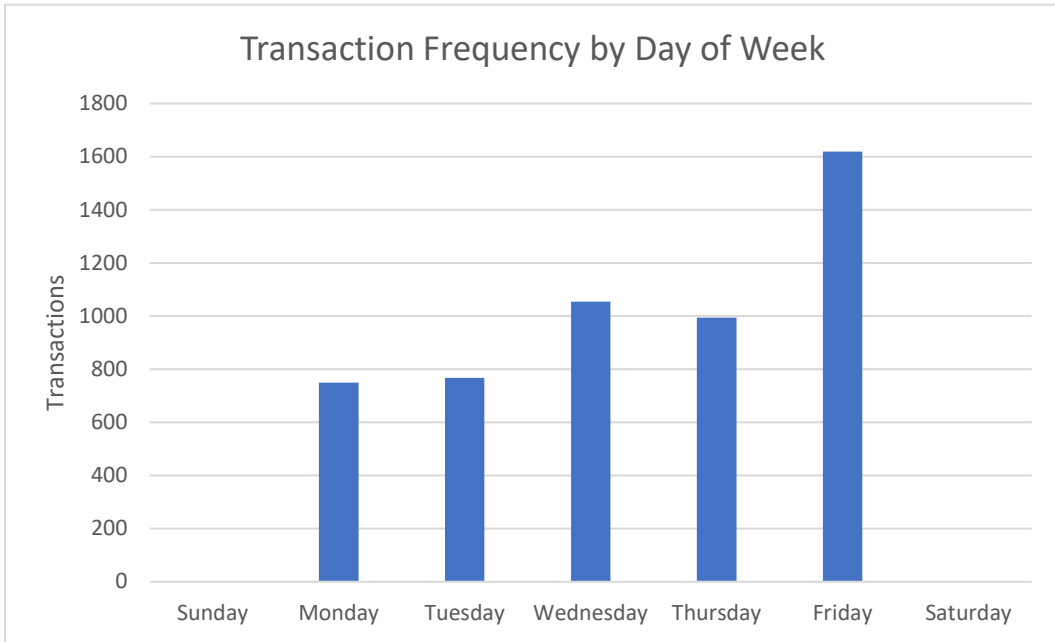


Figure 16 - Daily Transaction Frequency



9. Conclusions and Recommendations

Budget Process

Waconia meets all statutory obligations in its budget process. From 2013 through 2018 it qualified for and was awarded the MN DOE School Finance Award³⁰ and received the Certificate of Excellence in Financial Reporting from the Association of School Business Officials International³¹ for 9 years.

As a result of our review which was focused on district expenditures, school board budget process, and district credit card use, we make the following recommendations:

Recommendation 1: Include additional meeting and board packet materials regarding specific budget decisions.

The quality of information and data within the agenda materials was underwhelming and difficult to locate. Specific justifications for budget items or significant changes in budget expenditures are either not contained within meeting materials or they are not presented in a clear fashion due to the manner used by Waconia to organize meeting documents on their web page. For example, when investigating large capital expenditures after a bond issue was passed in the District, the only reference to the bond issue was a comment in the Superintendent's Update to the Board regarding the vote, rather than a full accounting of the funds related to the bond issuance.

We recommend the addition of a separate board packet document that contains all of the agenda items that require discussion and action. Vital decision-making financial information including year to date expenditures as compared to the budget, quarterly financial analysis, and aid and expenditure variance analysis. The school board requires accurate and timely financial information to make decisions for the district. Adopting an approach where each Agenda item is associated to its own distinct discussion document would make it completely transparent as to why the school board made certain decisions. Additionally, this makes finding and referencing specific Board justifications more efficient than the current style and format of the Agenda and attached documents. Additionally, we do not recommend placing this discussion in the Minutes as the Minutes should simply be a record of official actions taken by the Board.

Recommendation 2: Improve web page meta data and search engine optimization.

³⁰ From 2019 until the present Waconia has not been eligible for this award due to being in Statutory Operating Debt.

³¹ The Association of School Business Officials International is an association that promotes standards of school business management, growth, and effective use of educational resources. The Certificate of Excellence in Financial Reporting honors districts who apply and meet the award's criteria. It is intended to improve financial reporting by increasing transparency. (https://asbointl.org/Web/Awards/Certificate_of_Excellence/Web/Awards/COE/Certificate_of_Excellence.aspx)



Since the overwhelming majority of people initiate web navigation by using a search engine, Waconia's website is lacking important meta data that could aid in finding specific board meetings and materials.

District Expenditures

Opinion 1: Waconia is primarily in Statutory Operating Debt due to year over year increases in expenditures and flat revenues. Capital Expenditures was the largest driver of these expenditure increases between 2019 and 2021.

Waconia's Special Operating Plan Narrative for Statutory Operating Debt (dated January 25, 2021) misstates the primary reason for the district's fund balance decline as an increase in Special Education expenditures without a corresponding increase in Special Education revenues. This statement omits the massive increase in Capital Expenditures. Special Education expenditures had a modest to slight impact on the year over increases, but Capital Expenditures increased 91.4% in 2019 and 31.2% in 2020 over the average for Capital Expenditures from 2014 through 2017 (\$3,832,412.20). Net Special Education expenditures, in contrast, increased 37.6% in 2019 and 4.1% in 2020 over the five-year average for net Special Education expenditures (\$3,092,569.82).

Recommendation 3: Create a reconciliation document that states what data Waconia's ACFRs rely on and when that data was used. This document should also include relevant MN DOE financial reports with their run date and the differences between the ACFR and MN DOE reports.

When researching Waconia's expenditures, we discovered that the District's ACFRs and MN DOE's financial reporting were inconsistent. Additionally, reports within MN DOE that rely on the same amounts would, at times, differ. Determining the cause of these differences at the state level is beyond the scope of this engagement, however, a document that outlines not only the data used, but the timeliness of that data would aid in determining if data changes after Waconia submitted data to the state are contributing to the observed differences.

District Credit Card Expenditures

Opinion 2: Our analysis did not reflect any obvious fraud or misuse of the District credit cards.

Recommendation 4: Create and implement a district purchase/credit card policy.

Waconia currently does not maintain a district purchase/credit card policy. Maintaining and following a district policy is considered a best practice recommendation from the MN State Auditor³² and should provide the following safeguards:

³² https://www.osa.state.mn.us/media/5lveupaa/creditcardusepolicies_0703_statement.pdf



1. Prohibit the use of the credit card for personal purchases
2. Identify the employees and officers who are authorized to make purchases on behalf of the District and eligible to use the card
3. Identify the purchases that are to be made with the card
4. Establish a review process for purchases made with the card
5. Require supporting documentation for purchases made with the card
6. Restrict the total amount of charges that can be made on the card
7. Have signed written acknowledgements of the card policy from all authorized users on file

Recommendation 5: Maintain electronic copies of credit card statements, statement extracts, and supporting documentation such as receipts and invoices for at least 10 years.

Waconia's process of filing and maintaining paper copies of statements is a good practice for providing hard copy backups to digital information. However, it is not an efficient method of data retrieval or transfer. Data storage is relatively inexpensive and bank statements, extracts, and receipt scans are usually small in file size. This means that Waconia should be able to store digital copies and backups of important financial documents for an appropriate period of time without incurring extravagant costs.

10. Additional Analysis

We reserve the right to amend this report based on information received after the issuance of the same. If called to testify, I expect to use certain exhibits at trial, and understand that I may be asked to express opinions in rebuttal of matters that are raised at trial.

11. Signature

I certify that the above is a true and correct copy of my expert opinion. Signed and dated the 2nd day of July 2022:



Eric Stephens, CPA, CFE



LIST OF EXHIBITS

A. Minnetonka School Board Regular Meeting Session Agenda dated December 21, 2021



EXHIBIT A

SCHOOL BOARD MEETING

Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

www.minnetonkaschools.org

December 2, 2021

The mission of the Minnetonka School District, a community that transcends traditional definitions of excellence and where dreams set sail, is to ensure all students envision and pursue their highest aspirations while serving the greater good, through teaching and learning which

- *Value and nurture each individual,*
- *Inspire in everyone a passion to excel with confidence and hope, and*
- *Instill expectations that stimulate extraordinary achievement in the classroom and in life.*

(All times are approximate)

- | | | |
|------|-------|--|
| 6:30 | | Recognitions: AP Scholars with Honor; Girls Tennis State Champions; Boys Cross Country State Qualifiers; Girls Cross Country State Qualifiers; Girls Swimming and Diving State Champions; Marching Band State Qualifiers; Miss Preteen Minnesota 2021; “The MCE Minute” Award Recipients |
| 7:00 | | Truth-in-Taxation Hearing |
| 7:20 | I. | Call of Regular Meeting to Order |
| | II. | Pledge to the Flag |
| | III. | Adoption of the Agenda |
| 7:22 | IV. | School Report: MMW |
| 7:40 | V. | Community Comments
Community Comments is an opportunity for the public to address the School Board on an item included in this agenda in accordance with the guidelines printed on the reverse. |
| 8:00 | VI. | Review of FY21 Audit |
| 8:40 | VII. | Adoption of 2021 Payable 2022 Levy |
| 8:55 | VIII. | Approval of MCE Fees <ul style="list-style-type: none"> a. ECFE b. Minnetonka Preschool c. Explorers Club |
| 9:15 | IX. | Approval of New Course Proposals, Changes and Deletions |
| 9:30 | X. | Review of Safe Learning Plan |

- 9:50 XI. Review of Superintendent Search Process
- 10:10 XII. Approval of Change of Attendance Boundary for Excelsior/Minnewashta
- 10:25 XIII. Adoption of Policy #709: Student Transportation Safety
- 10:30 XIV. Acceptance of Bid for Alterations of Tech Ed Room at MMW
- 10:35 XV. Acceptance of Bid for Retaining Wall Replacement at MHS
- 10:40 XVI. CONSENT AGENDA
 - a. Minutes of October 28, 2021 Special Meeting; November 4, 2021 Regular Meeting and November 5, 2021 Special Meeting
 - b. Study Session Summaries of October 28 and November 18, 2021
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Approval of Enrollment Limits
 - h. Approval of Designated Combined Polling Places
 - i. Resolution Authorizing Issuance of Certificates of Election
- 10:42 XVII. Board Reports
- 10:44 XIII. Superintendent's Report
- 10:46 XIX. Announcements
- 10:47 XX. Adjournment

GUIDELINES FOR *COMMUNITY COMMENTS*

Welcome to the Minnetonka Schools Board Meeting! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every regular School Board meeting during *Community Comments*.

1. Anyone indicating a desire to speak to an item included in this agenda—except for information that personally identifies or violates the privacy rights of employees or students—during *Community Comments* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Community Comments* the Board and administration listen to comments. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a principal, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

*School Board meetings are rebroadcast via a local cable provider.
Please visit the "District/Leadership/School Board" page on our website for a current schedule.*

HEARING

Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota

Truth in Taxation Hearing

Title: 2021 Pay 2022 Truth in Taxation Hearing

Date: December 2, 2021

EXECUTIVE SUMMARY:

Minnesota Statutes have required since 1988 that every school district, city and county hold a Truth in Taxation hearing prior to adopting the annual property tax levy.

At the hearing, the School District must present information on the current year budget, information on the proposed levy, and explain major changes in the proposed levy. In addition, after the presentation, the School District is required to take public comment on the proposed levy.

The 2021 Payable 2022 Levy being presented for Certification by the School Board is \$56,474,858.27.

A school district can always lower the Final Levy Certification from the amount of the Preliminary Levy Certification in a particular category, but can never increase it from the Preliminary Levy Certification unless there is a voter-approved referendum for facilities, capital projects, or operations.

The proposed final levy of \$56,474,858.27 is an increase of \$1,229,500.01 or 2.23% from the prior year amount of \$55,245,358.26.

The proposed levy will be discussed at the Truth in Taxation Hearing, along with FY22 budget summary information as required by law.

RECOMMENDATION/FUTURE DIRECTION:

The Truth in Taxation Hearing presentation will be presented for the School Board's and the public's information.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
Dennis Peterson, Superintendent

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item IV.

Title: School Report: MMW

Date: December 2, 2021

EXECUTIVE SUMMARY

MMW Principal Freya Schirmacher will provide an update regarding the start of the 2021-22 school year at MMW. This report will specifically focus on Excellence in Well-Being and Belonging and our MTSS process at MMW. We will also share about the MMW Core Values in Action as well as a review of the Blue-Ribbon Award process, celebration, and next steps for MMW this year.

Submitted by: _____



Dennis Peterson, Superintendent

INFORMATION

Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item VI.

Title: Review of FY21 Audit

Date: December 2, 2021

EXECUTIVE SUMMARY:

The audit of the Fiscal Year 2021 Financial Statements has been completed by the auditing firm of CliftonLarsonAllen LLP and is being readied for acceptance and approval by the School Board at the December 16, 2021 Special School Board Meeting.

Michelle Hoffman, CPA will review the Basic Financial Statements in the audit at the December 2, 2021 School Board Meeting prior to final approval of the complete audit report on December 16, 2021. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education as required by statute.

The Minnetonka Independent School District 276 will be receiving an unmodified opinion from CliftonLarsonAllen, which means the financial statements present fairly the financial position of the District on June 30, 2021.

ATTACHMENTS:FY2021 Basic Financial Statements

RECOMMENDATION/FUTURE DIRECTION:

The draft Fiscal Year 2021 Basic Financial Statements are being presented for review prior to approval and acceptance of the complete audit and Annual Comprehensive Financial Report on December 16, 2021.

Submitted by: _____



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____



Dennis Peterson, Superintendent

BASIC FINANCIAL STATEMENTS

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
BALANCE SHEET – GOVERNMENTAL FUNDS
JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2020)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2021	2020
ASSETS							
Cash and Investments	\$ 42,586,019	\$ 1,654,612	\$ 2,481,843	\$ 3,552,821	\$ 5,606,247	\$ 55,881,542	\$ 56,822,549
Cash with Fiscal Agent	5,142	-	-	3,844,002	-	3,849,144	1,264,388
Receivables:							
Current Property Taxes	22,671,402	-	482,777	-	4,498,903	27,653,082	28,473,292
Delinquent Property Taxes	89,598	-	1,800	-	19,758	111,156	160,145
Accounts and Interest Receivable	84,599	20,555	83,623	-	-	188,777	427,898
Due from Other Minnesota School Districts	97,145	-	69,324	-	-	166,469	238,841
Due from Minnesota Department of Education	10,201,499	-	40,362	-	65,066	10,306,927	10,777,004
Due from Federal through Minnesota Department of Education	1,311,171	171,130	-	-	-	1,482,301	1,479,435
Due from Other Governmental Units	293,246	-	-	-	-	293,246	258,920
Due from Other Funds	750,607	-	-	-	-	750,607	794,338
Inventory	257,339	65,097	-	-	-	322,436	391,509
Prepays	2,201,654	14,373	92,309	-	977,535	3,285,871	2,736,290
Total Assets	<u>\$ 80,549,421</u>	<u>\$ 1,925,767</u>	<u>\$ 3,252,038</u>	<u>\$ 7,396,823</u>	<u>\$ 11,167,509</u>	<u>\$ 104,291,558</u>	<u>\$ 103,824,609</u>
LIABILITIES, DEFERRED INFLOWS OF RESOURCES, AND FUND BALANCE							
Liabilities:							
Salaries and Compensated Absences Payable	\$ 6,034,527	\$ 29,162	\$ 394,597	\$ -	\$ -	\$ 6,458,286	\$ 5,857,991
Payroll Deductions and Employer Contributions Payable	3,364,043	546	437	-	-	3,365,026	2,965,825
Accounts and Contracts Payable	982,356	160	70,131	1,746,235	-	2,798,882	3,532,618
Due to Other Governmental Units	149,920	-	198	-	-	150,118	190,848
Unearned Revenue	372,470	462,117	909,261	-	-	1,743,848	1,253,577
Total Liabilities	<u>10,903,316</u>	<u>491,985</u>	<u>1,374,624</u>	<u>1,746,235</u>	<u>-</u>	<u>14,516,160</u>	<u>13,800,859</u>
Deferred Inflows of Resources:							
Unavailable Revenue - Contributions for Subsequent Years	-	-	-	-	-	-	350,000
Levied for Subsequent Year	41,037,383	-	964,492	-	8,987,774	50,989,649	50,057,891
Unavailable Revenue - Delinquent Property Taxes	89,598	-	1,800	-	19,758	111,156	160,145
Total Deferred Inflows of Resources	<u>41,126,981</u>	<u>-</u>	<u>966,292</u>	<u>-</u>	<u>9,007,532</u>	<u>51,100,805</u>	<u>50,568,036</u>
Fund Balance:							
Nonspendable:							
Inventory	257,339	65,097	-	-	-	322,436	391,509
Prepays	2,201,654	14,373	92,309	-	977,535	3,285,871	2,736,290
Restricted for:							
Student Activities	7,615	-	-	-	-	7,615	8,160
Scholarships	252,866	-	-	-	-	252,866	231,667
Projects Funded by Certificates of Participation	-	-	-	3,844,002	-	3,844,002	1,252,092
Operating Capital	148,862	-	-	-	-	148,862	2,962,504
Community Education	-	-	153,886	-	-	153,886	649,255
Early Childhood and Family Education	-	-	397,857	-	-	397,857	212,523
School Readiness	-	-	243,114	-	-	243,114	200,143
Adult Basic Education	-	-	14,524	-	-	14,524	14,524
Long-Term Facilities Maintenance	-	-	-	4,592,399	-	4,592,399	936,224
Restricted for Other Purposes	-	1,354,312	9,432	-	1,182,442	2,546,186	2,817,006
Restricted for Medical Assistance	135,058	-	-	-	-	135,058	100,000
Assigned for:							
Q Comp	296,986	-	-	-	-	296,986	263,376
Athletic Equipment	382,534	-	-	-	-	382,534	330,784
Special Purposes	1,272,591	-	-	-	-	1,272,591	1,376,928
Capital Projects Tech Levy	445,258	-	-	-	-	445,258	547,000
Unassigned	23,118,361	-	-	(2,785,813)	-	20,332,548	24,425,729
Total Fund Balance	<u>28,519,124</u>	<u>1,433,782</u>	<u>911,122</u>	<u>5,650,588</u>	<u>2,159,977</u>	<u>38,674,593</u>	<u>39,455,714</u>
Total Liabilities, Deferred Inflows of Resources, and Fund Balance	<u>\$ 80,549,421</u>	<u>\$ 1,925,767</u>	<u>\$ 3,252,038</u>	<u>\$ 7,396,823</u>	<u>\$ 11,167,509</u>	<u>\$ 104,291,558</u>	<u>\$ 103,824,609</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND
CHANGE IN FUND BALANCE – GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2020)**

	Major Funds					Total Governmental Funds	
	General	Food Service	Community Service	Capital Projects	Debt Service	2021	2020
REVENUES							
Local Sources:							
Property Taxes	\$ 44,866,205	\$ -	\$ 963,004	\$ -	\$ 8,736,687	\$ 54,565,896	\$ 51,743,003
Earnings and Investments	435,910	14,630	16,060	70	13,838	480,508	847,553
Other	4,078,963	440,046	7,221,241	20,000	-	11,760,250	19,019,421
State Sources	100,566,817	-	547,428	-	654,559	101,768,804	99,770,611
Federal Sources	5,147,599	2,929,870	224,505	-	-	8,301,974	3,115,200
Total Revenues	<u>155,095,494</u>	<u>3,384,546</u>	<u>8,972,238</u>	<u>20,070</u>	<u>9,405,084</u>	<u>176,877,432</u>	<u>174,495,788</u>
EXPENDITURES							
Current:							
Administration	4,445,113	-	-	-	-	4,445,113	4,443,920
District Support Services	6,978,156	-	-	-	-	6,978,156	6,343,341
Elementary and Secondary Regular Instruction	88,480,898	-	-	-	-	88,480,898	80,321,434
Vocational Education Instruction	1,091,521	-	-	-	-	1,091,521	896,121
Special Education Instruction	21,516,900	-	-	-	-	21,516,900	20,421,959
Instructional Support Services	7,371,669	-	-	-	-	7,371,669	6,499,566
Pupil Support Services	4,579,385	-	-	-	-	4,579,385	4,637,552
Sites and Buildings	8,917,838	-	-	-	-	8,917,838	8,734,327
Fiscal and Other Fixed Cost Programs	445,203	-	-	-	-	445,203	247,710
Food Service	-	3,379,971	-	-	-	3,379,971	4,878,178
Community Service	-	-	9,196,975	-	-	9,196,975	12,012,110
Transportation	5,382,421	-	-	-	-	5,382,421	4,993,905
Capital Outlay	5,064,208	126,705	11,610	6,554,556	-	11,757,079	11,712,783
Debt Service:							
Principal	3,284,143	-	-	-	6,085,000	9,369,143	7,982,599
Interest and Fiscal Charges	1,968,538	-	-	-	4,095,759	6,064,297	6,241,167
Total Expenditures	<u>159,525,993</u>	<u>3,506,676</u>	<u>9,208,585</u>	<u>6,554,556</u>	<u>10,180,759</u>	<u>188,976,569</u>	<u>180,366,672</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENDITURES	(4,430,499)	(122,130)	(236,347)	(6,534,486)	(775,675)	(12,099,137)	(5,870,884)
OTHER FINANCING SOURCES (USES)							
Sale of Bonds	-	-	-	10,275,000	25,075,000	35,350,000	7,085,000
Bond Premium	-	-	-	600,156	514,500	1,114,656	373,821
Issuance of Certificates of Participation	-	-	-	-	1,290,000	1,290,000	13,345,000
Premium on Certificates of Participation	-	-	-	-	62,738	62,738	402,436
Proceeds from Other State and Nonstate Loans Received	-	-	-	-	-	-	547,000
Payment to Refunded Bond Escrow Agent	-	-	-	-	(26,499,378)	(26,499,378)	(14,935,026)
Transfers In	-	-	8,850	-	-	8,850	373,663
Transfers Out	(5,652)	-	-	-	(3,198)	(8,850)	(373,663)
Total Other Financing Sources (Uses)	<u>(5,652)</u>	<u>-</u>	<u>8,850</u>	<u>10,875,156</u>	<u>439,662</u>	<u>11,318,016</u>	<u>6,818,231</u>
NET CHANGE IN FUND BALANCE	(4,436,151)	(122,130)	(227,497)	4,340,670	(336,013)	(781,121)	947,347
FUND BALANCES							
Beginning of Year	32,955,275	1,555,912	1,138,619	1,309,918	2,495,990	39,455,714	38,508,367
End of Year	<u>\$ 28,519,124</u>	<u>\$ 1,433,782</u>	<u>\$ 911,122</u>	<u>\$ 5,650,588</u>	<u>\$ 2,159,977</u>	<u>\$ 38,674,593</u>	<u>\$ 39,455,714</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN
FUND BALANCE – BUDGET AND ACTUAL – GENERAL FUND
YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Property Taxes	\$ 44,759,047	\$ 44,464,892	\$ 44,866,205	\$ 401,313
Earnings and Investments	450,000	400,000	435,910	35,910
Other	5,305,648	4,677,348	4,078,963	(598,385)
State Sources	100,094,322	99,700,244	100,566,817	866,573
Federal Sources	2,273,077	6,179,785	5,147,599	(1,032,186)
Total Revenues	<u>152,882,094</u>	<u>155,422,269</u>	<u>155,095,494</u>	<u>(326,775)</u>
EXPENDITURES				
Current:				
Administration	4,655,957	4,325,283	4,445,113	119,830
District Support Services	7,909,752	7,614,650	6,978,156	(636,494)
Elementary and Secondary Regular				
Instruction	82,415,717	90,879,849	88,480,898	(2,398,951)
Vocational Education Instruction	1,060,277	1,056,054	1,091,521	35,467
Special Education Instruction	22,796,872	23,339,231	21,516,900	(1,822,331)
Instructional Support Services	7,302,325	7,954,911	7,371,669	(583,242)
Pupil Support Services	5,084,632	4,905,189	4,579,385	(325,804)
Sites and Buildings	8,451,438	8,457,855	8,917,838	459,983
Fiscal and Other Fixed Cost Programs	300,000	445,294	445,203	(91)
Transportation	4,913,349	5,330,692	5,382,421	51,729
Capital Outlay	5,540,459	5,738,601	5,064,208	(674,393)
Debt Service:				
Principal	2,165,000	3,221,801	3,284,143	62,342
Interest and Fiscal Charges	1,914,055	1,960,787	1,968,538	7,751
Total Expenditures	<u>154,509,833</u>	<u>165,230,197</u>	<u>159,525,993</u>	<u>(5,704,204)</u>
EXCESS OF REVENUES OVER EXPENDITURES	(1,627,739)	(9,807,928)	(4,430,499)	5,377,429
OTHER FINANCING SOURCES (USES)				
Transfers Out	-	-	(5,652)	(5,652)
NET CHANGE IN FUND BALANCE	<u>\$ (1,627,739)</u>	<u>\$ (9,807,928)</u>	(4,436,151)	<u>\$ 5,371,777</u>
FUND BALANCE				
Beginning of Year			32,955,275	
End of Year			<u>\$ 28,519,124</u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN
FUND BALANCE – BUDGET AND ACTUAL – MAJOR FOOD SERVICE FUND
YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Earnings and Investments	\$ 8,500	\$ 8,500	\$ 14,630	\$ 6,130
Other - Primarily Meal Sales	5,258,750	468,200	440,046	(28,154)
State Sources	129,666	-	-	-
Federal Sources	885,544	2,431,800	2,929,870	498,070
Total Revenues	<u>6,282,460</u>	<u>2,908,500</u>	<u>3,384,546</u>	<u>476,046</u>
EXPENDITURES				
Current:				
Food Service	6,193,360	4,006,720	3,379,971	(626,749)
Capital Outlay	211,000	189,500	126,705	(62,795)
Total Expenditures	<u>6,404,360</u>	<u>4,196,220</u>	<u>3,506,676</u>	<u>(689,544)</u>
NET CHANGE IN FUND BALANCE	<u><u>\$ (121,900)</u></u>	<u><u>\$ (1,287,720)</u></u>	(122,130)	<u><u>\$ 1,165,590</u></u>
FUND BALANCE				
Beginning of Year			<u>1,555,912</u>	
End of Year			<u><u>\$ 1,433,782</u></u>	

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGE IN
FUND BALANCE – BUDGET AND ACTUAL – MAJOR COMMUNITY SERVICE FUND
YEAR ENDED JUNE 30, 2021**

	Budgeted Amounts		Actual Amounts	Over (Under) Final Budget
	Original	Final		
REVENUES				
Local Sources:				
Property Taxes	\$ 961,347	\$ 960,316	\$ 963,004	\$ 2,688
Earnings and Investments	20,000	20,000	16,060	(3,940)
Other - Primarily Tuition and Fees	11,664,657	6,882,129	7,221,241	339,112
State Sources	549,007	559,926	547,428	(12,498)
Total Revenues	<u>13,195,011</u>	<u>8,678,577</u>	<u>8,972,238</u>	<u>293,661</u>
EXPENDITURES				
Current:				
Community Service	12,928,233	9,651,244	9,196,975	(454,269)
Capital Outlay	195,600	110,650	11,610	(99,040)
Total Expenditures	<u>13,123,833</u>	<u>9,761,894</u>	<u>9,208,585</u>	<u>(553,309)</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	71,178	(1,083,317)	(236,347)	846,970
OTHER FINANCING SOURCES (USES)				
Transfers In	-	-	8,850	8,850
NET CHANGE IN FUND BALANCE	<u>\$ 71,178</u>	<u>\$ (1,083,317)</u>	<u>(227,497)</u>	<u>\$ 855,820</u>
FUND BALANCE				
Beginning of Year			1,138,619	
End of Year			<u>\$ 911,122</u>	

See accompanying Notes to Basic Financial Statements.

INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND
JUNE 30, 2021
 (WITH SUMMARIZED FINANCIAL INFORMATION AS OF JUNE 30, 2020)

	Governmental Activities - Internal Service Funds	
	<u>2021</u>	<u>2020</u>
CURRENT ASSETS		
Cash and Investments	\$ 42,604,726	\$ 36,510,162
CURRENT LIABILITIES		
Accounts Payable	2,065	4,800
Claims Payable - Medical	2,076,800	1,934,000
Due to Other Funds	750,607	794,338
Unearned Revenue	<u>2,472,138</u>	<u>2,171,054</u>
Total Current Liabilities	<u>5,301,610</u>	<u>4,904,192</u>
NET POSITION		
Unrestricted	<u>\$ 37,303,116</u>	<u>\$ 31,605,970</u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF REVENUES, EXPENSES, AND CHANGE IN
NET POSITION – PROPRIETARY FUND – INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2020)**

	Governmental Activities - Internal Service Funds	
	<u>2021</u>	<u>2020</u>
OPERATING REVENUES		
Charges for Services:		
Health Insurance Premiums	\$ 15,575,380	\$ 14,860,567
Dental Insurance Premiums	1,249,050	1,185,258
Total Operating Revenues	<u>16,824,430</u>	<u>16,045,825</u>
OPERATING EXPENSES		
Salaries	113,863	104,358
VEBA Contributions	1,225,801	1,074,755
Wellness Payments	42,060	40,830
Health Insurance Claim Payments	11,598,258	10,149,201
Dental Insurance Claim Payments	1,168,649	904,971
OPEB Payments	750,607	794,338
General Administration Fees	1,101,607	810,290
Total Operating Expenses	<u>16,000,845</u>	<u>13,878,743</u>
OPERATING INCOME	823,585	2,167,082
NONOPERATING INCOME		
Earnings on Investments	<u>4,873,561</u>	<u>1,205,198</u>
CHANGE IN NET POSITION	5,697,146	3,372,280
Net Position - Beginning	<u>31,605,970</u>	<u>28,233,690</u>
NET POSITION - ENDING	<u><u>\$ 37,303,116</u></u>	<u><u>\$ 31,605,970</u></u>

See accompanying Notes to Basic Financial Statements.

**INDEPENDENT SCHOOL DISTRICT NO. 276
MINNETONKA PUBLIC SCHOOLS
STATEMENT OF CASH FLOWS – PROPRIETARY FUND – INTERNAL SERVICE FUND
YEAR ENDED JUNE 30, 2021
(WITH SUMMARIZED FINANCIAL INFORMATION FOR YEAR ENDED JUNE 30, 2020)**

	Governmental Activities - Internal Service Funds	
	<u>2021</u>	<u>2020</u>
CASH FLOWS FROM OPERATING ACTIVITIES		
Receipts from Interfund Services Provided	\$ 17,125,514	\$ 16,153,001
Payments for Administrative Costs	(1,101,607)	(810,290)
Payments for Salaries	(113,863)	(104,358)
Payments for Medical Fees and Insurance Claims	(12,626,842)	(11,112,650)
Payments for Wellness	(42,060)	(40,830)
Payments to Employee VEBA Accounts	(1,225,801)	(1,074,755)
Payments for Retirement Benefits	(794,338)	(707,637)
Net Cash Provided by Operating Activities	<u>1,221,003</u>	<u>2,302,481</u>
CASH FLOWS FROM INVESTING ACTIVITIES		
Interest Received	122,599	138,436
Proceeds from Sale of Investments	794,338	707,637
Net Cash Provided by Investing Activities	<u>916,937</u>	<u>846,073</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	2,137,940	3,148,554
Cash and Cash Equivalents - Beginning	12,415,406	9,266,852
CASH AND CASH EQUIVALENTS - ENDING	<u>\$ 14,553,346</u>	<u>\$ 12,415,406</u>
Total Cash and Investments per Statement of Net Position	\$ 42,604,726	\$ 36,510,162
Less: Investments Included in Cash and Investments	(28,051,380)	(24,094,756)
Total Cash and Cash Equivalents	<u>\$ 14,553,346</u>	<u>\$ 12,415,406</u>
RECONCILIATION OF OPERATING INCOME (LOSS) TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Operating Income (Loss)	\$ 823,585	\$ 2,167,082
Adjustments to Reconcile Operating Income (Loss) to Net Cash Provided by Operating Activities:		
Increase (Decrease) in Accounts Payable	(2,735)	722
Increase (Decrease) in Claims Payable	142,800	(59,200)
Increase (Decrease) in Due to Other Funds	(43,731)	86,701
Increase in Unearned Revenue	301,084	107,176
Total Adjustments	<u>397,418</u>	<u>135,399</u>
Net Cash Provided by Operating Activities	<u>\$ 1,221,003</u>	<u>\$ 2,302,481</u>
NONCASH INVESTING ACTIVITIES		
Increase in Fair Value of Investments	<u>\$ 7,432,446</u>	<u>\$ 2,263,397</u>

See accompanying Notes to Basic Financial Statements.

ACTION

School Board
Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item VII.

Title: Adoption of 2021 Payable 2022 Levy

Date: December 2, 2021

EXECUTIVE SUMMARY:

Minnesota Statutes require that each school district certify a final property tax levy by December 30, 2021 for property taxes to be collected in calendar year 2022.

The 2021 Payable 2022 Levy being presented for Certification by the School Board is \$56,474,858.27.

A school district can always lower the Final Levy Certification from the amount of the Preliminary Levy Certification, but can never increase it from the Preliminary Levy Certification unless there is a voter-approved referendum for facilities, capital projects, or operations.

The proposed final levy of \$56,474,858.27 is an increase of \$1,229,500.01 or 2.23% over the prior year amount of \$55,245,358.26. Certification of this levy amount will set this amount as the amount that the School Board will levy for the 2021 Pay 2022 levy.

ATTACHMENTS:

Levy Comparison – 2020 Payable 2021 to 2021 Payable 2022

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board certify the 2021 Pay 2022 Levy in the amount of \$56,474,858.27 and authorize administration to file the Certified 2021 Pay 2022 Levy with the Hennepin County Auditor, Carver County Auditor, and Minnesota Department of Education no later than December 30, 2021.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
Dennis Peterson, Superintendent

RECOMMENDED MOTION

Resolution to Certify 2021 Pay 2022 Property Tax Levy

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby certify the 2021 Pay 2022 Property Tax Levy in the amount of \$56,474,858.27, and;

BE IT FURTHER RESOLVED, that the Deputy Clerk of Minnetonka Independent School District 276 is hereby directed to deliver a signed original of the 2021 Payable 2022 Levy Certification to the County Auditors of Hennepin and Carver Counties prior to December 30, 2021 and deliver a copy to the Minnesota Department of Education Program Finance Division no later than December 30, 2021.

EXHIBIT A

Minnetonka Independent School District 276
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022
 December 2, 2021

<u>Line #</u>		<u>Final 2020 Pay 2021</u>	<u>Preliminary 2021 Pay 2022</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final 2021 Pay 2022</u>
0	Total Levy	55,245,358.26	56,474,858.27 2.23%	1,229,500.01	-	56,474,858.27 2.23%
<u>Individual Levy Components</u>						
Major Levies						
1	Operating Ref Levy-\$1,881.81 Per Adjusted Pupil Unit In FY23 (\$54.27 -2.97% Inflation) - 12,178.40	22,271,498.96	22,917,434.90	645,935.94		22,917,434.90
2	Local Optional Rev Levy-\$724.00 Per Adjusted Pupil Unit In FY22 Less State Aid Of \$107,864.98	8,656,929.49	8,658,282.38	1,352.89		8,658,282.38
3	Technology Levy - 6.569% Of Net Tax Capacity Of Property Values	6,916,126.72	7,275,914.76	359,788.04		7,275,914.76
4	Equity Levy - \$69.19 Per Adjusted Pupil Unit	843,769.71	842,593.05	(1,176.66)		842,593.05
5	Q Comp Levy - 35% Of \$260 Per Prior Year October 1 Enrollment	1,081,719.07	1,034,187.51	(47,531.56)		1,034,187.51
6	Operating Capital Levy - 42.03% Of Total Rev Of \$230.03 Per APU	1,069,064.73	1,177,566.26	108,501.53		1,177,566.26
7	Instructional Facilities Lease Levy - \$212 Per APU Limit or Actual Bond Payments	2,514,195.20	2,462,670.84	(51,524.36)		2,462,670.84
8	Debt Service Levy + 5% Overlevy Less Debt Excess Fund Balance Usage	7,297,777.94	7,871,472.90	573,694.96		7,871,472.90
9	OPEB Bonds Levy-Debt Service Schedule	1,687,043.00	1,549,533.00	(137,510.00)		1,549,533.00
10	Subtotal Major Levies	52,338,124.82	53,789,655.60	1,451,530.78	-	53,789,655.60
Other Levies						
11	Transition Levy - \$1.55 Per Adjusted Pupil Unit	18,889.23	18,876.52	(12.71)		18,876.52
12	Career Technical Ed Levy - 35% Of FY23 Estimated Budget	269,638.41	305,084.28	35,445.87		305,084.28
13	Safe Schools ISD 276 Levy - \$36.00 Per Adjusted Pupil Unit	438,717.60	438,422.40	(295.20)		438,422.40
14	Ice Arena Levy - Prior Year Expenses After Revenues From Operations	484,878.46	532,048.14	47,169.68		532,048.14
15	LTFM Health & Safety	535,149.00	590,000.00	54,851.00		590,000.00
16		-	-	-		-
17	Reemployment Insurance Levy	10,000.00	10,000.00	-		10,000.00
18	Community Ed General Revenue Levy - \$5.42 x Population 42,181 (2,197 increase from 39,984)	288,090.40	303,139.85	15,049.45		303,139.85
19	Early Childhood Family Education Levy - 0.248% Of Adjusted Net Tax Capacity	288,808.52	290,752.23	1,943.71		290,752.23
20	School Age Care-Extended Day-Disability Levy - Estimated Costs	100,000.00	100,000.00	-		100,000.00
21	Adult Handicapped Levy - 50% Of Approved Expenses Capped At \$7,500	7,500.00	7,500.00	-		7,500.00
22	Home Visiting Levy - 55.83% of \$3.00 x Under 5 Population - 2,760	4,375.29	4,622.90	247.61		4,622.90
23	Subtotal Other Levies	2,446,046.91	2,600,446.32	154,399.41	-	2,600,446.32
24	Total Before Prior Year Adjustments	54,784,171.73	56,390,101.92	1,605,930.19	-	56,390,101.92

EXHIBIT A

Minnetonka Independent School District 276
 Levy Comparison - 2020 Pay 2021 to 2021 Pay 2022
 December 2, 2021

<u>Line #</u>		<u>Final 2020 Pay 2021</u>	<u>Preliminary 2021 Pay 2022</u>	<u>Difference</u>	<u>Adjustments</u>	<u>Final 2021 Pay 2022</u>
0	Total Levy	55,245,358.26	56,474,858.27 2.23%	1,229,500.01	-	56,474,858.27 2.23%
Prior Year Adjustments						
25	Transition Levy Adjustment - Prior Years	176.10	(188.23)	(364.33)		(188.23)
26	Equity Levy Adjustment - Prior Years	(8,939.29)	14,986.64	23,925.93		14,986.64
27	Local Optional Revenue Adjustment - Prior Years	125,644.88	(53,950.56)	(179,595.44)		(53,950.56)
28	General Fund Abatements	-	-	-		-
29	Referendum Levy Prior Years Adjustment	139,147.85	(261,598.50)	(400,746.35)		(261,598.50)
30	Q-Comp Levy Adjustment - Prior Years	8,216.55	(65,552.54)	(73,769.09)		(65,552.54)
31	Operating Capital Levy Adjustment - Prior Years	2,067.98	47,254.37	45,186.39		47,254.37
32	Reemployment Levy Adjustment - Prior Years	35,458.73	28,057.52	(7,401.21)		28,057.52
33	Safe Schools Adjustment - Prior Years	7,099.56	8,574.12	1,474.56		8,574.12
34	Health Benefits Adjustment - Prior Years	-	-	-		-
35	Achievement & Integration Adjustment - Prior Years	(35,791.80)	-	35,791.80		-
36	Career Technical Ed Adjustment - Prior Years	(50,511.80)	27,751.42	78,263.22		27,751.42
37	Health & Safety Adjustment - Prior Years	-	-	-		-
38	Community Education Limit Adjustment - Prior Years	274,765.53	271,085.83	(3,679.70)		271,085.83
39	Community Education Abatements	952.69	2,948.63	1,995.94		2,948.63
40	Abatement Adjustments - Prior Years	27,998.66	47,776.73	19,778.07		47,776.73
41	LTFM Equalization Adjustment - Prior Years	(68,052.11)	4,774.00	72,826.11		4,774.00
42	OPEB Debt Service Adjustment - Prior Years	1,272.37	1,809.81	537.44		1,809.81
43	Debt Service Adjustment - Prior Years	-	-	-		-
44	Debt Service LTFM Adjustment - Prior Years	(3,869.55)	3,365.59	7,235.14		3,365.59
45	Debt Service Abatements	5,550.18	7,661.52	2,111.34		7,661.52
46	Total Adjustments	461,186.53	84,756.35	(376,430.18)	-	84,756.35
47	Total Levy	55,245,358.26	56,474,858.27 2.23%	1,229,500.01	-	56,474,858.27 2.23%

ACTION

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item VIII. a

Title: 2022-23 Fee Increase Proposal for ECFE

Date: December 2, 2021

EXECUTIVE SUMMARY

Executive Director for Minnetonka Community Education, Tim Litfin and Minnetonka Preschool/ECFE Coordinator Molly Bahneman will present program data, registration and fee proposal information for ECFE for the 2022-23 school year.

Key statistics for ECFE are:

- Our 0-4 reportable census to MDE went up in 2021-22 to 2,525. Last year we were at 1,921 and the year before we were at 1,985.
- An increase in the District's 0-4 count ties directly to funding. MCE receives \$120 per year/per every 0-4 year-old in the District. This is dedicated funding for the early childhood family education program. Legislative note regarding the \$120 amount: this amount has not gone higher than \$120 since it reached \$120 in the 1990's. It was slashed from \$120 to \$91 under Governor Jesse Ventura's administration. This levy amount has slowly crept back to where it was in the 1990's to it's current amount of \$120. Open enrolled 0-4 year-old students do not financially impact this data.
- Minnetonka ECFE participation this school year is quite a bit higher than last year. At this time, we are at 121 enrollments, compared to 45 in 2020-21.

Context:

Each year, in December, the Minnetonka School Board receives fee recommendations from the Superintendent and MCE Administration for Minnetonka Preschool, ECFE and Explorers. These fees have also been presented to the Minnetonka Preschool/ECFE PTO leadership. Fee recommendations are for the succeeding school year. Marketing materials need to be prepared for January mailings and Open House events. The Board's early input and approval allows for these key District programs to be marketed and planned for in an efficient manner.

ECFE Overview:

Minnetonka Community Education’s Early Childhood Family Education (ECFE) program provides a variety of classes and services to families with young children. Parent/child classes meet in a variety of formats throughout the year. Fees are assessed on a state mandated sliding fee scale based on family income that ranges from 0% to 100%. Residents and non-residents pay the same fee.

We are proposing a 5.5% increase in fees with no change to the sliding fee scale dollar amounts.

ECFE Fee and Sliding Fee Scale Proposal:

2022-23 Sliding Fee Scale (no change)	Percent of Class Fee Responsibility	2021-22 % of Families	2021-22 Class Fee	2022-23 Proposed Fee (5.5% increase)
Under 40,000	No Fee	26%	No Fee	No Fee
40,000 – 59,999	40%	11%	239	252
60,000 – 79,999	55%	15%	327	345
80,000 - 99,999	70%	9%	416	439
100,000 – 129,999	85%	11%	506	534
Over 130,000	100%	28%	594	627

Budget:

The 2021-22 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of 1,638,484 along with projected expenditures of 1,536,574. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

I met with the Preschool/ECFE PTO leadership team via Zoom on November 17. The leadership team includes: Tim Byrne (chair), Rebecca Wolf and Meghan Andrzejewski. The purpose of the meeting was to receive their advice and opinion on the proposed 2022-23 fee increase.

The PTO leadership team was overwhelmingly in support of both the proposed Preschool and the proposed ECFE fee increases.

Regarding the fee increase and PTO comments, one member said, “These fee increases are reasonable.” Another member said, “Staff increases need to happen as it allows us to keep our good teachers.” One other comment from a PTO member was, “We appreciate the good communication.”

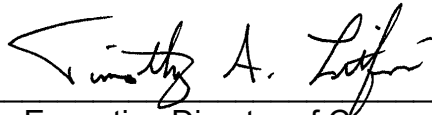
Fee Increase History:

Program Year	ECFE
2005-06	5%
2006-07	0%
2007-08	4%
2009-10	0%
2008-09	3%
2010-11	0%
2011-12	0%
2012-13	0 - 6 - 8% (avg. 5%)
2013-14	2% classes (no change to scale)
2014-15	0% classes (no change to scale)
2015-16	4% classes (+5K on sliding fee)
2016-17	0%
2017-18	0%
2018-19	0%
2019-20	2.7% and realignment of sliding fee scale
2020-21	7%
2021-22	5%
Per Year Average 2005-2022	2.2%

RECOMMENDATION/FUTURE DIRECTION:

1. That the School Board approve the 5.5% fee increase proposal for Minnetonka ECFE for 2022-23.
-

Submitted by: _____



Tim Litfin, Executive Director of Community Education

Concurrence: _____



Dennis Peterson, Superintendent

ACTION

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item VIII. b

**Title: 2022-23 Fee Increase Proposal for
Minnetonka Preschool**

Date: December 2, 2021

EXECUTIVE SUMMARY:

Executive Director for Minnetonka Community Education Tim Litfin and Minnetonka Preschool/ECFE Coordinator Molly Bahneman will present program data and registration fee proposal information for Minnetonka Preschool for the 2022-23 school year.

Context:

Each year, in December, the Minnetonka School Board receives fee recommendations from the Superintendent and MCE Administration for Minnetonka Preschool, ECFE and Explorers. These fees have also been presented to the Minnetonka Preschool/ECFE PTO leadership. Fee recommendations are for the succeeding school year. Marketing materials need to be prepared for January mailings and Open House events. The Board's early input and approval allows for these key District programs to be marketed and planned for in an efficient manner.

Minnetonka Preschool Overview:

Minnetonka Preschool offers 20 sections of preschool at the Minnetonka Community Education Center. Of the 323 students on November 23, there are 27 students on scholarship. One year ago, we had 243 students in preschool and 18 students on scholarship.

In comparing similar programs throughout the West Metro area, our rates are very competitive. We are traditionally the first to propose fees in the West Metro for the following school year, thus 2022-23 comparisons are not possible. Fee proposals are reviewed each year with the Minnetonka Preschool/ECFE PTO leadership team.

Withdrawals/Adds:

Minnetonka Preschool, like many other programs, experiences withdrawals during the school year for a variety of reasons. Though no program likes to have a withdrawal, it is worthwhile noting that they allow us to move new students into the program. We have added 26 new preschool students since the beginning of the school year.

The majority of withdrawals occur because parents register in early February to hold a spot and then their plans change. Wrap-around childcare needs are also a reason for withdrawals if Explorers cannot accommodate their request.

The recent withdrawal history in Minnetonka Preschool is as follows:

- 2017-2018 16
- 2018-2019 28
- 2019-2020 53 (40 withdrew after March 15, 2020)
- 2020-2021 114 (as of Nov. 25, 2020)
- 2021-2022 21 (as of Nov. 23)

Budget:

The 2021-22 combined budgets for ECFE/Minnetonka Preschool reflect a projected revenue of 1,638,484 along with projected expenditures of 1,536,574. The ECFE/Minnetonka Preschool program has had an up and down history of a balanced budget. Financial losses in the ECFE/Minnetonka Preschool budgets are absorbed in the overall MCE budget. Both the ECFE and the Minnetonka Preschool Budgets are currently forecasted to be balanced this school year.

Minnetonka Preschool school year programming currently runs 36 calendar weeks. I met with the Preschool/ECFE PTO leadership team via Zoom on November 17. The leadership team includes: Tim Byrne (chair), Rebecca Wolf and Mehgan Andrzejewski. The purpose of the meeting was to receive their advice and opinion on the proposed 2022-23 fee increase.

The PTO leadership team was overwhelmingly in support of the 5.5% fee increase. One member said, "These fee increases are reasonable." Another member said, "Staff increases need to happen as it allows us to keep our good teachers." One other comment from a PTO member was, "we appreciate the good communication."

Minnetonka Preschool Parent Survey.

Question: Why did you choose Minnetonka Preschool? The top five responses from the top ten list are below.

2021		2020
#1	Part of Minnetonka Public Schools	#1
#2	MCEC Location and Facilities	#4
#3	Minnetonka Preschool's Reputation	#2 TIE
#4 TIE	Licensed Teachers in the Classroom	#2 TIE
#4 TIE	Options for Wrap-Around Care	#7
#5	Affordability	#3

Minnetonka Preschool Current and Proposed Fees:

Staff and benefit increases are real in all of MCE, including Minnetonka Preschool. A regional market study was conducted on public preschool and ECFE certified teachers early in 2019. As a result, MCE significantly adjusted our preschool and ECFE certified teacher wages in a two-step, two-year fashion. A fee increase this year will be necessary in Minnetonka Preschool to keep pace with teacher wage increases. We are proposing a 5.5% increase in Minnetonka Preschool Fees for 2022-23. Please refer to the table below to better understand our sections and our proposed 2022-23 fees.

Class	Days/ Week	Hours/ Day	2021-22 Fees	2022-23 Proposed Fee (5.5%)
31-35+mo	3	2	302	319
3's	2	2.5	224	235
3's	3	2.5	302	319
3's	4	2.5	382	403
4's	3	3	325	343
4's	4	3	444	469
4's	5	3	527	556

Preschool Hourly Fee Comparison:

Public and private based preschools follow varied paths and formulas to meet the needs of their families, which is why program to program comparisons are difficult. In an effort to more realistically compare programs, we began presenting data in an average hourly rate format. The chart below reflects regional school district and private programs and compares them in several key categories. This chart is helpful to us and I am hopeful that it will also be helpful for you.

2021-22 Preschool Hourly Fee Comparison:

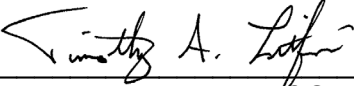
	Days Per Week	Avg. Hourly Rate	Est. Calendar	Est. Class Length	Registration Fee	MDE Teacher License Required	4 Star Parent Aware Rated
All Saints Preschool	1,2,3,4,5	\$7.70	37 weeks	3 hours	\$75	No	No
Eden Prairie	3,4	\$7.25	39 weeks	2.5 – 3.25 hours	\$75	No	Yes
Edina CE	2,3,4,5	\$10.10	37 weeks	2.5-3 hours	\$0	No	Yes
Excelsior Covenant	2,3,4,5	\$8.88	35 weeks	2.5 hours	\$60	No	No
Hopkins CE	2,3,4,5 + Saturdays	\$7.74	39 weeks	2.5-3 hours	\$30	No	Yes
2021-22 MCE	2, 3, 4, 5	\$9.65	36 weeks	2-3 hours	\$100	Yes	Yes
2022-23 MCE Proposed Fees	2, 3, 4, 5	\$10.18	36 weeks	2-3 hours	\$100	Yes	Yes
Mount Calvary	2,3,4,5	\$8.33	38 weeks	2.5 hours	\$60	No	Yes
Our Savior	2,3,4,5	\$5.68	39 weeks	3 hours	\$50	Yes	No
St. David's Center	2,3,4,5	\$11.06	39 weeks	6 hours	\$125-1 st child, \$75 2 nd child and thereafter	No	Yes
St. John's Excelsior Montessori	4, 5	\$10.74	39 weeks	3 hours	\$150	No	No
St. Louis Park	2,3,4,5	\$7.65	38 weeks	2.5 hours	\$75	Yes	Yes
St. Therese	2,3,4,5	\$7.73	37 weeks	3 hours	\$70	No	No
Wayzata CE	2,3,4,5	\$10.33	39 weeks	2.5-3.75 hours	\$75	No	Yes
Westwood	2,3,4	\$6.86	36 weeks	2.5 hours	\$40	No	No

Fee Increase History:

Program Year	Preschool
2005-06	10%
2006-07	0%
2007-08	4%
2009-10	2% & 7% (avg. 5%)
2008-09	1.6, 3.3 & 3.8% (avg. 2.9%)
2010-11	0 - 3% (avg. 2%)
2011-12	1.9 - 4% (avg. 2.5%)
2012-13	5% (on 30 weeks, but spread to 32 weeks)
2013-14	3 - 5% (avg. 4%)
2014-15	2.6 - 6% (avg. 4.3%)
2015-16	0-5% Reg fee to \$75 for 1st child (avg. 4.4%)
2016-17	4%
2017-18	Increase only to cover the following: 32-34 weeks & longer hours
2018-19	Increase only to cover the 2-day alignment of fees
2019-20	4.22-5.49% (avg 4.85%)
2020-21	7%
2021-22	4.86-5.18% (avg 5.02%)
Average per year for 2005-2022	3.8%

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the 5.5% fee increase for Minnetonka Preschool for 2022-23.

Submitted by: 
 Tim Litfin, Executive Director of Community Education

Concurrence: 
 Dennis Peterson, Superintendent

ACTION

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item VIII. c

Title: 2022-23 Fee Increase Proposal for Explorers

Date: December 2, 2021

EXECUTIVE SUMMARY

Executive Director for Minnetonka Community Education, Tim Litfin and Program Coordinator, Jenny Bodurka will present program data and registration fee proposal information for the 2022-23 Explorers program.

Context:

Each year, in December, the Minnetonka School Board receives fee recommendations from the Superintendent and MCE Administration for Minnetonka Preschool, ECFE and Explorers. Fee recommendations are for the succeeding school year. Marketing materials need to be prepared for January mailings and Open House events. The Board's early input and approval allows for these key District programs to be marketed and planned for in an efficient manner.

Overview:

Enrollment: Explorers provides high-quality before- and after-school care for children in grades K through 5 at all six Minnetonka elementary schools as well as all-day care for three to five year-olds in the Junior Explorers program at Minnetonka Community Education Center.

Nov 23 Enrollment Comparisons:

➤ 2019-20	1,898
➤ 2020-21	806
➤ 2021-22	1,245

Junior Explorers: Since 2009, Explorers has offered all-day care at MCEC for three to five year-olds including wrap-around care for children attending Minnetonka Preschool. Wrap-around care was initially made possible by the renovation and expansion of MCEC in 2009.

The 2020, 3.3 million-dollar addition to MCEC is fully open. This approximately 7,000 square foot addition has many highlights that include:

1. The addition's unique funding via MCE Fund Balance was Board approved.
2. The addition was City of Deephaven approved.
3. The addition required special legislative permission in order to use MCE funding. Community Education funds are not permitted by statute to be used to build buildings. Therefore, unique and specific legislative permission was required and subsequently obtained.
4. The legislative bills (one in the House and one in the Senate) had bipartisan support.
5. The final bill was ultimately signed by Governor Walz in May of 2019. It was previously part of Governor Dayton's vetoed Omnibus Bill package in May of 2018.
6. The addition uses predominantly MCE funds. Thank goodness for many things surrounding the use of MCE funds including:
 - That MCE had a sufficient fund balance in May 2019 to cover the addition costs.
 - That the School Board set aside 3.3 million dollars of MCE funds for the addition before COVID was a factor.
7. The addition provided two new classrooms for Minnetonka Preschool.
8. The addition provided two new classrooms for Junior Explorers.
9. Other unique spaces are also part of the new addition.
10. The addition added 9 parking spots to MCEC. The initial fear was that we would lose parking with the addition. Through creative design and repurposed existing spaces, the reality is that we will be able to park more vehicles on this campus.

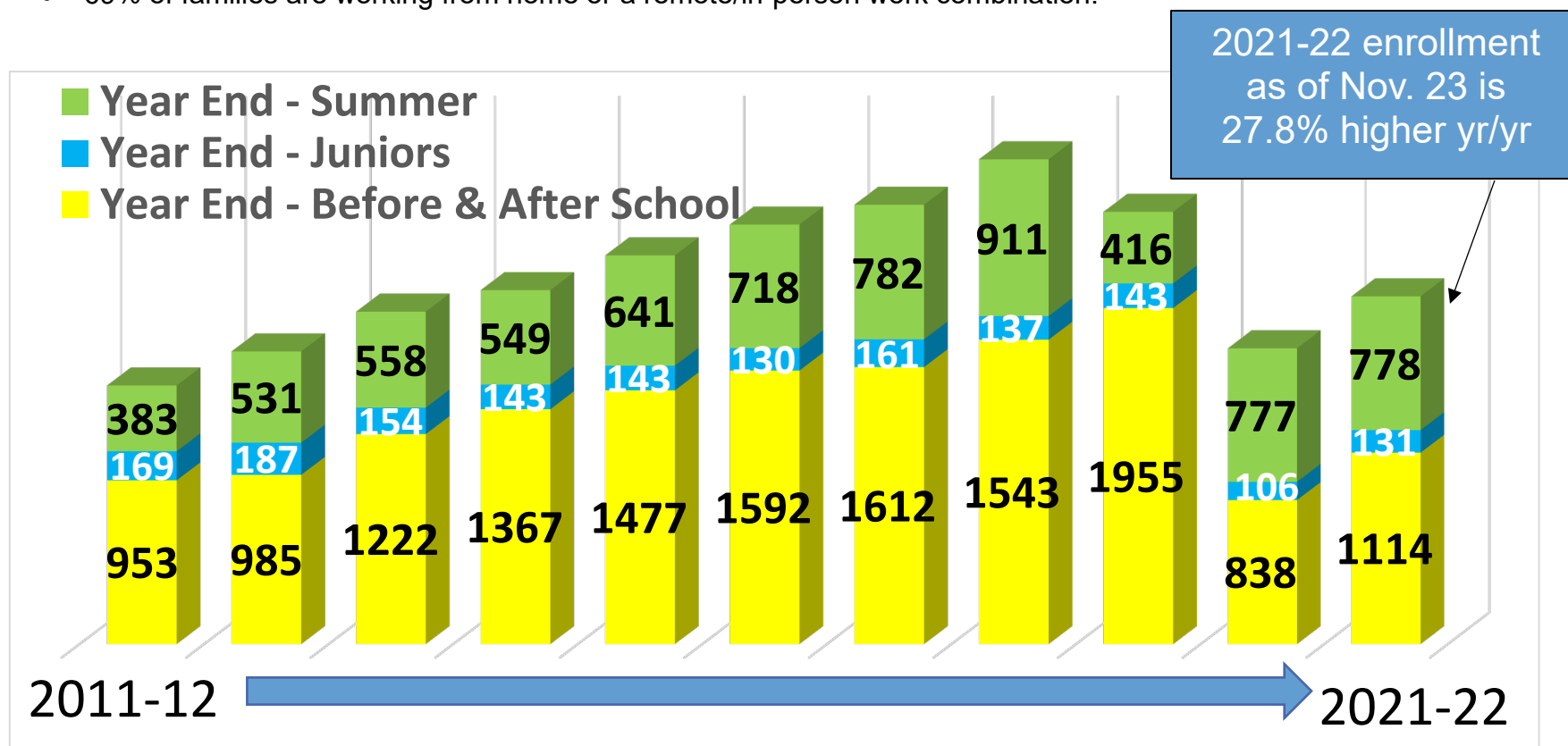
The Junior Explorers wrap-around program has enabled hundreds of families to enroll in Minnetonka Preschool. 87% of our Junior Explorers students are also enrolled in Minnetonka Preschool. Currently there are five on the Juniors wait list.

The Junior Explorers program partners with ECSE, ECFE and Minnetonka Preschool in curriculum development and staff training. Junior Explorers staff are utilizing the Pyramid Model for supporting social emotional competence in young children. Junior Explorers has a Four-Star rating by Parent Aware.

Enrollment:

Our enrollment for the 2021-22 school year has improved. This fall we sent a survey to families and the results of this survey were very informative:

- 88% of families rated their experience good to excellent.
- 81% of parents anticipate child care needs to remain the same.
- Despite the pandemic, 50% of families registered for the same number of days.
- 69% of families are working from home or a remote/in-person work combination.



*One year ago there were 806 students in Explorers on Nov 23.

Fees:

For 2022-23, we propose a 4% increase in Explorers fees. Explorers fees continue to be extremely competitive in our community.

Registration fees are collected at the time of registration for each program. Currently, Juniors registration fee is \$100 and K-5 is \$75. We are proposing for the 2022-23 school year that both registration fees are set at \$100.

2021-22 Explorers Hourly Fee Comparisons:

	Before School	After School	Before and After School	Non-School Days	1/2 Day Juniors	Full Day Juniors	Reg Fee
Crème de la Crème/Children's Learning Adventure	N/A	20.80	27	30	N/A	62-116	175
Eden Prairie CE/ Eagle Zone	10.50-13.00	16.00-17.50	NA	51.00-56.00 (late reg)	N/A	N/A	56
Edina CE Kids Club/Wise Guys	8.00-13.00	13.50-27.75	28.00-40.75	47-52	N/A	13.50-49.50	50
Especially for Children (Eden Prairie)	N/A	N/A	N/A	N/A	N/A	65.80-85.50	100
Goddard	N/A	N/A	N/A	N/A	N/A	66.50-85	n/a
Hopkins CE Kids & Company	14.50-18	14.50-18	29-32.50	41-49 (late reg)	17.15-35.65	68.15	40
KinderCare (Excelsior)	N/A	N/A	N/A	N/A	54	71	n/a
Minnetonka 2021-22	11.60-13.40	14.80-16.60	28.20	54.75-59	32.80	59	75/100
Proposed Minnetonka 2022-23	12.06-13.94	15.39-17.26	29.33	56.94-61.36	34.11	61.36	100/100
New Horizon (Excelsior)	N/A	N/A	N/A	74	N/A	68.60-88	125
Primrose	N/A	N/A	N/A	N/A	N/A	76	200
St. Therese School of Deephaven	N/A	15	N/A	55	21	78.80-98.25	75
Wayzata CE Kids (Formerly Bright Start)	7.75-12	10.50-23.25	18.25-35.25	53-56 (late reg)	N/A	64	50

Proposed Annual Fees for 2022-23:

- At proposed rates, school year fees for a K-5 child enrolled in before-school and after-school care 5 days each week would be:
\$5,074.09 (173 days x 29.33 per day)
- At proposed rates, school year fees for a child enrolled in full-day Junior Explorers 5 days each week would be: \$10,615.28 (173 days x 61.36 per day)

Rationale for Fee Increase:

The 4% adjustment will offset the increases in staff wages, nutrition services, custodial services and supplies.

Budget:

Currently, we are forecasting a profit of approximately \$75,000 for Explorers.

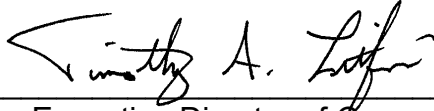
Fee Increase History:

Program Year	Explorers
2005-06	14%
2006-07	7.5%
2007-08	6.5%
2009-10	5 - 13% (avg. 9%)
2008-09	5 - 15% (7 sessions) (avg. 10%)
2010-11	0%
2011-12	0 to 5% (avg. 2%)
2012-13	2.5 - 5% (avg. 3.5%)
2013-14	1.50%
2014-15	2% - 6.5% (avg. 4.25%)
2015-16	4 - 5 - 7% (avg. 5.5%)
2016-17	3%
2017-18	0%
2018-19	1.95-2.39% (avg. 2.17%)
2019-20	3.04-4.14% (avg. 3.59%) Reg Fee Increase to \$45
2020-21	7%
2021-22	3.8-4.69% (avg. 4.2%) Reg Fee Increase to \$75 (K-5) and \$100 (Jrs)
Average per year for 2005-2022	4.9%

RECOMMENDATION/FUTURE DIRECTION:

That the School Board approve the proposed fee increase of 4% for Explorers in 2022-23.

That the School Board approve the proposed Registration Fee increase: K-5 Explorers Registration Fee increase from \$75 to \$100 for 2022-23.

Submitted by: 
Tim Litfin, Executive Director of Community Education

Concurrence: 
Dennis Peterson, Superintendent

APPROVAL

**School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item IX.

Title: Approval of New Course Proposals, Changes and Deletions December 2, 2021

OVERVIEW

This report includes new course proposals and course revisions for the 2022-23 school year. All new course proposals have been reviewed by department chairs, building administration, district administration, and the Teaching and Learning Advisory Committee. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2022-23 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

DEPARTMENT PROPOSALS

The following proposals respond to programmatic needs that have been identified by the respective departments and administration. Full descriptions and rationales for these new courses are included in the New Course Proposals attachment.

Course Title	Grade(s)
Automotive Braking Systems	10-12
Automotive Career Investigation	9-12
Automotive Electrical/Electronic Systems	10-12
Automotive Engine Performance	10-12
Automotive Steering and Suspension Systems	10-12
CIS College Algebra	11-12
Disability Studies	11-12
Engineering Design and Development	12
Forensic Science	11-12
Mathematics of Home Renovation/Home Renovation and Applied Mathematics	11-12
Metal Sculpture 2	9-12
The Geology and Biomes of US Parks and Forests	10-12
VANTAGE Education	11-12
Virtual Enterprise	11-12

COURSE REMOVAL LIST

Each year courses that have not reached the minimum student enrollment for three years in a row, or that have been replaced by new courses, are removed from the *Skipper Log*. AP Physics 1 (AP 316 and AP 318) will not be included in the 2022-23 *Skipper Log*. Building and District administration will continue to monitor courses that have not run for subsequent years.

COURSE TITLE CHANGES

Departments have recommended revising several course titles to more accurately reflect the content of the courses and course sequences. The proposed and current titles are listed below

Proposed Title	Current Title
Automotive Investigation	Auto 1
Unified PE	Integrated PE
TO Personal and Family Relationships	TO Relationships
Textiles & Applied Design	Quilting

ATTACHMENTS:

New Course Proposals

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the course proposals and revisions described in this report.

Submitted by: _____



Steve Urbanski, Director of Curriculum

Submitted by: _____



Justin Sawyer, MHS Associate Principal

Concurrence: _____



Dennis Peterson, Superintendent

New Course Proposal



Course Title: Automotive Braking Systems

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Braking Systems
What grade levels? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed
- 2) **How did this proposal originate?**
 Department members, Innovation, parents/students
- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 The level of participation seems high based on student planning input.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This course will be the next level following Automotive Investigation. The content will be Automotive Brake Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 This proposal is not directly related to Minnesota Graduation Standards.
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
 The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
 Classes will be part of the six-period day schedule.
 - c) **Personnel: What staff will be necessary?**
 The necessary personnel are currently on staff.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Career Investigation

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Career Investigation
What grade levels can enroll? Grades 9 - 12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**

Innovation, parents/students, department members

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

The level of participation seems high based on student planning input.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

This course will introduce students to various automotive careers and provide curriculum and activities that introduce students to basic automotive services.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**

This proposal is not directly related to Minnesota Graduation Standards.

- 3) **What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**
The teaching space will be in the new Momentum building.
- b) **Time: Where will the activity fit in the daily schedule?**
Classes will be part of the six-period day schedule
- c) **Personnel: What staff will be necessary?**

The necessary personnel are currently on staff.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Power and Energy.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal

**Course Title: Automotive Electrical/Electronic Systems**

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:**1) What is the proposed course name?** Automotive Electrical/Electronic Systems

What grade levels can enroll? Grades 10-12

Semester? Semester Course

One-part or two-part course? One part

Offered in Semester 1; Semester 2 or both? Both Semesters

Any pre-requisite courses? Auto Investigation or Power and Energy

In what subject will students earn this credit? Tech Ed

2) How did this proposal originate?

Innovation, parents/students, department members

2) What is the anticipated level of participation? What information are you using to determine this level of participation?

The level of participation seems high based on student planning input.

4) What is the rationale for the proposal? What need does it fulfill?

This course will be the next level following Automotive Investigation. The content will be Automotive Electrical and Electronic Systems taught at a rigorous industry standard level.

Analysis of the Proposal:**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This proposal is not directly related to Minnesota Graduation Standards.

3) What is the effect of the proposal on district resources?**a) Space: Where is space currently available for the activity?**

The teaching space will be in the new Momentum building.

b) Time: Where will the activity fit in the daily schedule?

Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Engine Performance

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Engine Performance
What grade levels can enroll? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed
- 2) **How did this proposal originate?**
 Innovation, parents/students, department members
- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 The level of participation seems high based on student planning input.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This course will be the next level following Automotive Investigation. The content will be Automotive Engine Performance taught at a rigorous industry standard level.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 This proposal is not directly related to Minnesota Graduation Standards.
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
 The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
 Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: Automotive Steering and Suspension Systems

Submitted by: Lee Berger
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Automotive Steering and Suspension Systems
What grade levels? Grades 10-12
Semester? Semester Course
One-part or two-part course? One part
Offered in Semester 1; Semester 2 or both? Both Semesters
Any pre-requisite courses? Auto Investigation or Power and Energy
In what subject will students earn this credit? Tech Ed

2) **How did this proposal originate?**
 Innovation, parents/students, department members

2) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 The level of participation seems high based on student planning input.

4) **What is the rationale for the proposal? What need does it fulfill?**
 This course will be the next level following Automotive Investigation. The content will be Automotive Steering and Suspension Systems taught at a rigorous industry standard level.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal is directly related to recommendations from the student advisory group and is in line with the district's goals to provide career exploration and preparation opportunities for all students.

2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 This proposal is not directly related to Minnesota Graduation Standards.

- 3) **What is the effect of the proposal on district resources?**
- a) **Space: Where is space currently available for the activity?**
 The teaching space will be in the new Momentum building.
 - b) **Time: Where will the activity fit in the daily schedule?**
 Classes will be part of the six-period day schedule.

- c) **Personnel: What staff will be necessary?**
The necessary personnel are currently on staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There are substantial costs associated with this proposal. Curriculum materials, tools, and equipment will need to be purchased.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course will expand the Momentum department.
- b) **How does the proposal affect existing programs?**
This course will provide an additional path for students who have taken other courses, such as Automotive Investigation.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No courses will need to be eliminated. This course will be unique at MHS.

New Course Proposal



Course Title: College Algebra

Submitted by: James Donald and Kate Ohrt
Department: High School Mathematics

Description of the Proposal:

- 1) **What is the proposed course name?** College Algebra
What grade levels can enroll? Grades 11-12
Semester? Full-year course
One-part or two-part course? Two-part course
Offered in Semester 1; Semester 2 or both? Both
Any pre-requisite courses? Higher Algebra
In what subject will students earn this credit? Math

2) How did this proposal originate?

Department members, innovation

2) What is the anticipated level of participation? What information are you using to determine this level of participation?

60-120 students based on the number of Juniors/Seniors taking our current FST course.

4) What is the rationale for the proposal? What need does it fulfill?

It is often difficult to get seniors and some juniors motivated to participate in the FST course. By adding college algebra, students will work on similar content and see the benefit of getting college level credit for their coursework.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

This is an opportunity to introduce a new group of students to college level coursework

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This course supports but is beyond the state standards in mathematics.

3) What is the effect of the proposal on district resources?

- a) **Space: Where is space currently available for the activity?**
This will replace sections of FST so there is no additional space needed.
- b) **Time: Where will the activity fit in the daily schedule?**
Same as above.

- c) **Personnel: What staff will be necessary?**
We have a number of teachers that are able to teach college level classes so this will not require additional staff.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
\$3,000 per teacher and course (there is aid from the state that we get back, to the tune of \$150 per student to help defray the cost of delivering the course at the high school, so if there's 28 kids in a course, we'd get \$4,200 in aid). There would be a need for curriculum writing and textbooks for the class. Currently no funds are allocated and available for this activity.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
It would strengthen our options for students in 11th and 12th grade that are not quite ready for pre-calculus but want a more challenging opportunity.
- b) **How does the proposal affect existing programs?**
It would reduce the number of students in FST and possibly Pre-calculus.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
It would replace FST for 11th-12th grade students. No since it is a CIS class. This could eventually replace FST as a class if the department/administration feels that it would be beneficial to all 10-12 students .

New Course Proposal



Course Title: Disability Studies

Submitted by: Jack Mulvaney
Department: Student Support Services

Description of the Proposal:

Course Description: Frequently, disabled people are looked at as if they're a burden. In order to empower students, this course will frame disability as a culture to be understood and validated. Students will explore how disability, through the lens of neurodiversity, can enrich the world. The course will serve as a multidisciplinary, multisensory, and accessible analysis of disability in American culture. Historical marginalization has led students with disabilities to be seen as outcasts rather than part of a border community. This course will work to develop autonomy, community, and advocacy for students with disabilities through engagement with legal and historical documents, literature, film, and photographs.

The following potential resources will be utilized to analyze the treatment of Americans with disabilities as it relates to the economy, legal system, educational setting, medical field, and popular culture:

- Film about Willowbrook and institutionalization
- Capitol Crawl
- Passage of American with Disabilities Act
- Reason Why I Jump by Naoki Higashida
- Look Me in the Eye John Robison
- Thinking in Pictures by Temple Grandin
- The Man Who Mistook his Wife for a Hat by Oliver Sacks
- Disability Visibility: First-Person Stories from the Twenty-First Century
- Crip Camp: A Disability Revolution
- Love on the Spectrum/Atypical
- Talks on Neurodiversity
- Neurotribes by Steve Silberman
- Medical Model vs. Social Model analysis of disability
- Cochlear Implants, The Deaf Culture, and Ethics

Notes: Not all the resources will be used in their entirety. This is merely a list of potential resources that can be used to design the class. The class will utilize portions texts to facilitate conversations and research on various topics related to disability.

- 1) **What is the proposed course name?** Disability Studies
What grade levels can enroll? Grades 11-12
Semester? Semester
One-part or two-part course? One

Offered in Semester 1; Semester 2 or both? Both

In what subject will students earn this credit? Elective/Special Ed

2) How did this proposal originate?

Curriculum review, department members

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

Have spoken to students with disabilities in resource room about exploring topics related to disability advocacy and disability culture.

4) What is the rationale for the proposal? What need does it fulfill?

Frequently, disabled people are looked at as if they're a burden. In order to empower students, this course will frame disability as a culture to be understood and validated. Students will explore how disabilities and neurodiversity enriches, rather than burdens, the world.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

An educated populace is integral to a democratic society. Each person has fundamental, intrinsic worth. The dignity of each person is sacred. The uniqueness of each individual enriches the community. All students will possess an enlightened view of themselves, others, and the world. We will defend and preserve the principle of local autonomy.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This would count as an elective course.

3) What is the effect of the proposal on district resources?

a) **Space: Where is space currently available for the activity?**

Open Classroom

b) **Time: Where will the activity fit in the daily schedule?**

1 period elective

c) **Personnel: What staff will be necessary?**

1 Licensed Teacher

d) **Financial Costs: What is the cost to the district of this proposal?**

What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Texts can be uploaded as PDFs.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) **How does the proposal expand, complement, or strengthen an existing program?**

Students who are disabled generally feel fatalistic about their academic success. This will empower them to learn more about disabled culture while supplementally working on reading, writing, researching, and presenting skills necessary for college and career success. This class will build advocacy skills.

b) **How does the proposal affect existing programs?**

EXHIBIT A

This could serve as an elective for students in 12th grade who are interested in transitioning out of resource room.

- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity?**
Are there courses/activities that should be eliminated if this proposal is approved?

New Course Proposal



Course Title: Engineering Design and Development

Submitted by: Mitch Burfeind
Department: Tech Ed/ Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Engineering Design and Development
What grade levels can enroll? Grade 12
Semester? Semester .5 Credit
Offered in Semester 1; Semester 2 or both? Semester 2
Any pre-requisite courses? Advanced Engineering
In what subject will students earn this credit? Tech Ed

- 2) **How did this proposal originate?**
Department members, parents/students

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**

This will be a small group of students that will be going into engineering in college. I will run this class as a combined class with other engineering courses. I anticipate 5-10 students per year.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

This will help students who find a way to take any class of mine just to get into my room and work on Advanced Engineering. I envision this course as a capstone course for seniors planning to major in engineering.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

This course will give students a chance to pursue their highest academic achievement. This course will be tailored to each student.

- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**

- 3) **What is the effect of the proposal on district resources?**

- a) **Space: Where is space currently available for the activity?**
Room 1303
- b) **Time: Where will the activity fit in the daily schedule?**
During the advanced Engineering course.

- c) **Personnel: What staff will be necessary?**
No additional staff is needed.
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
No additional cost

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This program expands our current curriculum by allowing students a sr. capstone level experience.
- b) **How does the proposal affect existing programs?**
Adds more opportunity for those that need it.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
No

New Course Proposal



Course Title: Forensic Science

Submitted by: Amanda Say
Department: Science

Description of the Proposal:

- 1) **What is the proposed course name?** Forensic Science
What grade levels? Grades 11,12
Semester? Full year, 1.0 credits
One-part or two-part course? One part
Any pre-requisite courses? Chemistry
In what subject will students earn this credit? Science
 Elective/Alternative to Physics Senior Year

2) How did this proposal originate?

Department members

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

I believe it will have a high level of participation. Forensic Science is often a popular course, especially with students that are not pursuing science or math and therefore do not need to take Physics but require additional classes to fill their schedule.

Amanda Say taught this course at a school of the same size in Texas, and they regularly had 6-9 sections each year of this course (students were required to take a 4th year science course with multiple elective options fulfilling this role, school held a 7-period day).

4) What is the rationale for the proposal? What need does it fulfill?

Minnetonka is looking to expand its offerings to students that may be choosing an alternate to college after high school. This course would be more accessible to a number of students that find the core science courses out of sync with their abilities and interests.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This course would fit into Goal 3/4 of the School Board as it allows for a group of students that may feel overlooked to find a science course they can become engaged in and find their highest potential.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

In Minnesota, students are required to have 3 science credits, one of these must be Biology. The other credits can be a combination of earth science, physical science, chemistry, and physics. Forensic Science would be a science elective course.

3) What is the effect of the proposal on district resources?

- a) **Space: Where is space currently available for the activity?**
Students taking this course would be using classroom space that would have been used by other courses they would have been taking if Forensics was not available.
- b) **Time: Where will the activity fit in the daily schedule?**
This would be a regular course offered by the high school.
- c) **Personnel: What staff will be necessary?**
Science teacher
- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
No funds are currently available for this course. The cost of this new program is TBD. Curriculum could be purchased from TPT for \$400. This class would be very hands on and would require materials not currently available.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
This course expands the science opportunities available to students.
- b) **How does the proposal affect existing programs?**
This would likely reduce the number of students taking Physics their senior year.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
This course could be considered for development with Vantage whereby it would be a science/social studies joint class where students learn Forensic Science and Criminology. This course would not be integrated into an existing course and none should be eliminated if approved.

New Course Proposal



Course Title: Mathematics of Home Renovation / Home Renovation and Applied Mathematics

Submitted by: Brent Veninga
Department: Momentum

Description of the Proposal:

- 1) **What is the proposed course name?** Home Renovation and Applied Mathematics
What grade levels can enroll? Grades 11-12
Semester? Full Year **Strand, of two classes:** 1.0 Mathematics credit and 1.0 Elective Credit
One-part or two-part course? This is a two-hour course
Any pre-requisite courses? No, ideally students enter having taken higher algebra.
In what subject will students earn this credit? Math and Elective.
- 2) **How did this proposal originate?**
 Innovation, department members
- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 Guesstimating 25 students in the first year. We have determined that there are 300 - 350 students that take math FST (Functions, Statistics and Trigonometry) and that this would pull >10% of those from that course.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This course proposal is about preparing the future workforce to have the mathematical skill sets required for the job. Initial research indicates that mathematics in the trades includes elements of algebra, trigonometry, statistics, geometry and estimating. Future trade workers will need applied math and home renovation skills.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 This proposal builds an additional strand of classes for Momentum - our new skilled trades and design program. It is designed for students - especially kinesthetic learners - that have high aspirations and want to build self confidence in targeted trades. We aspire to better equip our graduates for roles in future careers so that they might cast vision into what they might become.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This is still to be determined: It would be either a FST based course or a newly designed mathematics course that leads to graduation standards specifically for those entering trades and manufacturing. It would combine a core mathematics credit with an elective home renovation credit.

3) What is the effect of the proposal on district resources?

a) **Space: Where is space currently available for the activity?**

Ideally this would be housed in the new Momentum building.

b) **Time: Where will the activity fit in the daily schedule?**

Ideally in the first two or last two hours of the day.

c) **Personnel: What staff will be necessary?**

Math teacher and Technology Education (trades) teacher.

d) **Financial Costs: What is the cost to the district of this proposal?**

What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Additional project funds would need to be either raised or accessed to build a tiny little house with trailer (estimated at \$40,000) and the equipment needed to build it. We would need someone at the district / on the staff to help recruit the buyer of this tiny little house.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) **How does the proposal expand, complement, or strengthen an existing program?**

This course proposal would expand the offering of Momentum courses and potentially complement into a "home reno II" offering in 2022-2023 as seen in this [draft working document](#).

b) **How does the proposal affect existing programs?**

Guesstimating that it would reduce the number of students in the existing FST program and pulling from the single hour Home Reno course.

c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

Not really, this as a standalone proposal for 2022-2023 with the ability to change in 2023-2024.

New Course Proposal



Course Title: Metal Sculpture 2

Submitted by: Steve Nugent
Department: Art

Description of the Proposal:

- 1) **What is the proposed course name?** Metal Sculpture 2
What grade levels can enroll? 9-12
Semester? Semester .5
One-part or two-part course? Both
Any pre-requisite courses? Completion of Metal Sculpture 1 with a B- or better
- 2) **How did this proposal originate?**
 Department members
- 2) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 Students that have completed Metal Sculpture 1 with a B- or better would sign up for this class. We have already had 6 full sections of Metal Sculpture 1 and these students need an option to continue working in this medium. There should be at least 1 section of Metal Sculpture 2 running for next year.
- 4) **What is the rationale for the proposal? What need does it fulfill?**
 This would be the continuation and next level of Metal Sculpture 1.

Analysis of the Proposal:

- 1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
 It is aligned with the art standards and art graduation requirement for the school.
- 2) **What is the relation of the proposal to the Minnesota Graduation Standards?**
 The class would fulfill a .5 Art credit requirement
- 3) **What is the effect of the proposal on district resources?**
 - a) **Space: Where is space currently available for the activity?**
 Same space as metal Sculpture 1
 - b) **Time: Where will the activity fit in the daily schedule?**
 It will run during the regularly scheduled day.
 - c) **Personnel: What staff will be necessary?**
 Licensed art teacher staff needed.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
There is already existing facility and equipment.
There would need to be curriculum writing.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**
It brings the next level to the Metal sculpture class for students. This has been a very popular class with strong enrollment the first two years and we are excited to expand it.
- b) **How does the proposal affect existing programs?**
It strengthens the Metal Sculpture class giving it the next level.
- c) **Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
It does not substitute for a class. It gives the students the ability to further study metal sculpture.

New Course Proposal



Course Title: The Geology and Biomes of US Parks and Forests

Submitted by: Gwynneth Wacker
Department: Science

Description of the Proposal:

- 1) **What is the proposed course name?** The Geology and Biomes of US Parks and Forests
What grade levels? Grades 10-12
Semester? Semester 1 (.5 credit)
One-part or two-part course? One-part
In what subject will students earn this credit? Elective Science

- 2) **How did this proposal originate?**
 Department members, Innovation, Other

- 3) **What is the anticipated level of participation? What information are you using to determine this level of participation?**
 Approximately 20-25 student per class period.

Previous experience with 6 years of Ecology courses that used to be taught as well as participation in other science electives; also based on previous discussions on offering more science electives; discussion with colleagues and administration.

- 4) **What is the rationale for the proposal? What need does it fulfill?**

This course would be an elective science course offered to all learners: those who enjoy science, and/or the outdoors, plants and animals, ancient cultures and exploration of parks and forests. This course will examine geologic and biotic principles and concepts through the lens of national and state parks and forests, as they often represent superb examples of geologic phenomena and unique wildlife in the United States. Geology within national parks tells a story of North America, from mountain building, to volcanism, to historic inland seas of an earlier geologic age. Wildlife/plant life within the parks and forests shows what unique biodiversity exists due the climate and environmental pressures placed on these areas. In studying several national and state parks, we will also incorporate lessons of the indigenous cultures who lived in these park lands prior to European immigration, such as the Ojibwe in Voyageurs National Park or the Arapaho and Shoshone around Yellowstone National Park and how they impacted [or didn't] the National Parks lands today.

There is a niche for this course as there is currently no elective or required science course that currently combines the disciplines of:

- Geology (Earth Science),
- Wildlife (Botany and Zoology)

- Incorporation of North American Indigenous history on national landmarks (Anthropology).

This course introduces students to topics that may lead to possible careers in outdoor leadership, US parks, wilderness instructors, conservation careers, outdoor recreation retail business and adventure travel planning such as Naturetrek or Adventure Unbound. It reaches learners that might wish to pull from and incorporate various branches of science, do not wish to take AP Environmental Science online, or those who may not wish to pursue a full year of physics, applied physics or the more rigorous human anatomy elective. It will also meet the instructional framework goal of authentic and real-world learning, creativity, personalized learning, and collaboration.

It does not compete with the Earth and Space Systems course coming into 9th grade nor does it compete with Biology as this course delves further into rocks, minerals, topographic maps, and geological features specific to the parks covered in the course and then studies the plants and animals of that region and how they have adapted to that environment and the specific climate of that region in North America. The course also teaches/introduces students how to safely enjoy outdoor recreation in these parks and what equipment to use. It also exposes students to the indigenous peoples who lived on these lands 5,000-9,000 years ago and how they lived with land and the other species.

Analysis of the Proposal:

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

It addresses the mission statement of trying to inspire a passion to excel and reaching all types of learners from those who love science to those who might take this course as it offers another choice and a way to obtain science credit.

It addresses the following components of the district vision:

- Challenge and support all students in the pursuit of their highest levels of academic and personal achievement. The course will allow students of all academic levels to participate.
- Practice prudent and innovative management of public resources. The course will teach students to appreciate their national parks, to use good judgment and critical thinking in outdoor situations and to learn how park management is tackling the issues of climate change and its impact on the parks and forests.
- Tailor learning experiences to the needs of individual learners. Being an elective course, students will be able to pursue some individual interests and through collaboration with other students focus on certain parks that may be of interest to them.
- Earn and maintain broad-based community support. Bringing speakers to school to discuss topics brings transparency and collaborate and buy in between schools and their community.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

Next Generation Science Standards:

- HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.* (Wind turbine activity)
- HS LS2.B: Cycles of Matter and Energy Transfer in Ecosystems

- HS-LS2-6. Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
- HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.*
- HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedback that causes changes to other Earth systems.
- HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.
- HS-LS2-2. Ecosystems: Interactions, Energy, and Dynamics Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
- HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions but changing conditions may result in a new ecosystem.
- 9L.4.2.2.1 Obtain and communicate information about how Minnesota American Indian Tribes and communities and other cultures construct solutions to mitigate threats to biodiversity.* (P: 8, CC: 7, CI: LS2, ETS1) Examples of cultures may include those within the local context of the learning community and within the context of Minnesota. Examples of threats to biodiversity may include climate change, deforestation, urbanization, dam construction or removal, invasive species, human population growth, threatening/endangering species, agricultural practices, extraction, and the use of fossil fuels.

Cross Cutting Concepts will include:

- Cause and Effect relationships
- Structure and Function
- Stability and Change
- Patterns
- Systems and System Models

3) What is the effect of the proposal on district resources?

- a) Space: Where is space currently available for the activity?**
Current classrooms in the high school; (online version in the future).
- b) Time: Where will the activity fit in the daily schedule?**
Regularly scheduled day during periods 1 to 6
- c) Personnel: What staff will be necessary?**
One teacher for this course is necessary.

- d) **Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing?**

Course writing: 40 hr @ \$29.94 = \$1,197.60

Teaching material: National Park Project Based Materials \$91.50

Mineral collection \$22.50 Nasco (Product #: SB37929)

Magnetic compass - \$20.95 Nasco (Product #: SB51128)

Mineral Seek App - Plant identification app FREE

Topographic software :<http://arcgis.dnr.state.mn.us/maps/mntopo/> FREE

Gray Wolf Recovery Program = \$2.00

Are funds currently allocated and available for this activity?

No

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

- a) **How does the proposal expand, complement, or strengthen an existing program?**

The Science Department has several elective courses, and this one is very unique as it combines the sciences of geology, botany and zoology with a sprinkling of anthropology. It also exposes students to and ties in topics of outdoor recreation in these parks including tenting, winter camping, fishing, kayaking-canoeing, rock climbing, extreme hiking, safety around wild animals.

- b) **How does the proposal affect existing programs?**

The current elective Earth & Space Systems course may disappear once the Earth and Space Systems curriculum is implemented in 2023-24 at MHS. The new Earth & Space Systems course addresses some geology, plate tectonics, atmospheric and oceanic circulation, carbon cycles, fusion, plants, galaxies, navigation and severe weather. This course covers topics that vary from these. The hope is that this course pulls in more students who would normally not take an elective science course.

- c) **Does this course/activity substitute for an existing program?**

No

Could it be integrated into an existing course/activity?

No, but it could be redesigned and added later as a Tonka Online elective Science Course offered in the Fall, Spring or Summer.

Are there courses/activities that should be eliminated if this proposal is approved?

Not to my knowledge.

New Course Proposal



Course Title: VANTAGE Education

Submitted by: Roger Andre
Department: VANTAGE

Description of the Proposal:

1) What new course/activity is being proposed? What grade levels? Semester? Full year?

We are proposing a new full-year, two-period VANTAGE strand called VANTAGE Education. The strand is available to grades 11 and 12 and includes the following courses:

- **FACS credit:**

University of Minnesota [CIS](#) class

- CI 3901 and CI 3902: EXPLORING THE TEACHING PROFESSION I AND II (1 credit at MHS, 4 credits at U of M)

These Education and Human Development classes are offered in 11 other high schools across Minnesota. At VANTAGE, these classes will be taught over the course of the year to incorporate the many layers of experiential learning that define the VANTAGE program. CI 3901 class was approved for MHS by the Minnetonka School Board last year.

- **English credit:**

A new course to be developed for this strand.

- "English for the Teaching Profession" (working title - Kelley Mosiman/Sara Martinson are working on this).

This new course will combine public speaking, college writing, and literature oriented towards interest in the teaching profession.

We are investigating college-credit-earning options for part of this class. These would likely be CIS or concurrent enrollment options through the University of Minnesota Duluth or Twin Cities campus, or through the community college system. The class that appears to make the most sense is UMD CIS College Writing. We are investigating whether we have teachers who would qualify to teach this college-level course.

2) How did this proposal originate?

There is a consensus in the district and MHS leadership that we should continue to expand VANTAGE enrollment. Some of this growth will come from the expansion of the eight existing VANTAGE strands, and some of it will come from new strands. As the power of the VANTAGE experience continues to draw more students into the program, this new strand will appeal to a diverse group of students for whom there are currently no obvious choices at VANTAGE.

The school board approved the CIS "Exploring the Teaching Profession I" course last year. The CIS course requires 30 hours of observation/service learning in classrooms. The classrooms are mostly elementary schools or early childhood development classrooms. Managing this requirement in the context of a traditional single-period MHS class would be challenging and not possible without regularly impacting attendance in periods before or after this class. Including this class in a two-period VANTAGE strand makes it easy to manage observation or service learning in another building.

Focus groups with 12 students currently enrolled in the MHS FACS Introduction to Education demonstrated that there is a pool of students at MHS who are interested in the teaching profession and who would value this course.

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

As this is a completely new VANTAGE strand, it is challenging to gauge likely enrollment. One indicator of probable enrollment is the number of students in the current Introduction to Education, which is 12. Of these 12 students, 10 stated (in our focus group) that they are very likely to become teachers and would have enrolled in a VANTAGE Education strand if it had been available.

Another indicator is the enrollment in a similar program in MNCAPS. This program has had 15 students enroll this year and 15 last year.

This strand is likely to be a "niche" strand with limited enrollment for the first few years.

4) What is the rationale for the proposal? What need does it fulfill?

The rationale for this new strand is threefold:

1. There will be a teacher shortage in the coming decades and this strand will accelerate the professional development pathway for MHS students interested in the teaching profession. We are hoping that some of these students eventually become part of the district teaching workforce.
2. It is not workable for the "Exploring the Teaching Profession I" class to run as a single-period class at MHS because of the 30 hours of classroom service-learning requirement. The two-period format of VANTAGE will make it easy to fulfill this requirement.
3. By providing an option to earn 4-8 college credits while still at MHS we are reducing the cost of the necessary college degree for future teachers. If we can include college credit for a portion of the English class, the total savings will approach \$8K depending on where the degree is obtained.

Analysis of the Proposal

1) How is this proposal compatible with the vision, mission, and beliefs of the district?

EXHIBIT A

The district has a priority to expand both experiential learning and inquiry-based learning. This new strand would directly address these priorities due to how the VANTAGE program is run. The students in this strand will have opportunities to work on projects for the various professional entities that are related to the education space. We expect that most of the project work will be with schools in the district, but we will also attempt to work with private sector entities in the world of education.

The district Vision includes 15 commitment statements related to being a world-class organization dedicated to child-centered excellence. This new strand directly supports many of them. Here are a few that are exceptionally supported:

- “Challenge and support all students in the pursuit of their highest levels of academic and personal achievement.”
 - We expect that more students will be drawn into the CIS course(s) opportunity as it challenges them as well as gives them a formal University of Minnesota transcript that is more readily transferable to other universities than traditional AP/IB classes.
- “Tailor learning experiences to the needs of individual learners.”
 - VANTAGE strands give students many choices about how they want to excel with the context of the overall experience.
- “Produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits and engage in life-long learning.”
 - The background provided by this VANTAGE strand experience will set students up for accelerated success in the teaching field
- “Earn and maintain broad-based community support.”
 - VANTAGE creates many connections with the broader community through mentor relationships, projects, site visits, and guest instruction. This new VANTAGE strand opens the doors to partnering with different schools and other entities in the world of education.
- “Commit to preparing and educating all students with programs, instruction and tools that meet the needs of the future”
 - As stated earlier, there will be a sustained shortage of qualified teachers in the future. This strand will accelerate interested students on the path to becoming a licensed teacher.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

This strand includes one English credit that fulfills a graduation requirement as well as one elective FACS credit.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

There are many space options being considered for this and other VANTAGE strands. The VANTAGE Hwy 7 building and the main VANTAGE facility at the Welsh Building are both possibilities. District leadership has decided to wait for actual enrollment numbers before making choices about where to host different VANTAGE strands.

b) Time: Where will the activity fit in the daily schedule?

EXHIBIT A

This strand could be a midday strand or an afternoon strand, depending on enrollment numbers and space. We plan to wait for enrollment numbers before making choices about where and when each VANTAGE strand will be run.

c) Personnel: What staff will be necessary?

We will need one .4 English teacher and one .4 CIS-qualified FACS instructor.

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Both CIS and concurrent credit involve fees. CIS class fees range from \$100-\$145 per student, and concurrent enrollment has a flat \$3000 fee for a class.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?

a) How does the proposal expand, complement, or strengthen an existing program?

This strand will continue to expand and open the VANTAGE experience to another set of students, many of whom are unlikely to have taken another VANTAGE strand.

b) How does the proposal affect existing programs?

This strand would result in a shift in enrollment from the current Introduction to Education semester class at MHS. It is very unlikely that both classes would run successfully.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved? N/A

This strand would result in a shift in enrollment from the current Introduction to Education semester class at MHS. If this class is approved, it would make sense to discontinue the FACS Introduction to Education class.

New Course Proposal



Course Title: Virtual Enterprise (VE)

Submitted by: Andrew Werner
Department: Business

Description of the Proposal:

1) What is the proposed course name? Virtual Enterprise (VE)

The course name would be Virtual Enterprise (VE). Virtual Enterprise International (VEI) is the program, which would provide the framework and content in which VE would operate. VE provides students with meaningful, skills-based career experiences. By managing day-to-day operations of a company, students develop business skills and identify career pathways that align with their interests, talents, and aspirations. VE differs from other programs currently offered by applying the four functions of business (Finance, Human Resources, Marketing, and Operations Management) in a real-world business environment and beyond the local environment. VE goes beyond a plan, a project, and final exam. Student achievement is not only crucial to themselves but also to their department and company as a whole. VE students collaborate beyond the classroom and local professionals as they interact with over 7,000 student run businesses in 40+ countries around the world, engaging with them on-line and in person at trade shows and competitions around the country. Exposure to how their national and international peers conduct business builds the best future prepared “professional”, no matter what university or career field they enter. An end-of-year annual report yields the results, documentation, and evaluation of our students journey.

What grade levels can enroll?

Grades 11-12. Juniors would be able to take the class again as a Senior as the business may change from year to year or the student would fill a different role in the existing company.

Semester long course for 0.5 credits or full-year course for 1.0 credits?

Full-year course for a 1.0 credit. Due to the nature of the VEI program, students run their business for the entire school year, which is filled with real-world business experiences. Although students may drop at the end of first semester and receive 0.5 credit, it is recommended they complete the year to get the full experience. Additions at semester should be made carefully and only with instructor approval. Student changes should be minimized as it may affect the dynamics of the company.

Offered in Semester 1; Semester 2 or both?

Offered in Semester 1 as a yearlong program. The following activities take place within that timeframe, which require a full school year:

- Create a business plan.

- Interview for roles within company departments.
- Apply for company start-up loans.
- Establish on-line banking for the company and their employees.
- Write an employee handbook.
- Create an e-commerce website.
- Establish relationships with guest instructors.
- Maintain both company and personal financials.
- Produce their own products.
- Develop a marketing plan and materials.
- Build a trade show booth.
- Travel to regional trade shows and competitions.
- Travel to New York for an end-of-year trade show and competition.
- Write an end-of-year annual report.

Any pre-requisite courses?

One prior business or VANTAGE course is required. Exceptions may be made but only with instructor approval.

In what subject will students earn this credit?

This course would count as an elective credit. College credit may also be earned if relationships with those entities are established.

2) How did this proposal originate?

At my previous high school in Nebraska, my business students and I were looking for a capstone business course where students taught students through very hands-on, real-world, and student driven experiences. We found and researched the VEI program for one year, then implemented it the following school year. Additionally, I attended VEI training at Long Island University, NY prior to starting the program to become certified to teach the course. One of the many things I learned was just how student led this course would be and how the instructor's role would mostly be as a guide on the side. This is exactly what we as teachers strive to do and something evaluators look for when observing a teachers classroom. VE turned out to be the most rewarding experience for me as a teacher and was by far the best course my students had ever taken. It is something I am incredibly passionate about starting at MHS next year and I am sure it would be worth our efforts. I have already interviewed many of my current students and they have expressed great interest in starting a VEI program. Through my conversations with them, I can tell they are extremely eager and capable of running their own business. Additionally, students would also travel and compete in regional and national trade shows, providing them with yet another real-world business experience. VE at Minnetonka would also be the only program like it in Minnesota, which would give MHS yet another advantage over other districts. Again, it was an amazing experience for my students and myself and I HIGHLY recommend its implementation at MHS.

3) What is the anticipated level of participation? What information are you using to determine this level of participation?

As mentioned previously, I have spoken with many of our MHS students and they have all said VE is a course they would absolutely take if offered. In addition, I have taught IB Business Management in both the Global Business and Business Analytics strands in VANTAGE and I believe VE would pick up where VANTAGE leaves off. Instead of pitching a business plan then never implementing it, how about we actually start the business and manage it ourselves! Ideally,

each section of VE would operate with between 17 and 25 students, which is how many I hope will enroll the first year. However, VE could be operated with more students if needed. Once it gains momentum, I think it could continue to steadily grow to hopefully 2-3 sections by year 3.

4) What is the rationale for the proposal? What need does it fulfill?

As mentioned previously, I think VE would pick up where VANTAGE leaves off and possibly be our capstone course in the business department. I also see VE as an alternative to VANTAGE as it would only require one class period versus a 2 or 3 hour block, making it intriguing to students who want a similar experience but cannot afford to give up that much time in their schedule. VE is like having several business courses in one classroom. Accounting & Finance, Marketing, Human Resources, Information Technology, and Leadership & Management are all represented as each department has their own set of tasks yet collaborates with the others. The need it fulfills is the application, collaboration, and attainment of real-world results, which isn't necessarily seen currently in this capacity or beyond our local environment and partners. Together, students bring their unique hard and soft skills, start and manage their business in a national and international environment with decreasing guidance of teachers and outside experts as the year goes on, collaborate and interact with other businesses around the country and world, then evaluate their lessons learned. Just shy of running an actual business, IT DOES NOT GET MORE REAL-WORLD THAN THAT! Specific features of the VE experience include assuming the role, day-to-day business dynamics, global perspective, teacher as facilitator, industry and college partnerships, competitions and events, and experience in a virtual economy

Analysis of the Proposal:**1) How is this proposal compatible with the vision, mission, and beliefs of the district?**

Our district mission states that our community “transcends traditional definitions of excellence”, “inspires in everyone a passion to excel with confidence and hope”, and “stimulates extraordinary achievement in the classroom and in life.” Having taught this course before, this is exactly what VE can do. VE gives students what they need to succeed, not just on an AP or IB exam, not just in college, but more importantly in life. The life and energy in a VE classroom is second to none. Students working together, dependent on each other for success, then testing themselves at a trade show or competition halfway across the country was truly a sight to see. VE was by far the best course I have ever taught and the best course my students ever took in high school. In addition to the connections to our mission, our vision states that we “advocate for strong academic and co-curricular programs”, that we “tailor learning experiences”, that we “create positive, enjoyable learning environments”, and that we “produce outstanding graduates who are ready to contribute and thrive in a wide array of future pursuits.” VE checks all of these blocks. All of my previous students gained incredible confidence in this positive learning environment and went on to either pursue business majors or were able to directly apply what they learned from our VE environment to other majors. In addition, they gained an appreciation for understanding that business is in everything we do, see, and touch, and therefore having had this experience was incredibly valuable.

2) What is the relation of the proposal to the Minnesota Graduation Standards?

Per our Minnesota graduation requirements, VE “equips them with the knowledge and skills they need for success in postsecondary education, highly skilled work, and civic life.” VE would fulfill one of their 7 required elective credits for graduation. More importantly, VE is an experience, not just a credit. My challenge will be educating parents, students, and others that the value gained, is far greater than how it appears on a transcript. It is incredibly nontraditional, but that is the

best part. We need to think outside the box and realize that although it is not an AP or IB course, colleges, universities, and society, is getting someone who has not only the book work, but actual experience. They have been there, done that, and can hit the ground running! However, for those that still desire college recognition or credit, if relationships and agreements are established with post-secondary institutions, this may be possible.

3) What is the effect of the proposal on district resources?

a) Space: Where is space currently available for the activity?

I would propose VE being housed in either the VANTAGE spaces or in the Loft at MHS. It's incredibly important that a VE space have the feel of a real-world business setting with similar resources (conference table, collaborative spaces, printer, phone, laptops, smart TV, software, etc.) found in a professional working environment. This is not only needed to connect with the on-line content and programs, but greatly enhances the experience. Student's truly flip-a-switch when they walk in to this submersive business environment. However, it is understood that space is at a premium and VE could be housed where needed, just so as our students can experience this outstanding program.

b) Time: Where will the activity fit in the daily schedule?

VE can be conducted in a typical class period, every day of the week. I do not recommend it being offered during a split lunch period. Due to interacting with businesses around the country I would also suggest consideration be given to time zone changes. Our students will be conversing with both East and West coast students so being in class when they are in class would be helpful. For example, if VE were offered during class period 5A (12:15 pm), that would work well in regards to connecting with businesses in the East (1:15 pm) and in the West (10:15 am). However, any hour would work if that helps ensure the establishment of VE at MHS.

c) Personnel: What staff will be necessary?

One business teacher would be fine initially. However, depending on the growth of the program, I have seen other VE courses taught by up to 3 teachers, depending on the business they run. If it's a multimedia journalism-based business, there may be a business teacher, IT or art teacher, and a journalism teacher. This approach shows that VE welcomes cross-curriculum collaboration and is highly encouraged.

d) Financial Costs: What is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?

Two years ago, the cost to acquire access to the VE curriculum and online software was \$3,000 per year for one business. Additional expenses may be needed for setting up the business space within our physical facilities. There would also be some additional expenses (travel, lodging, entry fees) to attend various trade shows around the country and the district or community's help would be greatly appreciated to therefore minimize fundraising efforts. I believe Perkins money could be approved for this type of funding.

4) What will be the effect of the proposal on the rest of the curriculum or on other activities?**a) How does the proposal expand, complement, or strengthen an existing program?**

I believe this proposal does all of the above. VE both compliments and expands upon what VANTAGE accomplishes in all of their strands. All of the knowledge, skills, and experiences gained in VANTAGE would fit incredibly well in VE. In addition, I believe VE strengthens our business department and course offerings by giving students motivation to gain content knowledge, which would then make for an enjoyable application experience in VE. Finally, with VE being offered during a one-hour class period, it gives students an option for an in-depth, real-world experience without committing to a two or three hour block.

b) How does the proposal affect existing programs?

With any addition of new programs, there will always be an affect on existing programs. However, I believe this impact will be minimal in the short term and have a positive impact on MHS in the long term. I believe it will give students another option to learn the hard and soft skills required to run a business or conduct themselves as professionals in any career setting. I see VE as the capstone program of our business department and an alternative to or next-step beyond the VANTAGE program. VE encourages the application of all students then creates a collaborative learning environment, culminating in a cohesive business team. Students exit the program as experienced professionals who can hit the ground running in any career field.

c) Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

VE could possibly be added under the VANTAGE program or be offered as a stand alone course at MHS. VE combines the best of our current courses, which is real-world and differentiates it from existing programs. Therefore, I recommend it be added to our course offerings and not replace any of the opportunities our students currently have available to them. In conclusion, VE provides students a platform for an entirely student led experience, greatly improves hard and soft skills in multiple content areas, pushes their relationships and education beyond our local networks, and overall prepares them to be tomorrow's leaders. VE is relevant, rigorous, and is all about student voice. Every parent of my former VE students have said this is what would have prepared them the best for their careers. I assure you that VE is worth the investment and I am open to whatever needs to be done in order to give our students this outstanding experience.

Notes:

VEI informational link: <https://veinternational.org/>

VEI annual activities map: <https://veinternational.org/wp-content/uploads/2019/03/VE-Annual-Activit>

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item X.

Title: Review of Safe Learning Plan

Date: December 2, 2021

EXECUTIVE SUMMARY:

The Board has an expectation of reviewing the District's Safe Learning Plan at each regular meeting of the Board. The Plan was last reviewed on November 4, and no changes were made at that time. Current conditions with COVID-19 cases in the schools and the community will be shared, and the status of vaccinations for younger students will be reviewed.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XI.

Title: Review of Superintendent Search Process

Date: December 2, 2021

EXECUTIVE SUMMARY:

An update regarding the Superintendent search process will be shared by the Board's Subcommittee.

Submitted by:



Dennis L. Peterson
Superintendent of Schools

APPROVAL

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XII.

Title: Approval of Change of Attendance Boundary
for Excelsior/Minnewashta

Date: December 2, 2021

EXECUTIVE SUMMARY:

The proposal to shift the boundary between Minnewashta and Excelsior elementary schools is based on the limitations for additional students at Minnewashta, some available space at Excelsior and the potential for new elementary students living in the new apartments in Tonka Bay. The change would include the apartment property, the commercial properties next to the apartments and all residential property on Lawtonka Drive, Timber Lane and Shorewood Lane. This change should be implemented immediately. Any current Minnewashta student will be allowed to remain at Minnewashta, and any sibling of a Minnewashta student who is not currently in school will be allowed to attend Minnewashta.

RECOMMENDATION/FUTURE DIRECTION:

Recommend approval of the boundary shift between Minnewashta and Excelsior elementary schools.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby approve the boundary shift between Minnewashta and Excelsior elementary schools, as presented.

Submitted by: _____

Dennis L. Peterson
Superintendent of Schools

ADOPTION

School Board
Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XIII.

Title: Adoption of Policy 709: Student Transportation Safety Date: December 2, 2021

EXECUTIVE SUMMARY:

Policy 709: Student Transportation Safety was established in June 2006.

Several clarifications regarding the contracting out of several of the items in the safety policy to the District's contracted vendor for student transportation are presented for the Board's review. These changes reflect the actual practices for bus driver training, licensing, and ongoing safety training as all buses are driven by the employees of the contracted vendor.

The School Board reviewed Policy 709 at the October 28 and November 18 Study Sessions. The policy is ready for approval.

ATTACHMENTS:

Policy 709: Student Transportation Safety (copy with edits shown and clean copy)

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve Policy 709: Student Transportation Safety

RECOMMENDED MOTION

BE IT RESOLVED, that the School Board of Minnetonka Independent School District 276 does hereby approve Policy 709: Student Transportation Safety as amended.

Submitted by: Paul Bourgeois
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent

Copy shown with recommended edits

MINNETONKA PUBLIC SCHOOLS

POLICY #709: STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The District may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The District shall annually provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

- training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous Districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The District and all nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.
 5. The District and all nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The District may provide kindergarten students with school bus safety training before the first day of school.
 8. The District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The District shall adopt and make available for public review a curriculum for transportation safety education.
 10. Nonpublic school students transported by the District will receive school bus safety training by their respective nonpublic school. The nonpublic schools may use the District's school transportation safety education curriculum. The nonpublic school must certify to the District's School Transportation Safety Director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The District's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by the District under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the District's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The District's School Bus Safety Rules are to be posted on every bus. If these rules are broken, the District's discipline procedures are

to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the District's Transportation Office/School Office.

2. Rules at the Bus Stop

The Superintendent, or designee, shall adopt rules for students at bus stops and on buses.

3. Consequences for school bus rules infractions or bus stop rules infractions shall be established by the Superintendent or designee.

- a. Consequences for school bus/bus stop misconduct will apply to all regular, field trip and extra-curricular buses. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the District. Parents or guardians will be notified of any suspension of bus privileges.
- b. The principal of each building will either assume or delegate to a qualified staff member, the responsibilities of a Building Transportation Coordinator. Each principal or coordinator will process school bus misbehavior reports and assign appropriate consequences to students.
- c. The principal or coordinator will investigate and assign consequences for each report in a manner which is defensible and which is in the interest of preserving the safety and well-being of all bus passengers. An investigation may require the participation of an adult bus monitor, the school bus driver, appropriate students, and appropriate parents.
- d. The principal or coordinator will assign consequences which are progressively more serious whenever a student persists in behaving inappropriately. The following schedule of consequences shall apply unless a school bus driver chooses to withdraw a given report.
 - i. "Information Only" Misbehavior Report. The principal shall determine whether this report only goes into the student's file, or whether further action should be taken.
 - ii. First Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Discussion of rules and regulations.
 - Assigned seat on bus.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.

- iii. Second Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.
 - Suspend from bus for one, day to one week.
- iv. Third Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one day to one week.
 - Suspend from bus for one week to one month.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- v. Fourth Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- vi. Fifth Misbehavior Report. The student shall receive the following consequences.
 - Suspend from bus for remainder of school year.
- vii. Exception to Progression. The principal shall have the authority to bypass preliminary consequences and assign a suspension from the bus for the remainder of the school year if the misbehavior in question has caused an immediate danger to him/herself, other persons, or property.
- viii. Special Needs Students. Assignment of consequences for students who have individual education plans (I.E.P.'s) shall be administered in accordance with the I.D.E.A. statute. Principals shall immediately enlist the aid of the district's Transportation Safety Coordinator when an I.E.P. student receives a misbehavior report.

C. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

D. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school

building for appropriate determination of consequences and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the District to the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

F. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

G. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate District personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The District school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

The Superintendent, or designee, shall annually inform all parents, guardians whose children utilize District-provided buses or designated bus stops with the specific and general expectations for students and parents .

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. The contract vendor shall annually assure the District ~~shall assure in writing~~ that school bus drivers have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

- B. ~~The contract vendor shall annually assure the District shall assure in writing that they are the conducting of mandatory drug and alcohol testing of all District and contractor bus drivers and bus driver applicants in accordance with state and federal law and District policy.~~

VI. SCHOOL BUS DRIVER TRAINING

A. Training

~~The contract vendor shall assure the District shall assure in writing that all new school bus drivers, both contractor and District, be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school and contractor bus drivers shall receive in-service training annually. The contract vendor shall assure the District shall assure in writing that an annual individual school bus driver "evaluation certification" form is retained on file for each District driver and each contractor driver as contained in the Model School Bus Driver Training Manual.~~

B. Evaluation

~~The contract vendor shall assure the District shall assure in writing that all school bus drivers with a Class D license be evaluated annually and all other bus drivers be assessed periodically by the bus service provider.~~

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The District shall assure that all school buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to District policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must eliminate or minimize, the idling of school bus engines and exposure of children to diesel exhaust fumes.

5. Bus drivers must endeavor to park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment review the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. The pupil’s name and address;
 2. The nature of the pupil’s disabilities;
 3. Emergency health care information; and
 4. The names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

IX. ~~SCHOOL—DISTRICT~~ CONTRACT VENDOR VEHICLE MAINTENANCE STANDARDS

- A. All ~~school~~ vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the District.
- B. All ~~school~~ vehicles shall be state inspected in accordance with legal requirements.

X. ~~SCHOOL~~ TRANSPORTATION SAFETY DIRECTOR

~~The Board has designated an individual to serve as the District's School Transportation Safety Director. The contractor shall employ a Transportation Safety Director who functions as the Transportation Safety Director for both the contractor and the District. The School Transportation Safety Director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the District. The School Transportation Safety Director will assure that this policy is periodically reviewed to ensure that it conforms to law. The School Transportation Safety Director shall certify annually to the school board District in writing that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The Transportation Safety Director also shall annually verify to the District in writing or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the District in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Public Safety. The School Transportation Safety Director also shall confirm annually to the Superintendent District that students have received school bus safety training in accordance with state law. The name, address and telephone number of the School Transportation Safety Director are on file in the District office. Any questions regarding student transportation or this policy may be addressed to the Supervisor of Student Accounting & Transportation. School Transportation Safety Director.~~

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The Board may establish a Pupil Transportation Safety Committee. The chair of the Pupil Transportation Safety Committee is the District's Supervisor of Student Accounting & Transportation ~~School Transportation Safety Director~~. The school board shall appoint the other members of the Pupil Transportation Safety Committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other District staff, and representatives from other units of local government.

Legal References:

- ~~Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)~~
- ~~Minn. Stat. § 123B.88 (Independent School Districts; Transportation)~~
- ~~Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)~~
- ~~Minn. Stat. § 123B.90 (School Bus Safety Training)~~
- ~~Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)~~
- ~~Minn. Stat. § 169.01, Subd. 6(5) (Definitions)~~
- ~~Minn. Stat. § 169.454 (Type III Vehicle Standards)~~
- ~~Minn. Stat. § 169.4582 (Reportable Offense on School Buses)~~
- ~~Minn. Stat. § 171.02, Subd 2a (Licenses; Types, Endorsements, Restrictions)~~
- ~~Minn. Stat. § 171.321 (Qualifications of a School Bus Driver)~~
- ~~Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)~~

Cross References:

- Policy 307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
- Policy 506: Student Discipline and Code of Conduct

Policy 707: Student Transportation Policy

Adopted: June 1, 2006

Reviewed: October 28, 2021

Reviewed: November 18, 2021

Adopted: December 2, 2021

Clean copy with recommended edits incorporated

MINNETONKA PUBLIC SCHOOLS

POLICY #709: STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities of school bus ridership.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

The District may designate a school bus safety week. The National School Bus Safety Week is the third week in October.

B. Student Training

1. The District shall annually provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. Transportation by school bus is a privilege, not a right;
 - b. District policies for student conduct and school bus safety;
 - c. Appropriate conduct while on the bus;
 - d. The danger zones surrounding a school bus;
 - e. Procedures for safely boarding and leaving a school bus;
 - f. Procedures for safe vehicle lane crossing; and
 - g. School bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus

- training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous Districts shall undergo school bus safety training or receive bus safety instructional materials within four weeks of their first day of attendance.
3. The District and all nonpublic schools with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
 4. Students taking driver's training instructional classes and other students in grades 9 and 10 must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus.
 5. The District and all nonpublic schools with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
 6. The District will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
 7. The District may provide kindergarten students with school bus safety training before the first day of school.
 8. The District may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
 9. The District shall adopt and make available for public review a curriculum for transportation safety education.
 10. Nonpublic school students transported by the District will receive school bus safety training by their respective nonpublic school. The nonpublic schools may use the District's school transportation safety education curriculum. The nonpublic school must certify to the District's School Transportation Safety Director that all students enrolled in grades K through 10 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The District's general student behavior rules are in effect for students on school buses.
- B. Consequences for school bus/bus stop misconduct will be imposed by the District under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the District's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The District's School Bus Safety Rules are to be posted on every bus. If these rules are broken, the District's discipline procedures are

to be followed. Consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the District's Transportation Office/School Office.

2. Rules at the Bus Stop

The Superintendent, or designee, shall adopt rules for students at bus stops and on buses.

3. Consequences for school bus rules infractions or bus stop rules infractions shall be established by the Superintendent or designee.

- a. Consequences for school bus/bus stop misconduct will apply to all regular, field trip and extra-curricular buses. Decisions regarding a student's ability to ride the bus in connection with co-curricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the District. Parents or guardians will be notified of any suspension of bus privileges.
- b. The principal of each building will either assume or delegate to a qualified staff member, the responsibilities of a Building Transportation Coordinator. Each principal or coordinator will process school bus misbehavior reports and assign appropriate consequences to students.
- c. The principal or coordinator will investigate and assign consequences for each report in a manner which is defensible and which is in the interest of preserving the safety and well-being of all bus passengers. An investigation may require the participation of an adult bus monitor, the school bus driver, appropriate students, and appropriate parents.
- d. The principal or coordinator will assign consequences which are progressively more serious whenever a student persists in behaving inappropriately. The following schedule of consequences shall apply unless a school bus driver chooses to withdraw a given report.
 - i. "Information Only" Misbehavior Report. The principal shall determine whether this report only goes into the student's file, or whether further action should be taken.
 - ii. First Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Discussion of rules and regulations.
 - Assigned seat on bus.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.

- iii. Second Misbehavior Report. The student shall receive one or a combination of the following consequences.
 - Resolve problem with driver and/or others.
 - Time out or detention at school.
 - Suspend from bus for one, day to one week.
- iv. Third Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one day to one week.
 - Suspend from bus for one week to one month.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- v. Fourth Misbehavior Report. The student shall receive one of the following consequences.
 - Suspend from bus for one month to three months.
 - Suspend from bus for remainder of school year.
- vi. Fifth Misbehavior Report. The student shall receive the following consequences.
 - Suspend from bus for remainder of school year.
- vii. Exception to Progression. The principal shall have the authority to bypass preliminary consequences and assign a suspension from the bus for the remainder of the school year if the misbehavior in question has caused an immediate danger to him/herself, other persons, or property.
- viii. Special Needs Students. Assignment of consequences for students who have individual education plans (I.E.P.'s) shall be administered in accordance with the I.D.E.A. statute. Principals shall immediately enlist the aid of the district's Transportation Safety Coordinator when an I.E.P. student receives a misbehavior report.

C. Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

D. Records

Records of school bus/bus stop misconduct will be forwarded to the individual school

building for appropriate determination of consequences and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that causes an immediate and substantial danger to the student or surrounding persons or property will be provided by the District to the Department of Public Safety in accordance with state and federal law.

E. Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within two weeks may result in the loss of bus privileges until damages are paid.

F. Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

G. Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, possession or vandalism), the appropriate District personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The District school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

The Superintendent, or designee, shall annually inform all parents, guardians whose children utilize District-provided buses or designated bus stops with the specific and general expectations for students and parents .

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. The contract vendor shall annually assure the District in writing that school bus drivers have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a vehicle with a seating capacity of 10 or fewer persons used as a school bus, but not outwardly equipped or identified as a school bus.

B. The contract vendor shall annually assure the District in writing that they are conducting

mandatory drug and alcohol testing of all contractor bus drivers and bus driver applicants in accordance with state and federal law and District policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

The contract vendor shall assure the District in writing that all new school bus drivers be provided with pre-service training, including in-vehicle (actual driving) instruction before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All contractor bus drivers shall receive in-service training annually. The contract vendor shall assure the District in writing that an annual individual school bus driver “evaluation certification” form is retained on file for each contractor driver as contained in the Model School Bus Driver Training Manual.

B. Evaluation

The contract vendor shall assure the District in writing that all school bus drivers with a Class D license be evaluated annually and all other bus drivers be assessed periodically by the bus service provider.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. The District shall assure that all school buses be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the District shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to District policy, a day care facility, respite care facility, the residence of a relative or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must eliminate or minimize, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. Bus drivers must endeavor to park and load school buses at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one month after the effective date of assignment review the proper methods for dealing with the specific needs and problems of pupils with disabilities, assist pupils with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 - 1. The pupil’s name and address;
 - 2. The nature of the pupil’s disabilities;
 - 3. Emergency health care information; and
 - 4. The names and telephone numbers of the pupil’s physician, parents, guardians, or custodians, and some person other than the pupil’s parents or custodians who can be contacted in case of an emergency.

IX. CONTRACT VENDOR VEHICLE MAINTENANCE STANDARDS

- A. All vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the District.
- B. All vehicles shall be state inspected in accordance with legal requirements.

X. TRANSPORTATION SAFETY DIRECTOR

The contractor shall employ a Transportation Safety Director who functions as the Transportation Safety Director for both the contractor and the District. The Transportation Safety Director shall have day-to-day responsibility for pupil transportation safety, including transportation of nonpublic school children when provided by the District. The School

Transportation Safety Director will assure that this policy is periodically reviewed to ensure that it conforms to law. The Transportation Safety Director shall certify annually to the District in writing that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The Transportation Safety Director also shall annually verify to the District in writing the validity of the driver's license of each employee who regularly transports students for the District in a Type A, B, C, or D school bus or Type III vehicle with the National Driver's Register or the Department of Public Safety. The Transportation Safety Director also shall confirm annually to the District that students have received school bus safety training in accordance with state law. The name, address and telephone number of the Transportation Safety Director are on file in the District office. Any questions regarding student transportation or this policy may be addressed to the Supervisor of Student Accounting & Transportation.

XI. PUPIL TRANSPORTATION SAFETY COMMITTEE

The Board may establish a Pupil Transportation Safety Committee. The chair of the Pupil Transportation Safety Committee is the District's Supervisor of Student Accounting & Transportation. The school board shall appoint the other members of the Pupil Transportation Safety Committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other District staff, and representatives from other units of local government.

Cross References:

- Policy 307: Access and Dissemination (Compliance with Minnesota Data Practices Act)
- Policy 506: Student Discipline and Code of Conduct
- Policy 707: Student Transportation Policy

Adopted: June 1, 2006

Reviewed: October 28, 2021

Reviewed: November 18, 2021

Adopted: December 2, 2021

CARRY-IN ACTION

School Board
Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XIV.

Title: Acceptance of Bid for Alterations of Tech Ed Room at MMW December 2, 2021

EXECUTIVE SUMMARY:

In summer 2020, the District completed alterations to the Tech Ed room at Minnetonka Middle School East (MME) to better utilize under utilized space. The Tech Ed room was divided into an approximately 1,100 square foot Tech Ed room and an approximately 800 square foot classroom space, providing a net gain of one classroom space for MME, which had grown to 1,300 students.

In FY2021, Minnetonka Middle School West (MMW) has also grown to 1,300 students. The original Tech Ed area is identical to the original Tech Ed areas at MME. At this time it is prudent to capture underutilized space in the Tech Ed room at MMW by dividing it into an approximately 1,100 square foot Tech Ed room and an approximately 800 square foot classroom to provide MMW with a net gain of one classroom space.

Funding for the project will be from FY2023 Operating Capital revenue. The budget estimate for the project is \$400,000.

Bids were opened at 2:00 PM on Tuesday, November 30, 2021. _____ (X) bids were received as follows:

Vendor 1	\$XXX,XXX.XX
Vendor 2	\$XXX,XXX.XX

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of _____, in the amount of \$XXX,XXX.XX for alterations to the Tech Ed room at MMW in summer 2022.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of _____ in the amount of \$XXX,XXX.XX for alterations to the Tech Ed room at Minnetonka Middle School West in summer 2022.

Submitted by: Paul Bourgeois
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: Dennis L. Peterson
Dennis Peterson, Superintendent

ACTION

**School Board
Minnetonka I.S.D. 276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item XV.

**Title: Acceptance of Bid for Retaining Wall Replacement
At Minnetonka High School for Summer 2022**

December 2, 2021

EXECUTIVE SUMMARY:

As part of the rolling Long Term Facility Maintenance 10 Year Plan, a second phase of replacement of the leaning retaining wall on the north side of Minnetonka High School is scheduled for Summer 2022.

Approximately half of the wall was replaced in Summer 2021, leaving the remainder to be finished in Summer 2022.

The budget estimate for the project is \$375,000. Bids were opened at 10:00 AM on Tuesday, November 23, 2021. Eight (8) bids were received as follows:

SM Hentges & Sons, Inc.	\$305,654.00
Sunram Construction	\$327,650.00
JK Landscape	\$347,600.00
JL Theis, Inc.	\$371,450.00
Urban Corporation	\$435,000.00
Krueger Excavating	\$448,164.00
Parkstone Construction	\$488,746.00
Rosti Construction	\$492,275.25


RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board accept the low bid of SM Hentges & Son, Inc., in the amount of \$305,654.00 for the second phase of replacement of the retaining wall on the north side of Minnetonka High School in summer 2022.

RECOMMENDED MOTION

BE IT RESOLVED that the School Board of Minnetonka Independent School District 276 does hereby accept the low bid of SM Hentges & Son, Inc., in the amount of \$305,654.00 for the second phase of replacement of the retaining wall on the north side of Minnetonka High School in summer 2022.

Submitted by: 
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: 
Dennis Peterson, Superintendent

CONSENT

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XVI.

Title: Resolution Pertaining to Consent Agenda

Date: December 2, 2021

OVERVIEW:

The School Board formally adopted the Consent Agenda concept on March 1, 1979. For the Consent Agenda to work efficiently, Board members should call staff prior to the meeting regarding any questions they may have on the following items. If a member wishes to discuss any matter on the Consent Agenda, he/she should request, at the beginning of the meeting, that the item be placed on the regular agenda (during Agenda Item III: Adoption of the Agenda).

The following are the recommendations included within the Consent Agenda for December 2, 2021:

- a. Minutes of October 28, 2021 Special Meeting; November 4, 2021 Regular Meeting and November 5, 2021 Special Meeting
 - b. Study Session Summaries of October 28 and November 18, 2021
 - c. Payment of Bills
 - d. Recommended Personnel Items
 - e. Gifts and Donations
 - f. Electronic Fund Transfers
 - g. Approval of Enrollment Limits
 - h. Approval of Designated Combined Polling Places
 - i. Resolution Authorizing Issuance of Certificates of Election
-

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve all recommendations included within the Consent Agenda items.

Submitted by: _____


Dennis L. Peterson, Superintendent

CONSENT

School Board
Minnetonka I.S.D. # 276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XVI. c

Title: Payment of Bills

Date: December 2, 2021

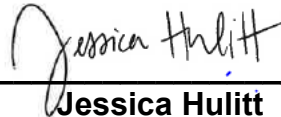
OVERVIEW:

Presented for Board approval are the monthly disbursement totals by fund for Minnetonka Public Schools for the month of October 2021.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the Board approve the disbursements as presented for the month of October 2021.

Submitted by:



Jessica Hulitt
Coordinator of Accounting

Approved by:



Paul Bourgeois
Executive Director of Finance & Operations

Concurrence:



Dennis L. Peterson
Superintendent of Schools

MINNETONKA DISTRICT #276

TO: Dr. Dennis Peterson

FROM: Jessica Hulitt

RE: Payment of Bills – October 2021
Board Meeting Date: December 2, 2021

The following disbursements are submitted for the month of October:

Recommend the payment of bills in the sum of \$8,308,910.02 by check #466230 - #469056 and ACH #212200370 - #212200889, and wire transactions #202170109 - #202170317

October		
	FUND	
01	GENERAL FUND	5,067,114.75
02	CHILD NUTRITION	451,346.46
03	PUPIL TRANSPORTATION	349,004.61
04	COMMUNITY SERVICE	236,737.16
05	CAPITAL EXPENDITURE	133,914.46
07	DEBT SERVICE FUND	
09	TRUST - FIDUCIARY	172,617.02
11	EXTRA/CO-CURRICULAR	129,324.57
12	ATHLETIC FEE	2,305.37
18	CUSTODIAL FUND	9,175.81
20	SELF INSURANCE	112,053.50
40	CULTURAL ARTS CENTER	23,028.58
41	DOME OPERATIONS	3,466.98
42	AQUATICS PROGRAM	77,176.94
43	PAGEL CENTER	28,075.93
46	LTFM	179,935.61
56	CONSTRUCTION PROJECTS	901,036.14
66	CAPITAL PROJECTS LEVY	432,596.13
		\$ 8,308,910.02
	SALARIES	\$ 5,283,877.79
	TOTAL	\$ 13,592,787.81



 Jessica Hulitt

November 22, 2021
 Date

SCHOOL BOARD
MINNETONKA I.S.D. #276
5621 County Rd. 101
Minnetonka, MN
Community Room

Board Agenda Item XVI. d.

TITLE: Recommended Personnel Items

DATE: December 2, 2021

BACKGROUND: Under the authorization of district policy, and the terms and conditions of the collective bargaining agreements between the Minnetonka Public Schools and employee groups recognized under Minnesota law, the executive director for human resources makes recommendations for employment, leaves, employee status changes, and resignations or release from contracts.

Those recommendations of a routine nature are attached in summary fashion. This section includes routine changes affecting an employee under the terms and conditions of the collective bargaining agreements, and new hires that occur between board meetings or are scheduled for the future.

State law requires that the School Board formally approve all personnel actions. At the time of hiring, employees are told that the administration formally recommends employment, and that the employment action is finalized only after Board action. On these routine matters, however, the administration may initiate the change prior to formal Board action in order to provide continuity of service to students.

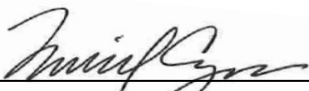
Personnel changes of an exceptional nature requiring the interpretation of other district policies or laws are marked with an asterisk on the summary page, and have a separate explanation. In these cases, the administration does not take action until after Board action.

FUTURE ACTION/RECOMMENDATION:


The administration recommends approval of all attached personnel changes.

Submitted by:

Concurrence by:



Dr. Michael Cyrus
Executive Director of Human Resources



Dr. Dennis L. Peterson
Superintendent

RECOMMENDED PERSONNEL ITEMS

I. INSTRUCTION

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BOETTGE, EMILY BROHMAN, EMAKATE	READING, 0.5 FTE, SH TEACHER ON SPECIAL ASSIGNMENT FOR STUDENT AFFAIRS, 1.0 FTE, MHS	12/15/22-6/13/22 12/6/21	\$17,406.68 \$59,997.58

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
PETERSON, DENNIS	SUPERINTENDENT, 1.0 FTE, DISTRICT	6/30/22	RETIREMENT

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
CAVANAUGH, MEGAN CUSHING, JORDAN GUSTAFSON, KATIE HENDRIX, NICOLLETTE LUNDEEN, ABBY MCGINN, ANNIE MORANTEZ, LINDA NELSON, JESSE NELSON, JONATHAN PAUTZ, JILL PROCHNO, SAMANTHA RUELLE, LINDA SIEBERT, SARAH STAUNTON, JENNA WESTMEYER, JONATHAN	GRADE 6 SCIENCE, 1.0 FTE, MME LANGUAGE ARTS, 1.0 FTE, MHS SPECIAL ED, 1.0 FTE, MHS SPECIAL ED, 1.0 FTE, EXC GRADE 6/HEALTH, 1.0 FTE, MME NAVIGATOR, 1.0 FTE, EXC ECFE, 0.871 FTE, MCEC PHY ED, 1.0 FTE, MMW LANG ARTS, 1.0 FTE, MMW GRADE 6 LANG ARTS, 1.0 FTE, MME SCIENCE, 1.0 FTE, MME GRADE 2, 1.0 FTE, GR MATH, 1.0 FTE, MME TITLE ONE/ASSM COORD, 1.0 FTE, EXC/SH MATH, 1.0 FTE, MMW	11/1/21-2/11/22 1/18/22 X 3-6 WEEKS 3/31/22-6/13/22 4/11/22-6/13/22 8/31/21-12/22/21 4/10/22-6/13/22 12/3/21-12/22/21 4/15/22-5/13/22 3/21/22-4/29/22 11/17/21-12/22/21 11/5/21-1/28/22 11/19/21-1/14/22 3/20/22-6/13/22 12/6/21-12/17/21 12/10/21-12/22/21	CHILD REARING MEDICAL CHILD REARING CHILD REARING CHILD REARING CHILD REARING MEDICAL CHILD REARING CHILD REARING MEDICAL CHILD REARING MEDICAL CHILD REARING MEDICAL CHILD REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
DE SANTIAGO, EMMA DOW, MARGARET DRABIK, MICHAEL EVANS, KAYLEEN FOSTER, BETH FRUIN, CAROLYN GOLDSWORTHY, W. SEAN HALVORSON, BRAD HAVLROSON, BRAD HOWELL, AMY NORBY, JANIE LUDVIGSON, ZACH RAUK, ANDREA REUSS, PATRICIA	SPANISH, 1.0 FTE, MMW FULL TIME LEAVE OF ABSENCE GR. 6/HEALTH LTS, 1.0 FTE, MME, 8/31/21-11/12/21 RESERVE TEACHER RESERVE TEACHER RESERVE TEACHER HEALTH, 0.4 FTE, MHS TOSA-STUDENT AFFAIRS, 1.0 FTE, MME ASST PRINCIPAL TEMPORARY, 1.0 FTE, MME OCCUPATIONAL THERAPIST, 0.3 FTE, SH/MMW RESERVE TEACHER MATH, 1.0 FTE, MHS RTI, 0.5 FTE, MWTA RESERVE TEACHER	11/15/21-1/24/22 11/15/21 11/15/21-6/13/22 1/3/22-3/11/22 11/19/21-1/14/22 11/1/21-6/13/22 9/8/21-12/22/21 11/8/21-4/1/22 4/4/22-6/13/22 10/13/21-1/21/22 10/25/21-3/25/22 9/8/21-1/24/22 9/8/21-1/24/22 11/1/21-3/4/22	ADD: SPANISH OVERLOAD, 0.2 FTE, MMW HEALTH, 0.4 FTE, MHS SPANISH LTS, 1.0 FTE, MME SPECIAL ED LTS, 1.0 FTE, CS GRADE 2 LTS, 1.0 FTE, GR GR. 6/HEALTH LTS, SCIENCE LTS, MATH LTS, 1.0 FTE, MME HEALTH, 1.0 FTE, MHS (TEMP 0.6 FTE LTS) ASST PRINCIPAL TEMPORARY, 1.0 FTE, MME TOSA-STUDENT AFFAIRS, 1.0 FTE, MME ADD: OCCUPATIONAL THERAPIST LTS, 0.2 FTE, MHS ADD: TEMPORARY TOSA-STUDENT INTERVENT, 0.6 FTE, MWTA ADD: MATH OVERLOAD, 0.12 FTE, MHS ADD: TEMPORARY 504 COORD, 0.2 FTE, MWTA GRADE 6 SCIENCE LTS, 1.0 FTE, MME

II. BUSINESS AND OTHER NON-INSTRUCTIONAL SERVICES

APPOINTMENTS	ASSIGNMENT	EFFECTIVE	SALARY
BIRRU, YESHAREG BRANCALE, ROBERT CARTER, HILLARY CHIRIGOS, ALEX CRANBROOK, RUBY HARRINGTON, MAIJA HE, YANHONG HILL, ALYSSA LAMBERT, DA'JAE MCKENZIE, NANCY NAINGGOLAN, SARI	CUSTODIAN, 8 HRS/DAY, MHS EARLY CHILDHOOD FAMILY RESOURCE FACILITATOR, 413 HRS ANNUAL, MCEC EXPLORERS CLUB HS ASST, 6 HRS/WK, CS EXPLORERS CLUB HS ASST, 4-6 HRS/WK, SH EXPLORERS CLUB HS ASST, 8 HRS/WK, CS EXPLORERS CLUB HS ASST, 6 HRS/WK, CS CLASS D SPEC ED PARA, 6 HRS/DAY, SAIL CLASS D SPEC ED PARA, 2 HRS 20 MIN/DAY, GR CLASS A LR/PG PARA, 1 HR/DAY, GR CLASS D BUS/TRAFFIC PARA, 20 MIN/DAY, GR EXPLORERS CLUB HS ASST, 8 HRS/WK, GR CLASS A LR/PG PARA, 3 HRS/DAY, DH LEVEL IV ACCOUNTING CLERK, 8 HRS/DAY, DSC	11/22/21 12/6/21 11/30/21 10/25/21 10/25/21 11/22/21 11/1/21 10/27/21 11/8/21 11/2/21 11/15/21	\$18.68/HR \$25.24/HR \$9.25/HR \$10.50/HR \$10.50/HR \$10.50/HR \$21.18/HR CLASS A: \$18.77/HR CLASS D: \$21.18/HR \$9.25/HR \$16.66/HR \$23.89/HR

EXHIBIT A

OASHEIM, ANNA REDMOND, PATRICK RENDALL, TERRI SOLORZANO, ABIGAIL	YOUTH ENRICHMENT PRGM MGR, 1.0 FTE, MCEC EXPLORERS CLUB HS ASST, 8 HRS/WK, MWTA CLASS F MEDICAL PARA, 6 HRS/DAY, SAIL CLASS D SPEC ED PARA, 6.5 HRS/DAY, MMW CLASS B SUPERVISORY PARA, 30 MIN/DAY, MMW PROJECT SOAR INSTRUCTOR, HOURS VARY, MCEC	11/1/21 11/15/21 11/15/21 11/1/21	\$31,999.68 \$10.50/HR \$26.18/HR CLASS B: \$17.60/HR CLASS D: \$18.83/HR
SUGGS, JAMEE VON FELDT, CLARA WIESE, BRADY	EXPLORERS CLUB PRGM ASST, 15 HRS/WK, DH CUSTODIAN, 8 HRS/DAY, DH	11/10/21 11/22/21 11/17/21	\$21.44/HR \$15.00/HR \$18.68/HR

RESIGNATIONS	ASSIGNMENT	EFFECTIVE	REASON
ARAYE, ZAMZAM	CLASS A LR/PG PARA, 3 HRS/DAY, CS CLASS D SPEC ED AND BUS/TRAFFIC PARA, 3.5 HRS/DAY, CS	12/3/21	RESIGNATION
AXNESS, JESSICA	LEVEIL III YOUTH PRGMS OFFICE ASST, 8 HRS/DAY, MCEC	11/12/21	RESIGNATION
BEARG, JOHN	EXPLORERS CLUB PRGM ASST, 3.5 HRS/DAY, DH	11/12/21	RESIGNATION
CARTER, TRISTAN	CLASS D SWIMMING/PHY ED PARA, 6.5 HRS/DAY, MME	11/18/21	RESIGNATION
CLAYTON, MEGAN	CLASS D ECSE PARA, 24 HRS/WK, MCEC	11/19/21	RESIGNATION
ELLERSTEIN, SARAH	CLASS D SPEC ED PARA, 6.5 HRS/DAY, MME	11/1/21	RESIGNATION
GUIMONT, JON	CLASS D MEDIA PARA, 7.5 HRS/DAY, MMW	11/19/21	RESIGNATION
HUCOVSKI, NATALIA	CLASS A LR/PG PARA, 3 HRS/DAY, CS	11/5/21	RESIGNATION
KLESK, BEVERLY	LEVEL IV STUDENT ACCT OFFICE ASST, 8 HRS/DAY, DSC	12/1/21	RETIREMENT
LEMONS, ANN	EXPLORERS CLUB PRGM ASST, 8-9 HRS/WK, MCEC	12/2/21	RESIGNATION
LUND, JEANELL	CLASS A LR/PG PARA, 9 HRS 10 MIN/WEEK, GR	11/24/21	RESIGNATION
RAMSEY, MADISON	EXPLORERS CLUB PRGM ASST, 12.5 HRS/WK, GR	12/2/21	RESIGNATION
SONNESYN, JILL	CLASS D MEDIA PARA, 8 HRS/DAY, MME	11/19/21	RESIGNATION
VRANISH, KAYLEIGH	LEVEL VI HS PRINCIPAL OFFICE ASST, 8 HRS/DAY, MHS	6/30/22	RESIGNATION
ZENG, LINA	CLASS C CHINESE IMM KINDER PARA, 3 HRS/DAY, EXC	11/26/21	RESIGNATION

LEAVES	ASSIGNMENT	EFFECTIVE	REASON
BION, KATHLEEN	CLASS D SPEC ED PARA, 6.5 HRS/DAY, SH	10/11/21-6/10/22	PERSONAL
KIANG, SUI	CLASS D SPEC ED/BUS/TRAFFIC PARA, 6.75 HRS/DAY, MWTA	9/8/21-12/15/21	PERSONAL
OLSON, CINDY	CLASS D MEDIA PARA, 7 HRS/DAY, SH	12/2/21-12/21/21	PERSONAL
SCOTT, JOLENE	LEVEL III SCHOOL OFFICE ASST, 10 HRS/WK, MWTA	9/27/21-6/10/22	PERSONAL
THORESEN, BRENDA	CLASS B PRODUCTION ROOM PARA, 7.5 HRS/DAY, MHS	9/19/22-9/29/22	PERSONAL
VRANISH, KAYLEIGH	LEVEL VI HS PRINCIPAL OFFICE ASST, 8 HRS/DAY, MHS	1/27/22-5/23/22	CHID REARING

STATUS CHANGES	CURRENT ASSIGNMENT	EFFECTIVE	CHANGE
ALBRIGHT, TANYA	PARA SUB	11/1/21	CLASS D SPEC ED PARA, 6 HRS/DAY, MWTA
CARTER, TRISTAN	PARA SUB	11/10/21	CLASS D SWIM/PHY ED PARA, 6.5 HRS/DAY, MME
HIRSCHFELD, ALMA	PARA SUB	11/15/21	CLASS D SPEC ED PARA, 2 HRS/DAY, CS
RICHARDSON, KELLY	CLASS A LR/PG PARA, 6 HRS/WK, MWTA	11/8/21	CLASS A LR/PG PARA, 12 HRS 55 MIN/WEEK, MWTA
SO, TUNG YING BONNIE	RESERVE TEACHER	11/29/21	CLASS C CHINESE IMM KINDER PARA, 3 HRS/DAY, EXC
WAHL, JEFFREY	PARA SUB	11/11/21-2/18/22	CLASS A LR/PG PARA, 3 HRS/DAY, CS
WAY, SARAH	CLASS D SPEC ED PARA, 5 HRS/DAY, CS	11/15/21	CLASS D SPEC ED PARA, 3 HRS/DAY, CS
WEBER, JACOB	HVAC SPECIALIST II, 8 HRS/DAY, BUILDINGS AND GROUNDS	11/15/21	HVAC FORMAN, 8 HRS/DAY, BUILDINGS AND GROUNDS
WEISSER, SHERI	CASHIER/COOK HELPER, 5 HRS/DAY, MHS	11/22/21	CASHIER/COOK HELPER, 3 HRS/DAY, MHS CLASS B HALL PARA, 4.25 HRS/DAY, MHS
WEISSER, SHERI	CASHIER/COOK HELPER, 3 HRS/DAY, MHS CLASS B HALL PARA, 4.25 HRS/DAY, MHS	12/6/21	CLASS B HALL PARA, 7.25 HRS/DAY, MHS
VRANISH, KAYLEIGH	LEVEL VI HS PRINCIPAL OFFICE ASST, 8 HRS/DAY, MHS	2022-23	SUBSTITUTE STATUS, DISTRICT-WIDE

III. IN-DISTRICT APPOINTMENTS

APPOINTMENT	ASSIGNMENT	BUILDING	EFFECTIVE	SALARY
BAHR, NICK	COMPUTER SCIENCE DEPT CHAIR 6-12	MHS	2021-22	\$3,471
BAHR, NICK	CODERS UNITE CLUB ADVISOR	MHS	2021-22	\$3,079
BAHR, NICK	ROBOTICS ADVISOR	MHS	2021-22	\$5,470
BALLOY, CHRISTINA	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,408

BARTHELEMY, TYLER	E SPORTS CO-HEAD AND CO-ASST ADVISOR	MHS	9/21-1/22	\$1,847.50
BRUNIK, MICHELLE	TECHNOVATION ADVISOR	MME	11/24/21-5/8/22	\$1,847
CASSANO, MICHAEL	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
CASSANO, TRACY	GIRLS HOCKEY HEAD COACH	MHS	11/1/21-2/26/22	\$7,585
COLIN, AMANDA	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
DARJI, SACHIN	FIRST TECH CHALLENGE COACH, MCE	MCEC	11/19/21	\$1,000
DASOVICH, LEAH	GIRLS BASKETBALL HEAD COACH	MHS	11/8/21-3/19/22	\$7,585
FLIES, CHAD	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,408
FRANTA, ALEXANDRA	ASST DANCE COACH	MHS	10/25/21-2/19/22	\$3,810
GALVAN, ARTHUR	TONKA DOME SITE COORD	MHS	11/15/21-3/31/22	\$20.00/HR
GARTNER, DAVID	BOYS/GIRLS ALPINE SKI HEAD COACH	MHS	11/15/21-2/16/22	\$7,071
GARTNER, MARLEE	BOYS/GIRLS ALPINE SKI ASST COACH	MHS	11/15/21-2/16/22	\$3,927
GARTNER, PIPER	BOYS/GIRLS ALPINE SKI ASST COACH	MHS	11/15/21-2/16/22	\$3,810
GOESER, KRISTIN	UNIFIED SPECIAL OLYMPICS CO-HEAD/CO-ASST ADVISOR	MHS	2021-22	\$2,155.50
GONDECK-BECKER, DAVID	ASST WRESTLING COACH	MME	11/1/21-12/22/21	\$2,811
IVERSON, TROY	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
JORE, AMY	ASST PLAY DIRECTOR	MME	9/16/21-11/13/21	\$2,083
MAUS, CRAIG	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,291
MAYER, AMY	UNIFIED SPECIAL OLYMPICS CO HEAD/CO-ASST COACH	MHS	2021-22	\$2,272.50
MCCHESENEY, SHELBY	ADAPTED SOCCER CI HEAD COACH	MHS	9/21-11/21	\$2,832
MICHEL, DUSTIN	WRESTLING COACH	MMW	11/1/21-12/23/21	\$3,984
MIDTHUN, STEVE	BOYS/GIRLS ALPINE SKI ASST COACH	MHS	11/15/21-2/16/22	\$3,927
MINNIS, LAURA	BOYS CROSS COUNTRY RUNNING ASST COACH	MMW	9/8/21-10/29/21	\$1,190.50
MYERS, CHRISTINE	GYMNASTICS HEAD COACH	MHS	11/8/21-2/19/22	\$6,483
MYERS, JACQUES	GYMNASTICS ASST COACH	MHS	11/8/21-2/19/22	\$4,615
OLSON, MATT	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$1,000
OLSON, STACIE	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,527
PEKAREK, JAMES	SPEECH ADVISOR	MME	11/8/21-2/7/22	\$2,446
PETERSON, ALISON	BIOLOGY CLUB ADVISOR	MHS	2021-22	\$4,017
PETESON, ALISON	SCIENCE OLYMPIAD ASST CO-ADVISOR	MHS	10/21-3/22	\$734
PETRON, AMANDA	MATH TEAM ADVISOR	MME	10/11/21-1/13/22	\$1,847
ROCHE, JOHN	GIRLS BASKETBALL ASST COACH	MHS	11/8/21-3/19/22	\$5,291
ROCHE, KATIE	MATH TEAM ADVISOR	MHS	9/21-3/22	\$3,079
SCHREDER, KATELYN	GYMNASTICS ASST COACH	MHS	11/8/21-2/19/22	\$4,615
STILES, TOM	KNOWLEDGE BOWL ADVISOR	MME	11/1/21-3/3/22	\$2,083
STROM, TYLER	E SPORTS CO-HEAD AND CO-ASST ADVISOR	MHS	9/21-1/22	\$1,847.50
VIEN, CARLY	BABYSITTER/HOME ALONE INSTRUCTOR	MCEC	10/30/21	\$29.00/HR
WAHL, JEFF	GIRLS HOCKEY ASST COACH	MHS	11/1/21-2/26/22	\$5,291
WARD, KAYLA	ADAPTED SOCCER CI ASST COACH	MHS	9/21-11/21	\$2,153
WHEATLEY, HALLE	DANCE ASST COACH	MHS	10/25/21-2/19/22	\$3,810
WENTZEL, ANDREA	HEAD COMPETITION DANCE COACH	MHS	10/25/21-2/19/22	\$5,527
WHEELER, SARAH	GIRLS SOCCER ASST COACH	MHS	8/16/21-11/4/21	\$3,461.25
WINDERL, SUE	ADAPTED SOCCER CI ASST COACH	MHS	9/21-11/21	\$2,153

CONSENT

**School Board
Minnetonka ISD #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda XVI. e

Title: Gifts and Donations

Date: December 2, 2021

EXECUTIVE SUMMARY:

In accordance with Minnetonka School District Policy #706, the Minnetonka School District encourages gifts and donations to enhance quality education to both students and residents. The School Board makes the final determination on the acceptability of a gift or donation. All gifts and donations become District No. 276 property under the complete jurisdiction of the Minnetonka School Board.

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Girls Tennis Program:

Ieva Medziukaite & Roman Dziuba	\$600.00
Jeff & Heather Prondzinski	\$200.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Dr. Dennis Peterson Scholarship Account:

Dr. Dennis Peterson	\$2400.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Women of Color Club Account:

Joan Schwartz	\$500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Men of Color Club Account:

Joan Schwartz	\$500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka High School Social Worker Fund:

Kopp Family Foundation	\$1500.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnetonka Middle School East Principal Discretionary Account:

The Blackbaud Giving Fund	\$50.00
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RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaven Elementary School Trust Account:

The Blackbaud Giving Fund	\$300.00
Target c/o Cyber Grants, LLC	\$20.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Deephaven Elementary School Social Worker Fund:

Kopp Family Foundation \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Excelsior Elementary School Trust Account:

The Blackbaud Giving Fund \$5.60

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights Elementary School Trust Account:

Brent Rickenbach \$47.44
Winston Tan \$120.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Scenic Heights School Social Worker Fund:

Kopp Family Foundation \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Middle School West Social Worker Fund:

Kopp Family Foundation \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Groveland Elementary School Social Worker Fund:

Kopp Family Foundation \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Groveland Elementary School Principal Discretionary Fund:

Frontstream \$33.32

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Principal Discretionary Fund:

The Benevity Community Fund \$72.10
The Benevity Community Fund \$91.52

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Minnewashta Elementary School Band Program:

Mike & Char Pohlrad 3 Cornets & 2 Cases

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary School Principal Discretionary Fund:

Nicole Campion \$150.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the Clear Springs Elementary School Social Worker Fund:

Kopp Family Foundation \$1000.00

RECOMMENDATION: That the School Board accepts the following donation to be placed in the MCEC Rake-a-thon Fundraiser Account:

Dale Nelson \$75.00

TOTAL GIFTS AND DONATIONS FOR 2021-2022* = **\$144,361.42**

*Total amount reflects gifts & donations submitted for board approval in 2021-2022.

Submitted by: Paul Bourgeois
Paul Bourgeois, Executive Director of Finance & Operations

CONSENT

School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XVI. f

Title: Electronic Fund Transfers

Date: December 2, 2021

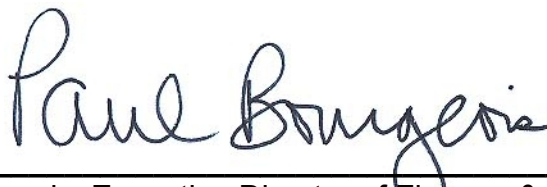
EXECUTIVE SUMMARY:

Minnesota Statute 471.38 requires that a list of electronic fund transfers be submitted to the School Board each month for approval.

RECOMMENDATION:

It is recommended that the School Board approve the attached automatic withdrawals and investments from the General Fund for October 2021.

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

School Board
Minnetonka I.S.D. #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XVI. g

Title: Enrollment Limits

Date: December 2, 2021

EXECUTIVE SUMMARY:

The Board's adoption of an upper limit on overall K-12 enrollment in the District for years starting with 2020-21 necessitates the setting of school-by-school limits on enrollment in order to accomplish staying within the overall limit. Furthermore, in order to comply with Statute 240D.03 of Minnesota Statutes, there should also be limits on each grade (K-12) in the District. Those limits are described on the attached document. All of these limits will enable the District to accept all students who have applied for Open Enrollment by January 15, 2022.

RECOMMENDATION/FUTURE DIRECTION:

Recommend adoption of enrollment limits.

Submitted by: _____



Dennis Peterson, Superintendent

**Implementing the 11,100-student limit for 2022-23
within 240D.03 of Minnesota Statutes**

The new limit to overall K-12 enrollment of 11,100 students in Minnetonka requires a new set of limits to grades and schools in the District each year in order to preserve the directive and live within the overall limit.

The enrollment limits of individual schools are set below. The overall total of these enrollment limits of individual schools in the District is 11,100. The school limits are as follows:

Clear Springs	850
Deephaven	670
Excelsior	800
Groveland	890
Minnewashta	890
Scenic Heights	880
Minnetonka Middle School East	1,280
Minnetonka Middle School West	1,290
Minnetonka High School	3,550

Furthermore, it will be necessary to limit the size of individual grades within the District in order to keep overall enrollment at or below 11,100. Since students apply for Open Enrollment by grade within the District, by law, the limits on grade enrollment are stated irrespective of school limits per grade. As grades get close to the limit for each respective grade, the other grades will need to be adjusted downward to assure that the overall enrollment does not exceed 11,100. Thus, the limits for individual grades are as follows:

Kindergarten	1,190
First Grade	820
Second Grade	800
Third Grade	830
Fourth Grade	900
Fifth Grade	850
Sixth Grade	870
Seventh Grade	890
Eighth Grade	860
Ninth Grade	920
Tenth Grade	910
Eleventh Grade	890
Twelfth Grade	920

**School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota**

Board Agenda Item XVI. h

Title: Approval of Designated Combined Polling Places

Date: December 2, 2021

EXECUTIVE SUMMARY:

Pursuant to Minnesota Statutes, Section 205A.11 Subd.2, by December 31 of each year, the school board must designate, by resolution, combined polling places for the following calendar year. The combined polling place must be at a location designated for use as a polling place by a county or municipality. These polling places will serve the precincts specified for all school district special and general elections not held on the same day as a statewide election.

RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the school board resolve to designate the following combined polling places.

COMBINED POLLING PLACE:

Deephaven City Hall
20225 Cottagewood Road
Deephaven, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Deephaven, Precincts 1 and 2 and City of Woodland Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Minnetonka District Service Center
5621 Highway 101
Minnetonka, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Chanhassen, Precinct 1A, in Carver County; and the City of Eden Prairie, Precincts 1, 2 and 5; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Excelsior Covenant Church
19955 Excelsior Blvd.
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Excelsior, Precinct 1; the City of Greenwood, Precinct 1; and the City of Shorewood, Precinct 4; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Shorewood Community Center
5735 Country Club Road
Shorewood, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Orono, Precinct 2; the City of Shorewood, Precinct 3; and the City of Tonka Bay, Precinct 1; Hennepin County, Minnesota.

COMBINED POLLING PLACE:

Minnewashta Church
26710 W 62nd St.
Excelsior, Minnesota

This combined polling place serves all territory in Independent School District No. 276 located in the City of Shorewood, Precincts 1 and 2 Hennepin County, City of Chanhassen, Precincts 2A and 3; and the City of Victoria, Precinct 1; Carver County, Minnesota.

CITY OF MINNETONKA VOTERS: For those School District voters residing in the City of Minnetonka, the School District election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling places:

Minnetonka W-3 P-D
Minnetonka W-3 P-E
Minnetonka W-3 P-F
Minnetonka W-4 P-A
Minnetonka W-4 P-B
Minnetonka W-4 P-C
Minnetonka W-4 P-D

St. Luke Presbyterian Church
Minnetonka Lutheran Church
Minnetonka United Methodist Church
Ridgewood Church
Minnetonka District Service Center
Bethlehem Lutheran Church
Redeemer Bible Church

Submitted by:



Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:



Dennis Peterson, Superintendent

CITY OF MINNETONKA VOTERS: For those School District voters residing in the City of Minnetonka, the School District election will be held in conjunction with the municipal elections in that city and those voters will vote at their regular city polling places:

Minnetonka W-3 P-D
Minnetonka W-3 P-E
Minnetonka W-3 P-F
Minnetonka W-4 P-A
Minnetonka W-4 P-B
Minnetonka W-4 P-C
Minnetonka W-4 P-D

St. Luke Presbyterian Church
Minnetonka Lutheran Church
Minnetonka United Methodist Church
Ridgewood Church
Minnetonka District Service Center
Bethlehem Lutheran Church
Redeemer Bible Church

CONSENT

School Board
Minnetonka I.S.D #276
5621 County Road 101
Minnetonka, Minnesota

Board Agenda Item XVI. I

Title: Resolution Authorizing Issuance of Certificates
Of Election and Directing School District Clerk
To Perform Other Election Related Duties

December 2, 2021

EXECUTIVE SUMMARY:

After canvassing the election and after the time for contesting elections has passed and candidates have filed the required campaign financial reports, the School Board is required to issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. (MS 205A.10, Subd. 3.)

Based upon the results of the November 2, 2021 School Board General Election, Meghan Selinger, Patrick Lee-O'Halloran, and Christian Vitale were elected to the board and require the issuance of Certificates of Election following the receipt of Campaign Financial Report Certificate of Filing as required by Minnesota Statutes, Chapter 211A.


RECOMMENDATION/FUTURE DIRECTION:

It is recommended that the School Board approve the attached resolution authorizing issuance of Certificates of Election and directing the school district clerk to perform other election duties.

Submitted by: _____


Paul Bourgeois, Executive Director of Finance & Operations

Concurrence: _____


Dennis Peterson, Superintendent

**RESOLUTION AUTHORIZING ISSUANCE OF CERTIFICATES OF ELECTION AND
DIRECTING SCHOOL DISTRICT CLERK TO PERFORM OTHER ELECTION
RELATED DUTIES**

WHEREAS, the board has canvassed the general election for school board members held on November 2, 2021.

NOW THEREFORE, BE IT RESOLVED by the School Board of Independent School District No. 276, State of Minnesota, as follows:

1. The chair and clerk are hereby authorized to execute certificates of election on behalf of the school board of Independent School District No. 276 to the following candidates:

- a. Meghan Selinger
- b. Patrick Lee-O'Halloran
- c. Christian Vitale

who have received a sufficiently large number of votes to be elected to fill vacancies on the board caused by expiration of term on the first Monday in January next following the election, based on the results of the canvass.

2. The certificate of election shall be in substantially the form attached hereto.

3. After the time for contesting the election has passed and the candidate has filed all campaign financial reports required by Minnesota Statutes, Chapter 211A, the clerk of the school board is hereby directed to deliver the certificates to the persons entitled thereto personally or by certified mail.

4. The clerk is hereby directed to enclose with the certificate a form of acceptance of office and oath of office in substantially the form attached hereto.

CERTIFICATE OF ELECTION
(Full Four Year Term)

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. _____, received the (largest/second largest/third largest) number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore _____ is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January, 2022 and expiring the first Monday in January, 2026. (MS 123B.09, MS 205A.046)

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

ACCEPTANCE OF OFFICE

AND OATH OF OFFICE
(For four year term)

To: _____

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January, 2022 and expiring the first Monday in January, 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 276 to the best of my judgment and ability.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. Meghan Selinger received the largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore, Meghan Selinger is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

By authority of the School Board of Independent School District No. 276, pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Meghan Selinger

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20____ by _____.

Notary Public

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 276 to the best of my judgment and ability.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20 ____ by _____.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. Patrick Lee-O'Halloran received the second largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore Patrick Lee-O'Halloran is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Patrick Lee-O'Halloran

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 276 to the best of my judgment and ability.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

CERTIFICATE OF ELECTION

This is to certify as follows:

1. The School Board of Independent School District No. 276 on November 5, 2021 canvassed the general election of school board members held on November 2, 2021.
2. Christian Vitale received the third largest number of votes cast for the office of school board member of Independent School District No.276 for a full four-year term.
3. There are three full four-year term vacancies on the board caused by expiration of term on the first Monday in January next following the election.
4. Therefore, Christian Vitale is elected to the office of school board member of Independent School District No. 276 for a full four-year term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

By authority of the School Board of Independent School District No. 276,
pursuant to resolution dated December 2, 2021.

Dated: _____
Chair

Dated: _____
Clerk

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Christian Vitale

The following acceptance and oath of office must be filed with the school district clerk within 30 days of the date of mailing or personal service of the certificate of election.

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 276 for a term beginning the first Monday in January 2022 and expiring the first Monday in January 2026.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 276 to the best of my judgment and ability.

Date: _____
Signature _____

STATE OF MINNESOTA
COUNTY OF HENNEPIN

The foregoing instrument was acknowledged before me this ____ day of _____, 20__ by _____.

Notary Public

4. **MINUTES OF PREVIOUS MEETING**

ISD 110 School Board
Regular Meeting
Monday, July 25, 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

Call to order by Chair Geller at 7:00 PM

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

Members absent: Rothstein

Motion by DeBoer to adopt agenda

A.Myers second

All in favor

Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

2.A. Upcoming Meetings:

Aug. 1 Finance & Facilities Committee 6pm @ District Office

Aug. 15 Training Session with MSBA 6pm @ District Office

Aug. 15 School Board Work Session 7:30pm @ District Office

Aug. 22 Policy Committee 6pm @ City Hall

Aug. 22 Regular Meeting 7pm @ City Hall

3. MINUTES OF PREVIOUS MEETING

Motion by DeBoer to approve the minutes of the June 27 and July 11 work session meetings.

A.Myers second

All in favor

Motion carried

4. CONSENT AGENDA

Motion by DeBoer to approve consent agenda

Johnson second

All in favor

Motion carried

4.A. Bills and Wire Transfers

4.B. Human Resource Items:

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	Assistant Principal	WHS

Replacement	1.0 FTE; 245 Days	
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

4.C. Receipts of Donation

4.D. Joint Powers Agreement w/Crown College for PSEO Tuition Billing

4.E. Auditor Approval

5. REPORTS

5.A. Finance Report

5.B. Superintendent's Report

5.B.1. Human Resources and Communications Partnership for Staff Recruitment

5.B.2. Fundraising Proposal - WHS Girls Soccer

6. ACTION ITEMS

6.A. MSHSL Membership Resolution (**ROLL CALL VOTE**)

Motion by DeBoer to approve MSHSL Membership Resolution

A.Myers second

Roll Call Vote taken

All in favor

Motion carried

6.B. Second Read Board Policies

Motion by DeBoer to approve second read policies

A.Myers second

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

Nays: Bullis

Motion carried

6.B.1. 603 Curriculum Development (July 2020)

6.B.2. 301 School District Administration (December 2017)

6.B.3. 101 Legal Status of the School District (Nov 2019)

6.B.4. 101.1 Name of the School District

6.B.5. 213 School Board Committees

6.C. Cafe 110 Meal Price Changes

Motion by DeBoer to approve Café 110 Meal Price Changes

A.Myers second

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

Nays: Bullis

Motion carried

6.D. Handbooks

Motion by DeBoer to approve handbooks

A.Myers second

All in favor

Motion carried

6.D.1. 2022-2023 WHS Handbook

6.D.2. WMS Student Handbook 2022-23

6.D.3. 2022-23 Elementary Student Handbook

6.D.4. Kids' Co Parent Handbook

6.D.5. Preschool Parent Handbook

6.D.6. ECFE Parent Handbook

7. **DISCUSSION ITEMS**

7.A. First Read Board Policies

7.A.1. 302 Superintendent

7.A.2. 303 Superintendent Selection

7.A.3. 304 Superintendent's Contract, Duties, and Evaluation

7.A.4. 305 Policy Implementation

8. **BOARD COMMITTEE REPORTS**

8.A. Self-Governance & Superintendent Relations Committee

8.B. Finance & Facilities Committee

8.C. Policy & Advocacy Committee

8.D. District 110 Advisory Council

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

8.F. Southwest Metro Intermediate District 288 Representative

8.G. MSHSL Representative

8.H. Special Education Advisory Council

8.I. Community Education Advisory Council Representative

8.J. Teaching & Learning Advisory Council Representative

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

8.L. City of Waconia Liaison

9. PUBLIC COMMENT

10. ADJOURNMENT

5. **CONSENT AGENDA**

5.A. Bills and Wire Transfers

Presenter: Ra Choth,
Director of Finance &
Operations

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
605466	AUDIO LOGIC SYSTEMS	07/22/2022	R	2,343.10	July
605467	AUGUST ASH INCORPORATED	07/22/2022	R	160.00	July
605468	AVIBEN	07/22/2022	R	493.37	July
605469	BARSNESS, JON	07/22/2022	R	325.00	July
605470	BEARCOM WIRELESS WORLDWIDE	07/22/2022	R	3,015.50	July
605471	BEST BUY BUSINESS ADV ACCT	07/22/2022	R	1,221.35	July
605472	BONICK, ISAAC	07/22/2022	R	379.15	July
605473	BRIDEN, VERONICA	07/22/2022	R	325.00	July
605474	BUTLER, BREVIN	07/22/2022	R	638.97	July
605475	CARVER COUNTY PARKS & RECREATI	07/22/2022	R	2,132.00	July
605476	CARVER CO 4-H FEDERATION	07/22/2022	R	780.00	July
605477	COLSON, KALEB	07/22/2022	R	379.15	July
605478	DECKER EQUIPMENT	07/22/2022	R	227.04	July
605479	DEERING, KRAY	07/22/2022	R	367.16	July
605480	DICK ERTL CONSTRUCTION	07/22/2022	R	786.43	July
605481	DOAN, RYAN	07/22/2022	R	618.97	July
605482	ECM PUBLISHERS, INC	07/22/2022	R	445.00	July
605483	EVERSONS HARDWARE HANK	07/22/2022	R	1,124.02	July
605484	FETTE, LONNIE	07/22/2022	R	325.00	July
605485	FLECK, EASTON	07/22/2022	R	115.35	July
605486	FRED J MILLER INC.	07/22/2022	R	521.25	July
605487	GRAINGER	07/22/2022	R	371.80	July
605488	GREEN, JACKSON	07/22/2022	R	379.15	July
605489	GYLDENVAND, JACK	07/22/2022	R	355.17	July
605490	H&B SPECIALIZED PRODUCTS	07/22/2022	R	821.85	July
605491	H2I GROUP	07/22/2022	R	13,550.60	July
605492	HELGESON, JOSH	07/22/2022	R	22.45	July
605493	HIGH POINT NETWORKS, LLC	07/22/2022	R	4,467.50	July
605494	HILLYARD/HUTCHINSON	07/22/2022	R	10,901.55	July
605495	HUSKEY, ROSS	07/22/2022	R	1,000.00	July
605496	INDIANHEAD FS DISTRIBUTOR, INC	07/22/2022	R	574.96	July
605497	INNOVATIVE OFFICE SOLUTIONS LL	07/22/2022	R	3,036.74	July
605498	JOHNSON, ZACHARY	07/22/2022	R	139.33	July
605499	KIDCREATE STUDIO	07/22/2022	R	1,162.00	July
605500	KLAWITTER, KRISTI	07/22/2022	R	325.00	July
605501	KOKESH, CONNOR	07/22/2022	R	259.24	July
605502	LEE'S REFRIGERATION	07/22/2022	R	280.00	July
605503	LINEHAN, SAWYER	07/22/2022	R	594.99	July
605504	LORENZ, BRECK	07/22/2022	R	355.17	July
605505	MACKENTHUN'S FINE FOODS	07/22/2022	R	2,612.74	July
605506	MAISER, THOMAS	07/22/2022	R	140.00	July
605507	MARTINSON, LONDON	07/22/2022	R	331.19	July
605508	MASPA/STATE NEGOTIATORS	07/22/2022	R	90.00	July
605509	MCCABE, RYAN	07/22/2022	R	329.75	July
605510	MCENELLY, MAXWELL	07/22/2022	R	379.15	July
605511	MCMERTY, JACKSON	07/22/2022	R	399.15	July
605512	MENDOZA, OSCAR	07/22/2022	R	307.21	July
605513	MID-COUNTY CO-OP	07/22/2022	R	929.15	July
605514	MINI BIFF LLC	07/22/2022	R	84.66	July
605515	MRI SOFTWARE LLC	07/22/2022	R	62.00	July
605516	NATURE EXPLORE	07/22/2022	R	688.85	July
605517	NEUMANN, DYLAN	07/22/2022	R	535.03	July
605518	OSBORN, DAVE	07/22/2022	R	325.00	July
605519	PACHECO, CRISTOFER	07/22/2022	R	251.81	July
605520	PHILLIPS, BENJAMIN	07/22/2022	R	379.15	July
605521	PMA ASSET MANAGEMENT, LLC	07/22/2022	R	156.07	July

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
605522	RANKIN, LUCAS	07/22/2022	R	319.20	July
605523	RECTECH OUTDOOR SOLUTIONS LLC	07/22/2022	R	58.68	July
605524	RIECK, COLTON	07/22/2022	R	618.97	July
605525	SARTWELL, COLE	07/22/2022	R	382.15	July
605526	SCAN AIR FILTER, INC	07/22/2022	R	813.60	July
605527	SCHAFFER, NICKIE	07/22/2022	R	325.00	July
605528	SITELOGIQ, INC	07/22/2022	R	24,400.00	July
605529	SKAALERUD, CHASE	07/22/2022	R	479.24	July
605530	SOUTHWEST METRO INTERMEDIATE D	07/22/2022	R	200.00	July
605531	STAHLKE, WESTON	07/22/2022	R	606.98	July
605532	STANOCH, JOHN	07/22/2022	R	325.00	July
605533	STENDER, JACK	07/22/2022	R	642.95	July
605534	STEP SAVER, INC	07/22/2022	R	308.50	July
605535	SW PAVING, LLC	07/22/2022	R	63,200.00	July
605536	TERRAFORM PHOENIX II ARCADIA	07/22/2022	R	2,583.99	July
605537	TITAN ENERGY SYSTEMS INC	07/22/2022	R	7,965.75	July
605538	TOMES, BENNETT	07/22/2022	R	618.97	July
605539	UHL CO	07/22/2022	R	1,812.80	July
605540	URZEDOWSKI, MAKSYM	07/22/2022	R	379.15	July
605541	VETTEL, ASHTON	07/22/2022	R	355.17	July
605542	WEX BANK	07/22/2022	R	697.95	July
605543	WILLENBRING, DALE	07/22/2022	R	325.00	July
605544	WINSTED SOLAR LLC	07/22/2022	R	6,960.98	July
605545	WRIGHT, BILL	07/22/2022	R	325.00	July
605546	21ST CENTURY SPORTS LLC	07/22/2022	R	3,935.75	July
605547	BOND TRUST SERVICES CORP	07/22/2022	R	1,425.00	July
605548	CMERDC	07/22/2022	R	12,541.01	July
605549	COMPAAAN, BRADY	07/22/2022	R	35.00	July
605550	COUGHLAN COMPANIES LLC	07/22/2022	R	3,417.18	July
605551	DAMBERGER, DONALD	07/22/2022	R	35.00	July
605552	EDMENTUM INC	07/22/2022	R	1,012.00	July
605553	EREFLECT PTY LTD	07/22/2022	R	364.72	July
605554	FRONTLINE TECH GROUP LLC	07/22/2022	R	45,577.96	July
605555	GALLUS, BEN	07/22/2022	R	35.00	July
605556	GET MORE MATH	07/22/2022	R	1,080.63	July
605557	HOMETOWN BANK	07/22/2022	R	20,000.00	July
605558	HOUGHTON MIFFLIN	07/22/2022	R	1,748.00	July
605559	INSIGHT PUBLIC SECTOR INC	07/22/2022	R	160.38	July
605560	JOSTENS	07/22/2022	R	1,290.14	July
605561	LANGER JR, JAMESON	07/22/2022	R	184.00	July
605562	LOFFLER COMPANIES	07/22/2022	R	4,453.18	July
605564	MAKERBOT INDUSTRIES LLC	07/22/2022	R	6,239.20	July
605565	MASA/MASE	07/22/2022	R	860.00	July
605566	MERRITT, GEDRIC	07/22/2022	R	55.00	July
605567	MESPA	07/22/2022	R	955.00	July
605568	MEYER, PAYTON	07/22/2022	R	70.00	July
605569	MN DEPT LABOR & INDUSTRY	07/22/2022	R	100.00	July
605570	MOUND WESTONKA HS	07/22/2022	R	300.00	July
605571	MSHSCA	07/22/2022	R	1,250.00	July
605572	OCCUPATIONAL HLTH CNTRS MN PC	07/22/2022	R	391.00	July
605573	PUCHNER, LUKE	07/22/2022	R	35.00	July
605574	SAND CREEK EAP LLC	07/22/2022	R	9,972.00	July
605575	TEACHER CREATED MATERIALS PUBL	07/22/2022	R	3,947.80	July
605576	TEAMGENIUS	07/22/2022	R	1,750.00	July
605577	TREBRON COMPANY, INC	07/22/2022	R	17,865.00	July
605578	ULTIMATE EVENTS	07/22/2022	R	728.75	July

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
605579	UNIVERSAL ATHLETIC LLC	07/22/2022	R	564.57	July
605580	VEND-UCATION	07/22/2022	R	27.42	July
605581	VOLO, LLC	07/22/2022	R	16,700.00	July
605582	WACONIA PATRIOT	07/22/2022	R	71.55	July
605583	WEST METRO RECYCLE INC.	07/22/2022	R	1,500.00	July
605584	WORTZ, TYLER	07/22/2022	R	320.00	July
605585	YAGER, MICHAEL	07/22/2022	R	129.00	July
605586	MAYER LUMBER CO, INC	07/27/2022	R	9,238.15	July
605587	BATTERIES R US	07/28/2022	R	2,020.43	July
605588	BEST BUY BUSINESS ADV ACCT	07/28/2022	R	6,021.49	July
605589	BIFFS, INC	07/28/2022	R	600.00	July
605590	CMERDC	07/28/2022	R	31,248.00	July
605591	DIAMOND VOGEL PAINT	07/28/2022	R	1,505.04	July
605592	HAPPY FEET SOCCER TWIN CITIES	07/28/2022	R	1,497.60	July
605593	HELEN SOLAR LLC	07/28/2022	R	8,069.94	July
605594	HILLYARD/HUTCHINSON	07/28/2022	R	292.38	July
605595	INNOVATIONAL WATER SOLUTIONS I	07/28/2022	R	2,477.00	July
605596	INTELLEX FORENSICS ADVISORY SE	07/28/2022	R	21,500.00	July
605597	KIDCREATE STUDIO	07/28/2022	R	180.00	July
605598	KROELLS, LINDA	07/28/2022	R	676.20	July
605599	LOWDEN, MICHELLE	07/28/2022	R	250.00	July
605600	NELSON, MASON	07/28/2022	R	125.31	July
605601	ROD RASSMAN PRODUCTIONS INC	07/28/2022	R	400.00	July
605602	SOUTHWEST METRO INTERMEDIATE D	07/28/2022	R	6,664.00	July
605603	STEJSKAL, COOPER	07/28/2022	R	74.00	July
605604	TREICHEL, MANNY	07/28/2022	R	250.00	July
605605	UHL CO	07/28/2022	R	1,799.75	July
605606	UNITED FARMERS COOPERATIVE	07/28/2022	R	17,416.49	July
605607	UNITED STATES TREASURY	07/28/2022	R	417.62	July
605608	WINSTED SOLAR LLC	07/28/2022	R	8,270.01	July
605609	ANOKA HENNEPIN ISD#11	07/28/2022	R	1,000.00	July
605610	BSN SPORTS LLC	07/28/2022	R	808.26	July
605611	CD PRODUCTS INC	07/28/2022	R	846.00	July
605612	CONTINENTAL PRESS INC	07/28/2022	R	2,998.80	July
605613	COUNTRYSIDE CUSTOM APPAREL	07/28/2022	R	10,706.60	July
605614	DEMCO, INC	07/28/2022	R	670.31	July
605615	EXPLORELEARNING	07/28/2022	R	5,931.00	July
605616	FRANKLIN PRINTING INC	07/28/2022	R	264.54	July
605617	GENESIS, INC.	07/28/2022	R	146.70	July
605618	HAMLIN UNIVERSITY ATHLETICS	07/28/2022	R	400.00	July
605619	HOLTON ELECTRIC CONTRACTORS	07/28/2022	R	2,727.82	July
605620	HOPKINS SPORTS CAMPS LLC	07/28/2022	R	2,168.40	July
605621	HOUGHTON MIFFLIN	07/28/2022	R	29,625.46	July
605622	INDIANHEAD FS DISTRIBUTOR, INC	07/28/2022	R	584.93	July
605623	INFINITE CAMPUS, INC	07/28/2022	R	2,600.00	July
605624	INNOVATIVE OFFICE SOLUTIONS LL	07/28/2022	R	566.70	July
605625	JAMF SOFTWARE LLC	07/28/2022	R	12,996.00	July
605626	LAKESHORE LEARNING MATERIALS	07/28/2022	R	20.88	July
605627	LAVONE, PAT	07/28/2022	R	2,268.00	July
605628	LEARNING A-Z	07/28/2022	R	1,624.00	July
605629	LYNCH, KEVIN	07/28/2022	R	7,478.40	July
605630	MASA/MASE	07/28/2022	R	1,139.00	July
605631	MEI TOTAL ELEVATOR SOLUTIONS	07/28/2022	R	588.25	July
605632	MESPA	07/28/2022	R	965.00	July
605633	MEULENERS, AMELIA	07/28/2022	R	204.00	July
605634	NASSP-NAT'L ASSOC OF SECONDARY	07/28/2022	R	385.00	July

CHECK NUMBER	CHECK VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
605635	NEVER BORED ADVENTURE LLC	07/28/2022	R	400.00	July
605636	OCCUPATIONAL HLTH CNTRS MN PC	07/28/2022	R	391.00	July
605637	ODP BUSINESS SOLUTIONS LLC	07/28/2022	R	304.36	July
605638	PDQ INTERMEDIATE, INC.	07/28/2022	R	12,360.00	July
605639	PLANSOURCE BENEFITS ADMIN INC	07/28/2022	R	2,337.50	July
605640	REALLY GOOD STUFF LLC	07/28/2022	R	503.78	July
605641	REGION V	07/28/2022	R	696.25	July
605642	RIDDELL ALL AMERICAN SPORTS CO	07/28/2022	R	1,259.19	July
605643	SCHOOL SPECIALTY, LLC	07/28/2022	R	142.38	July
605644	SECURITY BANK & TRUST CO	07/28/2022	R	44,844.70	July
605645	TECH ACADEMY/COMPUTER EXPLORER	07/28/2022	R	2,988.00	July
605646	UHL CO	07/28/2022	R	7,691.50	July
605647	WOODWORKER'S SUPPLY, INC	07/28/2022	R	327.21	July
605648	EYE MED-FIDELITY SECURITY LIFE	07/29/2022	R	2,212.40	July
605649	NCPERS GROUP LIFE INS	07/29/2022	R	112.00	July
605650	SCHOOL SERVICE EMPLOYEES	07/29/2022	R	1,407.92	July
605651	AMAZON CAPITAL SERVICES	07/29/2022	R	13,886.80	July
605652	PLEASANT VALLEY 4-H	07/29/2022	R	1,700.00	July
605653	BNR IRRIGATION SERVICES INC	08/04/2022	R	12,242.66	August
605654	AMPION PBC	08/04/2022	R	19,977.08	August
605655	ARMSTRONG, RONALD	08/04/2022	R	245.00	August
605656	BEST BUY BUSINESS ADV ACCT	08/04/2022	R	12,071.58	August
605657	BIFFS, INC	08/04/2022	R	1,445.00	August
605658	HAMILTON, MICHAEL	08/04/2022	R	325.00	August
605659	HASTINGS CREAMERY LLC	08/04/2022	R	483.78	August
605660	HOPKINS SPORTS CAMPS LLC	08/04/2022	R	2,990.40	August
605661	LOFFLER COMPANIES	08/04/2022	R	3,621.99	August
605662	MUSIC MART	08/04/2022	R	2,093.10	August
605663	SORENSEN, ERIK	08/04/2022	R	105.00	August
605664	WIKSTROM, TREY	08/04/2022	R	85.00	August
605665	21ST CENTURY SPORTS LLC	08/05/2022	R	2,223.00	August
605666	APPLE INC	08/05/2022	R	319.96	August
605667	AVIBEN	08/05/2022	R	230.04	August
605668	BSN SPORTS LLC	08/05/2022	R	785.02	August
605669	BUSCHENA, LORI	08/05/2022	R	85.60	August
605670	CARMER, ALEXIS	08/05/2022	R	1,000.00	August
605671	CAROLINA BIOLOGICAL SUPPLY CO	08/05/2022	R	482.93	August
605672	CD PRODUCTS INC	08/05/2022	R	46.00	August
605673	DAMBERGER, DONALD	08/05/2022	R	70.00	August
605674	EDPUZZLE INC	08/05/2022	R	2,205.00	August
605675	GRAINGER	08/05/2022	R	202.01	August
605676	HASTINGS CREAMERY LLC	08/05/2022	R	513.59	August
605677	Hi-Pod	08/05/2022	R	5,149.00	August
605678	HIGH POINT NETWORKS, LLC	08/05/2022	R	2,874.00	August
605679	HILLYARD/HUTCHINSON	08/05/2022	R	2,217.21	August
605680	HOPKINS SPORTS CAMPS LLC	08/05/2022	R	5,226.40	August
605681	HOUGHTON MIFFLIN	08/05/2022	R	2,910.30	August
605682	HUSTLE & HEART SPORTS	08/05/2022	R	272.79	August
605683	INDIANHEAD FS DISTRIBUTOR, INC	08/05/2022	R	1,583.98	August
605684	INNOVATIVE OFFICE SOLUTIONS LL	08/05/2022	R	476.94	August
605685	KEARNEY, ALEX	08/05/2022	R	70.00	August
605687	KIDCREATE STUDIO	08/05/2022	R	830.00	August
605688	LAKESHORE LEARNING MATERIALS	08/05/2022	R	255.28	August
605689	LANGER JR, JAMESON	08/05/2022	R	60.00	August
605690	LEARNING A-Z	08/05/2022	R	3,408.60	August
605691	MCGRAW-HILL LLC	08/05/2022	R	5,015.90	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
605692	MERRITT, GEDRIC	08/05/2022	R	190.00	August
605693	METRONET	08/05/2022	R	1,844.46	August
605694	MEYER, PAYTON	08/05/2022	R	455.00	August
605695	MINNESOTA SWORD PLAY	08/05/2022	R	525.00	August
605696	MN COMMUNITY ED ASSOC	08/05/2022	R	45.00	August
605697	MTI DISTRIBUTING INC	08/05/2022	R	2,967.73	August
605698	MUSIC THEATRE INTERNATIONAL	08/05/2022	R	2,305.00	August
605699	NAHAN, SHELLY	08/05/2022	R	1,920.00	August
605700	ODP BUSINESS SOLUTIONS LLC	08/05/2022	R	305.37	August
605701	PIONEER MANUFACTURING CO	08/05/2022	R	1,345.00	August
605702	PROJECT LEAD THE WAY, INC	08/05/2022	R	6,487.00	August
605703	REALLY GOOD STUFF LLC	08/05/2022	R	166.78	August
605704	RECTECH OUTDOOR SOLUTIONS LLC	08/05/2022	R	67.83	August
605705	ROCHESTER 100, INC	08/05/2022	R	820.00	August
605706	SCHOOL SPECIALTY, LLC	08/05/2022	R	58.20	August
605707	STAPLES ADVANTAGE	08/05/2022	R	299.15	August
605708	SUCCESS BY DESIGN, INC	08/05/2022	R	779.34	August
605709	SUPREME SCHOOL SUPPLY	08/05/2022	R	93.48	August
605710	TINTES, MATTHEW	08/05/2022	R	319.00	August
605711	VERNIER SOFTWARE	08/05/2022	R	1,364.00	August
605712	WIKSTROM, TREY	08/05/2022	R	70.00	August
605713	WILSON LANGUAGE TRAINING CORP	08/05/2022	R	8,944.16	August
605714	YAGER, MICHAEL	08/05/2022	R	105.00	August
605715	A-1 Stripes, Inc.	08/11/2022	R	21,225.00	August
605716	AMAZING ATHLETES OF CENTRAL MN	08/11/2022	R	1,040.00	August
605717	MOSLEY, SANDY	08/11/2022	R	308.00	August
605718	OFFICE OF MNIT SERVICES	08/11/2022	R	68.25	August
605719	PETTY CASH	08/11/2022	R	1,000.00	August
605720	SOUTHWEST METRO INTERMEDIATE D	08/11/2022	R	723.99	August
605721	ADAMS PEST CONTROL CO INC	08/11/2022	R	109.20	August
605722	AMPLIFY EDUCATION INC	08/11/2022	R	3,200.00	August
605723	APPLE INC	08/11/2022	R	2,574.00	August
605724	BEST BUY BUSINESS ADV ACCT	08/11/2022	R	349.95	August
605725	BNR IRRIGATION SERVICES INC	08/11/2022	R	537.45	August
605726	BRANDED CUSTOM SPORTSWEAR INC	08/11/2022	R	5,665.84	August
605727	C & H SPORT SURFACES INC	08/11/2022	R	795.00	August
605728	CANON USA	08/11/2022	R	890.18	August
605729	CDW GOVERNMENT	08/11/2022	R	21,240.00	August
605730	CITY OF WACONIA	08/11/2022	R	6,487.57	August
605731	CodeHS, INC	08/11/2022	R	2,600.00	August
605732	COLONY PLAZA, INC	08/11/2022	R	280.82	August
605733	DEMCO, INC	08/11/2022	R	729.53	August
605734	DISCOUNT SCHOOL SUPPLY	08/11/2022	R	1,276.09	August
605735	ECM PUBLISHERS, INC	08/11/2022	R	593.54	August
605736	FLAGHOUSE INC.	08/11/2022	R	393.24	August
605737	GENERATION GENIUS, INC.	08/11/2022	R	1,495.00	August
605738	GK2 PROMOTIONS	08/11/2022	R	260.73	August
605739	HAYDENS TREE SERVICE	08/11/2022	R	525.00	August
605740	HILLYARD/HUTCHINSON	08/11/2022	R	4,601.33	August
605741	HLS OUTDOOR	08/11/2022	R	234.72	August
605742	HOPKINS SPORTS CAMPS LLC	08/11/2022	R	1,056.40	August
605743	HOYER, LINDSEY	08/11/2022	R	467.50	August
605744	INDIANHEAD FS DISTRIBUTOR, INC	08/11/2022	R	1,936.93	August
605745	INGINA LLC	08/11/2022	R	2,150.00	August
605746	INNOVATIVE OFFICE SOLUTIONS LL	08/11/2022	R	210.54	August
605747	IXL LEARNING INC	08/11/2022	R	7,623.00	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
605748	JT FLOOR COVERING INSTALL LLC	08/11/2022	R	19,851.40	August
605750	LAKESHORE LEARNING MATERIALS	08/11/2022	R	102.42	August
605751	LVC COMPANIES INC	08/11/2022	R	380.00	August
605752	MASMS	08/11/2022	R	250.00	August
605753	MAYER LUMBER CO, INC	08/11/2022	R	95.48	August
605754	MN SAFETY COUNCIL	08/11/2022	R	46.00	August
605755	MRI SOFTWARE LLC	08/11/2022	R	90.00	August
605756	OWENS COMPANIES INC	08/11/2022	R	610.00	August
605757	PETTY CASH	08/11/2022	R	750.75	August
605758	PMA ASSET MANAGEMENT, LLC	08/11/2022	R	170.17	August
605759	PRAIRIE FIRE CHILDREN'S THEATR	08/11/2022	R	2,100.00	August
605760	RECTECH OUTDOOR SOLUTIONS LLC	08/11/2022	R	499.43	August
605761	ROCHESTER 100, INC	08/11/2022	R	215.00	August
605762	SCHOOL SPECIALTY, LLC	08/11/2022	R	4,810.18	August
605763	SHERWIN-WILLIAMS CO	08/11/2022	R	509.28	August
605764	SIKORA, DEREK	08/11/2022	R	467.50	August
605765	SKYWARD ACCOUNTING DEPT	08/11/2022	R	200.00	August
605766	SOUTHWEST METRO INTERMEDIATE D	08/11/2022	R	51,812.88	August
605767	STAPLES ADVANTAGE	08/11/2022	R	76.92	August
605768	SUCCESS BY DESIGN, INC	08/11/2022	R	781.74	August
605769	SUNBURST DIGITAL	08/11/2022	R	1,095.00	August
605770	SUPREME SCHOOL SUPPLY	08/11/2022	R	142.58	August
605771	TECH ACADEMY/COMPUTER EXPLORER	08/11/2022	R	2,148.00	August
605772	TWIN CITIES SOUND, LLC	08/11/2022	R	1,299.00	August
605773	WABBE, JOHN	08/11/2022	R	70.00	August
605774	WILSON LANGUAGE TRAINING CORP	08/11/2022	R	5,957.28	August
202200017	BLUE CROSS AND BLUE SHIELD OF	07/15/2022	W	60,383.04	July
202200020	LIFE INS CO OF NORTH AMERICA	07/15/2022	W	3,763.74	July
202200025	ONEBRIDGE BENEFITS, INC.	07/15/2022	W	2,452.50	July
202200026	BLUE CROSS AND BLUE SHIELD OF	07/15/2022	W	214,733.80	July
202200029	LIFE INS CO OF NORTH AMERICA	07/15/2022	W	2,962.67	July
202200035	ONEBRIDGE BENEFITS, INC.	07/15/2022	W	583.38	July
202200036	BLUE CROSS AND BLUE SHIELD OF	07/15/2022	W	4,839.27	July
202200039	LIFE INS CO OF NORTH AMERICA	07/15/2022	W	27.56	July
202200044	BLUE CROSS AND BLUE SHIELD OF	07/29/2022	W	216,132.39	July
202200046	INTERNAL REVENUE SERVICE	07/29/2022	W	183,595.20	July
202200047	LIFE INS CO OF NORTH AMERICA	07/29/2022	W	3,080.94	July
202200048	MN CHILD SUPPORT PYMT CENTER	07/29/2022	W	112.50	July
202200049	MN DEPT OF REVENUE	07/29/2022	W	29,934.01	July
202200050	MN TEACHERS RETIREMENT ASSN	07/29/2022	W	122,554.44	July
202200051	PERA	07/29/2022	W	9,921.91	July
202200052	AVIBEN	07/29/2022	W	46,077.55	July
202200053	ONEBRIDGE BENEFITS, INC.	07/29/2022	W	583.38	July
202200054	BLUE CROSS AND BLUE SHIELD OF	07/29/2022	W	160,197.86	July
202200056	INTERNAL REVENUE SERVICE	07/29/2022	W	73,606.86	July
202200057	LIFE INS CO OF NORTH AMERICA	07/29/2022	W	1,011.79	July
202200058	MN DEPT OF REVENUE	07/29/2022	W	12,394.46	July
202200059	MN TEACHERS RETIREMENT ASSN	07/29/2022	W	17,716.15	July
202200060	PERA	07/29/2022	W	26,416.04	July
202200061	AVIBEN	07/29/2022	W	12,708.21	July
202200062	ONEBRIDGE BENEFITS, INC.	07/29/2022	W	2,452.50	July
202200063	IECA	08/10/2022	W	995.00	August
202200065	HANDLE WITH CARE BEHAVIOR MGMT	08/10/2022	W	950.00	August
202200066	US POSTAL SERVICE	08/10/2022	W	20.40	August
202200067	GODADDY.COM	08/10/2022	W	105.85	August
202200068	DOLLAR TREE	08/10/2022	W	49.27	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202200069	ALDI	08/10/2022	W	544.15	August
202200070	TARGET BANK	08/10/2022	W	306.62	August
202200071	QRCGPRO	08/10/2022	W	119.88	August
202200073	HARVEST RIGHT	08/10/2022	W	26.95	August
202200076	MN LANDSCAPE ARBORETUM	08/10/2022	W	250.00	August
202200077	WEBSTAIRANT STORE	08/10/2022	W	666.76	August
202200078	SQUARESPACE INC	08/10/2022	W	20.00	August
202200079	REPUBLIC SERVICES	08/10/2022	W	2,399.14	August
202200082	STERN CENTER FOR LANGUAGE & LE	08/10/2022	W	340.00	August
202200083	TEACHERS SYNERGY, LLC	08/10/2022	W	159.00	August
202200084	THREE RIVERS PARK DISTRICT	08/10/2022	W	960.00	August
202200085	VISTAPRINT USA	08/10/2022	W	109.89	August
202200088	POP UP PARTY RENTAL	08/10/2022	W	777.61	August
202200091	TIMBERWALL	08/10/2022	W	298.72	August
202200095	WILSON LANGUAGE TRAINING CORP	08/10/2022	W	299.00	August
202200097	TEAMGENIUS	08/10/2022	W	375.00	August
202200098	CROWN TROPHY of BLOOMINGTON, I	08/10/2022	W	218.40	August
202200099	WILSON SPORTING GOODS	08/10/2022	W	2,219.70	August
202200100	UNIVERSAL ATHLETIC LLC	08/10/2022	W	925.55	August
202200101	BUZZSPROUT.COM	08/10/2022	W	12.00	August
202200102	VOLLEYBALLUSA.COM	08/10/2022	W	604.50	August
202200103	MSHSCA	08/10/2022	W	155.00	August
202200104	BOND TRUST SERVICES CORP	07/27/2022	W	1,623,803.13	July
202200105	US BANK	07/25/2022	W	189,881.25	July
202200106	SPRINT WIRELESS	07/25/2022	W	620.96	July
202200107	SECURITY BANK & TRUST CO	07/31/2022	W	169.45	July
202200108	GAME OFFICIALS.NET	07/12/2022	W	107.25	July
202200109	KANSAS STATE BANK	07/15/2022	W	17,294.17	July
202200110	PMA	07/31/2022	W	20.83	July
202200111	ONEBRIDGE BENEFITS, INC.	07/31/2022	W	867.00	July
222300001	KUNKEL, JESSICA	08/12/2022	A	64.25	August

Totals for checks 4,011,259.22

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,156,786.11	0.00	904,019.35	2,060,805.46
02	Food Service	29,301.66	0.00	12,218.54	41,520.20
04	Community Service	45,972.30	0.00	96,886.06	142,858.36
07	Debt Redemption	0.00	0.00	1,765,728.13	1,765,728.13
45	OPEB Irrevocable Trust Fund	0.00	0.00	347.07	347.07
***	Fund Summary Totals ***	1,232,060.07	0.00	2,779,199.15	4,011,259.22

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

5.B. Human Resource Items

Presenter: Enid
Schonewise, Director
of Human Resources

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

BOARD OF EDUCATION

Regular Meeting – August 22, 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

Anderson, Emily Replacement	Special Education Teacher 1.0 FTE; 184 Days Attach K	SV
Benz, Kiley Replacement	Administrative Assistant I 7.5 Hours/Day; 175 Days	WMS
Bjerke, Chandra Replacement	Nutritional Assistant 4.5 Hours/Day; 175 Days	LT
Bjerke, Chandra Replacement	Kids Company Lead Part Time; Hours Vary	Comm Ed
Bovee, Erin Replacement	Educational Assistant (Title I) 6.5 Hours/Day; 161 Days	BV
Durkin, Hanna Replacement	Special Education Teacher 1.0 FTE; 184 Days Attach K	LT
Dvorak, John Replacement	Language Arts Teacher Long-Term Substitute Attach K	WHS
Felkey, Kelley Replacement	Grade 1 Teacher Long Term Substitute Attach K	LT
Gerritsen, Elizabeth	Special Education Teacher	WMS

Replacement	Long-Term Substitute Attach K	
Gerten, Denise Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	BV
Grant, Jocelyn Replacement	Kindergarten Teacher 1.0 FTE; 184 Days Attach K	BV
Gruber, Rachel Replacement	FACS Teacher 1.0 FTE; 184 Days Attach K	WMS
Johnson, Avery Replacement	Kids Company Aide Part-Time; 261 Days	Comm Ed
Johnson, Tatum Replacement	Grade 5 Teacher 1.0 FTE; 184 Days Attach K	BV
Kinney, Joanne Replacement	Nutritional Assistant 4.5 Hours/Day: 175 Days	SV
Helle, Linette Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 174 Days	SV
McKellip, Bailey Replacement	Grade 4 Teacher 1.0 FTE, 184 Days Attach K	BV
Merrill, Allisen Replacement	Language Arts Teacher 1.0 FTE; 184 Days Attach K	WHS
Mickolichuk, Patti Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 174 Days	BV
Miller, Kendall Replacement	Kids Company Aide Part-Time; 261 Days	Comm Ed
Nelson, Kathleen Replacement	Grade 6 Mathematics Teacher 1.0 FTE; 184 Days Attach K	WMS
Radzom, Aleasha Replacement	Grade 8 Mathematics Teacher 1.0 FTE; 184 Days Attach K	WMS
Schulte, Katie Replacement	Administrative Assistant I 8 Hours/Day; 175 Days	WMS

Sorensen, Jacqueline Replacement	Health Associate 7 Hours/Day; 180 Days	WHS
Winters, Lorelie Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 174 Days	BV

Employee Status Changes

Alger, Lynette, Counselor, Overload added for Trimester 1 at WHS
Anderson, Marjorie, Teacher, Overload added for 9/7/22-10/18/22 at WHS
Brown, Peter, Teacher, Overload added for Trimesters 1, 2 & 3 at WHS
Mann, Katherine, Teacher, Overload added for Trimester 1 at WHS
Melchert, Pam, Teacher, Overload added for Trimester 1, 2, & 3 at WHS
Myhre, Derek, Teacher, Overload added for Trimester 1 at WHS
Neubauer, Amanda, from Administrative Assistant at WHS to HR Generalist at ESC
Olson, Lisa, from HR Generalist to HR Coordinator at ESC
Porthan, Sam, Teacher, Overload added for Trimesters 1 & 3 at WHS
Raether, Kelly Jo, Teacher, Overload added for Trimesters 1, 2, & 3 at WHS
Stevenson, Kari, Teacher, Overload added for 9/7/22-10/18/22 at WHS
Thaemert, Katherine, from Administrative Assistant I to Administrative Assistant II at LT

Extended Contracts

Lindsay Seim, Instructional Coach, up to 3 additional extra duty days

Leaves of Absence

Rene Burroughs, Educational Assistant at LT
Abagael Flygare, Grade 3 Teacher at SV
Roxanne Kuerschner, Life Sciences Teacher at WHS

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

Heather Weniger, Grade 5 Teacher at BV

Retirements/Resignations/Terminations

Arndt, Anna, Grade 8 Mathematics Teacher at WMS
David, Paul, Director of Communications at ESC
Grant, Jocelyn, Educational Assistant (Title I) at BV
Hale, Madison, Kids' Company Lead at Comm Ed
Hasse, Melanie, Administrative Assistant at WMS
Jungwirth, Jodi, Educational Assistant (SPED) at SV
Lanigan, Laura, Educational Assistant (SPED) at SV
Mueller, Katie, Life Sciences Teacher at WMS
Neenan, Heather, Educational Assistant (SPED) at BV
Roth, Lily, Kids' Company Aide at Comm Ed
Thomas, Annette, Educational Assistant (SPED) at BV

Wragge, Blake, Grade 4 Teacher at BV

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

5.C. Receipts of Donation

Presenter: Ra Choth,
Director of Finance &
Operations

5.D. PSEO Administration Contract - Ridgewater
College

Presenter: Ra Choth,
Director of Finance &
Operations

**Ridgewater College
PSEO ADMINISTRATION CONTRACT
Fiscal Year 2023**

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

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

1. The School District shall be invoiced at the rate of \$230.00 per semester credit, (which includes tuition, fees, textbooks and standard course fees)
2. I.S.D. will be invoiced on a semester basis and shall remit payment within 30 days of invoice date.
3. The school district will ensure that any student taking courses that require a laptop computer will have adequate computing resources provided to them by the I.S.D. or through their own resources to meet the course requirement.
4. Students may not register for a number of credits that would cause an overload status.
5. Expenses associated with providing disability accommodations are not reflected in the above costs. The cost of providing these accommodations will be handled on a student-by-student basis via a separate agreement.
6. Students will be subject to the policies and procedures of Ridgewater College.
7. The student must complete the POST-SECONDARY ENROLLMENT OPTIONS PROGRAM FORM with the assistance of the appropriate high school staff and submit the form to the Admissions Office at the appropriate Ridgewater College Campus.
8. Students are allowed to drop with a 100% refund through the 10th day of the semester. Withdrawals after the 10th day of the semester require full payment for the contracted amount.

The above named school district authorizes Ridgewater College to provide educational services for the school year beginning July 1, 2022 and ending June 30, 2023.

School District Authorized Representative:

Print Name

Ridgewater College Representative

Sign Name

Date

Date

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

Billing E-mail Address

6. **REPORTS**

6.A. Finance Report

Presenter: Ra Chhoth,
Director of Finance &
Operations



MNTrust Monthly Statement

Waconia ISD 110

Please Note:

THE FUND WILL BE CLOSED SEPTEMBER 5TH IN OBSERVANCE OF THE LABOR DAY HOLIDAY

Activity Summary (30553-101) Operating

7/1/2022 - 7/31/2022

Investment Pool Summary	IS
Beginning Balance	\$8,178,239.95
Dividends	\$8,768.37
Purchases	\$1,693,860.01
Redemptions	(\$6,413,684.38)
Ending Balance	\$3,467,183.95
Average Monthly Rate	1.381%
Share Price	\$1.000
Total	\$3,467,183.95
Total Fixed Income	\$2,005,233.40
Account Total	\$5,472,417.35

Your PMA Representative
 Angie Stillwell
 (612) 509-2562
 astillwell@pmanetwork.com

Waconia ISD 110
 Mary Overby
 512 Industrial Blvd
 Waconia, MN 55387



PMA Financial Network
 2135 CityGate Lane, 7th Floor
 Naperville, IL 60563



MNTrust Monthly Statement

Waconia ISD 110

Transaction Activity (30553-101) Operating

IS 7/1/2022 - 7/31/2022

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	Share Price	Shares this Transaction
772888	07/01/2022	07/01/2022	Associated State Funds Purchase, MN State-MMB - ACH	\$0.00	\$200.00	\$1.000	200.000
10281236	07/01/2022	07/01/2022	Local Funds Purchase, Carver Co Treas1 -	\$0.00	\$831,465.19	\$1.000	831,465.190
772969	07/05/2022	07/05/2022	Associated Local Funds Purchase, HENNEPIN COUNTY -	\$0.00	\$139,620.07	\$1.000	139,620.070
773147	07/07/2022	07/07/2022	Associated State Funds Purchase, MN State-MMB - ACH	\$0.00	\$60,278.00	\$1.000	60,278.000
773156	07/07/2022	07/07/2022	Associated State Funds Purchase, MN State-MMB - ACH	\$0.00	\$106.68	\$1.000	106.680
773270	07/11/2022	07/11/2022	Associated State Funds Purchase, MN State-MMB - ACH	\$0.00	\$537,476.75	\$1.000	537,476.750
773416	07/14/2022	07/14/2022	Associated State Funds Purchase, MN State-MMB - ACH	\$0.00	\$4,959.43	\$1.000	4,959.430
10286731	07/15/2022	07/15/2022	Phone Wire Redemption	(\$2,500,000.00)	\$0.00	\$1.000	(2,500,000.000)
10284183	07/22/2022	07/22/2022	Phone Wire Redemption	(\$49,381.25)	\$0.00	\$1.000	(49,381.250)
10284264	07/26/2022	07/26/2022	Phone Wire Redemption	(\$2,837.50)	\$0.00	\$1.000	(2,837.500)
10284265	07/26/2022	07/26/2022	Phone Wire Redemption	(\$293,625.00)	\$0.00	\$1.000	(293,625.000)
10284271	07/26/2022	07/26/2022	Phone Wire Redemption	(\$1,240,803.13)	\$0.00	\$1.000	(1,240,803.130)
10284274	07/26/2022	07/26/2022	Phone Wire Redemption	(\$53,137.50)	\$0.00	\$1.000	(53,137.500)
10284275	07/26/2022	07/26/2022	Phone Wire Redemption	(\$33,400.00)	\$0.00	\$1.000	(33,400.000)
10284296	07/26/2022	07/26/2022	Phone Wire Redemption	(\$140,500.00)	\$0.00	\$1.000	(140,500.000)
774399	07/29/2022	07/29/2022	Associated State Funds Purchase, MN State-MMB - ACH	\$0.00	\$119,753.89	\$1.000	119,753.890
10292979	07/29/2022	07/29/2022	Phone Wire Redemption	(\$2,100,000.00)	\$0.00	\$1.000	(2,100,000.000)
10296830	07/31/2022	07/31/2022	Dividend Reinvest	\$0.00	\$8,768.37	\$1.000	8,768.370
				(\$6,413,684.38)	\$1,702,628.38		(4,711,056.000)

Beginning Balance: \$8,178,239.95 | Ending Balance: \$3,467,183.95



MNTrust Monthly Statement

Waconia ISD 110

SDA Transaction Activity (30553-101) Operating

MNTRUST – Full Flex (PenFed HCC) 7/1/2022 - 7/31/2022

Transaction	Date		Deposit	Withdrawals	Interest/Adjust	Balance
259264	07/31/2022	Interest	\$0.00	\$0.00	\$2,414.85	\$2,005,233.40
			\$0.00	\$0.00	\$2,414.85	

Beginning Balance: \$2,002,818.55 | Ending Balance: \$2,005,233.40



MNTrust Monthly Statement

Waconia ISD 110

Fixed Income Investments

Interest 7/1/2022 - 7/31/2022

Type	Holding Id	Trade date	Description	Interest
SDA	SDA-259264-1	07/31/2022	SDA-259264-1 MNTRUST – Full Flex (PenFed HCC)	\$2,414.85
				\$2,414.85



MNTrust Monthly Statement

Waconia ISD 110

Current Portfolio

7/31/2022

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV	Face/Par	Market Value
IS				07/31/2022		IS Account Balance	\$3,467,183.95	1.381%	\$1.000	\$3,467,183.95	\$3,467,183.95
SDA	3	259264-1		07/31/2022		259264-1 MNTRUST – Full Flex (PenFed HCC)	\$2,005,233.40	2.030%		\$2,005,233.40	\$2,005,233.40
							\$5,472,417.35			\$5,472,417.35	\$5,472,417.35

Time and Dollar Weighted Average Portfolio Yield: n/a

Weighted Average Portfolio Maturity: n/a

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using “Market Value” and are only based on the fixed rate investments (excluding SDA investments).

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
IS	63.357%	\$3,467,183.95	IS Account
SDA	36.643%	\$2,005,233.40	SDA Account

Index

Cost is comprised of the total amount you paid for the investment including any fees and commissions.

Rate is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at “Cost”.

Deposit Codes

3	HCC
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MNTrust MONTHLY STATEMENT DISCLAIMER

Securities and municipal advisory brokerage services (investments purchased with proceeds from a municipal securities issuance), and investments cleared through our clearing firm, Pershing LLC, are offered through PMA Securities, LLC, a broker-dealer and municipal advisor registered with the SEC and MSRB, and a member of FINRA and SIPC. All other products and brokerage services are generally provided by PMA Financial Network, LLC. Thus, certificates of deposit ("CD"), savings deposit accounts ("SDA") and commercial paper ("CP") may be executed through either PMA entity, as applicable, depending on whether the investment was purchased with proceeds derived from the issuance of municipal securities. PMA Securities, LLC and PMA Financial Network, LLC are operated under common ownership and are affiliated with PMA Asset Management, LLC.

Fixed Rate Investment Activity

This section shows all of the fixed term investments purchased and sold, maturities, interest received, and activity. This will include all CD, SDA, CP, securities and money market funds purchased through PMA Financial Network, LLC or PMA Securities, LLC as applicable. It also shows the approximate market value of each security and DTC CD whose price is obtained from an independent source believed to be reliable. However, PMA cannot guarantee their accuracy. This data is provided for informational purposes only. Listed values should not be interpreted as an offer to buy or sell at a specific price. Other CDs and CP are listed at their original cost. Redemption of a CD prior to maturity may result in early withdrawal penalties. Market values are based on the last day of the month for which this report date range is ending. If the run date of this report is prior to the end of the current month, the market values are listed as equivalent to the cost values.

MNTrust Activity

This section shows all of the client's transactions in MNTrust. The Average Rate represents the average net interest rate over the previous month which is then annualized. Income Summary represents the interest earned for the Month and Fiscal Year to Date. Information regarding the MNTrust investment objectives, risks, charges and expenses can be found in the MNTrust Information Statement, which can be obtained at <http://investmntrust.org/> or by calling PMA at the phone number listed. An investment in any series of MNTrust is not a deposit of any bank, and is neither insured nor guaranteed by the Federal Deposit Insurance Corporation, the U.S. Government, any state governmental agency or MNTrust. Investors could lose money investing in any series of MNTrust, and there can be no assurance that any series of MNTrust that seeks to maintain a stable net asset value of \$1.00 per share will be able to do so.

Money Market

The Rate shown for the liquid money market portfolio, called Investment Shares represents the average net interest rate over the previous month which is then annualized. Information regarding the investment objectives, risks, charges and expenses can be obtained by calling PMA at the phone numbers listed. The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

Additional Disclosures

All funds, and/or securities are located and safe kept in an account under the client's name at their custodial bank. Any non-DTC CD listed is located in the client's name at the respective bank. Any money market fund shares are held directly with the money market fund. It is recommended that any oral communications be re-confirmed in writing to further protect your rights, including rights under the Securities Investor Protection Act.

Debt Securities

Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

A financial statement of PMA Securities, LLC is available for inspection at its office or a copy will be mailed to you upon written request.

PLEASE ADVISE PMA AND OUR CLEARING FIRM, PERSHING LLC, IMMEDIATELY OF ANY INACCURACY OR DISCREPANCY ON YOUR STATEMENT. FOR A CHANGE OF ADDRESS OR QUESTIONS REGARDING YOUR ACCOUNT, PLEASE NOTIFY YOUR PMA REPRESENTATIVE. ANY ORAL COMMUNICATIONS SHOULD BE RE-CONFIRMED IN WRITING.

How to Contact PMA

Please call (630) 657-6400 or write to us at PMA, 2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563.

How to Contact Pershing, LLC

Please call (201) 413-3330 or write to Pershing, LLC, One Pershing Plaza, Jersey City, New Jersey, 07399

PMA Securities, LLC provides the following items of information pursuant to the Financial Industry Regulatory Authority ("FINRA") Rule 2267. (1) The FINRA BrokerCheck Hotline Number is 1-800-289-9999; (2) The FINRA Web site address is: www.finra.org; and (3) FINRA publishes an investor brochure that includes information describing the FINRA BrokerCheck Program. This brochure is available by contacting FINRA at the above telephone number or on the FINRA website. PMA Securities, LLC is also registered as a municipal securities dealer and municipal advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board (MSRB). The MSRB website address is www.msrb.org. Investor brochures relating to municipal securities firms and municipal advisory firms are available and posted on the website of the MSRB that describe the protections that may be provided by the MSRB rules and how to file a complaint with an appropriate regulatory authority.

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MNTrust Monthly Statement

Waconia ISD 110

Please Note:

THE FUND WILL BE CLOSED SEPTEMBER 5TH IN OBSERVANCE OF THE LABOR DAY HOLIDAY

Activity Summary (30553-103) Refunding (Municipal Advisory Account)

7/1/2022 - 7/31/2022

Investment Pool Summary	IS
Beginning Balance	\$0.64
Dividends	\$0.00
Ending Balance	\$0.64
Average Monthly Rate	1.381%
Share Price	\$1.000
Total	\$0.64
Total Fixed Income	\$0.00
Account Total	\$0.64

Waconia ISD 110
 Mary Overby
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 Waconia, MN 55387

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MNTrust Monthly Statement

Waconia ISD 110

Current Portfolio

7/31/2022

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV	Face/Par	Market Value
IS				07/31/2022		IS Account Balance	\$0.64	1.381%	\$1.000	\$0.64	\$0.64
							\$0.64			\$0.64	\$0.64

Time and Dollar Weighted Average Portfolio Yield: n/a

Weighted Average Portfolio Maturity: n/a

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments (excluding SDA investments).

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
IS	100.000%	\$0.64	IS Account

Index

Cost is comprised of the total amount you paid for the investment including any fees and commissions.

Rate is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

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Fixed Rate Investment Activity

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Money Market

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Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

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MNTrust Monthly Statement

Waconia ISD 110

Please Note:

THE FUND WILL BE CLOSED SEPTEMBER 5TH IN OBSERVANCE OF THE LABOR DAY HOLIDAY

Activity Summary (30553-301) 2008 Opeb Bonds (Municipal Advisory Account)

7/1/2022 - 7/31/2022

Investment Pool Summary	IS
Beginning Balance	\$75,950.84
Dividends	\$89.07
Purchases	\$0.00
Redemptions	(\$20.83)
Ending Balance	\$76,019.08
Average Monthly Rate	1.381%
Share Price	\$1.000
Total	\$76,019.08
Total Fixed Income	\$1,013,301.01
Account Total	\$1,089,320.09

Your PMA Representative
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 astillwell@pmanetwork.com

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 Mary Overby
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 Naperville, IL 60563



MNTrust Monthly Statement

Waconia ISD 110

Transaction Activity (30553-301) 2008 Opeb Bonds

IS 7/1/2022 - 7/31/2022

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	Share Price	Shares this Transaction
10285700	07/15/2022	07/15/2022	Banking Fee Redemption, OPEB Fees - May 2022	(\$20.83)	\$0.00	\$1.000	(20.830)
10296541	07/31/2022	07/31/2022	Dividend Reinvest	\$0.00	\$89.07	\$1.000	89.070
				(\$20.83)	\$89.07		68.240

Beginning Balance: \$75,950.84 | Ending Balance: \$76,019.08



MNTrust Monthly Statement

Waconia ISD 110

Current Portfolio

7/31/2022

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV	Face/Par	Market Value
IS				07/31/2022		IS Account Balance	\$76,019.08	1.381%	\$1.000	\$76,019.08	\$76,019.08
SEC	6	49576-1	11/09/2021	11/10/2021	06/30/2023	US TREASURY N/B	\$279,770.31	0.175%		\$280,000.00	\$272,835.92
SEC	15	48591-1	07/08/2021	07/12/2021	08/01/2023	NEW YORK	\$486,830.70	0.230%		\$470,000.00	\$464,148.50
CD	N	291225-1	08/25/2021	08/25/2021	08/23/2024	291225-1 BANK OF THE VALLEY, NE	\$246,700.00	0.311%		\$248,998.24	\$246,700.00
							\$1,089,320.09			\$1,075,017.32	\$1,059,703.50

Time and Dollar Weighted Average Portfolio Yield: 0.252%

Weighted Average Portfolio Maturity: 454.43 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments (excluding SDA investments).

Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
IS	7.174%	\$76,019.08	IS Account
SEC	69.546%	\$736,984.42	Securities
CD	23.280%	\$246,700.00	Certificate of Deposit

Index

Cost is comprised of the total amount you paid for the investment including any fees and commissions.

Rate is the average monthly rate for liquid investments or the rate on the last business day of the month for SDA investments or the yield to maturity or yield to worst for fixed term investments.

Face/Par is the amount received at maturity for fixed rate investments.

Market Value reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".

Deposit Codes

N	Single FEIN
---	-------------

Security Codes

6	Treasury Note
15	Municipal Bond

MNTrust MONTHLY STATEMENT DISCLAIMER

Securities and municipal advisory brokerage services (investments purchased with proceeds from a municipal securities issuance), and investments cleared through our clearing firm, Pershing LLC, are offered through PMA Securities, LLC, a broker-dealer and municipal advisor registered with the SEC and MSRB, and a member of FINRA and SIPC. All other products and brokerage services are generally provided by PMA Financial Network, LLC. Thus, certificates of deposit ("CD"), savings deposit accounts ("SDA") and commercial paper ("CP") may be executed through either PMA entity, as applicable, depending on whether the investment was purchased with proceeds derived from the issuance of municipal securities. PMA Securities, LLC and PMA Financial Network, LLC are operated under common ownership and are affiliated with PMA Asset Management, LLC.

Fixed Rate Investment Activity

This section shows all of the fixed term investments purchased and sold, maturities, interest received, and activity. This will include all CD, SDA, CP, securities and money market funds purchased through PMA Financial Network, LLC or PMA Securities, LLC as applicable. It also shows the approximate market value of each security and DTC CD whose price is obtained from an independent source believed to be reliable. However, PMA cannot guarantee their accuracy. This data is provided for informational purposes only. Listed values should not be interpreted as an offer to buy or sell at a specific price. Other CDs and CP are listed at their original cost. Redemption of a CD prior to maturity may result in early withdrawal penalties. Market values are based on the last day of the month for which this report date range is ending. If the run date of this report is prior to the end of the current month, the market values are listed as equivalent to the cost values.

MNTrust Activity

This section shows all of the client's transactions in MNTrust. The Average Rate represents the average net interest rate over the previous month which is then annualized. Income Summary represents the interest earned for the Month and Fiscal Year to Date. Information regarding the MNTrust investment objectives, risks, charges and expenses can be found in the MNTrust Information Statement, which can be obtained at <http://investmntrust.org/> or by calling PMA at the phone number listed. An investment in any series of MNTrust is not a deposit of any bank, and is neither insured nor guaranteed by the Federal Deposit Insurance Corporation, the U.S. Government, any state governmental agency or MNTrust. Investors could lose money investing in any series of MNTrust, and there can be no assurance that any series of MNTrust that seeks to maintain a stable net asset value of \$1.00 per share will be able to do so.

Money Market

The Rate shown for the liquid money market portfolio, called Investment Shares represents the average net interest rate over the previous month which is then annualized. Information regarding the investment objectives, risks, charges and expenses can be obtained by calling PMA at the phone numbers listed. The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

Additional Disclosures

All funds, and/or securities are located and safe kept in an account under the client's name at their custodial bank. Any non-DTC CD listed is located in the client's name at the respective bank. Any money market fund shares are held directly with the money market fund. It is recommended that any oral communications be re-confirmed in writing to further protect your rights, including rights under the Securities Investor Protection Act.

Debt Securities

Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

A financial statement of PMA Securities, LLC is available for inspection at its office or a copy will be mailed to you upon written request.

PLEASE ADVISE PMA AND OUR CLEARING FIRM, PERSHING LLC, IMMEDIATELY OF ANY INACCURACY OR DISCREPANCY ON YOUR STATEMENT. FOR A CHANGE OF ADDRESS OR QUESTIONS REGARDING YOUR ACCOUNT, PLEASE NOTIFY YOUR PMA REPRESENTATIVE. ANY ORAL COMMUNICATIONS SHOULD BE RE-CONFIRMED IN WRITING.

How to Contact PMA

Please call (630) 657-6400 or write to us at PMA, 2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563.

How to Contact Pershing, LLC

Please call (201) 413-3330 or write to Pershing, LLC, One Pershing Plaza, Jersey City, New Jersey, 07399

PMA Securities, LLC provides the following items of information pursuant to the Financial Industry Regulatory Authority ("FINRA") Rule 2267. (1) The FINRA BrokerCheck Hotline Number is 1-800-289-9999; (2) The FINRA Web site address is: www.finra.org; and (3) FINRA publishes an investor brochure that includes information describing the FINRA BrokerCheck Program. This brochure is available by contacting FINRA at the above telephone number or on the FINRA website. PMA Securities, LLC is also registered as a municipal securities dealer and municipal advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board (MSRB). The MSRB website address is www.msrb.org. Investor brochures relating to municipal securities firms and municipal advisory firms are available and posted on the website of the MSRB that describe the protections that may be provided by the MSRB rules and how to file a complaint with an appropriate regulatory authority.

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PMA[®]
ASSET MANAGEMENT

ISD No 110 OPEB Waconia MN Equ Investment Review

July 1 - July 31, 2022

CLIENT

ISD No 110 OPEB Waconia
MN Equ

INCEPTION DATE

07/02/2021

RELATIONSHIP TEAM

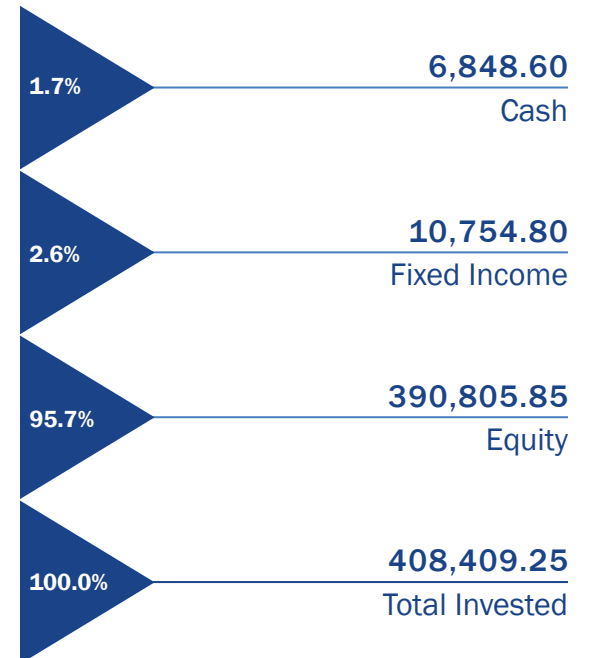
Kendra Shelland
Institutional Portfolio
Manager
(612) 509-2579
kshelland@pmanetwork.
com

Steve Pumper
VP, Investment Services
(612) 509-2565
spumper@pmanetwork.com

PORTFOLIO OVERVIEW

	Value
Beginning Market Value	374,574.73
Contributions	0.00
Withdrawals	0.00
Net Investment Income	29.72
Unrealized Gain/Loss	33,804.80
Realized Gain/Loss	0.00
Ending Market Value	408,409.25

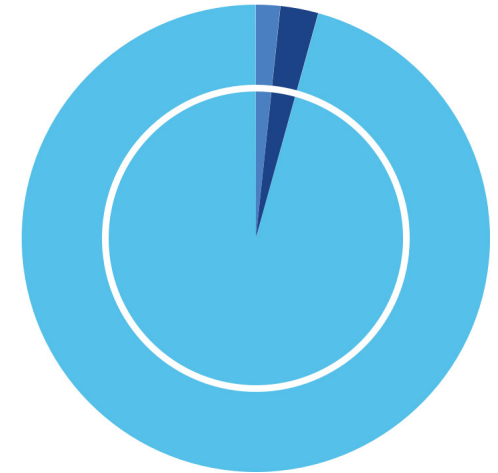
Compliance	Status
As of 07/31/2022	Compliant



INVESTMENT ALLOCATION

Sector	Amount	Allocation	Change	%
Cash				
TOTAL Cash	6,848.60	1.68%	29.72	0.44%
Fixed Income				
TOTAL Credit	10,754.80	2.63%	225.40	2.14%
Funds - Corporate	10,754.80	2.63%	225.40	2.14%
TOTAL Fixed Income	10,754.80	2.63%	225.40	2.14%
Equity				
TOTAL Domestic Equity	390,805.85	95.69%	33,579.40	9.40%
Funds - Large Cap	390,805.85	95.69%	33,579.40	9.40%
TOTAL Equity	390,805.85	95.69%	33,579.40	9.40%
TOTAL Invested	408,409.25	100.00%	33,834.52	9.03%

CURRENT PERIOD ALLOCATION



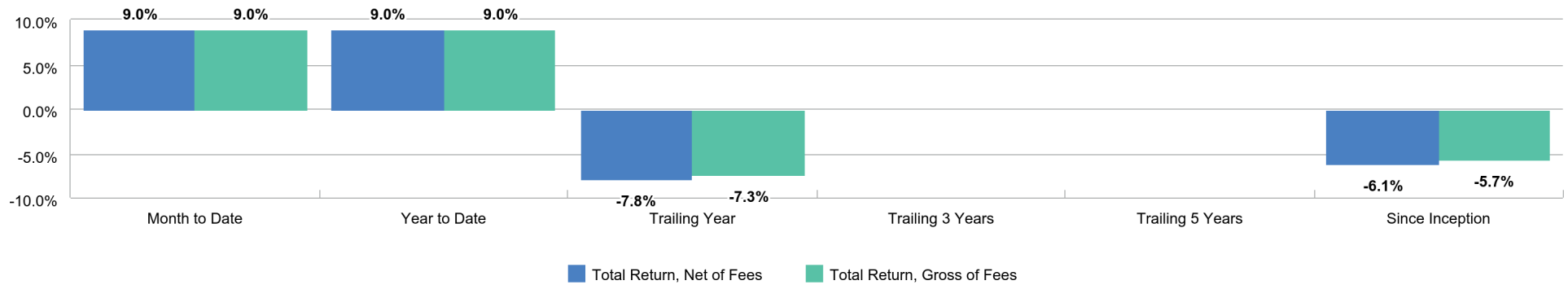
Asset Class

- Cash - 1.7%
- Fixed Income - 2.6%
- Equity - 95.7%

Sector

- Cash - 1.7%
- Credit - 2.6%
- Domestic Equity - 95.7%

HISTORICAL PERFORMANCE



HISTORICAL PERFORMANCE

	Month to Date	Year to Date	Trailing Year	Trailing 3 Years	Trailing 5 Years	Since Inception
Total Return, Net of Fees	8.99%	8.99%	(7.80%)	—	—	(6.13%)
Total Return, Gross of Fees	9.03%	9.03%	(7.34%)	—	—	(5.66%)

Since Inception Date: July 02, 2021

Periods greater than 1 year are annualized. Year to Date returns are presented fiscal year to date.

PERFORMANCE BY ASSET CLASS

Asset Class	Ending Market Value	Weight	Gross Total Return	Contribution
Cash	6,848.60	1.77%	0.13%	0.00%
Fixed Income	10,754.80	2.74%	2.34%	0.07%
Equity	390,805.85	95.49%	9.40%	8.96%
Portfolio Total	408,409.25	100.00%	9.03%	9.03%



Transaction and Interest Summary

July 1 - July 31, 2022

Trade Date	Settle Date	Quantity	Security	Ticker	Identifier	Unit Price	Amount	Gain / Loss
Cash								
<i>Money Market Fund Interest</i>								
07/31/2022	07/31/2022	0.00	GOLDMAN:FS GOVT INST	FGTXX	38141W273	—	8.90	—
—	—	0.00	Total Money Market Fund Interest	—	—	—	8.90	—
Funds - Corporate								
<i>Equity Dividend</i>								
07/01/2022	07/07/2022	0.00	VANGUARD TOT BD ETF	BND	921937835	—	20.82	—
—	—	0.00	Total Equity Dividend	—	—	—	20.82	—

Ticker	Identifier	Current Units	Description	Rating	Coupon Rate	Effective Maturity	Final Maturity	Original Cost	Market Price	Market Value + Accrued	Interest / Dividend Income	Dividend Yield	Yield	Book Yield
Cash														
<i>Cash</i>														
FGTXX	38141W273	6,839.70	GOLDMAN:FS GOVT INST	AAA	2.06%	07/31/2022	07/31/2022	6,839.70	1.0000	6,839.70	8.90	—	1.56%	1.56%
USD	CCYUSD	8.90	Receivable	AAA	0.00%	07/31/2022	07/31/2022	8.90	1.0000	8.90	0.00	—	0.00%	0.00%
—	—	6,848.60	—	AAA	2.06%	—	—	6,848.60	—	6,848.60	8.90	—	1.56%	1.56%
Fixed Income														
<i>Credit</i>														
<i>Funds - Corporate</i>														
BND	921937835	140.00	VANGUARD TOT BD ETF	—	—	—	—	11,995.20	76.8200	10,754.80	20.82	2.40%	—	—
—	—	140.00	—	NA	—	—	—	11,995.20	—	10,754.80	20.82	2.40%	—	—
Equity														
<i>Domestic Equity</i>														
<i>Funds - Large Cap</i>														
VTI	922908769	1,895.00	VANGUARD TSM IDX ETF	—	—	—	—	424,374.13	206.2300	390,805.85	0.00	1.47%	—	—
—	—	1,895.00	—	—	—	—	—	424,374.13	—	390,805.85	0.00	1.47%	—	—
Total Invested		8,883.60	—	AAA	2.06%	—	—	443,217.93	—	408,409.25	29.72	1.50%	1.56%	1.56%

Prudent Man Advisors, LLC doing business as PMA Asset Management, LLC ("PMA") is an investment adviser registered with the U.S. Securities and Exchange Commission.

This report is intended to detail investment advisory activity through your PMA advisory separately managed account (hereinafter "Account"). The information in this report is confidential and is intended for existing client use only. All transactions are reflected as of trade date. Information derived from sources other than PMA (including market value and market analytics), is believed to be accurate, but is not independently verified nor guaranteed to be accurate or complete. Accounting settings on PMA's accounting and reporting platform, provided by Clearwater Analytics, may not reflect your internal accounting methodology.

All expressions of opinion and predictions in this report are subject to change without notice. This report is not intended to be nor should it be relied upon in any way as a forecast or guarantee of future events regarding a particular investment or the markets in general. Certain security characteristics may include assumptions including, but not limited to, expected levels of volatility, prepayment rates, default rates and recovery rates. Future market experience may differ from these assumptions.

Past performance is not a guarantee of future results. As with all strategies, there is a risk of loss of all or portion of the amount invested.

Custodian Bank

Please note this report is not intended for clients to use as a replacement for custodial statements, which should be considered the official record for the Account. The custodian bank maintains control of all account assets, executes/settles all investment transactions and is the official record of securities, investments, cash holdings and transactions in the account. The custodian bank will provide you customer statements of your account and you are encouraged to compare PMA's statement to the custodian's statement and reconcile any differences. Many custodian banks use a settlement date basis which may result in the need to reconcile due to a timing difference. The custodian may also provide accounting information for all account assets, which may differ from your records or accounting information provided by PMA. The custodian may use different pricing sources or a different pricing hierarchy than PMA, which also may contribute to differences in the market value of your Account.

Legal or Tax Information

PMA and its employees do not offer tax or legal advice. You should consult with your tax and/or legal advisors before making any tax or legal related investment decisions. Cost data and realized gains/losses are provided for your informational purposes only. Please review for accuracy and consult your tax advisor to determine the tax consequences of your transactions. PMA does not report such information to the IRS or other taxing authorities and is not responsible for the accuracy of such information that may be required to be reported.

Account Assets, Cost, Valuation and Performance

In computing the market value of any asset of the Account, each security listed on any national securities exchange shall be valued at the last quoted sale price on the valuation date on the principal exchange on which such security is traded. The market values of many fixed income securities are provided by pricing services companies which utilize pricing evaluations based on various market and industry inputs. A hierarchy of pricing sources, which may include prices provided by PMA, is used to provide a price for each security on this report. Although PMA believes the price to be reliable, the values of the investments do not always represent the prices at which the investments could have been bought or sold. Performance is calculated for positions managed by PMA only. Market values for Unmanaged Assets are shown based on information provided by you or your custodian.

Ratings

Information provided for ratings is based upon a good faith inquiry of selected sources, but their accuracy and completeness cannot be guaranteed. Standard & Poor's and Moody's ratings may represent the long-term rating of the issue or issuer as available.

Risk

The securities in this Account are not guaranteed or otherwise protected by PMA, the FDIC (except for certain bank products) or by any government agency. Investment in securities involves risks, including the possible loss of the amount invested. In addition, past performance is no indication of future performance and the price or value of investments may fluctuate. Asset allocation does not assure or guarantee better performance and cannot eliminate the risk of investment losses.

Account Control

PMA does not have the authority to withdraw funds from the Client's account with the custodian bank, except in limited circumstances as authorized by the client for the payment of the investment advisory fee. Our clients retain responsibility for their internal account policies, implementing and enforcing internal controls and generating ledger entries or otherwise recording transactions.

Notification of Changes

In order to better serve you, we request that you promptly notify us of any material change in your investment policy, investment objective or financial situation.

ADV Firm Brochure

PMA provides its Clients with a written disclosure statement of its background and business experience. If you would like to receive another copy of the Firm Brochure, please contact PMA at the contact information below.

Affiliated Entities

PMA provides investment advisory services to a broad range of clients through PMA Asset Management, LLC. PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB, and is a member of FINRA and SIPC. Public finance services and institutional brokerage services are offered through PMA Securities, LLC. All other products and services are provided by PMA Financial Network, LLC. PMA, PMA Securities, LLC and PMA Financial Network, LLC are under common ownership.

Review of Report

Please review the pages of this report carefully. If you think there are any errors, missing account information or if you need more information about transactions, please contact PMA within 60 days of receipt. If you have other questions or concerns, you should contact your Institutional Portfolio Manager.



PMA Asset Management, LLC
2135 CityGate Lane, 7th Floor
Naperville, IL 60563
630-657-6400

For more information visit www.pmanetwork.com

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WACONIA PUBLIC SCHOOLS

ENROLLMENT ANALYSIS

For the Fiscal Year Ending June 30th, 2022

MONTHS REPORTED: 10

REGULAR ED

BEG OF MONTH	REG K	HD-K	EC	PRE-K	HK	TOTAL K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12	TOTALS
SEP	262		47		42	304	264	278	260	311	300	339	298	313	350	356	333	303	4,056
OCT	235		62		39	274	264	277	259	308	302	340	298	310	345	355	330	305	4,029
NOV	234		69		40	274	265	274	260	311	302	341	298	308	343	356	331	305	4,037
DEC	229		73		46	275	266	275	260	309	302	341	298	308	340	359	333	315	4,054
JAN	224		75		52	276	266	277	256	303	302	339	296	305	337	360	332	314	4,038
FEB	224		89		54	278	266	280	259	307	304	342	297	305	337	358	332	312	4,066
MAR	224		92		55	279	268	281	260	309	305	342	298	308	338	357	332	312	4,081
APR	223		96		57	280	269	282	260	310	306	341	299	307	338	356	332	309	4,085
MAY	220		101		59	279	269	281	260	310	306	342	300	306	337	356	331	309	4,087
JUN	220		101		60	280	271	282	261	311	304	344	299	307	337	356	333	309	4,095
TOTALS	2,295	-	805	-	504	2,799	2,668	2,787	2,595	3,089	3,033	3,411	2,981	3,077	3,402	3,569	3,319	3,093	40,628
AVERAGE	229.5	-	80.5	-	50.4	279.9	266.8	278.7	259.5	308.9	303.3	341.1	298.1	307.7	340.2	356.9	331.9	309.3	4,062.8
EXTENDED TIME	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TUITION - OUT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
WLC																			
MONTH	REG K	HD-K	EC	PRE-K	HK	TOTAL K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr.10	Gr. 11	Gr. 12	TOTALS
SEP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.00	14.00	28.00	45.00
OCT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.00	13.00	30.00	46.00
NOV	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.00	13.00	31.00	47.00
DEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.00	10.00	22.00	36.00
JAN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.00	11.00	23.00	38.00
FEB	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.00	14.00	25.00	43.00
MAR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.00	13.00	26.00	44.00
APR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.00	12.00	27.00	44.00
MAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5.00	12.00	27.00	44.00
JUN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4.00	12.00	26.00	42.00
TOTALS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40.00	124.00	265.00	429.00
AVERAGE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40.0	124.0	265.0	429.0
SEAT COUNT TO ADM ADJ. FACTOR	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
ALC ADJUSTED ADM'S	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	40.0	124.0	265.0	429.0
AVG TOTALS	229.5	-	80.5	-	50.4	279.9	266.8	278.7	259.5	308.9	303.3	341.1	298.1	307.7	340.2	396.9	455.9	574.3	4,491.8

6.B. Superintendent's Report

Presenter:
Superintendent
Gersich

7. **ACTION ITEMS**

7.A. Resolution Relating to the Election of School
Board Members and Calling the School District
General Election (ROLL CALL VOTE)

Presenter:
Superintendent
Gersich

**RESOLUTION RELATING TO THE ELECTION OF SCHOOL BOARD
MEMBERS AND CALLING THE SCHOOL DISTRICT GENERAL
ELECTION**

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

(a) 1. It is necessary for the school district to hold its general election for the purpose of electing four school board members for terms of four (4) years each.

(b) The clerk shall include on the ballot the names of the individuals who file or have filed affidavits of candidacy during the period established for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

Even Year: The general election is hereby called and elected to be held in conjunction with the state general election on Tuesday, the 8th day of November, 2022.

Even Year: Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for this general election are those polling places and precincts or parts of precincts located within the boundaries of the school district and which have been established by the cities or towns located in whole or in part within the school district. The voting hours at those polling places shall be the same as for the state general election.

2. The clerk is hereby authorized and directed to cause written notice of said general election to be provided to the county auditor of each county in which the school district is located, in whole or in part, at least seventy-four (74) days before the date of said election. The notice shall include the date of said general election and the office or offices to be voted on at said general election. Any notice given prior to the date of the adoption of this resolution is ratified and confirmed in all respects.

The clerk is hereby authorized and directed to cause notice of said general election to be posted at the administrative offices of the school district at least ten (10) days before the date of said general election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the school district at least four (4) days before the date of said general election and to cause two sample ballots to be posted in each polling place on Election Day. The sample ballot shall not be printed on the same

color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said general election to be published in the official newspaper of the school district for two (2) consecutive weeks with the last publication being at least one (1) week before the date of said election.

The notice of election so posted and published shall state the offices to be filled set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on Election Day.

3. The clerk is authorized and directed to acquire and distribute such election materials as may be necessary for the proper conduct of this election, and generally to cooperate with election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate election officials regarding preparation and distribution of ballots, election administration and cost sharing.

4. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

Even Year: The individuals designated as judges for the state general election shall act as election judges for this election at the various polling places and shall conduct said election in the manner described by law. The election judges shall act as clerks of election, count the ballots cast and submit them to the school board for canvass in the manner provided for other school district elections. The general election must be canvassed between the third and the tenth day following the general election.

5. The School District clerk shall make all Campaign Financial Reports required to be filed with the school district under Minnesota Statutes, Section 211A.02, available on the school district's website. The clerk must post the report on the school district's website as soon as possible, but no later than thirty (30) days after the date of the receipt of the report. The school district must make a report available on the school district's website for four years from the date the report was posted to the website. The clerk must also provide the Campaign Finance and Public Disclosure Board with a link to the section of the website where reports are made available.

General Election Ballot

Independent School District No.110
Waconia Public Schools
November 8, 2022

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

**School Board Member
Vote for Up to Four**

- Candidate S
- Candidate T
- Candidate U
- Candidate V
- Candidate W
- Candidate X
- Candidate Y
- Candidate Z
- _____
write-in, if any
- _____
write-in, if any
- _____
write-in, if any
- _____
write-in, if any

Optical scan ballots must be printed in black ink on white material, except that marks to be read by the automatic tabulating equipment may be printed in another color ink. The name of the precinct and machine-readable identification must be printed on each ballot. Voting instructions must be printed at the top of the ballot on each side that includes ballot information. The instructions must include an illustration of the proper mark to be used to indicate a vote. Lines for initials of at least two election judges must be printed on one side of the ballot so that the judges' initials are visible when the ballots are enclosed in a secrecy sleeve.

6. The name of each candidate for office at this election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

7. If the school district will be contracting to print the ballots for this election, the clerk is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall, if requested by the election official, furnish, in accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than

\$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.



2022 General Election Timeline (No Primaries)

First Tuesday After First Monday in November		
November 8, 2022		
		No later than:
Last day for school board to publish notice of filing period.	14 days before filing opens	July 19, 2022
Last day for school district to post notice of filing period.	10 days before filing opens	July 23, 2022
Candidate filing period for General Election.	Not less 98 to 84 days before the election	August 2 to 16, 2022
Last day for candidates to withdraw. Send candidate information to County Auditor(s).	5 p.m. 2 days after filing closes	August 18, 2022
Last day to adopt resolution calling General Election.	74 days prior to election	August 26, 2022
Last day to notify county auditors with written notice of General Election.	74 days prior to election	August 26, 2022
First day absentee ballots must be available for General Election.	46 days prior to election	September 23, 2022
Last day to preregister for General Election.	5 p.m. 21 days prior to election	October 18, 2022
Last day to publish first notice of General Election.	At least 14 days prior to election	October 25, 2022
Last day to post notice of General Election.	10 days prior to election	October 29, 2022
Campaign finance reports due if spent or received more than \$750, an initial report was filed, and the name is on the ballot.	10 days prior to election	October 29, 2022
Last day to publish second notice of November General Election.	At least 7 days prior to election	November 1, 2022
Last day to post sample ballot of November General Election.	At least 4 days prior to election	November 4, 2022
General Election Day. No public meetings or school events may be held between 6 p.m. and 8 p.m. Voting hours are 7 a.m. to 8 p.m.		November 8, 2022
Time period to canvass results of the General Election. Note that districts should NOT canvass on Veterans Day, Nov. 11.	3 to 10 days after election	November 11 to 18, 2022
Last day for candidates to file Campaign Financial Report Certification of Filing form.	7 days after election	November 15, 2022

Time period for candidates to request a recount.	Up to 7 days after canvass period ends	November 18 to 25, 2022
Time period to issue certificate of election. (IF candidate has filed the Campaign Financial Report Certification of Filing form, AND no recounts are requested.	Up to 7 days after recount period ends	November 18 to 25, 2022
Time period for newly elected school district officers to file acceptance of office and oath forms.	Within 30 days of Receiving Certificate of Election	
Campaign finance reports due.	30 days after election	December 8, 2022
Terms begin for members elected at 2022 November Election.	First Monday in January After Election	January 2, 2023



7.B. Safe Learning Plan

Presenter:
Superintendent
Gersich

ISD 110 Safe Learning Plan 2022

ISD 110 continues to monitor the ever-changing guidelines and requirements from the MN Department of Education (MDE), MN Department of Health (MDH), Center for Disease Control and Prevention (CDC), Governor Walz, the State of MN and local public health. The District seeks to engage stakeholders to focus on partnerships and collaboration to keep our schools and community healthy. The following updated Safe Learning Plan was developed to address ISD 110's infectious disease response to COVID-19 for the fall of 2022. The state of Minnesota expects school districts that qualify for federal ESSER III funds to update their safe learning plan at least every 6 months as part of meeting the federal requirements for funding.

There have been many advancements in medical treatments to effectively treat COVID-19. This combined with widespread vaccination availability within our community allows consideration for continued adjustments of mitigation measures for the fall of 2022, including efforts to streamline to be more consistent and follow health guidelines similar to other infectious disease procedures of the past (influenza).

That said, COVID-19 disease response is continually evolving and if prevalence and risk in the community increases, ISD 110 will work with state and community partners to discuss potential changes to mitigation measures.

For fall, ISD 110 will be using its local authority to implement the following Safe Learning Plan.

COVID-19 Symptoms and Positive Cases

- Self monitoring for symptoms, **anyone with symptoms or feeling ill should stay home and test.**
 - Return after being fever free for more than 24 hours without fever reducing medication and improvement of symptoms.
- Report any COVID-19 positive cases immediately.
 - Employees report to your supervisor. If your supervisor is not available, please contact the front office of your school building.
 - Students and families report to the front office of your school building.
 - ISD 110 is required to submit weekly building specific positive COVID-19 numbers to MDH.
- Anyone who **tests positive for COVID-19 should:**
 - Stay home for 5 calendar days after symptom onset or 5 calendar days after test date if asymptomatic.
 - Before returning positive person must be:
 - Fever free for at least 24 hours without fever reducing medication.
 - AND
 - Symptoms of COVID-19 are improved
 - ISD 110 strongly recommends wearing a well-fitting mask for 10 days calendar from onset.

Contact Tracing and Quarantining

- ISD 110 will not require quarantining of household or non-household students/staff.
 - Families, students and staff should closely monitor for symptoms.
 - Test after exposure and if any symptoms arise.
 - Avoid close contact with positive cases.
- Contact Tracing will only be done if required by MDH.

Masks/Face Coverings

- Masks will continue to be **recommended**, but not required for students, teachers, staff and visitors to ISD 110 facilities.
- Consistent with past practice for infectious disease, students or staff presenting to the health office with symptoms of a respiratory illness will be asked to wear a mask.
- ISD 110 will provide masks for students and staff, as available.

Notification

- Families and staff will be notified of cases of COVID-19 when:
 - Elementary Buildings, Preschool, Waconia Learning Center and Transitions
 - There are three or more students/staff in a classroom absent due to testing positive for COVID-19 or having COVID-19-like symptoms.
 - OR
 - Five percent of the total school building enrollment on any given day is absent due to COVID-19-like illness or testing positive.
 - Secondary Buildings
 - Five percent of the total school building enrollment on any given day is absent due to COVID-19-like illness or testing positive.
- **Reporting**
 - ISD 110 is required to submit weekly building specific positive COVID-19 numbers to MDH.

Social Distancing and Cohorting

- Social Distancing is still recommended yet not required. When possible, maintain a 3-foot distance between students and a 6-foot distance between adults.
- Cohorting is still recommended yet not required. When possible, cohorting will be done.

Cleaning and Sanitizing

- We will continue to follow our district's plan for daily cleaning and disinfecting high-touch surfaces to reduce the risk of spreading COVID-19 and other infectious diseases.
- Per CDC guidance, cleaning once a day is usually enough to sufficiently remove potential viruses that may be on surfaces.
- Heating, ventilating and air conditioning (HVAC) building systems have been assessed and maintained for proper ventilation and filtration. Systems are continuously evaluated and maintained to ensure healthy indoor air quality that

meets industry standards while maximizing fresh air intake along with hospital quality HVAC filtration.

COVID-19 Vaccinations

- COVID-19 vaccines are recommended for eligible individuals by MDH and CDC.

COVID-19 Testing

- MDH and CDC recommend testing for anyone with COVID-19 symptoms.
- CDC recommends all those who have been exposed to a person with COVID-19, be tested 5 days after exposure, even if asymptomatic.
- ISD 110 will provide home COVID-19 rapid test kits from MDH for students and staff, as available.

Activities and Community Education Programs

- All ISD 110 Activities and Community Education Programs will follow the safety protocol expectations established in this Safe Learning Plan and the MSHSL requirements.
- Activities and Community Education are planning to maintain normal programming and scheduling for the 2022-23 school year.
- Students participating in a Minnesota State High School League (MSHSL) sanctioned activity will follow the [MSHSL Positive COVID-19 Fall 2022 Guidance](#).

Additional Safety Protocols

- Continue with routine hand washing, cleaning and disinfecting.
- Continue to educate and encourage good respiratory etiquette.

Monitoring and Responding to COVID-19 Data

- ISD 110 will continue to monitor COVID-19 data and trends in the area.
- Our goal will continue to be creating the safest environment possible by monitoring guidance from MDE, MDH, the Governor, the State, and local public health.
- If COVID-19 prevalence and risk to the community increases, ISD ONE10 will work with community partners such as local public health, area hospitals and MDH to discuss potentially enhancing or adding mitigation measures. If requirements or mandates change, we will update our plan and communicate as needed.

Additional Education Considerations

- Building administrators will work individually with families and/or staff to address special circumstances not covered in this Safe Learning Plan.
- We will do our best to accommodate those with additional health concerns.
- As in the past, Waconia Public Schools will work with families for additional options for education and instruction including full time online learning options. These options can be explored by contacting the respective building principal.

Additional Quarantine and COVID-19 Resources from Minnesota Department of Health

- [MDH COVID-19 Quarantine Guide For schools, child care, and youth programming](#)
- [MDH What to do if you have COVID-19](#)

7.C. School Board Member Employment with ISD 110 for **Presenter:** Chair
SY 2022-2023 Geller

The Leader November 15, 2016

Can board members be employed by district?

By Bill Kautt, MSBA Associate Director of Management Services

Often times, following the election of new school board members, comes the question of whether a board member can be employed by the school district outside of his/her duties as a board member.

M.S. 123B.195 states:

“Notwithstanding section 471.88, subdivision 5, a school board member may be newly employed or may continue to be employed by a school district as an employee only if there is a reasonable expectation at the beginning of the fiscal year or at the time the contract is entered into or extended that the amount to be earned by that officer under that contract or employment relationship will not exceed \$8,000 in that fiscal year. Notwithstanding section 122A.40 or 122A.41 or other law, if the officer does not receive majority approval to be initially employed or to continue in employment at a meeting at which all board members are present, that employment is immediately terminated and that officer has no further rights to employment while serving as a school board member in the district.”

Therefore, any newly elected school board member who was employed by the school district (i.e., substitute teacher, bus driver, coach, etc.) prior to the election must receive majority approval to continue his/her employment with the school district at a board meeting at which all school board members are present. If the new school board member fails to receive majority approval, his/her employment is immediately terminated, and he/she has no further rights to employment while serving as a school board member in the school district.

In addition, money earned by school board members employed by their school districts during this fiscal year will count toward the \$8,000 limit. However, any compensation received for being a school board member does not count against the \$8,000 limit.

Finally, all school board members that are employed by their school districts must be approved each fiscal year at a board meeting at which all members are present.

7.C.1. Consideration of Member Mike Bullis'
Request for Employment as an ISD 110 Substitute
Teacher for SY 22-23 (ROLL CALL VOTE)

7.C.2. Consideration of Member Rachel Myers'
Request for Employment as an ISD 110 Substitute
Teacher and/or Paraprofessional for SY 22-23
(ROLL CALL VOTE)

7.C.3. Consideration of Member Mike Bullis'
Request to be Employed with ISD 110 Activities
(ROLL CALL VOTE)

7.D. Second Read Policies

7.D.1. 302 Superintendent

Adopted: _____

MSBA/MASA Model Policy 302

Orig. 1995

Revised: _____

Rev. 20~~22~~11

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

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

Cross References: MSBA/MASA Model Policy 202 (School Board Officers)
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)
MSBA/MASA Model Policy 301 (School District Administration)
MSBA/MASA Model Policy 303 (Superintendent Selection)
MSBA/MASA Model Policy 304 (Superintendent Contract, Duties, and Evaluation)
MSBA/MASA Model Policy 305 (Policy Implementation)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)

MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 513 (Student Promotion, Retention, and
Program Design)
MSBA/MASA Model Policy 602 (Organization of School Calendar and
School Day)
MSBA/MASA Model Policy 605 (Alternative Programs)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School
District Budget)
MSBA/MASA Model Policy 704 (Development and Maintenance of an
Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 802 (Disposition of Obsolete Equipment and
Material)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings
and Sites)
MSBA/MASA Model Policy 905 (Advertising)
MSBA/MASA Model Policy 906 (Community Notification of Predatory
Offenders)
MSBA/MASA Model Policy 907 (Rewards)
~~MSBA Service Manual, Chapter 3, Superintendent of Schools~~

7.D.2. 303 Superintendent Selection

Adopted: _____

MSBA/MASA Model Policy 303

Orig. 1995

Revised: _____

Rev. 202216

303 SUPERINTENDENT SELECTION

I. PURPOSE

The purpose of this policy is to convey to the school community that the authority to select and employ a superintendent is vested in the school board.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent to serve as the chief executive officer of the school district and to conduct the daily operations of the school district.

III. QUALIFICATIONS

- A. The school board shall consider applicants who meet or exceed the licensing standards set by the Minnesota Board of School Administrators and qualifications established in the job description for the superintendent position. State and federal equal employment and nondiscrimination requirements shall be observed throughout the recruitment and selection process.
- B. The school board will consider professional preparation, experience, skill, and demonstrated competence of qualified applicants in making a final decision.

IV. SELECTION

- A. A process for recruitment, screening, and interviewing of candidates shall be developed by the school board.
- B. The school board may contract for assistance in the search for a superintendent.
- C. The school board shall provide the contract for the superintendent and specifically identify all conditions of employment mutually agreed upon with the superintendent. In so doing, the school board shall observe all requirements of state and federal law and school board policy.

Legal References: Minn. Stat. § 123B.143 (Superintendent)
Minn. Rules, Chapter 3512

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

7.D.3. 304 Superintendent's Contract, Duties,
and Evaluation

Adopted: _____

MSBA/MASA Model Policy 304

Orig. 1995

Revised: _____

Rev. ~~2022~~1999

304 SUPERINTENDENT CONTRACT, DUTIES, AND EVALUATION

I. PURPOSE

The purpose of this policy is to provide for the use of an employment contract with the superintendent, a position description, and the use of an approved instrument to evaluate performance.

II. GENERAL STATEMENT OF POLICY

- A. The superintendent's contract shall be used to formalize the employment relationship and to specifically identify and clarify all conditions of employment with the superintendent.
- B. The specific duties for which the superintendent is accountable shall be set forth in a position description for the superintendent and shall be measured by a performance appraisal instrument approved by the school board in consultation with the superintendent. The school board shall use this instrument to periodically evaluate the performance of the superintendent.
- C. ~~The school board may use the model contract approved by the boards of the Minnesota School Boards Association and the Minnesota Association of School Administrators as a model instrument.~~

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

Cross References: ~~None MSBA Service Manual, Chapter 3, Superintendent of Schools (See Model Contract, Sample Performance Appraisals, and Model Job Description)~~

7.D.4. 305 Policy Implementation

Adopted: _____

MSBA/MASA Model Policy 305

Orig. 1995

Revised: _____

Rev. ~~2022~~1999

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school ~~board~~ district policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop procedures, guidelines, and directives to effectuate the implementation of school board policies. These procedures, guidelines, and directives shall not be inconsistent with said policies. At least annually, these written procedures, guidelines, and directives shall be presented to the school board for review.
- B. Employee and student handbooks shall be subject to annual review and approval by the school board.
- C. School principals and other administrators who have handbook responsibilities shall present recommended changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy and shall be approved by the school board.

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

Cross References: MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 103 Complaints - Students, Employees,
Parents, Other Persons (May 2016)

Adopted: _____

MSBA/MASA Model Policy 103

Orig. 1995

Revised: _____

Rev. 202205

103 COMPLAINTS – STUDENTS, EMPLOYEES, PARENTS, OTHER PERSONS

I. PURPOSE

The school district takes seriously all concerns or complaints by students, employees, parents or other persons. If a specific complaint procedure is provided within any other policy of the school district, the specific procedure shall be followed in reference to such a complaint. If a specific complaint procedure is not provided, the purpose of this policy is to provide a procedure that may be used.

II. GENERAL STATEMENT OF POLICY

- A. Students, parents, employees, or other persons may report concerns or complaints to the school district. While written reports are encouraged, a complaint may be made orally. Any employee receiving a complaint shall advise the principal or immediate supervisor of the receipt of the complaint. The supervisor shall make an initial determination as to the seriousness of the complaint and whether the matter should be referred to the superintendent. A person may file a complaint at any level of the school district; i.e., principal, superintendent or school board. However, persons are encouraged to file a complaint at the building level when appropriate.
- B. Depending upon the nature and seriousness of the complaint, the supervisor or other administrator receiving the complaint shall determine the nature and scope of the investigation or follow-up procedures. If the complaint involves serious allegations, the matter shall promptly be referred to the superintendent, who shall determine whether an internal or external investigation should be conducted. In either case, the superintendent shall determine the nature and scope of the investigation and designate the person responsible for the investigation or follow-up relating to the complaint. The designated investigator shall ascertain details concerning the complaint and respond promptly to the appropriate administrator concerning the status or outcome of the matter.
- C. The appropriate administrator shall respond in writing to the complaining party concerning the outcome of the investigation or follow-up, including any appropriate action or corrective measure that was taken. The superintendent shall be copied on the correspondence and consulted in advance of the written response when appropriate. The response to the complaining party shall be consistent with the rights of others pursuant to the applicable provisions of [Minn. Stat. Ch. Minnesota Statutes chapter 13](#) (Minnesota Government Data Practices Act) or other law.

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

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
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 514 (Bullying Prohibition)
MSBA ~~Service Manual, Chapter 13,~~ School Law Bulletin "I" (School Records -
Privacy - Access to Data)

8.A.2. 104 School District Mission Statement
(December 2019)

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

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

A. CORE VALUES

Drivers of Our Words and Actions

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

B. VISION STATEMENT

What We Commit to Create

ISD110 students will:

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

C. THEORY OF ACTION

Our Commitment to Continuous Learning

If we:

- Believe all students have the ability to learn and achieve to their potential, and
- Create an environment of safety and belonging, and
- Respond to our students' social, emotional, and academic needs, and
- Build trust and genuine partnerships with students, parents, and colleagues, and
- Achieve learning through high expectations, effective instruction, and established outcomes, and
- Commit to continuous learning and improvement, then all students will...
...EXPLORE THEIR PASSIONS AND CREATE THEIR SUCCESS!

D. STRATEGIC ROADMAP can be viewed on the district website:
www.isd110.org/about-us/isd-110-strategic-roadmap

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

~~Minn. Rule Parts 3501.0010-3501.0180~~

~~Minn. Rule Parts 3501.0200-3501.0270~~

Cross References: None

8.A.3. 201 Legal Status of the School Board
(November 2017)

Adopted: _____

MSBA/MASA Model Policy 201

Orig. 1995

Revised: _____

Rev. 2009

201 LEGAL STATUS OF THE SCHOOL BOARD

I. PURPOSE

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board. The school board shall carry out the mission of the school district with diligence, prudence, and dedication to the ideals of providing the finest public education. The purpose of this policy is to define the authority, duties, and powers of the school board in carrying out its mission.

II. GENERAL STATEMENT OF POLICY

- A. The school board is the governing body of the school district. As such, the school board has responsibility for the care, management, and control over public schools in the school district.
- B. Generally, elected members of the school board have binding authority only when acting as a school board legally in session, except where specific authority is provided to school board members or officers individually. Generally, the school board is not bound by an action or statement on the part of an individual school board member unless the action is specifically directed or authorized by the school board.

III. DEFINITION

"School board" means the governing body of the school district.

IV. ORGANIZATION AND MEMBERSHIP

- A. The membership of the school board consists of six elected directors, or seven if the school board has submitted the question to the electors and a majority have approved a seven-member school board. The term of office is four years.

[Note: This number may be different for combining or consolidating school boards that are in a transition period.]

- B. There may be other ex officio members of the school board as provided by law. The superintendent is an ex officio member.
- C. A majority of voting members constitutes a quorum. The act of the majority of a quorum is the act of the school board.

V. POWERS AND DUTIES

- A. The school board has powers and duties specified by statute. The school board's authority includes implied powers in addition to specific powers granted by the legislature.
- B. The school board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.

- C. The school board shall superintend and manage the schools of the school district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- D. The school board shall have the general charge of the business of the school district, its facilities and property, and of the interest of the schools.
- E. The school board, among other duties, shall perform the following in accordance with applicable law:
 - 1. provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the school district;
 - 2. conduct the business of the schools and pay indebtedness and proper expenses;
 - 3. employ and contract with necessary qualified teachers and discharge the same for cause;
 - 4. provide services to promote the health of its pupils;
 - 5. provide school buildings and erect needed buildings;
 - 6. purchase, sell, and exchange school district property and equipment as deemed necessary by the school board for school purposes;
 - 7. provide for payment of claims against the school district, and prosecute and defend actions by or against the school district, in all proper cases;
 - 8. employ and discharge necessary employees and contract for other services;
 - 9. provide for transportation of pupils to and from school, as governed by statute; and
 - 10. procure insurance against liability of the school district, its officers, and employees.
- F. The school board, at its discretion, may perform the following:
 - 1. provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
 - 2. furnish school lunches for pupils and teachers on such terms as the school board determines;
 - 3. enter into agreements with one or more other independent school districts to provide for agreed upon educational services;
 - 4. lease rooms or buildings for school purposes;
 - 5. authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
 - 6. authorize cocurricular and extracurricular activities;

7. receive, for the benefit of the school district, bequests, donations, or gifts for any proper purpose; and
8. perform other acts as the school board shall deem to be reasonably necessary or required for the governance of the schools.

Legal References:

Minn. Stat. § 123A.22 (Cooperative Centers for Vocational Education)
 Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
 Minn. Stat. § 123B.09 (Boards of Independent School Districts~~School Board Powers~~)
 Minn. Stat. § 123B.14 (~~School District~~Officers of Independent School Districts)
 Minn. Stat. § 123B.23 (Liability Insurance; Officers and Employees)
 Minn. Stat. § 123B.49 (~~Cocurricular and~~Extracurricular Activities; Insurance)
 Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings~~Access for Noncurricular Purposes~~)
 Minn. Stat. § 123B.85 (Definitions)
Jensen v. Indep. Consol. Sch. Dist. No. 85, 160 Minn. 233 (1924)

Cross References:

MSBA/MASA Model Policy 101 (Legal Status of the School District)
 MSBA/MASA Model Policy 202 (School Board Officers)
 MSBA/MASA Model Policy 203 (Operation of the School Board -Governing Rules)
 MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

8.A.4. 202 School Board Officers (November 2017)

Adopted: _____

MSBA/MASA Model Policy 202

Orig. 1995

Revised: _____

Rev. 20~~22~~11

202 SCHOOL BOARD OFFICERS

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

I. PURPOSE

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

II. GENERAL STATEMENT OF POLICY

- A. The school board shall meet annually and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. At its option, the school board may appoint a vice-chair to serve in the temporary absence of the chair.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

III. ORGANIZATION

The school board shall meet annually on the first Monday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.

[Note: The organizational meeting is a good time for the school board to plan for how to cancel and reschedule a board meeting. For example, the school board could decide and include in the regular meeting schedule a provision that if the school district closes early due to bad weather and calls off evening activities, any school board meeting scheduled for that evening will also be postponed and held at the same time and place the following evening.]

The organizational meeting is also a good time for the school board to select the school district's legal counsel and the individuals authorized to contact legal counsel. Usually, the authorized contacts are the board chair, the superintendent, and the chief business official of the school district. In addition, many school districts authorize their human resources director, or a person exercising similar duties, to contact legal counsel.]

IV. OFFICER'S RESPONSIBILITIES

A. Chair

1. The chair when present shall preside at all meetings of the school board, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

B. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with [Minnesota Statutes section Minn. Stat. § 123B.12](#).

C. Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.
3. On or before September 15 of each year, the clerk shall:
 - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - b. make and transmit to the commissioner certified reports, showing:
 - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
 - (2) length of school term and enrollment and attendance by grades; and
 - (3) other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed

property tax voted by the school district or the school board for school purposes.

6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

D. Vice-Chair [Optional]

The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
 - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;
 - b. recommend to the school board employment and dismissal of teachers;
 - c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
 - d. superintend school grading practices and examinations for promotions;
 - e. make reports required by the commissioner; and
 - f. perform other duties prescribed by the school board.

Legal References: Minn. Stat. § 123B.12 ([Insufficient Funds to Pay Orders](#), Finance)
Minn. Stat. § 123B.14 ([Officers of Independent School Districts](#))
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 126C.17 (Referendum Revenue)
Minn. Stat. Ch. 205A (School District Elections)

Cross References: MSBA/MASA Model Policy 101 (Legal Status of the School District)
MSBA/MASA Model Policy 201 (Legal Status of the School Board)
MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)

8.A.5. 203 Operation of School Board - Governing
Rules (November 2017)

203 OPERATION OF THE SCHOOL BOARD – GOVERNING RULES

I. PURPOSE

The purpose of this policy is to provide governing rules for the conduct of meetings of the school board.

II. GENERAL STATEMENT OF POLICY

An orderly school board meeting allows school board members to participate in discussion and decision of school district issues. Rules of order allow school board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner.

III. RULES OF ORDER

Rules of order for school board meetings shall be as follows:

- A. Minnesota statutes where specified;
- B. Specific rules of order as provided by the school board consistent with Minnesota statutes; and
- C. *Robert's Rules of Order, Revised* (latest edition) where not inconsistent with A. and B., above.

[Note: The editions of Robert's Rules of Order differ, so specifying the edition used is important.]

Legal References: Minn. Stat. Ch. 13D (Open Meeting Law)
Minn. Stat. § 123B.09, Subds. 6, 7, and 10 (School Board Matters)
Minn. Stat. § 123B.14 (Officers)

Cross References:

Board Policy/ Amended April 14, 1997 / Amended April 11, 2005 / July 2007/ May 2011/November 2017

Independent School District No. 110
Waconia, MN

8.A.6. 203.1 School Board Procedures; Rules of
Order

Adopted: _____

MSBA/MASA Model Policy 203.1

Orig. 1997

Revised: _____

Rev. 1999

203.1 SCHOOL BOARD PROCEDURES; RULES OF ORDER

I. PURPOSE

The purpose of this policy is to provide specific rules of order to conduct meetings of the school board.

II. GENERAL STATEMENT OF POLICY

To ensure that school board meetings are conducted in an orderly fashion, the school board will follow rules of order which will allow the school board:

- A. To establish guidelines by which the business of the school board can be conducted in a regular and internally consistent manner;
- B. To organize the meetings so all necessary matters can be brought to the school board and decisions of the school board can be made in an orderly and reasonable manner;
- C. To insure that members of the school board have the necessary information to make decisions on substantive issues and to insure adequate discussion of decisions to be made; and
- D. To insure that meetings and actions of the school board are conducted so as to be informative to the staff and the public, and to produce a clear record of actions taken and decisions made.

III. RULES OF ORDER

- A. School board members need not rise to gain the recognition of the chair.
- B. A motion will be adopted or carried if it receives the affirmative votes of a majority of those actually voting on the matter. Abstentions are considered to be acquiescence to the vote of the majority. It should be noted that some motions by statute or Robert's Rules of Order require larger numbers of affirmative votes.
- C. All motions that require a second shall receive a second prior to opening the issue for discussion of the school board. If a motion that requires a second does not receive a second, the chair may declare that the motion fails for lack of a second or may provide the second. The names of the members making and seconding a motion shall be recorded in the minutes.
- ~~D. TheThe chair shall decide the order in which school board members will be recognized to address an issue. An attempt should be made to alternate between pro and con positions if appropriate to the discussion. A member shall only speak to an issue after the member is recognized by the chair.~~
- E. The chair shall rule on all questions relating to motions and points of order brought before the school board.

- F. A ruling by the chair is subject to appeal to the full school board pursuant to Robert's Rules of Order.
- G. The school board shall have authority to recognize any member of the audience regarding a request to be heard at the school board meeting. Members of the public who wish to be heard shall follow school board procedures.
- H. The chair has the authority to declare a recess at any time for the purpose of restoring decorum to the meeting or for any other necessary purpose.
- I. The chair shall repeat a motion or the substance of a motion prior to the vote. The chair shall call for an affirmative and a negative vote on all motions.
- J. The order in which names will be called for roll call votes will be determined by the school board.

~~[Note: The school board may choose to include in the policy a method of calling the roll.] Names will be called in alphabetical order and reverse alphabetical order for roll call votes.~~

- K. The chair has the same right and responsibility as each school board member to vote on all issues.
- L. The chair shall announce the result of each vote. The vote of each member, including abstentions, shall be recorded in the minutes. If the vote is unanimous, it may be reflected as unanimous in the minutes if the minutes also reflect the members present.
- M. A majority of the voting members of the school board constitute a quorum. The absence of a quorum may be raised by the chair or any member. Generally, any action taken in the absence of a quorum is null and void. The only legal actions the school board may take in the absence of a quorum are to fix the time at which to adjourn, to adjourn, to recess or to take measures to obtain a quorum.

[Note: In addition, school boards may have other rules or local customs they wish to incorporate to reflect their normal processes and procedures.]

Legal References: Minn. Stat. § 13D.01, Subd. 4 (Open Meeting Law)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 123B.09, Subds. 6 and 7 (Boards of Independent School Districts)
Minn. Stat. § 126C.53 (Enabling Resolution; Form of Certificates of Indebtedness)
Minn. Stat. § 331A.01, Subd. 6 (Newspapers; Definitions)
Minn. Stat. § 331A.04, Subd. 6 (Newspapers; Exception to Designation Priority)
Minn. Stat. § 471.88 (Exceptions)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 207 (Public Hearings)

8.A.7. 203.5 School Board Meeting Agenda
(November 2019)

Adopted: _____

MSBA/MASA Model Policy 203.5

Orig. 1997

Revised: _____

Rev. 20~~22~~12

203.5 SCHOOL BOARD MEETING AGENDA

I. PURPOSE

The purpose of this policy is to provide procedures for the preparation of the school board meeting agenda to ensure that the school board can accomplish its business as efficiently and expeditiously as possible.

II. GENERAL STATEMENT OF POLICY

The policy of the school board is that school board meetings shall be conducted in a manner to allow the school board to accomplish its business while allowing reasoned debate and discussion of each matter to be acted upon.

III. PROCEDURES

- A. While all school board members may provide input, it shall be the responsibility of the school board chair and superintendent to develop, prepare, and arrange the order of items for the tentative school board meeting agenda for each school board meeting.
- B. Persons wishing to place an item on the agenda must make a request to the school board chair or superintendent in a timely manner. The person making the request is encouraged to state the person's name, address, purpose of the item, action desired, and pertinent background information. The chair and superintendent shall determine whether to place the matter on the tentative agenda.

[Note: The Minnesota Commissioner of Administration has issued an opinion that a government entity is limited to acting only on those matters specifically included in the notice of a special meeting.]

- C. The tentative agenda and supporting documents shall be sent to the school board members _____ (___) days prior to the scheduled school board meeting.
- D. Items may only be added to the agenda by a motion adopted at the meeting. If an added item is acted upon, the minutes of the school board meeting shall include a description of the matter.
- E. At least one copy of any printed materials, including electronic communications, relating to the agenda items of the meeting prepared or distributed by or at the direction of the school board or its employees and: (i) distributed at the meeting to all members of the governing body; (ii) distributed before the meeting to all members; or (iii) available in the meeting room to all members shall be available in the meeting room for inspection by the public while the school board considers their subject matter. This does not apply to materials classified by law as other than public or to materials relating to the agenda items of a closed meeting.

Legal References: Minn. Stat. § 13D.01, Subd. 6 (Open Meeting Law)

Minn. Stat. § 123B.09, Subd. 7 ([Boards of Independent School Districts](#)~~School~~)

Board Powers)

Dept. of Admin. Advisory Op. No. 10-013 (April 29, 2010)

Dept. of Admin. Advisory Op. No. 08-015 (July 9, 2008)

Dept. of Admin. Advisory Op. No. 13-015 (December 23, 2013)

Cross References: MSBA/MASA Model Policy 203 (Operation of the School Board – Governing Rules)
MSBA/MASA Model Policy 203.2 (Order of the Regular School Board Meeting)
MSBA/MASA Model Policy 203.6 (Consent Agendas)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)
MSBA/MASA Model Policy 207 (Public Hearings)

8.A.8. 203.6 Consent Agendas (May 2016)

203.6 CONSENT AGENDAS

I. PURPOSE

The purpose of this policy is to allow the use of a consent agenda.

II. GENERAL STATEMENT OF POLICY

In order for a more efficient administration of school board meetings, the school board may elect to use a consent agenda for the passage of noncontroversial items or items of a similar nature.

III. CONSENT AGENDAS

- A. The superintendent, in consultation with the school board chair, may place items on the consent agenda. By using a consent agenda, the school board has consented to the consideration of certain items as a group under one motion. Should a consent agenda be used, an appropriate amount of discussion time will be allowed to review any item upon request.
- B. Consent items are those which usually do not require discussion or explanation prior to school board action, are noncontroversial and/or similar in content, or are those items which have already been discussed and/or explained and do not require further discussion or explanation. Such agenda items might include ministerial tasks such as, but not limited to, the approval of the agenda, approval of previous minutes, approval of bills, approval of reports, etc. These items might also include similar groups of decisions such as, but not limited to, approval of staff contracts, approval of maintenance details for the school district buildings and grounds or approval of various schedules.
- C. Items shall be removed from the consent agenda by a timely request by an individual school board member for independent consideration. A request is timely if made prior to the vote on the consent agenda. The request does not require a second or a vote by the school board. An item removed from the consent agenda will then be discussed and acted on separately immediately following the consideration of the consent agenda.
- D. Consent agenda items are approved en masse by one vote of the school board. The consent agenda items shall be separately recorded in the minutes.

Legal References: Minn. Stat. § 123B.09, Subd. 7 (School Board Powers)

Cross References: MSBA/MASA Model Policy 203.2 (Order of the Regular School Board)

Meeting)

MSBA/MASA Model Policy 203.5 (School Board Meeting Agenda)
MSBA/MASA Model Policy 204 (School Board Meeting Minutes)

Policy Adopted: May 2006
Reviewed: May 2016
Independent School District No. 110
Waconia, MN

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