

## **Regular Meeting**

Monday, December 19, 2022 6:00 PM

Waconia High School - Room C107, 1650 Community Drive, Waconia, MN 55387

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

2. **PUBLIC COMMENT**

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

3.A. Recognize Outgoing School Board Members

- Mike Bullis
- Jackie Johnson
- Rachel Myers
- Brian Rothstein

3.B. Upcoming Meetings:

4. **MINUTES OF PREVIOUS MEETING**

ISD 110 School Board  
Regular Meeting  
Monday, November 28, 2022 7:00 PM Central

Waconia City Hall  
201 S Vine Street  
Waconia, MN 55387

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

Members present: Geller, Johnson, AMyers, Rothstein, Bullis

Absent: RMyers, DeBoer

Call to order by Chair Geller at 7:00 PM

Motion by Bullis to adopt agenda

AMyers second

All in favor

Motion carried

## **2. PUBLIC COMMENT**

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

3.A. Upcoming Meetings:

Dec. 5 Closed Meeting RE: Superintendent Evaluation @ District Office Conf. Rm C

Dec. 5 Finance Committee Meeting 6:30 PM @ District Office Conf. Rm C

Dec. 12 Closed Meeting RE: Superintendent Evaluation 6:30 PM @ District Office Conf. Rm C

Dec. 12 School Board Work Session 7:30 PM @ District Office Conf. Rm A

Dec. 19 Policy Committee 5:00 PM @ WHS Room B107

Dec. 19 Regular Meeting 6:00 PM @ WHS Room C107

Jan. 3 Organizational Meeting 7:00 PM @ District Office Conf. Rm A

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

Motion by Bullis to approve the minutes of the October 24 and November 18 meetings

AMyers second

All in favor

Motion carried

## **5. CONSENT AGENDA**

Motion by Bullis to approve Consent Agenda

AMyers second

All in favor

Motion carried

### **5.A. Bills and Wire Transfers**

5.B. Human Resource Items:

## Employment

Balmer, Koen Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	BV
Hoxie, Gretchen Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	BV
Hughes, Megan Replacement	Educational Assistant (SPED) 3 Hours/Day; 175 Days	ESC
Kleve, Emma Replacement	Kids' Company Aide Part-Time; Hours Vary	Comm Ed
Muhlenbruch, Taylor Replacement	Educational Assistant 3.25 Hours/Day; 175 Days	SV

## Employee Status Changes

Haack, Leslie, Teacher, Overload added for 12 weeks during Trimester 2 at WHS

Porthan, Sam, Teacher, Overload added for 6 weeks during Trimester 2 at WHS

Stanley, Colleen, Teacher, Overload added for 12 weeks during Trimester 2 at WHS

Westphal, Ashley, Teacher, Overload added for 12 weeks during Trimester 2 at WHS

## Leaves of Absence

Smothers, Charlie, Grade 5 Teacher at SV

Wingert, Molly, Occupational Therapist at ESC

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

## Retirements/Resignations/Terminations

Forbes, Claire, ECSE Teacher at WEC

Nelson, Christina, Educational Assistant (SPED) at BV

### 5.C. Receipts of Donation

## 6. REPORTS

### 6.A. Student Representative Report

### 6.B. Activities Report

### 6.C. Finance Report

## 7. ACTION ITEMS

### 7.A. Academic Calendars

7.A.1. SY 23-24

Motion by Bullis to approve SY 23-24 Academic Calendar  
AMyers second  
All in favor  
Motion carried

7.A.2. SY 24-25

Motion by Bullis to approve SY 24-25 Academic Calendar  
AMyers second  
All in favor  
Motion carried

7.B. Resolution Relating to General Obligation Aid Anticipation Certificates of Indebtedness

Motion by Bullis to adopt Resolution Relating to General Obligation Aid Anticipation  
Certificates of Indebtedness

AMyers second  
Roll Call vote taken  
All in favor  
Motion carried

**8. DISCUSSION ITEMS**

8.A. Board Policies - First Read

8.A.1. 203.1 School Board Procedures; Rules of Order

8.A.2. 209 Code of Ethics

8.A.3. 211 Criminal or Civil Action Against School District

8.A.4. 212 School Board Member Development

8.A.5. 214 Out of State Travel by School Board Member

8.A.6. 306 Administrator Code of Ethics

8.A.7. 604 Instructional Curriculum

8.A.8. 605 Alternative Programs

8.A.9. 607 Organization of Grade Levels

8.A.10. 608 Instructional Services Special Education

8.A.11. 609 Religion

8.A.12. 722 Public Data Requests

8.A.13. 724 Purchasing Policy

**9. BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

Johnson reported there are two new policies that will be introduced at future meetings: Memorials for Deceased Students and Staff, and Teaching About Controversial Issues, also reported the Anonymous Communications policy will be recommended for removal

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. **ADJOURNMENT**

Motion by Bullis to adjourn

AMyers second

All in favor

Motion carried

5. **CONSENT AGENDA**

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
606637	ADAMS PEST CONTROL CO INC	11/16/2022	R	676.97	November
606638	ANDERSON, GEOFFREY	11/16/2022	R	54.00	November
606639	AYENI, PHIL	11/16/2022	R	97.00	November
606641	BANYAI, KELLY	11/16/2022	R	97.00	November
606642	BIEHL, DANIEL	11/16/2022	R	97.00	November
606643	BOB'S REPAIR OF MAYER INC.	11/16/2022	R	86.36	November
606644	COLONY PLAZA, INC	11/16/2022	R	255.91	November
606645	DACK, BRENT	11/16/2022	R	97.00	November
606646	HORIZON EQUIPMENT	11/16/2022	R	169.50	November
606647	LINEHAN, JAMES	11/16/2022	R	54.00	November
606648	LORENZEN, CORY	11/16/2022	R	97.00	November
606649	LYNCH, KEVIN	11/16/2022	R	8,234.40	November
606650	MID-COUNTY CO-OP	11/16/2022	R	45.68	November
606651	NCS PEARSON, INC	11/16/2022	R	140.00	November
606652	PARTS CITY WACONIA	11/16/2022	R	40.51	November
606653	REGION 2AA	11/16/2022	R	5,196.00	November
606654	ROSEMOUNT HS	11/16/2022	R	375.00	November
606655	THEIS, BRYNLEY	11/16/2022	R	175.00	November
606656	TINTES, MATTHEW	11/16/2022	R	377.00	November
606657	WA-CO REPAIR	11/16/2022	R	43.82	November
606658	AFFINETY SOLUTIONS, INC	11/17/2022	R	665.00	November
606659	AIRBORNE ATHLETICS INC	11/17/2022	R	10,490.00	November
606660	ALPHA WIRELESS COMMUNICATIONS	11/17/2022	R	653.32	November
606661	APPLE INC	11/17/2022	R	1,196.00	November
606662	AUGUST ASH INCORPORATED	11/17/2022	R	332.50	November
606663	AVANTI INC	11/17/2022	R	1,020.00	November
606664	AVIBEN	11/17/2022	R	230.04	November
606665	BLUUM OF MINNESOTA LLC	11/17/2022	R	211.68	November
606666	BNR IRRIGATION SERVICES INC	11/17/2022	R	2,240.00	November
606667	BSN SPORTS LLC	11/17/2022	R	3,836.51	November
606668	CITY OF WACONIA	11/17/2022	R	9,014.39	November
606669	COLSON, VAN	11/17/2022	R	99.40	November
606670	CONTINENTAL CLAY COMPANY	11/17/2022	R	559.54	November
606671	CROW RIVER PRESS INC	11/17/2022	R	2,184.58	November
606672	CULINEX	11/17/2022	R	11,452.56	November
606673	D'VINCI'S	11/17/2022	R	1,260.00	November
606674	DANIELLE ALEXANDER DESIGN LLC	11/17/2022	R	1,012.50	November
606675	DECKER EQUIPMENT	11/17/2022	R	43.45	November
606676	DEMCO, INC	11/17/2022	R	106.34	November
606677	DUSTIN, KENNEDIE	11/17/2022	R	175.00	November
606679	ELSMORE SWIM SHOP	11/17/2022	R	660.30	November
606680	FAMILY ZONE, INC	11/17/2022	R	5,768.87	November
606681	FARGO PUBLIC SCHOOL DISTRICT	11/17/2022	R	648.00	November
606682	FIVE STAR SPORT SALES	11/17/2022	R	238.00	November
606683	FLAGSHIP RECREATION	11/17/2022	R	164.00	November
606684	FLINN SCIENTIFIC	11/17/2022	R	15.60	November
606685	FOLLETT CONTENT SOLUTIONS LLC	11/17/2022	R	425.59	November
606686	FRED HOLASEK & SON, INC	11/17/2022	R	21.98	November
606687	GLEWWE, NATHANIEL	11/17/2022	R	300.00	November
606688	GLOBAL INDUSTRIAL	11/17/2022	R	57.00	November
606689	GRAINGER	11/17/2022	R	1,072.52	November
606690	GREAT LAKES COCA-COLA DIST	11/17/2022	R	403.00	November
606691	HEINEMANN	11/17/2022	R	100.00	November
606692	HELEN SOLAR LLC	11/17/2022	R	6,272.92	November
606693	HERC-U-LIFT	11/17/2022	R	1,847.58	November
606694	HILLYARD/HUTCHINSON	11/17/2022	R	6,177.06	November

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
606752	BEST BUY BUSINESS ADV ACCT	11/22/2022	R	500.00	November
606753	BIFFS, INC	11/22/2022	R	1,454.08	November
606754	BRANDED CUSTOM SPORTSWEAR INC	11/22/2022	R	752.50	November
606755	BSN SPORTS LLC	11/22/2022	R	3,662.47	November
606756	CANON FINANCIAL SERVICES INC	11/22/2022	R	890.18	November
606757	CATALYST SOURCING SOLUTIONS	11/22/2022	R	1,229.99	November
606758	DEMCO, INC	11/22/2022	R	77.52	November
606759	ECM PUBLISHERS, INC	11/22/2022	R	294.00	November
606760	EVERSONS HARDWARE HANK	11/22/2022	R	1,005.28	November
606761	GRAINGER	11/22/2022	R	620.44	November
606762	HASTINGS CREAMERY LLC	11/22/2022	R	5,912.27	November
606763	HIGH POINT NETWORKS, LLC	11/22/2022	R	343.98	November
606764	HILLYARD/HUTCHINSON	11/22/2022	R	1,151.50	November
606765	HOUGHTON MIFFLIN	11/22/2022	R	191.17	November
606766	HUSTLE & HEART SPORTS	11/22/2022	R	168.00	November
606767	INDIANHEAD FS DISTRIBUTOR, INC	11/22/2022	R	20,299.80	November
606768	INGCO INT'L INC	11/22/2022	R	160.00	November
606769	INNOVATIVE OFFICE SOLUTIONS LL	11/22/2022	R	1,249.77	November
606770	INNOVATIONAL WATER SOLUTIONS I	11/22/2022	R	1,290.00	November
606771	INTEGRATED SYSTEMS CORPORATION	11/22/2022	R	7,741.44	November
606772	JACKSON, JACOB	11/22/2022	R	900.00	November
606773	JOHNSON CONTROLS FIRE PROTECTI	11/22/2022	R	234.73	November
606774	JW PEPPER & SON, INC	11/22/2022	R	59.99	November
606775	KEVIN CHASE LLC	11/22/2022	R	7,250.00	November
606776	LOFFLER COMPANIES	11/22/2022	R	906.25	November
606777	MAYER LUMBER CO, INC	11/22/2022	R	4,024.82	November
606778	MEEHAN, NAOMI	11/22/2022	R	120.00	November
606779	MEI TOTAL ELEVATOR SOLUTIONS	11/22/2022	R	717.46	November
606780	MINI BIFF LLC	11/22/2022	R	84.66	November
606781	MN COMMUNITY ED ASSOC	11/22/2022	R	45.00	November
606782	MRI SOFTWARE LLC	11/22/2022	R	159.00	November
606783	MUSIC MART	11/22/2022	R	7,999.95	November
606784	NASCO EDUCATION	11/22/2022	R	327.84	November
606785	NEVER BORED ADVENTURE LLC	11/22/2022	R	145.00	November
606786	PAN-O-GOLD BAKING CO	11/22/2022	R	3,054.52	November
606787	PERFORMANCE FOODSERVICE	11/22/2022	R	2,198.44	November
606788	PICK A TIME	11/22/2022	R	120.00	November
606789	RENNEBERG HARDWOODS INC.	11/22/2022	R	1,702.80	November
606790	SAVVAS LEARNING CO LLC	11/22/2022	R	38.88	November
606791	SCHOLASTIC BOOK FAIRS-15	11/22/2022	R	2,465.20	November
606792	SUCCESS BEYOND THE CLASSROOM	11/22/2022	R	980.00	November
606793	SWANSON, LYDIA	11/22/2022	R	20.00	November
606794	TERRAFORM PHOENIX II ARCADIA	11/22/2022	R	251.75	November
606795	THREE RIVERS PARK DISTRICT	11/22/2022	R	1,013.00	November
606796	TRIO SUPPLY COMPANY	11/22/2022	R	1,303.34	November
606797	TYER, MASON	11/22/2022	R	1,035.00	November
606798	UHL CO	11/22/2022	R	565.00	November
606799	UNIVERSAL ATHLETIC LLC	11/22/2022	R	930.99	November
606800	WEX BANK	11/22/2022	R	606.64	November
606801	WILSON LANGUAGE TRAINING CORP	11/22/2022	R	33.00	November
606802	WINSTED SOLAR LLC	11/22/2022	R	7,118.15	November
606803	LORENZ BUS SERVICE INC	11/23/2022	R	2,295.00	November
606804	US POSTAL SERVICE	11/28/2022	R	100.00	November
606805	EYE MED-FIDELITY SECURITY LIFE	11/30/2022	R	2,246.09	November
606806	MESSERLI & KRAMER PA	11/30/2022	R	293.25	November
606807	NCPERS GROUP LIFE INS	11/30/2022	R	96.00	November

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
606864	WEBER, BRADLEY	12/01/2022	R	90.00	December
606865	WITTERSCHEIN, JOSEPH	12/01/2022	R	90.00	December
606866	YMCA CUSTOMER SERVICE CENTER	12/01/2022	R	5,375.00	December
606867	AMAZON CAPITAL SERVICES	12/07/2022	R	14,384.39	December
606868	ABLE NET, INC	12/09/2022	R	220.00	December
606869	AFFINETY SOLUTIONS, INC	12/09/2022	R	665.00	December
606870	ALL IN ONE - TRANSLATION AGENC	12/09/2022	R	270.00	December
606871	APPLE INC	12/09/2022	R	388.00	December
606872	AVIBEN	12/09/2022	R	230.04	December
606873	BNR IRRIGATION SERVICES INC	12/09/2022	R	3,270.00	December
606874	BSN SPORTS LLC	12/09/2022	R	752.58	December
606875	CD PRODUCTS INC	12/09/2022	R	885.00	December
606876	DANIELLE ALEXANDER DESIGN LLC	12/09/2022	R	150.00	December
606877	DC-LITCH COOP	12/09/2022	R	75.00	December
606878	FARGO PUBLIC SCHOOL DISTRICT	12/09/2022	R	243.00	December
606879	GILLMORE, CREEDON	12/09/2022	R	120.00	December
606880	GRAINGER	12/09/2022	R	307.41	December
606881	GREATER MN COMMUNICATIONS	12/09/2022	R	380.00	December
606882	HAGEN, TESSA	12/09/2022	R	347.76	December
606883	HAPPY FEET SOCCER TWIN CITIES	12/09/2022	R	2,088.00	December
606884	HBHC REGISTRAR	12/09/2022	R	1,000.00	December
606885	HENNEPIN COUNTY TREASURER	12/09/2022	R	252.95	December
606886	HILLYARD/HUTCHINSON	12/09/2022	R	4,962.68	December
606887	HLS OUTDOOR	12/09/2022	R	2,969.92	December
606888	HOLTON ELECTRIC CONTRACTORS	12/09/2022	R	204.00	December
606889	IEA, INC	12/09/2022	R	1,841.32	December
606890	INDIANHEAD FS DISTRIBUTOR, INC	12/09/2022	R	19,388.22	December
606891	INFINITE HEALTH COLLABORATIVE	12/09/2022	R	25,000.00	December
606892	JD SPORTING GOODS	12/09/2022	R	530.00	December
606893	KROELLS, LINDA	12/09/2022	R	370.44	December
606894	LOFFLER COMPANIES	12/09/2022	R	4,690.53	December
606895	MACKIN LIBRARY SERVICE	12/09/2022	R	605.00	December
606896	MANEUVERING THE MIDDLE LLC	12/09/2022	R	364.00	December
606897	METRONET	12/09/2022	R	1,860.80	December
606898	MICHAEL GRINDER & ASSOCIATES	12/09/2022	R	3,468.94	December
606899	MSHSBCA	12/09/2022	R	100.00	December
606900	MUSIC MART	12/09/2022	R	788.17	December
606901	NELSON PIANO SERVICE	12/09/2022	R	120.00	December
606902	NEW DOMINION SCHOOL	12/09/2022	R	5,802.41	December
606903	OFFICE OF MNIT SERVICES	12/09/2022	R	64.05	December
606904	PERFORMANCE FOODSERVICE	12/09/2022	R	2,076.54	December
606905	PERNSTEINER CREATIVE GROUP, IN	12/09/2022	R	3,323.00	December
606906	PICK A TIME	12/09/2022	R	10.20	December
606907	PLANSOURCE BENEFITS ADMIN INC	12/09/2022	R	2,371.50	December
606908	SAFARI ISLAND COMMUNITY CENTER	12/09/2022	R	63,425.72	December
606909	SCHOOL SPECIALTY, LLC	12/09/2022	R	394.40	December
606910	SPECIAL SCHOOL DIST NO 1	12/09/2022	R	2,608.18	December
606911	STAPLES ADVANTAGE	12/09/2022	R	592.64	December
606912	TINTES, MATTHEW	12/09/2022	R	464.00	December
606913	UNIVERSAL ATHLETIC LLC	12/09/2022	R	3,015.86	December
606914	WALSH, SAMUEL	12/09/2022	R	294.10	December
606915	WINSTED SOLAR LLC	12/09/2022	R	2,943.33	December
202200506	BLUE CROSS AND BLUE SHIELD OF	11/15/2022	W	330,361.49	November
202200508	EDUCATIONAL SUPPORT PARA UNION	11/15/2022	W	1,250.52	November
202200510	LIFE INS CO OF NORTH AMERICA	11/15/2022	W	4,615.69	November
202200516	ONEBRIDGE BENEFITS, INC.	11/15/2022	W	5,753.97	November

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,238,787.97	0.00	848,900.14	2,087,688.11
02	Food Service	49,382.67	0.00	267,570.62	316,953.29
04	Community Service	57,784.88	0.00	40,422.36	98,207.24
45	OPEB Irrevocable Trust Fund	0.00	0.00	161.55	161.55
***	Fund Summary Totals ***	1,345,955.52	0.00	1,157,054.67	2,503,010.19

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

5.B. Human Resource Items:

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

**BOARD OF EDUCATION**

Regular Meeting – December 19, 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**

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**Employment**

<b>Brueggemeier, Anna</b> Replacement	Kids' Company Aide Part-time/Hours Vary	Comm Ed
<b>Clark, Mckinsey</b> Replacement	Kids' Company Aide Part-Time/Hours Vary	Comm Ed
<b>Felkey, Kelley</b> Replacement	Reading Specialist Long-Term Substitute <b>Attach K</b>	SV
<b>Kaczmarek, Brooklyn</b> Replacement	Kids' Company Aide Part-Time/Hours Vary	Comm Ed
<b>Leventry, Kailee</b> Replacement	Health Associate 7 Hours/Week; 175 Days	Parochial Schools
<b>Nahan, Claire</b> Replacement	Kids' Company Lead 5.25 Hours/Day; 261 Days	Comm Ed
<b>Poulin, Jack</b> Replacement	Custodial Cleaner 8 Hours/Day; 261 Days	WMS

**Employee Status Changes**

**Davidson, Cory**, from Non-Licensed Substitute (hours vary) to Health Associate (7 hours/week) at Parochial Schools

**Devanny, Britta**, Teacher, Overload added for Quarters 1-4 at WMS

**Thayer, Joel**, SPED Teacher, Overload added for 12 weeks during Trimester 2 at WHS

**Leaves of Absence**

**Andrews, Irvin**, Assistant Principal at WMS

**Compton, Brooke**, Business Education Teacher at WHS

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

**Retirements/Resignations/Terminations**

**Forbes, Claire**, Special Education Teacher at WEC

**Melchert, Pamela**, French Teacher at WHS

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

5.C. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report

**Presenter:** Stella  
Atkinson and Sam  
Stanton

6.B. Finance Report

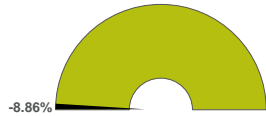
**Presenter:** Ra Chhoth,  
Director of Finance &  
Operations

6.B.1. Budget to Actual Reporting

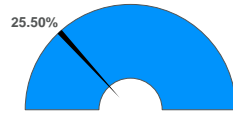
# General Fund | Revenue Dashboard Summary

For the Period Ending November 30, 2022

**Projected Year-End Balances as % of Budgeted Revenue**

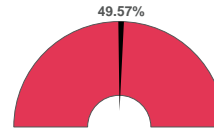


**Actual YTD Revenues**



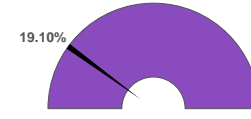
*Projected YTD Revenues*  
27.64%

**Actual YTD by Local Sources**



*Projected YTD Local Sources*  
46.17%

**Actual YTD by State Sources**

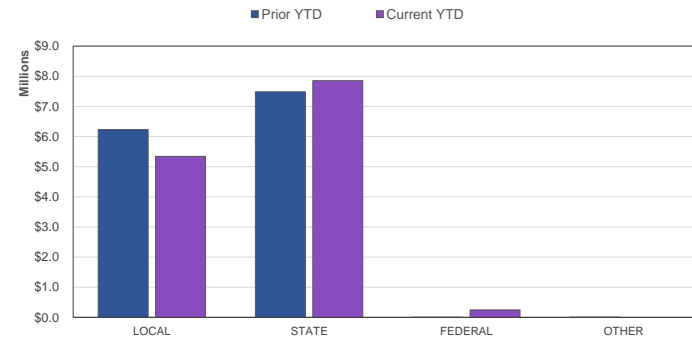


*Projected YTD State Sources*  
23.13%

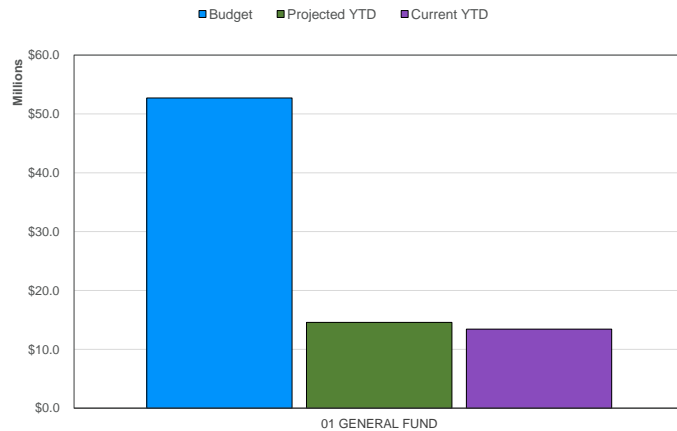
**Top 10 General Fund Sources of Revenue (Year-to-Date)**

General Education Aid	\$6,953,894.58
Property Tax Levy, General	\$5,201,648.70
State Aid For Special Education	\$800,858.20
Fees From Patrons	\$235,961.15
Direct Federal Aid (Requires Fin)	\$164,042.13
Admissions & Student Activity Rev	\$96,441.75
Endowment Fund Apportionment	\$91,134.43
Federal Aid/Mde (Requires Fin)	\$82,175.86
Fiscal Disparity	\$76,087.80
Interest Earnings	\$46,492.72
<b>Percent of Total Revenues Year-to-Date</b>	<b>102.28%</b>

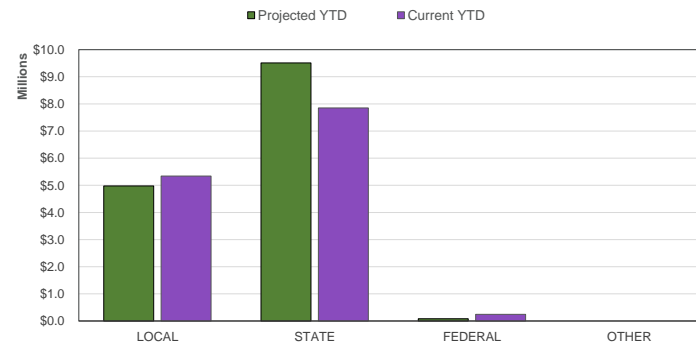
**Revenue by Source | Prior YTD vs. Current YTD**



**Total Revenue | Budget / Projected YTD / Current YTD**



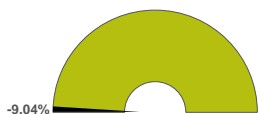
**Revenue by Source | Projected YTD vs. Current YTD**



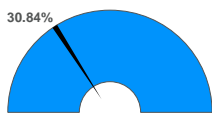
# General Fund | Expenditure Dashboard Summary

For the Period Ending November 30, 2022

Projected Year-End Balances as % of Budgeted Expenditures

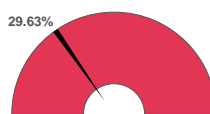


Actual YTD Expenditures



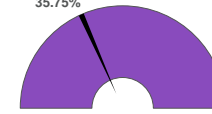
Projected YTD Expenditures 30.73%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits 29.07%

Actual YTD Other Objects

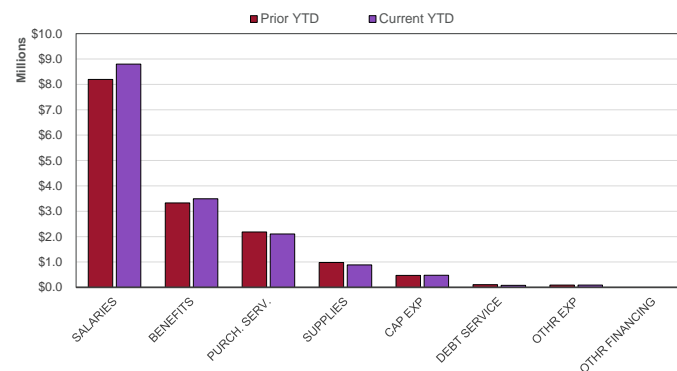


Projected YTD Other Objects 37.48%

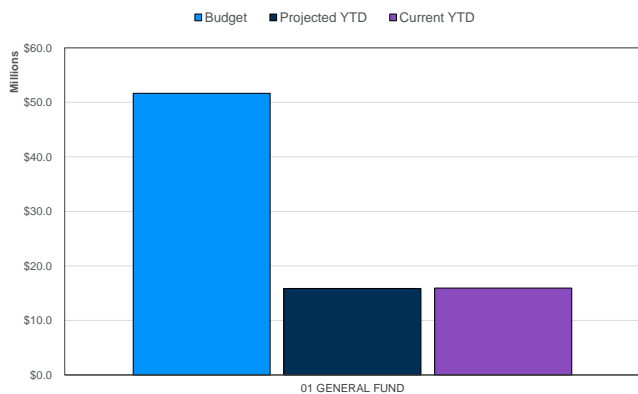
Top 10 General Fund Expenditures by Program (Year-to-Date)

Licensed Classroom Teacher	\$4,435,901.33
Health Insurance	\$1,708,739.86
Non, Instructional Support	\$1,218,040.70
Administration/Supervision	\$1,038,023.94
Transport Contr <=\$25,000	\$831,102.81
Fica/Medicare	\$638,972.02
Tra	\$545,689.32
Certified Para/Pca	\$466,294.12
Textbooks	\$321,254.01
Other Licensed/Certified Salary	\$301,548.06
Percent of Total Expenditures Year-to-Date	72.21%

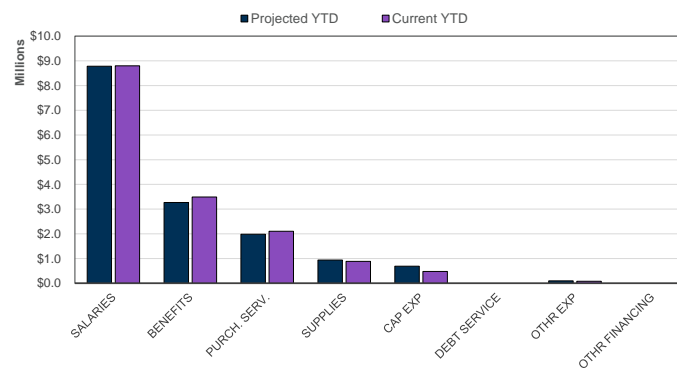
Expenditures by Object | Prior YTD vs. Current YTD



Expenditures by Fund | Budget / Projected YTD / Current YTD



Expenditures by Object | Projected YTD vs. Current YTD





# MNTrust Monthly Statement

Waconia ISD 110

**Please Note:**

THE FUND WILL BE CLOSED DECEMBER 26TH IN OBSERVANCE OF CHRISTMAS DAY AND JANUARY 2ND IN OBSERVANCE OF NEW YEARS DAY

## Activity Summary (30553-301) 2008 Opeb Bonds (Municipal Advisory Account)

11/1/2022 - 11/30/2022

<b>Investment Pool Summary</b>		<b>IS</b>
Beginning Balance		\$81,092.53
Dividends		\$233.76
Purchases		\$0.00
Redemptions		(\$20.83)
Ending Balance		\$81,305.46
Average Monthly Rate		3.508%
Share Price		\$1.000
<b>Total</b>		<b>\$81,305.46</b>
<b>Total Fixed Income</b>		<b>\$1,013,301.01</b>
<b>Account Total</b>		<b>\$1,094,606.47</b>

**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 (30553-301) 2008 Opeb Bonds

IS 11/1/2022 - 11/30/2022

Transaction	Trade Date	Settle Date	Description	Redemption	Purchase	Share Price	Shares this Transaction
10371111	11/15/2022	11/15/2022	Banking Fee Redemption, OPEB Fees - September 2022	(\$20.83)	\$0.00	\$1.000	(20.830)
10405065	11/30/2022	11/30/2022	Dividend Reinvest	\$0.00	\$233.76	\$1.000	233.760
				<b>(\$20.83)</b>	<b>\$233.76</b>		<b>212.930</b>

Beginning Balance: \$81,092.53 | Ending Balance: \$81,305.46



# MNTrust Monthly Statement

Waconia ISD 110

## Current Portfolio

11/30/2022

Type	Code	Holding Id	Trade Date	Settle Date	Maturity Date	Description	Cost	Rate	NAV	Face/Par	Market Value
IS				11/30/2022		IS Account Balance	\$81,305.46	3.508%	\$1.000	\$81,305.46	\$81,305.46
SEC	6	49576-1	11/09/2021	11/10/2021	06/30/2023	US TREASURY N/B, 91282CCK5	\$279,770.31	0.175%		\$280,000.00	\$272,562.64
SEC	15	48591-1	07/08/2021	07/12/2021	08/01/2023	NEW YORK, 64966MEE5	\$486,830.70	0.230%		\$470,000.00	\$462,616.30
CD	N	291225-1	08/25/2021	08/25/2021	08/23/2024	BANK OF THE VALLEY, NE	\$246,700.00	0.311%		\$248,998.24	\$246,700.00
							<b>\$1,094,606.47</b>			<b>\$1,080,303.70</b>	<b>\$1,063,184.40</b>

**Time and Dollar Weighted Average Portfolio Yield:** 0.259%

**Weighted Average Portfolio Maturity:** 332.60 Days

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments.

## Portfolio Summary

Type	Allocation (%)	Allocation (\$)	Description
IS	7.428%	\$81,305.46	IS Account
SEC	70.034%	\$766,601.01	Securities
CD	22.538%	\$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](http://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](http://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.

;

# WACONIA PUBLIC SCHOOLS

## ENROLLMENT ANALYSIS

### Fiscal Year 22-23

MONTHS REPORTED: 4

<b>REGULAR ED</b>																			
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	210		64		35	245	294	284	290	265	319	313	340	300	350	336	361	336	4,097
OCT	201		79		41	242	291	279	287	267	313	310	336	297	347	335	351	332	4,066
NOV	202		80		41	243	294	278	289	266	313	309	339	296	346	335	351	333	4,072
DEC	200		89		42	242	294	278	288	267	313	308	337	297	348	332	351	338	4,082
JAN						-													-
FEB						-													-
MAR						-													-
APR						-													-
MAY						-													-
TOTALS	813	-	312	-	159	972	1,173	1,119	1,154	1,065	1,258	1,240	1,352	1,190	1,391	1,338	1,414	1,339	16,317
AVERAGE	203.3	-	78.0	-	39.8	243.0	293.3	279.8	288.5	266.3	314.5	310.0	338.0	297.5	347.8	334.5	353.5	334.8	4,079.3
EXTENDED TIME	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TUITION - OUT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>ALC</b>																			
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7.00	19.00	26.00
OCT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	8.00	19.00	27.00
NOV	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	9.00	17.00	26.00
DEC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.00	9.00	15.00	26.00
JAN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FEB	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MAR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
APR	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
MAY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
JUN	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTALS	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.00	33.00	70.00	105.00
AVERAGE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0	33.0	70.0	105.0
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	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	2.0	33.0	70.0	105.0
AVG TOTALS	203.3	-	78.0	-	39.8	243.0	293.3	279.8	288.5	266.3	314.5	310.0	338.0	297.5	347.8	336.5	386.5	404.8	4,184.3

7. **ACTION ITEMS**

7.A. Truth in Taxation Presentation and Levy  
Approval and Certification

**Presenter:** Ra Chhoth,  
Director of Finance &  
Operations



# Waconia Public Schools Truth in Taxation Hearing for Taxes Payable in 2023

Presented by Ra Chhoth  
Director of Finance and Operations



# Minnesota State Law Requirement

Public Meetings are to be held between November 25th & December 28th at 6:00 PM or later

1. May be part of regularly scheduled meeting
2. Time must be allow for public comments
3. Levy may be adopted at same meeting as the hearing
4. Presentation material to include Current FY 22-23 Budget
5. Proposed Property Tax Levy

# Hearing Agenda



- Waconia Public Schools information on School Funding
- Waconia Public Schools District's Budget
- Waconia Public Schools Proposed Tax Levy for Taxes Payable in 2023
- Public Comments



# MN Legislature Must Set Funding for Minnesota Public Schools

Revenue is based on per pupil formula

The state sets tax policy which affects public schools such as ISD 110

The state has the authority to authorized maximum property tax levy. ISD 110 can levy less but the maximum is set by the state unless approved by voters.

State also has authority for school board to submit referendums for operating and capital needs to voters for approval



# Change in Tax Levy does not Determine Change in Budget

- Tax levy is based on many state-determined formulas plus voter approved referendums
- Some increases in tax levies are revenue neutral, offset by reductions in state aid
- Expenditure budget is limited by state-set revenue formulas, voter-approved levies, and fund balance
- An increase in school taxes does not always correlate to an equal increase in budget



# Waconia Public Schools Budget Information

Due to approval of the ISD 110 budgets lagging behind certification of the tax levy by six months, the state of Minnesota only requires current year budget information and prior year actual financials results to be presented at this hearing today.



ISD 110 has 8 funds consisting of

- General (FUND 1)
- Food Service (FUND 2)
- Community Service (FUND 4)
- Debt Service (FUND 07)
- Trust (FUND 08)
- Internal Service (FUND 20)
- OPEB Debt Service (FUND 47)
- OPEB (FUND 45)

# ISD 110 FUNDS BUDGET INFORMATION

Because approval of school district budget lags certification of tax levy by six months, state requires only current year budget information be presented at this hearing. Fiscal Year 2023-24 budget will be adopted by School Board in June 2023.





Division of School Finance  
1500 Highway 36 West  
Roseville, MN 55113-4266

## District Revenues and Expenditures Budget for Fiscal Year (FY) 2022 and FY 2023

ED-00110-44

**General Information:** Minnesota Statutes, section 123B.10, requires that every school board shall publish the subject data of this report.

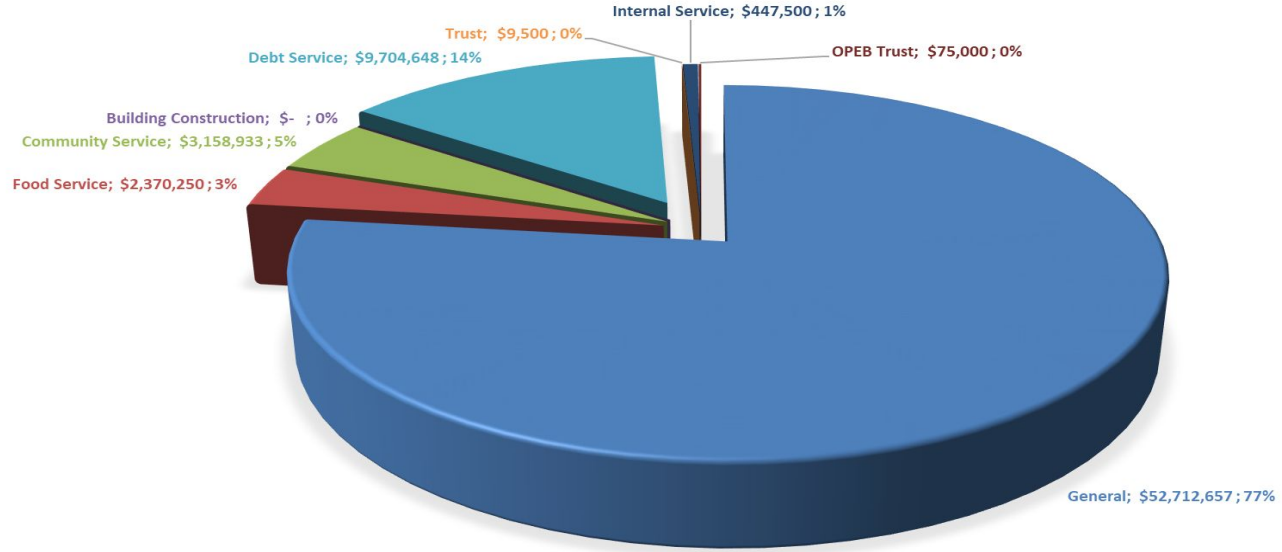
District Name:		WACONIA					District Number:	0110-01
Fund	FY 2022 Beginning Fund Balances	FY 2022 Actual Revenues and Transfers In	FY 2022 Actual Expenditures and Transfers Out	June 30, 2022 Actual Fund Balances	FY 2023 Budget Revenues and Transfers In	FY 2023 Budget Expenditures and Transfers Out	June 30, 2023 Projected Fund Balances	
General Fund/Restricted	\$ 314,204	\$ 4,317,745	\$ 4,076,046	\$ 555,903	\$ 4,021,948	\$ 4,875,041	\$ (297,190)	
General Fund/Other	\$ (5,065,250)	\$ 48,945,986	\$ 48,720,048	\$ (4,839,312)	\$ 48,690,709	\$ 46,789,647	\$ (2,938,250)	
Food Service Fund	\$ 1,520,912	\$ 4,704,730	\$ 3,173,194	\$ 3,052,448	\$ 2,370,250	\$ 2,492,391	\$ 2,930,307	
Community Service Fund	\$ 395,720	\$ 3,456,751	\$ 3,101,049	\$ 751,422	\$ 3,158,933	\$ 2,985,126	\$ 925,229	
Building Construction Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Debt Service Fund	\$ 1,492,365	\$ 9,634,655	\$ 9,363,331	\$ 1,763,689	\$ 9,704,648	\$ 9,527,369	\$ 1,940,968	
Trust Fund	\$ 27,101	\$ 5,547	\$ 7,950	\$ 24,698	\$ 9,500	\$ 9,500	\$ 24,698	
Internal Service Fund	\$ 242,050			\$ 207,461			\$ 231,461	
* OPEB Revocable Trust Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
OPEB Irrevocable Trust Fund	\$ 1,748,702	\$ 79,369	\$ 365,777	\$ 1,462,294	\$ 75,000	\$ 230,000	\$ 1,307,294	
OPEB Debt Service Fund	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total - All Funds</b>	<b>\$ 675,804</b>	<b>\$ 71,144,783</b>	<b>\$ 68,807,395</b>	<b>\$ 2,978,603</b>	<b>\$ 68,030,988</b>	<b>\$ 66,909,074</b>	<b>\$ 4,124,517</b>	
<b>Long-Term Debt</b>		<b>Current Statutory Operating Debt per Minnesota Statutes, section 123B.81</b>						
Outstanding July 1, 2021	\$ 119,772,546	Amount of General Fund Deficit, if any, in excess of 2.5% of expenditures 06/30/2022					\$ 3,663,870.65	
Plus: New Issues	\$ 498,429							
Less: Redeemed Issues	\$ 7,851,336	<b>Cost per student - Average Daily Membership (ADM) 06/30/2022</b>						
Outstanding June 30, 2022	\$ 112,419,639							
<b>Short-Term Debt</b>		<b>Total Operating Expenditures</b>					\$ 56,243,424.49	
Certificates of Indebtedness	\$ -	<b>FY 2022 Total ADM Served + Tuitioned Out ADM + Adjusted Extended ADM</b>					\$ 3,995.00	
Other Short-Term Indebtedness	\$ -	<b>FY 2022 Operating Cost per ADM</b>					\$ 14,078.45	

*The complete budget may be inspected upon request to the superintendent.*

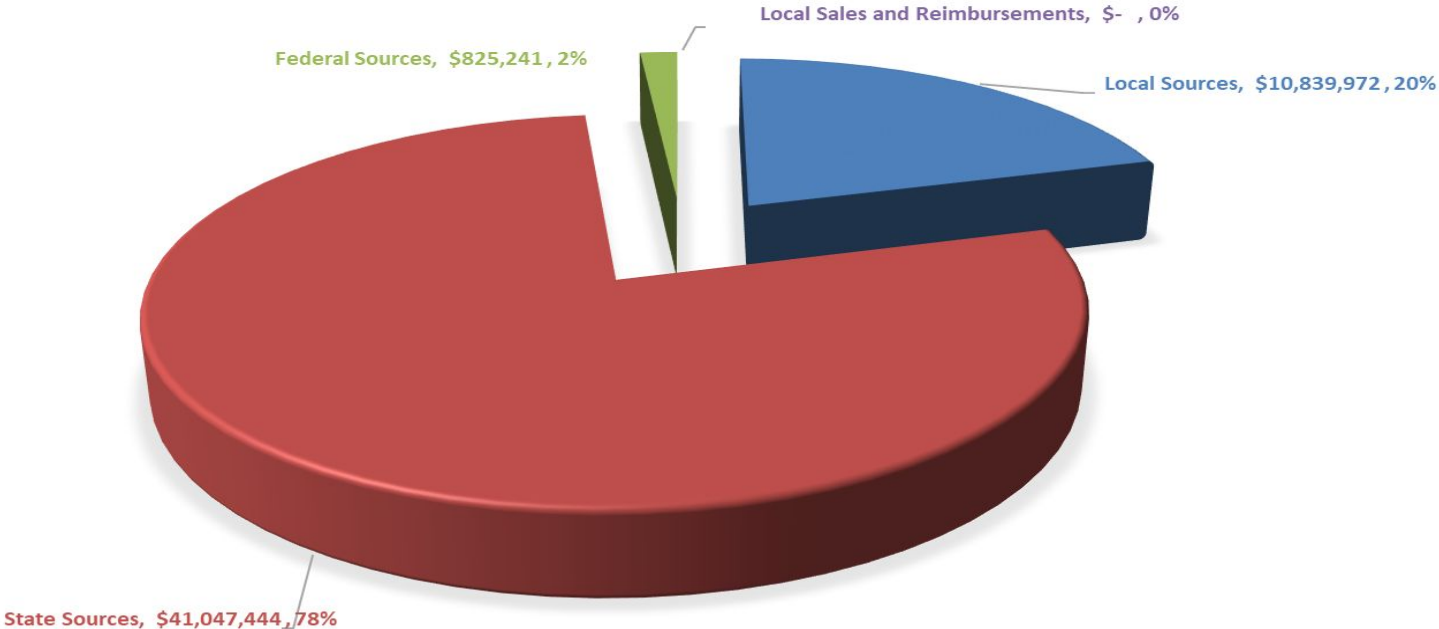
Comments:



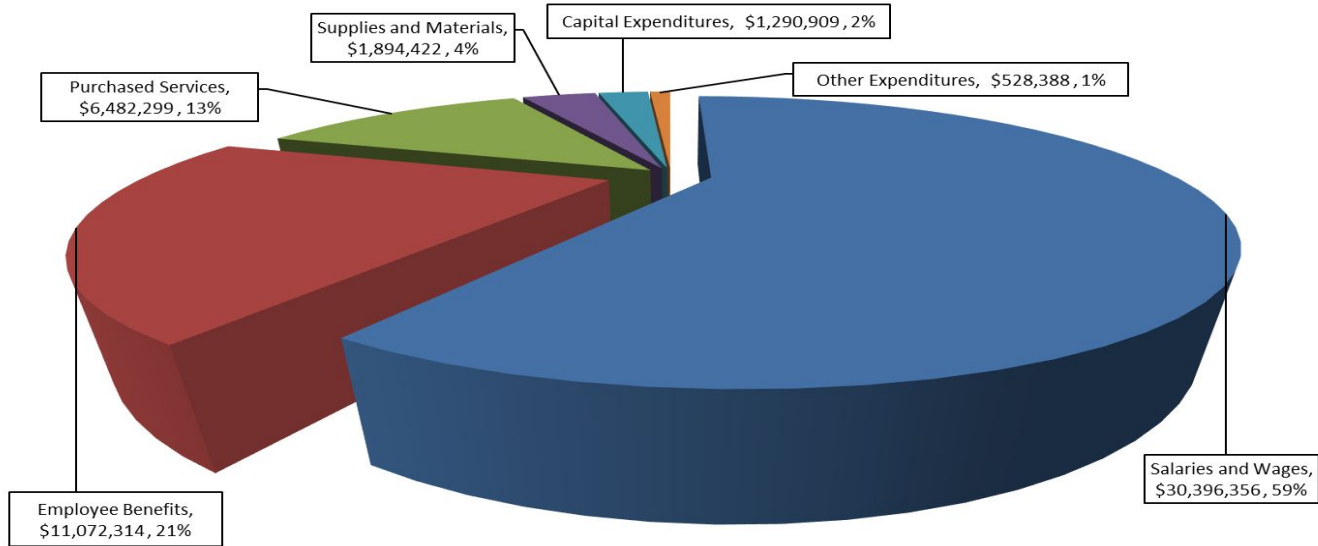
**WACONIA PUBLIC SCHOOLS, ISD 110**  
**REVENUE - ALL FUNDS - \$64,184,439 - 2022-2023 BUDGET**



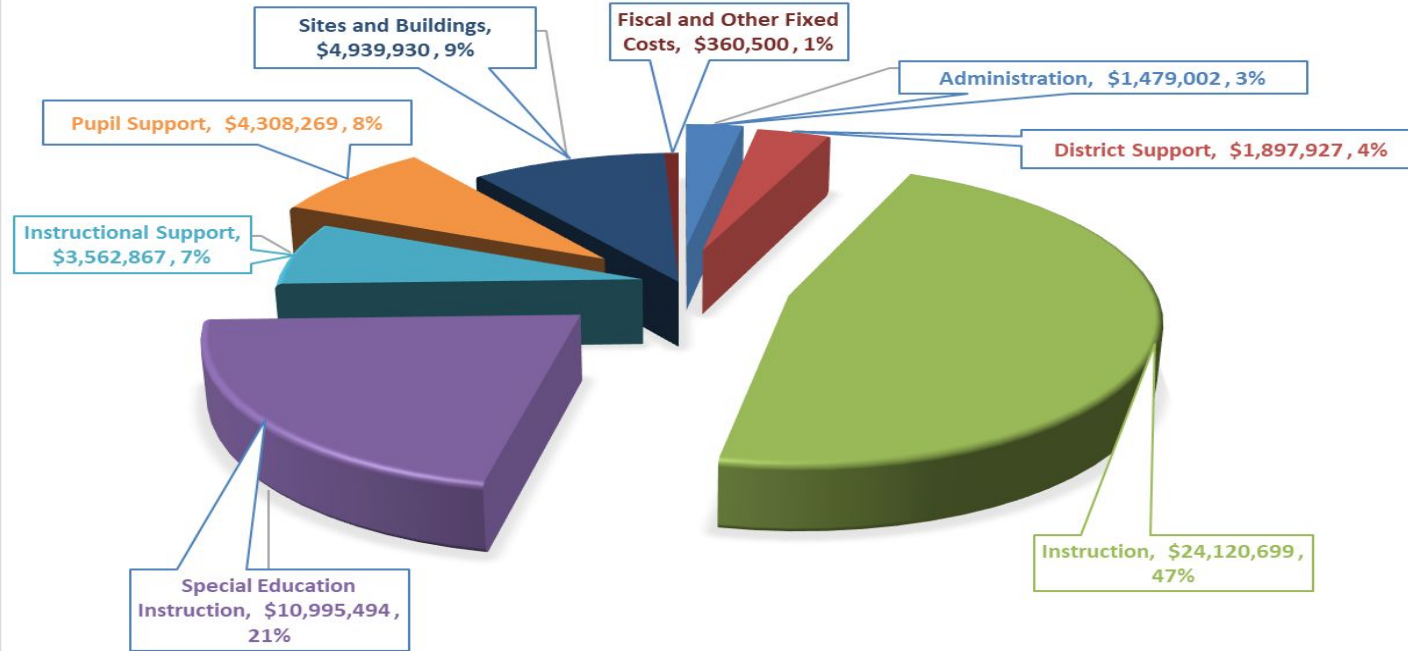
**WACONIA PUBLIC SCHOOLS, ISD 110  
GENERAL FUND REVENUE  
2022-20223 BUDGET \$52,712,657**



**Waconia Public Schools, ISD 110**  
**General Fund Budget - Expenditures by Object**  
**2022-2023 Budget \$51,664,688**



**WACONIA PUBLIC SCHOOLS, ISD 110**  
**GENERAL FUND BUDGET - EXPENDITURES BY PROGRAM**  
**2022-2023 BUDGET \$51,664,688**



# Payable 2023 Property Tax Levy

Determination of levy

Comparison of 2022 to 2023 levies

Special reasons for changes in the tax levies

Impact on taxpayers

Estimates prepared by PMA, ISD 110 municipal financial advisors



# Property Tax Background

- ❖ Every owner of taxable property pays property taxes for the various “taxing jurisdictions” (county, city or township, school district, special districts) in which the property is located
- ❖ Each taxing jurisdiction sets its own tax levy, often based on limits in state law
- ❖ Property Taxes are allocated based upon the property’s value
- ❖ County sends out bills, collects taxes from property owners, and distributes funds back to other taxing jurisdictions



# Factors Impacting Individual Taxpayers' School Taxes

**Many Factors can cause tax bill for an individual property to increase or decrease from year to year**

- ★ Changes in value of individual property
- ★ Changes in total value of all property in District
- ★ Increases or decreases in levy amounts caused by changes in state funding formulas, local needs, and costs, overter-approved referendums, and other factors



# Waconia Public School District Property Taxes

- ★ Each school district may levy taxes in over 40 different categories
- ★ “Levy limits” (maximum levy amounts) for each category are set either by:
  - ★ State law
  - ★ Voter approval
- ★ Minnesota Department of Education (MDE) calculates detailed levy limits for each district



## Minnesota School District Property Taxes - Key Steps in the Process

**Step 1.** The **City or County Assessor** determines the estimated market value for each parcel of property in the county.



**Step 2.** The **Legislature** sets the formulas for tax capacity. (E.g., for homestead residential property, tax capacity = 1% of first \$500,000 in value + 1.25% of value over \$500,000.) These formulas determine how much of the tax burden will fall on different types of property.



**Step 3.** The **County Auditor** calculates the tax capacity for each parcel of property in the county (based on values from step 1 and tax capacity formulas from step 2), as well as the total tax capacity for each school district.



**Step 7.** The **County Auditor** divides the final levy (determined by the school board in step 6) by the district's total tax capacity (determined in step 3) to determine the tax rate needed to raise the proper levy amount. The auditor multiplies this tax rate times each property's tax capacity, to determine the school tax for that property.\*

**Step 4.** The **Legislature** sets the formulas which determine school district levy limits. These are the maximum amounts of taxes that school districts can levy in every category.



**Step 5.** The **Minnesota Department of Education** calculates detailed levy limits for each school district, based on the formulas approved by the Legislature in step 4. These limits tell districts the exact amounts that can be levied in every category.



**Step 6.** The **School Board** adopts a proposed levy in September, based on the limits set in step 5. After a public hearing, the board adopts a final levy in December. Final levy cannot be more than the preliminary levy, except for amounts approved by voters.



\* For certain levy categories (referendum, equity and transition levies), tax rates and levy amounts are based on **referendum market value**, rather than **tax capacity**.



# ISD 110 Proposed Levy Payable in 2023 Timeline :

September 20: School Board approved proposed levy amounts

Mid-November: Carver county mailed out proposed property tax statements to property owners

December 19: Public hearing on proposed levy at 6pm the the regular business meeting

December 19: School Board to certify final levy amounts



# 2023 Property Tax Levy Highlights

General Fund Levy increase by total dollars of \$403,668 or 4.2% from the Final Pay 2022 to Proposed Pay 2023 due to primary increases in Operating Referendum and Long Term Facilities Maintenance

Community Service Fund Levy decrease by \$(27,479) or -9.3%

Debt Service Fund levy decrease by \$(361,708) or -3.9 %

Total levy increase of \$14,481 or 0.08% for 2023



# Explanation of Levy Changes

Category: General Fund – Voter Approved Operating Referendum

Change: + \$403,668

Use of Funds: General Operating Expenses

Reason for Change:

- Voter Approved operating referendum authority includes an annual inflationary increase
- Inflation factor is defined by the State, as set in statute
- Revenue is based on estimated number of students and enrollment is projecting to slightly increase



# Explanation of Levy Changes

**Category:** Debt Service Fund – Reduction for Debt Excess

**Change:** -\$361,708

**Use of Funds:** Payments on bonds

**Reason for Change:**

- Districts are required to levy at 105% of debt service payment amounts to cover delinquencies in tax collections
- Because delinquencies are generally less than 5%, most districts gradually build up fund balances in debt service funds
- Formulas in state law determine adjustments to tax levy for debt excess balances



# 2023 Property Tax Levy Summary- District

## Waconia Public School District Proposed Property Tax Levy Summary by Fund

	Final Pay 2022	Proposed Pay 2023	\$ Change	% Change
<b>General Fund (Fund 1)</b>				
Operating Referendum	4,466,300	4,772,478	306,179	6.9%
Local Optional	2,881,214	2,909,176	27,962	1.0%
Equity	536,169	535,066	(1,104)	-0.2%
Operating Capital	333,269	358,106	24,836	7.5%
Reemployment Insurance	20,000	20,000	-	0.0%
Safe Schools	165,240	162,569	(2,671)	-1.6%
Safe Schools Intermediary	15,101	14,857	(244)	-1.6%
Career & Technical	190,532	190,532	-	0.0%
Annual OPEB	25,231	20,622	(4,609)	-18.3%
Long Term Facilities Maintenance	486,725	528,435	41,710	8.6%
Building/Land Lease	637,320	649,268	11,947	1.9%
<i>Adjustments and Abatements</i>	<i>(191,407)</i>	<i>(191,746)</i>	<i>(339)</i>	-
<b>General Fund Total Levy</b>	<b>9,565,695</b>	<b>9,969,363</b>	<b>403,668</b>	<b>4.2%</b>
<b>Community Service (Fund 4)</b>				
Basic Community Education	167,435	167,435	-	0.0%
Early Childhood Education	88,753	95,106	6,354	7.2%
Home Visiting	2,856	3,159	303	10.6%
School-age Care	36,000	-	(36,000)	-
<i>Adjustments and Abatements</i>	<i>983</i>	<i>2,847</i>	<i>1,864</i>	<i>189.6%</i>
<b>Community Service Fund Total Levy</b>	<b>296,026</b>	<b>268,547</b>	<b>(27,479)</b>	<b>-9.3%</b>
<b>Debt Service Fund (Fund 7)</b>				
Voter Approved Debt Service	7,854,139	7,852,695	(1,444)	0.0%
Non-Voter Approved Debt Service	1,541,662	1,563,979	22,317	1.4%
<i>Adjustments and Abatements</i>	<i>(165,465)</i>	<i>(548,046)</i>	<i>(382,581)</i>	-
<b>Debt Service Fund Total Levy</b>	<b>9,230,337</b>	<b>8,868,628</b>	<b>(361,708)</b>	<b>-3.9%</b>
<b>Total Property Tax Levy All Funds</b>	<b>19,092,057</b>	<b>19,106,538</b>	<b>14,481</b>	<b>0.08%</b>



## Waconia Public School District

### Estimated Tax Impacts - Pay 2023 Levy Total School Taxes

Summary					
	Pay 2022		Est. Pay 2023		% Change
Referendum Market Value	\$	2,995,167,800	\$	3,722,697,300	24.29%
RMV Tax Rate		0.23807%		0.20365%	-14.46%
Net Tax Capacity	\$	32,306,900	\$	40,734,899	26.09%
NTC Tax Rate		31.26%		24.11%	-22.86%

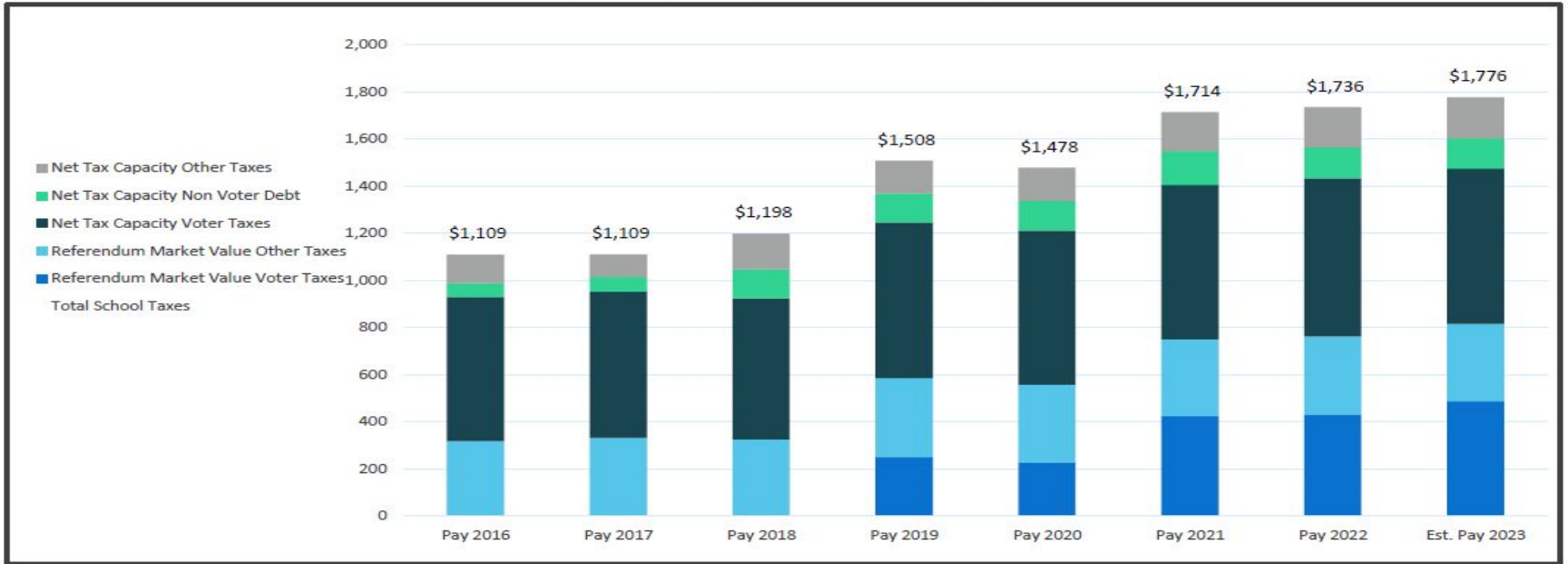
Types of Property	Pay 2022 Value	Pay 2023 Est. Value			\$ Change	% Change
			Pay 2022	Pay 2023		
<b>Residential Homestead</b>	\$100,000	\$125,000	\$463	\$493	\$31	6.66%
	200,000	250,000	1,041	1,077	\$35	3.38%
	300,000	375,000	1,620	1,660	\$39	2.43%
	320,000	400,000	1,736	1,776	\$40	2.33%
	400,000	500,000	2,199	2,224	\$25	1.14%
	500,000	625,000	2,753	2,855	\$102	3.71%
	600,000	750,000	3,382	3,487	\$105	3.09%
<b>Commercial / Industrial**</b>	\$100,000	\$105,000	\$519	\$442	(\$78)	-14.96%
	250,000	262,500	1,392	1,186	(\$207)	-14.84%
	500,000	525,000	2,925	2,480	(\$445)	-15.23%
	1,000,000	\$1,050,000	5,991	5,068	(\$923)	-15.40%
<b>Agricultural Homestead</b>	\$6,000	\$6,600	\$4.74	\$3.39	(\$1.35)	-28.42%
	7,000	7,700	5.53	3.96	(\$1.57)	-28.42%
	8,000	8,800	6.32	4.52	(\$1.80)	-28.42%
	9,000	\$9,900	7.11	5.09	(\$2.02)	-28.42%
<b>Agricultural Non-Homestead</b>	\$6,000	\$6,600	\$9.48	\$6.78	(\$2.69)	-28.42%
	7,000	7,700	11.06	7.91	(\$3.14)	-28.42%
	8,000	8,800	12.64	9.05	(\$3.59)	-28.42%
	9,000	\$9,900	14.22	10.18	(\$4.04)	-28.42%

\*Actual taxes may be lower in certain taxing districts due to Disparity Reduction Aid.

\*\*Commercial Industrial taxes will have small variations from one taxing City/township to the next due to differences in the Twin Cities Metropolitan Area Fiscal Disparities Program

# Waconia Public School District

## Residential Homestead School Tax Trend



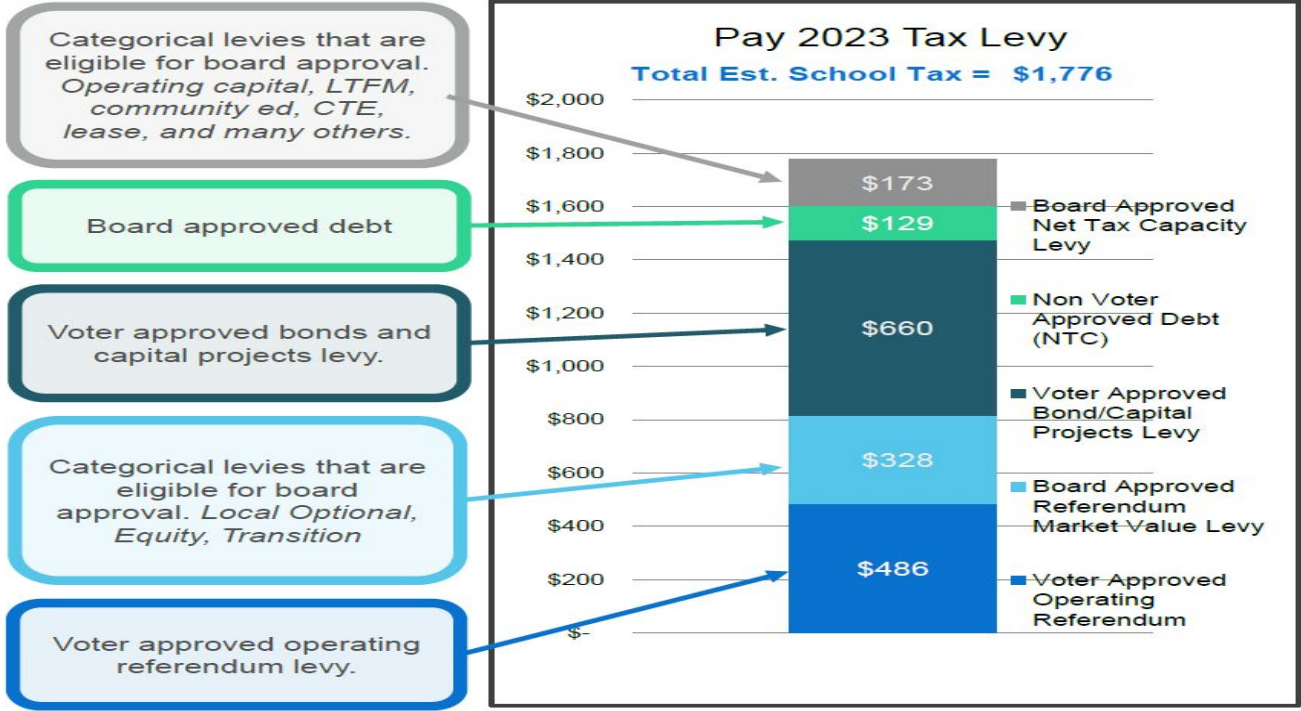
	Pay 2016	Pay 2017	Pay 2018	Pay 2019	Pay 2020	Pay 2021	Pay 2022	Est. Pay 2023
Home Value*	252,901	263,017	273,537	284,479	295,858	307,692	320,000	400,000
Referendum Market Value Voter Taxes	0	0	0	249	226	423	431	486
Referendum Market Value Other Taxes	317	330	324	337	331	326	331	328
Net Tax Capacity Voter Taxes	613	622	600	660	654	656	672	660
Net Tax Capacity Non Voter Debt	58	62	122	123	125	142	131	129
Net Tax Capacity Other Taxes	121	95	151	139	141	166	171	173
<b>Total School Taxes</b>	<b>\$ 1,109</b>	<b>\$ 1,109</b>	<b>\$ 1,198</b>	<b>\$ 1,508</b>	<b>\$ 1,478</b>	<b>\$ 1,714</b>	<b>\$ 1,736</b>	<b>\$ 1,776</b>

\*The chart assumes a 4% annual increase in the home value for taxes payable from 2016 to 2022. A 25% increase in value is assumed for taxes payable in 2023.

# Waconia Public School District

Pay 2023 Tax Levies for Residential Homestead

Home Value = \$400,000



# Tax Credit Options for Homeowners

- ★ Minnesota Homestead Credit Refund “Circuit Breaker”
- ★ Has existed since 1970s
- ★ Available each year to owners of homestead property (applies to taxes paid on house, garage and one acre for ag homestead property)
- ★ Annual income must be approximately \$119,790 or less (income limit is higher if you have dependents)
- ★ Sliding scale refund based on income and total property taxes
- ★ Maximum refund for homeowners is \$2,930
- ★ Also available to renters
- ★ Complete state tax form M1PR ( [www.revenue.state.mn.us](http://www.revenue.state.mn.us) Minnesota Special Property Tax Refund )



# Minnesota Special Property Tax Refund

- ★ Available each year to owners of homestead properties with a gross tax increase of at least 12% and \$100 over prior year
- ★ Helpful in first year after referendum
- ★ Refund is 60% of amount by which tax increase exceeds greater of 12% or \$100, up to a maximum of \$1,000
- ★ No income limits
- ★ Complete state tax form M1PR ([www.revenue.state.mn.us](http://www.revenue.state.mn.us) )



# Tax Credit Options for Homeowners

## Senior Citizen Property Tax Deferral

- ★ Allows people age 65 and older with household income of \$60,000 or less to defer a portion of property taxes on their home
- ★ You have lived in, owned your home, and had it homesteaded for the last 15 years
- ★ Limits maximum amount of property tax paid to 3% of household income
- ★ Additional taxes are deferred, not forgiven
- ★ Provides predictability; amount of tax you pay will not change for as long as you participate in the program
- ★ Deferred property taxes plus accrued interest must be paid when home is sold or homeowner(s) dies



# Public Comments and Questions



# LEVY APPROVAL

## Waconia Public Schools Recommends the Board of Education to

- ❖ Approve the 2022 Pay 2023 Levy in the amount of \$19,106,538.28
- ❖ Direct the Board Clerk to certify the levy in amount of \$19,106,538.28 to Carver County Auditor



7.B. Approve Vendor for Waste and Recycling Removal

**Presenter:** Ra Chhoth,  
Director of Finance  
& Operations



**TITLE: Waste Disposal Services Vendor Selection**

**TYPE: Action**

**PRESENTER(S): Ra Chhoth, Director of Finance and Operations and Tim Bisek, Director of Building and Grounds**

**BACKGROUND:** Waconia Public Schools ISD #110 went out for a request for proposal for waste disposal services concerning our district property. A total of two bids came back to the district. The bidders were Waste Management and Republic Services (current vendor). During the process these vendor's bids were brought to finance and facilities committee to seek recommendation base on what is best for Waconia Public Schools ISD #110 in terms of vendor experience, references/reputation, fixed pricing and increase controls though the life of the agreement including competitive pricing for various waste pickup frequency. After carefully reviewing the proposed options, the District recommends the selection of Waste Management proposal based on timeline requirements and prior experience with lowest overall cost.

**RECOMMENDATION:** To approve Waste Management Services as the vendor for waste disposal services for the district



## Sourcing Summary

### Project Overview

<b>Department:</b>	Facilities	<b>Date:</b>	11/28/2022
<b>Category:</b>	Waste/Recycling Services	<b>Sourcing Process:</b>	RFP
<b>Participating Vendors:</b>	<ul style="list-style-type: none"> <li>Republic Services (Quoted)</li> <li>Waste Management (Quoted)</li> </ul>		
<b>Profess Notes:</b>	<ul style="list-style-type: none"> <li>Service-levels were updated from current contract to reflect current service needs/requirements and build in seasonality to reduce service costs during out-of-session months.</li> <li>Vendors solicited were determined based on which providers currently offer COMMERCIAL services in the city of Waconia.</li> </ul>		

### Service Specifications

#### Waste

Site	Container Size	Qty	In-Session Frequency	Out-of-Session Frequency
Learning Center	2-yd	1	1x	1x
High School	8-yd	2	2x	1x
High School	6-yd	1	EOW	EOW
Stadium	4-yd	1	1x	1x
Middle School	8-yd	1	3x	1x
Laketown Elementary	8-yd	1	1x	1x
Bayview Elementary	6-yd	1	2x	1x
Southview Elementary	8-yd	1	2x	1x
District Office	6-yd	1	1x	1x

#### Recycling

Site	Container Size	Qty	In-Session Frequency	Out-of-Session Frequency
Learning Center	2-yd	1	1x	EOW*
High School	8-yd	1	1x	EOW*
Middle School	6-yd	1	2x	EOW*
Laketown Elementary	6-yd	1	1x	EOW*
Bayview Elementary	6-yd	1	1x	EOW*
Southview Elementary	4-yd	1	1x	EOW*
District Office	4-yd	1	1x	EOW*

### Annual Service Cost Estimates

Current	Republic Services	Waste Management
\$67,202.28	\$44,174.16	\$29,474.46

### Company Information

Data Point	Republic Services	Waste Management
Contact Name	Dustin Krause	Shauna Lang-Burke
Address	9813 Flying Cloud Dr	1901 Ames Dr
City, State, Zip	Eden Prairie, MN 55347	Burnsville, MN 55306
Website	republicservices.com	wm.com



## References

	Republic Services		Waste Management	
School	White Bear Schools	Osseo Area Schools	Edina Schools	Jordan Schools
Contact	Dan Roeser	Terry Woodworth	Curt Johansen	Tim Besek
Phone	651-407-7633	6510-407-7	952-451-7180	651-955-4629

## Qualification Checklist

Question/Data Point	Republic Services	Waste Management
Have you reviewed and agree with the District Terms, conditions, specifications, & requirements as described [Y/N] ?	Y	Y
Are you authorized to do business with Minnesota public schools? [Y/N] ?	Y	Y
Did you include a copy of your certificate of insurance and a draft of your agreement [Y/N] ?	Y	Y

## Questions/Data Points

Question/Data Point	Republic Services	Waste Management
Please provide the name of the account manager that will be assigned to the district	Brian Frederickson	Michael Donnelly
How do you define 'contamination' for recycling?	Contaminated recycling would be recycling that is bagged or has over 10% of non-recyclable material in it	Eligible recyclable materials must be clean, dry, non-shredded, empty, loose and unbagged
Describe how you communicate contamination occurrences for recycling?	Emails of contamination will be sent	We communicate electronically with images to show the contamination
Do you assess a fee for contamination?	Yes	Yes
What is the fee for contamination in the recycling?	\$50.00	\$50.00
When/how is that fee assessed?	On the invoice the month after occurrence	It is assessed at the time identified by our smart truck technology. The fee is then charged on the following month's billing statement.
Do you accept Credit Card Payment with <b>NO</b> additional fee assessed?	Yes	Yes
If "NO", state the fee charged OR 'n/a' if credit card payment is not available.	N/A	N/A
Do you assess an additional FUEL SURCHARGE?	Yes	No
IF YES, is your Fuel Surcharge FIXED or VARIABLE?	Variable – dependent on highway diesel fuel price matrix	N/A
IF VARIABLE, describe the basis for this charge (how it is determined)		
What is your FUEL SURCHARGE (%) as of August 31st, 2022?	29.69%	NA
Do you assess an ENVIRONMENTAL SURCHARGE or alike in your proposal?	Y	No
IF YES, is your Environmental Surcharge FIXED or VARIABLE?	Fixed	N/A
What is your ENVIRONMENTAL SURCHARGE (%) as of August 31st, 2022?	18%	N/A



### Service Pricing – In Session

Location - Site	Type	Freq	Republic Services		Waste Management	
			Monthly Service	On Call Charge	Monthly Service	On Call Charge
Leaming Center	Waste	1x	\$59.98	\$40.00	\$62.73	\$27.21
High School	Waste	2x	\$525.00	\$80.00	\$416.79	\$48.81
High School	Waste	EOW	\$49.88	\$60.00	\$62.60	\$41.58
Stadium	Waste	1x	\$83.98	\$50.00	\$82.99	\$35.10
Middle School	Waste	3x	\$395.00	\$80.00	\$310.37	\$48.81
Laketown Elementary	Waste	1x	\$155.00	\$80.00	\$121.46	\$48.81
Bayview Elementary	Waste	2x	\$295.00	\$80.00	\$215.91	\$48.81
Southview Elementary	Waste	2x	\$295.00	\$80.00	\$215.91	\$48.81
District Office	Waste	1x	\$115.00	\$60.00	\$101.85	\$41.58
Leaming Center	Recycling	1x	\$55.00	\$40.00	\$56.40	\$25.75
High School	Recycling	1x	\$95.00	\$80.00	\$73.59	\$37.76
Middle School	Recycling	1x	\$95.00	\$80.00	\$73.59	\$37.76
Laketown Elementary	Recycling	1x	\$85.00	\$50.00	\$62.82	\$30.44
Bayview Elementary	Recycling	1x	\$85.00	\$50.00	\$62.82	\$30.44
Southview Elementary	Recycling	1x	\$85.00	\$50.00	\$62.82	\$30.44
District Office	Recycling	1x	\$85.00	\$50.00	\$62.82	\$30.44

### Service Pricing – Out-of-Session

Location - Site	Type	Freq	Republic Services		Waste Management	
			Monthly Service	On Call Charge	Monthly Service	On Call Charge
Leaming Center	Waste	1x	\$59.98	\$40.00	\$62.73	\$27.21
High School	Waste	1x	\$262.50	\$80.00	\$235.39	\$48.81
High School	Waste	EOW	\$49.88	\$60.00	\$62.60	\$41.58
Stadium	Waste	1x	\$83.98	\$40.00	\$82.99	\$35.10
Middle School	Waste	1x	\$131.67	\$80.00	\$121.46	\$48.81
Laketown Elementary	Waste	1x	\$155.00	\$80.00	\$121.46	\$48.81
Bayview Elementary	Waste	1x	\$147.50	\$80.00	\$121.46	\$48.81
Southview Elementary	Waste	1x	\$147.50	\$80.00	\$121.46	\$48.81
District Office	Waste	1x	\$115.00	\$60.00	\$101.85	\$41.58
Leaming Center	Recycling	EOW	\$27.50	\$40.00	\$36.44	\$25.75
High School	Recycling	EOW	\$47.50	\$80.00	\$50.25	\$37.76
Middle School	Recycling	EOW	\$47.50	\$80.00	\$50.25	\$37.76
Laketown Elementary	Recycling	EOW	\$42.50	\$40.00	\$41.74	\$30.44
Bayview Elementary	Recycling	EOW	\$42.50	\$40.00	\$41.74	\$30.44
Southview Elementary	Recycling	EOW	\$42.50	\$40.00	\$41.74	\$30.44
District Office	Recycling	EOW	\$42.50	\$40.00	\$41.74	\$30.44



### Additional Fees

Fee Description	Republic Services	Waste Management
Delivery Service	\$150.00 per roll-off	\$75.00 per roll-off
Removal Service	\$60 per container	\$75.00 per roll-off
Extra Trip, Dry-Run & Container Relocation	\$121.06 per container	\$75.00 per container
Container Exchange Service	\$60 per container	\$127.50 per container
Overages	\$25 per yard	\$50.00 per instance
Extra Pickups for MSW	<ul style="list-style-type: none"> <li>• 2-yd \$45</li> <li>• 4-yd \$45</li> <li>• 6-yd \$60</li> <li>• 8-yd \$60</li> </ul>	<ul style="list-style-type: none"> <li>• 2-yd \$75</li> <li>• 4-yd \$100</li> <li>• 6-yd \$125</li> <li>• 8-yd \$150</li> </ul>
Additional Fees declared:		A one-time charge of \$127.50 applies when: <ul style="list-style-type: none"> <li>○ Adding a gravity/locking bar to an existing container</li> <li>○ A gravity/locking bar is requested</li> <li>○ Gravity/locking bar is replaced</li> </ul>

### Rate Changes (increases) Years 2, 3, 4

Description	Republic Services	Proposed Rate Increase (%)
Year 2	6%	7%
Year 3	6%	7%
Year 4	6%	7%

### Final Disposal Site

Type	Site	Republic Services	Waste Management
Waste	Site Name	Republic Services	HERC
	Site Address	9813 Flying Cloud Dr, Eden Prairie, MN 55347	505 North 6 <sup>th</sup> Ave., Minneapolis, MN 55405
	Site County	Hennepin	Hennepin
Recycling	Site Name	Republic Recycling Center	WM Merf
	Site Address	725 44 <sup>th</sup> Ave N, Minneapolis, MN 55412	1800 Broadway Street, Minneapolis MN 55413
	Site County	Hennepin	Hennepin
Organics	Site Name	Hennepin County Recycling	The Mulch Store
	Site Address	8100 Jefferson Hwy, Brooklyn Park, MN 55445	16014 Blaine Ave Rosemount, MN 55068
	Site County	Hennepin	Dakota

## 7.C. Field Trip Proposals

### 7.C.1. Field Trip Proposal - Spanish

APPENDIX V  
INSTRUCTIONAL FIELD TRIP AND TRAVEL/  
EXTRA-CURRICULAR FIELD TRIP AND TRAVEL  
APPLICATION FOR FINAL APPROVAL

*Must submit to applicable building principal, assistant principal, special education director, or activities director within 4 months prior to departure*

School WHS Group WORLD LANG - SPANISH

Organizer submitting request KARI STEVENSON

# of students 14 # of school personnel 1 # chaperones 1

Destination ARGENTINA

Educational objective or benefit EXPERIENCE CULTURE AND LANGUAGE.

Name of travel agency, if applicable: APERITAS AGENCY

**TIME**

LEAVE: Date: 7/31/23 Time: \_\_\_\_\_ RETURN: Date: 8/12/23 Time: \_\_\_\_\_

TIME ABSENT: School days: 0 Non-school days 13

**HEALTH AND SAFETY**

- Have reasonable accommodations been made for travelers with disabilities?  Y or N
- Is special insurance protection offered for students?  Y or N  
For adults?  Y or N
- Have all necessary contact information and health-related forms been received from participants? Y or N Submitted to administration?  Y or N
- Do you have at least one chaperone for every 12 students?  Y or N  
If less than one chaperone per 12 students, how many? \_\_\_\_\_
- Have you obtained proof that all participants have appropriate identification necessary to the trip?  Y or N
- Have all chaperones completed:  
District 110 criminal background checks Y or  N  
Signed chaperone agreements?  Y or N
- Who has signed off on discussing student conduct policies with students?  
KARI STEVENSON
- What emergency procedures are in place? Please give an assessment of medical or emergency personnel and facilities available, and procedures to follow if student(s) become lost or separated from the group. *Attach information to this application.*

**TRANSPORTATION**

Mode(s) and name(s) of carrier(s): TBD  
\_\_\_\_\_  
\_\_\_\_\_

Lodging arrangements, where applicable, with dates:

HOTELS & FAMILIES  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Meal arrangements:  # included w/trip  # not included

**COST ESTIMATE PER STUDENT/CHAPERONE**

TOTAL: \$ 5000.<sup>00</sup> Expenses paid by traveler: \$ 5000.<sup>00</sup>

Transportation: \$ — Expenses paid by district: \$ —

Meals: \$ — Expenses paid by other means: \$ —

Lodging: \$ — Explain financial assistance or scholarships for

Other: \$ — instances of financial need: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FINAL APPROVAL**

Required signatures:

Building Administration: Paul Gray Date: 12/12/22

*Distribution: Signed original to building, signed copies to organizer and school office.*

cc: Health Services

7.C.2. Field Trip Proposal - French

**APPENDIX V**  
**INSTRUCTIONAL FIELD TRIP AND TRAVEL/  
EXTRA-CURRICULAR FIELD TRIP AND TRAVEL**  
**APPLICATION FOR FINAL APPROVAL**

*Must submit to applicable building principal, assistant principal, special education director, or activities director within 4 months prior to departure*

School WHS Group WORLD LANG - FRENCH

Organizer submitting request PAM MELCHERT

# of students 7 # of school personnel 2 # chaperones 0

Destination FRANCE

Educational objective or benefit EXPERIENCE FRENCH CULTURE.  
ATTEND A HIGH SCHOOL, SEEING SIGHTS, BUILD  
LANGUAGE SKILLS, LIVE WITH A FRENCH FAMILY.

Name of travel agency, if applicable: XPERITAS AGENCY

**TIME**

LEAVE: Date: 3/1/23 Time: \_\_\_\_\_ RETURN: Date: 3/17/23 Time: \_\_\_\_\_

TIME ABSENT: School days: 2 Non-school days 10

**HEALTH AND SAFETY**

- Have reasonable accommodations been made for travelers with disabilities?  or N
- Is special insurance protection offered for students?  or N  
For adults?  or N
- Have all necessary contact information and health-related forms been received from participants?  or N Submitted to administration?  or N
- Do you have at least one chaperone for every 12 students?  or N  
If less than one chaperone per 12 students, how many? \_\_\_\_\_
- Have you obtained proof that all participants have appropriate identification necessary to the trip?  or N
- Have all chaperones completed:  
District 110 criminal background checks  or N  
Signed chaperone agreements?  or N
- Who has signed off on discussing student conduct policies with students?  
PAM MELCHERT
- What emergency procedures are in place? Please give an assessment of medical or emergency personnel and facilities available, and procedures to follow if student(s) become lost or separated from the group. *Attach information to this application.*

**TRANSPORTATION**

Mode(s) and name(s) of carrier(s): DELTA AIRLINES

Lodging arrangements, where applicable, with dates:

STAYING W/ FAMILIES + HOTEL

Meal arrangements:  # included w/trip  # not included

**COST ESTIMATE PER STUDENT/CHAPERONE**

TOTAL: \$ 3800.<sup>00</sup> Expenses paid by traveler: \$ 3800.<sup>00</sup>

Transportation: \$      Expenses paid by district: \$ 0

Meals: \$ 400.<sup>00</sup> + ETC . . . Expenses paid by other means: \$     

Lodging: \$      Explain financial assistance or scholarships for

Other: \$      instances of financial need:     

**FINAL APPROVAL**

Required signatures:

Building Administration: Paul Gray Date: 12/12/22

*Distribution: Signed original to building, signed copies to organizer and school office.*

cc: Health Services

7.C.3. Field Trip Proposal - WHS Marching Band

APPENDIX V  
INSTRUCTIONAL FIELD TRIP AND TRAVEL/  
EXTRA-CURRICULAR FIELD TRIP AND TRAVEL  
APPLICATION FOR FINAL APPROVAL

*Must submit to applicable building principal, assistant principal, special education director, or activities director within 4 months prior to departure*

School WHS Group MARCHING BAND

Organizer submitting request NICK HANSBERRY

# of students 155 # of school personnel 4 # chaperones 12

Destination CHICAGO

Educational objective or benefit PERFORMANCE AND CLINICAL EXPERIENCES. TRIP IS OPTIONAL.

Name of travel agency, if applicable: GATEWAY MUSIC FESTIVALS + TOURS

**TIME**

LEAVE: Date: 7/1/23 Time: \_\_\_\_\_ RETURN: Date: 7/5/23 Time: \_\_\_\_\_

TIME ABSENT: School days: 0 Non-school days 5

**HEALTH AND SAFETY**

- Have reasonable accommodations been made for travelers with disabilities?  Y or N
- Is special insurance protection offered for students?  Y or N  
For adults?  Y or N
- Have all necessary contact information and health-related forms been received from participants?  Y or N Submitted to administration? Y or N WILL BE
- Do you have at least one chaperone for every 12 students?  Y or N  
If less than one chaperone per 12 students, how many? \_\_\_\_\_
- Have you obtained proof that all participants have appropriate identification necessary to the trip?  Y or N
- Have all chaperones completed:  
District 110 criminal background checks Y or N WILL BE DONE  
Signed chaperone agreements? Y or N WILL BE DONE
- Who has signed off on discussing student conduct policies with students?  
NICK HANSBERRY
- What emergency procedures are in place? Please give an assessment of medical or emergency personnel and facilities available, and procedures to follow if student(s) become lost or separated from the group. *Attach information to this application.*

ALL MEDICAL FORMS AND PROCEDURES  
COORDINATED THROUGH HEALTH OFFICE.

TRANSPORTATION

Mode(s) and name(s) of carrier(s): COACH BUSSING THROUGH TRAVEL AGENT.

Lodging arrangements, where applicable, with dates:

HOTEL IN CHICAGO  
3X OR HIGHER PER CONTRACT W/ TRAVEL AGENT

Meal arrangements: \_\_\_\_\_ # included w/trip \_\_\_\_\_ # not included

COST ESTIMATE PER STUDENT/CHAPERONE

TOTAL: \$ 935.<sup>00</sup> Expenses paid by traveler: \$ 935.<sup>00</sup>

Transportation: \$ \_\_\_\_\_ Expenses paid by district: \$ 0

Meals: \$ \_\_\_\_\_ Expenses paid by other means: \$ \_\_\_\_\_

Lodging: \$ \_\_\_\_\_ Explain financial assistance or scholarships for

Other: \$ \_\_\_\_\_ instances of financial need: FUNDRAISING OPPORTUNITIES

ALL COVERED BY FEE.

FINAL APPROVAL

Required signatures:

Building Administration: Paul Gray Date: 12/9/22

Distribution: Signed original to building, signed copies to organizer and school office.

cc: Health Services

7.D. Annual Resolution Designating Combined Polling  
Places (ROLL CALL VOTE)

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 110 (Waconia Public Schools), State of Minnesota, was held in said school district on \_\_\_\_\_ at seven o'clock p.m.

The following members were present:

The following members were absent:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION ESTABLISHING COMBINED POLLING PLACES FOR MULTIPLE PRECINCTS AND DESIGNATING HOURS DURING WHICH THE POLLING PLACES WILL REMAIN OPEN FOR VOTING FOR SCHOOL DISTRICT ELECTIONS NOT HELD ON THE DAY OF A STATEWIDE ELECTION**

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

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school district elections not held on the day of a statewide election. Each combined polling place must be a polling place that has been designated for use as a polling place by a county or municipality. The following combined polling places are established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election in the calendar year following the adoption of this resolution:

**Combined Polling Place:**

New Germany City Hall  
New Germany, Minnesota

This combined polling place serves all territory in Independent School District No.110 located in the City of New Germany; Hollywood Township and Camden Township; Carver County, Minnesota.

**Combined Polling Place:**

Waconia Ice Arena  
Waconia, Minnesota

This combined polling place serves all territory in Independent School District No.110 located in the City of Waconia; City of Victoria; Hancock, Benton, Dahlgren, Waconia, Laketown, Watertown, and San Francisco Townships; Carver County, Minnesota.

**Combined Polling Place:**

St. Bonifacius City Hall  
St. Bonifacius, Minnesota

This combined polling place serves all territory in Independent School District No.110 located in the City of St. Bonifacius; Carver County, and the City of Minnetrista, Hennepin County, Minnesota.

The motion for the adoption of the foregoing resolution was duly seconded by \_\_\_\_\_.

On a roll call vote, the following voted in favor:

And the following voted against:

Where upon said resolution was declared duly passed and adopted.

7.E. Second Read Board Policies

7.E.1. 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. ~~The If necessary, the chair shall may 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)

7.E.2. 209 Code of Ethics

## 209 CODE OF ETHICS

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

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

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

1. Attend school board meetings.
  - Notify the board chair and/or committee leader at least 76 hours in advance of an absence if possible.
  - Notify the board chair and superintendent's administrative assistant at least 76 hours in advance if a member plans to attend remotely. (an address in a location that is publicly accessible must be provided)
  - Limit seeking virtual accommodations at public meetings to medical leave or emergency situations.
  - In situations where my attendance impacts my ability to positively contribute to my role, I will bring forth a recommendation for improvement and/or next steps to the board chair or designee.
2. Come to the meetings prepared for discussion of the agenda items.
3. Listen to the opinions and views of others (including, but not limited to, other school board members, administration, staff, students, and community members).
4. Vote my conscience after informed discussion, unless I abstain because a conflict of interest exists.
5. Support the decision of the school board, even if my position concerning the issue was different.
6. Recognize the integrity of my predecessors and associates and appreciate their work.
7. Be primarily motivated by a desire to provide the best possible education for the students of my school district.
8. Inform myself about the proper duties and functions of a school board member.

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

1. Focus on education policy as much as possible.
2. Remember my responsibility is to set policy – not to implement policy.
3. Consider myself a trustee of public education and do my best to protect, conserve, and advance its progress.1 209-2

4. Recognize that my responsibility, exercised through the actions of the school board as a whole, is to see that the schools are properly run – not to run them myself.
5. Work through the superintendent – not over or around the superintendent.
6. Delegate the implementation of school board decisions to the superintendent.

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

1. Respect the rights of others to have and express opinions.
2. Recognize that authority rests with the school board in legal session – not with the individual members of the school board except as authorized by law.
3. Make no disparaging remarks, in or out of school board meetings, about other members of the school board or their opinions.
4. Keep an open mind about how I will vote on any proposition until the board has met and fully discussed the issue.
5. Make decisions by voting in school board meetings after all sides of debatable questions have been presented.
6. Insist that committees be appointed to serve only in an advisory capacity to the school board.

D. IN MEETING MY RESPONSIBILITIES TO MY COMMUNITY, I WILL:

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

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

1. Hold the superintendent responsible for the administration of the school 209-3 district.
2. Give the superintendent authority commensurate with his or her responsibilities.
3. Assure that the school district will be administered by the best professional personnel available.
4. Consider the recommendation of the superintendent in hiring all employees.
5. Participate in school board action after considering the recommendation of the superintendent and only after the superintendent has furnished adequate information supporting the recommendation.
6. Insist the superintendent keep the school board adequately informed at all times.
7. Offer the superintendent counsel and advice.
8. Recognize the status of the superintendent as the chief executive officer and a non-voting, ex officio member of the school board.

9. Refer all complaints to the proper administrative officer or insist that they be presented in writing to the whole school board for proper referral according to the chain of command.
10. Present any personal criticisms of employees to the superintendent.
11. Provide support for the superintendent and employees of the school district so they may perform their proper functions on a professional level.

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

1. Comply with all federal, state, and local laws relating to my work as a school board member.
2. Comply with all school district policies as adopted by the school board.
3. Abide by all rules and regulations as promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.
4. Recognize that school district business may be legally transacted only in an open meeting of the school board.
5. Avoid conflicts of interest and refrain from using my school board position for personal gain. 209-4
6. Take no private action that will compromise the school board or administration.
7. Guard the confidentiality of information that is protected under applicable law.

III. GENERAL PROCESS FOR ADDRESSING CONCERNS  
AS MEMBERS OF THE BOARD WE WILL:

1. Bring the concerns to the attention of the member and remind them of this policy.
2. If concerns continue, consider reducing assigned committee assignments or other discretionary roles.
3. In serious situations, consider a formal letter of censure to specially address the concerns publicly.

Legal References: Minn. Stat. § 123B.02, Subd. 1 (School District Powers) Minn. Stat. § 123B.09 (School Board Powers) Minn. Stat. § 123B.143, Subd. 1 (Superintendent)

Cross References: MSBA Service Manual, Chapter 1, School Board Member Code of Ethics Policy Adopted: June 10, 1996

Revised: July 9, 2001, April 11, 2005, July 2007, November 2007, June 2011, November 2017  
Independent School District No. 110 Waconia, MN

7.E.3. 211 Criminal or Civil Action Against  
School District

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

MSBA/MASA Model Policy 211

Orig. 1995

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

Rev. 202206

## **211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT**

### **I. PURPOSE**

The purpose of this policy is to provide guidance ~~aboutas to~~ the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

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

- A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.
- B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.
- C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

### **III. CIVIL ACTIONS**

- A. Pursuant to Minn~~esota~~. Statutes section ~~§~~466.07, ~~subdivision~~Subd. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that ~~the school board member or employee he or she~~ was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.
- B. Pursuant to Minn~~esota~~. Statutes section ~~§~~123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district ~~shall~~ must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.
- C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minn~~esota~~. Statutes chapter~~Ch.~~ 13, and to the Family Educational Rights and Privacy Act, 20 ~~United~~. States. ~~CCode~~. section~~§~~ 1232g, and related regulations. When an employee is subpoenaed and is expected to

testify regarding educational data or personnel data, ~~he or she is to~~ the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with the school district official ~~who is~~ designated as the responsible authority ~~responsible~~ for the collection, use, and dissemination of data.

D. Service of Subpoenas

~~The policy of the school district is that its~~ School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

#### IV. **CRIMINAL CHARGES OR CONDUCT**

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.
2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.
3. Pursuant to ~~Minnesota~~ Statutes, section § 123B.02, ~~subdivision~~ Subd. 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision ~~as to~~ whether to reimburse shall be made in the school board's discretion ~~of the school board~~. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. ~~In order to further~~ To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement

officials to question students and employees outside of school hours and off school premises unless ~~there are~~ extenuating circumstances ~~exist, or~~ the matter being investigated is school-related, or as otherwise provided by law.

2. If ~~such~~ questioning at school is unavoidable, the school district will attempt to maintain confidentiality, to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minn~~esota~~. Statutes section. ~~§ 260E.22~~), ~~626.556~~, ~~Subd. 10~~), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minn~~esota~~. Statutes chapter. ~~Ch.~~ 13 (Minnesota Government Data Practices Act) and 20 ~~United~~. States. Code section. ~~§~~ 1232g (FERPA).

**V. STATEMENTS WHEN LITIGATION IS PENDING**

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

**Legal References:** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel, ~~i~~ Reimbursement)  
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)  
Minn. Stat. § 260E.22 (Interviews)  
Minn. Stat. § 466.07, Subd. 1 (Indemnification)  
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)  
42 U.S.C. § 1983 (Civil Action for Deprivation of ~~ng~~ Rights)  
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)  
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)  
*Dyppress v. School Committee of Boston*, 446 N.E.2d 1099 (Mass. App. Ct. 1983)  
*Wood v. Strickland*, 420 U.S. 308, ~~95 S.Ct. 992, 43 L.Ed.2d 214~~ (1975)

**Cross References:** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)  
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)  
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)



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

MSBA/MASA Model Policy 212

Orig. 1995

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

Rev. 202205

## **212 SCHOOL BOARD MEMBER DEVELOPMENT**

### **I. PURPOSE**

In recognition of the need for continuing in-service training and development for its members, the purpose of this policy is to encourage the members of the school board to participate in professional development activities designed for them so that they may perform their responsibilities.

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

- A. New school board members will be provided the opportunity and encouragement to attend the orientation and training sessions sponsored by the Minnesota School Boards Association (MSBA). School board members shall receive training in school finance and management developed in consultation with MSBA.
- B. All school board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups.
- C. School board members are expected to report back to the school board with materials of interest gathered at the various meetings and workshops.
- D. The school board will reimburse the necessary expenses of all school board members who attend meetings and conventions pertaining to school activities and the objectives of the school board, within the approved policy and budget allocations of the school district relating to the reimbursement of expenses involving the attendance at workshops and conventions.

**Legal References:** Minn. Stat. § 123B.09, Subd. 2 ([Boards of Independent School Districts](#)~~School Board Member Training~~)

**Cross References:** MSBA/MASA Model Policy 214 (Out-of-State Travel by School Board Members)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)

7.E.5. 214 Out of State Travel by School Board  
Member

## **214 OUT-OF-STATE TRAVEL BY SCHOOL BOARD MEMBERS**

*[Note: School districts are required by statute to adopt a policy addressing this issue.]*

### **I. PURPOSE**

The purpose of this policy is to control out-of-state travel by school board members as required by law.

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

School board members have an obligation to become informed on the proper duties and functions of a school board member, to become familiar with issues that may affect the school district, to acquire a basic understanding of school finance and budgeting, and to acquire sufficient knowledge to comply with federal, state, and local laws, rules, regulations, and school district policies that relate to their functions as school board members. Occasionally, it may be appropriate for school board members to travel out of state to fulfill their obligations.

### **III. APPROPRIATE TRAVEL**

Travel outside the state is appropriate when the school board finds it proper for school board members to acquire knowledge and information necessary to allow them to carry out their responsibilities as school board members. Travel to regional or national meetings of the National School Boards Association is presumed to fulfill this purpose. Travel to other out-of-state meetings for which the member intends to seek reimbursement from the school district should be preapproved by the school board.

### **IV. REIMBURSABLE EXPENSES**

Expenses to be reimbursed may include transportation, meals, lodging, registration fees, required materials, parking fees, tips, and other reasonable and necessary school district-related expenses.

### **V. REIMBURSEMENT**

- A. Requests for reimbursement must be itemized on the official school district form and are to be submitted to the designated administrator. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.
- B. Automobile travel shall be reimbursed at the mileage rate set by the school board. Commercial transportation shall reflect economy fares and shall be reimbursed only for the actual cost of the trip.
- C. Amounts to be reimbursed shall be within the school board's approved budget allocations, including attendance at workshops and conventions.

## **VI. ESTABLISHMENT OF DIRECTIVES AND GUIDELINES**

The superintendent shall develop a schedule of reimbursement rates for school district business expenses, including those expenses requiring advance approval and specific rates of reimbursement. The superintendent shall also develop directives and guidelines to address methods and times for submission of requests for reimbursement.

***Legal References:*** Minn. Stat. § 123B.09, Subd. 2 (School Board Member Training)  
Minn. Stat. § 471.661 (Out-of-State Travel)  
Minn. Stat. § 471.665 (Mileage Allowances)  
Minn. Op. Atty. Gen. 1035 (Aug. 23, 1999) (Retreat Expenses)  
Minn. Op. Atty. Gen. 161b-12 (Aug. 4, 1997) (Transportation Expenses)

***Cross References:*** MSBA/MASA Model Policy 212 (School Board Member Development)  
MSBA/MASA Model Policy 412 (Expense Reimbursement)

Policy Adopted: January 9, 2006  
Revised: June 2011/November 2017  
Policy Reviewed: September 2017

Independent School District No 110  
Waconia, MN

7.E.6. 306 Administrator Code of Ethics

## **306 ADMINISTRATOR CODE OF ETHICS**

### **I. PURPOSE**

The purpose of this policy is to establish the requirements of the school board that school administrators adhere to the standards of ethics and professional conduct in this policy and Minnesota law.

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

A. An educational administrator's professional behavior must conform to an ethical code. The code must be idealistic and at the same time practical, so that it can apply reasonably to all educational administrators. The administrator acknowledges that the schools belong to the public they serve for the purpose of providing educational opportunities to all. However, the administrator assumes responsibility for providing professional leadership in the school and community. This responsibility requires the administrator to maintain standards of exemplary professional conduct. It must be recognized that the administrator's actions will be viewed and appraised by the community, professional associates, and students. To these ends, the administrator must subscribe to the following standards.

B. The Educational Administrator:

1. Makes the well-being of students the fundamental value of all decision-making and actions.
2. Fulfills professional responsibilities with honesty and integrity.
3. Supports the principle of due process and protects the civil and human rights of all individuals.
4. Obeys local, state, and national laws and does not knowingly join or support organizations that advocate, directly or indirectly, the overthrow of the government.
5. Implements the school board's policies.
6. Pursues appropriate measures to correct those laws, policies, and regulations that are not consistent with sound educational goals.
7. Avoids using positions for personal gain through political, social, religious, economic, or other influence.
8. Accepts academic degrees or professional certification only from duly accredited institutions.
9. Maintains the standards and seeks to improve the effectiveness of the

profession through research and continuing professional development.

10. Honors all contracts until fulfillment, release, or dissolution is mutually agreed upon by all parties to the contract.
11. Adheres to the Code of Ethics for School Administrators in Minnesota Rule.

***Legal References:*** Minn. Stat. § 122A.14, Subd. 4 (Code of Ethics)  
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)

***Cross References:***

Policy Adopted: November 2007 / November 2012 / December 2017  
Independent School District No. 110  
Waconia, MN

7.E.7. 604 Instructional Curriculum

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

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

MSBA/MASA Model Policy 604  
Orig. 1995  
Rev. 2022~~17~~

## 604 INSTRUCTIONAL CURRICULUM

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

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

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

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

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

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. ~~The instructional approach will be nonsexist and multicultural.~~ Instruction shall be provided in a nondiscriminatory manner, which includes a nonsexist and multicultural approach. In the presentation of subject matter (including controversial issues) teachers shall provide access to a variety of viewpoints, theories, ways of knowing, and methods of inquiry. Teachers shall foster sensitive communication by and among all students, and understand the influence of personal bias on student learning.

C. Elementary and middle schools shall offer at least three, and require at least two, of the following four art areas: dance, music, theater, and visual arts. High schools shall offer at least three, and require at least one, of the following five art areas: media arts, dance, music, theater, and visual arts.

- D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.
- E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.
- F. The superintendent **[or designee]** shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

### **III. PARENTAL CURRICULUM REVIEW**

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

### **IV. CPR AND AED INSTRUCTION**

The school district will provide one-time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum. ~~for all students in that grade beginning in the 2014-2015 school year and later.~~

- ~~A1.~~ In the school district's discretion, training and instruction may result in CPR certification.
- ~~B2.~~ CPR and AED instruction must include CPR and AED training that have been developed:
  - ~~1a.~~ by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
  - ~~2b.~~ using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.
- ~~C3.~~ The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.
- ~~D4.~~ A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

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

## **V. COLLEGE AND CAREER PLANNING**

- AH.** The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team-work, collaboration, creativity, communication, critical thinking, and good work habits;
  2. emphasize academic rigor and high expectations **and inform the student, and the student's parent or guardian, if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;**
  3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
  4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
  5. help students access education and career options;
  6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
  7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;
  8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and
  9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.
- B.** The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training.
- C.** Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

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

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

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

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

## **VI. CIVICS TEST**

A. **A student enrolled in a public school must correctly answer at least 30 of 50 civics test questions. A school or district may record on a student's transcript that the student answered at least 30 of 50 civics test questions correctly.**

B. "Civics test questions" means 50 of the 100 questions that, as of January 1, 2015, United States citizenship and immigration services officers use to select the questions they pose to applicants for naturalization so the applicants can demonstrate their knowledge and understanding of the fundamentals of United States history and government, as required by federal law. The Learning Law and Democracy Foundation, in consultation with Minnesota civics teachers, must select by July 1 each year 50 of the 100 questions under this paragraph to serve as the state's civics test questions for the proximate school year and immediately transmit the 50 selected civics test questions to MDE and to the Legislative Coordinating Commission, which must post the 50 questions it receives on the Minnesota's Legacy website by August 1 of that year.

C. ~~A school or district~~ **The school district** may exempt a student with disabilities from this requirement if the student's IEP team determines the requirement is inappropriate and establishes an alternative requirement.

D. ~~A school or district~~ **The school district** may administer the civics test questions in a language other than English to students who qualify for English learner services.

E. ~~Schools and~~ **The school** districts may administer civics test questions as part of the social studies curriculum.

F. ~~A~~ **The school** district must not prevent a student from graduating or deny a student a high school diploma for failing to correctly answer at least 30 of 50 civics test questions.

G. **The school district cannot charge a fee related to this requirement.**

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

**Legal References:** [Minn. Stat. § 120A.20 \(Parental Curriculum Review\)](#)

Commented [1]: is MSBA recommending to delete this paragraph?

Commented [2R2]: It does not have a strike through, so I'd assume it remains

Commented [3]: We do not have any reference to this civics test section in current policy. Recommend to add.

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

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

7.E.8. 605 Alternative Programs

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

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

MSBA/MASA Model Policy 605  
Orig. 1999  
Rev. 2022-1999

**605 ALTERNATIVE PROGRAMS EDUCATIONAL SERVICES**

**I. PURPOSE**

The purpose of this policy is to recognize the need for alternative educational ~~programs-services~~ for some school district students.

**II. GENERAL STATEMENT OF POLICY**

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

**III. RESPONSIBILITY**

~~A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.~~

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

~~B.C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.~~

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

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

Commented [1]: check with Terry on this language

Commented [2R2]: parents must attend or withdrawal is not legally able to occur.

7.E.9. 607 Organization of Grade Levels

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

MSBA/MASA Model Policy 607

Orig. 1995

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

Rev. 2022~~0~~

## 607 ORGANIZATION OF GRADE LEVELS

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

**[Note: Each school district should identify within the groupings as defined in ~~Minn. Stat. § Minnesota Statutes section~~ 120A.05, how grade levels shall be organized within the school district -from the options listed below:**

<del>Elementary:</del>	<del>Grades prekindergarten through 6</del>
<del>Middle:</del>	<del>Minimum of two consecutive grades above 4th but below 10th</del>
<del>Secondary:</del>	<del>(Grades 7 through 12)</del>
<del>Junior High</del>	<del>Grades ___ through ___</del>
<del>Senior High</del>	<del>Grades ___ through ___</del>
<del>Vocational</del>	<del>Grades 7 through 12}</del>
<del>Prekindergarten:</del>	<del>Prekindergarten</del>
<del>Elementary:</del>	<del>Grades kindergarten through 5</del>
<del>Middle School:</del>	<del>Grades 6 through 8</del>
<del>High School:</del>	<del>Grades 9 through 12</del>

- B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.
- C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

### III. DEFINITIONS

- A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.
- B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that

prepares students to enter kindergarten the following school year.

**Legal References:** Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (~~Definitions~~Public Schools)  
Minn. Stat. § 120A.20, Subd. 4 (~~Verification of Age for~~ Admission to Public School)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

**Cross References:** None

7.E.10. 608 Instructional Services Special  
Education

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

MSBA/MASA Model Policy 608

Orig. 1995

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

Rev. 202209

## 608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. RESPONSIBILITIES

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

#### **Legal References:**

Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 125A.02 (~~Definition of~~ Child with a Disability Defined)  
Minn. Stat. §§ 125A.027, (Rulemaking)  
Minn. Stat. § 125A.03 (Special Instruction for Children with a Disability),  
Minn. Stat. § 125A.08, (Individualized Education Programs)  
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility), ~~and~~  
Minn. Stat. § 125A.29 (Responsibilities of County Boards and School  
Boards)District Obligations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement  
Act of 2004)

#### **Cross References:**

MSBA/MASA Model Policy 402 (Disability Nondiscrimination Policy)  
MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)  
MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

7.E.11. 609 Religion

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

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

MSBA/MASA Model Policy 609  
Orig. 1995  
Rev. 2022~~00~~

## 609 RELIGION

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
  - 1. The proposed activity must have a secular purpose.
  - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
  - 3. The activity must not foster excessive governmental relationships with religion.
  - 4. Notwithstanding the foregoing guidelines, reasonable efforts will-must be made to accommodate any student who wishes to be excused from attendance at school for the purpose of religious instruction or a curricular activity for a religious observance. observance of religious holidays. The school district must provide annual notice to parents of this policy.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

**Commented [1]:** Is this currently in our annual notices for parents?

**Commented [2R2]:** This is not party of our annual notices - but it looks like it will need to be.

**Legal References:** U. S. Const., amend. I  
Minn. Stat. § 120A.22, Subd. 12(3) (Compulsory Instruction)

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

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

7.E.12. 722 Public Data Requests

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

MSBA/MASA Model Policy 722

Orig. 2017

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

Rev. 2022

## 722 PUBLIC DATA AND DATA SUBJECT REQUESTS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

#### A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

#### B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

#### C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

#### D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

#### E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

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

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

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

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

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

O. Summary Data

Statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

#### IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.
1. A request for public data must include the following information:
    - a. Date the request is made;
    - b. A clear description of the data requested;
    - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
    - d. Method to contact the requestor (such as phone number, address, or email address).
  2. ~~Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data. A requestor is not required to explain the reason for the data request.~~
  3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
  4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
    - a. The requested data does not exist; or
    - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
      - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
      - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
    - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.

2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

#### **V. REQUEST FOR SUMMARY DATA**

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

#### **VI. DATA BY AN INDIVIDUAL DATA SUBJECT**

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within 30 days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the commissioner shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.
- A.J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the commissioner of administration's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

## **VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA**

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
  - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
  - 2. Date the request is made;
  - 3. A clear description of the data requested;
  - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
  - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
  - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

## **VIII. COSTS**

- A. Public Data
  - 1. The school district will charge for copies provided as follows:
    - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.
    - b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
      - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
      - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
  - 2. All charges must be paid for [in cash or by check] in advance of receiving the copies.

**[Note: the district should identify the payment methods that it will accept.]**

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
  - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
  - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

**IXVII. Annual Review and Posting**

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

**Data Practices Contacts**

**Responsible Authority:**

[Name]

[Location]

[Phone number; email address]

**Data Practices Compliance Official:**

[Name]

[Location]

[Phone number; email address]

**Data Practices Designee(s):**

[Name]

[Location]

[Phone number; email address]

***Legal References:***

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

[Minn. Stat. § 13.01 \(Government Data\)](#)

[Minn. Stat. § 13.02 \(Definitions\)](#)

Minn. Stat. § 13.025 (Government Entity Obligation)

[Minn. Stat. § 13.03 \(Access to Government Data\)](#)

[Minn. Stat. § 13.04 \(Rights of Subjects to Data\)](#)

[Minn. Stat. § 13.05 \(Duties of Responsible Authority\)](#)

[Minn. Stat. § 13.32 \(Educational Data\)](#)

[Minn. Rules Part 1205.0300 \(Access to Public Data\)](#)

[Minn. Rules Part 1205.0400 \(Access to Private Data\)](#)

***Cross References:***

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

7.E.13. 724 Purchasing Policy

## 724 PURCHASING POLICY

### I. Purpose

This policy outlines and defines the process for purchasing supplies, equipment, materials, and services that will be used to meet the needs and purpose of Waconia Public Schools Independent School District 110. The policy is to assist Waconia Public Schools' purchases and adhere to all applicable state and federal regulations and guidelines.

### II. General Statement of Policy

Waconia Public Schools' purchasing process will adhere to state and federal guidelines as well as statutes with the Minnesota Department of Education in partnership with Waconia Public Schools' best practices. This process will be subject to Waconia Public Schools' annual financial audit.

### III. Requisition and Purchase Order Process

Any orders that are of material value will follow the Waconia Public Schools' requisition and purchase order process established by the Director of Finance and Operations. In the event there is an emergency and time is of the essence, this process may be modified with a pre-approval by the Director of Finance and Operations. Payments to vendors are to follow the process of creating a purchase order with the approval workflow. In the event a request for payment is not followed by the receivable process in no such terms will payment be approved. Every purchase order must be signed and dated including an indication of receipt of merchandise and forwarded to the Waconia Public School District Finance office for payment.

### IV. Orders, Quotations, Bids, and Request for Proposal (RFP) Requirements

All products, equipment, and services purchases must conform to Waconia Public Schools guidelines and protocol established by the Director of Finance and Operations including purchases of \$25,000 and/or less must be completed through quotations in the open market. Departments are required to request quotes at a minimum from two vendors, three or more when funding is from Federal Grants that exceed \$3,000. When contracts reach a \$25,000 cumulative total, SAM.gov (<https://www.sam.gov/portal/SAM/#11>) will be utilized to confirm that vendors have not been debarred or suspended.

For purchases that are \$25,000 to \$175,000 two quotes at the minimum must be obtained. NO exception to this rule. Quotes will be awarded based on the needs of Waconia Public Schools. Consideration will be given to qualified vendors based on experience, price, and responsibility for quality products or services that will perform to the needs of Waconia Public Schools.

Purchases over \$175,000 within a year require one of the following actions:

1. Awarded via sealed bid process in accordance with state and federal procurement statutes
2. Purchased with the use of a current, valid Joint-Powers-eligible cooperative agreement held by the selected vendor or service provider

Waconia Public School will make every effort to utilize a formal procurement process for items over \$175,000. Exceptions to the procurement process could be granted in writing by both the Director of Finance and Operations, and the Superintendent in such rare cases for conditions set forth below.

1. Purchase of copyrighted materials
2. Awarding of professional services agreements
3. Technology-related purchases in which proprietary technology is required for purposes of continuity and/or integration

Any requests for proposals of services must include a document detailing the rationale of services being sought, criteria for the selection process, and the application. In the spirit of best practice, Waconia Public School holds the right every three to five years to seek RFPs for services such as administrative service, waste management, legal services, and insurance carriers.

***Legal References:***

- Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
- Minn. Stat. 471.345 Subd. 3 (Contracts Over \$175,000)
- Minn. Stat. 471.345 Subd. 4 (Contracts Exceeding \$25,000 But Not \$175,000)
- Minn. Stat. 471.345 Subd. 5 (Contracts \$25,000 Or Less)
- Minn. Stat. 471.345 Subd. 15 (Cooperative Purchasing)

***Cross References:***

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

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 998 Memorials for Deceased Students and  
Staff DRAFT

## ???

# MEMORIALS FOR DECEASED STUDENTS OR STAFF

## I. PURPOSE

It is recognized that the loss of a member of the school community is deeply felt by students, staff, and families. The purpose of this policy is to ensure that ISD110 will support staff, students, and families impacted by death by assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff, families, and the community, ISD110 will provide a process for memorial decision-making.

## II. DEFINITIONS

- A. **Memorials:** Objects, activities, or donations to remember an event or deceased person(s).
- B. **Building Crisis Team:** A designated group of staff members within each school building who plan and implement support specific to the crisis event.
- C. **Crisis:** Any natural disaster or unexpected event that is perceived as extremely negative, generates feelings of helplessness, powerlessness, and/or entrapment, and may occur suddenly, unexpectedly, and without warning.
- D. **Impact:** The magnitude of the potential loss or seriousness of the crisis.
- E. **District Support Team:** A designated group of staff members who develop and execute district-wide procedures specific to the crisis event.

## III. GENERAL STATEMENT OF POLICY

- A. Memorial activities expressed at school need to be coordinated and approved through the Building Crisis Team. The Building Crisis Team will assist families and students in selecting memorial activities that are appropriate and assist students in healthy bereavement.
- B. In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff. Schools should focus on maintaining the regular schedule, structure, and routine.

- C. Temporary school memorials, as approved by school administration who will consult with the Director of Buildings and Grounds. The memorials may be displayed for one week or until the day of the funeral, whichever is sooner and will then be offered to the family. Selling of memorabilia items on school grounds is prohibited. Allowable temporary memorials are banners and pictures displayed in an area accessible to all students but not in an area where all students will have to view the memorial. Viewing of the memorial needs to be optional. Memorials that may spontaneously arise on lockers and desks should be transferred to the designated area. Memorial symbols displayed by individual students or staff on school grounds will be limited to one week after death, or to the day after the funeral, whichever is sooner and will then be offered to the family.
- D. Permanent memorials for deceased students and staff will be limited to endowments, scholarships, and books or items with educational significance. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship. Existing memorials established prior to the implementation of this policy will not be affected.
- E. Schools should strive to treat all deaths in the same way. Having a different approach for death by suicide reinforces prejudice associated with suicide and may be deeply painful to the deceased's family and friends. However, memorials following suicide are particularly important to monitor. Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to suicide contagion.
- F. Whenever possible, schools should communicate with the student's family and friends to coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the deceased and family.
- G. School district facilities will not be used for memorial services or funerals. However, the superintendent, in consultation with the District Support Team, has the discretion to consider school-wide memorial activities when a crisis event has a significant impact on a majority of students, staff, and community.
- H. Other possible memorial activities include:

1. **Yearbooks:** A student or staff member who has died may be acknowledged the year the death occurred. Information shall be limited to the student's name, photo, dates of birth and death, and school activities in which the student participated.
2. **Commemorative Events:** A commemorative event may be established and held in the name of the deceased student or staff member. Activities cannot be held during the school day and should be sponsored by a class, club, or activity in which the deceased student or staff member participated. Advertisements of events must occur outside the school day. It is recommended that commemorative events utilize community partners (e.g., employers of the deceased, faith communities, etc.)
3. **Graduation Recognition:** One symbol representing all deceased members of a graduating class, such as a plant or bouquet of flowers, may be present on stage. A member of the school administration can also direct the audience in a moment of silence to collectively recognize deceased members of the graduating class.
4. **Moment of Silence Recognition:** A 'moment of silence' may be used following the death of a student or staff member to honor their memory. School-wide moments of silence should occur within 2 school days following notification of the death. Moments of silence are also approved for use at ISD110 Board of Education meetings, co-curricular events in which the deceased participated, and community-based events.

***Legal References:***

***Cross References:***

MSBA/MASA Model Policy 706 (Acceptance of Gifts)  
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)  
MSBA/MASA Model Policy 806 (Crisis Management)  
ISD 110 Policy 809 (Naming Rights)

8.A.2. 603 Curriculum Development

## 603 Curriculum Development and Program Review

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. RESPONSIBILITY

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

3. Provide for continuing evaluation of programs for the purpose of attaining school district objectives.
  4. Provide a program for ongoing monitoring of student progress.
  5. Provide for specific, particular, and special needs of all members of the student community.
  6. Integrate required and elective course standards in the scope and sequence of the district curriculum.
  7. Meet all applicable requirements of the Minnesota Department of Education and the No Child Left Behind Act.
- D. The superintendent [or designee] shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- E. The superintendent [or designee] shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:** Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
20 U.S.C. § 6301, *et seq.* (No Child Left Behind Act)

**Cross References:** MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

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

MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)

MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

MSBA/MASA Model Policy 619 (Staff Development for Standards)

MSBA/MASA Model Policy 620 (Credit for Learning)

MSBA/MASA Model Policy 623 (Mandatory Summer School Instruction)

Policy Adopted: January 2004 / July 2006

Revised: May 2012 (*formerly titled Curriculum Development*)/Jan. 2016

Independent School District No. 110

Waconia, MN

adopted: \_\_\_\_\_

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

MSBA/MASA Model Policy 603  
Orig. 1995  
Rev. 2022~~19~~

## 603 CURRICULUM DEVELOPMENT

**[Note: ~~Minn.-Stat. §Minnesota Statutes section 120B.11~~ requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. MSBA/MASA Model Policies 601, 603, and 616 address these statutory requirements. In addition, MSBA/MASA Model Policies 613-615 and 618~~7~~-620 provide procedures to further implement the requirements of ~~Minn.-Stat. §Minnesota Statutes section 120B.11.~~]**

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. RESPONSIBILITY

A. ~~\_\_\_\_\_~~ The superintendent shall be responsible for curriculum development and for determining the most effective way of conducting research on the school district's curriculum needs and establishing a long-range curriculum development program. Timelines shall be determined by the superintendent that will provide for periodic reviews of each curriculum area.

### ~~IV.B. District Advisory Committee~~

A. ~~\_\_\_\_\_~~ The school board shall establish approve the guidelines for member representation of an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

B. ~~\_\_\_\_\_~~ The district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

C. ~~\_\_\_\_\_~~ The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with Minnesota Statutes section 124D.59, subdivisions 2 and 2a.

D. ~~\_\_\_\_\_~~ The district may establish site teams as subcommittees of the district advisory committee.

E. ~~\_\_\_\_\_~~ The district advisory committee shall recommend to the school board

1. ~~\_\_\_\_\_~~ rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes section 120B.11, subdivision 1a, section 120B.022, subdivisions 1a and 1b, and section 120B.35,

2. ~~\_\_\_\_\_~~ district assessments,

3. means to improve students' equitable access to effective and more diverse teachers, and

4. program evaluations.

F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

~~A district advisory committee shall provide assistance at the request of the superintendent. The advisory committee membership shall be a reflection of the community and, to the extent possible, shall reflect the diversity of the district and its school sites, and shall include parent, teacher, support staff, student, community residents, and administration representation, and shall provide translation to the extent appropriate and practicable. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.~~

#### **V. School Site Team**

Each school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board-Superintendent [or designee] and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

#### **VI. Curriculum Development Process**

A. Within the ongoing process of curriculum development, the following needs shall be addressed:

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

**BD.** Students identified as not reading at grade level by the end of kindergarten, grade 1, and grade 2 must be screened for characteristics of dyslexia. Students in grade 3 or higher who demonstrate a reading difficulty to a classroom teacher must be screened

**Commented [1]:** Reach out to Terry to get clarification on this language.

**Commented [2R2]:** this is required to have equal number of admin and teachers as it is statutory requirement

for characteristics of dyslexia, unless a different reason for the reading difficulty has been identified. See [Minn. Stat. § Minnesota Statutes section 120B.12](#), Subd. 2.

- CE.** Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of [Minn. Stat. § Minnesota Statutes section 120A.20](#), Subd. 1(c). A student's plan under this section shall continue while the student is enrolled.
- DF.** The superintendent [**or designee**] shall be responsible for keeping the school board informed of all state-mandated curriculum changes, as well as recommended discretionary changes, and for periodically presenting recommended modifications for school board review and approval.
- EG.** The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

**Legal References:**

Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.12 (Reading Proficiently ~~n~~No Later than the End of Grade 3)  
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment)  
Minn. Rules Part 3500.0550 (Inclusive Educational Program)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts ~~3501.0800-3501.0815~~ [3501.0820](#) (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

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

8.A.3. 210 Conflict of Interest - School Board  
Members

## **210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS**

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

### **I. PURPOSE**

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

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

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

### **III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS**

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
  - 1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minn. Stat. Ch. 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the minutes of the school board. Disclosure must be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and must only be made once;
  - 2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
  - 3. A contract with a cooperative association of which the school board member

is a shareholder or stockholder but not an officer or manager;

4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:
    - a. The school board must authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
    - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
    - c. Before a claim is paid, the interested school board member must file with the clerk of the school board an affidavit stating:
      - (1) The name of the school board member and the office held;
      - (2) An itemization of the goods or services furnished;
      - (3) The contract price;
      - (4) The reasonable value;
      - (5) The interest of the school board member in the contract; and
      - (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.
  5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. (*Note: This section applies only where the school district has a population of 1,000 or less according to the last federal census.*)
  6. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.
- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting where all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee where there is a reasonable expectation on July 1, or at the time the

contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$8,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting where all school board members are present, that employment must be immediately terminated and that school board member will have no further rights to employment while serving as a school board member in the school district.

- D. The school board may contract with a class of school district employees, such as teachers or custodians, where the spouse of a school board member is a member of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. In order for the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting where the contract is approved.

#### **IV. LIMITATIONS ON RELATED EMPLOYEES**

- A. The school board can hire or dismiss teachers only at duly called meetings. Where a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

#### **V. CONFLICTS PRIOR TO TAKING OFFICE**

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

#### **VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its

determination.

- Legal References:*** Minn. Stat. § 122A.40, Subd. 3 (Teacher Hiring, Dismissal)  
Minn. Stat. § 123B.195 (Board Member’s Right to Employment)  
Minn. Stat. § 471.87 (Public Officers; Interest in Contract; Penalty)  
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)  
Minn. Stat. § 471.89 (Contract, When Void)  
Op. Atty. Gen. 437-A-4, March 15, 1935  
Op. Atty. Gen. 90-C-5, July 30, 1940  
Op. Atty. Gen. 90-A, August 14, 1957
- Cross References:*** MSBA/MASA Model Policy 101 (Legal Status of the School Board)  
MSBA/MASA Model Policy 209 (Code of Ethics)  
MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

Policy adopted: January 2001, revised November 2007 / revised April 2009  
Policy Reviewed: September 2017

Independent School District No. 110  
Waconia, MN

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

MSBA/MASA Model Policy 210

Orig. 1995

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

Rev. 202208

## **210 CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS**

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

### **I. PURPOSE**

The purpose of this policy is to observe state statutes regarding conflicts of interest and to engage in school district business activities in a fashion designed to avoid any conflict of interest or the appearance of impropriety.

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

It is the policy of the school board to contract for goods and services in conformance with statutory conflict of interest laws and in a manner that will avoid any conflict of interest or the appearance thereof. Accordingly, the school board will contract under the statutory exception provisions only when it is clearly in the best interest of the school district because of limitations that may exist on goods or services otherwise available to the school district.

### **III. GENERAL PROHIBITIONS AND RECOGNIZED STATUTORY EXCEPTIONS**

- A. A school board member who is authorized to take part in any manner in making any sale, lease, or contract in his or her official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.
- B. In the following circumstances, however, the school board may as an exception, by unanimous vote, contract for goods or services with a school board member of the school district:
  1. In the designation of a bank or savings association, in which a school board member is interested, as an authorized depository for school district funds and as a source of borrowing, provided such deposited funds are protected in accordance with Minn. Stat. Ch. Minnesota Statutes chapter 118A. Any school board member having said interest shall disclose that interest and the interest shall be entered upon the school board minutes ~~of the school board~~. Disclosure ~~must shall~~ be made when such bank or savings association is first designated as a depository or source of borrowing, or when such school board member is elected, whichever is later. Disclosure serves as notice of the interest and ~~must~~ need only be made once;
  2. The designation of an official newspaper, or publication of official matters therein, in which the school board member is interested when it is the only newspaper complying with statutory requirements relating to the designation or publication;
  3. A contract with a cooperative association of which the school board member is a shareholder or stockholder but not an officer or manager;
  4. A contract for which competitive bids are not required by law. A contract made under this exception will be void unless the following procedures are observed:

- a. The school board ~~must~~ shall authorize the contract in advance of its performance by adopting a resolution setting out the essential facts and determining that the contract price is as low as or lower than the price at which the goods or services could be obtained elsewhere.
  - b. In the case of an emergency when the contract cannot be authorized in advance, payment of the claims must be authorized by a like resolution wherein the facts of the emergency are also stated.
  - c. Before a claim is paid, the interested school board member shall ~~must~~ file with the clerk of the school board an affidavit stating:
    - (1) The name of the school board member and the office held;
    - (2) An itemization of the goods or services furnished;
    - (3) The contract price;
    - (4) The reasonable value;
    - (5) The interest of the school board member in the contract; and
    - (6) That to the best of the school board member's knowledge and belief, the contract price is as low as, or lower than, the price at which the goods or services could be obtained from other sources.
  5. A school board member may contract with the school district to provide construction materials or services, or both, when the sealed bid process is used. When the contract comes before the school board for consideration, the interested school board member may not vote on the contract. (**Note:** *This section applies only when~~re~~ the school district has a population of 1,000 or less according to the last federal census.*)
  6. A school board member may rent space in a public facility at a rate commensurate with that paid by other members of the public.
- C. In the following circumstances, the school board may as an exception, by majority vote at a meeting ~~where-at which~~ all school board members are present, contract for services with a school board member of the school district: A school board member may be newly employed or may continue to be employed by the school district as an employee ~~where~~ only if there is a reasonable expectation on July 1, or at the time the contract is entered into or extended, that the amount to be earned by that school board member under that contract or employment relationship, will not exceed \$~~208~~,000 in that fiscal year. If the school board member does not receive majority approval to be initially employed or to continue in employment at a meeting ~~where-at which~~ all school board members are present, that employment ~~must beis~~ immediately terminated and that school board member ~~will have has~~ no further rights to employment while serving as a school board member in the school district.
- [Note: The \$8,000 figure increased to \$20,000 effective July 1, 2022]**
- D. The school board may contract with a class of school district employees, such as teachers or custodians, ~~where-when~~ the spouse of a school board member is a member

of the class of employees contracting with the school board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under the employment contract. ~~In order for~~ For the school board to invoke this exception, it must have a majority of disinterested school board members vote to approve the contract, direct the school board member spouse to abstain from voting to approve the contract, and publicly set out the essential facts of the contract at the meeting ~~where-in which~~ the contract is approved.

#### **IV. LIMITATIONS ON RELATED EMPLOYEES**

- A. The school board ~~can~~ must hire or dismiss teachers only at duly called meetings. ~~Where~~ When a husband and wife, brother and sister, or two brothers or sisters, constitute a quorum, no contract employing a teacher may be made or authorized except upon the unanimous vote of the full school board.
- B. The school board may not employ any teacher related by blood or marriage to a school board member, within the fourth degree as computed by the civil law, except by a unanimous vote of the full school board.

#### **V. CONFLICTS PRIOR TO TAKING OFFICE**

A school board member with personal financial interest in a sale, lease, or contract with the school district which was entered before the school board member took office and presents an actual or potential conflict of interest, shall immediately notify the school board of such interest. It shall thereafter be the responsibility of the school board member to refrain from participating in any action relating to the sale, lease, or contract. At the time of renewal of any such sale, lease, or contract, the school board may enter into or renew such sale, lease, or contract only if it falls within one of the enumerated exceptions for contracts relating to goods or services provided above and if the procedures provided in this policy are followed.

#### **VI. DETERMINATION AS TO WHETHER A CONFLICT OF INTEREST EXISTS**

The determination as to whether a conflict of interest exists is to be made by the school board. Any school board member who has an actual or potential conflict shall notify the school board of such conflict immediately. The school board member shall thereafter cooperate with the school board as necessary for the school board to make its determination.

**Legal References:** Minn. Stat. § 122A.40, Subd. 3 (~~Employment; Contracts; Termination~~)~~Teacher Hiring, Dismissal~~  
Minn. Stat. § 123B.195 (Board Member's Right to Employment)  
Minn. Stat. § 471.87 (Public Officers; Interest in Contract; Penalty)  
Minn. Stat. § 471.88, Subds. 2, 3, 4, 5, 12, 13, and 21 (Exceptions)  
Minn. Stat. § 471.89 (Contract, When Void)  
Op. Atty. Gen. 437-A-4, March 15, 1935  
Op. Atty. Gen. 90-C-5, July 30, 1940  
Op. Atty. Gen. 90-A, August 14, 1957

**Cross References:** MSBA/MASA Model Policy 101 (Legal Status of the School Board)  
MSBA/MASA Model Policy 209 (Code of Ethics)  
~~MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties~~

8.A.4. 216 Anonymous Communications

Any complaint to be considered officially by the Board must be in writing and must be identified by author.

Anonymous correspondence will be reviewed by the appropriate school official.

Board Members will use their discretion to forward complaints received in written form to the Superintendent.

Cross Reference: Policy #514 (Bullying Prohibition) Sect. IV A.

Legal Reference: Minn. Stat § 121A.031 (School Student Bullying Policy)

Original Policy Adopted: July 2007

Revised: May 2016

Independent School District No 110

Waconia, MN

8.A.5. 611 Homeschooling

## **611 HOME SCHOOLING**

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

### **I. PURPOSE**

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

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

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

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

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

### **IV. IMMUNIZATION**

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

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

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

### **VI. PUPIL SUPPORT SERVICES**

Upon formal request, as required by law, the school district will provide pupil support

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

## **VII. EXTRACURRICULAR ACTIVITIES**

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

## **VIII. SHARED TIME PROGRAMS**

Enrollment in class offerings of the school district.

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

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

## **IX. OPTIONAL COOPERATIVE ARRANGEMENTS**

### **A. Activities**

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

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League Bylaw 403.00. The approval of such an arrangement shall be at the discretion of the school board.

- a. The home school must become a member of the Minnesota State

High School League in accordance with the rules of the Minnesota State High School League.

- b. The home school is solely responsible for any costs or fees associated with its application for and/or subsequent membership in the Minnesota State High School League.
- c. The home school is responsible for any and all costs associated with its participation in a cooperative sponsorship arrangement as well as any school district activity fees associated with the Minnesota State High School League activity.

- 2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

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

**B. Transportation Services**

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

***Legal References:*** Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 123B.36 (School Boards May Require Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.42 (Textbooks, Individual Instruction Material, Standard Tests)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities)  
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)

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

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

Policy Adopted: January 2004

Policy Revised: May 2006 / November 2012 / September 2017 / November 2020

Independent School District No. 110

Waconia, MN

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

MSBA/MASA Model Policy 611

Orig. 1996

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

Rev. 202219

## **611 HOME SCHOOLING**

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

### **I. PURPOSE**

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

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

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

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

The person in charge of a home school and the school district must provide instruction and meet the requirements specified in [Minnesota Statutes section](#)~~Minn. Stat. §~~ 120A.22.

### **IV. IMMUNIZATION**

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

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

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

### **VI. PUPIL SUPPORT SERVICES**

Upon formal request, as required by law, the school district will provide pupil support services in the form of health services and counseling and guidance services to a home-schooled child as provided ~~by Minn. Stat. § 123B.44 and Minn. Rules Ch. 3540 under state law.~~ The school

district is not required to expend an amount for any of these purposes that exceeds the amount it receives pursuant to ~~Minn. Stat. §§ 123B.40-123B.48 for any of these purposes.state law.~~

## VII. EXTRACURRICULAR ACTIVITIES

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

## VIII. SHARED TIME PROGRAMS

Enrollment in class offerings of the school district.

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

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

## IX. OPTIONAL COOPERATIVE ARRANGEMENTS

### A. Activities

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

A home school that is a member of the Minnesota State High School League may request that the school district enter into a cooperative sponsorship arrangement as provided in Minnesota State High School League ~~Bylaw 403.00~~bylaws. The approval of such an arrangement shall be at the discretion of the school board.

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

2. Non-Minnesota State High School League activities in which six or more students receive instruction in the home school.

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

B. Transportation Services

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

**Legal References:**

Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120A.24 (Reporting)  
Minn. Stat. § 120A.26 (Enforcement and Prosecution)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 123B.36 (~~School Boards May Require~~ Authorized Fees)  
Minn. Stat. § 123B.41 (Definitions)  
Minn. Stat. § 123B.42 (Textbooks;~~L7~~ Individual Instruction or Cooperative Learning Material;~~L7~~ Standard Tests)  
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)  
Minn. Stat. § 123B.49 (~~Cocurricular and~~ Extracurricular Activities; Insurance)  
Minn. Stat. § 123B.86 (Equal Treatment - Transportation)  
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Rules Ch. 3540 (~~Textbooks, Individualized Instruction Materials, Standardized Tests~~)Nonpublic Schools)

**Cross References:**

MSBA/MASA Model Policy 509 (Enrollment of Nonresident Students)  
MSBA/MASA Model Policy 510 (School Activities)

8.A.6. 613 Graduation Requirements

## **613 GRADUATION REQUIREMENTS**

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

### **I. PURPOSE**

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

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

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

### **III. DEFINITIONS**

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

### **IV. DISTRICT ASSESSMENT COORDINATOR**

Director of Teaching & Learning shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### **V. GRADUATION ASSESSMENT REQUIREMENTS**

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

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and
- B. Consistent with this paragraph and Minn. Stat. § 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## VI. GRADUATION CREDIT REQUIREMENTS

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

- A. Four credits of language arts sufficient to satisfy all academic standards in English language arts;
- B. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;
- C. An algebra I credit by the end of 8<sup>th</sup> grade sufficient to satisfy all of the 8<sup>th</sup> grade standards in mathematics;
- D. Three credits of science, including at least: (a) one credit of biology; (b) one credit of chemistry or physics; and (c) one elective credit of science. The combination of credits must be sufficient to satisfy (i) all of the academic standards in either chemistry or physics and (ii) all other academic standards in science;
- E. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;
- F. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts; and
- G. A minimum of seven elective credits.
- H. Credit equivalencies
  - 1. A one-half credit of economics taught in a school's agriculture education or business department may fulfill a one-half credit in social studies under Paragraph E., above, if the credit is sufficient to satisfy all of the academic standards in economics.
  - 2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph D., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph D., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit

under Paragraph D., above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph F., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph D., above, if the credit meets the state academic standards in mathematics or science.

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  1. School District Standards, Health (K-12);
  2. School District Standards, Career and Technical Education (K-12); and
  3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.\* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

\* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12; and
  5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## VIII. EARLY GRADUATION

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

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

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and

Instruction Goals)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

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

Policy Adopted: July 2012

Revised Jan. 2016 / reviewed July 2020

Independent School District No. 110

Waconia, MN

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

MSBA/MASA Model Policy 613

Orig. 1997

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

Rev. 2022

## **613 GRADUATION REQUIREMENTS**

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

### **I. PURPOSE**

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

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

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

### **III. DEFINITIONS**

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

### **IV. DISTRICT ASSESSMENT COORDINATOR**

Director of Teaching and Learning shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

### **V. GRADUATION ASSESSMENT REQUIREMENTS**

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

- A. Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks

focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data; and

- B. Consistent with this paragraph and Minnesota Statutes section 120B.125 (*see Policy 604, Section II.H.*), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
- C. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.
- D. Students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
- E. Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.
- F. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

## **VI. GRADUATION CREDIT REQUIREMENTS**

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

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

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

## **VII. GRADUATION STANDARDS REQUIREMENTS**

- A. All students must demonstrate their understanding of the following academic standards:
  - 1. School District Standards, Health (K-12);
  - 2. School District Standards, Career and Technical Education (K-12); and
  - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed ~~on an annual basis as part of the district's curriculum review cycle~~.<sup>\*</sup> A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.
 

<sup>\*</sup> Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
  - 1. Minnesota Academic Standards, English Language Arts K-12;

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

### **VIII. EARLY GRADUATION**

Students may be considered for early graduation, as provided for within Minnesota Statutes section 120B.07, upon meeting the following conditions:

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

**Legal References:** Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)  
Minn. Stat. § 120B.024 (Credits)  
Minn. Stat. § 120B.07 (Early Graduation)  
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

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

8.A.7. 614 School District Testing Plan and  
Procedures

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

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

MSBA/MASA Model Policy 614  
Orig. 1997  
Rev. 2022~~17~~

## 614 SCHOOL DISTRICT TESTING PLAN AND PROCEDURE

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DUTIES OF SCHOOL DISTRICT PERSONNEL REGARDING TEST ADMINISTRATION

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

#### A. Superintendent

1. Responsibilities before testing.
  - a. Designate a district assessment coordinator and district technology coordinator.
  - b. The superintendent, or a designee who has been authorized to be the identified official with authority by the school board, pre-authorizes staff access for applicable Minnesota Department of Education (MDE) secure systems.
  - c. Annually review and recertify staff who have access to MDE secure systems.
  - d. Read and complete the *Assurance of Test Security and Non-Disclosure*.  
**[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address included in the 614 Form file of the Policy Reference Manual.]**
  - e. Establish a culture of academic integrity.
  - f. Fully cooperate with MDE representatives conducting site visits or Minnesota Test of Academic Skills (MTAS) audits during testing.
  - g. Ensure student information is current and accurate.
  - h. Ensure that a current district test security procedure is in place and that all relevant staff have been provided district training on test administration and test security.
  - i. Ensure that a current process is included for tracking which students tested with which test monitors and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).

- j. Confirm the district assessment coordinator has current information and training specific to test security and the administration of statewide assessments.
  - k. Confirm the district assessment coordinator completes Pre-test Editing in the Test Web Edit System (WES).
  - l. Post on the school district website the complete Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing form.
2. Responsibilities after testing.
- a. Confirm the district assessment coordinator and Minnesota Automated Reporting Student System (MARSS) coordinator complete Post-test Editing in Test WES.
  - b. Verify with the district assessment coordinator that all test security issues have been reported to MDE and are being addressed.
  - c. Confirm the MARSS coordinator has updated all student records for Post-test Editing.
  - d. Confirm the district assessment coordinator has finalized the district's assessment information prior to the close of Post-test Editing in Test WES.
  - e. Confirm the district assessment coordinator, or designee, has access to the Graduation Requirements Records (GRR) system and enters necessary information.
  - f. Discuss assessment results with the district assessment coordinator and school administrators.

B. District Assessment Coordinator

1. Responsibilities before testing.
- a. Serve as primary contact with MDE regarding policy and procedure questions related to test administration.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Confirm all staff who handle test materials, administer tests, or have access to secure test content have completed the *Assurance of Test Security and Non-Disclosure*.
    - (1) Maintain the completed *Assurance of Test Security and Non-Disclosure* for two years after the end of the academic school year in which testing took place.
  - d. Review with all staff the *Assurance of Test Security and Non-Disclosure* and their responsibilities thereunder.
  - e. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - f. Establish district testing schedule within the testing windows specified by the MDE and service providers.

- g. Prepare testing conditions, including user access to service provider websites, preparing readiness for online testing, preparing a plan for tracking which students test on which computers or devices, ensure accommodations are indicated as necessary, providing students with opportunity to become familiar with test format, item types, and tools prior to test administration; establishing process for inventorying and distributing secure test materials where necessary; preparing procedures for expected and unexpected situations occurring during testing; planning for addressing technical issues while testing; identify staff who will enter student responses from paper accommodated test materials and scores from MTAS administration online.
  - h. Train school assessment coordinators, test monitors, MTAS test administrators, and ACCESS (test for English language learners) and Alternate ACCESS test administrators.
    - (1) Provide training on proper test administration and test security (Pearson's Training Management System).
    - (2) Verify staff complete any and all test-specific training.
  - i. Maintain security of test content, test materials, and record of all staff involved.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Define chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.
  - j. Confirm that all students have appropriate test materials.
2. Responsibilities on testing day(s).
- a. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and policies and procedures.
  - b. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
  - c. Contact the MDE assessment contact within 24 hours of a security breach and submit the *Test Security Notification* in Test WES within 48 hours.
  - d. Address invalidations and test or accountability codes.
3. Responsibilities after testing.
- a. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.

- b. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
- c. Return secure test materials as outlined in applicable manuals and resources.
- d. Collect security documents and maintain them for two years from the end of the academic school year in which testing took place.
- e. Review student assessment data and resolve any issues.
- f. Distribute Individual Student Reports no later than fall parent/teacher conferences.
- g. Enter Graduation Requirements Records in the GRR system.

C. School Principal

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

**Commented [1]:** @mthomas@isd110.org Here's an addition for the student handbooks <https://isd110.org/sites/default/files/files/content/2022-23-statewide-assessments-parent-guardian-participation-guide-and-refusal-information-re-042122.pdf>  
\_Assigned to Matt Thomas\_

3. Responsibilities after testing.
  - a. Ensure all secure test materials are collected, returned, and/or disposed of securely as required in any manual.
  - b. Ensure requirements for embargoed final assessment results are followed.

D. School Assessment Coordinator

1. Responsibilities before testing.
  - a. Implement test administration and test security policies and procedures.
  - b. Read and complete the *Assurance of Test Security and Non-Disclosure*.
  - c. Ensure all staff who handle test materials, administer tests, or have access to secure test content read and complete the *Assurance of Test Security and Non-Disclosure*.
  - d. Identify appropriate tests for students and ensure student data sent to service providers for testing are correct.
  - e. Prepare testing conditions, including the following: schedule rooms and computer labs; arrange for test monitors and administrators; arrange for additional staff to assist with unexpected situations; arrange for technology staff to assist with technical issues; develop a plan for tracking which students test on which computers or devices; plan seating arrangements for students; ensure preparations are completed for Optional Local Purpose Assessment (OLPA), Minnesota Comprehensive Assessment (MCA), and ACCESS online testing; ensure accommodations are properly reported; confirm how secure paper test materials will arrive and quantities to expect; address accommodations and specific test administration procedures; determine staff who will enter the student responses from paper accommodated test materials and scores from MTAS administrations online.
  - f. Train staff, including all state-provided training materials, policies and procedures, and test-specific training.
  - g. Maintain security of test content and test materials.
    - (1) Receive secure paper test materials from the service provider and immediately lock them in a previously identified secure area, inventory same, and contact service provider with any discrepancies.
    - (2) Organize secure test materials for online administrations and keep them secure.
    - (3) Follow chain of custody for providing test materials to test monitors and administrators. The chain of custody must address the process for providing test materials on the day of testing, distributing test materials to and collecting test materials from students at the time of testing, keeping test materials secure between testing sessions, and returning test materials after testing is completed.

- (4) Identify need for additional test materials to district assessment coordinator.
  - (5) Provide MTAS student data collection forms if necessary.
  - (6) Distribute applicable ACCESS and Alternate ACCESS *Test Administrator Scripts* and *Test Administration Manuals* to test administrators so they can become familiar with the script and prepare for test administration.
  - (7) Confirm that all students taking ACCESS and Alternate ACCESS have appropriate test materials and preprinted student information on the label is accurate.
2. Responsibilities on testing day(s).
- a. Distribute materials to test monitors and ACCESS test administrators and ensure security of test materials between testing sessions and that district procedures are followed.
  - b. Ensure *Test Monitor and Student Directions* and *Test Administrator Scripts* are followed and answer questions regarding same.
  - c. Fully cooperate with MDE representatives conducting site visits or MTAS audits, as applicable.
  - d. Conduct random, unannounced visits to testing rooms to observe staff adherence to test security and test administration policies and procedures.
  - e. Report testing irregularities to district assessment coordinator using the *Test Administration Report*.
- [Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address.Note: This form is included in the 614 Form file of the Policy Reference Manual.]**
- f. Report security breaches to the district assessment coordinator as soon as possible.
3. Responsibilities after testing.
- a. Ensure that all paper test materials are kept locked and secure and security checklists completed.
  - b. Ensure that student responses from paper accommodated test materials and MTAS scores are entered.
  - c. Arrange for secure disposal of all test materials that are not required to be returned within 48 hours after the close of the testing window.
  - d. Return secure test materials as outlined in applicable manuals and resources.
  - e. Prepare materials for pickup by designated carrier on designated date(s). Maintain security of all materials.
  - f. Ensure requirements for embargoed final assessment results are followed.

E. Technology Coordinator

1. Ensure that district is prepared for online test administration and provide technical support to district staff.
2. Acquire all necessary user identifications and passwords.
3. Read and complete the *Assurance of Test Security and Non-Disclosure*.
4. Fully cooperate with MDE representatives conducting site visits or MTAS audits.
5. Attend district training and any service provider technology training.
6. Review, use, and be familiar with all service provider technical documentation.
7. Prepare computers and devices for online testing.
8. Confirm site readiness.
9. Provide all necessary accessories for testing, technical support/troubleshooting during test administration and contact service provider help desks as needed.

F. Test Monitor

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

- (6) Complete information as directed.
- (7) Record extra test materials.

b. During test.

- (1) Verify that students are logged in and taking the correct test or using the correct grade-level and tier test booklet for students with paper accommodated test materials.
- (2) Follow all directions and scripts exactly.
- (3) Follow procedures for restricting student access to cell phones and other electronic devices, including wearable electronic devices.
- (4) Stay in testing room and remain attentive during entire test session. Practice active monitoring by circulating throughout the room during testing.

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

- (5) Be knowledgeable about responding to emergency or unusual circumstances and technology issues.
- (6) Do not review, discuss, capture, email, post, or share test content in any format.
- (7) Ensure all students have been provided the opportunity to independently demonstrate their knowledge.
- (8) Fully cooperate with MDE representatives conducting site visits or MTAS audits.
- (9) Document the students who tested with the test monitor and any other adult(s) who were present in the testing room (e.g., staff providing assistance, paraprofessionals, etc.).
- (10) Document students who require a scribe or translated directions or any unusual circumstances and report to school assessment coordinator.
- (11) Report any possible security breaches as soon as possible.

c. After test.

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

G. MTAS Test Administrator

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

H. MARSS Coordinator

1. Responsibilities before testing.
  - a. Confirm all eligible students have unique state student identification (SSID) or MARSS numbers.
  - b. Ensure English language and special education designations are current and correct for students testing based on those designations.

- c. Submit MARSS data on an ongoing basis to ensure accurate student demographic and enrollment information.
- 2. Responsibilities after testing.
  - a. Ensure accurate enrollment of students in schools during the accountability windows.
  - b. Ensure MARSS identifying characteristics are correct, especially for any student not taking an accountability test.
  - c. Work with district assessment coordinator to edit discrepancies during the Post-test Edit window in Test WES.

I. Any Person with Access to Test Materials

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

**IV. TEST SECURITY**

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

***[Note: This form is available on the Minnesota PearsonAccess Next website—see Cross References for website address. Note: A sample procedure that has been approved by MDE is included in the 614 Form file of the Policy Reference Manual.]***

- B. Students will be informed of the following:

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

If a student completes testing and then accesses a cell phone or other prohibited device (including wearable technology), the school district must take further action to determine if the test should be invalidated, rather than automatically invalidating the test.

- 5. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.

- C. Staff will be informed of the following:

- 1. Availability of the online Test Security Tip Line on the MDE website for reporting suspected incidents of cheating or other improper or unethical behavior.
- 2. Other contact information and options for reporting security concerns.

**V. REQUIRED DOCUMENTATION FOR PROGRAM AUDIT**

- A. The school district shall maintain records necessary for program audits conducted by MDE. The records must include documentation consisting of the following:

1. Signed *Assurance of Test Security and Non-Disclosure* forms must be maintained for two years after the end of the academic year in which the testing took place.
2. School district security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
3. School security checklists provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
4. Test Monitor Test Materials Security Checklist provided for each group of students assigned to a test monitor must be maintained for two years after the end of the academic school year in which testing took place.
5. School district test monitor tracking documentation must be maintained for two years after the end of the academic year in which the tracking took place.
6. ACCESS and Alternate ACCESS Packing List and Security Checklist provided in the test materials shipment must be maintained for two years after the end of the academic school year in which testing took place.
7. Documentation of school district staff training on test administration and test security must be maintained for two years after the end of the academic school year in which testing took place.
8. *Test Security Notification* must be maintained for two years after the end of the academic school year in which testing took place.
9. *Test Administration Report* must be maintained for one year after the end of the academic school year in which testing took place.
10. Record of staff trainings and test-specific trainings must be maintained for one year after the end of the academic year in which testing took place.

**Legal References:**

Minn. Stat. § 13.34 (Examination Data)  
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum Instruction, and Student Achievement; Striving for the World's Best Workforce](#))  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 120B.36, Subd. 2 ([School Accountability](#)) ~~Adequate Yearly Progress~~  
~~Minn. Rules Parts 3501.0010-3501.0180 (Graduation Standards – Mathematics and Reading) (repealed Minn. L. 2013, Ch. 116, Art. 2, 22)~~  
~~Minn. Rules Parts 3501.0200-2501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, 22)~~  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.082 ~~00-3501.0815~~ (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
~~Minn. Rules Parts 3501.1000 – 3501.1190 (graduation Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, 22)~~  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:** MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
MSBA/MASA Model Policy 616 (School District System Accountability)  
[Minnesota PearsonAccess Next Resources and Forms:](http://minnesota.pearsonaccessnext.com/policies-and-procedures/)  
<http://minnesota.pearsonaccessnext.com/policies-and-procedures/>

8.A.8. 615 Basic Standards Testing  
Accommodations Modifications and Exemptions for  
IEP Section 504 Accommodations and LEP Students

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

### **I. PURPOSE**

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

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

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

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

multiple environments, including home, school, and community;

- (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
- (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

b. MTAS participation decisions must not be made on the following factors:

- (1) Student's disability category;
- (2) Placement;
- (3) Participation in a separate, specialized curriculum;
- (4) An expectation that the student will receive a low score on the MCA;
- (5) Language, social, cultural, or economic differences;
- (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
  - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.

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

C. EL Students New to the United States

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

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

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

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

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2017-18 Guidelines for Administration of Accommodations and Linguistic Supports ([http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodations\\_2018.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommodations_2018.pdf)).

### **V. RECORDS**

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

**Legal References:** Minn. Stat. § 120B.11 (School District Process)  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08(a)(1) (Individualized Education Programs)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)  
Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), <https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

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

***Cross References:*** MSBA/MASA Model Policy 104 (School District Mission Statement)  
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)  
MSBA/MASA Model Policy 613 (Graduation Requirements)  
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)  
MSBA/MASA Model Policy 616 (School District System Accountability)

Policy Adopted: March 2004  
Revised: Dec 2020  
Independent School District No. 110  
Waconia, MN

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

MSBA/MASA Model Policy 615

Orig. 1997

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

Rev. 2022~~19~~

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

### **I. PURPOSE**

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

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

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

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.
2. Participation decisions will be made separately for mathematics, reading, and science. The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.
3. Eligibility Requirements
  - a. The following requirements must be met for a student with a significant cognitive disability to be eligible for the MTAS:
    - (1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;
    - (2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;
    - (3) The IEP team determined the student's cognitive functioning to be significantly below age expectations. The team also determined that the student's disability has a significant impact on his or her ability to function in multiple environments, including home, school, and community;
    - (4) The IEP team determined that the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments;
    - (5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic

progress and how the student would participate in statewide testing.

- b. MTAS participation decisions must not be made on the following factors:
  - (1) Student's disability category;
  - (2) Placement;
  - (3) Participation in a separate, specialized curriculum;
  - (4) An expectation that the student will receive a low score on the MCA;
  - (5) Language, social, cultural, or economic differences;
  - (6) Concern for accountability calculations.

B. Alternate ACCESS for ELs

- 1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing.
- 2. Eligibility Requirements
  - a. The student must be identified as EL in MARSS in order to take an English language proficiency assessment.
  - b. The student must have a significant cognitive disability. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.
  - c. For students in grades that the MTAS is not administered:
    - (1) the student must have cognitive functioning significantly below age level;
    - (2) the student's disability must have a significant impact on his or her ability to function in multiple environments, including home, school, and community; and
    - (3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.
  - d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.
  - e. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.
- 3. Alternate ACCESS participation decisions must not be made on the following factors:

- a. Student’s disability category;
- b. Participation in a separate, specialized curriculum;
- c. Current level of English language proficiency;
- d. The expectation that the student will receive a low score on the ACCESS for ELs;
- e. Language, social, cultural, or economic differences;
- f. Concern for accountability calculations.

C. EL Students New to the United States

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

**III. DEFINITION OF TERMS**

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

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

See Chapter 5 of the current “Procedures Manual for the Minnesota Assessments” and 2020-21 17-18 Guidelines for Administration of Accommodations and Linguistic Supports [http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm\\_2020-21.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/Guidelines%20for%20Accomm_2020-21.pdf) (~~[http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS\\_2018.pdf](http://minnesota.pearsonaccessnext.com/resources/resources-training/manuals/GuidelinesforAccommandLS_2018.pdf)~~).

**V. RECORDS**

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

**Legal References:** Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce](#))  
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
Minn. Stat. § 125A.08~~(a)(1)~~ (Individualized Education Programs)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.08~~20\_00-3501.0815~~ (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

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

Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS),  
<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

<https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf>

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

***Cross References:***

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

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

MSBA/MASA Model Policy 613 (Graduation Requirements)

MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)

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

8.A.9. 616 School District System Accountability

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

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

### **I. PURPOSE**

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

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

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

### **III. DEFINITIONS**

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

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

- A. School District Goals
  - 1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
  - 2. The Advisory Committee is established by the school board to ensure active

community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

***[Insert Local Cycle in this space]***

- C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

- D. Comprehensive Continuous Improvement of Student Achievement

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

2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:
  - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota K-12 Academic Standards;
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,
  - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
  - a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:
  - a. The Director of Curriculum (or similar educational leader)
  - b. Principal
  - c. School Board Member
  - d. Student Representative

- e. One teacher from each building or instructional level
- f. Two parents from each building or instructional level
- g. Two residents without school-aged children, non-representative of local business or industry
- h. Two residents representative of local business or industry
- i. District Assessment Coordinator (if different from "a." above)

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

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

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

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

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

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

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

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

F. Reporting

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

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

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

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

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

Policy Adopted: March 2004

Reviewed: June 2015, May 2016, April 2021

Revised: June 2022

Independent School District No. 110

Waconia, MN

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

MSBA/MASA Model Policy 616

Orig. 1997

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

Rev. 202219

## 616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. DEFINITIONS

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

### IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

#### A. School District Goals

- 1. The school board has established school district-wide goals ~~which that~~ provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.
- 2. **The school board shall approve the guidelines for member representation of the**

Advisory Committee ~~is will be established by the school board~~ to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations identified through the Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

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

***[Insert Local Cycle in this space]***

- C. Implementation of Graduation Requirements

1. The Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.
2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations and the site has not made adequate yearly progress for two consecutive school years, the Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.
3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of achievement growth that show an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

- D. Comprehensive Continuous Improvement of Student Achievement

1. By [date] of each year, the Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.
2. The Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level,*

*Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

- a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota [K-12 Academic Standards](#);
  - b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; [and](#),
  - d. Advising the school board about development of the annual budget.
3. The Advisory Committee shall meet the following criteria:
- a. The Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
  - b. The Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.
  - c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.
  - d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. The Advisory Committee shall, when possible, be comprised of at least two-thirds community representatives and shall reflect the diversity of the community. To the extent possible, the Advisory Committee shall reflect the diversity of the school district and its school sites and include teachers, parents, support staff, students, and other community residents. Included in its membership should be:
- a. The Director of Curriculum (or similar educational leader)
  - b. Principal
  - c. School Board Member
  - d. Student Representative
  - e. One teacher from each building or instructional level
  - f. Two parents from each building or instructional level
  - g. Two residents without school-aged children, non-representative of local business or industry
  - h. Two residents representative of local business or industry

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

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

- 5. Translation services should be provided to the extent appropriate and practicable.
- 6. The Advisory Committee shall meet the following timeline each year:
  - Month: Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
  - Month(s): Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
  - Month(s): Review evaluation results and prepare recommendations.
  - Month: Present recommendations to the school board for its input and approval.

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

F. Reporting

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

***Legal References:***

- Minn. Stat. § 120B.018 (Definitions)
- Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
- Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum,

Instruction, and Student Achievement; Striving for the World's Best Workforce)  
Minn. Stat. § 120B.35 (Student Academic Achievement Levels and Growth)  
Minn. Stat. § 120B.36 (School Accountability; ~~Appeals Process~~)  
Minn. Stat. § 122A.40, ~~Subd. 8~~ (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, ~~Subd. 5~~ (Teacher Tenure Act; Cities of the First Class;  
Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning  
Agreement; Other Agreements Agreement)  
Minn. Stat. § 123B.147, ~~Subd. 3~~ (Principals)  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language  
Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.08~~20 00-3501.0815~~ (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social  
Studies)  
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical  
Education)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**Cross References:**

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

8.A.10. 617 School District Ensurance of  
Preparatory and High School Standards

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

MSBA/MASA Model Policy 617

Orig. 1998

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

Rev. 202203

## 617 SCHOOL DISTRICT ENSURANCE OF PREPARATORY AND HIGH SCHOOL STANDARDS

***[Note: With the repeal of the Profile of Learning, school districts no longer are required to comply with the procedures set forth in this policy. School districts which retain any portion of the Profile of Learning graduation requirements, however, may choose to retain all or a portion of this policy and may implement and manage the Profile of Learning content standards in whatever manner they deem appropriate.]***

### I. PURPOSE

The purpose of this policy is to ensure that all locally adopted preparatory and high school content standards of the Profile of Learning are addressed directly in both curriculum and assessment for all students, including those with special needs.

### II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to implement the Minnesota Graduation Standards, including local adoption of the former Profile of Learning content standards, during the transition to the implementation of the required Minnesota Academic Standards.
- B. This policy ensures that all students who qualify and elect to satisfy their graduation requirements through the Profile of Learning content standards will continue to receive instruction, curriculum and assessment which address the preparatory and high school content standards of the Profile of Learning. This policy also defines how technology will be integrated across student learning areas. ***[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*** In implementing the preparatory and high school content standards, the school district will work to improve the scope and sequences of curriculum, research-based instructional skills of teachers and other district staff who work with students, and alternative assessments of student achievement while making the transition to the required Minnesota Academic Standards.

### III. ESTABLISHMENT OF CURRICULUM AND INSTRUCTION

#### A. Preparatory Content Standards

*[To the extent school districts retain preparatory content standards as part of their locally adopted academic standards, school districts should insert in this section how their curriculum and instructional opportunities for all students will address the preparatory content standards, including the primary, intermediate and middle level standards. This section should contain an outline of each learning area's sequence in a manner which provides notice as to when various achievements are expected.]*

#### B. High School Content Standards

The school district will follow Policy 613, Graduation Requirements, as it implements the graduation standards. This policy ensures that all students will receive instruction, curriculum and assessment which addresses the high school content standards of the

Profile of Learning in all learning areas and that the uses of technology are integrated across student learning areas. **[Note: With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]**

**[Note: School districts should examine existing graduation requirements and align them to the new requirements.]**

C. Assessment of Content Standards

*[School districts should insert their procedure for determining where student achievement of preparatory and high school content standards will be assessed.]*

D. Additional Requirements

*[School districts may wish to consider including additional graduation requirements beyond those required by the Minnesota Academic Standards.]*

E. Special Needs Students

*[School districts should insert their procedure for addressing preparatory and high school content standards for students with special needs.]*

F. Integration of Technology

*[School districts may insert their procedure for addressing how technology will be integrated across the learning areas. With the repeal of the Profile of Learning, school districts are not required to integrate technology across learning areas and may, in their discretion, delete this provision.]*

G. Evaluation and Remediation of Student Difficulties and Achievement

*[School districts should insert their procedure for addressing how diagnosis of student difficulties and remediation will be accomplished as well as how diagnosis of student achievement and acceleration or continuous progress will be accomplished.]*

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations [and Graduation Requirements](#) for Minnesota’s Students)  
Minn. Stat. § 120B.11 (School District Process [for Reviewing Curriculum, Instruction, and Student Achievement; Striving for the World’s Best Workforce](#))  
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
Minn. Rules Parts 3501.082000-3501.0815 (Academic Standards for the Arts)  
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)  
~~Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)~~  
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)  
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical](#)

Education)

- Cross References:**
- MSBA/MASA Model Policy 104 (School District Mission Statement)
  - MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
  - MSBA/MASA Model Policy 613 (Graduation Requirements)
  - MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
  - MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
  - MSBA/MASA Model Policy 616 (School District System Accountability)
  - MSBA/MASA Model Policy 618 (Assessment of Student Achievement)

8.A.11. 623 Mandatory Summer School Instruction

## **623 MANDATORY SUMMER SCHOOL INSTRUCTION**

### **I. PURPOSE**

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

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

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

### **III. PROCEDURES**

- A. The school district shall offer summer school instruction providing opportunities for:
  - 1. Intervention programs at the elementary and middle school levels;
  - 2. Credit redemption and review courses at the high school level;
  - 3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs;
  - 4. Other summer school programs as determined by the school district.
- B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.
- C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the Department of Education. Remedial, make-up, and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of remediation services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.
- D. Summer school provides the opportunity for students to improve basic skills,

further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

#### **IV. MANDATORY SUMMER SCHOOL INSTRUCTION**

The school district will direct the administration to identify and develop specific criteria and standards for determining which students may receive summer school instruction. The instruction information and availability will be shared with school families on an annual basis. The superintendent will identify the administrators responsible for coordinating the summer instruction, including:

- Budgeting
- Staffing
- Registration
- Scheduling
- Procedures

#### **V. TRANSPORTATION SERVICES**

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with Minn. Stat. § 120A.22, Subd. 5(b). The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.
- B. The school district shall retain sole discretion, control, and management of scheduling routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

#### **VI. SCHOOL BOARD REVIEW**

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy.

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Minn. Rules Part 3501 (Graduation Standards)

***Cross References:*** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

Policy Adopted: March 2004  
Policy Revised: December 2020  
Independent School District No. 110  
Waconia, MN

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

MSBA/MASA Model Policy 623

Orig. 1999

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

Rev. 201922

## 623 MANDATORY SUMMER SCHOOL INSTRUCTION

### I. PURPOSE

The purpose of this policy is to establish program parameters and student attendance guidelines and requirements for the school district relating to the provision of mandatory summer school educational services.

### II. GENERAL STATEMENT OF POLICY

Summer school educational services and instruction shall be directed toward the fulfillment of the goals and objectives of the educational program and graduation standards of the school district.

### III. PROCEDURES

A. The school district shall offer summer school instruction providing opportunities for:

~~*[Note: The following are for illustrative purposes. Summer school instructional offerings are a policy decision to be determined by the local school board.]*~~

- ~~**1. Remedial instruction Intervention programs at the elementary and middle school level(s);**~~
- ~~**2. Make-up Credit redemption and review courses at the high school level(s);**~~
- ~~**3. Special education instruction and services related to mandatory summer school instruction consistent with applicable state and federal authority for all qualified disabled children where appropriate to their educational needs;**~~
- ~~**4. Reading intervention programs or instruction for students who are at risk of not learning to read before the end of second grade; and**~~
- ~~**5. Other mandatory summer school programs as determined by the school district.**~~

B. All services of the summer school program will be free to residents of the school district whose need for a summer program has been identified by teachers or the school principal and who are required to attend pursuant to established school district criteria and the provisions of this policy.

C. The summer school curriculum will be established in line with the needs of students and in accordance with rules of the [Minnesota](#) Department of Education. ~~Remedial, make-up, Intervention, credit redemption,~~ and review courses shall provide opportunities for students to qualify for promotion and/or credit in areas and subjects where previous work has not met promotion/credit standards. It shall further be designed to assist students who have not passed one or more basic requirements tests and who are in need of ~~remediation intervention~~ services relating to the school district's graduation standards or who have been identified as at risk of not learning to read before the end of second grade.

- D. Summer school provides the opportunity for students to improve basic skills, further their academic progress, and/or accelerate in designated academic areas. The intent of the school district is to ensure that courses taught during the summer session are of the same level of instructional breadth and difficulty as provided during the regular school year.

#### IV. MANDATORY SUMMER SCHOOL INSTRUCTION

***[Note: The Compulsory Instruction Law at ~~Minn. Stat. §Minnesota Statutes section 120A.22, subdivision Subd. 5~~, specifically authorizes school districts to require children subject to compulsory instruction to attend summer school. Each school district that wishes to implement mandatory summer school instruction must establish the criteria and standards for determining which students will be required to receive such instruction. These criteria should be developed and determined by the school board in consultation with appropriate educational professionals. The final criteria and standards should be provided with specificity in this section. These criteria are within the discretion of the school board and may be tailored to a school district's particular needs and resources. They may be aimed at certain grade levels, academic areas and programs, or at students in need of remediation services relating to the school district's graduation standards and basic requirements testing.]***

***[Also, pursuant to ~~Minn. Stat. §Minnesota Statutes section 120B.12, as of the 2011-2012 school year~~, school districts must identify, before the end of kindergarten, grade 1, and grade 2, students who are not reading at grade level before the end of the current school year. Such students must be screened for characteristics of dyslexia. Reading assessments in English and in the predominant languages of district students, where practicable, must identify and evaluate students' areas of academic need related to literacy. School districts must also monitor the progress and provide reading instruction appropriate to the specific needs of English learners. School districts must use a locally adopted, developmentally appropriate, and culturally responsive assessment. School districts are required to provide reading intervention methods for such students, which may include requiring student attendance in summer school.]***

#### ***[Alternative]***

The school board will direct the administration to identify and develop specific criteria and standards for determining which students must receive summer school instruction. **These will be provided to the school board for review and approval on no less than an annual basis. Following school board approval, the criteria and standards for mandatory summer school instruction will be included in this policy as Attachment A and incorporated herein by reference.** The instruction and availability will be shared with school families on an annual basis. The superintendent will identify administrators responsible for coordinating summer school instruction, including:

- budgeting
- staffing
- registration
- scheduling
- procedures

#### V. TRANSPORTATION SERVICES

- A. The school district shall make available transportation services for all students required to receive instruction in the school district's summer school program in accordance with ~~Minn. Stat. §Minnesota Statutes section 120A.22, subdivision Subd. 5(b)~~. The school district recognizes that transportation is an essential part of the school district services to students and parents but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.
- B. The school board shall retain sole discretion, control, and management of scheduling

routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, and any other matter relating to the provision of transportation services.

## **VI. SCHOOL BOARD REVIEW**

The superintendent or designated representative shall report at least annually to the school board regarding the status and utilization of programs under this policy. **All summer school programs will be subject to annual review and approval by the school board.**

**Legal References:** Minn. Stat. § 120A.20 (Admission to Public School)  
Minn. Stat. § 120A.22 (Compulsory Instruction)  
Minn. Stat. § 120B.12 (Reading Proficiently no Later than the End of Grade 3)  
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09 (Boards of Independent School Districts)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)  
Minn. Rules ~~Chapter Part~~ 3501 (Graduation Standards)

**Cross References:** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)  
MSBA/MASA Model Policy 605 (Alternative Programs)  
MSBA/MASA Model Policy 707 (Transportation of Public School Students)

9. **BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations Committee **Presenter:** Chair Geller

9.A.1. Superintendent Evaluation Summary

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. **ADJOURNMENT**