

ISD 110 School Board Work Session

Monday, March 18, 2024 7:00 PM

Waconia Public Schools - District Office - Conf Rm A, 512 Industrial Blvd.,
Waconia, MN 55387

1. International Field Trip Proposal

Presenter: Kari
Stevenson, WHS World
Language Teacher

SPAIN

Spring Break

March 7- 17, 2025

for

**Waconia High School
Spanish Students**

WHS Spanish students have a long history of traveling to Spanish speaking countries in order to experience a one of a kind cultural exchange.



SPAIN

2008
2010
2012
2014
2016



PERU

2011
2018



COSTA RICA

2013
2019

COSTA RICA and NICARAGUA

2017



ARGENTINA 2023

WHS has traveled with Xperitas since 2010

Xperitas is a nonprofit educational organization based in Minneapolis, Minnesota dedicated to promoting language learning and global citizenship through authentic immersion experiences.

“Transforming lives through shared global experience and intercultural learning.”

Since 1972, Xperitas has worked with hundreds of schools in over 30 states to provide immersion experiences for more than 100,000 students.

Why have we travelled only with Xperitas?

- Xperitas programs are run entirely by world language educators or expert guides whose primary objective is a high-quality educational experience for participating students.
- Xperitas provides comprehensive educational materials to adequately prepare each student for his/her program.
- Nearly all Xperitas programs include a family stay and/or school visit, providing participants with unique insights into the target culture as well as the opportunity to speak the target language with native speakers in authentic settings.
- Students are asked to speak the target language during the entire program, providing them with numerous opportunities to challenge themselves and cement the concepts learned in the classroom.

Proposed trip:

¡Olé Andalucía!

12-DAY TEACHER-LED LANGUAGE AND CULTURAL IMMERSION IN SPAIN

STARTING FROM \$4099.00

12-Day Program | Spanish language skills learned in the classroom come to life in this unique language immersion experience. Student group Spanish language immersion begins in Madrid, Spain's capital city! Revel in its charming plazas, historic monuments, and world-famous museums. From Madrid head to Granada and experience an authentic flamenco show and visit the awe-inspiring Moorish palace, La Alhambra, which dates back to the 8th century! Students top their travels off with our unforgettable Family Stay Experience®, allowing students to become temporary locals and appreciate everyday Spanish culture and lifestyle. They spend five days living la vida española with their host family before returning to Madrid. All travel dates are tentative, pending teacher approval and airline confirmation.

TRANSPORTATION

Xperitas arranges all transportation from the MSP airport .

Flights are arranged on commercial airline carriers. Public buses and trains as well as chartered motor coaches and vans may be used depending on our destination or the size of our group.

LEADER(S)

6 students per leader: Kari Stevenson and another Spanish speaking adult(s) depending on the size of the group.

COMMUNICATION

Contact with students is made possible through a communication network linking Xperitas with its representatives abroad and local correspondents along the itinerary. All necessary telephone and fax numbers are printed on the student's final itinerary, copy which the students are instructed to leave with his/her parents. Xperitas provides group leaders and parents with an emergency number to reach staff at any time during the program. For parents who need to contact their child in an emergency, it is best for parents to contact Xperitas first.

The WHS students and parents will also communicate with WHATSAPP when WIFI is available.

COST

The full cost of the trip is paid for by the student.

The program price includes airfare, lodging in hotels and the homes of volunteer host families, in-country ground transportation, and health/cancellation insurance. The number of meals provided vary by itinerary.

Limited medical and cancellation insurance is included in the price of the program. Details of this coverage are available on the Xperitas website. Xperitas is protected by a multimillion-dollar liability policy for its operations abroad and teachers who travel as leaders are covered under this policy.

The district cost would include a substitute teacher (depending on the flight dates) and in the past, the school has provided bus transportation to and from the airport.

FINANCIAL AID

Xperitas maintains a financial aid fund to benefit eligible students. Each year Xperitas disperses more than \$50,000 in financial aid grants based on need.

XPERITAS Detailed Itinerary



APPENDIX IV

**EXTENDED FIELD TRIP AND TRAVEL/INTERNATIONAL TRAVEL
APPLICATION FOR PRELIMINARY APPROVAL**

***Must submit to applicable building principal, activities director, and superintendent
9 months prior to extended travel, and 18 months prior to international travel***

School: Waconia High school

Group/Class: Spanish students

Organizer submitting request: Kari Stevenson

of students: 6-12? # of school personnel 1 # of chaperones 2? (depends on number of
travelers)

Destination: Spain

Mode(s) of transportation: Airplane, train, bus
Miles round trip: 9000

Educational objective or benefit: Language immersion and cultural exchange

Lodging and meal arrangements: Hotels, family stay and most meals

TIME

Dates of the trip March 7- 16, 2025 (approximate)

Days absent: When school is in session possibly 1 or 2(depends on flight arrangements)
Non-school days: 10

COST

Total estimated cost per student/chaperone: \$4000

Funding breakdown:

Student/chaperone: \$ 4000 District \$: cost of 1-2 sub days Other \$ _____

PRELIMINARY APPROVAL REQUIRED SIGNATURES

Building administration _____ Date _____

Superintendent _____ Date _____

Community Education Director _____ Date _____

cc: Health Services

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal, assistant principal, or special education director and may be financed by school district funds within the constraints of the school building budget which may include support from booster clubs or similar organizations. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

B. Supplementary Trips

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, community education activities and other special interest groups. These trips are subject to review and approval of the activities director, community education director and/or the building principal. Financial contributions by students may be requested which may include support from booster clubs or similar organizations. (Minn. Stat. § 123B.36, Authorized Fees)

C. Extended Trips

1. Trips that involve one or more overnight stops fall into this category and are not considered part of a predetermined school district competition schedule. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. All extended trips are voluntary and participation or non-participation status may not influence grades, or future placement, treatment or opportunity for students. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to

accommodate emergencies or contingencies (e.g., tournament competition).

2. Participation in Extended Trips is optional, students and families may choose to opt-out.
3. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

- A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.
- B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.
- C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.
- D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.
- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)

Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities;
Insurance)
Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)
Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)
Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675
(8th Cir. 2003)
Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal
of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School
Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Adopted: January 2004, revised January 2014, revised August 2021
Independent School District No. 110
Waconia, MN

District 110 Extended Field Trip Procedures

Extended Trip - Travel Within the US for Extended Period of Time		Extended Trip - International Travel	
Criteria	<ul style="list-style-type: none"> → Involves extended travel over multiple days beyond the midwestern United States (i.e. bus trip to Florida, flights to Washington D.C.) → Subject to review and approval by site principal and activities director, superintendent at least 18 months in advance of the planned trip → Occurs outside of student attendance day or year but may include school days if necessary due to travel arrangements → Student participation is voluntary → Clear parent communication and meeting required prior to signed permission slip 		<ul style="list-style-type: none"> → Involves any travel outside of the United States → Subject to review and approval by site principal and activities director, superintendent, and school board at least 18 months in advance of the planned trip → Occurs outside of student attendance day or year but may include school days if necessary due to travel arrangements → Student participation is voluntary → Clear parent communication and meeting required prior to signed permission slip
Approval Process and Documents	<ul style="list-style-type: none"> → Submit initial approval to the appropriate site-level administrator and/or program director, superintendent and school board <u>at least eighteen (18) months prior to departure.</u> <ul style="list-style-type: none"> ◆ Step 1: Coordinator meets with the site administrator to review the proposal. ◆ Step 2: Site administrator informs superintendent of proposed trip and schedules school board presentation. ◆ Step 3: Field trip coordinator presents proposal to the school board. <ul style="list-style-type: none"> ○ Extended Field Trip -Board Presentation Checklist ◆ Step 4: If board approve, site administrator, superintendent and board chair all sign the 		<ul style="list-style-type: none"> → Submit initial approval to the appropriate site-level administrator and/or program director, superintendent and school board <u>at least eighteen (18) months prior to departure.</u> <ul style="list-style-type: none"> ◆ Step 1: Coordinator meets with the site administrator to review the proposal. ◆ Step 2: Site administrator informs the superintendent of proposed trip and schedules school board presentation. ◆ Step 3: Field trip coordinator presents proposal to the school board. <ul style="list-style-type: none"> ○ Extended Field Trip -Board Presentation Checklist ◆ Step 4: If board approve, site administrator, Preliminary Approval Form.

	<p>Preliminary Approval Form.</p> <ul style="list-style-type: none"> ○ Extended Field Trip -Preliminary Approval <ul style="list-style-type: none"> ● Submit the final checklist to the appropriate site-level administrator or program director <u>within two (2) months of departure.</u> <ul style="list-style-type: none"> ● Extended Field Trip - Final Approval Checklist 	<ul style="list-style-type: none"> ○ Extended Field Trip -Preliminary Approval <ul style="list-style-type: none"> ● Submit the final checklist to the appropriate site-level administrator or program director <u>within two (2) months of departure.</u> <ul style="list-style-type: none"> ● Extended Field Trip - Final Approval Checklist <p>◆ superintendent and board chair all sign the</p>
<p>Financial Requirements</p>	<ul style="list-style-type: none"> → Financial contributions can be requested from: <ul style="list-style-type: none"> ◆ Students/Families ◆ Booster Clubs or similar organizations ◆ Student fundraising → Scholarships must be available → Substitute teacher costs are covered by site funds or appropriate co-curricular budget 	<ul style="list-style-type: none"> → Financial contributions can be requested from: <ul style="list-style-type: none"> ◆ Students/Families ◆ Booster Clubs or similar organizations ◆ Student fundraising → Scholarships must be available → Substitute teacher costs are covered by site funds or appropriate co-curricular budget
<p>Supervision & Safety Requirements</p>	<ul style="list-style-type: none"> → There must be at least one (1) chaperone for every ten (10) students. → A minimum of two (2 chaperones) total. → Chaperone gender must reflect gender of students (male and female students require a male and female chaperone). → Chaperones must complete and pass ISD District 110 background checks. → Chaperones must sign and return the Field Trip and Travel Chaperone Agreement. → Conduct expectations must be reviewed with all students by a staff member prior to the field trip. 	<ul style="list-style-type: none"> → There must be at least one (1) chaperone for every ten (10) students. → A minimum of two (2 chaperones) total. → Chaperone gender must reflect gender of students (male and female students require a male and female chaperone). → Chaperones must complete and pass ISD District 110 background checks. → Chaperones must sign and return the Field Trip and Travel Chaperone Agreement. → Conduct expectations must be reviewed with all students by a staff member prior to the field trip.
<p>Medical Requirements</p>	<ul style="list-style-type: none"> → Copy of the Preliminary Request form must be shared with Health Services <ul style="list-style-type: none"> ○ Extended Field Trip -Preliminary 	<ul style="list-style-type: none"> → Copy of the Preliminary Request form must be shared with Health Services <ul style="list-style-type: none"> ○ Extended Field Trip -Preliminary

	Approval	Approval
Accommodation Requirements	→ Reasonable accommodations must be made for students and staff with disabilities.	→ Reasonable accommodations must be made for students and staff with disabilities.
Transportation Requirements	→ Organize transportation and onsite transportation using commercial carriers and vetted student experience categories.	→ Organize transportation and onsite transportation using commercial carriers and vetted student experience categories.

Extended Field Trip- Board Presentation Checklist

Board Presentation Checklist

Prior to obtaining preliminary approval, the field trip coordinator, after meeting with the site level administrator, must present to the school board at least 18 months prior to the proposed trip.

Presentation and slide deck must include information on the following:

- Location/Locations
- Proposed Dates/Times
 - Should be planned outside of the school calendar but if days are missed due to travel arrangements be prepared to share how many days will be missed.
- Proposed Trip Itinerary
- Connection to curriculum
- Modes of transportation to location and once arrive at location
- Proposed commercial carriers
- Tour company and credentials of tour company
- Approximate cost of trip per student
- Proposed funding sources
- Proposed chaperones (1 per 10 students, minimum of 2 chaperones)
- Measures to ensure student safety while traveling
- Overview of communication plan with parents regarding logistical concerns before and during the trip.

Site/Program: _____

Group/Class: _____

Organizer: _____

Anticipated # of Students: _____

Anticipated # of staff members: _____

Anticipated # of chaperones: _____

Destination: _____

Mode of transportation: _____

Miles roundtrip: _____

If using a tour company, include contact information and/or link below:

Connection to Curriculum:

Dates of Trip: _____

Total estimated cost per student/chaperone \$ _____

Funding Breakdown

Student \$ _____ Other Sources (i.e.Booster Clubs) _____

Scholarship Available?: _____

Preliminary Approval Signatures

• Site Administrator: _____ Date: _____

• Superintendent: _____ Date: _____

• Board Chair: _____ Date: _____

Extended Field Trip - Preliminary Approval Form

Submit this form to the appropriate site-level administrator or program director within nine (9) months of departure.

Site/Program: _____

Group/Class: _____

Organizer: _____

Anticipated # of Students: _____

Anticipated # of staff members: _____

Anticipated # of chaperones: _____

Destination: _____

Mode of transportation: _____

Miles roundtrip: _____

Connection to Curriculum:

Dates of Trip: _____

Total estimated cost per student/chaperone \$ _____

Funding Breakdown

Student \$ _____ Other Sources (i.e. Booster Clubs) _____

Scholarship Available?: _____

Preliminary Approval Signatures

Site or Program Administrator: _____ **Date:** _____

cc: Health Services

2. **Superintendent Updates**

Presenter:
Superintendent Brian
Gersich, Ed. D.

3. **Approve Strategic Plan**

Presenter:
Superintendent Brian
Gersich, Ed. D.

WACONIA PUBLIC SCHOOLS 2024–2028 Strategic Plan



OUR MISSION

ISD 110 maximizes opportunities for all students to **explore their passions and create their success** by committing to a community that includes academic rigor, social growth, and emotional wellbeing.



OUR VISION

ISD 110 commits to:

- Inspiring students to explore a variety of pathways including academic offerings and extra curricular activities that will allow them to recognize who they are and who they will become.
- Fostering a community with a collective sense of belonging and wellbeing.
- Establishing efficient systems and structures as part of a world-class school district that will create opportunities for staff to engage in innovative teaching and students to experience academic success.

OUR CORE VALUES

Respect

We honor and listen to all voices to ensure everyone feels valued.

Collaboration

We achieve our common goals through trust, teamwork, and partnership.

Inclusiveness

We welcome all and seek multiple perspectives to create one connected community.

Empathy

We listen and act with genuine care.

Resilience

We empower one another and persevere with courage, determination, and optimism.

OUR STRATEGIC DIRECTIONS



Student Outcomes

- Elementary student performance on MCAs
- Middle school student performance on MCAs
- High school student readiness for post-high school success



Student & Staff Experience

- Physically and emotionally safe at school
- Recognize & respond to cultural commonalities and differences. Feel welcomed, respected, and heard
- Access to inclusive academic, leadership, service and social experiences



Systems & Structures

- Management of financial resources
- Proactive planning for and management of facilities
- Monitor & promote student enrollment

Strategic Direction	Description	Measure / Metric	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
Delivering high-quality instruction that advances academic excellence	Elementary student performance on MCA	Percentage of 3rd-5th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
		Percentage of 3rd-5th grade students who meet or exceed proficiency in math	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	Middle school student performance on MCA	Percentage of 6th-8th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
		Percentage of 6th-8th grade students who meet or exceed proficiency in math	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	High school student readiness for post-high school success	Percent of students meeting 3 out of 4 benchmarks for the ACT	34% or below	35%-39%	40%-44%	45%-49%	50% or higher
		Percent of students taking at least one course designated for higher ed and future careers at WHS	65%-69%	70%-74%	75%-79%	80%-84%	85% or higher
Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong	Physically and emotionally safe at school.	Students surveyed agree or strongly agree they feel safe and supported	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Staff surveyed agree or strongly agree they feel safe and supported	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Percentage of district safety and emergency plans/drills followed with fidelity	86% & Below	87% - 89%	90% - 93%	94% - 96%	97% & above
	Recognize and respond to cultural commonalities and differences. Feel welcome, respected and heard.	Students and parent/guardians surveyed agree or strongly agree their student feels welcome, respected, and heard	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Staff surveys agree or strongly agree they feel welcome, accepted, and heard	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Behavior referrals responded to with restorative and non-exclusionary practices	80% & Below	81% - 84%	85% - 88%	89% - 92%	93% & above
	Access to inclusive academic, leadership, service, and social experiences	Students and parent/guardians surveyed agree or strongly agree they are engaged and involved in school	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		High school students involved in academic, leadership, service, social, fine arts, and athletic clubs or activities	67% & Below	68% - 72%	73% - 77%	78% - 84%	85% & above
		Staff surveyed agree or strongly agree they are engaged and productive in their position	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
Establishing efficient, effective, and sustainable systems and structures to support the fulfillment of district vision	Management of financial resources	Unassigned fund balance at fiscal year-end	Less than -2%	-1.9% to 2.0%	2.1% to 5%	5.1% to 8%	Greater than 8%
		Findings from the annual ISD 110 audit	4 or more	3	2	1	0
	Proactive planning for and management of facilities	Facilities condition survey results indicate clean spaces in buildings (ranking from 1 to 5, 5 being the highest)	1.0 - 1.9	2.0 - 2.9	3.0 - 3.9	4.0 - 4.4	4.5 - 5
	Monitor and promote ISD 110 student enrollment	Net open enrollment for ISD 110	Less than -200	-200 to - 101	-100 to -51	-50 to 0	Greater than 0
% Wildcat Preschool students retained in Kindergarten or Preschool		less than 74%	75% to 79%	80% to 84%	85% to 89%	90% or greater	

104 SCHOOL DISTRICT MISSION STATEMENT

I. PURPOSE

The purpose of this policy is to establish a clear statement of the purpose for which the school district exists.

II. GENERAL STATEMENT OF POLICY

The school board believes that a mission statement should be adopted. The mission statement should be based on the beliefs and values of the community, should direct any change effort and should be the basis on which decisions are made. The school board, on behalf of and with extensive participation by the community, should develop a consensus among its members regarding the nature of the enterprise the school board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

III. MISSION STATEMENT

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

A. CORE VALUES

Drivers of Our Words and Actions

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

B. VISION STATEMENT

What We Commit to Create

ISD110 students will:

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

C. THEORY OF ACTION

Our Commitment to Continuous Learning

If we:

- Believe all students have the ability to learn and achieve to their potential, and
- Create an environment of safety and belonging, and
- Respond to our students' social, emotional, and academic needs, and
- Build trust and genuine partnerships with students, parents, and colleagues, and
- Achieve learning through high expectations, effective instruction, and established outcomes, and
- Commit to continuous learning and improvement, then all students will...
...EXPLORE THEIR PASSIONS AND CREATE THEIR SUCCESS!

D. STRATEGIC ROADMAP can be viewed on the district website:
www.isd110.org/about-us/isd-110-strategic-roadmap

IV. REVIEW

The school board will review the school district's mission every two years, especially when members of the board change. The school board will conduct a comprehensive review of the mission, including the beliefs and values of the community, every five to seven years.

Legal References: Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement)

Cross References:

Original Board Policy
Amended: December 8, 1986 / March 11, 1996 / July 2007
May 2016 / December 9, 2019/September 2022
Independent School District 110
Waconia, Minnesota

4. **Budget Adjustments**

Presenter:
Superintendent Brian
Gersich, Ed. D.



MEMORANDUM

TO: ISD 110 School Board

FROM: Brian Gersich, Superintendent

DATE: March 18, 2024

SUBJECT: Proposed Budget Changes 2024-25

Introduction:

The purpose of this document is to provide a high-level summary of the staffing and budget adjustments being considered for fall 2024. Changes in enrollments between cohorts and grade levels will always shift staffing as a part of “right-sizing”, which is largely driven by our class size targets. This document and summary are not intended to capture every possible change or iteration, as those routine changes would be captured as part of the annual budget approval.

Proposed Changes:

Because a particular secondary change has an impact on the elementary, the summary will first outline proposed changes to the middle and high school.

Secondary:

- Increase 0.5 FTE Media Specialist to 1.0 FTE, assigned to support both WMS/WHS
 - We attempted this change mid-year using 0.5 FTE in the current budget for WMS and new revenue from the state (from 2023 legislation). Attempts for mid-year hire were not successful, and an ESP was hired to support WMS until the end of the 2023-2024 year.
- Add 1.0 FTE Social Worker (0.5 FTE for WLC, 0.5 FTE for WMS)
 - The position will be funded in part by new money for mental health positions (from 2023 legislation) and through special education funding
 - The addition of this position is based on efforts to provide support to students, and in particular the result of advocacy from the WLC team for additional support and more consistent access for the students at the WLC
- Retain FTE for WMS despite slight enrollment decline
 - Because the number of students moving out of grade 8 into the WHS is more than the number of 6th-grade students moving in, theoretically, we would expect approximately a 3.0 FTE reduction in instructional staff. However, we propose to maintain existing staffing levels since doing so should support lowering class sizes at WMS.

- From the onset of the budget adjustments, it was clear that some of the largest systemic changes in ISD 110 were occurring at WMS. This investment in staffing is also intended to help offset some of the significant MS changes that occurred.

Elementary:

- As noted above, the expectation is to increase FTE for secondary media to support WMS and WHS. If this change results in the movement of one of the current elementary media specialists to fill that role, the elementary team proposes to backfill that opening with 1.0 FTE in Art (changes specials rotation from the current 2 media and 1 art to 2 art and 1 media starting in fall of 2024).
- Note: As outlined in the introduction, annual adjustments will always need to be made based on class size targets and enrollment changes. Other items still under consideration include:
 - This list does not include the current monitoring of K sections. At present, kindergarten enrollment for each site suggests 3 sections with each in the “optimal” class size target range of 20 to 23. However, we expect enrollments to grow and therefore it is possible, if not probably, that we will need to increase sections at one or all sites.
 - Additionally, we are reviewing changes to grade 5 where section determinations will either place us slightly above or slightly below optimal class sizes. Elementary principals will work together to see if we can mitigate this through voluntary enrollment changes, similar to the initial plan from the previous year. However, it is notable that there would be no projected class sizes over 32 as had been projected last spring.

To Be Determined :

Unclear at this time is if we will be able to propose retaining our WMS and WHS Dean of Students positions. As a reminder, during the spring 2023 WREAP, the Education Services Department (formerly teaching and learning) merged a 1.0 FTE to support retaining the deans for both sites. Therefore, for each position, 0.5 FTE is part of the Education Services and 0.5 FTE had previously been covered by pandemic relief funds that are no longer available. Ultimately need to determine if Deans are appropriate or not, and determine if these should be funded or discontinued. If we reduce the deans, the 1.0 FTE would be reallocated to Education Services to support secondary work.

- Exploring possible grants that could help fund positions
- Could utilize parking revenue (WREAP called for \$40,000, actuals closer to \$45,000)
 - This year additional funds were used to support Ben Karnes staying on as security and support to help enforce / monitor parking

Conclusion:

Generally speaking, we welcome feedback or additional items for consideration. There is no formalized action needed at this time as ultimately the changes will be presented for approval once the budget is finalized.

5. **Bond Funding and Action on Site LogIQ Invoice
(IAQ)**

Presenter: Ra Chhoth,
Director of Finance &
Operations



INVOICE

Project #: PUBMID-006344

MN - Waconia - LTFM - PSA - Phase I

BILLING DATE	2/10/2024
PERIOD TO:	2/29/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	9739
AMOUNT DUE	\$ 157,640.63

INVOICE TO:
Waconia Public Schools
 ATTN: Brian Gersich
 512 Industrial Blvd
 Waconia, MN 55387
bgersich@isd110.org

PLEASE REMIT PAYMENT TO:
 SitelogIQ Inc. - Accounts Receivables Midwest
 IDS Center
 80 South 8th Street, Suite 1850
 Minneapolis, MN 55402

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BILLING DATE	2/10/2024
PERIOD TO:	2/29/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	9739
AMOUNT DUE	\$ 157,640.63

TERMS:	30 DAYS UPON RECEIPT

Waconia Public Schools

Program	Fund	Description	Project Amount	Percent Complete	Previously Billed	Current Billing	Cumulative Billing
		Design Document Phase	\$ 2,206,968.74	49%	\$ 914,946.18	\$ 157,640.63	\$ 1,072,586.80
		Construction Implementation Phase	\$ 788,203.13	0%	\$ -	\$ -	\$ -
		Post Construction	\$ 157,640.63	0%	\$ -	\$ -	\$ -
							\$ -
			\$ 3,152,812.50	34%	\$ 914,946.18	\$ 157,640.63	\$ 1,072,586.80

DIRECT INQUIRIES AND CORRESPONDENCE TO:

Michael Smith
 651.528.2518
michael.smith@sitelogiq.com

SitelogIQ, Inc - Accounts Receivables Midwest
 IDS Center 80 South 8th
 Suite 1850
 Minneapolis, MN 55402

PAY THIS AMOUNT IN US DOLLARS



\$ 157,640.63



Total Engagement Draw Schedule				\$16,815,000.00
Year	Month	Phase	Invoice Amount	Annual Totals
2023	December	Program Management / Dev	\$ 757,305.56	\$757,305.56
	January	Design	\$ 157,640.63	
2024	February	Design	\$ 157,640.63	
	March	Design	\$ 220,696.88	
	April	Design	\$ 220,696.88	
	May	Design	\$ 220,696.88	
	June	Design	\$ 220,696.88	
	July	Design	\$ 251,594.44	
	August	Construction Management	\$ 126,112.50	
	September	Construction Management	\$ 94,584.38	
	October	Construction Management	\$ 15,764.06	
	November	Construction Management	\$ 15,764.06	
	December	Construction Management	\$ 15,764.06	\$1,717,652.25
	2025	January	Construction Management	\$ 15,764.06
February		Construction Management	\$ 15,764.06	
March		Construction Management	\$ 31,528.13	
April		Construction Management	\$ 31,528.13	
May		Construction Management	\$ 746,165.63	
June		Construction Management	\$ 4,209,004.69	
July		Construction Management	\$ 4,224,768.75	
August		Construction Management	\$ 4,224,768.75	
September		Commissioning / Post Construction	\$ 754,047.66	
October		Commissioning / Post Construction	\$ 52,021.41	
November		Commissioning / Post Construction	\$ 34,680.94	
December			\$ -	\$14,340,042.19
Totals		24		100.00%

*Consistent with Article 1.03 and Schedule B of the Professional Services Agreement, the draw schedule is subject to change. SiteLogIQ's invoices shall reflect services actually rendered.