

ISD 110 School Board Regular Meeting

Monday, September 23, 2024 7:00 PM

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

1. **CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE** **Presenter:** Chair Geller
2. **ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE** **Presenter:** Chair Geller
 - 2.A. Upcoming Meetings:
 - 2.B. Introduction
 - 2.B.1. Student School Board Representative for SY 2024-2025
 - Reidun Trostad, WHS Class of 2026
 - 2.B.2. Ceremonial Oath of Office **Presenter:** Chair Geller
 - 2.C. 2024 Employee Essence Award Recipients
 - 2.D. 2024-2025 Accomplished Waconia Educators
3. **PUBLIC COMMENT**
4. **MINUTES OF PREVIOUS MEETING**

ISD 110 School Board Regular Meeting
Monday, August 26, 2024 7:00 PM

Waconia City Hall
201 S Vine Street
Waconia, MN 55387

Agenda

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

Presenter: Chair Geller

Members present: Geller, DeBoer, Bergstrom, Hagen, Amott, Kelzer-Breeden

Members absent: Myers

Call to order by Chair Geller at 7PM

Motion by DeBoer to adopt agenda

Kelzer-Breeden second

All in favor

Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE

Presenter: Chair Geller

2.A. Introductions

2.A.1. Student School Board Representatives for SY 2024-2025

- Reidun Trostad, WHS Class of 2026 (absent)
- Lexi Stillwell, WHS Class of 2025

2.A.2. Ceremonial Oath of Office

Presenter: Chair Geller

2.A.3. ISD 110 School Resource Officer

- Deputy Joelle Dierson, Carver County Sheriff's Office

Presenter: Paul Sparby, Principal, Waconia High School

2.B. Upcoming Meetings:

3. PUBLIC COMMENT

4. MINUTES OF PREVIOUS MEETING

Motion by Amott to approve the minutes of the July 29 regular meeting and Aug 12 work session.

Bergstrom second

All in favor

Motion carried

5. CONSENT AGENDA

Presenter: Chair Geller

Motion by Bergstrom to approve Consent Agenda

Hagen second

All in favor

Motion carried

5.A. Bills and Wire Transfers

Presenter: Ukee Dozier

5.B. Human Resource Items:

Presenter: Dr. Enid Schonewise, Director of Human Resources

Employment

Abrahamson, Jennifer Replacement	Educational Assistant (SPED) 6 Hours/Day; 175 Days	ESC/WLC
Akerson, Amiah Replacement	Special Education Teacher 1.0 FTE; 184 Days	LT
Barger, Sandra Replacement	Social Worker 1.0 FTE; 184 Days	BV
Carlisle, Joshua Replacement	Technology Support Specialist 8 Hours/Day; 260 Days	ESC
Carlson, Leann Replacement	English / Language Arts Teacher 1.0 FTE; 184 Days	WMS
Carman, Pamela Replacement	Director of Finance & Operations 8 Hours/Day; 260 Days	ESC
Clark, Marissa Replacement	Health Associate 1 Hour/Day; 175 Days	Parochial
Dammann, James Replacement	Custodial Cleaner 8 hours/Day; 260 Days	WMS
Fritz, Andrea Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	SV
Grove, Shannon Replacement	Educational Assistant - Title I 6 Hours/Day; 175 Days	BV
Huaman, Kathryn Replacement	Deaf and Hard of Hearing Teacher 1.0 FTE; 184 Days	ESC

LaCoursiere, Meagan Replacement	Health Associate 3 Hours/Day; 175 Days	BV
Mackall, Courtney Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	SV
Moore, Stephanie Replacement	Grade 3 Teacher 1.0 FTE; 184 Days	BV
O'Donnell, Esther Replacement	Health Associate 1.5 Hours/Day; 175 Days	Parochial
Precht, Isabella Replacement	Grade 3 Teacher Long-Term Substitute	BV
Schalow, Judith Replacement	Language Arts Teacher Long-Term Substitute	WHS
Sorenson, Michelle Replacement	Health Associate 4.25 Hours/Day; 175	BV
Westmiller, Gabrielle Replacement	Educational Assistant (SPED) 6.5 Hours/Day; 175 Days	WMS
Young, Kjerstin Replacement	Art Teacher 1.0 FTE; 184 Days	WMS

Employee Status Changes

Berger, Todd, from Educational Assistant (SPED) to Special Education Teacher at BV
 Brown, Peter, Agricultural Education Teacher, Overload added for Trimesters I and 2 at WHS
 Bullis, Mark, Industrial Arts Teacher, Overload added for Trimester I at WHS
 Mann, Katherine, FACS Teacher, Overload added for Trimester I at WHS
 Schulte, Sarah, from SLP Assistant to Speech Language Pathologist at BV

Extended Contracts

Alger, Lynette, Guidance Counselor, up to 8 additional extra duty days
 DeYoung, Stephanie, Emotional Behavior Disorders Teacher, up to 6 additional duty days
 Fogarty, Haley, Guidance Counselor, up to 8 additional duty days
 Henn, Dana, Guidance Counselor, up to 8 additional duty days
 Raether, Kelly Jo, Work Experience Coordinator, up to 7 additional duty days

Leaves of Absence

Schuette, Jean, Head Cook at BV

Retirements/Resignations/Terminations

Anderson, Hannah, School Counselor at BV

Dietzler, Kelly, Language Arts Teacher at WHS
Forsberg, Heather, Nutritional Assistant at LT
Leistiko, Alyssa, Educational Assistant (SPED) at WHS
May, Jasmin, Educational Assistant (SPED) at BV
Remer, Jill, Educational Assistant (SPED) at WEC
Schrupp, Leah, Educational Assistant (SPED) at WHS
Sells, Stephanie, Educational Assistant (SPED) at SV
Stackowitz, Katherine, Educational Assistant (SPED) at BV
Weinzierl, Cara, Educational Assistant (SPED) at WMS

5.C. Sitelogiq June and July 2024 Invoices

5.D. Equipment Pre-Purchase for 2025 Ventilation Improvements at High School and District Office Building

Presenter: Tim Bisek, Director of Buildings and Grounds

5.E. Ridgewater PSEO Contract

5.F. Receipts of Donation

6. REPORTS

6.A. Administrative Presentation: Pollinator Project at Laketown Elementary

Presenter: Keith Baune, Principal, Laketown Elementary, and Tim Bisek, Director of Buildings & Grounds

6.B. Finance Report

Presenter: Ukee Dozier

7. ACTION ITEMS

7.A. Collective Bargaining Agreement with Waconia Education Association 2023-2025

Presenter: Dr. Enid Schonewise, Director of Human Resources

Motion by Amott to approve Collective Bargaining Agreement with Waconia Education Association 2023-2025

Kelzer-Breeden second

All in favor

Motion carried

7.B. Collective Bargaining Agreement with Waconia Education Association 2025-2027

Presenter: Dr. Enid Schonewise, Director of Human Resources

Motion by Bergstrom to approve Collective Bargaining Agreement with Waconia Education Association 2025-2027

Amott second

All in favor

Motion carried

7.C. Custodial/Maintenance Collective Bargaining Agreement 2023-2025

Presenter: Dr. Enid Schonewise, Director of Human Resources

Motion by Hagen to approve Custodial/Maintenance Collective Bargaining Agreement 2023-2025

Kelzer-Breedon second

All in favor

Motion carried

7.D. Custodial/Maintenance Collective Bargaining Agreement 2025-2027

Presenter: Dr. Enid Schonewise, Director of Human Resources

Motion by Amott to approve Custodial/Maintenance Collective Bargaining Agreement 2025-2027

DeBoer second

All in favor

Motion carried

7.E. Community Education and Buildings and Grounds Purchase of Field Maintenance Equipment

Presenter: Steven Jensen, Community Education Director, and Tim Bisek, Director of Buildings & Grounds

Motion by DeBoer to approve Community Education and Buildings and Grounds Purchase of Field Maintenance Equipment

Amott second

All in favor

Motion carried

8. DISCUSSION ITEMS

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee DeBoer reports several policies coming for first read as a result of 2024 legislative changes

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

9.E. Southwest Metro Intermediate District 288 Representative Geller reports new superintendent is moving in good direction

9.F. MSHSL Representative

9.G. Special Education Advisory Council

9.H. Community Education Advisory Council Representative

9.I. Teaching & Learning Advisory Council Representative

9.J. City of Waconia Liaison

10. ADJOURNMENT

Motion by DeBoer to adjourn

Amott second

All in favor

Motion carried

Meeting adjourned at 7:31 PM

ISD 110 School Board Work Session
Monday, September 9, 2024 7:00 PM Central

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

Members present: Geller, Hagen, Bergstrom, Myers, Kelzer-Breeden, DeBoer, Amott
Members absent : none

1. Superintendent Updates

Candidate meet & greets, thank you letter to City of Waconia for SRO partnership

1.A. Minnesota School Board Recognition Month

1.B. Development of Superintendent Goals for SY 24-25

Discussion of researching other types of collective bargaining processes a year before next bargaining cycle. From the list of options, the board identified goal 1 and 2, and a combination of goals to be framed by Gersich for goal 3

These will be finalized at the October board work session.

2. Proposed 2023-2025 Terms and Conditions of Employment for Confidential Employees

Motion by Amott to approve the Proposed 2023-2025 Terms and Conditions of Employment for Confidential Employees

Kelzer-Breeden second

All in favor

Motion carried

3. Proposed 2023-2025 Terms and Conditions of Employment for Administrative Support Professionals

Motion by Amott to approve the Proposed 2023-2025 Terms and Conditions of Employment for Administrative Support Professionals

Hagen second

All in favor

Motion carried

4. Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated Technology Employees

Motion by Amott to approve the Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated Technology Employees

DeBoer second

All in favor

Motion carried

5. Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated 9 Month Employees

Motion by Kelzer-Breeden to approve Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated 9 Month Employees

Bergstrom second

All in favor
Motion carried

6. Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated Supervisors and Coordinators

Motion by Hagen to approve the Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated Supervisors and Coordinators

Hagen second

All in favor

Motion carried

7. Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated Directors and Managers

Motion by DeBoer to approve the Proposed 2023-2025 Terms and Conditions of Employment for Unaffiliated Directors and Managers

Kelzer-Breeden second

All in favor

Motion carried

8. Proposal for Staff Recognition

Hagen and Kelzer-Breeden shared ideas for ways to recognize staff. Communications Director Thomas will help to frame, reevaluate in January.

Meeting adjourned at 8:30 PM

5. **CONSENT AGENDA**

Presenter: Chair
Geller

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
612723	A H HERMEL COMPANY	08/23/2024	R	2,659.32	August
612724	ADAMS PEST CONTROL CO INC	08/23/2024	R	218.40	August
612725	AIM ELECTRONICS INC	08/23/2024	R	330.00	August
612726	ALPHA WIRELESS COMMUNICATIONS	08/23/2024	R	100.00	August
612727	AMAZING ATHLETES OF CENTRAL MN	08/23/2024	R	770.00	August
612728	ANGELL, ADAM	08/23/2024	R	500.00	August
612729	APPLE INC	08/23/2024	R	1,246.00	August
612730	AVIBEN	08/23/2024	R	553.57	August
612731	BAUER, MARCUS	08/23/2024	R	45.00	August
612732	BECKER, JOHN	08/23/2024	R	23.00	August
612733	BLILIE, TALEN	08/23/2024	R	90.00	August
612734	BNR IRRIGATION SERVICES INC	08/23/2024	R	445.62	August
612735	BOYER, JACQUELYN	08/23/2024	R	633.60	August
612736	BRAINPOP LLC	08/23/2024	R	14,549.25	August
612737	BSN SPORTS LLC	08/23/2024	R	588.26	August
612738	BUFFALO HIGH SCHOOL	08/23/2024	R	250.00	August
612739	BUSINESS IMPACT GROUP	08/23/2024	R	371.59	August
612740	CHASKA HIGH SCHOOL ATHLETICS	08/23/2024	R	400.00	August
612741	COR ROBOTICS LLC	08/23/2024	R	1,200.00	August
612742	CURTIS, MELISSA	08/23/2024	R	706.00	August
612743	DAVIS, BENJAMIN	08/23/2024	R	45.00	August
612744	EAST RIDGE HIGH SCHOOL	08/23/2024	R	525.00	August
612745	GRAVES, DAX	08/23/2024	R	45.00	August
612746	KKC TAE KWON DO	08/23/2024	R	831.60	August
612747	HANSON SPORTS LLC	08/23/2024	R	3,808.60	August
612748	HAPPY FEET SOCCER TWIN CITIES	08/23/2024	R	825.00	August
612749	HILLYARD/HUTCHINSON	08/23/2024	R	4,563.00	August
612750	HOLTON ELECTRIC CONTRACTORS	08/23/2024	R	1,491.93	August
612751	HUSTLE & HEART SPORTS	08/23/2024	R	595.50	August
612752	IMAGE GRAPHICS PREMIER APPLICA	08/23/2024	R	959.68	August
612753	KEARNEY, ANDREW	08/23/2024	R	50.00	August
612754	KIDCREATE STUDIO	08/23/2024	R	2,400.00	August
612755	KIRKPATRICK, GEHRIG	08/23/2024	R	50.00	August
612756	LAKESHORE LEARNING MATERIALS L	08/23/2024	R	123.10	August
612757	LAKEVILLE NORTH HIGH SCHOOL	08/23/2024	R	225.00	August
612758	LOFFLER COMPANIES	08/23/2024	R	1,574.20	August
612759	LVC COMPANIES INC	08/23/2024	R	2,965.00	August
612760	LYNCH, KEVIN	08/23/2024	R	11,856.00	August
612761	MACKENTHUN'S FINE FOODS	08/23/2024	R	174.30	August
612762	MANKATO EAST HIGH SCHOOL	08/23/2024	R	250.00	August
612763	MEI TOTAL ELEVATOR SOLUTIONS	08/23/2024	R	791.00	August
612764	MERRITT, GEDRIC	08/23/2024	R	40.00	August
612765	METRO WEST CONFERENCE	08/23/2024	R	6,000.00	August
612766	MID-COUNTY CO-OP	08/23/2024	R	214.13	August
612767	MINI BIFF LLC	08/23/2024	R	99.96	August
612768	MOUND WESTONKA HS	08/23/2024	R	190.00	August
612769	MYSTERY SCIENCE	08/23/2024	R	1,495.00	August
612770	NEW PRAGUE HIGH SCHOOL	08/23/2024	R	250.00	August
612771	NYSTROM, JACKSON	08/23/2024	R	45.00	August
612772	ORIENTAL TRADING/FUN EXPRESS	08/23/2024	R	241.99	August
612773	ORTMEIER, SOPHIA	08/23/2024	R	1,550.00	August
612774	PARTS CITY WACONIA	08/23/2024	R	64.99	August
612775	PRIOR LAKE ROBOTICS	08/23/2024	R	250.00	August
612776	RABE, CARSON	08/23/2024	R	135.00	August
612777	RENAISSANCE LEARNING INC	08/23/2024	R	19,568.75	August
612778	RIDDELL ALL AMERICAN SPORTS CO	08/23/2024	R	4,137.45	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
612779	ROCHESTER 100, INC	08/23/2024	R	875.90	August
612780	SALDEN, KYLEIGH	08/23/2024	R	90.00	August
612781	SCHOOL SPECIALTY, LLC	08/23/2024	R	1,813.75	August
612782	SORENSEN, JAMIE	08/23/2024	R	900.00	August
612783	ST OLAF COLLEGE ATHLETICS	08/23/2024	R	500.00	August
612784	STAPLES ADVANTAGE	08/23/2024	R	37.19	August
612785	STEP SAVER, INC	08/23/2024	R	712.63	August
612786	SUPREME SCHOOL SUPPLY	08/23/2024	R	101.55	August
612787	TECH CHECK LLC	08/23/2024	R	7,862.50	August
612788	TOWN & COUNTRY GLASS	08/23/2024	R	584.09	August
612789	TRAINING HAUS	08/23/2024	R	49,420.40	August
612790	TRI CITY UNITED HIGH SCHOOL	08/23/2024	R	200.00	August
612791	TRUE FRIENDS	08/23/2024	R	4,794.83	August
612792	TRUE MECHANICAL LLC	08/23/2024	R	7,000.00	August
612793	TURNER & TURNER LLC	08/23/2024	R	1,292.80	August
612794	UNITED FARMERS COOPERATIVE	08/23/2024	R	3,840.67	August
612795	WABBE, LUKE	08/23/2024	R	180.00	August
612796	WACONIA PATRIOT	08/23/2024	R	78.60	August
612797	WACONIA BASKETBALL BOOSTER CLU	08/23/2024	R	123.00	August
612798	WEX BANK	08/23/2024	R	572.04	August
612799	WILLKOMM, RITTER	08/23/2024	R	90.00	August
612800	WILSON LANGUAGE TRAINING CORP	08/23/2024	R	1,749.60	August
612801	SFM	08/23/2024	R	25,164.00	August
612802	EYE MED-FIDELITY SECURITY LIFE	08/30/2024	R	1,952.51	August
612803	NCPERS GROUP LIFE INS	08/30/2024	R	96.00	August
612804	SCHOOL SERVICE EMPLOYEES	08/30/2024	R	824.56	August
612805	INTERMEDIATE DIST #287	08/30/2024	R	23,976.96	August
612806	PARTS CITY WACONIA	08/30/2024	R	191.97	August
612807	SITELOGIQ, INC	08/30/2024	R	220,696.88	August
612808	SOUTHWEST METRO INTERMEDIATE D	08/30/2024	R	3,549.37	August
612809	STATE MN DEPT OF PUBLIC SAFETY	08/30/2024	R	100.00	August
612810	TOTAL MECHANICAL SERVICES INC.	08/30/2024	R	12,006.00	August
612811	APPLE INC	08/30/2024	R	2,697.00	August
612812	BIFFS, INC	08/30/2024	R	1,659.50	August
612813	BOB'S REPAIR OF MAYER INC.	08/30/2024	R	991.57	August
612814	BSN SPORTS LLC	08/30/2024	R	7,320.35	August
612815	CANON FINANCIAL SERVICES INC	08/30/2024	R	890.18	August
612816	CARLSON, HEATHER	08/30/2024	R	11.45	August
612817	CAROLINA BIOLOGICAL SUPPLY CO	08/30/2024	R	278.73	August
612818	CARVER CO 4-H FEDERATION	08/30/2024	R	930.00	August
612819	CD PRODUCTS INC	08/30/2024	R	564.00	August
612820	CDW GOVERNMENT LLC	08/30/2024	R	8,240.00	August
612821	CENGAGE LEARNING INC/GALE	08/30/2024	R	16,481.75	August
612822	CULLIGAN BOTTLED WATER	08/30/2024	R	108.44	August
612823	CURFMAN TRUCKING & REPAIR, INC	08/30/2024	R	229.52	August
612824	DEVEAU, KATHERINE	08/30/2024	R	150.00	August
612825	DUMMER, MICHAEL	08/30/2024	R	38.00	August
612826	ECM PUBLISHERS, INC	08/30/2024	R	409.50	August
612827	EDMENTUM INC	08/30/2024	R	13,023.75	August
612828	EDPUZZLE INC	08/30/2024	R	2,940.00	August
612829	ESS BROTHERS & SONS INC	08/30/2024	R	672.00	August
612830	FLINN SCIENTIFIC	08/30/2024	R	2,470.68	August
612831	FRANKLIN PRINTING INC	08/30/2024	R	605.81	August
612832	GAME ONE	08/30/2024	R	964.00	August
612833	GRAINGER	08/30/2024	R	74.20	August
612834	HIGH POINT NETWORKS, LLC	08/30/2024	R	4,235.55	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
612835	HILDI INC	08/30/2024	R	150.00	August
612836	HILLYARD/HUTCHINSON	08/30/2024	R	1,090.71	August
612837	INDIANHEAD FS DISTRIBUTOR, INC	08/30/2024	R	2,334.51	August
612838	INNOVATIVE OFFICE SOLUTIONS LL	08/30/2024	R	63.75	August
612839	INTRADATA	08/30/2024	R	1,012.50	August
612840	KIDCREATE STUDIO	08/30/2024	R	2,880.00	August
612841	KIRKPATRICK, GEHRIG	08/30/2024	R	90.00	August
612842	KROMER COMPANY	08/30/2024	R	376.95	August
612843	LAKESHORE LEARNING MATERIALS L	08/30/2024	R	69.98	August
612844	LANO EQUIPMENT INC	08/30/2024	R	1,745.03	August
612845	LVC COMPANIES INC	08/30/2024	R	4,160.00	August
612846	PAINTING BY BRUSH	08/30/2024	R	10,400.00	August
612847	PETERSON, NICOLE	08/30/2024	R	10.45	August
612848	PLANSOURCE BENEFITS ADMIN INC	08/30/2024	R	3,063.68	August
612849	REED WHOLESALE & OCS	08/30/2024	R	1,464.75	August
612850	SCHOLASTIC, INC	08/30/2024	R	471.19	August
612851	SITELOGIQ, INC	08/30/2024	R	220,696.88	August
612852	STAGES THEATRE COMPANY	08/30/2024	R	684.00	August
612853	WABBE, LUKE	08/30/2024	R	90.00	August
612854	WACONIA PATRIOT	08/30/2024	R	78.60	August
612855	WIMMER, CHAD	08/30/2024	R	39.00	August
612856	KUDELSKI SECURITY INC	08/30/2024	R	36,303.53	August
612857	TECH CHECK LLC	08/30/2024	R	94,326.82	August
612858	AMAZON CAPITAL SERVICES	08/30/2024	R	13,079.74	August
612859	AMAZON CAPITAL SERVICES	09/03/2024	R	258.17	September
612860	21ST CENTURY SPORTS LLC	09/06/2024	R	4,226.25	September
612861	ALPHA WIRELESS COMMUNICATIONS	09/06/2024	R	378.00	September
612862	AVIBEN	09/06/2024	R	256.69	September
612863	BARFKNECHT, ALAN	09/06/2024	R	125.00	September
612864	BATTERIES R US	09/06/2024	R	389.94	September
612865	BEST BUY BUSINESS ADV ACCT	09/06/2024	R	782.84	September
612866	BOB'S REPAIR OF MAYER INC.	09/06/2024	R	240.45	September
612867	BROADWAY LICENSING LLC	09/06/2024	R	1,730.00	September
612868	CAPITAL ONE TRADE CREDIT	09/06/2024	R	1,166.29	September
612869	CD PRODUCTS INC	09/06/2024	R	2,615.00	September
612870	CORBETT, LINDSEY	09/06/2024	R	39.00	September
612871	DRUSCH, MERLYN PETE	09/06/2024	R	125.00	September
612872	EASTERN CARVER COUNTY SCHOOLS	09/06/2024	R	156,451.68	September
612873	ELLINGSON, JIM	09/06/2024	R	184.00	September
612874	GAME ONE	09/06/2024	R	1,411.00	September
612875	GK2 PROMOTIONS	09/06/2024	R	435.53	September
612876	GOLD MEDAL MPLS ML55	09/06/2024	R	182.07	September
612877	GRAINGER	09/06/2024	R	145.82	September
612878	GRAMS, RYAN	09/06/2024	R	310.00	September
612879	HAAS, CASEY	09/06/2024	R	220.00	September
612880	HAPPY FEET SOCCER TWIN CITIES	09/06/2024	R	850.00	September
612881	HILLYARD/HUTCHINSON	09/06/2024	R	6,903.55	September
612882	IEA, INC	09/06/2024	R	8,433.12	September
612883	INDIANHEAD FS DISTRIBUTOR, INC	09/06/2024	R	22,102.04	September
612884	JOSTENS	09/06/2024	R	2,960.30	September
612885	JUST ASK INC	09/06/2024	R	1,500.00	September
612886	KLEIN, DAN	09/06/2024	R	38.00	September
612887	LAKESHORE LEARNING MATERIALS L	09/06/2024	R	1,653.52	September
612888	MASSACHUSETTS BAY TRADING CO	09/06/2024	R	254.60	September
612889	METRONET	09/06/2024	R	1,878.22	September
612890	MNHS VOLLEYBALL SHOWCASE	09/06/2024	R	290.00	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
612891	MSHSL	09/06/2024	R	1,650.00	September
612892	OCCUPATIONAL HLTH CNTRS MN PC	09/06/2024	R	294.00	September
612893	PALO, JASON	09/06/2024	R	90.00	September
612894	PELSB	09/06/2024	R	57.00	September
612895	PERFORMANCE FOODSERVICE	09/06/2024	R	1,687.57	September
612896	PICK A TIME	09/06/2024	R	100.00	September
612897	PRO-ED INC	09/06/2024	R	677.00	September
612898	ROCHESTER 100, INC	09/06/2024	R	810.00	September
612899	SAVVAS LEARNING CO LLC	09/06/2024	R	3,000.00	September
612900	SCHEFF, BRODY	09/06/2024	R	95.00	September
612901	SCHOLASTIC, INC	09/06/2024	R	161.70	September
612902	SCHUFMAN, THOMAS	09/06/2024	R	38.00	September
612903	SPEEDYBUTTONS.COM	09/06/2024	R	113.44	September
612904	STAPLES ADVANTAGE	09/06/2024	R	3,538.61	September
612905	STAR TRIBUNE	09/06/2024	R	197.50	September
612906	STEP SAVER, INC	09/06/2024	R	3,478.10	September
612907	STUMPBUSTERS	09/06/2024	R	150.00	September
612908	SUPREME SCHOOL SUPPLY	09/06/2024	R	40.33	September
612909	TCI-TEACHERS' CURRICULUM INSTI	09/06/2024	R	3,897.00	September
612910	TEACHING STRATEGIES, LLC	09/06/2024	R	5,274.00	September
612911	TOBII DYNVOX	09/06/2024	R	99.00	September
612912	TRIO SUPPLY COMPANY	09/06/2024	R	1,506.09	September
612913	TURNITIN LLC	09/06/2024	R	5,750.35	September
612914	UHL CO	09/06/2024	R	5,616.61	September
612915	ULINE	09/06/2024	R	631.72	September
612916	UNIVERSITY OF OREGON	09/06/2024	R	400.00	September
612917	US BANK	09/06/2024	R	1,980.00	September
612918	VOELKER, JEREMY	09/06/2024	R	92.00	September
612919	VOYAGER SOPRIS LEARNING	09/06/2024	R	640.00	September
612920	WACONIA PATRIOT	09/06/2024	R	78.60	September
612921	WITZEL, GAIL ANN	09/06/2024	R	92.00	September
612922	YAGER, MICHAEL	09/06/2024	R	215.00	September
612923	KIDCREATE STUDIO	09/11/2024	R	840.00	September
612924	BENTON-STEARNS ED DISTRICT	09/11/2024	R	595.81	September
612925	COUNTRYSIDE CUSTOM APPAREL	09/11/2024	R	430.81	September
612926	HOLT PETERSON BUS	09/11/2024	R	23,475.00	September
612927	CITY OF WACONIA	09/12/2024	R	100.00	September
612928	SECURITY BANK & TRUST CO	09/12/2024	R	1,300.00	September
612929	ALTERNATIVE BUSINESS FURNITURE	09/12/2024	R	6,923.26	September
612930	BOOTLACE CONSTRUCTION	09/12/2024	R	5,750.00	September
612931	BUSEMAN, BRYCE	09/12/2024	R	50.00	September
612932	CD PRODUCTS INC	09/12/2024	R	845.00	September
612933	CENGAGE LEARNING INC/GALE	09/12/2024	R	1,727.25	September
612934	CITY OF WACONIA	09/12/2024	S	54,135.00	September
612935	COLONY PLAZA, INC	09/12/2024	R	266.04	September
612936	CREATE	09/12/2024	R	250.00	September
612937	CULLIGAN BOTTLED WATER	09/12/2024	R	445.92	September
612938	DAVIS, BENJAMIN	09/12/2024	R	90.00	September
612939	DECKER EQUIPMENT	09/12/2024	R	266.45	September
612940	DUBAY, SUNIL	09/12/2024	R	50.00	September
612941	ECM PUBLISHERS, INC	09/12/2024	R	350.00	September
612942	GAME ONE	09/12/2024	R	2,937.00	September
612943	GOPHER SPORT	09/12/2024	R	222.13	September
612944	GRAINGER	09/12/2024	R	176.53	September
612945	GREAT LAKES COCA-COLA DIST	09/12/2024	R	1,502.85	September
612946	HAAS, CASEY	09/12/2024	R	225.00	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
612947	HAAS, NATHAN	09/12/2024	R	225.00	September
612948	HEGER'S DAIRY LLC	09/12/2024	R	4,034.26	September
612949	HELEN SOLAR LLC	09/12/2024	R	7,891.29	September
612950	HERMAN, KARSEN	09/12/2024	R	225.00	September
612951	HIGH POINT NETWORKS, LLC	09/12/2024	R	53,778.65	September
612952	HILLYARD/HUTCHINSON	09/12/2024	R	5,727.77	September
612953	HLS GROUP	09/12/2024	R	1,271.00	September
612954	HOUGHTON MIFFLIN	09/12/2024	R	150.00	September
612955	INDIANHEAD FS DISTRIBUTOR, INC	09/12/2024	R	20,464.03	September
612956	JENCO PROPERTY MAINTENANCE	09/12/2024	R	5,880.00	September
612957	JT FLOOR COVERING INSTALL LLC	09/12/2024	R	240.00	September
612958	KUTZKE CONSTRUCTION INC	09/12/2024	R	17,508.03	September
612959	LOFFLER COMPANIES	09/12/2024	R	1,271.16	September
612960	MASTER TEACHER	09/12/2024	R	390.00	September
612961	MAVO SYSTEMS, INC	09/12/2024	R	17,003.00	September
612962	MCDONALD, DANIEL	09/12/2024	R	90.00	September
612963	MILLER, ZACHARY	09/12/2024	R	38.00	September
612964	MN CLAY CO USA	09/12/2024	R	2,552.06	September
612965	NEAL SLATE CO	09/12/2024	R	527.36	September
612966	PARTS CITY WACONIA	09/12/2024	R	5.29	September
612967	PENNING, HANNAH	09/12/2024	R	100.00	September
612968	PERFORMANCE FOODSERVICE	09/12/2024	R	1,574.25	September
612969	PREMIER LAND SURVEYING LLC	09/12/2024	R	4,800.00	September
612970	PREP TIME PRINTING	09/12/2024	R	2,662.00	September
612971	REALLY GOOD STUFF LLC	09/12/2024	R	66.48	September
612972	REED, RYAN	09/12/2024	R	38.00	September
612973	SCHOCHENMAIER, ROSS	09/12/2024	R	146.65	September
612974	SHED & FENCE COMPANY	09/12/2024	R	1,211.00	September
612975	STAPLES ADVANTAGE	09/12/2024	R	90.47	September
612976	SUPREME SCHOOL SUPPLY	09/12/2024	R	65.22	September
612977	WASNESS, SANDY	09/12/2024	R	40.00	September
612978	WILLIAM V MACGILL & CO	09/12/2024	R	1,032.68	September
612979	WINSTED SOLAR LLC	09/12/2024	R	8,125.06	September
202400105	EDUCATIONAL SUPPORT PARA UNION	08/15/2024	W	0.00	August
202400107	LIFE INS CO OF NORTH AMERICA	08/15/2024	W	3,695.65	August
202400113	ONEBRIDGE BENEFITS, INC.	08/15/2024	W	750.06	August
202400117	LIFE INS CO OF NORTH AMERICA	08/15/2024	W	1,550.56	August
202400123	ONEBRIDGE BENEFITS, INC.	08/15/2024	W	3,271.46	August
202400127	INTERNAL REVENUE SERVICE	08/30/2024	W	155,543.62	August
202400128	LIFE INS CO OF NORTH AMERICA	08/30/2024	W	3,695.60	August
202400129	MN CHILD SUPPORT PYMT CENTER	08/30/2024	W	128.00	August
202400130	MN DEPT OF REVENUE	08/30/2024	W	24,404.95	August
202400131	MN TEACHERS RETIREMENT ASSN	08/30/2024	W	116,994.50	August
202400132	PERA	08/30/2024	W	8,950.85	August
202400133	AVIBEN	08/30/2024	W	44,119.18	August
202400134	ONEBRIDGE BENEFITS, INC.	08/30/2024	W	750.06	August
202400137	INTERNAL REVENUE SERVICE	08/30/2024	W	82,741.05	August
202400138	LIFE INS CO OF NORTH AMERICA	08/30/2024	W	1,546.16	August
202400139	MN CHILD SUPPORT PYMT CENTER	08/30/2024	W	22.50	August
202400140	MN DEPT OF REVENUE	08/30/2024	W	12,812.76	August
202400141	MN TEACHERS RETIREMENT ASSN	08/30/2024	W	26,744.00	August
202400142	PERA	08/30/2024	W	25,340.96	August
202400143	AVIBEN	08/30/2024	W	10,256.92	August
202400144	ONEBRIDGE BENEFITS, INC.	08/30/2024	W	3,271.46	August
202400145	ALDI	09/10/2024	W	570.90	September
202400147	FLEET FARM	09/10/2024	W	1,191.01	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202400149	ARBORETUM SERVICED EVENTS	09/10/2024	W	828.19	September
202400151	PANTHEON	09/10/2024	W	6,600.00	September
202400152	HOME DEPOT	09/10/2024	W	310.94	September
202400153	NATIONAL HONOR SOCIETY	09/10/2024	W	385.00	September
202400154	MSHSCA	09/10/2024	W	1,276.50	September
202400155	TARGET BANK	09/10/2024	W	344.45	September
202400156	MN VALLEY ELECTRIC CORP	09/10/2024	W	38,784.45	September
202400158	BOOMERANG PROJECT	09/10/2024	W	1,125.00	September
202400159	WILSON LANGUAGE TRAINING CORP	09/10/2024	W	660.00	September
202400160	JIMMY JOHNS	09/10/2024	W	491.48	September
202400162	DOMINO'S PIZZA	09/10/2024	W	572.62	September
202400163	MN ZOO	09/10/2024	W	2,794.00	September
202400166	MINNESOTA SCHOOL BASED OT/PT I	09/10/2024	W	520.00	September
202400169	CARVER COUNTY FAIR	09/10/2024	W	1,055.00	September
202400170	BOWLERO	09/10/2024	W	1,648.90	September
202400172	DOLLAR TREE	09/10/2024	W	10.00	September
202400173	EMAGINE WACONIA	09/10/2024	W	1,340.55	September
202400174	SHAKOPEE BOWL	09/10/2024	W	2,655.00	September
202400175	EVENTBRITE	09/10/2024	W	315.00	September
202400177	CRISIS PREVENTION INSTITUTE	09/10/2024	W	2,789.10	September
202400180	US POSTAL SERVICE	09/10/2024	W	8.95	September
202400181	EMPOWER CONSULTING	09/10/2024	W	126.00	September
202400182	PROFESSIONAL WILDLIFE SERVICES	09/10/2024	W	349.00	September
202400183	CLIFTONLARSONALLEN	09/10/2024	W	8,400.00	September
202400184	VALLEYFAIR	09/10/2024	W	1,008.00	September
202400188	ROCKET SCIENCE GROUP, LLC	09/10/2024	W	300.00	September
202400189	CITY of MINNETONKA	09/10/2024	W	550.00	September
202400190	ARROW FASTENER CO LLC	09/10/2024	W	679.00	September
202400210	SSLS	09/10/2024	W	19.98	September
202400212	KEEPER STOP COM INC.	09/10/2024	W	276.00	September
202400213	MENARDS HUTCHINSON	09/10/2024	W	469.00	September
202400214	MSHSL	09/10/2024	W	349.57	September
202400215	FLIGHT DECK ATHLETICS	09/10/2024	W	3,622.50	September
202400216	MASA/MASE	09/10/2024	W	0.00	September
202400218	SPIRALEDGE INC	09/10/2024	W	2,080.00	September
202400220	SMARTPRESS	09/10/2024	W	563.02	September
202400221	HANDLE WITH CARE BEHAVIOR MGMT'	09/10/2024	W	1,050.00	September
202400222	SECURITY BANK & TRUST CO	08/31/2024	W	46.95	August
202400223	PMA SECURITIES LLC	08/15/2024	W	240.26	August
202400224	BRI PARENT, INC	08/01/2024	W	784.50	August
202400225	KANSAS STATE BANK	08/01/2024	W	81,286.83	August
202400226	AUTHORIZE.NET	08/02/2024	W	20.15	August
202400227	EDUTRAK LLC	08/10/2024	W	5,273.27	August
202400228	ONEBRIDGE BENEFITS, INC.	08/16/2024	W	977.50	August
202400229	BLUE CROSS AND BLUE SHIELD OF	08/20/2024	W	708,615.12	August
202400230	T-MOBILE	08/20/2024	W	199.46	August
202400231	CENTERPOINT ENERGY	08/28/2024	W	13,677.55	August
202400232	XCEL ENERGY	08/26/2024	W	60.33	August
202400233	AT&T MOBILITY	08/05/2024	W	146.71	August
202400237	INTERNAL REVENUE SERVICE	09/13/2024	W	257,385.30	September
202400239	MN CHILD SUPPORT PYMT CENTER	09/13/2024	W	150.50	September
202400240	MN DEPT OF REVENUE	09/13/2024	W	40,399.87	September
202400241	MN TEACHERS RETIREMENT ASSN	09/13/2024	W	151,978.59	September
202400242	PERA	09/13/2024	W	43,238.13	September
202400243	AVIBEN	09/13/2024	W	61,604.65	September
242500004	AMENT, NANCY	09/12/2024	A	51.59	September

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
242500005	LAUMANN, TABITHA	09/12/2024	A	236.60	September
242500006	WORTZ, HOLLY	09/12/2024	A	38.00	September

Totals for checks 3,428,442.37

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,656,720.28	0.00	833,667.85	2,490,388.13
02	Food Service	47,248.53	0.00	59,301.30	106,549.83
04	Community Service	89,285.27	0.00	139,333.44	228,618.71
06	Building Construction	0.00	0.00	446,193.76	446,193.76
20	Internal Service	0.00	0.00	156,451.68	156,451.68
45	OPEB Irrevocable Trust Fund	0.00	0.00	240.26	240.26
***	Fund Summary Totals ***	1,793,254.08	0.00	1,635,188.29	3,428,442.37

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

5.B. Human Resource Items:

Presenter: Dr. Enid
Schonewise, Director
of Human Resources

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

BOARD OF EDUCATION

Regular Meeting – September 23, 2024

AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

AGENDA ITEM: Human Resources Recommendations

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

Employment

Olson, Courtney Replacement	Educational Assistant - Title I 5 Hours/Day; 175 Days	SV
Puff, Ellen Replacement	English/Language Arts Teacher 1.0 FTE; 184 Days Attach K	WHS
Tangen, Donald Replacement	Mathematics Teacher Long-Term Substitute Attach K	WHS

Employee Status Changes

Balgaard, Dallas, Nutritional Assistant, from 4.5 hours/day to 5.0 hours/day at WMS
Beery, Alisa, Educational Assistant (SPED) from 4 hours/day to 4.25 hours/day at BV
Dulebohn, Jesseca, Nutritional Assistant, from 4.5 hours/day to 5.0 hours/day at WMS
Dyck-Juncewski, Cynthia, Educational Assistant (SPED) from 6 hours/day to 6.5 hours/day at T110
Holt-Olson, Amanda, Assistant Head Cook, from 6.75 hours/day to 7.0 hours/day at WMS
Kester, Amy, Educational Assistant (SPED) from 7.5 hours/day to 7.75 hours/day at WMS
Mackenthun, Jamie, Educational Assistant (SPED) from 6.5 hours/day to 7.5 hours/day at WHS
McDannold, Erin, Assistant Head Cook, from 7 hours/day to 8 hours/day at WHS
West, Kylie, Educational Assistant (SPED) from 6.5 hours/day to 7.5 hours/day at WMS

Wothe, Stacy, Educational Assistant (SPED) from 7.5 hours/day to 7.75 hours/day at BV
Young, Melissa, Nutritional Assistant, from 6.75 hours/day to 7.0 hours/day at WMS

Leaves of Absence

Buesgens, Brenda, Administrative Assistant at ECFE
Mathwig, Dan, Night Custodian at BV
Mickolichuk, Patti, Educational Assistant (SPED) at BV
Sichendeder, Ashley, System Information Specialist at ESC
Young, Matt, Social Studies Teacher at WMS

Extended Leave of Absence

Retirements/Resignations/Terminations

Hunt, Amie, Preschool Teacher Assistant at Comm Ed
Rajewsky, Peggy, Media Assistant at BV

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

5.C. Sitelogiq Invoice for August 2024



INVOICE

Project #: PUBMID-006344

MN - Waconia - LTFM - PSA - Phase I

BILLING DATE	8/26/2024
PERIOD TO:	8/31/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	12553
AMOUNT DUE	\$ 157,010.06

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

DETACH HERE - RETURN TOP PORTION WITH YOUR PAYMENT - RETAIN THIS COPY FOR YOUR RECORDS



BILLING DATE	8/26/2024
PERIOD TO:	8/31/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	12553
AMOUNT DUE	\$ 157,010.06

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	100%	\$ 2,176,071.21	\$ 31,897.53	\$ 2,207,968.74
		Construction Implementation Phase	\$ 788,203.13	16%	\$ -	\$ 125,112.53	\$ 125,112.53
		Post Construction	\$ 157,640.63	0%	\$ -	\$ -	\$ -
							\$ -
			\$ 3,152,812.50	74%	\$ 2,176,071.21	\$ 157,010.06	\$ 2,333,081.27

DIRECT INQUIRIES AND CORRESPONDENCE TO:

Joshua Evenson
 320.296.4264
Joshua.evenson@sitelogiq.com

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

PAY THIS AMOUNT IN US DOLLARS



\$ 157,010.06

5.D. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report

Presenter: Reidun
Trostad and Lexi
Stillwell

6.B. SiteLogiq update on the Summer 2025 IAQ project
and timeline

Presenter: Brian
Rathke and Michael
Smith, Sitelogiq

2025 Project Updates

September 23rd, 2024

Waconia
Public Schools



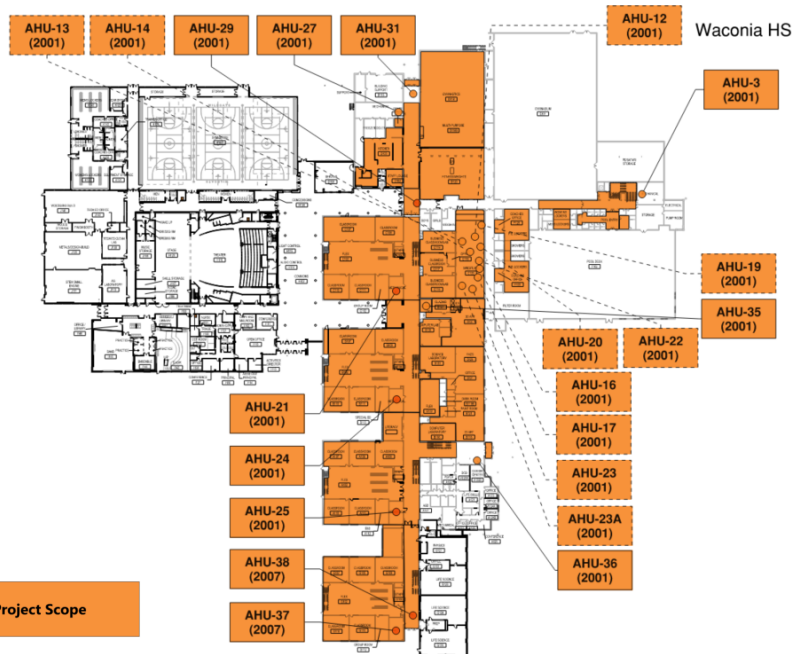
AGENDA

- Waconia High School 2025 Ventilation Improvements Project
- Waconia District Office 2025 Ventilation Improvements Project
- Waconia Middle School 2025 Parking Lot Repair Project
- Laketown Elementary School Parking Lot Repair Project
- Questions

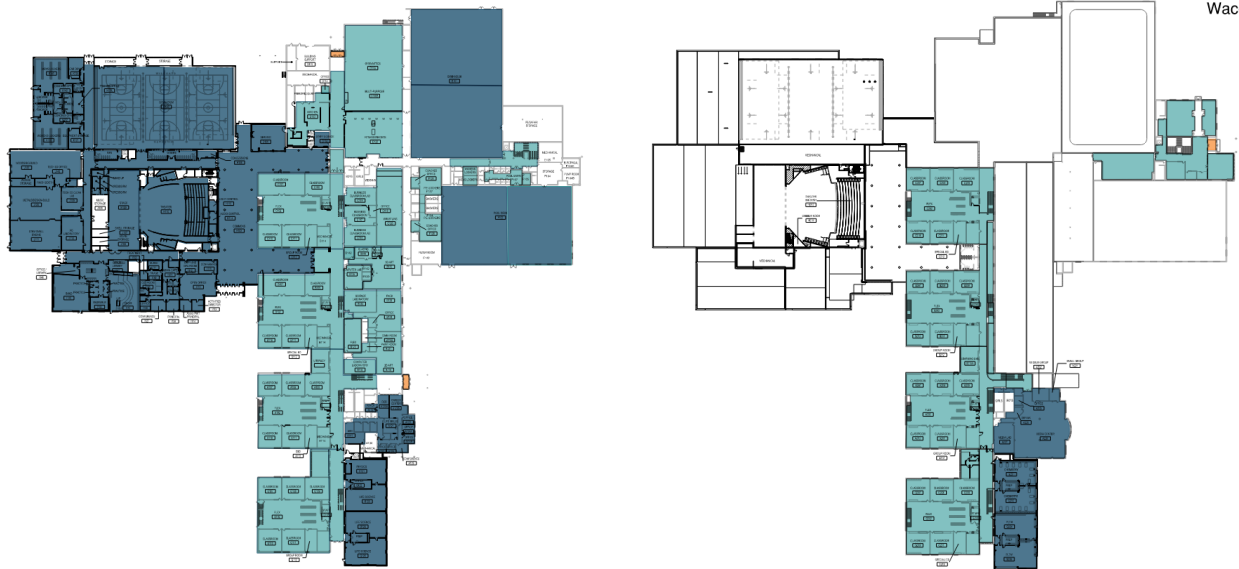
WACONIA HIGH SCHOOL

M.1c, M.2c, M.3c – Classroom and Safari Island Ventilation Upgrade Priority Scope

- Replace condensing units with new central chiller system
- Improve ventilation rates at classrooms and supporting spaces
- Pull back steam distribution throughout the building and providing new hot water mains
- Provide new controls and electrical equipment/distribution to support new system
- Replace ceiling tiles and lighting in ceiling areas impacted by these ventilation upgrade



WACONIA HIGH SCHOOL



No cooling/dehumidification

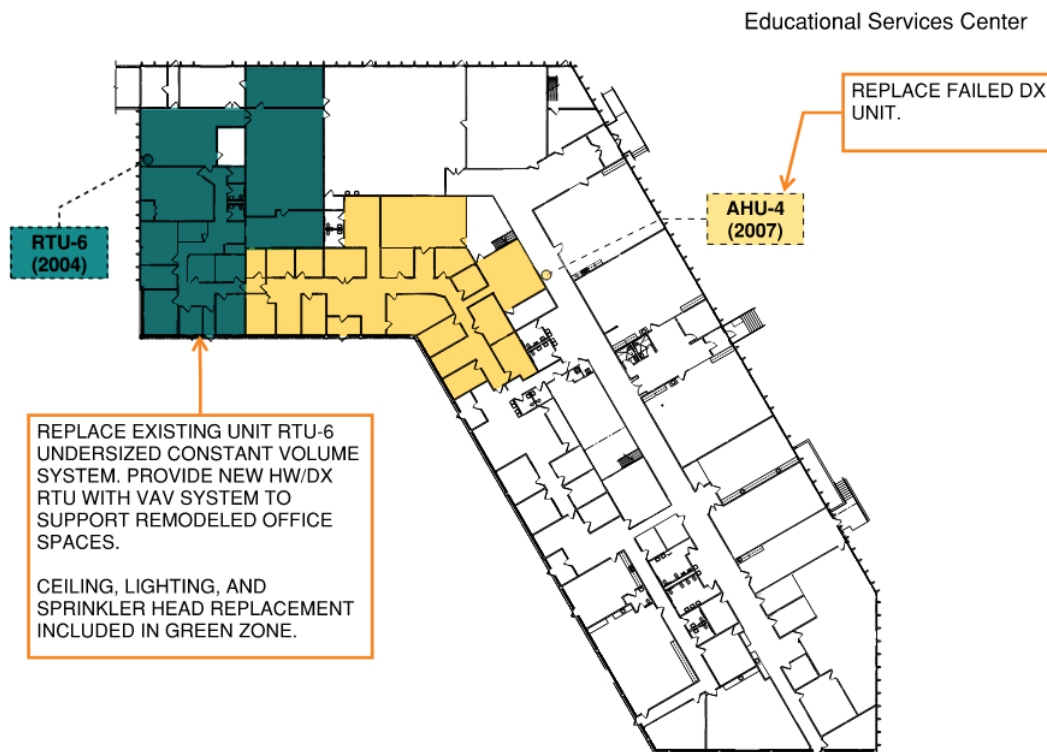
Direct Expansion (DX) Cooling on
Central HVAC Equipment

Added to New Central Chiller

- Project design phase is complete and on schedule with Construction Documents to be issued for bidding in by end of September. Pre-purchase orders for long lead time equipment (chillers, electrical switchgear and air handling units) have been issued to mitigate schedule impact.
- Next steps:
 - Bidding - October 2024
 - Recommendations /Approval / NTP - November 2025
 - Issue Contracts - December 2025
 - Construction - June thru August 2025
- Project Budget is \$15,400,000. Design fees and construction cost estimate based on the current construction documents are within budget.

DISTRICT EDUCATION CENTER

RTU-6 Replacement w/ VAV System Upgrade & Replace AHU-4



- Project design phase is complete and on schedule with Construction Documents to be issued for bidding by end of September. Design included repurposing current storage H102 for future ECFE classroom.
- Next steps:
 - Bidding - October 2024
 - Recommendations /Approval / NTP - November 2025
 - Issue Contracts - December 2025
 - Construction - June thru early August 2025
- Project Budget is \$655,000. Design fees and construction cost estimate based on the current construction documents are within budget.



WACONIA MIDDLE SCHOOL

G.1 & G.2 – Reclaim and repave east and north lots, improve circulation



- Project design in progress and working to address circulation concerns with district team. Preliminary plan pending approval before commencing with final construction documents.
- Next steps:
 - Preliminary Plan Approval – September 2024
 - Survey Existing Lots – October 2024
 - Construction Documents – November 2024
 - Bidding - December 2024
 - Recommendations /Approval / NTP - January 2025
 - Issue Contracts - February 2025
 - Construction - June & July 2025
- Project Budget is \$615,000. Design fees to date are within budget and construction cost estimate to be completed once construction documents reach 75%.

LAKETOWN ELEMENTARY

G.1 – Crack fill and seal coat (primary parking lots and driveways)



- Project design phase is complete and on schedule with Construction Documents available to issue for bidding.
- Next steps:
 - Bidding - December 2024
 - Recommendations /Approval / NTP - January 2025
 - Issue Contracts - February 2025
 - Construction - June & July 2025
- Project Budget is \$145,000 with design fees and construction cost estimate based on the current construction documents is within budget.



Questions?

sitelogiq

6.C. Insurance Broker RFP

Presenter: Dr. Enid
Schonewise, Director
of Human Resources

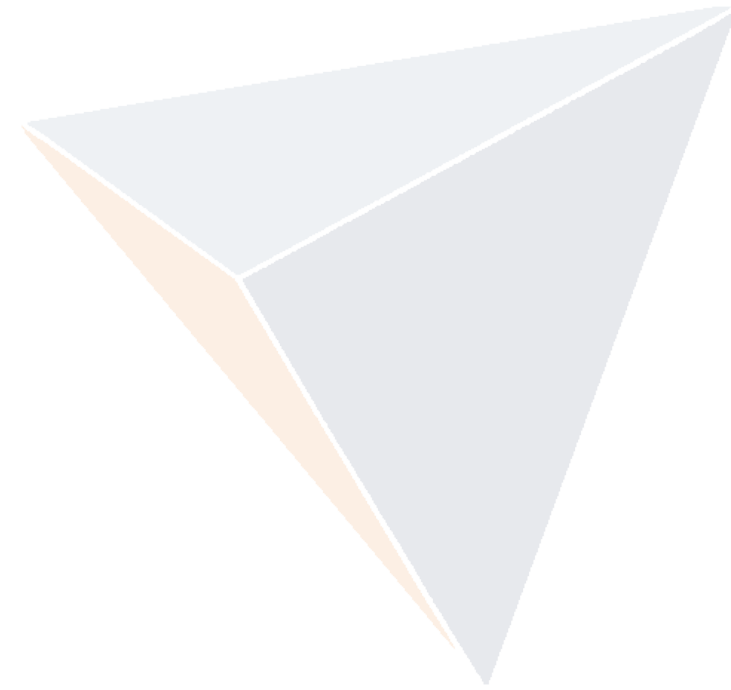


ISD 110 – Waconia Public Schools

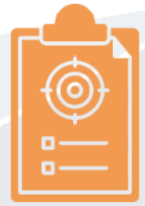
Benefits Administration
Request for Proposal (RFP) Review & Summary

Agenda

- **Project Objective**
- **Sourcing Process Utilized**
- **Participating Firms**
- **Findings**
- **Fee Comparison**
- **Considerations**



Project Objective



This process was utilized to evaluate current service providers (***including incumbent***) in the marketplace in regards to:

- **Fees/Costs**
- **Provider capabilities**
- **References**

The intended outcome of the process was to make a data-driven determination if it is within the best interest of the district to make a provider/broker change.

Sourcing Process Utilized

An orange square icon with a white document symbol and the letters 'RFP' in white text.

Request for Proposal (RFP) process was utilized to secure financial *and* non-financial information from qualified options. This process was managed by Kyle Trites of Catalyst Sourcing Solutions, who has an extensive background in benefits management and insurance brokerage services.

Process Overview

1. A formal comprehensive Request for Proposal document was developed collaboratively between the district HR team and Catalyst Sourcing.
 - The document provided participating firms with the district data including current participation metrics, current plans, management applications.
 - The document outlined the scope of services and expectations established by the district.
 - The document also allowed for participating firms to submit additional questions to be reviewed and responded to by district prior to submission of proposal.
2. Five consulting firms (including incumbent) were proactively contacted and invited to participate in the process. These firms were provided the complete RFP document. These firms were selected based on referrals from within the district as well as those that were identified through references and prior experience with other Minnesota school districts.
3. Participating firms submitted any questions or clarifications they developed after receiving the request. All participants were provided responses five days prior to the submission deadline
4. All submissions were reviewed, put into a summary comparison, and submitted to the district for review.

Participating Firms



Firms were chosen based on references given by other school districts in the area.

CBIZ

Gallagher

NIS

One Digital*

USI



**Incumbent provider*

Findings (Non-Financial)



Competitive Analysis

Thorough evaluation of proposals revealed that none of the competing firms demonstrated a significant tangible advantage over the incumbent in terms of service offerings, expertise, technology, and value added offerings.

Service Consistency

One Digital's track record of reliable service, deep understanding of our district's specific needs, and long-standing relationship gives them a unique edge.

Cost-Effectiveness

Despite similar service levels, the incumbent offered a more favorable fee structure, making them the most cost-effective option among the candidates.

Proven Value

Historical performance and consistent delivery of value over time suggests the potential for limited benefits by switching to a new broker.

Cost Comparison

A direct comparison of costs showed that the incumbent's pricing is not only competitive but actually lower than other participant's proposed fees.

Fee Comparison



Broker	Medical PEPM Fee	Dental	Ancillary Lines (Life/LTD)	Vision	Total Annual Compensation	Max Annual Increase
CBIZ	\$10.00	N/A	10%	N/A	\$54,360.00**	3%
Gallagher	\$10.00	N/A	10%	N/A	\$54,360.00**	TBD
NIS	\$10.00	3-5%	TBD	10%	\$35,000.00**	2%
One Digital	\$5.25	\$1.50	N/A	10%	\$39,543.00	0%
USI	\$16.00	N/A	N/A	N/A	\$86,976.00	3%

**** Total compensation projection does NOT include proposed commissions for ancillary products/lines premiums**

Considerations for Next Steps



- **Consideration #1:** Given the lack of defined differentiation in services (via RFP), OneDigital's more competitive pricing positions them as a cost-effective choice, ensuring that we receive the same level of service for less investment. The greatest opportunity to reduce cost is likely **NOT** the change of benefits management/broker but instead to identify and evaluate other cost-impacting levers (coverage level, network flexibility, deductible, etc.) to determine a more cost-efficient solution.
- **Consideration #2:** The district should be aware of potential unnecessary disruption to the upcoming insurance renewal/marketing process of transitioning to a new benefits management/broker.
- **Consideration #3:** From a procedural standpoint, it is recommended that the district formally evaluates their marketplace options every five years to ensure continued competitiveness and relevance of services.



Benefits Consultant: Sourcing Summary

Project Overview

Department:	Human Resources	Date:	7/31/2024
Category:	Benefits Consultant	Sourcing Process:	RFP
Participating Vendors:	<ul style="list-style-type: none"> • CBIZ (Quoted) • Gallagher (Quoted) • NIS (Quoted) • One Digital (Quoted) • USI (Quoted) 		
Profess Notes:	<ul style="list-style-type: none"> • An RFP was developed to select a benefits consultant (Broker) for Waconia Public Schools for the 2024-2025 plan year with options to renew the plan year over year for the next 4 plan years. • 5 Providers, including the incumbent were selected to participate in the bid. Providers were selected based on references and their relationship with other school districts in Minnesota. 		

Qualification Checklist

Question/Data Point	CBIZ	Gallagher	NIS	One Digital	USI
Do you agree with the District Terms, conditions, specifications, & requirements in this RFP?	Y	Y	Y	Y	Y
Are you authorized to do business with Minnesota public schools?	Y	Y	Y	Y	Y
Did you include a copy of a sample consultant agreement with your firm?	Y	Y	Y	Y	Y

References

	CBIZ	Gallagher	NIS	One Digital	USI
Ref #1	Minnetonka Public Schools	Intermediate District 287	Moorehead Public Schools	Richfield Public Schools	Shakopee Public Schools
Ref #2	Albany Public Schools	Eastern Carver County Schools	Mankato Area Schools	Eden Prairie Public Schools	North St. Paul Schools
Ref #3	City Of Woodbury	N/A	N/A	Monticello Public Schools	N/A



Estimated Annual Costs

Data Point	CBIZ	Gallagher	NIS	One Digital	USI
Fee Description	\$10.00 PEPM - Billed through the medical plan	\$10.00 PEPM - Billed through the medical plan	\$35,000 For Medical Dental + (Ancillary Commissions (Life/LTD))	\$5.25 Medial PCPM \$1.50 Dental PCPM 10% Commission on Vision;	\$16.00 PEPM
Estimated Total Comp	\$54,360.00 + Commission on Life/LTD, VISION	\$54,360.00 + Commission on Life/LTD, VISION	\$35,000.00 + Commission on Life/LTD, VISION	\$39,543.00	\$86,976.00
Rate increase YOY	3% Year over Year	TBD	2% Year over Year	Rates are firm for 3 years	3% YOY

Questions

Data Point	CBIZ	Gallagher	NIS	One Digital	USI
Team of Consultants	Tom Wentzel – Benefit Consultant Brock Buckellew – Senior Account Manager Michael Zucarelli – Pharmacy Director	Brian Owen – Vice President Jen Cross – Senior Client Manager Nathan Melnychuk - Client Associate Laura Pistonik – Senior Actuarial Consultant John Edgerton – Divisional Proactive Leader	Aaron Casper – Employee Benefit Consultant Janet Doyle – Account Manager Ashley Veenendaal – Benefit Service Supervision Pierre Guilfoile – Director of health plan analytic	George Vander Weit – Benefits Consultant Alex Graves – Account Manager	Mike Herman – Consultant Ken Amerman Consultant Mary Stone – Account Executive
Please describe your working relationship with Plan Source (Benefits Platform) or other enrollment systems you partner with.	The CBIZ Employee Benefit service team has experience assisting public school districts with enrollment systems, including Plan Source. As there are a wide variety of marketplace options, we would work to understand your District's needs and complexities to determine the appropriate solution for you.	Gallagher can work with all carriers in the market. If and where markets include insurers who position themselves as proprietary or captive, we can assist our customers in evaluating them, but may not receive commission compensation from them. We can specifically document any additional compensation arrangements we have with the carriers you work with today. It is part of our operating standards to disclose all of our compensation.	We have specific and successful experience with the Plan Source benefits platform in partnership with a handful of clients. We are able to work with your existing benefit administration system, including Plan Source, or another system available in the marketplace. Through our exclusive partnerships such as NIS Enroll, you can also get access to a benefit administration system specifically engineered for governmental organizations to automate your benefit administration, enroll online, check eligibility, engage employees to learn about their benefits online, and utilize self-service features	PlanSource is one of many benefits and HRIS platforms that OneDigital works with. We pride ourselves on the exhaustive search of the marketplace we do to find our clients the best vendor partner for them and their members. We encourage you to ask about the vendors we work with in any capacity of the employee benefit experience; you'll see that with the wide variety of partners we actively search out the best fit and don't fall prey to the industry norm of playing favorites or backroom dealings.	USI is an independent firm that optimizes HR technology and carrier relationships to enhance employee experience and HR efficiency. Their team of HR Technology Consultants specializes in maximizing the ROI of existing tech investments and streamlining the evaluation of new HCM or benefits administration solutions using their proven processes and resources. Leveraging national partnerships, USI offers exclusive discounts and improved customer service with technology vendors, enhancing efficiency and reducing costs.



Questions (Cont'd)

Data Point	CBIZ	Gallagher	NIS	One Digital	USI
<p>Please disclose if there is any reason your firm does not or will not work with any of the Districts current insurance and benefit administration vendors.</p>	<p>CBIZ does not anticipate any issues with any of the District's current insurance and benefit administration vendors.</p>	<p>Gallagher is agnostic to all vendor solutions. While there are a host of programs and platforms all claiming to be the best, Gallagher our consultative approach to helping find the right one for you.</p>	<p>NIS is an independent consultant/broker that can represent any medical insurance company, third party administrator, or provider network including the District's current insurance and benefit administration vendors. The list of carriers and providers we work with is extensive throughout the entire country. We are licensed with all major carriers, conduct RFPs for clients, negotiate with insurance carriers on renewals, and handle other administrative and service issues on the client's behalf.</p>	<p>We currently work with all vendors the district is engaged with.</p>	<p>USI works with all major national carriers and local carriers. USI has established deep relationships with all major carriers. Many members of the USI leadership team serve on insurance carrier broker advisory boards.</p>
<p>Identify the number of Public Schools your firm currently has in fully-insured and self-funded medical insurance programs.</p>	<p>CBIZ Employee Benefits Services works with nearly 80 school districts, in both fully-insured and self-funded financial arrangements.</p>	<p>143 self-funded plans, with a large number of those being public entity groups, specifically public-school districts specifically work with 458 large group fully-insured plans, with a large number of those being public entity groups.</p>	<p>NIS currently works with 73 Fully-Insured Groups and 47 self-funded</p>	<p>The clients below are the book of school business that George and Alex manage, not the entire number of school clients of OneDigital, we believe this is a more important representation. 19 Self-Insured Public-School Districts 6 Fully-Insured Public School Districts</p>	<p>379 fully insured education clients 177 self-funded education clients 380,000 full time employees covered</p>
<p>Identify the number of school districts your company has currently as clients.</p>	<p>CBIZ Employee Benefits Services works with nearly 80 school districts, in both fully-insured and self-funded financial arrangements.</p>	<p>We work with over 1,500 public K-12 schools.</p>	<p>NIS currently works with 1,412 school district clients.</p>	<p>The OneDigital team that would be assigned to your account brings over 30-years of public schools consulting experience; currently with 25 schools in their client book.</p>	<p>556 total school districts</p>



Questions (Cont'd)

Data Point	CBIZ	Gallagher	NIS	One Digital	USI
<p>Please describe the experience your firm has working with Public Schools that have an insurance Benefit advisory Committee?</p>	<p>Many of the public schools we work with have a defined insurance committee who meet on a regular basis. Some districts' insurance committees are more formal than others. Most commonly, larger districts meet quarterly to discuss claims utilization, market trends, and benefit strategy for the upcoming coming renewal.</p>	<p>Gallagher's Public Sector Practice serves public employers and insurance committees, bringing extensive experience with states, counties, cities, and government employers. Gallagher's active participation in public sector organizations and deep understanding of public sector challenges allow them to offer specialized solutions, including collective purchasing, benchmarking, and healthcare analysis. They also facilitate Benefit Committee meetings for school districts, preparing materials and agendas on a regular basis.</p>	<p>The majority of our full benefit consulting clients engage in insurance benefit advisory committee meetings. Both the consultant and account manager play a pivotal role in facilitating these meetings. Our approach fosters successful two-way dialogue, where we provide valuable information and welcome feedback. We actively seek input before, during, and after meetings, recognizing the importance of collaboration.</p>	<p>Our team will work with the Waconia team to set short-term and long-term benefit objectives that will be used to guide current and future decisions that relate to your employee benefits strategies. We will work with you to set your overall benefits objectives that will include a Mission Statement, Value Proposition and Guiding Principles that will drive your programs forward. We will review your current state and show where that path will lead if you continue that course. And we will show alternative paths and the impacts of each on your access to quality health care, your plan costs and your employees' experiences.</p>	<p>USI has a strong history of partnering with public schools, offering tailored benefits management solutions. They conduct comprehensive benefits analyses, provide strategic planning and consulting, and deliver clear, customized presentations to benefit advisory committees. USI also offers ongoing support and educational resources to help schools navigate changing regulations. Their client-focused approach has led to long-lasting partnerships with numerous school districts.</p>
<p>Please describe to what extent your firm is willing to be involved in resolving problems with claims, between employees, vendors and the School District.</p>	<p>We take pride in acting as our client's advocate helping solve claim issues, benefit questions, and providing Waconia Public Schools with detailed employee communication pieces. We have invested in the infrastructure and tools to ensure client issues and requests are addressed in a timely manner. We have a client issue database and data repository that allows us to track issues and requests and communicate them to the various CBIZ team members. While we may have several CBIZ members working on an issue, we maintain a single point of contact for our clients to simplify working with the CBIZ team.</p>	<p>We leverage our longstanding relationships to expedite issue resolution. We follow a proven process, working closely with carriers and TPAs to address problems promptly. As your advocate, we help resolve individual claim issues and provide timely answers to questions. We track issues internally and document the actions taken, discuss improvements in monthly meetings, and proactively meet with vendors to address concerns. Additionally, our web-based systems offer a secure method of communication.</p>	<p>NIS take a proactive and hands-on approach in resolving problems that may arise. Gathering all relevant facts and circumstances is critical to working towards a positive resolution. NIS will provide timely and professional representation for the district and their employee stakeholders in the area of claims assistance.</p>	<p>This is a standard service that your assigned OneDigital consulting team will perform.</p>	<p>USI's BRC is staffed by USI employees in the U.S. These specialists support participant claim issues, access to care, benefit explanations, and more. Benefit Specialists act as the single point of contact for a participant with a claim issue—from beginning to resolution—including any claim appeals for payment. Each issue is assigned to a dedicated benefit specialist, who will remain with that issue all the way through resolution. Our benefits specialists are knowledgeable professionals with backgrounds that include insurance claims processing, provider relations, benefit utilization management, account management and customer service.</p>



Company Profile - CBIZ

Question/Data Point	CBIZ
<p>Describe your firm's expertise and experience in the following especially when working with public schools:</p> <p>Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support.</p>	<p>Our History:</p> <p>Since entering the professional services industry in 1997, CBIZ has experienced exponential growth. While our ability to provide best-in-class resources and industry-leading expertise has grown, our mission has remained the same: to provide personal service and a unique level of hands-on support to our clients and their employees.</p> <p>CBIZ is publicly traded and one of the nation's leading providers of professional advisory services; however, our foundation was built on boutique firms. That's why curating a local, high-touch client experience is at the core of everything we do.</p> <p>Jerome Grisko, our Chief Executive Officer and Director, currently oversees more than 7,000 CBIZ associates in 120 offices across the country. CBIZ, Inc. is split into two divisions: financial services and benefits and insurance services. CBIZ Employee Benefits makes up approximately 600 of CBIZ's total employee count and has a presence in over 30 CBIZ offices nationwide.</p> <p>Our Services</p> <p>CBIZ delivers top-level financial and benefits and insurance solutions to organizations of all sizes, as well as individual clients. Our services include:</p> <ul style="list-style-type: none"> • Audit & Assurance Solutions • Tax Solutions • Advisory Solutions • Employee Benefits Solutions • Human Capital Management Services • Retirement & Investment Solutions • Talent & Compensation Solutions • Life Insurance Solutions • Property & Casualty Consulting Services <p>No matter the CBIZ services you utilize, we pledge to provide exceptional service focused on individual attention, responsive action, and proactive assistance. We always strive to exceed your expectations. While our performance standard is consistently monitored and adhered to, your CBIZ Employee Benefits account team will also hold an Annual Performance Review meeting to measure the effectiveness of past initiatives and outline new strategies. This comprehensive approach is instrumental in creating a culture of healthier, happier employees.</p>



Company Profile – CBIZ (Cont'd)

Question/Data Point	CBIZ
<p>(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools:</p> <p>Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support.</p>	<p>Dedicated to the Success of Our Clients</p> <p>One of our key core values is that we are dedicated to the success of our clients. As such, your satisfaction is extremely important to us. We work diligently to provide exceptional customer service to our clients, scheduling regular, ongoing calls to ensure projects are progressing and all questions and concerns are addressed in a timely, comprehensive manner. These calls also provide a proactive means of addressing any upcoming reporting or compliance requirements.</p> <p>CBIZ's client service team provides guidance and support for all client-related activities, setting rigorous performance and service standards by which all CBIZ professionals operate.</p> <p>We believe the ultimate measure of service quality and client satisfaction is the high level of retention of our clients, which is well above the industry average.</p> <p>CBIZ by the Numbers</p> <ul style="list-style-type: none"> • 120+ Offices • 7,000+ Team Members • 82,000+ Clients • 84 Workplace Awards in 2022 • Top 10 Largest Accounting Provider Nationally (1) • Top 30 Largest Broker of U.S. Business (2) • Top 4 Institutional Consulting Team (3) <p>At CBIZ, our product is time and expertise, and we have invested significantly in our resources to provide our clients with strategic guidance, ongoing support and real results. Together, we can develop and maintain a solid partnership built on mutual trust and measurable outcomes.</p> <p>Plan Expertise</p> <p>CBIZ has a long history of expertise in working with public sector benefit plans, including:</p> <ul style="list-style-type: none"> • Consulting on fully and self-insured medical and dental plans, life insurance, disability and other ancillary benefit programs • Significant experience servicing large districts with a number of bargaining units and individual contracts • Deep expertise with tax-advantaged accounts, including VEBA, HRA, HSA and FSA • Wellbeing program management and support • Managing benefit enrollment systems in a complex school district environment <p>Fully-Insured and Self-Funded expertise</p> <p>Funding Evaluation: CBIZ excels at the self-funding evaluation process because we provide data-informed recommendations. Our clients have implemented a variety of alternative strategies based on the data and solutions we provide. Examples include captive arrangements, PBM consortiums to enhance purchasing power and transparency, carrier reimbursement arrangements and others. In addition to dedicated service team members, we offer expertise to provide actuarial guidance, data feeds, customized reporting and identifying gaps in care. Your CBIZ team are experts regarding stop-loss contracts, plan designs and funding techniques that are conducive to cost containment, multiple plans that increase flexibility, and cutting-edge components of flexible benefit and cafeteria plans. We have the tools and expertise to monitor the performance of the plans, forecast expenditures with consistent accuracy, identify areas for improvement with network discounts and administrative services and obtain aggressive pricing terms within the markets.</p>



Company Profile – CBIZ (Cont'd)

Question/Data Point	CBIZ
<p>(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools:</p> <p>Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support.</p>	<p>Local Team Experience</p> <p>The team assigned to Waconia Public Schools has significant experience working with fully-insured clients to evaluate potential benefits of transitioning to a self-funded arrangement. Many variables are considered when making this decision, including employer risk tolerance, cash reserves, reporting requirements, regulatory considerations, and organizational flexibility. Routine evaluation of risk is built into our scope of services. We will analyze a variety of funding options, ranging from retrospectively funded or minimum premium to self-funded and captive arrangements. This analysis is performed in conjunction with the CBIZ in-house actuarial team.</p> <p>Self-Funded Bundled/Unbundled Arrangements</p> <p>With many more insurers and reinsurers entering the market it is important to review funding alternatives on an annual basis. This engagement includes data management tools to analyze claims information for utilization patterns. CBIZ excels in supporting our clients over a spectrum of self-funded arrangements from a bundled national carrier arrangement, to a national carrier arrangement with allowed carve outs, to a TPA self-funded arrangement, all the way to open access arrangements/reference-based pricing.</p> <p>Plan Management Expertise</p> <p>CBIZ utilizes our stop loss, pharmacy and actuarial expertise to drive decisions and implement solutions. CBIZ has a stop loss team that specializes in placing the most competitively priced policies and consulting in regard to the most effective use of lasers within the contract. In addition, CBIZ can also provide analysis and placement of captive solutions. CBIZ pharmacy expertise ranges from the evaluation of the most effective PBM solution, to consulting on more innovative options such as Rx Advocacy programs. Annually, the pharmacy team will advise on the appropriate levers to utilize within your chosen PBM, such levers may include greater pre-authorization, closed formularies or additional condition management resources. The CBIZ actuarial team scope of services is built to support our self-funded client's needs. From network discount evaluation to projections reflective of plan design or program changes, the actuaries are integral in the annual planning.</p> <p>What We Do</p> <p>Our consultants use actionable data to recommend environmental changes, assess new benefits and solutions and increase engagement.</p> <ul style="list-style-type: none">• Data-Driven Approach: Our customized solutions include a variety of data-driven assessments and analyses, evidence-based interventions, practical tools, and empirical measurement to deliver results.• Collaborative Partnership: Standard to our scope of services is a dedicated Wellbeing Account Manager who will partner with you to assess what you need to create and maintain a dynamic culture through your wellbeing program. Waconia Public Schools 10• Emphasis on Employee Engagement: A successful wellbeing strategy requires a continued commitment to reach all employee segments and their families in meaningful ways. To assist with this, CBIZ provides ongoing education including an annual wellbeing webinar and monthly Wellbeing Insights Newsletters.



Company Profile – CBIZ (Cont'd)

Question/Data Point	CBIZ
<p>(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools:</p> <p>Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support.</p>	<p>Client Publications & Resources</p> <p>We support employee mental health and strive to enhance employee engagement through the delivery of the following resources:</p> <ul style="list-style-type: none"> • Monthly Wellbeing Insights eMagazine • Monthly Self-Care Calendar • Monthly National Health Observances resources, which include toolkits and communications to highlight specific mental health awareness events, including: <ul style="list-style-type: none"> ○ Mental Health Awareness Month (May) ○ PTSD Awareness Month (June) ○ Minority Health Awareness Month (July) ○ Happiness Happens Month (August) ○ Suicide Prevention Month (September) ○ Mental Health Awareness Week (October) • Quarterly Culture Network Webinars on wellbeing trends, strategies and best practices led by subject-matter experts from our team • Additional Wellbeing Tools & Resources • Wellbeing and engagement surveys • Wellbeing Assessment • Wellbeing Scorecard • Wellbeing Expertise

Company Profile – CBIZ

Question/Data Point	CBIZ
<p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>When you choose CBIZ, you get more than just a benefits consultant. You get a trusted advisor to guide you through complex regulatory changes, an advocate to ensure you receive the best value for your investment, and a problem-solving partner to help you overcome any challenges that arise as we work together to create a culture of happier, healthier employees. We are here to serve each client in the manner that best suits their needs.</p> <p>Your Team: Personal Service; National Resources</p> <p>CBIZ is dedicated to delivering personal service backed by national resources, and our account management strategy reflects that philosophy. You'll be supported and serviced by a local account team and a team of national experts who specialize in actuarial services, employee communications, regulatory affairs and more. Your team is strategically assembled to execute your specific initiatives, serve your diverse employee population and alleviate the time-consuming elements of implementing and administering benefits in a cohesive way.</p>



Company Profile – CBIZ (Cont'd)

Question/Data Point	CBIZ
<p style="text-align: center;">(Continued)</p> <p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>Our Approach Our fresh take on the practice of employee benefits is consultative and client-specific in nature. This individualized approach involves researching, vetting and partnering with a variety of vendors to ensure each client is able to access the services and resources that best fit their unique needs. We challenge our partners by sharing alternative options and innovative solutions to help you stay ahead of the curve and secure the best value for your investment. Our clients benefit from our pursuit of innovation and continuous exploration, all of which is intended to help us build better employee benefit plans for you and your employees.</p> <p>Key Objectives</p> <ul style="list-style-type: none"> • High-touch service • Forward-thinking strategy • Regulatory affairs & compliance resources • Benefit trend management • Education & communication • Optimized plan analytics • Employee health & productivity management • Innovation & technology advances <p>Ongoing Support & Service</p> <p>To help you navigate the ever-changing employee benefits industry, our annual fee includes a full-service approach. Additionally, we conduct an Annual Performance Review with each client to ensure continued satisfaction with the team that is servicing their programs. During this review, we'll evaluate feedback collected via our client satisfaction surveys. These routine surveys allow us to gather valuable data regarding our ability to meet each client's unique needs. By working in partnership with a trusted advisor who believes in your organization's vision and goals, you'll benefit from a personalized employee benefits strategy that allows you more time and energy to focus on your most important asset — your people</p>

Company Profile – CBIZ (Cont'd)

Question/Data Point	CBIZ
<p>Please describe the experience your firm has working with Public Schools that have an insurance Benefit advisory Committee?</p>	<p>Many of the public schools we work with have a defined insurance committee who meet on a regular basis. Some districts' insurance committees are more formal than others. Most commonly, larger districts meet quarterly to discuss claims utilization, market trends, and benefit strategy for the upcoming coming renewal.</p>



Company Profile - Gallagher

Question/Data Point	Gallagher
<p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>School Districts and their employees are unique, and the benefit related challenges that Districts face on a daily basis are unlike any other employer group. That's why Gallagher chooses to bring a unique approach toward benefit consulting for our School District clients, with a client management team that's unlike any other in the industry.</p> <p>Our team of professionals delivers an exceptional level of service to our clients each day. And because we focus exclusively on the School District marketplace, we understand the variety of your needs, and we have a proven track record when it comes to meeting them. The service model employed by our team is unique because we are able to address many of the commonly overlooked value add opportunities, including engaging with all stakeholders. At the request of the Board of Education, Administration, and Bargaining Units, Gallagher takes an active role with Insurance Committee education and facilitation, as well as in the negotiations. In addition to unbiased expertise, Gallagher consultants can bring tools that are uniquely positioned to help expedite and improve the overall process.</p> <p>As a brief example, one of our tools is "plan modeling software", which allows the bargaining unit, School Board, and Administration to determine the value of plan changes in real-time. What otherwise would take several weeks or more to complete can be modeled and finalized in seconds, allowing for more productive negotiating sessions. Time and time again, our tools and our approach toward this process has improved communication and yielded goodwill on both sides of the table.</p> <p>At Gallagher, we truly understand "the business of schools". The unique needs of School Districts are met with proven solutions from Gallagher, and the result is a more efficient, productive, and better workplace.</p> <p>Below is a summary of services:</p> <p>Fully and Self-Funded Medical and Dental Benefit Plan Administration</p> <p>Gallagher has extensive experience with multiple funding options, including self-funding, minimum premium payment and ASO contracting. We also have access to a variety of systems-based actuarial tools that can help guide the School District's funding decisions. The recommendations that your Gallagher team makes for your particular plan will be based on a comprehensive, comparative analysis of several different funding scenarios.</p> <p>Our marketing and negotiation strategies involve an extensive strategic review of Waconia Schools benefits program, aligning with your philosophy and preferences. We represent you in the marketplace, evaluating carriers that offer the right products and services to meet your strategic goals. With our market knowledge and leverage, we negotiate on your behalf, preparing recommendations and mutually agreed-upon plans to achieve your benefits goals. We conduct vendor finalist interviews and hold periodic stewardship meetings to ensure resolution of issues and meet performance guarantees.</p> <p>Gallagher excels in data analytics and financial projections, holding carriers accountable for reasonable renewals based on each client's situation and utilization trends. We track and analyze your program data, including medical and prescription drug claims, dental, vision, etc., along with employee and dependent demographics.</p> <p>This data helps us assess the reasonableness of carrier renewal offers and negotiate improved terms or identify better alternatives in the market. When representing you to the insurance carrier and service provider marketplace, we bring experience, relationships, and independence. We evaluate carriers and plan design variations to reduce costs, maintaining objectivity in providing the best options for each negotiation. Our national scope and volume of business give us preferred vendor status with most insurance carriers, and our established relationships facilitate problem-solving and maximize negotiation results.</p>



Company Profile – Gallagher (Cont'd)

Question/Data Point	Gallagher
<p>(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>Gallagher maintains executive-level relationships with national and most regional carriers, enabling us to negotiate favorably on your behalf. We maintain a comprehensive database of your programs, vendor relationships, underwriting/pricing trends, and other elements to target and leverage improvement opportunities.</p> <p>Life and Long-Term Disability Insurance Programs and Negotiations</p> <p>We have maintained a separate life and disability/leave management consulting practice for large employers for over 20 years. We have strong resources to assist with the review and implementation of disability, FMLA, state leave programs, as well as the development of policies and procedures for comprehensive absence management programs. The practice resides within the health and welfare benefit consulting team, keeping us in touch with the overall needs of clients.</p> <p>Relative to the welfare lines, we view them through the greater lens of financial well-being for both the employees and our client organizations. We support a “whole person” focus on physical, emotional, financial, career, and community health with the outcomes of improved safety, enhanced health, improved job satisfaction, reduced absence and reduced healthcare costs. We also understand the financial and statutory issues that impact the Leave/Disability management arena.</p> <p>Gallagher maintains executive-level relationships with national and most regional carriers, enabling us to negotiate favorably on your behalf where necessary.</p> <p>VEBA/HRA Reimbursement Account</p> <ul style="list-style-type: none"> • Gallagher has 40 years of experience in VEBA plan administration, recordkeeping, and customer care. We serve more than 1,400 employers with 275,000 participants and \$2.5 billion in funded health reimbursement arrangement (HRA) assets, which are held in VEBA, Section 115 or similar types of trusts. • Our story began in 1984 with a retired educator in Washington State. He recognized that something needed to be done to help school employees better prepare themselves for the growing cost of retiree healthcare. That's when VEBA Service Group (acquired by Gallagher in 2012) helped create and administer what we believe to be the nation's first funded HRA program. • Unsurpassed Experience. We've been helping groups like yours longer than any other provider in the marketplace. The programs we helped pioneer in the 1980s and 90s have long been viewed as national lighthouses in the industry, and each of them have remained our clients since inception. Today, we serve more than 1,400 employers, 275,000 participants, and we have \$2.5 billion in funded HRA plan assets under management. • Proprietary System. Our proprietary technology platform is made possible through our strategic partnership with OneBridge Benefits, Inc. (OneBridge). The OneBridge system has been built from the ground up specifically for funded HRAs and other account-based health plan administration and recordkeeping, such as flexible spending accounts (FSAs) and health savings accounts (HSAs). It is the first and only platform of its kind in the industry. The OneBridge system is used by or supports all aspects of HRA plan operations and administration in real-time. • Top-shelf Customer Care. You and your participants deserve our undivided attention and personalized help when needed. We like to call this “top-shelf” customer care. Our award-winning Customer Care Center is open Monday through Friday, 6:00 a.m. to 5:00 p.m. Pacific Time.



Company Profile – Gallagher (Cont'd)

Question/Data Point	Gallagher
<p style="text-align: center;">(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>Health Savings Account and Flexible Spending Account Establishment and Management</p> <p>We also assist employers with ancillary programs, such as flexible spending account administration, COBRA/HIPAA administration, health reimbursement accounts and health savings accounts. We have benefit outsourcing resources and can also provide solutions for retiree carve-out programs. Our objective consulting approach focuses on gaining a deep understanding of our clients, their culture, the goals, and objectives and helps identify the appropriate strategies and solutions that fit each client's unique needs.</p> <p>Employee Wellness Programming and Support</p> <p>Gallagher is experienced in helping our clients successfully implement wellbeing initiatives and programs. As a part of the Gallagher team, the School District's Wellbeing Consultant will be included in your annual strategic planning meetings as well as medical and pharmacy utilization reviews with your carrier. Your Wellbeing Consultant will use their knowledge of your organizational goals, your current resources, industry trends, and your carrier's capabilities to build or evolve an impactful wellbeing program that is tailored to your workforce. Gallagher can support clients from implementation through delivery and ongoing program growth.</p> <ul style="list-style-type: none"> • First, we will assess your current wellbeing programs. We will utilize Gallagher's Wellbeing Resource Inventory to understand what resources your organization has today and begin to develop a gap analysis for future opportunities. • Second, we will look to collect employee feedback about current initiatives and potential future support. We find that it is critical to consider your people's interests and opinions when assessing the potential for a wellness initiative. • Third, we will look at available data. We will gather data from a variety of sources such as medical and pharmacy claims, health risk assessments, biometric screenings, and workers' compensation to gauge overall employee health and program utilization/participation. <p>With those three steps completed, we will collaborate with you to develop and implement a comprehensive short-term and long-term action plan that will encompass both health promotion and health risk solutions. This action plan will act as our path forward, together as partners, to achieve meaningful and measurable outcomes. On an annual basis and throughout the year, we will revisit the strategy, evaluate action steps for change, monitor data, and proactively bring you relevant ideas and trends to continuously make your programs better. In addition to the consulting provided, as a Gallagher client, you have access to the following wellness resources:</p> <p>Live Well Monthly, Gallagher's wellbeing resource featuring the following materials in English, Spanish, and French Canadian:</p> <ul style="list-style-type: none"> • Monthly newsletters you can send out to your employees with tips, tricks, and information about living a healthy lifestyle including healthy recipes • Printable posters to hang in your workplace that correspond to a theme from the newsletter • Templates for total wellbeing activities or challenges with tracking cards tied to each month's theme that can easily be executed by HR, the wellbeing champions, or a team of employees <p>Live Well Toolkits, a valuable set of documents with ideas for establishing or evolving your wellbeing initiatives in the following areas:</p> <ul style="list-style-type: none"> • Wellbeing Best Practices • Building a Wellbeing Committee • Planning a Flu Vaccine Clinic • Planning a Health Fair • Examples of Common Incentives



Company Profile – Gallagher (Cont'd)

Question/Data Point	Gallagher
<p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>Standard Scope of Services*</p> <p>Renewal Analysis</p> <ul style="list-style-type: none">• Review and evaluate carrier projections• Prepare renewal projections• Create financial modeling reports using proprietary• Proprietary software• Coordinate carrier negotiations• Create employee contribution modeling reports• Review identified benchmarks of projected plan costs Develop working rates for your organization analysis and approval• Assist with budget projections• Provide renewal alternatives with cost impact of benefit plan changes <p>Periodic Plan Financial Reports (Frequency to be mutually agreed upon)</p> <ul style="list-style-type: none">• Summary of plan costs• Analysis of actual vs. budget• Employee contributions• Large claims tracking Identification of costs for specific line of coverage:<ul style="list-style-type: none">– Comparison of plan costs to aggregate stop-loss projections, if applicable– Utilization review– Comparison to prior claim period– Plan trends <p>Annual Financial Reports (End of Year accounting)</p> <ul style="list-style-type: none">• Executive summary of program expenses• Comparison of current costs to renewal costs• Incurred But Not Reported (IBNR) claims analysis• Overview of specific Stop-loss projections• Future plan costs projections• Dollars saved by contract negotiation• Percent of benefit dollars paid by employee• Claims by size• Physician visit details• Benefits paid by type of service• Plan funding/budget comparison



Company Profile – Gallagher (Cont'd)

Question/Data Point	Gallagher
<p>(Continued)</p> <p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>Carrier Marketing & Negotiations (as directed by client)</p> <ul style="list-style-type: none"> • Work with your organization to develop a strategy to identify goals, analyze program costs and review both current and alternative funding arrangements • Manage the renewal process with the current carrier to control costs • Implement carrier renewal strategies with your organization • Develop timeline covering every aspect from RFP preparation to the delivery of employee communications • Provide analysis of employee disruption report and preparation of geo-access report • Provide analysis of discounts offered by various carriers by using CPT codes and carrier pricing data • Manage RFP development that tailors the RFP to the desires, needs and financial directions provided by Waconia Schools • Explore alternative funding solutions • Evaluate vendor responses to track variations in coverage and costs as they are identified • Conduct finalist interviews to investigate and document intangibles such as personalities, service orientation and responsiveness • Draft renewal analysis report, based on renewal negotiation, covers program and claims cost projections as well as complete information on benefit designs • Facilitate decision process by coordinating close collaboration and discussions among the Gallagher team and Waconia Schools <p>Legislative and Corporate Compliance Support</p> <ul style="list-style-type: none"> • Provide legislative updates, including Technical Bulletins and Directions newsletters • Evaluate plan design to assist with compliance with state and federal regulations • Review benefit plan documents, including summary plan descriptions, contracts, employee summaries, and policies/procedures • Conduct periodic seminars on regulatory issues • Assist with the review and evaluation of COBRA and HIPAA compliance procedures • Provide general information and guidance to assist with compliance with ERISA, FMLA, USERRA, Medicare Part D and other Federal legislation that directly affects the administration of plan benefits • Provide template or sample compliance notices, certificates of creditable coverage and enrollment forms as reasonably requested by Waconia Schools <p>Day-to-Day Administrative Assistance</p> <ul style="list-style-type: none"> • Provide assistance to Waconia Schools's HR/benefits contacts to help with resolving carrier service issues • Coordinate and participate in annual service meetings with your organization and select carriers <p>Employee Education Programs</p> <ul style="list-style-type: none"> • Facilitate focus groups • Monthly benefit communication directed to employees • Educational meetings on coverage and trends



Company Profile – Gallagher (Cont'd)

Question/Data Point	Gallagher
<p>(Continued)</p> <p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>Communication Materials</p> <ul style="list-style-type: none"> • Assist with the drafting and distribution of participant Satisfaction Surveys • Assist with the drafting and distribution of Open Enrollment-New Member Orientation summary information and any other communications pertaining to the health and welfare program • Provide annual open enrollment guidance and employee meeting materials • Assist with marketing and oversight of Customized Enrollment Materials (if elected) • Assist with participant wellness initiatives, as directed by your organization <p>Benefit Administration Assessment</p> <ul style="list-style-type: none"> • Periodic evaluation of internal plan enrollment and benefit termination processes • Review, coordinate and implement Waconia Schools's agreed upon plan with best practices to help limit plan liability and increase participant satisfaction • Help identify opportunities for streamlining and improving administration procedures <p>Market Benchmarking Studies</p> <ul style="list-style-type: none"> • Local Area Surveys • Industry Surveys <p>Benefit Plan Design (or Redesign)</p> <ul style="list-style-type: none"> • Help your organization identify business and HR objectives that impact benefits • Review possible benefit strategies with Waconia Schools to meet their objectives • Help Waconia Schools evaluate/review current scope of benefits package – e.g., types & levels of coverage • Work with your organization to develop funding and contribution strategies • Assist with budget projections for design alternatives <p>Merger & Acquisition</p> <ul style="list-style-type: none"> • Project claim liability and cost implications of active employee health & benefits plan integration or consolidation, as requested by Waconia Schools • Provide coverage comparison analysis and recommendations as to plan design, carrier selections and funding mechanisms • Provide disruption analysis reports Assist with employee meetings to introduce integrated program(s) or plan changes <p>*Subject to any changes and additions as may be mutually agreed by the parties in writing, availability and delivery of data from the insurance carrier and other third party vendors, Gallagher may provide the following Services to your organization on an "as needed" basis.</p>



Company Profile – Gallagher (Cont'd)

Question/Data Point	Gallagher
Please describe the experience your firm has working with Public Schools that have an insurance Benefit advisory Committee?	<p>Gallagher's Public Sector Practice is dedicated to serving the needs of public employers and their insurance committees. Waconia Schools will have a partner with extensive experience working with states, counties, cities, and government employers. We have built our Public Sector Practice by bringing together over 200 consultants to share best practices, products, resources, benchmarking and data, and practice specialists to best serve our public sector clients.</p> <p>Public sector practitioners at Gallagher have spent decades providing industry-leading solutions in the public sector. We are active in the public sector community, including participation in organizations such as Association of School Business Officials (ASBO), Public Risk Management Association (PRIMA), Government Finance Officers Association (GFOA), National Public Employer Labor Relations Association (NPELRA), National Association of Counties (NACo), International City Managers Association (ICMA) and International Public Managers Association (IPMA-HR). We understand Waconia Schools faces unique challenges as a public sector employer. Your organization is exempt from certain laws and subject to others that may — or may not — create flexibility and cost efficiency. Tax revenue and other revenue sources are subject to change and drive the design and financing of employee compensation and benefits. Often, collective bargaining agreements and intense public scrutiny affect Waconia Schools's decisions.</p> <p>Your Gallagher team takes these factors into consideration. We bring a broad range of public sector-focused solutions and expertise, including work in collective purchasing, benchmarking data and healthcare utilization review and analysis. In addition, with our industry specialization and large number of public entity clients, you have access to a deep reservoir of industry benchmarks.</p> <p>For many of our school District clients, we facilitate the Benefit Committee meetings, preparing materials and agendas. We meet on either a monthly or quarterly cadence.</p>



Company Profile – NIS (Cont'd)

Question/Data Point	NIS
<p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>National Insurance services (NIS) has been partnering with schools, cities, and counties since 1969. NIS provides employee benefit consulting services, as well as brokerage services for medical, dental, life, disability, and vision insurance benefits. We also specialize in early benefit restructuring services, tax free options for retiree payouts, as well as on site and near sight medical clinics.</p> <p>Scope of Services and Why We Want to Work with You Because of our exclusive commitment to serve only public sector organizations, NIS is uniquely qualified to serve as your full benefits consultant. Not only do we work with benefit structures like yours every day, we are in touch with the political atmosphere, budgetary constraints, and negotiations you face. We will partner with you every step of the way – at the negotiating table, in front of your board, at insurance committee meetings – wherever you need us.</p> <p>Our Full Benefits Service Model includes:</p> <ul style="list-style-type: none"> • Analysis of your claims experience and individualized strategic solutions to tackle issues. • Addressing your budget concerns and helping you contain costs. • Leveraging our carrier relationships to best represent you in negotiations. • Reviewing your contracts to help avoid employer liability and grievances. • Building a strategic benefit plan specific to your culture and plan analytics. • Thoroughly evaluating your early retiree benefits for plan sustainability. • We also specialize in early retiree benefit restructuring services, tax free options for retiree payouts, as well as 403(b) plan and investment provider review. <p>Fully and self-funded Medical and Dental benefit plan administration:</p> <p>NIS consultants use our proprietary Full Benefits Consulting Service Model (FBCSM) to develop a 3–5-year plan and service your group. The first thing we will do if selected as your Full Benefits Consultant is gather additional information about the School District so we can work with you to write an initial Strategic Plan. During implementation, we will analyze your claims, assess your current funding method, evaluate past practices and timelines, and evaluate your retiree benefits. Our Strategic Plan Document is a detailed step-by-step action plan that becomes the blueprint for our work. Each line item on the plan has an anticipated start date and end date and who the task is assigned to. There is also a place for actual start and end dates which will be reviewed with the School District on an annual basis to make any needed improvements.</p> <p>The NIS Proprietary Service Model:</p> <p>Allows us to guide you through a step-by-step plan for all of your benefit offerings from an initial written strategic plan through end-of-year annual reviews. During the plan year, we assess your medical plan for funding solutions, evaluate your retiree benefits and help you set goals. Your NIS team will create a communication plan not only to keep you up to date with compliance and legal issues but also communicate benefit information to your employees. Your consultant will lead or join your insurance committee, working through wellness planning, renewal strategies, and bidding options. Below you will find the standard implementation schedule for the first year with NIS. We are fanatical about documenting everything and making sure the work is done according to the strategic plan. At the end of the day, we want to be accountable for what we have done for you, your employees, and the taxpayers.</p>



Company Profile – NIS (Cont'd)

Question/Data Point	NIS
<p>(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>On a monthly basis, your NIS Consultant will monitor claims and provide you with a report. This allows us to track changes in trend and identify any unusual claim activity that may run counter to the predicted model. NIS represents the interests of our clients through negotiations with all involved vendors. During vendor/reinsurance negotiations, our third-party analytics and modeling data work as powerful negotiation tools. Several months prior to your renewal, your NIS Consultant will gather your claims data and utilize a powerful tool employed by the health insurance industry to model the impact of any plan changes you want to make, identify the risk/reward profile of self-funding, and calculate your projected claims experience. Our suite of tools is built on Actuarial Advisor, an instrument used by underwriters, TPAs, stop-loss insurers, reinsurance carriers, and consulting actuaries.</p> <p>Calculating Budget Rates</p> <p>Using up to 3 years of your claims data, your NIS Consultant will calculate your budget rates, that is, what your rates should be based on your past claims. Our methodology predicts medical and Rx costs, adjusts for demographic changes and plan changes, forecasts the expected employee enrollment, rates, and can highlight scenarios where a change in plan(s) may cost more than expected. This provides you and your consultant with negotiating power with your carrier during renewal time.</p> <p>Self-Funding Profile</p> <p>Your NIS Consultant will evaluate the opportunity for self-funding. This includes evaluation of existing risk structures if you are already self-funded along with a targeted track to achieve a strategic Fund 20 Reserve based upon plan utilization, budget parameters, and the collective bargaining process. You will receive customized recommendations based on your current premium equivalents and renewal rate setting based upon 24 months of current and prior claims experience. Seeing the relative risk/reward characteristics of various self-funded structures will allow you to make more informed and educated decisions based on your risk tolerance. You will be able to evaluate the capital at risk, return on capital, and the likelihood of building or subsidizing your existing reserve account.</p> <p>Compare, Evaluate, Analyze, and Customize Plan Design Options</p> <p>Wouldn't it be useful to be able to see how different plan designs will affect your overall cost and future claims? Your NIS Consultant will help you compare multiple plan design changes, provider network, demographics and stop-loss levels in real time. You will know the details about what drives the costs changes and model the impact of adding things such as various tax advantaged plans, Rx importation plans, and virtual employee care options with 100% claims redirection. Your consultant will compare versions of a plan on a side-by-side basis including the relative value and dollar impact of each change. You can archive these scenarios as well, to access later and modify.</p> <p>RFP Process</p> <p>If it is decided to go out to bid, NIS will manage the entire process for you from A to Z. We will develop a timeline, communicate in advance to stakeholders, prepare and distribute the RFP, answer questions, and present you with the bid results and recommendation with supporting documentation and analysis.</p>



Company Profile – (NIS Cont'd)

Question/Data Point	NIS
<p>(Continued)</p> <p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>Life and long-term disability insurance programs and negotiations: Life and Disability insurance come with administrative challenges, and NIS has unparalleled expertise in those areas. That's why on behalf of certain life and disability insurance carriers who need our expertise, NIS performs various services such as underwriting, billing and customer service similar to a Third-Party Administrator.</p> <p>VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management: NIS has extensive experience with Voluntary Employees' Beneficiary Association plans (VEBA), Health Reimbursement Arrangements (HRA), Health Savings Accounts (HSA), Flexible Spending Accounts (FSA), COBRA, and Retiree Insurance. We have implemented hundreds of plans with tens of thousands of participants and currently manage over \$800 million dollars in employer and employee assets. NIS has developed a number of solutions dating back to 2001 when we began offering retirement-focused solutions, and in 2003 when we began helping clients with defined contribution plans. In fact, we were a pioneer in some of our retiree-only HRA applications that are still relatively unknown in the marketplace today. These programs help ensure plan sustainability of your retiree benefits, as well as honor public employees as they transition into retirement. We can work with any administrator that Waconia Public Schools prefers to work with. We also have a partner administrator that currently provides services for over 2,500 clients and close to a million employees nationwide that we can work with. If NIS is chosen as a finalist, we would be happy to share more detail.</p> <p>Employee wellness programming and support: Your NIS Consultant can help you plan your wellness program ranging from simple to comprehensive. On the most basic level, we can provide you and your wellness committee with a variety of guides and monthly newsletters, as well as specific turnkey campaigns promoting health goals such as quitting smoking, walking, fitness, or weight loss. These turnkey campaigns come with ready-made emails, posters, paycheck stuffers, scoring, and more. From there, NIS can be involved as little or as much as you would like, attending committee meetings, helping to arrange carrier-provided paper or biometric medical screenings or assisting with 3rd party health coaching services. We can also evaluate onsite and near-site clinic providers.</p> <p>Our Wellness Program Services and Resources The wellness program consulting services and other resources we can provide to the Waconia School District include:</p> <ul style="list-style-type: none"> • Conducting a wellness program needs assessment • Establishing a structured wellness committee • Crafting a multi-year program blueprint to guide the health management initiatives • Identifying, acquiring, and coordinating wellness program services and resources, including healthcare carriers and best-in-class vendor partners • • Determining appropriate incentives to promote participation and engagement • Developing effective communication strategies • Creating and distributing custom digital and print communications • Conducting program evaluation • Monitoring wellness program regulations and assuring compliance.



Company Profile – (NIS Cont'd)

Question/Data Point	NIS
<p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>Our experts and consultants utilize a process that is designed not only to detect and address the cost-drivers impacting your premium costs, but also help you build sustainable plans that get buy-in from all stakeholders. Our scope of services includes:</p> <p>A Dedicated Team Working with Each Client</p> <ul style="list-style-type: none">• Annual calendar of scheduled meetings• Step-by-step, written timeline• 24-hour response time to all inquiries related to the client's employee benefits• Attendance at open enrollment, employee benefit, and/or management meetings• Bargaining and/or negotiation support• Assistance handling claims or service concerns with all plan providers including but not limited to Medical, Dental, Life and Disability Insurance, Flexible Spending Accounts, Health Savings Accounts, COBRA administrators, and Retirement Plan administrators <p>Evaluation of All Employee Benefits</p> <ul style="list-style-type: none">• Costs delineated for each benefit plan with annualized amounts• Review master employment agreements• GAP analysis• Policy administration recommendations <p>Health Plan Evaluation and Recommendations</p> <ul style="list-style-type: none">• Run Medical/Rx utilization analytics to impartially pinpoint true cost factors• Review claims experience utilizing various underwriting methods• Compare previous years' claims experience to current year outlining the trend• Review claim performance levels including administration and network• Perform claim analysis to forecast benefit adjustments• Help determine appropriate benefit levels for all staff members based on utilization• Design cost mitigation/containment procedures/Evaluate the use of plan designs implemented successfully by other NIS clients• Use Cost modeling reports to evaluate proposed plans• Wellness Plan Review and Recommendations• Review Self-Funding as an option <p>OPEB Assessment and Recommendations</p> <ul style="list-style-type: none">• OPEB reduction plan and funding options• Asset management strategy <p>Retirement Plan Evaluation and Recommendations</p> <ul style="list-style-type: none">• Early retiree payout cost cutting measures• Plan to transition early retirees off your medical plan



Company Profile – (NIS Cont'd)

Question/Data Point	NIS
<p style="text-align: center;">(Continued)</p> <p style="text-align: center;">Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>Develop Strategic Benefits Plan</p> <ul style="list-style-type: none"> • Development of a three-to-five-year strategic plan <ul style="list-style-type: none"> ◦ This plan will identify and prioritize additional long-term objectives ◦ It will also establish specific deadlines for meeting those objectives <p>Carrier and Administrator Selection and Management</p> <ul style="list-style-type: none"> • Development, submission, and proposal analysis for all RFPs • Implementation support for wellness initiatives • Provide all applicable information for development of wellness program or provide this information to selected vendors • Rate negotiations with all incumbent carriers and potential carriers available in the market bidding on the client's business Employee Communication Plan <p>Employee Benefit Communications</p> <ul style="list-style-type: none"> • Benefit Statements • Consumer-Directed Health Care (CDHC) • HealthCare Reform • Employer Education Articles and Newsletters • Benefits Bulletin • Employee Handbook and Policies • Health Awareness Newsletter • Know Your Employee Benefits • Live Well, Work Well • National Health Observances Calendar • Prevention Newsletter • Retirement <p>Compliance and HR Support</p> <ul style="list-style-type: none"> • Healthcare reform compliance analysis, updates, and personalized strategy • IRS and state-specific legislation, employment law, and regulation • Compliance guidance on HIPAA and COBRA <p>Annual Account Review</p> <ul style="list-style-type: none"> • Annual benefit plan design review outlining different options with cost differentials • Benefit Administration Platform Services – NIS Enroll or a platform of your choice • Individual Employee Benefit education and communication annually and for new hires • Benefit Administration Management • Online enrollment • Billing and eligibility • Documentation and communication



Company Profile – NIS (Cont'd)

Question/Data Point	NIS
Please describe the experience your firm has working with Public Schools that have an insurance Benefit advisory Committee?	<p>The majority of our full benefit consulting clients engage in insurance benefit advisory committee meetings. Both the consultant and account manager play a pivotal role in facilitating these meetings. Our approach fosters successful two-way dialogue, where we provide valuable information and welcome feedback. We actively seek input before, during, and after meetings, recognizing the importance of collaboration. As an organization, we prioritize regular interactions with the plan sponsor administration to delve into data, devise strategic plans, and collaborate on compiling information to present to the insurance committee. This strategic content ensures that our discussions are not only informative but also impactful in driving decision making processes.</p> <p>Data is increasingly integral to nearly every aspect of evaluating an organization's financial and plan performance, and the innovative use data continues to evolve. Here are some innovative ways data is being used now and into the future:</p> <ul style="list-style-type: none">• Predictive Analytics: Leveraging historical data to predict future trends, behaviors, and outcomes. Predictive analytics are imperative in evaluating future renewal actions.• Plan Analytics: Evaluating specific plan performance and efficiencies. Determine if plan alterations are needed.• Benchmark Analysis: Use comparable analytics to benchmark efficiencies across multiple employers and multiple business sectors.• Member Level Analytics: Data applications to actuarial analysis on a member level to evaluate future trends and utilization.• Program Analytics: Evaluation of various market available programs to determine application, efficacy, cost, and impact.• Utilization Analytics: Analytics enables employers to gain insight into their employees' healthcare needs and create more effective benefits plans by collecting and analyzing data from various sources, such as health records and medical claims. <p>These are a few examples of how data can be used in managing the plans. Just as important as the utilization of data, is the ability to explain and display the results of data analysis in a manner that can be easily understood and accepted. Data is of no value if the analysis cannot be provided in a manner that is relatable and easy to learn.</p>



Company Profile – One Digital

Question/Data Point	One Digital
<p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>Early each plan year, we will discuss with the district and insurance committee the need to review the market for all potential products; often this has been planned during the prior plan year. If agreed upon by the committee we will prepare RFPs on the medical, dental, life and disability at a minimum of 5-7 months prior to the renewal date. Although a current service may be satisfactory with incumbent carriers, it is always appropriate to ensure that their fees are in line with the entire market. Not only during the RFP process but throughout the year, we will discuss new ideas, carrier, and industry updates to help with strategic planning and carrier decisions for the upcoming renewal.</p> <p>As with all of our clients, whether fully insured or self-funded, the renewal strategy is reviewed and addressed throughout the entire plan year. We underwrite both the medical and the dental plans each month to provide clients with current information on what the renewal will be. This ensures limited surprises or waiting for the insurance company to distribute their renewals. As your consultant, with our underwriting and a clear understanding of your budget, we are able to dictate to the carriers what the renewal should be, limit ongoing liability, and balance short term and long-term cost control. With OneDigital as your partner, you will be able to spend more time working with us and the incumbent carriers to develop real claims reduction strategies. The power inherent in this approach is that the time spent on strategically working to lower claims and proactively improve your benefits package brings solid measurable results.</p> <p>Generally, our renewals will be presented keeping your open enrollment period in mind. We work backwards from the effective date of the new plan to ensure adequate time for the insurance committee to make confident renewal decisions, provide district management enough time to handle enrollment and allow time for open enrollment meetings to educate employees. To make sure timelines are met, an annual meeting schedule will be provided at all meetings for review and approval by the committee. Our renewal presentations will be an extension of what the committee already reviews on a monthly basis throughout the year which helps ensure continuity and understanding of data and simplifies the renewal decision making process. Our presentations will include but are not limited to the following:</p> <ul style="list-style-type: none">• Our medical underwriting projection• Medical self-funded calculation sheet showing expected claims, maximum claims, administrative fees, reinsurance fees and a reserve adjustment formula. This sheet also displays all medical proposals received during the RFP process. This report sets the final rate adjustment.• Our dental underwriting projection.• Our recommended plan design changes and their (actual) impact to claims.• Incumbent carrier plan design recommendations based on their expertise.• Out-of-pocket and deductible accumulation reports helping plan design decisions.• VEBA account balance reports helping plan design decisions.• Claims per member per month analysis – analyzing Waconia's true trends and helping with plan design decisions.• Past decision impact reports – what impact have past decisions had on costs (carrier choice, funding choices (fully insured vs. self-funded), plan design changes, network choices, etc.)• Medical and dental reports displaying current and past enrollment counts.



Company Profile – One Digital (Cont'd)

Question/Data Point	One Digital
<p>(Continued)</p>	<ul style="list-style-type: none"> • Ancillary (life, disability, etc.) product renewals and RFP results if applicable. With this recommended plan design adjustments to help reduce costs but also to maintain market leverage with the many carriers available • to write your coverage. • Claims analytics and predictive modeling <p>Along with implementing a full RFP process, one of our strongest tools is our underwriting methodology. Our staff knows the carriers' underwriting formulas. We are able to underwrite the plans not only to make sure Waconia Public Schools implements the appropriate funding mechanism but also to negotiate lower fees and plan liability. Our underwriting ability is very unique within the industry and respected by our clients and the carriers' underwriters.</p>

Company Profile – One Digital

Question/Data Point	One Digital
<p>Detail the scope of services your firm would offer and how your firm would accomplish the work described.</p>	<p>All our staff members work with an extremely detailed to-do list which includes annual required tasks based on a schedule agreed to by the client and also includes daily ad hoc tasks as they come up. This allows us to track annually all the work that has been done and completed in a timely and satisfactory manner. OneDigital's consulting services will include, but are not limited to:</p> <ul style="list-style-type: none"> • Annual calendar of events, scheduling tentative meetings, projects, and timelines of completion all the way to the renewal effective date • Preparation and attendance at all meetings related to employee benefits including decision making meetings with management, insurance committee meetings and open enrollment meetings with staff and plan members • 24-hour response time to all inquiries related to the client's employee benefits • Assistance handling claims or service concerns with all vendors including but not limited to the medical, dental, life, disability, HRA, flexible spending, and COBRA vendors • Complete funding option analysis each month and / or year (Fully insured, self-insured, partially self-insured, level funding, reference-based pricing, etc.) • Review claims experience to help estimate the upcoming renewal by utilizing various underwriting methods and ensure appropriate funding and market competitiveness • Benchmarking all product costs against other school districts' costs, the carrier's costs and the private sector's costs. • Comparison of previous years' claims experience to current year outlining the client's own trend helping appropriately fund the plan and find targets for improvement. This analysis also includes multi-year projections using both fully insured and self-insured modeling balancing short term and long term cost control objectives • Monitoring of employee / member growth and shrinkage in all plans including financial impact to short term and long-term cost control objectives



Company Profile – One Digital

Question/Data Point	One Digital
<p>(Continued)</p> <p>Detail the scope of services your firm would offer and how your firm would accomplish the work described</p>	<ul style="list-style-type: none">• Claims performance levels reviewed including administration and network• Annual and multi-year claims data feed from incumbent carrier breaking down claims by CPT codes and other measures unavailable through standard or ad-hoc reports from the carriers allowing current measure and cross year comparisons• Benefit plan design review outlining different options with cost differentials and impact to the health plan and member out of pocket liability• Help determine appropriate benefit levels for all staff members based on utilization taken from many different reporting resources• Introduce new cost containment procedures such as onsite clinics and other programs as developed by the industry• Development, submission, and proposal analysis for all RFP's for all products. This includes public sector bidding requirements• Full analysis and updates regarding any health care reform law updates and any other IRS rules or legislation that impacts the client's employee benefit package.• Legal assistance/opinions with all matters relating to the employee benefit package• Preparation and presentation of all ad-hoc information and analyses requested by the client or committee members• Building and/or maintaining any reports required by all departments within the client (Accounting, Human Resources, Executives, Committees, etc.)

Company Profile – One Digital

Question/Data Point	One Digital
<p>Please describe the experience your firm has working with Public Schools that have an insurance Benefit advisory Committee?</p>	<p>Our Strategic Consulting team, led by George Vander Weit, will work with the Waconia team to set short-term and long term benefit objectives that will be used to guide current and future decisions that relate to your employee benefits strategies. We will work with you to set your overall benefits objectives that will include a Mission Statement, Value Proposition and Guiding Principles that will drive your programs forward. We will review your current state and show where that path will lead if you continue that course. And we will show alternative paths and the impacts of each on your access to quality health care, your plan costs and your employees' experiences. We will ensure you completely understand the options available to Waconia now and into the future provided in a manner that is relatable and easy to learn.</p>



Company Profile – USI

Question/Data Point	USI
<p>Describe your firm's expertise and experience in the following especially when working with public schools: Fully and self-funded Medical and Dental benefit plan administration; Life and long-term disability insurance programs and negotiations; VEBA/HRA reimbursement account, health savings account and flexible spending account establishment and management; Employee wellness programming and support</p>	<p>Servings over 550 Educational Services clients nationwide, USI understands that school districts have unique needs. This delivers a depth and breadth of experienced staff within our region, and specifically, the account team designed to serve the School District. The team of individuals assigned to the School District is comprised of professionals seasoned in serving clients in the school district sector — and those providing benefits to employees and retirees alike. We have implemented nearly every type of medical plan model with our school district clients and represent several of the lowest-cost plans and highest satisfaction plans in the state. These models include high-deductible HRAs, HSAs, PPOs, POSs, HMOs, and EPOs, both self-funded and fully insured. In addition, we have extensive experience with the other benefits that are an integral part of a school district's offering including dental, disability, life, vision, long-term care, voluntary benefits, and flexible spending accounts to name a few. USI also helps school districts who want to convert from a defined benefit to a defined contribution medical model for retirees.</p> <p>When you partner with us, you work with a team of experts who represent private and public-sector employers on all aspects of employee benefits consulting and human resources law. Through training and one-to-one consulting, our school district experts work with your administration, HR professionals, finance department and all key stakeholders to promote a clear understanding of the rules governing human resources and employee benefits.</p> <ul style="list-style-type: none"> • We partner with over 550 Wisconsin school districts for EB Consulting (Industry Focus) • Consultants regularly speak at school district conferences • USI district clients consistently demonstrate lowest cost/highest satisfaction health plans • USI approach is different based on provider engagement level focus vs. insurance vehicle focus. • Over 20 successful clinic models established throughout the state dating back decades, all with varying types of clinics based on local provider dynamics vs. one size fits all. • School District Payroll Vendor Endorsement due to our leadership in compliance • Thousands of hours donated annually to school districts via presentations /training • Technology best practices groups in schools (Ben admin/Communication tools/Online enrollment / etc.) <p>Deep Rooted National Resources</p> <ul style="list-style-type: none"> • Your proposed core account service team is robust; it includes dedicated technical experts in the areas of: <ul style="list-style-type: none"> ○ Actuarial & Analytics ○ Stop Loss ○ Pharmacy ○ Population Health Management ○ Compliance ○ Internal Communications ○ HR Technology



Company Profile – USI

Question/Data Point	USI
<p>Detail the scope of services your firm would offer and how your firm would accomplish the work described</p>	<p>Benefits Strategy and Development USI begins by creating a long-term strategic plan to achieve your organizational goals. We use a proven, three-tier process to help you develop and manage a long-term plan that controls costs and creates a healthier and more engaged workforce. The process involves the planning session, a strategic plan, and the stewardship report.</p> <p>Tier 1 – Planning Session A thorough planning process is the most effective way to create a long-term strategy that meets and exceeds the expectations of all your stakeholders — employees, senior management, and human resources. Our planning session is an annual meeting that involves the key decision makers in your organization, including HR and senior management. This planning session is a formal discovery process covering all aspects of your employee benefits and human resources strategy, from high-level cultural questions to detailed plan design and contribution strategy discussions. During this session, we:</p> <ul style="list-style-type: none"> • Review claims and financial reports to identify outstanding issues • Collect demographic and participation data from payroll and group insurance coverage records • Network discount analysis and efficiency of access • Pharmaceutical costs and administrative costs • Review Summary Plan Descriptions (SPDs) and other benefit communication materials describing your plans • Benchmark the design, total cost, cost by plan, contribution strategy and any additional wellness initiatives or incentives to establish a baseline of where you are today • We solicit feedback on where you want to be both financially and competitively • If necessary, we develop an employee survey to identify employee attitudes and perceptions towards the current programs and measure receptivity to possible changes in these programs <p>USI begins by creating a long-term strategic plan to achieve your organizational goals. We use a proven, three-tier process to help you develop and We consider the strengths of the existing programs, identify any weaknesses, and determine cost effectiveness, competitiveness, and the administration efficiency of each program.</p> <p>Advantages of a Formal Planning Session Include:</p> <ul style="list-style-type: none"> • Aligns key stakeholder expectations • Bridges the historic gap between HR, finance, senior management, and employee concerns • Establishes a clear understanding of your employee benefits and HR needs • Generates innovative solutions • Encourages optimum senior support for your initiatives • Creates a road map to success We collaborate with you to align the School District's strategic benefits plans with your organization's contractual, clinical, operational, and cultural needs for the near and long-term. Contractual Clinical Operational Cultural Finding the lower overall cost and improved contractual terms for savings and optimal efficiency Identifying ways to improve the health of your employees Designing recommendations to enhance the end users' experience Aligning recommendations with your organizational structure



Company Profile – USI (Cont'd)

Question/Data Point	USI
<p>(Continued)</p> <p>Detail the scope of services your firm would offer and how your firm would accomplish the work described</p>	<p>We collaborate with you to align the School District's strategic benefits plans with your organization's contractual, clinical, operational, and cultural needs for the near and long-term.</p> <ul style="list-style-type: none"> • Contractual Clinical Operational Cultural Finding the lower overall cost and improved contractual terms for savings and optimal efficiency • Identifying ways to improve the health of your employees • Designing recommendations to enhance the end users' experience • Aligning recommendations with your organizational structure <p>Once we understand the School District's culture and the direction you are going, the approach we take is to carefully analyze your data to determine the overall health of the population. Members of our Population Health Management team evaluate claim data to understand the underlying cost drivers and makes specific recommendation into areas that would help increase the health of the population and help control cost over time. Those recommendations are then reviewed by our local team and our Underwriting and Analytics professionals to see the immediate cost savings and long-term impact.</p> <p>With this process, we are equipped to:</p> <ul style="list-style-type: none"> • Review and implement efficient HR processes and effective communication tools that work cohesively with your overall benefit objectives. • Help you make educated decisions on how to invest in your benefits program. • Manage implementation as seamlessly as possible. • Provide ongoing support for your HR department and your employees. • Track and report critical indicators of plan success to make changes where necessary. <p>Tier 2 – Strategic Plan</p> <p>Incorporating the results of the planning session, we work with your team to create a strategic plan. The strategic plan is consistent with your business goals, is metric-driven and executed by our team of professionals. Developed in partnership with the School District, the plan serves as the guide for your employee benefits plan decisions and strategies. The plan typically spans 3-5 years, understanding that through the Annual Stewardship Review process, the plan will be amended as results emerge and the operating environment within your organization changes. The plan will address both short and long-term goals. As a part of this plan, we devise an Annual Service Calendar for the upcoming year listing initiatives on a month-by month basis. The calendar aligns the necessary annual tasks required to keep a health and welfare program on track with the tasks laid out in the strategic plan. Utilizing the calendar, the entire team (both USI and the School District) can be held accountable and kept on task. We recognize that healthcare has become an expensive and primarily reactive service, and so it is our goal to help counteract this trend by being a proactive, strategic, and tactical partner throughout the entire benefit year. In support of this approach — and to ensure ongoing alignment of your healthcare strategy with your organizational culture — we work with you to create a 3- to 5-year, multi-year benefits strategy that's based not only upon data and analysis, but also upon our understanding of your past benefit strategies, as well as your current goals and desired outcomes.</p>



Company Profile – USI

Question/Data Point	USI
Please describe the experience your firm has working with Public Schools that have an insurance Benefit advisory Committee?	<p>USI has extensive experience in collaborating with public schools and presenting to benefit advisory committees. Our team has a proven track record of effectively partnering with educational institutions to deliver tailored solutions that meet their unique needs.</p> <p>Over the years, we have successfully worked with numerous public school districts, helping them navigate the complexities of benefits management. Our expertise includes but is not limited to:</p> <ul style="list-style-type: none">• Comprehensive Benefits Analysis: We conduct thorough reviews of existing benefit programs, identifying areas for improvement and cost-saving opportunities.• Strategic Planning and Consulting: Our consultants offer strategic guidance to ensure that benefit programs align with the schools' financial objectives and the wellbeing of their staff.• Customized Presentations: We are adept at presenting complex information in a clear and engaging manner to benefit advisory committees, ensuring that all stakeholders have a thorough understanding of the options and recommendations.• Ongoing Support and Education: Beyond initial consultations and presentations, we provide continuous support and educational resources to help schools adapt to changing regulations and market conditions. <p>Our commitment to excellence and client-focused approach has resulted in long-lasting partnerships with public school districts. We are confident that our experience and expertise will be invaluable in meeting your organization's needs.</p>

6.D. Finance Report

WACONIA	WACONIA					REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES				August 31, 2024	
REVENUE						August 31, 2024	August 31, 2023	August 31, 2022			
REVENUE CATEGORIES	June 30, 2023	June 30, 2024	Adopted Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	August 31, 2023	August 31, 2022	
STATE	40,808,107	39,507,969	43,868,049	1,974,827	41,893,222	4.5%	5.2%	4.5%	2,048,940	1,851,213	
FEDERAL	1,312,610	1,253,434	804,000	-	804,000	0.0%	0.0%	-14.1%	-	(185,677)	
PROPERTY TAXES	9,562,770	10,257,822	10,364,532	384,620	9,979,912	3.7%	3.2%	13.7%	331,673	1,305,541	
LOCAL (FEES, INTEREST, ETC.)	1,401,557	1,626,096	1,396,025	(41,010)	1,437,035	-2.9%	-6.4%	-5.8%	(103,803)	(81,114)	
TOTALS	53,085,044	52,645,321	56,432,606	2,318,438	54,114,168	4.1%	4.3%	5.4%	2,276,809	2,889,963	
EXPENDITURES						August 31, 2024	August 31, 2023	August 31, 2022			
OBJECT SERIES	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	August 31, 2023	August 31, 2022	
SALARIES & WAGES	30,105,275	27,309,278	30,579,805	954,761	29,625,044	3.1%	3.6%	3.5%	969,972	1,048,801	
EMPLOYEE BENEFITS	11,428,690	10,365,425	11,816,186	599,110	11,217,076	5.1%	4.0%	4.2%	417,047	481,522	
PURCHASED SERVICES	7,021,355	7,484,206	8,159,259	729,117	7,430,142	8.9%	7.6%	7.5%	568,575	524,127	
SUPPLIES	2,109,245	1,690,031	1,712,115	183,498	1,528,617	10.7%	2.5%	14.7%	41,646	309,144	
EQUIPMENT	1,070,691	904,658	1,332,477	387,167	945,310	29.1%	28.1%	26.2%	253,928	280,445	
DEBT SERVICE	130,312	83,267	83,287	81,287	2,000	97.6%	97.6%	62.4%	81,287	81,287	
OTHER EXPENDITURES	360,341	376,753	393,144	35,424	357,720	9.0%	9.6%	10.1%	35,990	36,254	
TOTALS	52,225,908	48,213,619	54,076,273	2,970,362	51,105,911	5.5%	4.9%	5.3%	2,368,445	2,761,580	
PROGRAM SERIES						August 31, 2024	August 31, 2023	August 31, 2022			
PROGRAM SERIES	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	August 31, 2023	August 31, 2022	
SITE ADMINISTRATION	1,059,746	1,059,840	1,265,732	179,040	1,086,692	14.1%	16.8%	16.7%	177,697	176,476	
DISTRICT ADMINISTRATION	445,097	477,847	490,183	102,384	387,799	20.9%	21.4%	21.6%	102,395	95,998	
SUPPORT SERVICES	1,914,925	1,708,517	2,109,042	358,412	1,750,630	17.0%	19.0%	18.3%	325,067	349,892	
REGULAR INSTRUCTION	21,776,013	19,463,041	21,693,317	409,259	21,284,058	1.9%	1.7%	1.3%	335,366	276,348	
EXTRA-CURRICULAR ACTIVITES	2,010,489	1,956,423	2,122,036	(342,460)	2,464,496	-16.1%	-18.3%	-11.7%	(357,324)	(234,542)	
VOCATIONAL INSTRUCTION	564,801	536,073	550,798	(445)	551,243	-0.1%	0.4%	0.5%	2,224	2,714	
SPECIAL EDUCATION	10,796,201	10,453,684	11,685,564	244,561	11,441,003	2.1%	2.5%	2.3%	266,014	251,271	
INSTRUCTIONAL SUPPORT	3,478,924	2,416,189	2,860,994	613,709	2,247,285	21.5%	17.7%	15.3%	426,859	530,973	
PUPIL SUPPORT SERVICES	4,469,513	4,910,616	5,475,650	32,544	5,443,106	0.6%	1.2%	3.3%	57,851	149,690	
FACILITIES	5,322,155	4,772,453	5,317,957	705,582	4,612,375	13.3%	12.9%	16.0%	617,113	849,436	
OTHER FINANCING USES	388,044	479,327	505,000	667,776	(162,776)	132.2%	86.6%	80.7%	415,186	313,324	
TOTALS	52,225,908	48,234,010	54,076,273	2,970,362	51,105,911	5.5%	4.9%	5.3%	2,368,445	2,761,580	

WACONIA	WACONIA	REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES	August 31, 2024
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ACTIVITY - OTHER FUNDS						August 31, 2024	August 31, 2023	August 31, 2022		
REVENUE	June 30, 2023	June 30, 2024	Adopted Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	August 31, 2023	August 31, 2022
FOOD SERVICE	2,728,664	3,354,063	3,475,575	-	3,475,575	0.0%	0.0%	0.0%	-	75
COMMUNITY EDUCATION	3,763,349	4,158,217	4,015,267	329,954	3,685,313	8.2%	21.4%	22.7%	889,010	854,098
CONSTRUCTION	-	6,158,103	10,839,500	14,619	10,824,881	0.1%	0.0%	#DIV/0!	-	-
DEBT SERVICE	9,841,168	9,483,932	9,376,864	576,724	8,800,140	6.2%	7.0%	-2.1%	659,230	(206,089)
						August 31, 2024	August 31, 2023	August 31, 2022		
EXPENDITURES	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	August 31, 2023	August 31, 2022
FOOD SERVICE	3,413,744	3,255,610	3,597,627	166,935	3,430,692	4.6%	4.6%	3.9%	150,054	132,142
COMMUNITY EDUCATION	3,151,216	3,786,169	3,787,078	672,091	3,114,987	17.7%	14.9%	13.6%	563,743	428,907
CONSTRUCTION	-	2,061,110	15,239,314	225,427	15,013,887	1.5%	0.0%	#DIV/0!	-	-
DEBT SERVICE	9,413,981	9,396,831	9,328,000	1,618,926	7,709,074	17.4%	17.6%	18.8%	1,652,391	1,765,728
SUMMARY - ALL FUNDS						August 31, 2024	August 31, 2023	August 31, 2022		
SUMMARY	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	August 31, 2023	August 31, 2022
REVENUE	69,418,224	75,799,637	84,139,812	3,239,735	80,900,077	3.9%	5.0%	5.1%	3,825,050	3,538,048
EXPENDITURES	68,204,849	66,713,340	86,028,292	5,653,742	80,374,550	6.6%	7.1%	7.5%	4,734,632	5,088,356
SPENDING VARIANCE	1,213,376	9,086,298	(1,888,480)	(2,414,007)	N/A	N/A	N/A	N/A	(909,583)	(1,550,308)

7. **ACTION ITEMS**

7.A. Certify Proposed Property Tax Levy/Designate
Truth in Taxation Hearing Date

Presenter: Ukee
Dozier

Preliminary Levy Limitations - Payable 25

Ukee Dozier - School Management Services
September 23, 2024

Overview

- Public education in MN is financed by a combination of state aid, federal allocations, locally generated revenue, as well as property taxes.
- The Proposed Levy Payable 2025 represents an estimated proposal of property tax revenue for the 2025-26 school year.
- The district has a timeline to follow that is set by statute and followed by the Minnesota Department of Education.
- The school board is obligated to certify proposed levies by statutory dates that will be discussed in the presentation.

District Levy Funding Types

Voter Approved Levies:

- Operating Referendum
- Capital Projects Levy (Tech)
- Building Bond Issues

Legislative Levies: Provides school districts with the authority to annually levy for specific costs

- LTFM and associated debt services
- Safe Schools
- Lease Levies

Levy Limitation – Varying Factors

Factors effecting change on Levy Limitations:

- Property Tax Value Changes – Collectively and individually
- State aid appropriation changes and/or equalization
- Adjustments to actual data versus estimates from prior year levies
- Enrollment – Estimates vs Prior Year Actuals
- Inflation

Property Taxes

Property Tax Timeline

- Spring (2024) – Tax Assessor values properties in the district for the following year – challenges can be made to the board of equalization.
- Fall (2024) – Preliminary school levies as well as city and county taxes are used to compute proposed property tax statements and mailed out.
- Winter (2024) – Final taxes are certified.
- Spring (2025) – Property Tax statements are mailed out.

Levy Certification Timeline – Important dates and Action

September 6, 2024

- Deadline for MDE to certify levy limitations to school districts

September 23, 2024

- ISD 110 scheduled board meeting to certify preliminary levy authority – Maximum or specified number

September 30, 2024

- Deadline for districts to submit data changes to MDE
- Deadline for School Boards to certify proposed levies to county auditor

October 7, 2024

- Deadline for districts to submit copy of proposed levies to MDE

December 9, 2024

- ISD 110 scheduled “Truth in Taxation” meeting to discuss Pay 25 final levy
 - Required by state statute to be held between November 24 but before levy is adopted

December 16, 2024

- ISD 110 scheduled board meeting to adopt final Pay 2025 levy

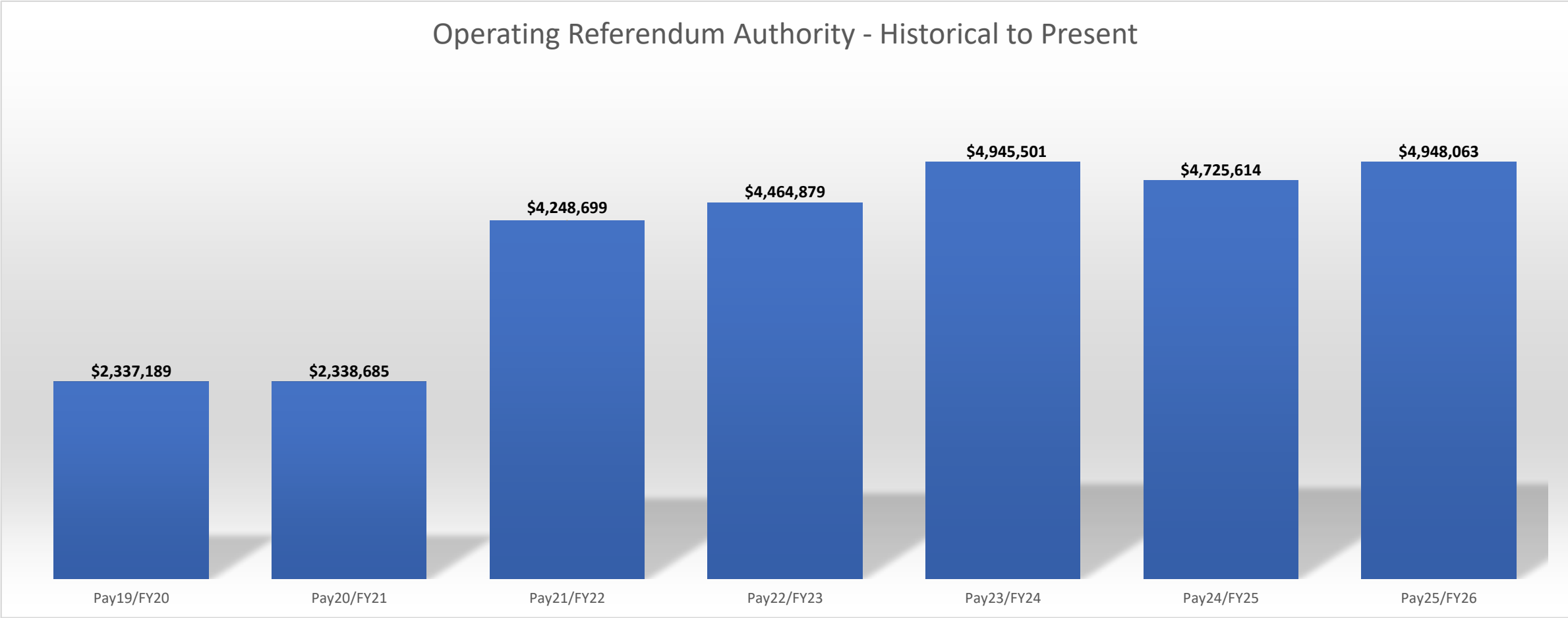
December 30, 2024

- Deadline to submit final levy to county – Copy to MDE by January 8, 2025

Levy Categories and Comparison

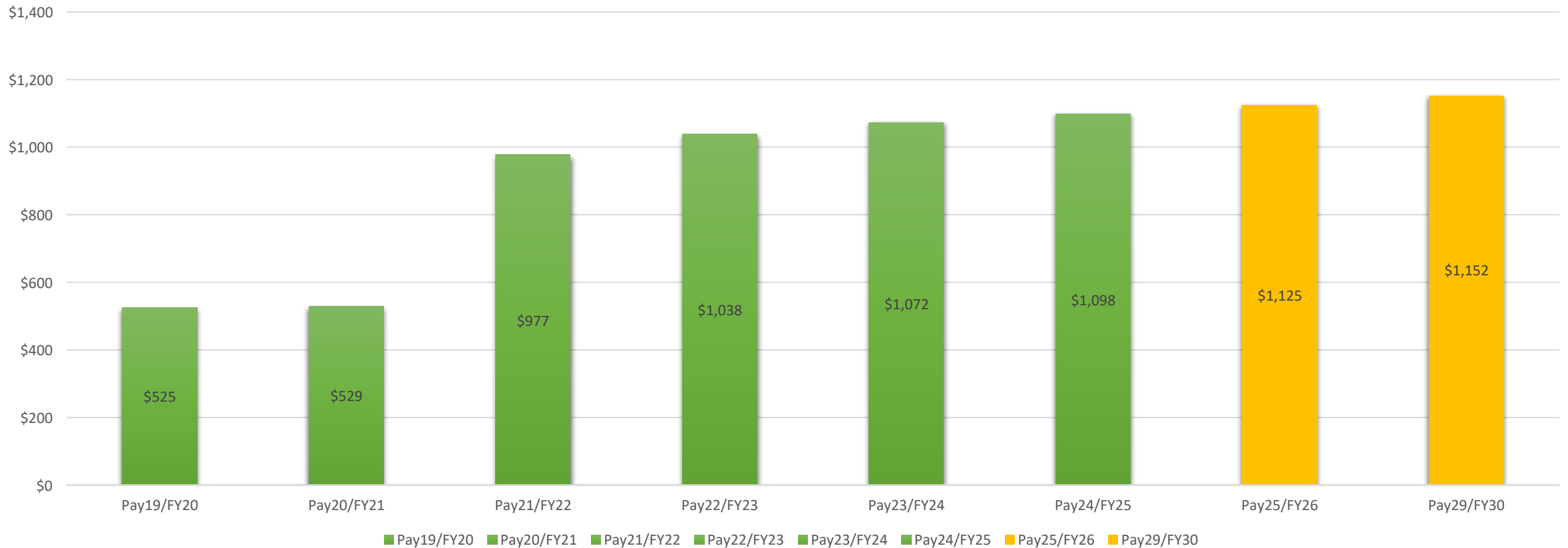
Category	Certified Pay 19	Certified Pay 20	Certified Pay 21	Certified Pay 22	Certified Pay 23	Certified Pay 24	Proposed Pay 25	\$ Change	% Change
Referendum	2,337,189	2,338,685	4,248,699	4,464,879	4,945,501	4,725,614	4,948,063	222,449	4.7%
Local Optional	2,654,026	2,801,128	2,828,557	2,871,516	2,909,176	3,090,372	3,186,845	96,473	3.1%
Equity	507,236	623,957	446,170	558,644	431,270	393,174	510,031	116,857	29.7%
Operating Capital	275,179	280,773	313,951	333,269	358,106	427,620	478,230	50,610	11.8%
Unemployment	15,000	25,000	50,000	20,000	20,000	20,000	45,000	25,000	125.0%
Safe Schools	163,476	186,422	179,569	180,341	177,426	171,894	174,470	2,577	1.5%
Career Tech Education	155,346	168,709	185,057	190,532	190,532	148,175	148,175	-	0.0%
OPEB	-	65,000	41,043	25,231	20,622	32,522	11,209	(21,313)	-65.5%
Long-Term Facilities Maintenance	421,838	379,663	495,269	486,725	528,435	607,660	741,187	133,528	22.0%
Lease Levy	405,416	550,047	632,478	637,320	649,268	646,759	650,396	3,637	0.6%
Adjustments and Abatement	(154,497)	(311,519)	(271,459)	(202,763)	(260,973)	(64,257)	(68,619)	(4,361)	
Total General Fund	6,780,210	7,107,866	9,149,334	9,565,695	9,969,363	10,199,531	10,824,989	625,457	5.8%
Community Education	236,080	276,779	277,869	296,026	268,547	298,360	266,022	(32,338)	-10.8%
Debt	8,537,979	8,949,186	9,133,582	9,230,337	8,868,628	8,817,234	8,676,513	(140,721)	-1.6%
TOTAL PROPOSED LEVY	15,554,270	16,333,831	18,560,785	19,092,057	19,106,538	19,315,126	19,767,523	452,398	2.3%

Operating Referendum – Historical to Present



Referendum Authority Allowance – Per Pupil

Referendum Authority Allowance - (Estimated MDE CPI Adjustments for Future Years)



Summary and Board Action

- Overall, preliminary limitations reflect a relatively small increase of \$449k or 2.3% in comparison to prior year Certified Pay 24 levy.
- These initial estimates are driven primarily by Adjusted Pupil Unit Variance, Inflationary adjustments to Referendum, and current year estimated levy authorized costs.
- Figures can change between now and when the levy is certified based on district proposed changes that fit within limitation limits.
- **Board Action:** Approval of the board to certify the MAXIMUM levy authority.

Board Action Next Steps



September 23, 2024

Certify Preliminary Levy Pay 25 Authority



December 16, 2024

Adopt Final Levy Pay 25 Certification

Questions



8. **DISCUSSION ITEMS**

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

8.A.1. 102 Equal Educational Opportunity

102 EQUAL EDUCATIONAL OPPORTUNITY

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

I. PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide equal educational opportunity for all students. The school district does not **unlawfully** discriminate on the basis of **one or more of the following**: race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation, including gender identity and expression, or age. The school district also makes reasonable accommodations for students with disabilities.
- B. The school district prohibits harassment and discrimination of any individual based on any of the protected classifications listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence (Policy 413).
- C. The school district prohibits discrimination of students with a disability, within the intent of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), who need services, accommodations, or programs in order to receive a free appropriate public education. For information as to protections that may apply pursuant to Section 504 and the school district's corresponding procedures for addressing disability discrimination complaints, refer to the school district's policy on student disability nondiscrimination (Policy 521).
- D. The school district prohibits sexual harassment discrimination of any individual on the basis of sex in its education programs or activities. For information as to the protections that apply pursuant to Title IX and school district's corresponding procedures and processes for addressing sexual harassment and discrimination, refer to the school district's policy on Title IX sex nondiscrimination (Policy 522).
- E. The school district shall provide equal opportunity for members of each sex and to members of all races and ethnicities to participate in its athletic program. In determining whether equal opportunity to participate in athletic programs is available for the purposes of this law, at least the following factors shall be considered to the extent that they are applicable to a given situation: whether the opportunity for males and females to participate in the athletic program reflects the demonstrated interest in athletics of the males and females in the student body of the educational institution; whether the opportunity for members of all races and ethnicities to participate in the athletic program reflects the demonstrated interest in athletics of members of all races and ethnicities in the student body of the

educational institution; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of each sex; whether the variety and selection of sports and levels of competition effectively accommodate the demonstrated interests of members of all races and ethnicities; the provision of equipment and supplies; scheduling of games and practice times; assignment of coaches; provision of locker rooms; practice and competitive facilities; and the provision of necessary funds for teams of one sex.

- F. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- G. Every school district employee shall be responsible for complying with this policy.
- H. Any student, parent, or guardian having a question regarding this policy should discuss it with the appropriate school district official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.

Legal References: Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1681 *et seq.* (Title IX of the Education Amendments of 1972)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process)

Policy Adopted: July 2007
Reviewed May 2016, Revised November 2019, revised December 2021, revised September 2023

Independent School District No. 110
Waconia, MN

8.A.2. 104 School District Mission Statement

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. 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.

A. 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.

B. OUR VISION

ISD110 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.

C. 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

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

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 [Goals; Striving for Comprehensive Achievement and Civic Readiness](#))

Cross References:

Original Board Policy Adopted:
Amended: December 8, 1986 / March 11, 1996 / July 2007
May 2016 / December 9, 2019/September 2022/ May 2024
Independent School District 110
Waconia, Minnesota

8.A.3. 207 Public Hearings

207 PUBLIC HEARINGS

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board during a public hearing. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

For the school board to efficiently receive public input on matters properly before the school board, the school board establishes the procedures set forth in this policy are established.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law concerning certain issues, including but not limited to, school closings (Minnesota Statutes section 123B.51), education district establishment (Minnesota Statutes section 123A.15), and agreements for secondary education (Minnesota Statutes section 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the school board's discretion

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the school board's discretion.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name and **address** of the person or group seeking to address the school board. It shall also contain the name of the group represented, if any, and a brief statement of the subject to be covered or the issue to be addressed.

[NOTE: The word 'address' is removed here to align this provision with the removal of 'address' from Model Policy 206.]

2. Time Limitation: The school board retains the discretion to limit the time for each presentation as needs dictate.

3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. If the school board requires designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as the school board otherwise determines.
4. Privilege to Speak: A school board member should direct remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary to provide an orderly, efficient, and fair opportunity to be heard.

Legal References: Minn. Stat. § 123A.15 (Establishing Education Districts)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123B.51 (School [houses and Sites; Uses for School and Nonschool Purposes](#); Closings)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)

Policy Adopted April 14, 1997

Revised: November 12, 2001, April 11, 2005, November 2007, June 2011, November 2019, October 2022

Independent School District No. 110
Waconia, MN

8.A.4. 419 Tobacco Free Environment

419 TOBACCO-FREE ENVIRONMENT; POSSESSION AND USE OF TOBACCO, TOBACCO-RELATED DEVICES, AND ELECTRONIC DELIVERY DEVICES; VAPING AWARENESS AND PREVENTION INSTRUCTION

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes section 144.416 requires that entities that control public places must make reasonable efforts to prevent smoking in public places, including the posting of signs or any other means which may be appropriate. Additionally, Minnesota Statutes section 120B.238 requires that vaping prevention instruction be provided as set forth in this policy.]

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is tobacco free.

II. GENERAL STATEMENT OF POLICY

- A. A violation of this policy occurs when any student, teacher, administrator, other school personnel of the school district, or person smokes or uses tobacco, tobacco-related devices, or carries or uses an activated electronic delivery device in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls. In addition, this prohibition includes vehicles used, in whole or in part, for work purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- B. A violation of this policy occurs when any elementary school, middle school, or secondary school student possesses any type of tobacco, tobacco-related devices, or electronic delivery devices in a public school. This prohibition extends to all facilities, whether owned, rented, or leased, and all vehicles that a school district owns, leases, rents, contracts for, or controls and includes vehicles used, in whole or in part, for school purposes, during hours of school operation, if more than one person is present. This prohibition includes all school district property and all off-campus events sponsored by the school district.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or person who is found to have violated this policy.

[Note: The following language is not required by law, but is recommended by MSBA for inclusion in this policy.]

- D. The school district will not solicit or accept any contributions or gifts of money, curricula, materials, or equipment from companies that directly manufacture and are identified with tobacco products, tobacco-related devices, or electronic delivery devices. The school district will not promote or allow promotion of tobacco products or electronic delivery devices on school property or at school-sponsored events.

III. DEFINITIONS

- A. "Electronic delivery device" means any product containing or delivering nicotine, lobelia, or any other substance, whether natural or synthetic, intended for human consumption that can be used by a person to simulate smoking in the delivery of nicotine or any other substance through inhalation of aerosol or vapor from the product. Electronic delivery devices includes but is not limited to devices manufactured, marketed, or sold as

electronic cigarettes, electronic cigars, electronic pipe, vape pens, modes, tank systems, or under any other product name or descriptor. Electronic delivery device includes any component part of a product, whether or not marketed or sold separately. Electronic delivery device excludes drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.

- B. "Heated tobacco product" means a tobacco product that produces aerosols containing nicotine and other chemicals which are inhaled by users through the mouth.
- C. "Tobacco" means cigarettes and any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means, or any component, part, or accessory of a tobacco product, including, but not limited to, cigars; cheroots; stogies; perique; granulated, plug cut, crimp cut, ready rubbed, and other smoking tobacco; snuff; snuff flour; cavendish; plug and twist tobacco; fine cut and other chewing tobacco; shorts; refuse scraps, clippings, cuttings and sweepings of tobacco; and other kinds and forms of tobacco. Tobacco excludes any drugs, devices, or combination products, as those terms are defined in the Federal Food, Drug, and Cosmetic Act, that are authorized for sale by the United States Food and Drug Administration.
- D. "Tobacco-related devices" means cigarette papers or pipes for smoking or other devices intentionally designed or intended to be used in a manner which enables the chewing, sniffing, smoking, or inhalation of vapors aerosol or vapor of tobacco or tobacco products. Tobacco-related devices include components of tobacco-related devices which may be marketed or sold separately.
- E. "Smoking" means inhaling, exhaling, burning, or carrying any lighted or heated cigar, cigarette, pipe, or any other lighted or heated product containing, made, or derived from nicotine, tobacco, marijuana, or other plant, whether natural or synthetic, that is intended for inhalation. Smoking includes carrying or using an activated electronic delivery device.
- F. "Vaping" means using an activated electronic delivery device or heated tobacco product.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when an Indian adult lights tobacco on school district property as a part of a traditional Indian spiritual or cultural ceremony. An American Indian student may carry a medicine pouch containing loose tobacco intended as observance of traditional spiritual or cultural practices. An Indian is a person who is a member of an Indian tribe as defined under Minnesota law.
- B. A violation of this policy does not occur when an adult nonstudent possesses a tobacco or nicotine product that has been approved by the United States Food and Drug Administration for sale as a tobacco-cessation product, as a tobacco-dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose. Nothing in this exception authorizes smoking or use of tobacco, tobacco-related devices, or electronic delivery devices on school property or at off-campus events sponsored by the school district.
- C. An American Indian student or staff member may use tobacco, sage, sweetgrass, and cedar to conduct individual or group smudging in a public school. The process for conducting smudging is determined by the building or site administrator. Smudging must be conducted under the direct supervision of an appropriate staff member, as determined by the building or site administrator.

V. VAPING PREVENTION INSTRUCTION

- A. The school district must provide vaping prevention instruction at least once to students in grades 6 through 8.
- B. The school district may use instructional materials based upon the Minnesota Department of Health's school e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. The instruction may be provided as part of the school district's locally developed health standards

VI. ENFORCEMENT

- A. All individuals on school premises shall adhere to this policy.
- B. Students who violate this tobacco-free policy shall be subject to school district discipline procedures.
- C. School district administrators and other school personnel who violate this tobacco-free policy shall be subject to school district discipline procedures.
- D. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota or federal law, and school district policies.
- E. Persons who violate this tobacco-free policy may be referred to the building administration or other school district supervisory personnel responsible for the area or program at which the violation occurred.
- F. School administrators may call the local law enforcement agency to assist with enforcement of this policy. Smoking or use of any tobacco product in a public school is a violation of the Minnesota Clean Indoor Air Act and/or the Freedom to Breathe Act of 2007 and is a petty misdemeanor. A court injunction may be instituted against a repeated violator.
- G. No persons shall be discharged, refused to be hired, penalized, discriminated against, or in any manner retaliated against for exercising any right to a smoke-free environment provided by the Freedom to Breathe Act of 2007 or other law.

VII. DISSEMINATION OF POLICY

- A. This policy shall appear in the student handbook.
- B. The school district will develop a method of discussing this policy with students and employees.

Legal References: Minn. Stat. § 120B.238 (Vaping Awareness and Prevention)
[Minn. Stat. § 121A.08 \(Smudging Permitted\)](#)
Minn. Stat. §§ 144.411-144.417 (Minnesota Clean Indoor Air Act)
Minn. Stat. § 609.685 (Sale of Tobacco to Persons Under Age 21)
2007 Minn. Laws Ch. 82 (Freedom to Breathe Act of 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 506 (Student Discipline)

Policy Adopted: June 8, 1988

Revised: February 11, 2002, May 12, 2008, June 2011, August 2015, December 2018, December 2019, June 2021, April 2023, September 2023

Independent School District No. 110
Waconia, MN

8.A.5. 521 Student Disability Nondiscrimination

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. Students with disabilities who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.
- C. For this policy, a learner who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more of such person's major life activities; or
 - 2. has a record of such an impairment; or
 - 3. is regarded as having such an impairment.
 - 4. has an impairment that is episodic or in remission and would materially limit a major life activity when active.

[NOTE: The 2024 Minnesota legislature revised the definition of 'disability' in Minnesota Statutes, section 363A.03, subdivision 12]

- D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact the Director of Special Education, District Office 512 Industrial Blvd, Waconia, MN 55387, or call (952) 442-0600. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Legal References: [Minn. Stat. § 363A.03, Subd. 12 \(Definitions\)](#)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

Cross References: MSBA/MASA Model Policy 402 (Disability Nondiscrimination)

Policy Adopted: July 2003 / December 19, 2005 / May 2010 / January 2013 / revised June 2023
Independent School District #110
Waconia, MN

8.A.6. 601 School District Curriculum and
Instructional Goals

601 SCHOOL DISTRICT CURRICULUM AND INSTRUCTION GOALS

[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 establish broad curriculum parameters for the school district that encompass the Minnesota Academic Standards and federal law and are aligned with creating comprehensive achievement and civic readiness world's best workforce.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to ~~establish the “world’s best workforce”~~ strive for comprehensive achievement and civic readiness in which all learning in the school district should be directed and for which all school district learners should be held accountable.

III. DEFINITIONS

- A. “Academic standard” means a summary description of student learning in a required content area or elective content area.
- B. “Antiracist” means actively working to identify and eliminate racism in all forms in order to change policies, behaviors, and beliefs that perpetuate racist ideas and actions.
- C. “Benchmark” means specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.
- D. “Comprehensive Achievement and Civic Readiness” means striving to: meet school readiness goals; 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; have all students graduate from high school; and prepare students to be lifelong learners.
- E. “Culturally sustaining” means integrating content and practices that infuse the culture and language of Black, Indigenous, and People of Color communities who have been and continue to be harmed and erased through the education system.
- F. “Curriculum” means district or school adopted programs and written plans for

providing students with learning experiences that lead to expected knowledge, skills, and career and college readiness.

- G. “Ethnic studies” as defined in Minnesota Statutes, section 120B.25, has the same meaning for purposes of this section. Ethnic studies curriculum may be integrated in existing curricular opportunities or provided through additional curricular offerings.
- H. “Experiential learning” means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.
- I. “Instruction” means methods of providing learning experiences that enable students to meet state and district academic standards and graduation requirements including applied and experiential learning.
- J. “Performance measures” are measures to determine school district and school site progress in striving for comprehensive achievement and civic readiness to create the world’s best workforce and must include at least the following:
 1. the size of the academic achievement gap; rigorous course taking, including college-level advanced placement, international baccalaureate, postsecondary enrollment options, including concurrent enrollment, other rigorous courses of study or industry certification courses or programs, and enrichment experiences by student subgroup;
 2. student performance on the Minnesota Comprehensive Assessments;
 3. high school graduation rates; and
 4. career and college readiness under Minnesota Statutes, section 120B.30, subdivision 1.

~~K. “World’s best workforce” means striving to: meet school readiness goals; 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.~~

[Note: Definitions B, E, G, and I are added to Minnesota Statutes, section 120B.11—the Comprehensive Achievement and Civic Readiness law—effective August 1, 2023. The definitions apply to revisions to the Comprehensive Achievement and Civic Readiness law regarding strategic plans; these revisions are effective “for all strategic plans reviewed and updated after June 30, 2024.”]

IV. LONG-TERM STRATEGIC PLAN

A. The school board, at a public meeting, must adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with striving for comprehensive achievement and civic readiness ~~creating the world's best workforce~~ and includes the following:

1. clearly defined school district and school site goals and benchmarks for instruction and student achievement for all student categories identified in Minnesota Statutes, section 120B.345, subdivision 3, paragraph (b)(2).

[Note: MSBA/MASA Model Policy 601, Section IV.B. and MSBA/MASA Model Policy 616 address this requirement.]

2. a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students for participation in gifted and talented programs and services and accelerate their instruction, adopt early-admission procedures consistent with Minnesota Statutes, section 120B.15 and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

[Note: MSBA/MASA Model Policy 618 addresses this requirement.]

3. a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes 123B.147, subdivision 3, students' access to effective teachers who are members of populations under-represented among the licensed teachers in the district or school and who reflect the diversity of enrolled students under Minnesota Statutes, section 120B.35, subdivision 3(b)(2), and teacher evaluations under Minnesota Statutes, section 122A.40, subdivision 8, or 122A.41, subdivision 5;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

4. strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

[Note: MSBA/MASA Model Policy 616 addresses this requirement.]

5. a process to examine the equitable distribution of teachers and strategies to ensure children in low-income families, children in families of People of Color, and children in American Indian families are not taught at higher

rates than other children by inexperienced, ineffective, or out-of-field teachers;

6. education effectiveness practices that
 - a. integrate high-quality instruction, technology, and curriculum that is rigorous, accurate, antiracist, and culturally sustaining;
 - b. ensure learning and work environments validate, affirm, embrace, and integrate cultural and community strengths for all students, families, and employees;
 - c. provide a collaborative professional culture that seeks to retain qualified, racially and ethnically diverse staff effective at working with diverse students while developing and supporting teacher quality, performance, and effectiveness; and
 7. an annual budget for continuing to implement the school district plan; and
 8. identifying a list of suggested and required materials, resources, sample curricula, and pedagogical skills for use in kindergarten through grade 12 that accurately reflect the diversity of the state of Minnesota.
- B. The school district is not required to include information regarding literacy in a plan or report required under this section, except with regard to the academic achievement of English learners.
- C. The school district has goals that every child is reading at or above grade level every year, beginning in kindergarten, and multilingual learners and students receiving special education services are receiving support in achieving their individualized reading goals pursuant to Policy 621 (Reading and the Read Act)

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)
Minn. Stat. § 120B.30, Subd. 1 (Statewide Testing and Reporting System)
Minn. Stat. § 120B.35, Subd. 3 (Student Academic Achievement and Growth)
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.147, Subd. 3 (Principals)
Minn. Stat. § 125A.56, Subd. 1 (Alternate Instruction Required)

20 U.S.C. § 5801, *et seq.* (National Education Goals 2000)
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 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)

Policy Adopted:

Revised: May 2012, Jan. 2016, July 2021, October 2023

Independent School District No. 110

Waconia MN

8.A.7. 602 Organization of School Calendar and
School Day

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to provide for a timely determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. It shall meet all provisions of Minnesota statutes pertaining to minimum number of school days and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.

[Note: The annual school calendar must include at least 425 hours of instruction for a kindergarten student ~~without a disability~~, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. If a voluntary prekindergarten program is offered by the school district, a prekindergarten student must receive at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the Commissioner of the Minnesota Department of Education under Minnesota Statutes, section 124D.126. A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to Section V., below.]

[Note: To the extent the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes, section 122A.40, subdivisions 7 and 7a, or Minnesota Statutes, section 122A.41, subdivisions 4 and 4a, the school district shall adopt as its school calendar a total of 240 days of student instruction and staff development, of which the total number of staff development days equals the difference between the total number of days of student instruction and 240 days. The school board may schedule additional staff development days throughout the calendar year.]

- B. Except for learning programs during summer and flexible learning year programs, the school district will not commence an elementary or secondary school year before Labor Day, except as provided in Section III.B.1., III.B.2., or III.B.3.

Days devoted to teacher's workshops may be held before Labor Day.

1. The school district may begin the school year on any day before Labor Day to accommodate a construction or remodeling project of \$400,000 or more affecting a school district school facility.
 2. The school district may begin the school year on any day before Labor Day if the school district has agreement under Minn. Stat. § 123A.30, § 123A.32, or § 123A.35 with a school district that qualifies under Section III.B.1.
 3. The school district may begin the school year on any day before Labor Day if the school district agrees to the same schedule with a school district in an adjoining state.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

[Note: ~~The provisions of the prior law requiring the school board to adopt the calendar for the next school year by April 1 have been repealed.~~ The school board should still attempt to establish the calendar as early as possible so proper planning can take place by all members of the school community.]

[The statutory April 1 requirement was repealed many years ago.]

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules shall be met.
- B. In developing the student day schedule, the superintendent shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An "e-learning day" is a school day where a school offers full access to online instruction provided by students' individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.

- D. A school board may adopt an e-learning day plan after consulting with the exclusive representative of the teachers. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student's teacher must be accessible both online and by telephone during normal school hours to assist students and parents.
- H. When the school district declares an e-learning day, it must continue to pay the full wages for scheduled work hours and benefits of all school employees for the duration of the e-learning period. During the e-learning period, school employees must be allowed to work from home to the extent practicable, be assigned to work in an alternative location, or be retained on an on-call basis for any potential need.

Legal References: Minn. Stat. § 10.55 (Juneteenth)
Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 124E.25 (Payment of Aids to Charter Schools)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)
Minn. Stat. § 645.44 (Words and Phrases Defined)

Cross References: MSBA/MASA Model Policy 425 (Staff Development)

Policy Adopted: January 2004

Revised: July 2012, July 2020, September 2023

Independent School District No. 110
Waconia, MN

8.A.8. 603 Curriculum Development

603 CURRICULUM DEVELOPMENT

[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 618-620 provide procedures to further implement the requirements of 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

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. DISTRICT ADVISORY COMMITTEE

- A. The school board must 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, must 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 must comprise at least two-thirds of committee members.
- C. The District Advisory Committee must 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 school district may establish site teams as subcommittees of the District Advisory Committee.
- E. The District Advisory Committee must recommend to the school board
 - 1. rigorous academic standards, student achievement goals and measures consistent with Minnesota Statutes, sections 120B.11, subdivision 1a, 120B.022, subdivisions 1a; and 1b, and 120B.35;
 - 2. district assessments;
 - 3. means to improve students' equitable access to effective and more diverse teachers;
 - 4. strategies to ensure the curriculum is rigorous, accurate, antiracist, culturally sustaining, and reflects the diversity of the student population;
 - 5. strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups; and
 - 6. program evaluations.
- F. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs.

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 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. CURRICULLUM DEVELOPMENT PROCESS

- ~~A.~~ ~~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 Minnesota Statutes section 120A.20, subdivision 1(e). A student's plan under this section shall continue while the student is enrolled.~~
- BA. 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.
- ~~EB.~~ The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to curriculum development.

Legal References: Minn. Stat. § 120A.20 (Admission to Public School)
Minn. Stat. § 120B.10 (Findings; Improving Instruction and Curriculum)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement; Striving for Comprehensive Achievement and Civic Readiness the World's Best Workforce)
Minn. Stat. § 120B.12 (~~Reading Proficiently~~ — No Later than the End of Grade 3 Read Act Goal and Interventions)
Minn. Stat. § 120B.125(f) (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 124D.59 (Definitions)
Minn. Rules Part 3500.0550 (Inclusive Educational Program)
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
~~Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through grade 12)~~
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 3501.1200-3501.1210 (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 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, reviewed July 2006, revised May 2012, revised Jan. 2016, revised Jan. 2023, revised October 2023

Independent School District No. 110
Waconia, MN

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. 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 H.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: the school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. 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 consistent with Minnesota Statutes section 120B.022]

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. 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. The school district must establish and regularly review its own standards for career and

technical education (CTE) programs. Standards must align with CTE frameworks developed by the Department of Education, standards developed by national CTE organizations, or recognized industry standards.

- 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.
- G. The school district may not discriminate against or discipline a teacher or principal on the basis of incorporating into curriculum contributions of persons in a federally protected class or state protected class when the included contribution is in alignment with standards and benchmarks adopted under Minnesota Statutes, sections 120B.021 and 120B.023.

III. REQUIRED ACADEMIC STANDARDS

- A. The following subject areas are required for statewide accountability:
 - 1. language arts;
 - 2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;
 - 3. science, including earth and space science, life science, and the physical sciences, including chemistry ~~and~~ or physics;
 - 4. social studies, including history, geography, economics, and government and citizenship that includes civics;
 - 5. physical education;
 - 6. health, for which locally developed academic standards apply; and
 - 7. the arts.
- B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

[NOTE: Line 6. regarding locally developed health academic standard continues to be in effect. The 2024 Minnesota legislature enacted a change in health standards from local to state determination, as noted in Model Policy 613. It will likely take eighteen months or more for a state health standard to be

finalized. Until that time, school districts should maintain their locally developed health academic standards. MSBA will alert school districts to update line 6. when the state standards are finalized.]

IV. 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.

V. 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.

- A. In the school district's discretion, training and instruction may result in CPR certification.
- B. CPR and AED instruction must include CPR and AED training that have been developed:
 - 1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or
 - 2. 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.
- C. 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.
- D. 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.]

VI. COLLEGE AND CAREER PLANNING

- A. 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.

Legal References: Minn. Stat. § 120A.20 (Parental Curriculum Review)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks ~~Implement, Supplement Statewide Academic Standards~~)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; 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)

Policy Adopted: January 2004
revised July 2006, Jan. 2016, reviewed July 2020, revised Dec 2020, revised Dec 2022, revised Oct 2023,
revised May 2024
Independent School District No. 110 Waconia, MN

8.A.10. 606.5 Library Materials (New)

606.5 LIBRARY MATERIALS

I. PURPOSE

The purpose of this policy is to provide direction and to delegate responsibility for selection and reconsideration of library materials.

II. GENERAL STATEMENT OF PURPOSE

The school board recognizes that library materials serve as a vital component of a student's education by enriching the breadth of the curriculum as a whole and meeting the needs and interests of individual students. The purpose of library materials is to meet the needs of all students. Therefore, questions regarding selection and reconsideration of library materials should be handled differently than those concerning textbooks and instructional materials.

To ensure that library materials fulfill this role, the school board delegates to the superintendent or the superintendent's designee responsibility for administering a process for selection of library materials. Responsibility for selection shall rest with professionally trained school district staff, with recognition that the school board has the final authority on selection of library materials. Parents and guardians have the right and the responsibility to determine their children's access to library materials.

[NOTE: The school board may choose to revise the General Statement of Purpose.]

III. DEFINITIONS

- A. "Library" is the school district resource that holds the library collection that serves the information and independent reading needs of students and supports the curriculum needs of teachers and staff. The term "library" includes a school library media center. The term also includes access to electronic materials.

For school districts with multiple school buildings, the term "library" refers to the resource within a specific school building.

Minnesota Statutes, section 124D.901, states that a school district or charter school library or school library media center provides equitable and free access to students, teachers, and administrators and that a school library or school library media center must have the following characteristics:

1. ensures every student has equitable access to resources and is able to locate, access, and use resources that are organized and cataloged;
2. has a collection development plan that includes but is not limited to materials selection and deselection, a challenged materials procedure, and an intellectual and academic freedom statement;
3. is housed in a central location that provides an environment for expanded learning and supports a variety of student interests;
4. has technology and Internet access; and
5. is served by a licensed school library media specialist or licensed school librarian.

[NOTE: The school board may add a sentence that incorporates the term(s) used to identify libraries in the school district, such as "The school district's libraries are commonly referred to as _____.]Media Centers.]

- B. "Library collection" consists of the library materials made available to students.
- C. "Library materials" are the books, periodicals, newspapers, manuscripts, films, prints, documents, videotapes, subscription content, electronic and digital materials (including e-books, audiobooks, and databases), and related items made available to students in a school building or through access to electronic materials This term does not include materials made available to students as part of the curriculum.
- D. "Library media specialist" is a teacher holding a Library Media Specialist teaching license issued by the Professional Educator Licensing and Standards Boards and who is trained to deliver library services to students and staff in a library. A library media specialist is authorized under Minnesota Rules to provide to students in kindergarten through grade 12 instruction that is designed to provide information and technology literacy skills instruction, to lead, collaborate, and consult with other classroom teachers for the purpose of integrating information and technology literacy skills with content teaching, and to administer media center operations, programming, and resources.

[NOTE: The specific titles of the school district's library staff should be used for this definition and substituted for "library media specialist" throughout this model policy. [Please note the new 2024 law in Article IV regarding administration of selection and reconsideration procedures.](#)]

IV. RESPONSIBILITY FOR SELECTION OF LIBRARY MATERIALS

- A. The school board recognizes the expertise of the school district's professional staff and the vital need of such staff to be responsible for selection of library materials.
- B. While recommendations by administrators, faculty members, students, parents, and other community members may be considered, the final responsibility for selection of library materials shall rest with the library media specialist.
- C. [The procedures for selection and reconsideration set forth in this policy will be administered by:](#)
 - 1. [a licensed library media specialist under Minnesota Rules, part 8710.4550;](#)
 - 2. [an individual with a master's degree in library science or library and information science; or](#)
 - 3. [a professional librarian or a person trained in library collection management.](#)
- D. [The school board may decline to purchase, lend, or shelve or remove access to library materials legitimately based on:](#)
 - 1. [practical reasons, including but not limited to shelf space limitations, rare or antiquarian status, damage, or obsolescence;](#)
 - 2. [legitimate pedagogical concerns, including but not limited to the appropriateness of potentially sensitive topics for the library's intended audience, the selection of library materials for a curated collection, or the likelihood of causing a material and substantial disruption of the work and](#)

[discipline of the school; or](#)

3. [compliance with state or federal law.](#)

[NOTE: In 2024, the Minnesota legislature enacted a new law—Minnesota Statutes 134.51--that includes the new provisions above.]

IV. SELECTION OF LIBRARY MATERIALS

- A. Selection Criteria: The library materials selection process should result in a library collection that, when considered as a whole, is consistent with the following criteria:
1. Library materials shall support and be consistent with the general educational goals of the state and the district and the aims and objectives of individual schools and specific courses;
 2. Library materials shall be chosen to enrich and support the curriculum as well as to promote reading for pleasure by responding to the personal needs and interests of student users;
 3. Library materials shall not be excluded because of the race, nationality, religion, sex, gender, or political views of the writer;
 4. Library materials shall be appropriate to and reflect the needs, ages, maturity level, emotional development, ability levels, learning styles, social development, background, diversity, and needs and interests of the students for whom the materials were selected;
 5. Library materials shall meet high standards of quality in one or more of these categories (presented alphabetically):
 - a. Artistic quality and/or literary style;
 - b. Authenticity;
 - c. Critical thinking;
 - d. Educational significance;
 - e. Factual content;
 - f. High interest for intended audience; and
 - g. Readability.
 6. The selection of library materials shall conform to the constraints of the school district budget.

[NOTE: Before adopting selection criteria, the school board is strongly encouraged to consult with the licensed library media specialist, who possesses professional expertise and experience in selecting appropriate library materials. The school board may choose to adopt selection criteria specifically designed for each school building.]

[NOTE: A school board may choose to adopt similar selection criteria for

classroom library materials, with the classroom teacher making selection decisions. If a school board chooses to address classroom libraries, the board can decide whether to follow the reconsideration process in this model policy or to create a different process for classroom library materials.]

- B. The library media specialist shall consult sources and specialists experienced in library materials collections appropriate for the building's students and that are reputable, experienced, unbiased, and professionally trained in school library materials.

[NOTE: The school board may choose to identify specific sources and specialists that satisfy this paragraph.]

- C. The superintendent or the superintendent's designee shall be responsible for keeping the school board informed of progress on review and selection of each building's library materials.
- D. Library materials that are outdated, inaccurate, no longer useful for curricular support or reading enrichment, or have not been utilized for an extended period of time may be removed. Library materials that are in poor physical condition may be removed or replaced as determined by the library media specialist or the principal.
- E. Gifts and Donations of Library Materials

Materials offered for donation or gifted to a school library may be accepted if they comply with the library collection selection criteria and approved by the library media specialist. The school district's libraries welcome donations of books and other resource materials from individuals and organizations, but also reserve the right to decline to accept library materials that do not meet the criteria for selection. In addition, financial donations to benefit school district's libraries will be accepted with the understanding that funds will be used to purchase materials that are needed for libraries based on the needs of the individual schools.

VI. INDIVIDUAL STUDENT ACCESS TO SPECIFIC LIBRARY MATERIAL

A parent or guardian may request that access to specific material in the library materials collection be restricted from their student. The school shall take reasonable steps to fulfill this request. This type of request will not result in removal of specific library collection material from the library or restrictions upon any other student accessing specific library materials.

VII. RECONSIDERATION OF SPECIFIC LIBRARY MATERIAL

- A. The school board seeks to uphold students' access to library materials that meet the educational goals and selection criteria set forth in this policy.
- B. A school district employee, student, or a parent or guardian of a school district student may request reconsideration of specific library material on the basis of appropriateness. Access to the material in question shall not be restricted until the procedures listed below have been fully completed and a decision to remove or restrict the materials has been made.

~~**[NOTE: The school board may decide whether to allow a building principal to remove library materials pending completion of the reconsideration process.]**~~

- C. Informal Request for Reconsideration of Specific Library Material

1. Requests for reconsideration of specific library material shall be directed to the library media specialist and the building principal. The building principal and the library media specialist shall assume responsibility for processing the request on an informal basis.
2. The building principal and/or the library media specialist shall provide an explanation to the individual who submitted the request. The explanation shall include the particular selection criteria that the material in question met in order to be included in the library as curriculum support or as an independent reading choice for students in the building.
3. If the request is not resolved informally, the principal shall submit a report on the matter to the superintendent or the superintendent's designee. The requestor will have an option to initiate a Formal Request for Reconsideration.

D. Formal Request for Reconsideration of Specific Library Collection Material

1. A Formal Request for Reconsideration of specific library material is initiated upon submission of a completed *Formal Request for Reconsideration of Specific Library Collection Material* form. The form must be completed in its entirety for each work that is subject to a request for reconsideration. The principal shall notify the superintendent or the superintendent's designee and the library media specialist of receipt of a completed Formal Request form.

If specific library material is the subject of a Formal Request for Reconsideration and a final decision is made to retain the specific library material, then the specific library material shall not be subject to additional requests for reconsideration for three years following the date of final resolution of the initial Formal Request for Reconsideration.

2. On an annual basis, the Superintendent or the superintendent's designee shall appoint a Library Materials Review Committee (Review Committee). This committee shall include:
 - a. ~~Building Administrator One member of the school district administration~~
 - b. ~~Media Specialist One principal~~
 - c. ~~Classroom Teacher Two teachers~~
 - d. ~~Member of Teaching and Learning Advisory Council One library media specialist (or district media specialist or public librarian if the school district does not have a library media specialist)~~
 - e. ~~Student (if appropriate) Two members of the school district community with no direct connection with the request for reconsideration~~
 - f. ~~Two student representatives (as appropriate to the specific request).~~

[NOTE: This list of Review Committee members is an example. The school board may alter this list. The school district may decide to create Review Committees for individual schools.]

3. The Review Committee shall establish a date upon which it will discuss the request and whether the specific library collection material conforms to the

selection criteria set forth in this policy.

4. The Review Committee
 - a. may consult individuals, organizations, and other resources with relevant professional knowledge on school library material;
 - b. shall examine the specific library material as a whole;
 - c. shall examine the specific library material as to its conformance with the criteria for selection of library materials; and
 - d. shall submit a written report to the superintendent or the superintendent's designee containing the Review Committee's decision on whether to retain, to remove, or to take other action regarding the specific library material.
5. The superintendent or the superintendent's designee shall inform the requestor and the school board of the Review Committee's decision. The requestor may appeal the Review Committee's decision to the superintendent or the superintendent's designee by submitting a written appeal to the superintendent or the superintendent's designee within fourteen (14) days of submission of the Review Committee's decision to the requestor. The superintendent or the superintendent's designee shall provide a written decision on a requestor's appeal within a reasonable time period.

[NOTE: The school board can decide whether to allow appeal of a Review Committee decision to the superintendent or the superintendent's designee. If appeal to the superintendent or the superintendent's designee is permitted, the school board may direct the superintendent or the superintendent's designee to craft an appeal process or the board may choose to create the process itself.]

6. The requestor shall have the right to appeal the decision of the superintendent or the superintendent's designee to the school board.

[NOTE: The school board may decide whether to allow an appeal of a Review Committee decision directly to the school board or whether the appeal to the superintendent or the superintendent's designee is a required intermediary step. If appeal to the school board is permitted, the school board may direct the superintendent or the superintendent's designee or designee to craft an appeal process or the board may choose to create the process itself.]

VIII. CHALLENGE REPORT

Upon the completion of a content challenge or reconsideration process in accordance with this policy, the school board must submit a report of the challenge to the Commissioner of the Minnesota Department of Education that includes:

- A. the title, author, and other relevant identifying information about the material being challenged;
- B. the date, time, and location of any public hearing held on the challenge in question, including minutes or transcripts;

C. the result of the challenge or reconsideration request; and

D. accurate and timely information on who from the school district the Department of Education may contact with questions or follow-up.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

IX. Teacher Selected Materials

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

1. People often are better informed for having considered a subject from various points of view.
2. Students in any subject at any given grade level have a wide range of skills and abilities. An equally wide range of materials is needed to match these individual differences.
3. Access to adequate collections of materials is essential to programs that provide students with independent study time.
4. Because the curriculum may not include items of personal relevance of students, access to a wide range of materials is essential.
5. Teachers can be more flexible and creative if a wide variety of materials are available.

X. PROHIBITION ON RETALIATION

The school district may not discriminate against or discipline an employee for complying with Minnesota Statutes, section 134.51.

[NOTE: This article was enacted in 2024 by the Minnesota legislature.]

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (School Board Responsibilities)
Minn. Stat. § 124D.991 (Public School Libraries and Media Centers)
[Minn. Stat. § 134.51 \(Access to Library Materials and Rights Protected\)](#)
Minn. Rules Part 8710.4550 (Library Media Specialists)
Bd. of Educ., Island Trees Union Free Sch. Dist. No. 26 v. Pico, 457 U.S. 853 (1982)
Virginia State Bd. of Educ. v. Barnette, 319 U.S. 624, 642 (1943)

Cross References: MSBA/MASA Model Policy 524 (Internet Acceptable Use and Safety Policy)
MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)

8.A.11. 607 Organization of Grade Levels

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:

Prekindergarten:	Prekindergarten
Elementary:	Grades kindergarten through 5
Middle School:	Grades 6 through 8
High School:	Grades 9 through 12

- 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

[NOTE: School districts with a voluntary prekindergarten program may choose to add a provision in line with Minnesota Statutes, section 124D.1, which was updated in 2024. The statute states that a school district may establish a voluntary prekindergarten program for eligible four-year-old children (the italicized language is new.)]

Policy Adopted: May 2006
August 2015, reviewed July 2020, revised July 2021, revised December 2022
Independent School District No. 110 Waconia, MN 55387

8.A.12. 609 Religion

609 RELIGION AND RELIGIOUS AND CULTURAL OBERSVANCES

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 or American Indian cultural practice, observance, or ceremony.~~ 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?

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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 and Cultural Observances)
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 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Flore y v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th 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)

Policy Adopted: January 2004

May 2013, reviewed July 2020, revised December 2022

Independent School District No. 110 Waconia, MN

8.A.13. 614 School District Testing Plan and
Procedure

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.
3. Responsibilities after testing.

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

- 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*.
614-8

- 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.

VI. RETALIATION PROHIBITED

An employee who discloses information to the MDE Commissioner or a parent or guardian about service disruptions or technical interruptions related to administering assessments under this section is protected under section 181.932, governing disclosure of information by employees.

[NOTE: The 2024 Minnesota legislature enacted this provision.]

Legal References:

Minn. Stat. § 13.34 (Examination Data)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness 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 3501.0200-3501.0290 (Graduation Standards – Written Composition) (repealed Minn. L. 2013, Ch. 116, Art. 2, 22)~~
Minn. Rules Parts 3501.~~0640-3501.0660~~6055 (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 3501.0900-3501.096055 (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 3501.1300-3501.1345 (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/>

Policy Adopted: January 2004
Revised: January 2023
Independent School District No. 110
Waconia, MN

8.A.14. 615 Testing Accommodations,
Modifications, and Exemptions for IEPs, Section
504 Plans, 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, [Section § 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~~ the student's 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~~ the student's 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/policies-and-procedures.

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/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 Goals; Striving for Comprehensive Achievement and Civic Readiness 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 3501.06~~6040-3501.0655~~ (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 3501.0900-3501.09~~6055~~ (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)

Policy Adopted: March 2004
Revised: Dec 2020 / January 2023
Independent School District No. 110
Waconia, MN

8.A.15. 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. Model Policies 601, 603, and 616 address these statutory requirements. In addition, 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 course or a student's mastery of the applicable subject matter, as determined by the school district.
- B. "Comprehensive achievement and civic readiness~~World's best workforce~~" means striving to: meet school readiness goals; 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.

[NOTE: The 2024 Minnesota legislature revised Minnesota Statutes, section 120B.11, including replacement of the term "world's best workforce" with "comprehensive achievement and civic readiness."]

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 school board shall approve the guidelines for member representation of the District Advisory Committee 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 District 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.

1. The superintendent [or designee] shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff.

C. Implementation of Graduation Requirements

1. The District 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 District 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 District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District 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 current achievement ~~growth~~ that show growth relative to 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 December 1st of each year, the District 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 District 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 District Advisory Committee shall meet the following criteria:
- a. The District Advisory Committee shall ensure active community participation in all planning for instruction and curriculum affecting Graduation Standards.
 - b. The District 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 District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.
4. Translation services should be provided to the extent appropriate and practicable.
5. The District Advisory Committee shall meet at least 4 times per year and cover the following items:
- a. Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.
 - b. Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.
 - c. Review evaluation results and prepare recommendations.
 - d. 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 the Graduation Standards, as well as program evaluation data for use by the District 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.

[NOTE: The school board may choose to delete this paragraph regarding an Evaluation of Student Progress Committee upon consultation with school administration.]

FE. Reporting

1. Consistent with Minnesota Statutes section 120B.36, subdivision 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 comprehensive achievement and civic readiness 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.
3. The school district must annually report the district's class size ratios by each grade to the ~~e~~Commissioner of education in the form and manner specified by the ~~e~~Commissioner.
4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

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 Goals; Striving for Comprehensive Achievement and Civic Readiness the World's Best Workforce)
Minn. Stat. § 120B.35 (Student Academic 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 Agreements; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.06~~6040-3501.0655~~-(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 3501.0900-3501.09~~6055~~ (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)
District 110 Policy 603 (Curriculum Development)
District 110 Policy 606 (Textbooks and Instructional Materials)
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, April 2023, September 2023
Independent School District No. 110
Waconia, MN

8.A.16. 619 Staff Development for Standards

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

The purpose of this policy is to establish opportunities for staff development which advance the staff's ability to work effectively with the Graduation Assessment Requirements and with students as they progress to achievement of those Graduation Assessment Requirements and meet the requirements of federal law.

II. GENERAL STATEMENT OF POLICY

The school district is committed to developing staff policies and processes for continuous improvement of curriculum, instruction, and assessment to ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels.

III. STANDARDS FOR STAFF DEVELOPMENT

- A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the Graduation Assessment Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.
- B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the Graduation Assessment Requirements effectively and to upgrade that implementation continuously.
- C. Staff development plans for the school district shall address identified needs for Graduation Assessment Requirements implementation throughout all levels of the school district programs.
- D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the Graduation Assessment Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

- A. Educational Support Professional Paraprofessionals. The school district will provide each educational support professional paraprofessional who assists a licensed teacher in providing student instruction with initial training. Such training will include training in emergency procedures, confidentiality, vulnerability, reporting obligations, discipline, policies, roles and responsibilities, and building orientation. Training will be provided within the first 60 days an educational support professional paraprofessional begins supervising or working with students.

Additionally, with regard to an educational support professional paraprofessional providing support to special education students, the school district will ensure that annual training opportunities are required to enable the educational support professionals paraprofessional to further develop the knowledge and skills that are specific to the students with whom the educational support professional paraprofessional works, including understanding disabilities, the unique and individual needs of each student according to the student's disability and how the disability affects the student's education and behavior, following lesson plans, and implementing follow-up instructional procedures and activities.

- B. Teachers/Administrators. The school district will provide high quality and ongoing professional development activities as required by state and federal laws.

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 Goals; Striving for Comprehensive Achievement and Civic Readiness the World's Best Workforce)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.06~~6040-3501.0655~~ (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 3501.0900-3501.0960 (Academic Standards in Science)
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 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 616 (School District System Accountability)

Policy Adopted: March 2004
Revised Jan. 2016, revised July 2020
Independent School District No. 110
Waconia, MN

8.A.17. 624 Online Instruction

624 ONLINE INSTRUCTION

[Note: In 2023, the Minnesota Legislature repealed the Online Learning Option Act (Minnesota Statutes, section 124D.095) and replaced it with the Online Instruction Act (Minnesota Statutes, section 124D.094). This policy fully replaces the old Model Policy 624].

I. PURPOSE

The purpose of this policy is to recognize and govern online instruction options of students enrolled in the school district for purposes of compulsory attendance and address enrollment of students with an online instruction site for supplemental or full-time online learning.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not prohibit an enrolled student from applying to enroll in online instruction.
- B. The school district shall grant academic credit for completing the requirements of an online instruction course or program.

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part-time in a supervised physical setting and part-time through online instruction under paragraph (E).
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.22, subdivision 4.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph (I); course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph (C); and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph (E) and may enroll students receiving online instruction under paragraph (E).
- G. "Online teacher" means an employee of the enrolling district under paragraph (C) or the supplemental online course provider under paragraph (J) who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online instruction under paragraph (E).

- H. "Student" means a Minnesota resident enrolled in a school defined under Minnesota Statutes, section 120A.22, subdivision 4, in kindergarten through grade 12 up to the age of 21.
- I. "Supplemental online course" means an online learning course taken in place of a course provided by the student's enrolling district under paragraph (C).
- J. "Supplemental online course provider" means a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that is authorized by the Minnesota Department of Education (MDE) to provide supplemental online courses under paragraph (I).

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.21.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota

Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.

B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:

1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load; ~~and~~
3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; ~~and-~~
4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

[NOTE: The 2024 Minnesota legislature added this provision.]

C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.

D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:

1. use an application form specified by MDE;
2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.

E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

- F. A supplemental online course provider may request that MDE review an enrolling district's written decision to not accept a student's supplemental online course application. The student may participate in the supplemental online course while the application is under review. Decisions shall be final and binding for both the enrolling district and the supplemental online course provider.
- G. A supplemental online course provider must participate in continuous improvement cycles with MDE.

VI. ENROLLING DISTRICT

- A. An enrolling district may not restrict or prevent a student from applying to take supplemental online courses.
- B. An enrolling district may request an online course syllabus to review whether the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district.
- C. Within 15 days after receiving notice of a student applying to take a supplemental online course, the enrolling district must notify the supplemental online course provider whether the student, the student's guardian, and the enrolling district agree that academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district. If the enrolling district does not agree that the academic standards in the online course meet or exceed the academic standards in the course it would replace at the enrolling district, then:
 - 1. the enrolling district must provide a written explanation of the district's decision to the student, the student's guardian, and the supplemental online course provider; and
 - 2. the online provider must provide a response to the enrolling district explaining how the course or program meets the graduation requirements of the enrolling district.
- D. An enrolling district may reduce the course schedule of a student taking supplemental online courses in proportion to the number of supplemental online learning courses the student takes.
- E. An enrolling district must appoint an online learning liaison who:
 - 1. provides information to students and families about supplemental online courses;
 - 2. provides academic support information including IEPs, EL support plans, and 504 plans to supplemental online providers; and
 - 3. monitors attendance and academic progress, and communicates with supplemental online learning providers, students, families, and enrolling district staff.
- F. An enrolling district must continue to provide support services to students taking supplemental online courses as they would for any other enrolled student including support

for English learners, case management of an individualized education program, and meal and nutrition services for eligible students.

- G. An online learning student must receive academic credit for completing the requirements of a supplemental online learning course. If a student completes an online learning course that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met.
- H. Secondary credits granted to a supplemental online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including students taking supplemental online courses.
- I. An enrolling district must provide access to extracurricular activities for students taking supplemental online courses on the same basis as any other enrolled student.

VII. REPORTING

Courses that include blended instruction and online instruction must be reported in the manner determined by the Commissioner of MDE.

LEGAL REFERENCES: Minn. Stat. § 120A.21 (Enrollment of a Student in Foster Care)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120A.24 (Reporting)
Minn. Stat. § 124D.03 (Enrollment Options Act)
Minn. Stat. § 124D.08 (School Board’s Approval to Enroll in Nonresident District; Exceptions)
Minn. Stat. § 124D.094 (Online Instruction Act)
~~Minn. Stat. Ch. 124E (Charter Schools)~~
Minn. Rules Ch. 8710 (Teacher and Other School Professional Licensing)

CROSS REFERENCES: MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 620 (Credit for Learning)

Policy Adopted: October 2023
Independent School District 110
Waconia, MN 55387

8.A.18. 707 Transportation of Public School
Students

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- 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.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of the Minnesota Department of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for part or all of the day, if requested by the student’s parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless

student is a resident of the school district if enrolled in the school district.

- C. “Homeless student” means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances.
- D. “Nonpublic school” means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minnesota Statutes, section 120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964.
- E. “Nonresident student” is a student who attends school in the school district and resides in another district, defined as the “nonresident district.” In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents reside in different school districts, the student shall be a resident of the school district designated by the student’s parents. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides.
- F. “Pupil support services” are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located.
- G. “School of origin,” for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled.
- H. “Shared time basis” is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minnesota Statutes, section 120A.22 by attendance at a nonpublic school.
- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident students who reside two miles or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student's parent or guardian.
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.

[Note: In this section, school districts may wish to outline those discretionary areas where they intend to provide transportation. For example, some school districts may provide that transportation shall be provided for all resident elementary students who reside one mile or more from the school.]

- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district's expenditures for transportation.
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation to a nonresident student within its borders at the same level of service that is provided to resident students.
- B. If the school district decides to transport a nonresident student within the student's resident district, the school district will notify the student's resident district of its decision, in writing, prior to providing transportation.
- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in

the nonresident school district.

- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program.

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (~~Minnesota Statutes—§~~ section 124D.03, sSubdivision- 8).
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion.

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minnesota Statutes section 123B.92, subdivision 1(b)(4), for a resident child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs.

- B. Resident students with a disability whose disabling conditions are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling condition and applicable laws. This provision shall not be applicable to parents who transport their own child under a contract with the school district.
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district.
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary.
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district.
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation.
- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist

students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law.

- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minnesota Statute Chapter 125A.

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district.
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district.
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation.
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located.
 - 4. A homeless nonresident student enrolled under Minnesota Statute 124D.08, subdivision 2a, must be provided transportation from the student's district of residence to and from the school of enrollment.

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may

be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days.

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means.

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 United States Code, section 1415 (Individuals with Disabilities Act), 29 United States Code, section 794 (the Rehabilitation Act), and 42 United States Code, section 12132, (Americans with Disabilities Act) are governed by these provisions.

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional.
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minnesota Statutes, section 190.05.
- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee.
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment station that is part of an approved occupational experience vocational program, the school district may require the payment of reasonable fees for transportation from students who receive

remuneration for their participation in these programs.

- Legal References:**
- Minn. Stat. § 120A.22 (Compulsory Instruction)
 - Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
 - Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
 - Minn. Stat. § 123B.36 (Authorized Fees)
 - Minn. Stat. § 123B.41 (Definitions)
 - Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
 - Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
 - Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
 - Minn. Stat. § 124D.03 (Enrollment Options Program)
 - Minn. Stat. § 124D.04 (Option for Enrolling in Adjoining States)
 - Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
 - Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District; Exceptions)
 - Minn. Stat. Ch. 125A (Special Education and Special Programs)
 - Minn. Stat. § 125A.02 (Children with a Disability, Defined)
 - Minn. Stat. § 125A.12 (Attendance in Another District)
 - Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
 - Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
 - Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
 - Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
 - Minn. Stat. § 126C.01 (Definitions)
 - Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
 - Minn. Stat. § 190.05 (Definitions)
 - Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
 - Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disability)
 - 20 U.S.C. § 1415 (Individuals with Disabilities Education Act)
 - 29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
 - 42 U.S.C. § 2000d (Prohibition against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)
 - 42 U.S.C. § 11431 *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)
 - 42 U.S.C. § 12132 *et seq.* (Americans with Disabilities Act)
- Cross References:**
- MSBA/MASA Model Policy 708 (Transportation of Nonpublic School Students)
 - MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
 - MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Adopted: April 2004/ May 2013

Revised: April 2007, June 2011, August 2020, September 2023

Independent School District #110 Waconia, MN

8.A.19. 708 Transportation of Nonpublic School
Students

708 TRANSPORTATION OF NONPUBLIC SCHOOL STUDENTS

[Note: The obligations stated in this policy are largely governed by statute. A school district may choose to add obligations to the model policy.]

I. PURPOSE

The purpose of this policy is to address transportation rights of nonpublic school students and to provide equality of treatment in transporting such students pursuant to law.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to recognize the rights of nonpublic school students and to provide equal transportation to those students as required by law.

III. ELIGIBILITY

- A. The school district shall provide equal transportation within the school district for all students to any school when transportation is deemed necessary by the school district because of distance or traffic conditions in like manner and form as provided in Minnesota Statutes sections 123B.88 and § 123B.92 when applicable.
- B. Upon the request of a parent or guardian, the school district shall provide school bus transportation to the school district boundary for students residing in the school district at least the same distance from a nonpublic school actually attended in another school district as public school students are transported in the transporting school district. Such transportation shall be provided whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means.
- C. The school district may provide school bus transportation to a nonpublic school in another school district for students residing in the school district and attending that school, whether there is or is not another nonpublic school within the transporting school district, if the transportation is to schools maintaining grades or departments not maintained in the school district or if the attendance of such students at school can more safely, economically, or conveniently be provided for by such means. If the school district transports students to a nonpublic school located in another school district, the nonpublic school ~~shall~~ must pay the cost of such transportation provided outside the school district boundaries.
- D. The school district shall provide the necessary transportation within school district boundaries between the nonpublic school and a public school or neutral site for nonpublic school students who are provided pupil support services if the school district elects to provide pupil support services at a site other than a nonpublic school.

- E. When transportation is provided, the scheduling of routes, manner and method of transportation, control and discipline of students, and any other matter relating thereto shall be within the sole discretion, control, and management of the school district.
- F. The school board and a nonpublic school may mutually agree to a written plan for the board to provide nonpublic pupil transportation to nonpublic school students. The school district must report the number of nonpublic school students transported and the nonpublic pupil transportation expenditures incurred in the form and manner specified by the Minnesota Commissioner of Education.
- G. If the school board provides pupil transportation through the school's employees, the school board may transport nonpublic school students according to the plan and retain the nonpublic pupil transportation aid attributable to that plan. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- H. A school board that contracts for pupil transportation services may enter into a contractual arrangement with a school bus contractor according to the written plan adopted by the school board and the nonpublic school to transport nonpublic school students and retain the nonpublic pupil transportation aid attributable to that plan for the purposes of paying the school bus contractor. A nonpublic school may make a payment to the school district to cover additional transportation services agreed to in the written plan for nonpublic pupil transportation services included in the contract that are not required under Minnesota Statutes, sections 123B.84 to 123B.87.
- I. Additional transportation to and from a nonpublic school may be provided at the expense of the school district where such services are provided in the discretion of the school district.

IV. STUDENTS WITH DISABILITIES

- A. If a resident student with a disability attends a nonpublic school located within the school district, the school district ~~shall~~ must provide necessary transportation for the student within the school district between the nonpublic school and the educational facility where special instruction and services are provided on a shared-time basis. If a resident student with a disability attends a nonpublic school located in another school district and if no agreement exists for the provision of special instruction and services on a shared time basis to that student by the school district of attendance and where the special instruction and services are provided within the school district, the school district ~~shall~~ must provide necessary transportation for that student between the school district boundary and the educational facility. The school district may provide necessary transportation for that student between its boundary and the nonpublic school attended, but the

nonpublic school ~~shall~~ must pay the cost of transportation provided outside the school district. School districts may make agreements for who provides transportation. Parties serving students on a shared time basis have access to a due process hearing system as provided by law. (~~Minn. Stat. § 125A.18~~)

- B. When the disabling conditions of a student with a disability are such that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school district or the day training and habilitation program attended by the student. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the disabling conditions and applicable laws. This section shall not be applicable to parents who transport their own child under a contract with the school district. (~~Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600, Subd. 1~~)
- C. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (~~Minn. Rules Part 7470.1700~~)
- D. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in ~~Minnesota Statutes, Chapter~~ 125A. (~~Minn. Rules Part 7470.1600, Subd. 2~~)

V. APPLICATION OF GENERAL POLICY

The provisions of the school district's policy on transportation of public school students [*Model Policy 707*] shall apply to the transportation of nonpublic school students except as specifically provided herein.

Legal References: Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.84 (Policy)
Minn. Stat. § 123B.86 (Equal Treatment)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.91, Subd. 1a (Compliance by Nonpublic and Charter School Students)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.18 (Special Instruction; Nonpublic Schools)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)
Americans United, Inc. as Protestants and Other Am. United for Separation of Church and State, et al. v. Independent Sch. Dist. No. 622,

et al., 288 Minn. 1996, 179 N.W.2d 146 (Minn. 1970)
Eldredge v. Independent Sch. Dist. No. 625, 422 N.W.2d 319 (Minn. Ct. App. 1988)
Healy v. Independent Sch. Dist. No. 625, 962 F.2d 1304 (8th Cir. 1992)
Minn. Op. Atty. Gen. 166a-7 (June 3, 1983)
Minn. Op. Atty. Gen. 166a-7 (Sept. 14, 1981)
Minn. Op. Atty. Gen. 166a-7 (July 15, 1976)
Minn. Op. Atty. Gen. 166a-7 (July 17, 1970)
Minn. Op. Atty. Gen. 166a-7 (Oct. 3, 1969)
Minn. Op. Atty. Gen. 166a-7 (Sept. 12, 1969)

Cross References: MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA Service Manual, Chapter 2, Transportation

Policy Adopted: September 2004, April 2007, November 2008
Revised: December 2013, August 2020, September 2023
Independent School District #110 Waconia, MN

8.B. **Rescind Board Policy**

8.B.1. 625 Media and Book Selection

625 MEDIA AND BOOK SELECTION

I. OBJECTIVE OF SCHOOL EDUCATION MEDIA CENTER

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

A. Selection of Material for the Media Center Collections

While selection of media materials may involve many people, the responsibility of coordinating and recommending the selection of most media materials rests with the licensed media professionals. Final recommendations will be made to the principal for purchase. Critical reviews, recommended lists, publishers' announcements, reading and previewing are all to be used to varying degrees in the selection process.

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

1. Support, and be consistent with, the educational goals of the district.
2. Be selected to enrich and support the curriculum and to meet the individual needs and interests of users.
3. Be appropriate for the age, social development, and maturity of the users.
4. Provide a global perspective and foster respect and appreciation for cultural diversity by including materials by authors and illustrators of all cultures.
5. Be selected in a variety of formats most suitable for intended use.
6. Represent differing viewpoints on controversial topics.
7. Exhibit a high degree of potential user appeal and interest.

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

The media center is to contain collections of materials that support the current school curriculum. Frequent weeding of materials is necessary to keep the collections current and provide shelf space for more useful materials. The media center materials that are no longer in use will be repurposed or disposed of.

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

B. Teacher Selected Materials

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

1. People often are better informed for having considered a subject from various points of view.
2. Students in any subject at any given grade level have a wide range of skills and abilities. An equally wide range of materials is needed to match these individual differences.
3. Access to adequate collections of materials is essential to programs that provide students with independent study time.
4. Because the curriculum may not include items of personal relevance of students, access to a wide range of materials is essential.
5. Teachers can be more flexible and creative if a wide variety of materials are available.

II. RECONSIDERATION OF MEDIA AND BOOK SELECTIONS

A. Occasional objections to materials will be made, despite the quality of the selection process. The school board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the School Library Bill of Rights of the American Association of School Librarians, the Library Bill of Rights of the American Association, and the Students' Right to Read of the National Council of Teachers of English.

B. The school district shall provide a process for members of the school district community to seek reconsideration of the use of media and book selections.

C. The superintendent [or designee] shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of the use of media and book selections.

Cross References: District 110 Policy #606 Textbook and Instructional Materials
District 110 Policy #698 Teaching about Controversial Topics

Policy Adopted: June 10, 2002
Revised: December 2020, February 2023
Independent School District No. 110
Waconia, MN 55387

9. **BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

9.D. Schools Advocating for Fair Funding (SAFF)
Representative

9.E. Southwest Metro Intermediate District 288
Representative

9.F. MSHSL Representative

9.G. Special Education Advisory Council

9.H. Community Education Advisory Council
Representative

9.I. Teaching & Learning Advisory Council
Representative

9.J. City of Waconia Liaison

10. **ADJOURNMENT**