

ISD 110 School Board Regular Meeting

Monday, December 16, 2024 7:00 PM

Waconia Public Schools - District Office - Conf Rm A, 512 Industrial Blvd.,
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. Thank You for Service to the School Board

- Dana Geller 2017-2025

2.B. Upcoming Meetings:

Jan. 6 Annual Organizational Meeting 7:00 PM @
District Office Conf. Rm A

3. **PUBLIC COMMENT**

4. **MINUTES OF PREVIOUS MEETING**

ISD 110 School Board Regular Meeting
Monday, November 18, 2024 7:00 PM Central

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

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

Call to order by Chair Geller at 7:00 PM

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

Members absent: none

Motion by Amott to adopt agenda

DeBoer second

All in favor

Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE

2.A. Master's Degree Achievements

- Heather Milliken
- Josh Threlkeld
- Julie Ann Kendrick
- Annie Knorr
- Brooke Kuphal
- Katherine Mann
- Jessica Rose
- Nicholas Hanesberry

2.B. Upcoming Meetings:

Dec 9 Finance & Facilities Committee 6 PM WHS Office

Dec 9 Truth in Taxation Presentation and Work Session 7 PM WHS B107

Dec 16 Policy Committee 6 PM District Office Conf. Rm B

Dec 16 Regular Meeting 7 PM District Office Conf. Rm A

3. PUBLIC COMMENT

4. MINUTES OF PREVIOUS MEETING

Approve minutes of the October 28 regular meeting, November 4 work session, and November 14 special meetings

Motion by Kelzer-Breeden to approve minutes of the October 28 regular meeting, November 4 work session, and November 14 special meetings

Hagen second

All in favor

Motion carried

5. CONSENT AGENDA

Motion by DeBoer to approve consent agenda
Amott second
All in favor
Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items

Employment

Bjerkaas, Shelby Replacement	Preschool Teacher Long- Term Substitute	WEC
Blilie, Heidi Replacement	ECFE Teacher Assistant 1.75 Hours/Day; 175 Days	ECFE
Leistiko, Edward Replacement	Custodial Cleaner 8 Hours/Day; 260 Days	WMS
Meyer, Janine Replacement	Kindergarten Teacher Long- Term Substitute	SV
Precht, Isabella Replacement	Grade 1 Teacher Long-Term Substitute	LT

Employee Status Changes

Grove, Shannon, Title I ESP, from 6 hours/day to 6.25 hours/day at BV

Leaves of Absence

Litfin, Vicki, Nutritional Assistant at BV

Retirements/Resignations/Terminations

Green, Sommer, Kids' Company Site Lead at Comm Ed

Puff, Ellen, English/Language Arts Teacher at WHS

5.C. Designate Community Representative for ISD 110 Relicensure Committee

5.D. MSHSL Foundation Resolution Form A

5.E. MSHSL Foundation Resolution Form B

5.F. Sitelogiq October Invoice

5.G. Receipts of Donation

6. REPORTS

6.A. Student Representative Report

6.B. Administrative Presentation:

- Strategic Measures Update

6.C. Finance Report

7. ACTION ITEMS

7.A. Superintendent Contract

Motion by DeBoer to approve Superintendent Contract 07/01/2025 – 06/30/2028

Amott second

All in favor

Motion carried

7.B. Second Read Board Policies

Motion by Hagen to approve second read board policies

Kelzer-Breedon second

All in favor

Motion carried

7.B.1. 405 Veteran's Preference

7.B.2. 406 Public and Private Personnel Data

7.B.3. 407 Employee Right to Know - Exposure to Hazardous Substances

7.B.4. 409 Employee Publications, Instructional Materials, Inventions, and Creations

7.B.5. 413 Harassment and Violence

7.B.6. 416 Drug and Alcohol Testing

7.B.7. 436 Substitute Teaching

7.B.8. 515 Protection and Privacy of Pupil Records

7.B.9. 613 Graduation Requirements

8. DISCUSSION ITEMS

8.A. First Read Board Policies

8.A.1. 513 Student Promotion, Retention, and Program Design

8.A.2. 606.5 Library Materials Bergstrom suggested adding sentence “The school district’s libraries are commonly referred to as Media Centers.” To follow the sentence “For school districts with multiple school buildings, the term “library” refers to the resource within a specific school building.” All agreed. Policy advances to second read in December.

8.A.3. 516 Student Medication

8.A.4. 532 Use of Peace Officers and Crisis Teams

8.A.5. 535 Service Animals in Schools

8.A.6. 608 Instructional Services - Special Education

8.A.7. 206 Time, Place, Manner Restrictions and Procedures for Public School Board Meetings and Public Comments Bergstrom suggest the addition of “whether individual resides in the district” to the strikethrough text relating to requesting and individual’s address. All agreed. Policy will advance to a second read in December.

8.A.8. 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System

8.A.9. 418 Drug Free Workplace Drug Free School

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

Bergstrom reported he recently visited Southview Elementary, commented the PreK fits in.

10. ADJOURNMENT

Motion by Kelzer-Breeden to adjourn

Amott second

All in favor

Motion carried

Meeting adjourned at 7:41 PM

TNT Hearing / ISD 110 School Board
Work Session
Monday, December 9, 2024 7:00 PM Central

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

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

Members absent: none

1. Truth In Taxation Presentation

2. 2023-24 Audit Report

3. K-5 ELA Curriculum Review

Move to Action item for December 16

4. Proposed 2026-2027 Academic Calendar

Move to Action item for December 16

5. Nutritional Services Collective Bargaining Agreement 2024-2025, 2025-2026, 2026-2027

Motion by Kelzer-Breeden to approve Nutritional Services Collective Bargaining Agreement 2024-2025, 2025-2026, 2026-2027

Amott second

All in favor

Motion carried

6. Principal's Tentative Agreement 2024-2027

Motion by Amott to approve the Principal's Tentative Agreement 2024-2027

Hagen second

All in favor

Motion carried

7. School Board Handbook Review

Move to Consent agenda for December 16

8. Thank You for Service to the School Board

- Luke DeBoer 2021-2024

9. Enter Closed Meeting RE: Superintendent's Evaluation

The school board may close a meeting to evaluate the performance of an individual who is subject to its authority. MN Open Meeting Law Chapter 13D.05 Subd. 3(a)

The school board will move to conference room C.

Motion by Kelzer-Breeden to move to closed session.

Bergstrom second

All in favor

Motion carried

Meeting adjourned at 8:21 PM

5. **CONSENT AGENDA**

Presenter: Chair
Geller

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613511	SECURITY BANK & TRUST CO	11/12/2024	R	300.00	November
613512	US POSTAL SERVICE	11/12/2024	R	1,576.83	November
613513	WACONIA EDUCATION ASSOCIATION	11/15/2024	R	12,367.35	November
613514	AFFINETY SOLUTIONS, INC	11/15/2024	R	710.00	November
613515	AMPION PBC	11/15/2024	R	19,055.98	November
613516	ARROW LIFT ACCESSIBILITY	11/15/2024	R	275.00	November
613517	ASHLAND PRODUCTIONS INC.	11/15/2024	R	200.00	November
613518	BARNES & NOBLE	11/15/2024	R	13.55	November
613519	BLUUM OF MINNESOTA LLC	11/15/2024	R	2,807.48	November
613520	BNR IRRIGATION SERVICES INC	11/15/2024	R	282.47	November
613521	BURKE VOCAL/THEATER BOOSTERS	11/15/2024	R	600.00	November
613522	CAPITAL ONE TRADE CREDIT	11/15/2024	R	580.56	November
613523	CARVER COUNTY PARKS & RECREATI	11/15/2024	R	168.00	November
613524	CD PRODUCTS INC	11/15/2024	R	33.00	November
613525	CDW GOVERNMENT LLC	11/15/2024	R	440.00	November
613526	CITY OF WACONIA	11/15/2024	R	10,802.43	November
613527	CROWN COLLEGE	11/15/2024	R	25,339.65	November
613528	DECA INC.	11/15/2024	R	780.00	November
613529	DURBIN, WILLIAM	11/15/2024	R	480.00	November
613530	ECM PUBLISHERS, INC	11/15/2024	R	294.00	November
613531	GAME ONE	11/15/2024	R	883.75	November
613532	GOPHER SPORT	11/15/2024	R	2,689.09	November
613533	GRAINGER	11/15/2024	R	1,711.35	November
613534	GRAND, TAYLOR	11/15/2024	R	680.00	November
613535	HERC-U-LIFT	11/15/2024	R	1,359.75	November
613536	HEROLD, JONAH	11/15/2024	R	100.00	November
613537	HILLYARD/HUTCHINSON	11/15/2024	R	8,107.07	November
613538	HOLTON ELECTRIC CONTRACTORS	11/15/2024	R	3,196.69	November
613539	HUSTLE & HEART SPORTS	11/15/2024	R	758.00	November
613540	IASCO	11/15/2024	R	1,578.83	November
613541	INDIANHEAD FS DISTRIBUTOR, INC	11/15/2024	R	22,304.80	November
613542	INDUSTRIAL FABRICATION SERVICE	11/15/2024	R	8,260.00	November
613543	INGCO INT'L INC	11/15/2024	R	175.00	November
613544	INNOVATIVE OFFICE SOLUTIONS LL	11/15/2024	R	44.03	November
613545	JACKSON, JACOB	11/15/2024	R	850.00	November
613546	JENCO PROPERTY MAINTENANCE	11/15/2024	R	9,605.00	November
613547	JOHNSON, ZACK	11/15/2024	R	125.00	November
613548	JW PEPPER & SON, INC	11/15/2024	R	45.00	November
613549	KAEDING ARCHITECTURE LLC	11/15/2024	R	450.00	November
613550	KULLY SUPPLY COMPANY	11/15/2024	R	154.23	November
613551	KUTZKE CONSTRUCTION INC	11/15/2024	R	1,715.60	November
613552	LOFFLER COMPANIES	11/15/2024	R	4,942.23	November
613553	MEEHAN, ADA	11/15/2024	R	120.00	November
613554	MINER JR, BERNARD	11/15/2024	R	125.00	November
613555	MINI BIFF LLC	11/15/2024	R	99.96	November
613556	MN DEPT OF HEALTH	11/15/2024	R	3,790.00	November
613557	MN DEPT LABOR & INDUSTRY	11/15/2024	R	450.00	November
613558	MUSIC MART	11/15/2024	R	5,381.81	November
613559	NAHAN, SHELLY	11/15/2024	R	1,656.00	November
613560	NOVAK, JANICE	11/15/2024	R	20.00	November
613561	ORTH, OWEN	11/15/2024	R	112.00	November
613562	PAN-O-GOLD BAKING CO	11/15/2024	R	3,487.60	November
613563	PERFORMANCE FOODSERVICE	11/15/2024	R	2,506.82	November
613564	PERNSTEINER CREATIVE GROUP, IN	11/15/2024	R	3,403.00	November
613565	PICK A TIME	11/15/2024	R	178.70	November
613566	PLAGGE, TIMOTHY	11/15/2024	R	45.08	November

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613567	PLANSOURCE BENEFITS ADMIN INC	11/15/2024	R	3,063.68	November
613568	PREP TIME PRINTING	11/15/2024	R	30.00	November
613569	PROFESSIONAL TURF & RENOVATION	11/15/2024	R	6,478.32	November
613570	QUADIENT LEASING USA INC	11/15/2024	R	1,300.44	November
613571	SCHOLASTIC BOOK FAIRS-15	11/15/2024	R	1,355.89	November
613572	SCHOOL SPECIALTY, LLC	11/15/2024	R	575.93	November
613573	SECURITY BANK & TRUST CO	11/15/2024	R	3,473.00	November
613574	SHIFFLER EQUIP SALES, INC	11/15/2024	R	274.80	November
613575	STAGES THEATRE COMPANY	11/15/2024	R	924.00	November
613576	STAPLES ADVANTAGE	11/15/2024	R	532.09	November
613577	T-MOBILE	11/15/2024	R	460.00	November
613578	TERRAFORM PHOENIX II ARCADIA	11/15/2024	R	284.30	November
613579	TEXTBOOK WAREHOUSE	11/15/2024	R	1,196.40	November
613580	THREE RIVERS PARK DISTRICT	11/15/2024	R	528.00	November
613581	TINTES, MATTHEW	11/15/2024	R	522.00	November
613582	TOP INDUSTRIAL SUPPLY	11/15/2024	R	1,050.62	November
613583	UNITED FARMERS COOPERATIVE	11/15/2024	R	4,210.19	November
613584	UPS	11/15/2024	R	78.06	November
613585	WM CORPORATE SERVICES INC	11/15/2024	R	2,939.64	November
613586	AIM ELECTRONICS INC	11/22/2024	R	2,805.00	November
613587	AVIBEN	11/22/2024	R	553.57	November
613588	BIFFS, INC	11/22/2024	R	2,017.00	November
613589	BLICK ART MATERIALS	11/22/2024	R	1,909.85	November
613590	BNR IRRIGATION SERVICES INC	11/22/2024	R	130.00	November
613591	BRANDED CUSTOM SPORTSWEAR INC	11/22/2024	R	3,824.39	November
613592	BSN SPORTS LLC	11/22/2024	R	613.74	November
613593	BUNKER HILLS GOLF CLUB	11/22/2024	R	204.00	November
613594	CATALYST SOURCING SOLUTIONS	11/22/2024	R	1,181.42	November
613595	CONQUER NINJA GYMS - BURNSVILL	11/22/2024	R	926.25	November
613596	FRANKLIN PRINTING INC	11/22/2024	R	103.36	November
613597	G-SPORTS WRESTLING	11/22/2024	R	1,182.00	November
613598	HILLYARD/HUTCHINSON	11/22/2024	R	19.62	November
613599	HOMETOWN BANK	11/22/2024	R	20,000.00	November
613600	INDIANHEAD FS DISTRIBUTOR, INC	11/22/2024	R	25,200.19	November
613601	INFINITE HEALTH COLLABORATIVE	11/22/2024	R	350.00	November
613602	INGCO INT'L INC	11/22/2024	R	190.20	November
613603	INNOVATIONAL WATER SOLUTIONS I	11/22/2024	R	573.00	November
613604	JEFFERSON CHORUS BOOSTERS INC	11/22/2024	R	300.00	November
613605	JOHNSON FITNESS & WELLNESS	11/22/2024	R	4,451.65	November
613606	JW PEPPER & SON, INC	11/22/2024	R	215.49	November
613607	KENNEDY & GRAVEN, CHARTERED	11/22/2024	R	650.00	November
613608	KIDCREATE STUDIO	11/22/2024	R	480.00	November
613609	KKC TAE KWON DO	11/22/2024	R	1,020.60	November
613610	LAKES COUNTRY SERVICE COOPERAT	11/22/2024	R	937.40	November
613611	LAZY LOON LANES LLC	11/22/2024	R	735.00	November
613612	LOFFLER COMPANIES	11/22/2024	R	570.73	November
613613	LONG LAKE CONSERVATION CENTER	11/22/2024	R	23,715.20	November
613614	MACKENTHUN'S FINE FOODS	11/22/2024	R	3,717.23	November
613615	MN CLAY CO USA	11/22/2024	R	186.00	November
613616	MN SAFETY COUNCIL	11/22/2024	R	851.00	November
613617	MRI SOFTWARE LLC	11/22/2024	R	76.00	November
613618	PERFORMANCE FOODSERVICE	11/22/2024	R	859.99	November
613619	PERNSTEINER CREATIVE GROUP, IN	11/22/2024	R	2,807.41	November
613620	PREP TIME PRINTING	11/22/2024	R	23.00	November
613621	REED WHOLESALE & OCS	11/22/2024	R	1,033.35	November
613622	RENNEBERG HARDWOODS INC.	11/22/2024	R	2,092.50	November

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613624	SCAN AIR FILTER, INC	11/22/2024	R	2,040.47	November
613625	SCHOOL MANAGEMENT SERVICES	11/22/2024	R	1,700.00	November
613626	SCHOOL SPECIALTY, LLC	11/22/2024	R	21.64	November
613627	SITELOGIQ, INC	11/22/2024	R	16,764.00	November
613628	STAPLES ADVANTAGE	11/22/2024	R	52.89	November
613629	TEACHERS SYNERGY, LLC	11/22/2024	R	1,374.25	November
613630	TRIO SUPPLY COMPANY	11/22/2024	R	1,797.04	November
613631	TWIN CITIES DOTS and POP, LLC	11/22/2024	R	1,874.88	November
613632	UHL CO	11/22/2024	R	11,240.00	November
613633	WAYNE DAUWALTER PLUMBING	11/22/2024	R	2,166.90	November
613634	WEX BANK	11/22/2024	R	592.36	November
613635	WINSTED SOLAR LLC	11/22/2024	R	7,939.76	November
613636	21ST CENTURY SPORTS LLC	11/26/2024	R	2,135.00	November
613637	AIM ELECTRONICS INC	11/26/2024	R	12,080.00	November
613638	BATTERIES R US	11/26/2024	R	385.94	November
613639	CITY OF WACONIA	11/26/2024	R	31,052.59	November
613640	CLICK AND GROW US INC.	11/26/2024	R	287.87	November
613641	ECM PUBLISHERS, INC	11/26/2024	R	225.75	November
613642	FLIGHT DECK ATHLETICS	11/26/2024	R	4,311.00	November
613643	HAPPY FEET SOCCER TWIN CITIES	11/26/2024	R	1,008.00	November
613644	INDIANHEAD FS DISTRIBUTOR, INC	11/26/2024	R	21,043.38	November
613645	INNOVATIVE OFFICE SOLUTIONS LL	11/26/2024	R	341.13	November
613646	KILLIAN, JOANNE	11/26/2024	R	385.00	November
613647	KOCH SCHOOL BUS SERVICE, INC	11/26/2024	R	464,974.28	November
613648	LAKETOWN GYMNASTICS	11/26/2024	R	350.00	November
613649	LOFFLER COMPANIES	11/26/2024	R	4,231.30	November
613650	MAYER LUMBER CO, INC	11/26/2024	R	1,273.03	November
613651	PERFORMANCE FOODSERVICE	11/26/2024	R	1,770.93	November
613652	RAYMOND GEDDES CO, INC	11/26/2024	R	100.44	November
613653	SCAN AIR FILTER, INC	11/26/2024	R	3,703.60	November
613654	ST JOHN'S UNIVERSITY	11/26/2024	R	200.00	November
613655	STEP SAVER, INC	11/26/2024	R	251.42	November
613656	SUPERINTENDENCY INSTITUTE	11/26/2024	R	225.00	November
613657	SYBRANT, SYDNEY	11/26/2024	R	75.00	November
613658	UHL CO	11/26/2024	R	9,907.24	November
613659	WACONIA GIRLS BLUE LINE CLUB	11/26/2024	R	1,627.85	November
613660	EYE MED-FIDELITY SECURITY LIFE	11/27/2024	R	2,051.77	November
613661	NCPERS GROUP LIFE INS	11/27/2024	R	96.00	November
613662	SCHOOL SERVICE EMPLOYEES	11/27/2024	R	815.42	November
613663	WACONIA EDUCATION ASSOCIATION	11/27/2024	R	12,367.35	November
613664	1000 PETALS, LLC	12/06/2024	R	1,247.45	December
613665	A H HERMEL COMPANY	12/06/2024	R	333.85	December
613666	ABEL, STACY	12/06/2024	R	127.00	December
613667	ALPHA WIRELESS COMMUNICATIONS	12/06/2024	R	378.00	December
613668	AMERICAN TIME	12/06/2024	R	919.84	December
613669	ANTHEM SPORTS, LLC	12/06/2024	R	1,307.33	December
613670	BACH, MATTHEW	12/06/2024	R	64.00	December
613671	BAKER, MICHAEL	12/06/2024	R	100.00	December
613672	BARTA, SCOTT	12/06/2024	R	148.00	December
613673	BEST BUY BUSINESS ADV ACCT	12/06/2024	R	208.49	December
613674	BLUE 84	12/06/2024	R	659.64	December
613675	BNR IRRIGATION SERVICES INC	12/06/2024	R	8,231.68	December
613676	BTBA (BLOOMINGTON BASEBALL ASS	12/06/2024	R	550.00	December
613677	BURAU, CHAD	12/06/2024	R	100.00	December
613678	BURAU, DREW	12/06/2024	R	100.00	December
613679	BURNSVILLE ATHLETIC CLUB	12/06/2024	R	500.00	December

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613680	CANON FINANCIAL SERVICES INC	12/06/2024	R	890.18	December
613681	CD PRODUCTS INC	12/06/2024	R	465.10	December
613682	CDW GOVERNMENT LLC	12/06/2024	R	2,028.88	December
613683	CHASKA BASEBALL ASSOCIATION	12/06/2024	R	450.00	December
613684	COVINGTON, CATHLEEN	12/06/2024	R	102.00	December
613685	DRENNAN, CHRIS	12/06/2024	R	100.00	December
613686	DYBSA	12/06/2024	R	1,375.00	December
613687	EDINA BASEBALL CLASSIC	12/06/2024	R	450.00	December
613688	EPBA	12/06/2024	R	450.00	December
613689	EUERLE, CARRIE	12/06/2024	R	102.00	December
613690	GEARMAN, MICHAEL	12/06/2024	R	100.00	December
613691	GREAT LAKES COCA-COLA DIST	12/06/2024	R	1,336.80	December
613692	GREATER MN COMMUNICATIONS	12/06/2024	R	393.75	December
613693	HAAS, CASEY	12/06/2024	R	100.00	December
613694	HELEN SOLAR LLC	12/06/2024	R	4,998.30	December
613695	HILDI INC	12/06/2024	R	1,460.00	December
613696	HOUGHTON MIFFLIN	12/06/2024	R	800.00	December
613697	HOUSE OF PRINT	12/06/2024	R	6,771.42	December
613698	IEA, INC	12/06/2024	R	1,359.13	December
613699	INDIANHEAD FS DISTRIBUTOR, INC	12/06/2024	R	19,501.42	December
613700	INGCO INT'L INC	12/06/2024	R	187.52	December
613701	INNOVATIVE OFFICE SOLUTIONS LL	12/06/2024	R	58.64	December
613702	INSTRUCTURE INC	12/06/2024	R	5,602.80	December
613703	JACOBS, JEFFREY	12/06/2024	R	900.00	December
613704	JESSEN, CHRIS	12/06/2024	R	148.00	December
613705	JW PEPPER & SON, INC	12/06/2024	R	1,050.73	December
613706	KELLERMAN, RICH	12/06/2024	R	100.00	December
613707	KEVIN CHASE LLC	12/06/2024	R	11,000.00	December
613708	KIDS EMPIRE OTIUM LLC	12/06/2024	R	1,498.00	December
613709	LAMOTT, SARAH	12/06/2024	R	102.00	December
613710	LIGHTSPEED TECHNOLOGIES INC	12/06/2024	R	64.00	December
613711	LINCOLN ELECTRIC COMPANY	12/06/2024	R	1,660.28	December
613712	LITFIN, TIM	12/06/2024	R	100.00	December
613713	MASON, TERRI	12/06/2024	R	82.00	December
613714	MCKITTERICK, KELLY	12/06/2024	R	360.00	December
613715	MENDOZA, ALEJANDRO	12/06/2024	R	94.00	December
613716	METRONET	12/06/2024	R	1,882.39	December
613717	MIDDAGH, THOMAS	12/06/2024	R	100.00	December
613718	MN SAFETY COUNCIL	12/06/2024	R	92.00	December
613719	MOE, SARAH	12/06/2024	R	175.00	December
613720	MROZEK, LEWIS	12/06/2024	R	148.00	December
613721	MULTI-HEALTH SYSTEMS	12/06/2024	R	436.28	December
613722	NCS PEARSON, INC	12/06/2024	R	750.90	December
613723	NELSON PIANO SERVICE	12/06/2024	R	150.00	December
613724	NORDLING, AARON	12/06/2024	R	100.00	December
613725	NOVAK, JANICE	12/06/2024	R	40.00	December
613726	O'BRIAN, COLIN	12/06/2024	R	323.00	December
613727	OCCUPATIONAL HLTH CNTRS MN PC	12/06/2024	R	294.00	December
613728	OFFICE OF MNIT SERVICES	12/06/2024	R	91.35	December
613729	PARTY CRASHERS RC RACING	12/06/2024	R	323.00	December
613730	PERFORMANCE FOODSERVICE	12/06/2024	R	1,628.94	December
613731	PHELPS, CASSIDY	12/06/2024	R	45.50	December
613732	PREP TIME PRINTING	12/06/2024	R	182.00	December
613733	RACH, PATRICK	12/06/2024	R	100.00	December
613734	RASMUSSEN, SHANNON	12/06/2024	R	102.00	December
613735	ROSEMOUNT TRAVELING BASEBALL	12/06/2024	R	1,425.00	December

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613736	SADOWSKI, CRAIG	12/06/2024	R	148.00	December
613737	SAFARI ISLAND COMMUNITY CENTER	12/06/2024	R	78.00	December
613738	SCHEFF, GREG	12/06/2024	R	100.00	December
613739	SCHOOL SPECIALTY, LLC	12/06/2024	R	687.16	December
613740	SEBEY, PATRICK	12/06/2024	R	148.00	December
613741	SHRED-N-GO - 446138	12/06/2024	R	172.00	December
613742	ST LOUIS PARK BASEBALL	12/06/2024	R	1,000.00	December
613743	STAPLES ADVANTAGE	12/06/2024	R	1,016.01	December
613744	STENSTROM, NEIL	12/06/2024	R	100.00	December
613745	UNGARO, NICHOLAS	12/06/2024	R	148.00	December
613746	VOS, TARA	12/06/2024	R	362.91	December
613747	WACONIA CHAMBER OF COMMERCE	12/06/2024	R	50.00	December
613748	WESTERN PSYCHOLOGICAL SERVICES	12/06/2024	R	138.60	December
613749	WILLHITE, AUSTIN	12/06/2024	R	1,000.00	December
613750	WRIGHT, THOMAS	12/06/2024	R	100.00	December
613751	AMAZON CAPITAL SERVICES	12/09/2024	R	9,732.68	December
613752	GRAINGER	12/10/2024	R	632.56	December
202400484	EDUCATIONAL SUPPORT PARA UNION	11/15/2024	W	1,344.85	November
202400485	INTERNAL REVENUE SERVICE	11/15/2024	W	272,963.23	November
202400486	LIFE INS CO OF NORTH AMERICA	11/15/2024	W	4,385.30	November
202400487	MN CHILD SUPPORT PYMT CENTER	11/15/2024	W	150.50	November
202400488	MN DEPT OF REVENUE	11/15/2024	W	43,762.49	November
202400489	MN TEACHERS RETIREMENT ASSN	11/15/2024	W	156,296.84	November
202400490	PERA	11/15/2024	W	49,214.88	November
202400491	AVIBEN	11/15/2024	W	68,059.92	November
202400492	ONEBRIDGE BENEFITS, INC.	11/15/2024	W	4,846.64	November
202400493	BLUE CROSS AND BLUE SHIELD OF	11/20/2024	W	729,459.85	November
202400495	EDUCATIONAL SUPPORT PARA UNION	11/27/2024	W	1,344.85	November
202400496	INTERNAL REVENUE SERVICE	11/27/2024	W	292,370.88	November
202400497	LIFE INS CO OF NORTH AMERICA	11/27/2024	W	6,278.99	November
202400498	MN CHILD SUPPORT PYMT CENTER	11/27/2024	W	150.50	November
202400499	MN DEPT OF REVENUE	11/27/2024	W	46,637.54	November
202400500	MN TEACHERS RETIREMENT ASSN	11/27/2024	W	156,260.69	November
202400501	PERA	11/27/2024	W	60,215.30	November
202400502	AVIBEN	11/27/2024	W	65,672.75	November
202400503	ONEBRIDGE BENEFITS, INC.	11/27/2024	W	4,846.64	November
202400504	SECURITY BANK & TRUST CO	11/30/2024	W	46.95	November
202400505	BRI PARENT, INC	11/01/2024	W	794.00	November
202400506	EDUTRAK LLC	11/10/2024	W	8,145.43	November
202400507	AUTHORIZE.NET	11/04/2024	W	20.00	November
202400508	ONEBRIDGE BENEFITS, INC.	11/16/2024	W	998.50	November
202400509	MN UNEMPLOY INS	11/30/2024	W	145,136.49	November
202400510	PMA SECURITIES LLC	11/15/2024	W	244.06	November
202400593	AT&T MOBILITY	11/06/2024	W	147.37	November
202400594	CENTERPOINT ENERGY	11/26/2024	W	21,377.43	November
202400595	QUADIENT FINANCE USA, INC	11/25/2024	W	1,000.00	November
202400596	XCEL ENERGY	11/25/2024	W	80.65	November
202400597	XCEL ENERGY	11/04/2024	W	20,388.70	November
242500026	CARLISLE, JOSHUA	11/22/2024	A	26.63	November
242500027	CHAPMAN, ALYCIA	11/22/2024	A	75.00	November
242500028	WEINZIERL, BRUCE	11/22/2024	A	75.00	November
242500029	MACIOSEK, STEVEN	12/06/2024	A	200.00	December
242500030	SCHONEWISE, ENID	12/06/2024	A	120.00	December

Totals for checks

3,197,201.03

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,815,738.69	0.00	1,004,915.15	2,820,653.84
02	Food Service	67,602.63	0.00	114,839.33	182,441.96
04	Community Service	132,102.54	0.00	44,994.63	177,097.17
06	Building Construction	0.00	0.00	16,764.00	16,764.00
45	OPEB Irrevocable Trust Fund	0.00	0.00	244.06	244.06
***	Fund Summary Totals ***	2,015,443.86	0.00	1,181,757.17	3,197,201.03

***** 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 – December 19, 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

Sower, Tiffany	Media Assistant	WMS
Replacement	4 Hours/Day; 175 Days	

Employee Status Changes

Gunderson, Michael, Educational Assistant, from 3.25 hours/day to 5.5 hours/day at LT

Leaves of Absence

Haus, Sandra, Educational Assistant at SV
Manjarrez, Zulema, Custodial Cleaner at WMS
Poulin, Chandra, Nutritional Assistant at SV
Sebora, Jennifer, Special Education Teacher at T110

Extended Leave of Absence

Retirements/Resignations/Terminations

Stark, Linda, Nutritional Assistant at LT
Yang, Vatoua, Technology Support Specialist at LT

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

5.C. Sitelogiq Invoice (#12)



INVOICE

Project #: PUBMID-006344

MN - Waconia - LTFM - PSA - Phase I

BILLING DATE	11/20/2024
PERIOD TO:	11/30/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	13807
AMOUNT DUE	\$ 15,764.00

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	11/20/2024
PERIOD TO:	11/30/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	13807
AMOUNT DUE	\$ 15,764.00

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%	\$ 2,206,968.74		\$ 2,206,968.74
		Construction Implementation Phase	\$ 788,203.13	32%	\$ 236,460.91	\$ 15,764.00	\$ 252,224.91
		Post Construction	\$ 157,640.63	0%	\$ -	\$ -	\$ -
							\$ -
			\$ 3,152,812.50	78%	\$ 2,443,429.65	\$ 15,764.00	\$ 2,459,193.65

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



\$ 15,764.00

ISD 110 BOARD MEMBER HANDBOOK

An Informational Guide for Waconia Public Schools
Board of Education Members



TABLE OF CONTENTS

BOARD MEMBERSHIP	2
Current Board Members	2
Executive Staff	2
GOVERNANCE PLEDGE OF EXCELLENCE	3
MISSION, CORE VALUES, AND THEORY OF ACTION	4
BECOMING A SCHOOL BOARD MEMBER	4
LEGAL DUTIES OF THE SCHOOL BOARD	5
SCHOOL BOARD MEMBER CODE OF ETHICS	6
Expectations of School Board Members	6
Conflicts of Interest	7
GOVERNANCE AND MANAGEMENT	7
Authority by Level	7
Macro-Management, Not Micro-Management	8
Acting as a Body	9
Relationship Between the Superintendent and the School Board	10
Following the Proper Chain of Command	10
Engaging Legal Counsel	11
BALANCING THE ROLE AS A BOARD MEMBER AND PARENT/COMMUNITY MEMBER	11
Board Member/Parent Role	11
Board Member/Community Member Role	12
Procedures for Visiting Schools	12
Typical Scenarios you will Encounter	13
MEDIA RELATIONS AND PUBLIC STATEMENTS	15
MANAGEMENT OF SELF-GOVERNANCE ISSUES	15
ELECTION AND ROLES OF BOARD OFFICERS	16
Election of Officers	16
Roles of Board Officers	16
WACONIA SCHOOL BOARD – STUDENT REPRESENTATIVES	17
Selection Process	17
Rights & Responsibilities	18
SCHOOL BOARD MEETINGS	19
General Meeting Cadence	19
Board Committees, Advisory Councils, Task Force & Liaison Roles	19

Agendas	20
Public Engagement	22
Board Discussion/Ending Debates	22
OPEN MEETING LAW & SCHOOL BOARD COMMUNICATIONS	23
General Requirements	23
Board Discussion Beyond the Board Room	24
Electronic Communications	24
SCHOOL BOARD TRAINING & GOALS	25
Training	26
School Board Goals	27
APPENDICES	27
Bibliography	27
Chain of Command Organization Chart	28
Resources	28

BOARD MEMBERSHIP

Current Board Members

~~2023 – 2024~~ 2025 - 2026

~~Dana Geller, Chair~~

~~Luke DeBoer, Vice-Chair/Clerk~~

~~Alycia Myers, Treasurer~~

Kelly Amott

Jesse Bergstrom

Melanie Hagen

Kim Kelzer-Breeden

Amanda Wilson

Ryan Rosin

Heather Arnita

Executive Staff

Brian Gersich, *Superintendent*

Jessica Kilian, *Executive Assistant to the Superintendent*

~~Ra-Chhoth~~ Pam Carman, *Director of Finance & Operations & Acting Board Treasurer*

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

GOVERNANCE PLEDGE OF EXCELLENCE

1. *Waconia School Board establishes a clear vision for the district.* It sets district vision, goals, and policies, and annually measures the success of the district, superintendent, and student achievement against them.
2. *Waconia School Board adopts a fiscally sound district budget and standards focused on what is best for all students.* It regularly monitors the fiscal health of the district and holds high standards for student achievement, environment, and engagement within the district that will ensure success for all students.
3. *Waconia School Board communicates transparently to all stakeholders and advocates at appropriate levels for Waconia Public Schools.* Through public meetings, written reports, and legislative engagement, it keeps stakeholders informed of the district's progress, successes, and challenges.
4. *Waconia School Board members will work in partnership with each other and adhere to the members' Code of Ethics and all applicable laws.* Members will contribute constructively to board work, collaborate well with others, and be respectful and supportive of the other board members and the Superintendent.

Sources: ISD 110 School Board Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

ISD 110 Strategic *Roadmap Plan*

<https://isd110.org/about-us/isd-110-strategic-plan>

ISD 110 Policy 208 – *Development, Adoption, and Implementation of Policies*

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

~~MISSION, CORE VALUES, AND THEORY OF ACTION~~ 110 STRATEGIC PLAN

WACONIA PUBLIC SCHOOLS
2024-2028 Strategic Plan

WACONIA
PUBLIC SCHOOLS ISD 110

OUR MISSION

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

OUR VISION

ISD 110 commits to:

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

OUR STRATEGIC DIRECTIONS

Student Outcomes

- Evaluation of elementary student performance on MCAs.
- Assessment of middle school student performance on MCAs.
- Evaluation of high school student readiness for post-high school success.

Student & Staff Experience

- Foster a physically and emotionally safe environment within the school.
- Promote recognition and responsiveness to cultural commonalities and differences, ensuring all individuals feel welcomed, respected, and heard.
- Provide access to inclusive academic, leadership, service, and social opportunities for all community members.

Systems & Structures

- Effective management of financial resources to support the school's mission and goals.
- Proactive planning for and maintenance of facilities to ensure a conducive learning environment.
- Monitoring and promotion of student enrollment to sustain and enhance the school community.

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.

Source: <https://isd110.org/about-us/isd-110-strategic-plan>

BECOMING A SCHOOL BOARD MEMBER

Waconia Public Schools Board of Education is governed by seven Board Directors, who are elected at-large and represent all citizens within its boundaries. The Waconia Superintendent of Schools also serves as a non-voting ex-officio member of the Waconia School Board. Elections are held in November of even-numbered years, in a repeating process with seats up for election on an alternating basis (four seats one year, the other three seats two years later), to avoid the possibility that all seven seats could vacate at the same time.

To run for a School Board seat in Minnesota you must be:

- At least 21 years old
- An eligible voter
- A school district resident for at least 30 days prior to election or appointment
- Not convicted of a felony

Board members are elected to a four-year term which begins on January 1 of the year following the November election, and ends on December 31 four years later. A member who is appointed to fill the unfinished term of a Board member departing early will need to run for re-election depending on when during that term they were appointed. There is no limit on the number of terms, consecutive or nonconsecutive, that a Board member can serve. Vacancies are filled according to Minnesota law, and a newly appointed Board member must wait 30 days after the Board approves the appointment before officially taking their seat on the Board.

Before or shortly after taking a seat on the ISD 110 School Board, you should attend a new School Board member orientation session, where you can meet key staff members and receive information to help you get started, as well as allow you a chance to ask questions. You will also be assigned a Board mentor – a veteran ISD 110 School Board member who can informally assist you in learning the ropes of being a School Board member. You will also be required to attend formal training for new School Board members that is offered by the Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>.

Sources: Minnesota School Boards Association

https://search.mnmsba.org/doc/resource/7d857798-c1e7-4791-9463-d08590c021ee?_gl=1%2a1j7gezn%2a_ga%2aODk3MTAxMTc4LjE2ODQ1MjM5NjU.%2a_ga_9D5P8ZQSWB%2aMTczMDk5Mzc0Mi4xNDluMS4xNzMwOTkzNzYyLjAuMC4w

Minnesota Revisor of Statutes

<https://www.revisor.mn.gov/statutes/2015/cite/123B.095>

LEGAL DUTIES OF THE SCHOOL BOARD

The care, management, and control of the schools is vested by statutory and constitutional authority in the school board as outlined in **Policy 201**.

Source: ISD 110 Policy 201 – Legal Status of the School Board

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Legal Obligations of a School Board Member

1. Comply with all federal, state, and local laws relating to School Board work.
2. Comply with all ISD 110 policies as adopted by the School Board and administration.
3. Abide by all rules and regulations promulgated by the Minnesota Department of Education and other state and federal agencies with jurisdiction over school districts.

4. Recognize that school district business may be legally transacted only in an open meeting of the School Board. *Source: Minnesota Revisor of Statutes – Open Meeting Law* <https://www.revisor.mn.gov/statutes/cite/13D>
5. Avoid conflicts of interest and refrain from using your School Board position for personal or financial gain.
6. Take no private action that would compromise the School Board or administration.
7. Guard and keep the confidentiality of information that is protected under applicable laws.

SCHOOL BOARD MEMBER CODE OF ETHICS

The purpose of **Policy 209** is to assist the individual school board member in understanding his or her role as part of a school board and in recognizing the contribution that each member must make to develop an effective and responsible school board. The board is responsible for reviewing this annually. An opportunity will be provided at a regular board meeting or work session to collectively review it as a reminder of our call to be committed in our role on a regular basis.

Source: ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Expectations of School Board Members

Meeting Participation

1. Attend School Board and assigned committee meetings
2. Limit remote attendance
3. Come prepared to discuss agenda items
4. Listen to the opinions and perspectives of others
5. Resolve conflicts in a respectful and constructive manner
6. Ask pertinent questions
7. Ensure district policies are followed

Voting Practices

8. Vote your conscience after informed discussion
9. Vote either using “Aye” or “Nay” without additional comments
10. Abstain only when a conflict of interest exists (see statutory definition below)

Board Relations

11. Support the decision of the Board, even if you did not vote for it
12. Recognize the integrity of your Board colleagues and predecessors and appreciate their work.
13. Assume positive intent
14. Seek other board members out for advice and consultant while abiding by open meeting law (OML)

Engagement

15. Be motivated by a desire to provide the best possible education for students
16. Know and adhere to ISD 110 Board policies and governance processes
17. Continually seek resources and training to improve as a School Board member
18. Act as an advocate for ISD 110 and public schools to the community, legislature, and regulatory agencies
19. Be willing to serve as a mentor to new Board colleagues

Conflicts of Interest

Minnesota law states that with certain exceptions, “a public officer who is authorized to take part in any manner in making any sale, lease, or contract in official capacity shall not voluntarily have a personal financial interest in that sale, lease, or contract or personally benefit financially therefrom.” A statutory interest cannot be cured by abstaining from voting or participation. Any contract that is made while such a conflict exists should be void and the public official involved can be charged with a gross misdemeanor.

Source: <https://www.revisor.mn.gov/statutes/cite/471.87>.

Exceptions include:

1. Contracts that do not require bids
2. Board-approved limited employment of a School Board member that does not exceed \$8000 in a fiscal year. The Board members’ employment must be specifically approved by a unanimous vote of the full Board at a meeting where all Board members are present. If approval is not obtained, new employment shall be disallowed and any current employment is immediately terminated.
3. A School Board members’ spouse may be employed by the School Board, or the School Board may contract with a class of district employees, such as teachers or custodians, where the spouse of the School Board member is a member of the class of employees contracting with the School Board and the employee spouse receives no special monetary or other benefit that is substantially different from the benefits that other members of the class receive under that contract.
4. A Board member who has a common law conflict of interest may not work behind the scenes to achieve the result without voting – for example to influence the outcome of an employee contract or the hiring or firing of a spouse – and then abstain from voting on the decision. In the case of a common law conflict of interest, the conflicted Board member must not vote or participate in discussions regarding that employee or contract.

Source: Mick Waldspurger, [Squires, Waldspurger, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.](#), *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

GOVERNANCE AND MANAGEMENT

While there is some degree of overlap in roles and responsibilities, it is more important to understand the difference between the groups, especially in terms of

authority.

Authority by Level

The Board has the Authority of Governance - No one else has it.

The Board has five primary governance responsibilities:

- 1. District governance and policy
- 2. Operational performance oversight and organizational direction
- 3. Board governance policy
- 4. Superintendent relations
- 5. Public engagement, community relations, and advocacy for public education

The Administration has the Authority of Management - No one else has it.

Administrators have six primary responsibilities:

- 1. Resource management: financial, human, and physical/environmental
- 2. Instructional leadership at the principal level
- 3. Performance management and professional development
- 4. Continuous improvement
- 5. Procedures and practices aligned with district policies
- 6. Staff, parent, and community relations

Staff, students, parents, and the public have the Authority of Consultation - No one else has it.

They have four primary responsibilities:

- 1. Voice of self and collective interest.
- 2. Assessing risks and merits of various options as part of decision making processes and/or the daily operations of the school district
- 3. Responsibly resist or oppose change.
- 4. Provide input and feedback to management and governance.

Sources: Dennis Cheesebrow, *Teamworks International*
 ISD 110 Policy 208 – *Development, Adoption, and Implementation of Policies*
<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Macro-Management, Not Micro-Management

The Superintendent is the district’s chief executive officer who works for the School Board and is the person who translates policy into action. Consistent with the goals set by the School Board, the Superintendent and staff make the day-to-day decisions that affect the operation of the school district, deployment of resources, assignment of staff, and documentation of results.

Board	Superintendent & District Administration
Sets Mission, Vision, and Framework	Implement and support changes by making recommendations
Sets Policies	Implements processes and procedures to adhere to

	district policies
Sets Budget	Oversees spending and ensures proper management and control
Approves Hiring and Creation/Elimination of Positions	Actively select, assign, and recommend positions for board approval
Set Employment Policy	Supervising and evaluating personnel through policy. Enforcement of work rules and disciplining personnel per contract requirements.
Evaluation of School District and Superintendent Performance	Provides information on the efficiency of the district and recommends opportunities for improvement.
Contract Negotiations	Provide financial information and labor negotiation best practices, assist the board in matters and procedures of the negotiation process.

Sources: Mick Waldspurger, ~~Squires, Waldspurger, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.~~, *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

ISD 110 Policy 208 – Development, Adoption, and Implementation of Policies
<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Acting as a Body

The Board Must Act as a Body and Not Through Individual Members

The School Board acts as a perpetual body which is responsible for fulfilling the school district’s duties under the law and for lawfully exercising its powers.

- 1. Individual Board members have a limited role.** The most important role of an individual Board member is to prepare for and participate fully at Board meetings so that the Board, as a body, can fulfill its statutory duties.
- 2. Individual Board members have no authority to act on their own.** Unless the Board has delegated authority to an individual Board member, the individual Board member has no power to give orders, to supervise or evaluate an employee, to investigate a complaint, to formulate policies, or to take any other action for or on behalf of the Board.
- 3. After the vote is over, the School Board and Superintendent must act with one voice.** Board members are entitled to have their own view and are encouraged to share it publicly when debating a motion. Discussion about an issue that reflects diversity of viewpoints usually results in a better decision. But remember to debate the issue, not the person, and avoid demeaning or angry

comments. Once debate has ended and the vote has been taken, the body has spoken and no Board member nor the Superintendent should act to undermine implementation of the Board's vote. For example, it is inappropriate to publicly campaign against an action that has already been voted on by the Board. Even if you still privately disagree with the Board's decision after the vote, it is best to follow the old saying - "if you can't say anything nice, don't say anything at all."

Relationship Between the Superintendent and the School Board

One Employee: Based on the policy-making governance role of school boards in Minnesota, it is often said that the School Board really has only one employee because the Superintendent is the only employee who the Board directly hires and who reports directly to the Board. The Board thus has the right to hold that one employee – the Superintendent – accountable for events that occur in the district.

The School Board shall collaboratively set annual goals for the Superintendent. The School Board, led by the Board Chair, should perform a mid-year evaluation to assess progress towards achievement and adjust goals where necessary. The School Board will perform a final evaluation and provide a summative evaluation of the Superintendent's annual performance based on those goals each year. Exceptions may be made in the final year of a contract.

Timely and complete information: The Superintendent must provide timely and accurate information to the Board, within the limitations established by the *Minnesota Government Data Practices Act (MGDPA)* <https://www.revisor.mn.gov/statutes/cite/13>, and must be open to requests for management and other informational reports. With the exception of the School Board Chair, the Superintendent must provide all Board members with equal access to his/her time and should provide the same information to all Board members, including those who may have a different viewpoint. In return, Board members are expected to thoroughly review the information they receive.

Source: Mick Waldspurgen, [Squires, Waldspurgen, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.](#), *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Following the Proper Chain of Command

Superintendent's Role in the Chain of Command

In order for the chain of command to work effectively, the Superintendent must welcome and encourage all School Board members to respectfully communicate complaints and concerns. Additionally, the Superintendent must provide general updates to the Board about issues and actions that have been taken, while being mindful of limitations imposed by the MGDPA.

Board Member Role in the Chain of Command

Responding to citizen complaints:

1. Document the complaint and provide the documentation to the Superintendent.

2. Direct the citizen member to the Superintendent or building principal (depending on the nature of the complaint), provide the appropriate contact information, and inform the citizen that you will be informing the superintendent of the complaint.
3. Explain that the school district, depending on the nature of the complaint, may have a complaint form, and that the Superintendent or building principal may ask the citizen to complete the form.

Responding to anonymous complaints:

1. The same basic process should be followed as with other complaints.
2. The district's obligation to investigate depends on the nature of the anonymous complaint and whether the information provided is sufficient to allow an investigation.
3. The district can investigate only reasonable leads and should not participate in a fishing expedition.

Responding to citizen concerns

1. Inform the Superintendent of all concerns.
2. If the concern is in regard to the Superintendent, inform the School Board Chair.

What NOT to do:

1. Do not investigate yourself.
2. Do not promise a particular outcome or course of action.
3. Do not promise confidentiality.
4. Do not pick sides.
5. Do not act outside the process or act as *the* decision-maker.
6. Do not offer to personally address the concern.
7. Do not go directly to employees below the Superintendent or members of the Superintendent's cabinet.

Engaging Legal Counsel

As a general rule, only the ISD 110 Board Chair or Superintendent should directly contact ISD 110's legal counsel. If you have a legal question or concern as a Board member, inform the Board Chair or Superintendent, and if necessary they will communicate the question to legal counsel.

Source: Mick Waldspurger, ~~Squires, Waldspurger, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.~~, *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

~~ISD Policy 216—Anonymous Communications~~

~~<https://isd110.org/about-us/school-board/district-policies/200-school-board>~~

BALANCING THE ROLE AS A BOARD MEMBER AND PARENT/COMMUNITY MEMBER

Board Member/Parent Role

Keep in mind that you do not relinquish your parental rights when you become a School Board member. You are always a parent first and a School Board member second. But at the same time keep in mind that no matter how many times you say you are “speaking as a parent, not a Board member,” it is difficult for some staff to separate your role on the School Board from your role as a parent, and some staff may be intimidated by your role as a Board member. To minimize this concern, some Board members opt to have their spouse, the child’s other parent/guardian, or another family member take the lead in speaking to their children’s teachers in certain situations.

However you handle interactions with staff as a parent, make sure that you do not use your position as a School Board member to secure special treatment for your child – your child should be treated the same as other students and subject to the same rules and requirements. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child’s teacher.

Board Member/Community Member Role

The best way to respond to complaints from parents in school, community, and social situations is to be a good listener, which allows you to ask questions to understand the situation better. Be careful, however, that the parent does not interpret your questions or comments as an indication of agreement or future board action. Once parents have shared their complaints with you, provide guidance on how to get their concerns addressed through the proper channels, as discussed above. If the concern is about safety or legality, follow district procedures and notify the Superintendent. If the concern raises governance or controversial political questions, contact the Superintendent and the Board Chair.

Most of the complaints you will hear from parents are administrative in nature and not policy issues and as such they do not belong on the Board’s table. It is not your responsibility, nor do you have the authority, to solve each parents’ problem. Do listen to them, but then make sure they know to contact the appropriate school staff member. You owe the Superintendent and staff the opportunity to respond and to support them if they are properly following Board policy. A parent may follow up with you if the complaint is not resolved, but becoming directly involved can compromise your impartiality and in some cases expose you and the district to legal liability.

You will at times find yourself dealing with controversial, complex issues and the Board’s final decisions may be unpopular. When a community member questions a Board decision, explain the thought process that went into the decision and why the Board arrived at the conclusion it did, even if you personally disagreed. Be sure to answer honestly and without emotion and refer them to the Superintendent or Board Chair if you feel they require more explanation than you can provide.

Source: New York State School Boards Association, *New School Board Member Handbook: A Guide to Surviving Your First Year*. 2017

Procedures for Visiting Schools

All School Board members are encouraged to be informed about our schools and visits to buildings are a good way to be part of that process. Some board members have more opportunities to be the buildings in their roles as parents, volunteers, and community members. Board members must take care to separate their parent/volunteer roles from their roles as Board members.

To assure that all Board members have a chance to tour all of our buildings, periodic visits to the schools will be scheduled. Full Board building visits may be scheduled at mutually agreed upon times. Such visits are subject to the Open Meeting Law and are scheduled by the Superintendent's Executive Assistant.

If individual Board members wish to visit one or more of our schools outside of these established times, they should first inform the Superintendent of their desire to visit, and the Superintendent will work with the school Principal(s) to schedule a school visit for the Board members. When visiting any school, Board members must remember that they do not serve in an administrative role and should not attempt to direct, criticize, discipline, or disrupt the work of staff members.

Typical Scenarios you will Encounter

Situation	Sound Governance Practice
------------------	----------------------------------

<p>What do I do if I get a phone call or am stopped in person with concerns from:</p> <ol style="list-style-type: none"> a. staff member b. student c. parent 	<p>Check name, status, and phone number for contact Always seek to identify the situation or interest, but generally, do not agree or commit to personally resolve</p> <ol style="list-style-type: none"> a. Redirect staff to supervisor, and notify superintendent's office <u>Caution:</u> do not get involved in employment / contractual issues b. Redirect student to principal and notify superintendent's office <u>Caution:</u> if a concern about safety is raised, follow district procedures c. Redirect parent to teacher / principal / administrator as appropriate and notify superintendent's office <u>Caution:</u> Do not attempt to deal with issues of groups, only the individual parent <p><u>Overall:</u></p> <ul style="list-style-type: none"> ● Do not agree to confidentiality, or commit to limit your options of notification ● Be available for contact in the future if redirecting does not address concern ● Be alert to "patterns" of like concerns, and if present, notify the superintendent's office ● If concern raises governance and/or political edge questions, contact Board Chair in addition to superintendent's office
<p>What do I do if I get an email with concerns from:</p> <ol style="list-style-type: none"> a. staff member b. student c. parent 	<p>Following the same guidance from above, in addition:</p> <ul style="list-style-type: none"> ● Send author an email of acknowledgement and that their concern has been forwarded to the superintendent's office ● An email does not require engagement or seeking to understand issue ● Do not cc or bc to any individual or group, nor "reply to all" ● Be alert to "patterns" of like concerns, and if present, notify the superintendent's office ● If concern raises governance and/or political edge questions, contact the board chair in addition to the superintendent's office

<p>As a board member, what do I do if I have a concern or complaint?</p>	<ul style="list-style-type: none"> ● Contact the board chair and / or the superintendent directly, preferably in person, or by phone ● Don't engage in serial meetings with other board members ● Be clear as to what your concern is as a board member, parent, etc., and be clear as to <ul style="list-style-type: none"> ○ your experience ○ what you think ○ what you feel ○ what you want ● Identify what in the concern is governance work, and what is management work ● Seek to increase your understanding, with an assumption of trust and competence for employees ● Don't represent other's or group's interest as your own ● Don't raise an issue as a surprise in work sessions or business meetings. Allow the board chair and superintendent time to research and prepare for a board discussion, if warranted
<p>What if I disagree with a report or presentation to the board?</p>	<ul style="list-style-type: none"> ● Submit questions and concerns to Office of Superintendent as the board protocol describes ● Reflect on what is driving your concern or disagreement ● If disagreement is in the details, request a meeting with Superintendent to discuss ● Do not surprise administrators or the board in work sessions and business meetings ● Praise publicly, confront privately

Source: Dennis Cheesebrow, *Teamworks International*

MEDIA RELATIONS AND PUBLIC STATEMENTS

ISD 110 is committed to partnering with the community, families, students, and employees, and will coordinate and share regular and ongoing communications through a variety of means – including e-newsletters, videos, website, social media, e-mail, printed materials, and face-to-face communications. At the direction of the Superintendent, the Director of Communications will manage communications with all audiences and oversee interactions with media at all levels to preserve, manage, and promote the image and brand of ISD 110. Decisions are guided by the ISD 110 Strategic [Roadmap Plan](#), Communications Plan, and Brand Guidelines.

Statements made by individual ISD 110 School Board members are not meant to represent the entire Board. Board members should take care to make sure that when they speak both publicly and privately in regard to any district issue that they clarify that they are presenting their own personal opinion as one Board member of seven. Occasionally the Board Chair, as part of the duties of the Chair, will speak or issue a

public statement on behalf of the full Board; however, such statements by the Chair should be clearly designated as such and issued whenever possible in consultation with the Superintendent and/or the ISD 110 Director of Communications.

Source: ISD Policy 105 – School District Public Relations and School Communications

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

MANAGEMENT OF SELF-GOVERNANCE ISSUES

When Board members are disrespectful to one another, disregard protocols, violate the Code of Ethics, repeatedly fail to fulfill their Board duties, or inappropriately push agendas which are different from or actively oppose the consensus of the full Board, those infraction(s) must be pointed out promptly by Board colleagues and the offending Board member(s) should be reminded of the proper role of a board member.

If violations continue, the Board Chair, with assistance as needed from the Vice-Chair, should intervene and discuss the improper behavior with the offending Board member(s) and make plans to correct it. A written record of the intervention should be made and kept by the Board Chair. If violations continue after the intervention, the Board Chair should enlist the full Board in discussion to consider formal public reprimand or censure.

If formal full Board condemnation does not correct the member's inappropriate behavior, then the Board Chair should consult the district's legal counsel to consider additional options, including formal disavowal of conduct and/or removal from the Board. If at any time a Board member's actions or statements put themselves or the district in legal peril, the Board Chair should consult with the district's legal counsel. If the Board Chair is the member engaging in improper conduct, the Vice-Chair should intervene as appropriate, with assistance as needed from another elected Board officer, the full Board, and/or the district's legal counsel.

ELECTION AND ROLES OF BOARD OFFICERS

Election of Officers

The Chair, Vice-Chair/Clerk, and Treasurer of the ISD 110 School Board are elected annually at the Organizational Meeting, which is held on the first Monday of January, or as soon thereafter practicable, each year. The elected officers hold their offices for one year until their successors are elected.

Roles of Board Officers

There are three official officers of the ISD 110 Board of Education: Chair, Vice-Chair/Clerk, and Treasurer. The Board may designate the duties of the offices of Clerk and Treasurer to individuals within the executive staff of the Superintendent's office. At ISD 110, the Treasurer role is usually designated to the Director of Finance and Operations, and the role of the Clerk is usually designated to the Superintendent's Executive Assistant. It is important to note that despite the election of officers, all Board members maintain equal rights, voices, and votes when it comes to making Board

decisions. In addition, minutes of all Board meetings and work sessions must be taken by a temporary substitute Board designee in the absence of the Clerk.

Role of the Chair – The Chair presides at all meetings of the School Board, countersigns all orders upon the Treasurer for claims allowed by the School Board, and represents the school district in all actions and performs all usually incumbent upon such an officer.

Role of the Vice-Chair/Clerk –The Vice-Chair shall perform the duties of the Chair in the event of the Chair’s temporary absence. The Vice-Chair may also perform other duties and tasks as assigned by the School Board.

Role of the Clerk – In ISD 110 School Board usually designates the Superintendent’s Executive Assistant to perform the duties and tasks of the School Board Clerk.

1. The Clerk or designee shall keep and maintain permanent records of the School Board, including records of the minutes of School Board meetings, updates to the School Board Handbook, and other required records of the School Board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law shall be recorded in a journal kept for that purpose. Public records maintained by the school district shall be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a School Board meeting shall be approved or modified by the School Board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
2. Within three days after an election, the Clerk or designee shall notify the persons elected.
3. The Clerk or designee shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.

Role of the Treasurer – With the exception of serving as Chair of the Finance & Facilities Committee, the ISD 110 School Board usually designates the ISD 110 Director of Finance and Operations as the Acting Treasurer to perform the duties of the School Board Treasurer.

1. The Treasurer or designee shall deposit the funds of the school district in the official depository.
2. The Treasurer or designee shall make all reports required by Minnesota state law, file any reports which may be called for by the School Board, and perform all duties the Treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the Treasurer or designee, the Treasurer or designee shall receive, endorse, and process orders in accordance with Minnesota state law.

Source: ISD 110 Policy 202 – School Board Officers

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

WACONIA SCHOOL BOARD – STUDENT REPRESENTATIVES

The school board values the voices of students and wishes to both encourage student involvement and promote a communications link between the school board and the students of the district by authorizing student representatives to serve on the school board as non voting members. The school board believes that the views, insights, and suggestions of a student representative on the school board can be an advantage to the school board in its decision-making role regarding educational policies and programs.

Selection Process

1. In the fall and application process will bring forth applications from both 11th and 12th grade students in good student standing.
2. The applications will be prepared and distributed with the support of the Waconia High School leadership and a deadline will be established before the completion of the first month of school.
3. Interviews will be conducted by two designated board members along with the Superintendent no later than 2 weeks following the established deadline.
4. Interviews will be conducted before or after school and will be scheduled for no more than 15 minutes per interview.
5. All candidates will be given the opportunity to answer the same pre-selected questions.
6. Two student representatives will be selected after all interviews are complete.
7. Candidates demonstrating strengths in the following categories will be considered first:
 - Passion and proven interest in the fields of government, public relations, and political science
 - Well-rounded perspective and ability to engage multiple student groups
 - Willingness to share ideas and advocate for others
 - Strong sense of purpose and desire to learn and grow
 - Ability to speak in public with pose and professionalism
8. The superintendent will extend offers to two (2) students the day following selection. Letters will be extended to all applicants on behalf of the board within 1-2 days following the selection notifying them of the results.
9. Board members will be given an orientation with the Superintendent, Board Chair, and Clerk prior to their first meeting.
10. The first official meeting will be the October Regular School Board Meeting.

Rights & Responsibilities

1. The student representative on the school board will attend all regular school board meetings while school is in session. Work sessions are optional but highly encouraged while school is in session. (Approximately 1-2 meetings a month). Committee meetings are not required but representatives are welcome

- to join under consultation with the Superintendent.
2. The student representative will not be permitted to attend closed meetings.
 3. The student representative will have a designated spot to sit at the school board table for regular meetings.
 4. The student representative will be bound by all rules, policies, and regulations that bind the school board.
 5. The student representative will present a student representative report at each meeting and may offer comments to the school board regarding items on the agenda that affect students.
 6. The student representative will not have the right to make or second motions nor vote on business matters before the board.
 7. The student representative will report to the student body regarding matters discussed at school board meetings that are relative to student outcomes.
 8. The student representative shall receive all other materials distributed to the school board in the board packets or at the school board meeting. All information received must be handled in an appropriate manner as a student representative on the school board.
 9. The student representative will not be furnished board materials such as, but not limited to:
 - Sensitive personnel matters
 - Legal action strategy
 - Negotiations strategy
 - Individual student discipline
 - Other confidential matters
 10. The student representative shall dress and act appropriately while serving on the school board in a manner consistent with other school board members and the school board Code of Ethics.
 11. The student representative on the school board shall work to represent opinions of the student body and not solely the representative's own opinions.
 12. The student representative on the school board shall consult with the superintendent of schools in carrying out the responsibilities associated with serving as student representative on the school board.

SCHOOL BOARD MEETINGS

An orderly School Board meeting allows the School Board members to participate in discussion and decision of school district issues. Rules of order allow School Board members the opportunity to review school-related topics, discuss school business items, and bring matters to conclusion in a timely and consistent manner. Specific actions are outlined in Policy 203 and the board is responsible for reviewing the policy on a regular basis to ensure continuity and adaptability for effective and efficient meetings.

Source: ISD 110 Policy 203 – Operation of School Board – Governing Rules

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

General Meeting Cadence

Meeting dates and times are set at the organizational meeting in January and by board decision are subject to change. Generally, the School Boards meet in **work sessions** at

7:00 PM on the 2nd Monday of each month, the location for which rotates throughout ISD 110 buildings. It meets in **regular business meeting sessions** on the 4th Monday of each month, in the Waconia City Council Chambers.

Special meetings may also be called at various times throughout the year to discuss or conduct urgent business. In certain cases where in-person Board meetings are not possible, online meetings may be held as pursuant to open meeting law.

Board Committees, Advisory Councils, Task Force & Liaison Roles

Committees

As outlined in Policy 213, committees are an essential duty of active board members. Committee roles are necessary for engagement in key areas of board work. Typically they meet monthly, and are usually attended only by those Board members that are assigned to them in a given year. Although Board members may indicate a preference in regard to their committee assignments, final annual committee assignments are made at the discretion of the Board Chair.

Board Committees are made up of only Board members and certain administrators who engage in relevant research and pre-discussion of certain aspects of Board business and topics of concern in order to make full Board consideration of those issues more efficient.

Advisory Councils

Certain School Board members are also assigned by the Board Chair to school district Advisory Council positions, such as:

- ISD 110 Advisory Council (ISD110AC)
- Special Education Advisory Council (SEAC)
- Teaching & Learning Advisory Council (TLAC)
- Community Education Advisory Council
- Technology Advisory Council
- Chemical Abuse Community Advisory Council

These Board advisory bodies meet at varying times throughout the year, depending on the group and its work and purpose. They consist of administrators, staff, students, parents, and/or community members who serve as sources of internal and external input for the purpose of advising and making recommendations to the School Board in regard to school district policy and issues.

Task Forces

In addition, certain Board members may be assigned by the full Board or the Board Chair to serve on special temporary **task forces** to research or accomplish a uniquely specialized task on behalf of the Board. These task forces may be composed of just Board members, or any combination of Board members, administrators, staff, parents, students, and community members, depending on the task to be accomplished.

Liaison Roles

Finally, certain Board members are assigned by the Board Chair to act as ISD 110 School Board Liaisons to various external organizations with whom ISD 110 has a business, governmental, and/or advocacy relationship. These organizations may include:

- The City Councils serving the cities of Waconia, Minnetrista, New Germany, St. Bonifacius, and Victoria
- Southwest Intermediate School District 288
- HEROES Coalition
- Schools ~~for Equity in Education (SEE)~~ Advocating for Fair Funding (SAFF)
- District 110 Foundation
- Minnesota School Boards Association (MSBA)
- Carver County Leaders
- Minnesota State High School League (MSHSL)
- Elementary and Middle School Parent-Teacher Organizations (PTOs)
- Booster organizations

Agendas

While all School Board members may provide input and request to add an item to any agenda, School Board meeting and work session individual agendas are primarily determined by the ISD 110 School Board Calendar of business and are developed and tentatively finalized by the Board Chair and Superintendent, whenever possible, at least 5 days prior to scheduled meetings so that all Board members have the chance to review and request additions or subtractions from them.

In the case of a special meeting, the final meeting agenda, according to Minnesota law, must be posted for the public at least 72 hours prior to a scheduled meeting, along with the date, time, and location of the meeting.

Copies of agendas and materials relating to agenda items (other than items related to a closed session) that are not protected by MDGPA must also be available for public view during the meeting. In the case of online meetings, all Board members must be able to be both seen and heard whenever possible, and agenda items for a special meeting must be made available to the public for online viewing.

If a Board member wishes to add an item to a future agenda, the Board member is encouraged to contact the Board Chair and/or Superintendent to make a request for consideration. If a Board member wishes to add an agenda item to the meeting agenda at the beginning of that actual meeting, they must make a motion to add the item, must obtain a second to that motion, and achieve a majority vote of the full Board for the item to be added to the agenda.

Conversely, a Board member may also make a motion to remove items from the agenda. If a second motion is obtained and a majority vote achieved, the item may be removed from the agenda.

Motions may also be made by Board members at various points during the meeting to table agenda items for later discussion. This is usually done if it is determined that meeting time is running short and more discussion is required, and/or that more information is needed before determinative discussion can be completed and a full informed vote can be taken by the Board.

If further information is needed, the item can be tabled and referred to administration and/or a Board Committee or Advisory Council for additional consideration and further recommendation to the full Board in a future meeting.

Members of the public who wish to place an item on the agenda must make a request to the School Board Chair or Superintendent in a timely manner. The person making the request is encouraged to state their name, address, purpose of the item, action desired, and pertinent background information.

The Chair and Superintendent shall determine whether to place the matter on the tentative agenda. The ISD 110 School Board also allows public comment during its regular business meetings each month.

Minutes of all publicly posted School Board meetings and work sessions of the whole Board should be taken and recorded by the Board Clerk or other designee in the absence of the Clerk.

Sources: ISD 110 Policies 203.5, 203.6, and 204 - School Board Meeting Agendas, Consent Agendas, and Minutes

ISD Policy 213 School Board Committees

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Public Engagement

All speakers at ISD 110 School Board hearings and meetings must be recognized by the Chair and given the floor before speaking – this includes Board Members, Superintendent, guest presenters, and members of the public who are addressing the Board at its hearings and meetings.

The Chair should allow only one speaker at a time and reserves the right to limit the amount of time for each speaker, as well as to limit the amount of time allowed to debate a particular issue or agenda item.

At public hearings, which are held specifically to seek public input in regard to a particular issue, the purpose of the meeting is for members of the public to address the School Board. An example of a legally required annual public hearing that the school district must hold is the Truth in Taxation hearing held in December of each year. A public hearing is a chance for members of the public to engage in dialogue with the School Board on a specific issue.

By contrast, regular School Board meetings, work sessions, or committee meetings are defined as meetings of the School Board to conduct the business of the school district in public view. They are business meetings taking place in public, not public meetings. It is thus a privilege, not a right, to address the School Board during its business, committee, and work session meetings. That said, the ISD 110 School Board sets aside the first ten minutes of its regular monthly business meetings for public comment, and can at its discretion allow limited public comment at other times.

In all cases, however, anyone present at any School Board hearings and meetings are expected to conduct themselves in a respectful, constructive manner and keep to the issue at hand whenever possible. Personal attacks by anyone addressing the School Board are unacceptable and will not be tolerated. The Chair should call inappropriate statements and personal attacks out of order, and the speaker's privilege to speak may be revoked, and if they persist with inappropriate behavior they may be asked to leave.

Board Discussion/Ending Debates

In addition, any Board member may make a motion to end debate on an issue by making a motion to "move the previous question" (also referred to as "calling the question"). This motion to "move the previous question" must be recognized by the Chair and seconded by another Board member. It must then receive a two-thirds vote of all Board members present in order to pass and for debate on the issue to end.

In addition, any School Board member or the Superintendent (an ex-officio member of the School Board) can raise a point of order or point of information at any time during any meeting if they feel that an incorrect or inappropriate statement or action has been made by anyone, including another School Board member. All Board members should keep in mind and adhere to the ISD 110 School Board Code of Ethics, and if a Board member continues to speak or act inappropriately they can be subject to censure, disavowal of their conduct, or removal from the School Board.

The Chair will rule on the point of order or point of information according to *Robert's Rules of Order* and established policy, protocols, and Minnesota state law, including the Minnesota Government Data Practices Act ("MGDPA") and the Open Meeting Law ("OML"), which prohibit certain information from being discussed or released during a public meeting. If comments or discussion would violate the law, the Chair should declare the comments out of order and end or redirect the discussion.

Sources: ISD 110 Policy 206 - Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings, and Data Privacy Considerations

ISD Policy 207 - Public Hearings

ISD 110 Policy 209 – Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Mick Waldspurgen, ~~Squires, Waldspurgen, and Mace P.A. Rupp, Anderson, Squires, &~~

~~Waldsburger, P.A.~~, *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Minnesota Government Data Practices Act (MGDPA)
<https://www.revisor.mn.gov/statutes/cite/13>

Robert's Rules of Order. <https://robertsrules.org/motions.html>

OPEN MEETING LAW & SCHOOL BOARD COMMUNICATIONS

One of the most difficult but important aspects of serving as a School Board member is to understand and abide by the complex rules embodied within the Minnesota Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>. The law itself has been clarified by several court decisions, but nevertheless there remain several gray areas, and so it is best if school boards and their individual members err on the side of caution at all times.

General Requirements

Put simply, the Open Meeting Law requires that School Boards and other government decision-making bodies conduct the business of doing the public's work within the public view. There are exceptions when a meeting can be closed, but they are few. The only times when a School Board may close a meeting are:

- When strategizing during employee contract negotiations
- When discussing individual student or employee information that is not classified as public
- When discussing the potential sale or purchase of property by the district • When discussing legal action being taken by or against the school district and information is subject to attorney-client privilege
- When engaging in Board-related governance training.

Open Meeting Law does not just apply to verbal discussions, it also applies to electronic communications, such as e-mail, text messages, conference calls, chat rooms, and social media posts.

Board Discussion Beyond the Board Room

You can certainly socialize and even be friends with your School Board colleagues. But you must be careful that you do not discuss any School Board matters if you have a quorum (which for ISD 110 is four or more Board members) of your Board participating in the discussion. And even if you do not have a quorum present, you must make certain that those present do not then leave that discussion and strike up the same conversation with other Board members not initially present. That is called a "serial" meeting of Board members, which can also violate the Open Meeting Law. It is also for this reason that ISD 110 Board Committees do not have more than three Board members assigned to them – to avoid the presence of a quorum and to keep the

committee itself within the appropriate role of researching and recommending discussion/action to the full Board, without the quorum-required authority to make decisions or take action itself as a committee.

Electronic Communications

In regard to electronic communications, School Board members may use email, text messages, social media messaging, or other sources to communicate with each other, but these methods cannot be used to discuss Board business, to influence votes on issues, or to avoid Open Meeting requirements. You should be particularly careful to avoid sequential email, texts, social media, or group chat conversations that end up or could end up including a quorum or more of the full Board. Communications like these which preclude the community from hearing Board debate on school district issues are problematic, and also open up all of these means of communication, even those otherwise deemed to be private means, to public data requests.

When sending an email, if you feel you must send it to three or more other Board members, send it instead to the Superintendent, who can then distribute the information on your behalf to those who may need it, or present it instead at a Board or committee meeting.

In addition, if you receive an email to all Board members from anyone, DO NOT send a reply using the “Reply All” function. If you must reply, send your reply only to the initial sender. Most intra-board communication within the full board is usually in regard to scheduling and the distribution of general information – but there should not be discussion of the information distributed outside of full Board or committee meetings.

When the full Board receives an email from a member of the public, ISD 110 School Board’s protocol is to allow the Superintendent and/or Board Chair sufficient time to reply where appropriate on behalf of the full Board. If you receive an email as an individual Board member from a member of the public about a district issue, you should reply that you appreciate the inquiry and that you are forwarding it to and/or consulting with the Superintendent in regard to it. Most inquiries received by the Board are managerial in nature or involve a district issue that the Superintendent has more experience with addressing, and so Board members should refer inquiries to the Superintendent whenever possible.

Your School Board email is generally public. As a result, anything you send or receive is subject to public view (with nonpublic data under the MGDPA redaction). Do not use your private email, social media accounts, and personal devices for School Board communication. If you do, those accounts and devices can also become subject to a public data request. If you have questions about Open Meeting Law requirements and scenarios, ask the Board Chair or Superintendent for advice, and if further clarification is necessary, they can consult with ISD 110’s legal counsel.

Sources: ISD 110 Policy 205 – Open Meetings and Closed Meetings
<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Mick Waldspurger, ~~Squires, Waldspurger, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.~~, *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

New York State School Boards Association, *New School Board Member Handbook: A Guide to Surviving Your First Year*. 2017

Minnesota Open Meeting Law <https://www.revisor.mn.gov/statutes/cite/13D>

MSBA Closed Meeting Law Summary
<http://www.mnmsba.org/Portals/0/MSBA-ClosedMeetingChart-8-13-2019.pdf>

Minnesota Government Data Practices Act (MGDPA)
<https://www.revisor.mn.gov/statutes/cite/13>

SCHOOL BOARD TRAINING

Training

New School Board members are required to attend Phase I (School Board Basics) & Phase II (School Board Finance & Management) as soon as possible after being elected to the School Board. Training is provided through the Minnesota School Boards Association (MSBA). School Board officers are strongly encouraged to attend MSBA Board Officer Training sessions. MSBA also offers various networking, training, and legislative advocacy opportunities throughout the year that Board members are encouraged to attend.

Schools ~~for Equity in Education (SEE)~~ [Advocating for Fair Funding \(SAFF\)](#), a statewide advocacy organization specializing in resource fairness in which ISD 110 School Board retains a membership, also offers several informational and advocacy opportunities throughout the year, particularly prior to and during each session of the Minnesota State Legislature.

In addition, the ISD 110 School Board occasionally contracts with outside consultants in order to improve its own knowledge, professionalism, efficiency & effectiveness, cultural competency, and collegial relationships.

Board member training is critical to building a shared focus and cultural competency strong enough to maintain members' commitment to leading long-term improvement efforts. Although internal Board training is focused on the Board member's role within the context of school improvement, participation in external Board member networking opportunities allows Board members to learn from the successes and experiences of other school boards, and helps to gain a broader understanding of public education issues.

Sources: Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/> MS 127A.19 <https://www.revisor.mn.gov/statutes/cite/127A.19>

Schools for Equity in Education (SEE) <http://www.schoolsforequity.org/>

Dennis Cheesebrow, *Teamworks International*

Mick Waldspurger, ~~Squires, Waldspurger, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.~~, *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020

Iowa Association of School Boards Member Handbook
https://www.ia-sb.org/docs/default-source/iasb-general/books-pubs/2023-24_bmh-onlineversion.pdf?sfvrsn=f364099d_1

Minnesota Department of Education (MDE) <https://education.mn.gov/MDE/index.html>

Minnesota Office of the Revisor of Statutes <https://www.revisor.mn.gov/>

ISD 110 District Policies <https://isd110.org/about-us/district-policies>

APPENDICES

Bibliography

Cheesebrow, Dennis. *Teamworks International*. Iowa Association of School Boards. *School Board Member Handbook*.

https://www.ia-sb.org/docs/default-source/iasb-general/books-pubs/2023-24_bmh-onlineversion.pdf?sfvrsn=f364099d_1

Minnesota Department of Education (MDE). <https://education.mn.gov/MDE/index.html>
Minnesota Office of the Revisor of Statutes <https://www.revisor.mn.gov/>

Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>

National Education Association (NEA). <https://www.nea.org/>

New York State School Boards Association. *New School Board Member Handbook: A Guide to Surviving Your First Year*, 2017.

Robert's Rules of Order. <https://robertsrules.org/>

Schools ~~for Equity in Education (SEE)~~. ~~<http://www.schoolsforequity.org/>~~ *Advocating for*

[Fair Funding \(SAFF\) https://saffmn.org/about/](https://saffmn.org/about/)

Waconia School Board Code of Ethics

<https://isd110.org/about-us/school-board/district-policies/200-school-board>

Waconia School Board Membership and Officers

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

~~Waconia Public Schools Mission, Vision, Core Values, and Theory of Action~~

~~<https://www.waconiacommunityed.org/sites/default/files/files/content/mission-vision-core-values-theory-action.pdf>~~

Waconia School Board Policies

<https://isd110.org/about-us/district-policies>

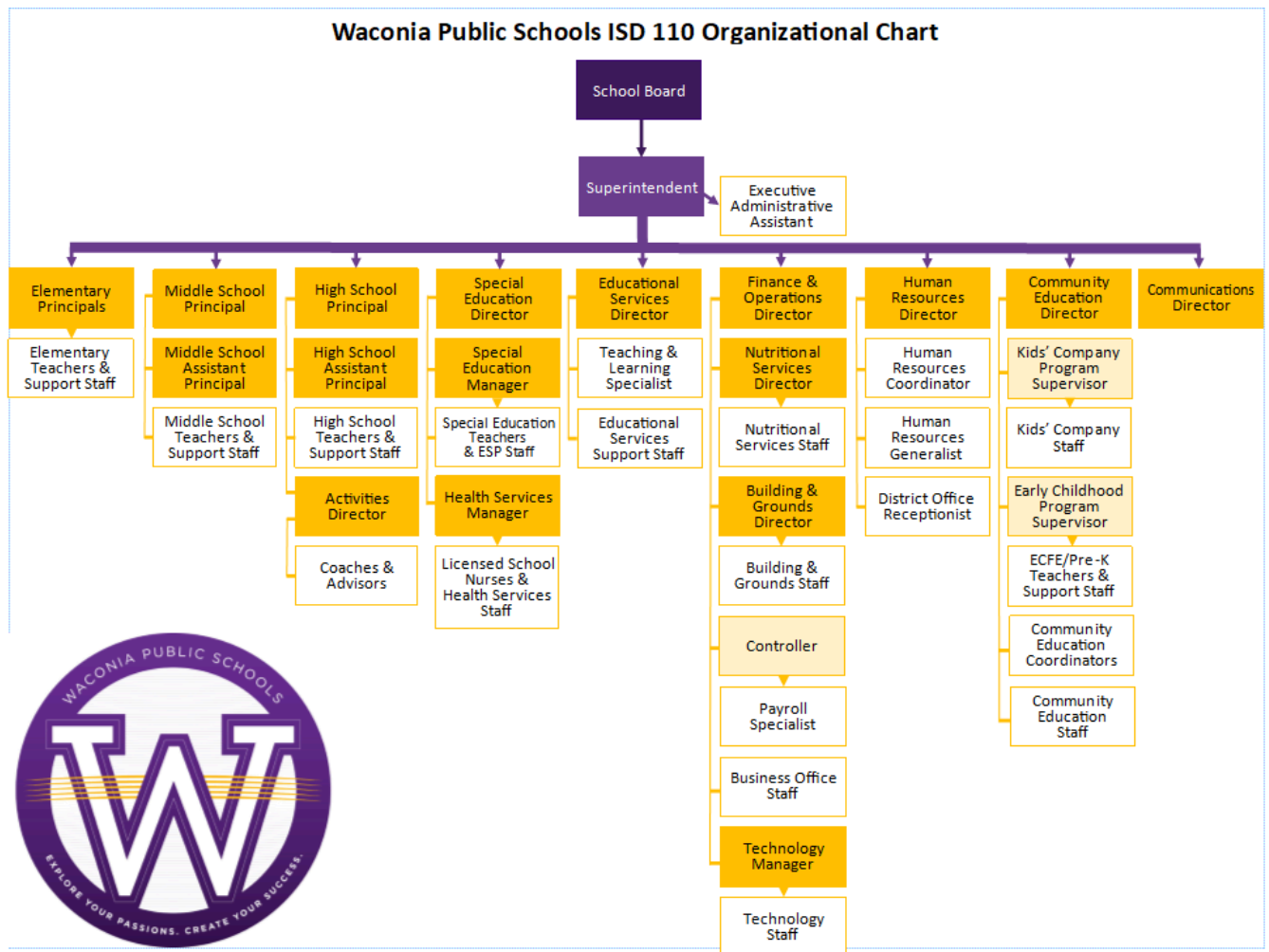
ISD 110 Strategic Plan

<https://isd110.org/sites/default/files/files/content/finalstrategicplan.pdf>

~~Waconia Public Schools Strategic Roadmap~~

~~<https://isd110.org/about-us/isd-110-strategic-roadmap>~~

Waldspurgen, Mick, of ~~Squires, Waldspurgen, and Mace P.A. Rupp, Anderson, Squires, & Waldspurgen, P.A.~~. *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.



Resources

Education and Other Organizations

- Minnesota Department of Education (MDE). <https://education.mn.gov/MDE/index.html>
- Minnesota School Boards Association (MSBA) <http://www.mnmsba.org/>
- Robert's Rules of Order. <https://robertsrules.org/>;
<https://robertsrules.org/motions.html>
- **Schools for Equity in Education (SEE).** <http://www.schoolsforequity.org/>
- **Schools Advocating for Fair Funding (SAFF)** <https://saffmn.org/about/>

Private Training Materials

- Cheesebrow, Dennis. *Teamworks International*.
- Waldspurger, Mick, of **Squires, Waldspurger, and Mace P.A. Rupp, Anderson, Squires, & Waldsburger, P.A.** *Effective Governance: Understanding the Rights, Responsibilities, and Risks of Being a School Board Member*, 4 June 2020.

Internal Resources

- [Board Calendar](#) [Yearly Agenda Plan](#)
- [ISD 110 Strategic Roadmap Plan](#)

- ~~Board Finance Google Folder~~
- ~~Long Term Planning Model~~
- ~~Board Goals Statement~~

5.E. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report

Presenter: Reidun
Trostad and Lexi
Stillwell

6.B. Administrative Presentation: Elementary Music
Programs



Elementary Music and Band Showcase



Ann Swanson, BV Principal
Dr. Khuzana DeVaan, SV Principal
Keith Baune, LT Principal

Kristina Schuh, BV Music
Mariah Dant, SV Music
Evan Jones, LT Music
Jake Esterberg, Grade 5 Band

Instruments in K, 1st, and 2nd Grade



Various Percussion



Boomwhackers



Glockenspiel

1st Grade Autumn is Here



2nd Grade Hot Cross Buns



Instruments in 3rd and 4th* Grade



- Recorder*
- Bucket Drums
- Xylophone
- Glockenspiel
- Various Percussion
- Cups

4th Grade Recorder Recital



4th Grade Bucket Drumming



Instruments in 5th* Grade

- Ukulele*
- Xylophone
- Glockenspiel
- Bucket Drums
- Various Percussion
- Cups



5th Grade Xylophone

5th Grade Cups



Kindergarten
-Kinderama



Performances

1st Grade
-Grandparents' Day

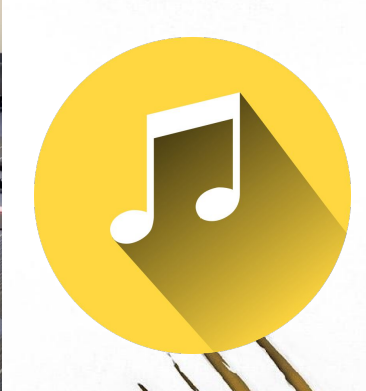


2nd and 3rd Grade
-Musicals
-Singing

4th Grade
-Recorder Recitals
-Singing
-Bucket Drumming



5th Grade
-Ukulele
-Singing
-Bucket Drumming



Veteran's Day
MMEA All-Star Choir



Curriculum

- 50 minutes every three days
- Early emphasis on music exploration and movement
- Voice is emphasized early in music instruction
- Concepts taught in a spiral curriculum
- Solfege used as tool to increase literacy
- Rhythms taught with syllables
- Daily emphasis on music making and creating
- Hands on activities and instrument playing to produce independent musicians



Social-Emotional Learning

- Material and content taught through play
- Opportunities to practice grit in independent instrument playing
- Strengthening intrapersonal skills through examining how music impacts one's self
- Improving team working through group music making creation and performance
- Practicing empathy through storytelling and musical literature
- Group musical activities that bolster class relationships

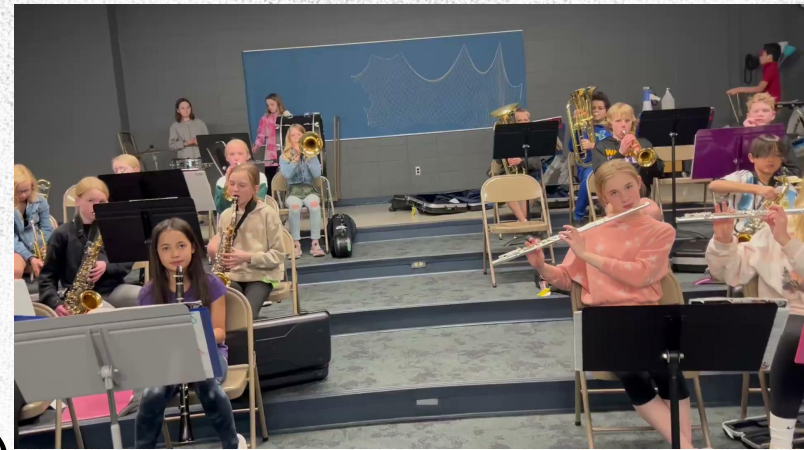


5th Grade Band (the stats)

- 2020 – 180 Students
- 2021 – 218 Students (8 late joins)
- 2022 – 244 Students (77% of Class)
- 2023 – 182 Students
- 2024 – 240 Students (83% of Class!)
(90 at LT – 85%!!!)

Structure:

- One 25 minute Lesson every 6 School days (pulled from Music Class)
- 6 Full Band Rehearsals (once a month between December and May)



5th Grade Band Concerts

**** Informance
(November - Elm Gym)**

**“Informational
Performance”**

***First time as Full Band!**

**** District Band Festival
(February - MS Gym)**

**All 900 Band Students
See all the levels!**

**** May Band Concert
(May - MS Auditorium)**

Showcase growth!

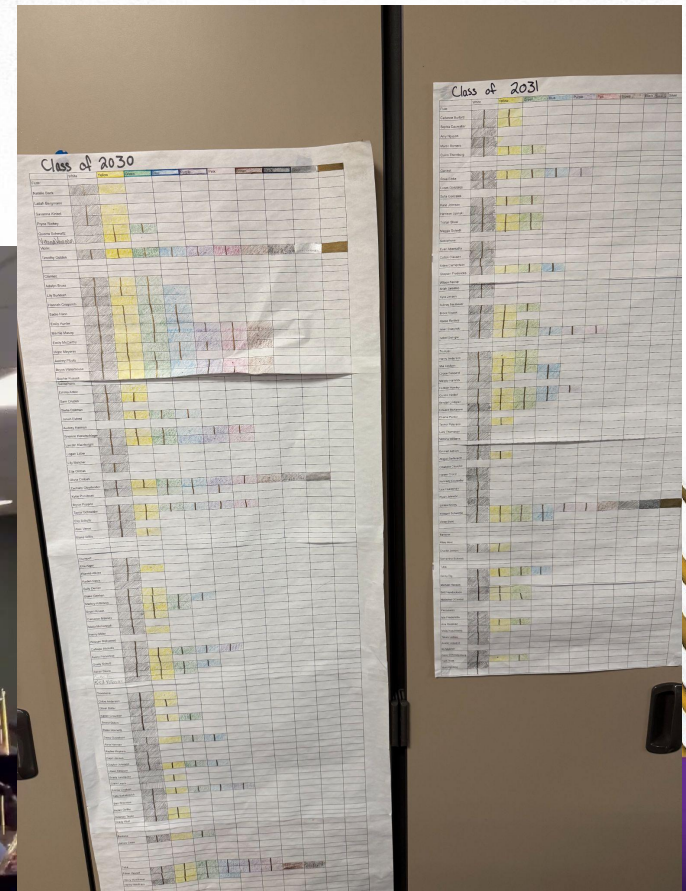


Band Karate

- Pass-off System
- Students can track their own progress
- Learn and go at their own pace
- Option to send Video
- Questions and Songs to Play
- Extra Credit for each Belt

Band Hero

- Guitar Hero...but for Band!
- Fun Songs!
- Different levels (like amount of notes, how often it changes, etc)
- Cool backing tracks



7. **ACTION ITEMS**

7.A. Adopt Final Pay 2025 Levy

Presenter: Pam
Carman, Director of
Finance and
Operations



MEMORANDUM

TO: Members of the School Board

FROM: Pam Carman, Director of Finance & Operations

DATE: December 16, 2024

SUBJECT: Certification of the Final Levy for 2025 Taxes Payable

Dear Members of the School Board,

As we approach the final stages of the levy certification process, I am requesting your approval to certify the final levy for 2025 taxes payable.

Comparison of Actual Tax Levy Payable in 2024 to Proposed Levy Payable in 2025				
Fund Levy Category	Actual Levy Payable in 2024	Proposed Levy Payable in 2025	\$ Change	% Change
General				
Voter Approved Operating Referendum	4,800,163	5,050,891	250,728	5.22%
Local Optional Revenue (LOR)	3,090,372	3,200,911	110,539	3.58%
Equity	510,070	533,580	23,510	4.61%
Operating Capital	427,620	478,227	50,607	11.83%
Long-Term Facilities Maintenance	607,660	750,949	143,289	23.58%
Building/Land Lease	646,759	650,396	3,637	0.56%
Other	372,590	380,122	7,532	2.02%
Prior Year Adjustment	(255,704)	(152,941)	102,763	-40.19%
Total General Fund	10,199,531	10,892,135	692,605	6.79%
Community Service				
Basic Community Education	171,832	168,095	(3,737)	-2.17%
Early Childhood Family Education	91,768	101,890	10,122	11.03%
School-Age Child Care	36,000	-	(36,000)	-100.00%
Other	6,629	6,847	218	3.29%
Prior Year Adjustments	(7,869)	(10,840)	(2,971)	37.76%
Total Community Service	298,360	265,992	(32,368)	-10.85%
Debt Service				
Voter Approved	7,818,412	7,221,487	(596,925)	-7.63%
Other	433,125	469,560	36,435	8.41%
Long-Term Facilities Maintenance	1,085,307	1,576,950	491,643	45.30%
Reduction of Debt Excess	(520,223)	(607,972)	(87,749)	16.87%
Prior Year Adjustments	613	12,461	11,848	1932.77%
Total Debt Service	8,817,234	8,672,485	(144,749)	-1.64%
Total Levy, All Funds	19,315,126	19,830,614	515,488	2.67%
Subtotal by Truth in Taxation Categories				
Voter Approved	12,130,841	11,771,633	(359,208)	-2.96%
Other	7,184,285	8,058,980	874,695	12.18%
Total	19,315,126	19,830,614	515,488	2.67%

7.B. Resolution Relating to the General Obligation Facilities Maintenance and Refunding Bonds, Series 2025A; Authorizing the Issuance and Authorizing the Superintendent or Director of Finance and Operations and Any Board Officer to Award the Sale Thereof and to Take Such Action and Execute All Documents Necessary to Accomplish Said Award and Sale; Authorizing the Issuance and Sale Thereof and Providing for Credit Enhancement with Respect Thereto, and Establishing Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code **(ROLL CALL VOTE)**

Presenter: Pam Carman, Director of Finance and Operations



PMATM
SECURITIES

December 2024

ISD 110
Waconia Public Schools

Series 2025A Bonds

Michael Hart

VP, Managing Director
mhart@pmanetwork.com
612-509-2569

Steve Pumper

Senior Vice President
spumper@pmanetwork.com
612-509-2565

Greta Pudas

Director, Public Finance
gpudas@pmanetwork.com
612-509-2574



Project Cost Summary

	Original Plan	Post Bid	
Bid Totals*		\$ 10,403,555	
Contingency (7%)		728,249	
Project Cost	13,044,688	11,131,804	
SIQ Fee	3,010,313	3,010,313	Difference
Total Project Cost	16,055,000	14,142,116	\$ (1,912,884)
Series 2024A Bonds	5,000,000	5,000,000	
Interest Earnings	-	-	
Required 2025A Funding	11,055,000	9,142,116	

* Does not account for any changes due to rebid of controls



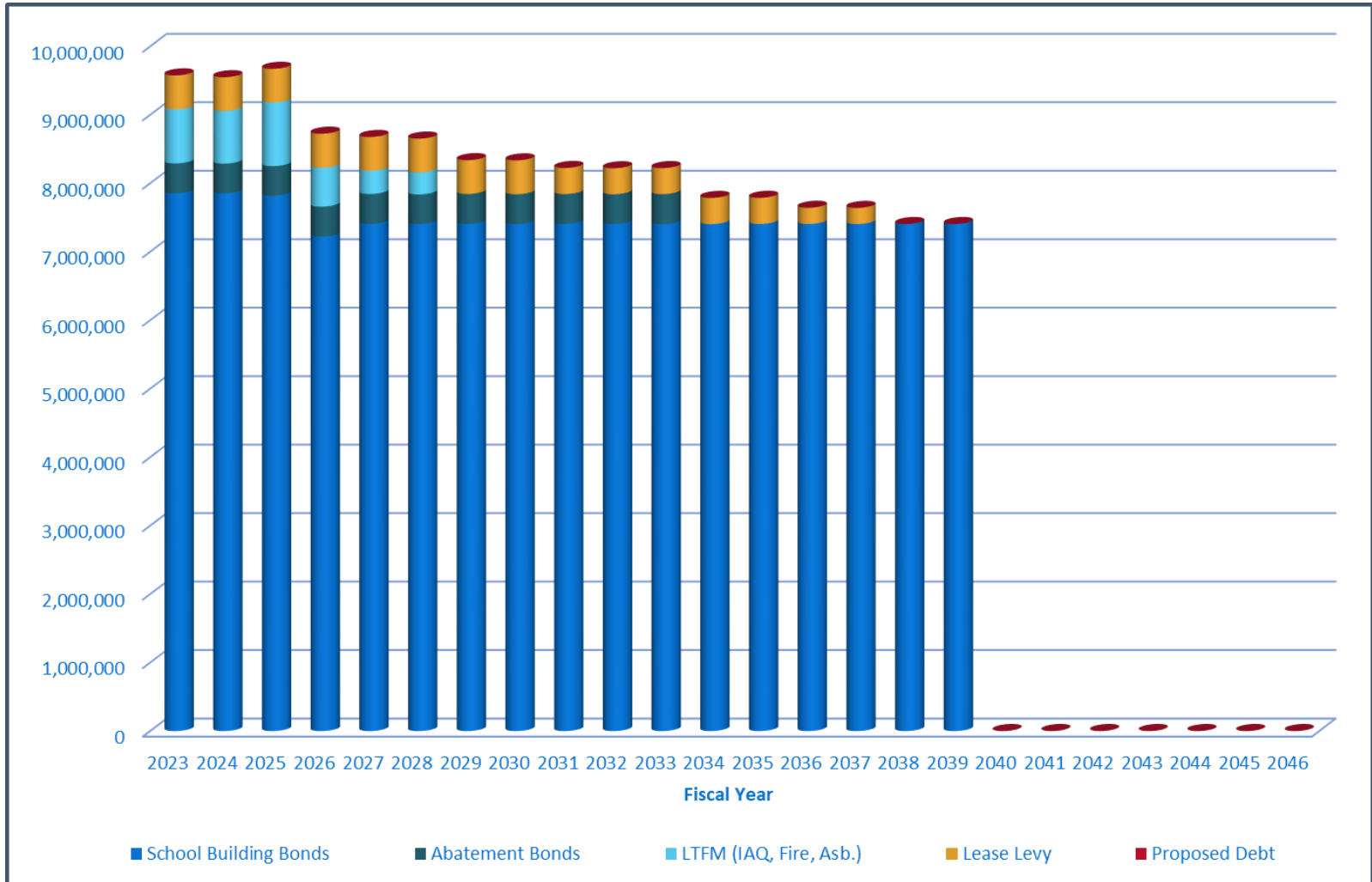
Refunding Opportunity – 2015B Bonds

Refunding Candidate	G.O. School Building Bonds, Series 2015B
Callable Maturities	2026 - 2039
Callable Bonds	\$75,000,000
Interest Rate on Current Bonds	3.00% - 5.00%
<hr/>	
Target Maturities	2034 & 2037
Callable Maturities	\$11,995,000
Interest Rate Target Maturities	4.00% & 5.00%
Estimated True Interest Cost on Refunding Bonds*	3.99%
Estimated Gross Savings*	\$841,178

*Based on market interest rates as of November 27, 2024



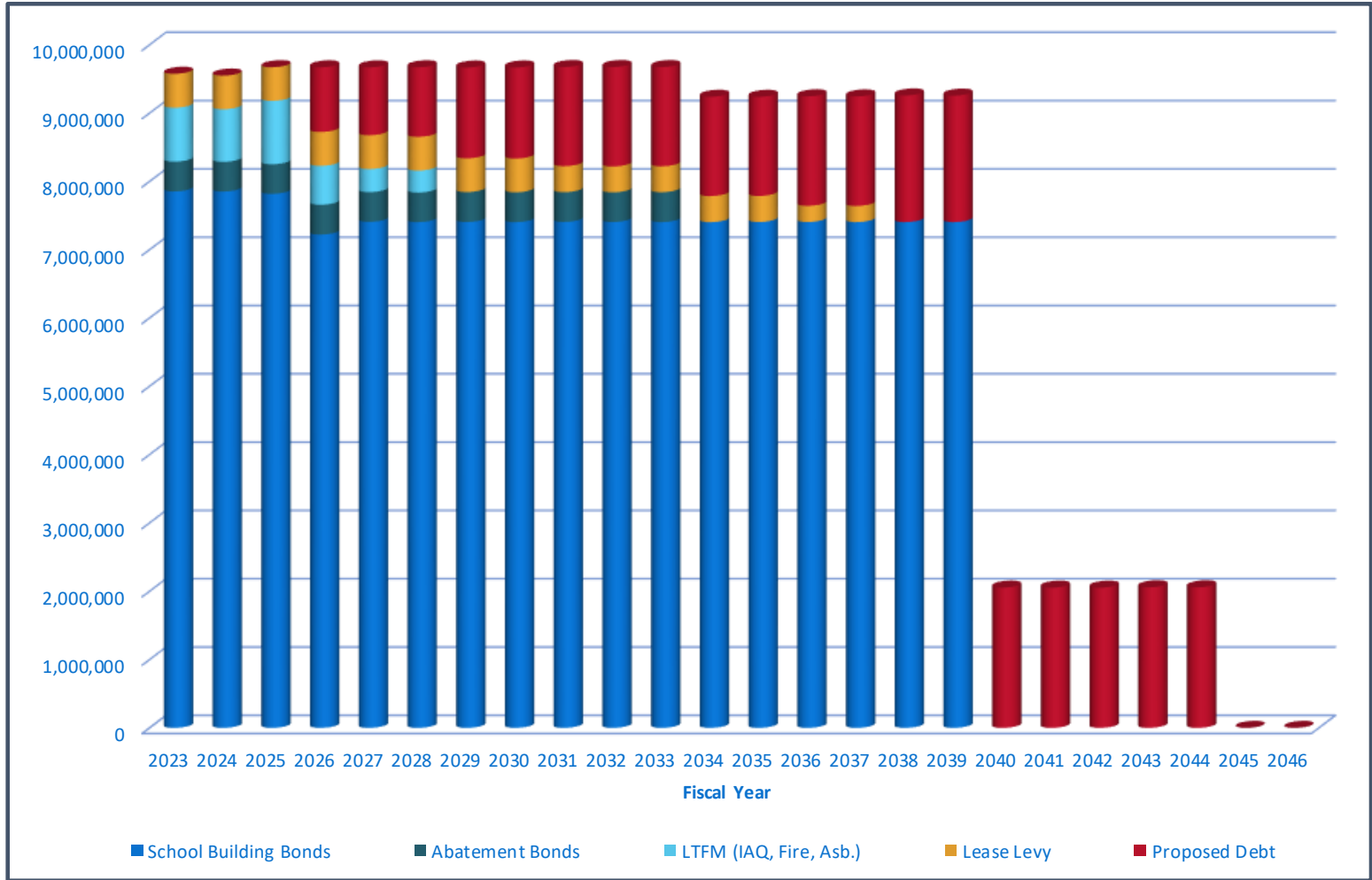
Outstanding Bond Annual Payments





Bond Structure (Original Plan)

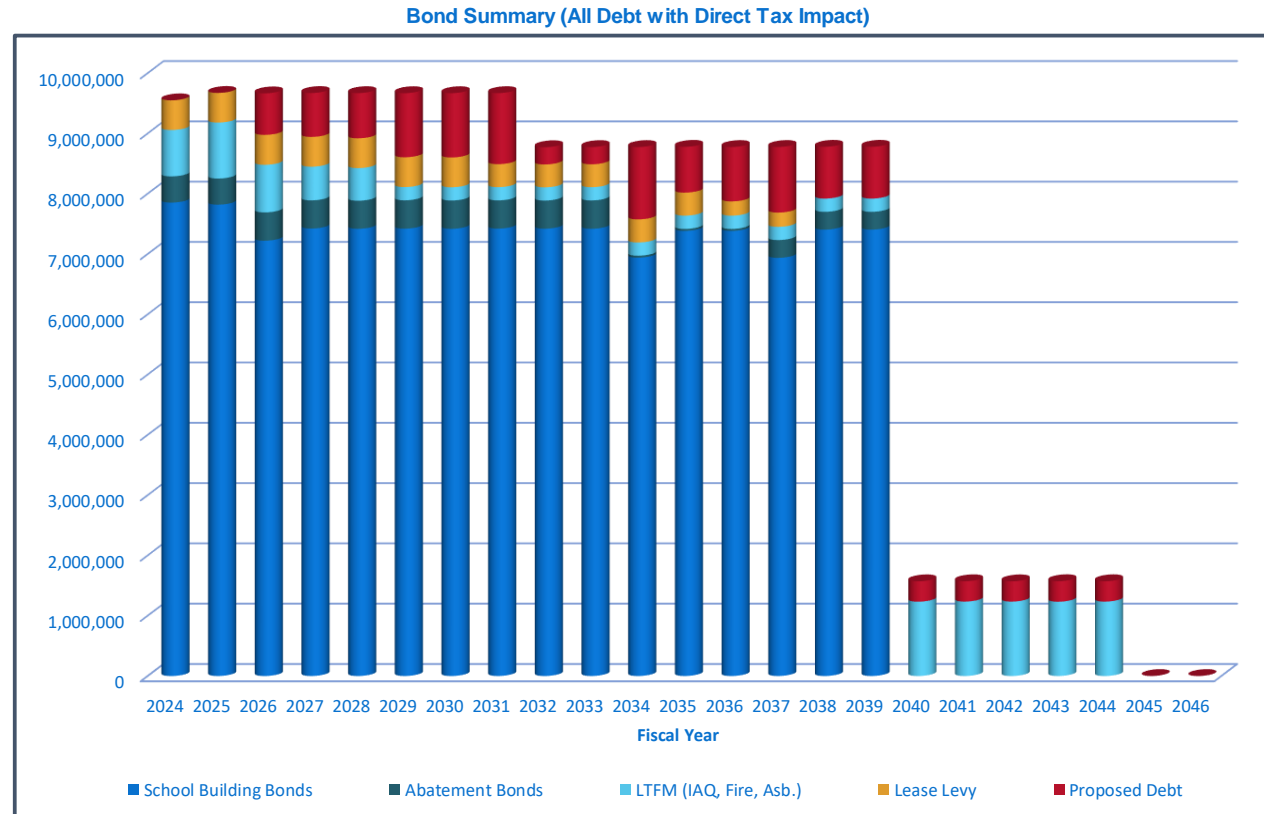
Bond Summary (All Debt with Direct Tax Impact)





Bond Structure (Updated Plan)

- Tax Neutral
- Reduced Project Amount from improved bids
- Savings from bond refunding
- Planning ahead for future improvements as outlined in current facilities plan with planned payment reduction in FY 2032





Timeline

December 2024						
S	M	T	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Board Action Dates

Est. Bond Pricing Date

Bond Closing

Date	Action Item
December 16, 2024	Review Finance Plan with Board
December 16, 2024	Board Considers Parameters Resolution
December 17, 2024	Draft of POS distributed for review
December 17, 2024	Prepare and send RFP to potential Underwriters
January 7, 2025	Receive RFPs and select Underwriter
Week of January 20, 2025	Due Diligence Call
Week of January 20, 2025	Rating Call (if applicable)
By January 29, 2025	Rating Received & POS released to Underwriter
February 5, 2025	Bond Pricing (Interest Rates Locked)
February 10, 2025	Board Considers Ratifying Resolution (Tentative Board Meeting)
February 27, 2025	Bond Closing
May 28, 2025	Bond Call



Board Resolution – December 16, 2024

- ▶ Approval of proceeding with LTFM and Refunding Bonds subject to certain parameters
- ▶ Combines refunding with LTFM Bonds
- ▶ Allows the submission of the State Credit Enhancement Application

Bond Parameters:

- ▶ Authority given to the Superintendent or Director of Business Services and an officer of the board to execute the documents to complete the bond sale if:
 - ▶ Maximum par amount for LTFM does not exceed \$9,300,000
 - ▶ Maximum par amount for refunding does not exceed \$12,200,000
 - ▶ Minimum savings of \$250,000
 - ▶ Maximum TIC of 5.0%
 - ▶ Is executed prior to June 30, 2025
- ▶ Full Board ratifies the sale at its next Board Meeting



Contact Us



Steve Pumper

Senior Vice President
612-509-2565
spumper@pmanetwork.com



Michael Hart

VP, Managing Director
612-509-2569
mhart@pmanetwork.com



Greta Pudas

Director, Public Finance
612-509-2574
gpudas@pmanetwork.com

Website:
www.pmanetwork.com



Disclosure

The information contained herein is solely intended to suggest/discuss potentially applicable financing applications and is not intended to be a specific buy/sell recommendation, nor is it an official confirmation of terms. Any terms discussed herein are preliminary until confirmed in a definitive written agreement.

The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive. The information set forth herein was gathered from sources which we believe, but do not guarantee, to be accurate. Neither the information, nor any options expressed, constitute a solicitation by us for purposes of sale or purchase of any securities or commodities. Investment/financing decisions by market participants should not be based on this information.

You should consider certain economic risks (and other legal, tax, and accounting consequences) prior to entering into any type of transaction with PMA Securities, LLC or PMA Financial Network, LLC. It is imperative that any prospective client perform its own research and due diligence, independent of us or our affiliates, to determine suitability of the proposed transaction with respect to the aforementioned potential economic risks and legal, tax, and accounting consequences. Our analyses are not and do not purport to be appraisals of the assets, or business of the Issuer or any other entity. PMA makes no representations as to the actual value which may be received in connection with a transaction nor the legal, tax, or accounting effects of consummating a transaction. PMA cannot be relied upon to provide legal, tax, or accounting advice. You should seek out independent and qualified legal, tax, and accounting advice from outside sources. This information has been prepared for informational and educational purposes and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined.

Securities, public finance and institutional brokerage services are offered through PMA Securities, LLC. PMA Securities, LLC is a broker-dealer and municipal advisor registered with the SEC and MSRB, and is a member of FINRA and SIPC. PMA Asset Management, LLC, an SEC registered investment adviser, provides investment advisory services to local government investment pools. All other products and services are provided by PMA Financial Network, LLC. PMA Financial Network, LLC, PMA Securities, LLC, and PMA Asset Management, LLC (collectively "PMA") are under common ownership. Securities and public finance services offered through PMA Securities, LLC are available in CA, CO, FL, IL, IN, IA, MI, MN, MO, NE, NY, OH, OK, PA, SD, TX and WI. This document is not an offer of services available in any state other than those listed above, has been prepared for informational and educational purposes only and does not constitute a solicitation to purchase or sell securities, which may be done only after client suitability is reviewed and determined. All investments mentioned herein may have varying levels of risk, and may not be suitable for every investor. For more information, please visit us at www.pmanetwork.com. For institutional use only.

NOTICE RELATING TO
GENERAL OBLIGATION FACILITIES MAINTENANCE BONDS, SERIES 2025A
OF INDEPENDENT SCHOOL DISTRICT NO. 110 (WACONIA PUBLIC SCHOOLS),
MINNESOTA

NOTICE IS HEREBY GIVEN that Independent School District No. 110 (Waconia Public Schools), Minnesota (the District) intends to issue its General Obligation Facilities Maintenance Bonds, Series 2025A in an amount not to exceed \$9,300,000, pursuant to Minnesota Statutes, Section 123B.595, subdivision 5, and reaffirm and update that certain notice with respect to the Project (as hereinafter described) previously published on December 28, 2023. The proceeds of the Bonds will be used to finance certain indoor air quality projects (collectively, the Project), as described in the District's approved ten-year facility plan for Fiscal Year 2025 (the Facility Plan). A copy of the Facility Plan will be on file with the District and available for public inspection at the District offices during regular business hours. The total amount of outstanding indebtedness of the District as of December 1, 2024 is \$101,633,000. Any interested person may submit written comments relating to the Bonds or the Project to the District.

BY ORDER OF THE SCHOOL BOARD
OF INDEPENDENT SCHOOL DISTRICT
NO. 110 (WACONIA PUBLIC
SCHOOLS), MINNESOTA

CERTIFICATION OF MINUTES RELATING TO
GENERAL OBLIGATION FACILITIES MAINTENANCE AND REFUNDING BONDS,
SERIES 2025A

Issuer: Independent School District No. 110 (Waconia Public Schools), Minnesota

Governing Body: School Board

Kind, date, time and place of meeting: A regular meeting held on December 16, 2024 at 7:00 p.m. at the District Office.

Members present:

Members absent:

Documents attached:

Minutes of said meeting (including):

RESOLUTION RELATING TO GENERAL OBLIGATION FACILITIES MAINTENANCE AND REFUNDING BONDS, SERIES 2025A; AUTHORIZING THE ISSUANCE AND AUTHORIZING THE SUPERINTENDENT OR DIRECTOR OF FINANCE AND OPERATIONS AND ANY BOARD OFFICER TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE; AUTHORIZING THE ISSUANCE AND SALE THEREOF AND PROVIDING FOR CREDIT ENHANCEMENT WITH RESPECT THERETO, AND ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE

I, the undersigned, being the duly qualified and acting recording officer of the public corporation issuing the bonds referred to in the title of this certificate, certify that the documents attached hereto, as described above, have been carefully compared with the original records of said corporation in my legal custody, from which they have been transcribed; that said documents are a correct and complete transcript of the minutes of a meeting of the governing body of said corporation, and correct and complete copies of all resolutions and other actions taken and of all documents approved by the governing body at said meeting, so far as they relate to said bonds; and that said meeting was duly held by the governing body at the time and place and was attended throughout by the members indicated above, pursuant to call and notice of such meeting given as required by law.

WITNESS my hand officially as such recording officer this 16th day of December, 2024.

School District Clerk

Member _____ introduced the following resolution and moved its adoption, which motion was seconded by Member _____:

RESOLUTION RELATING TO GENERAL OBLIGATION FACILITIES MAINTENANCE AND REFUNDING BONDS, SERIES 2025A; AUTHORIZING THE ISSUANCE AND AUTHORIZING THE SUPERINTENDENT OR DIRECTOR OF FINANCE AND OPERATIONS AND ANY BOARD OFFICER TO AWARD THE SALE THEREOF AND TO TAKE SUCH ACTION AND EXECUTE ALL DOCUMENTS NECESSARY TO ACCOMPLISH SAID AWARD AND SALE; AUTHORIZING THE ISSUANCE AND SALE THEREOF AND PROVIDING FOR CREDIT ENHANCEMENT WITH RESPECT THERETO, AND ESTABLISHING COMPLIANCE WITH REIMBURSEMENT BOND REGULATIONS UNDER THE INTERNAL REVENUE CODE

BE IT RESOLVED by the School Board (the Board) of Independent School District No. 110 (Waconia Public Schools), Minnesota (the District), as follows:

SECTION 1. AUTHORIZATION, ELECTION AND DISTRICT INDEBTEDNESS. Pursuant to a resolution adopted on December 18, 2023 (the Intent Resolution), this Board determined it to be necessary and desirable and in the best interest of the District to issue general obligation facilities maintenance bonds, pursuant to Minnesota Statutes, Section 123B.595 and Chapter 475.

This Board reaffirms the findings and determinations in the Intent Resolution and hereby determines that it is necessary and desirable and in the best interest of the District to issue its General Obligation Facilities Maintenance and Refunding Bonds, Series 2025A (the Bonds), according to the parameters set forth in Section 4 below.

The proceeds of the Bonds will be used, together with any funds of the District which might be required, to: (i) finance certain indoor air quality projects (collectively, the Project), as described in the District's ten-year facility plan for Fiscal Year 2025 (the Facility Plan) approved by this Board pursuant to the Intent Resolution (the Project); and (ii) refund, in a current refunding on May 28, 2025 (the Redemption Date), the 2034 and 2037 maturities of the District's outstanding General Obligation School Building Bonds, Series 2015B, dated as of February 18, 2015, and issued in the original principal amount of \$75,000,000 (the Refunding).

SECTION 2. APPROVAL BY COMMISSIONER OF EDUCATION OF THE STATE OF MINNESOTA. The Facility Plan was submitted to and approved by the Commissioner of Education of the State of Minnesota (the Commissioner) as required by Minnesota Statutes, Section 123B.595, subdivision 5.

SECTION 3. NOTICE PUBLICATION. Pursuant to the Intent Resolution, the Clerk caused notice of the intended Project, the amount of Bonds to be issued to finance the Project, and the total amount of the District's indebtedness to be published in a legal newspaper of general circulation in the District on December 28, 2023. The Clerk is authorized and directed to cause a renewed and updated notice of the intended Project, the amount of the Bonds to be issued to finance

the Project, and the total amount of the District's indebtedness to be published in a legal newspaper of general circulation in the District.

SECTION 4. SOLICITATION OF PROPOSALS; APPROVAL OF THE SALE OF THE BONDS; PARAMETERS. The District has retained PMA Securities, LLC, in Albertville, Minnesota (PMA), as its independent municipal advisor with respect to the sale of the Bonds. PMA is authorized to solicit proposals for the Bonds on behalf of the District without requirement of published notice, in accordance with Minnesota Statutes, Section 475.60, subdivision 2, paragraph (9). The District authorizes PMA to proceed with a negotiated sale of the Bonds with an established underwriter (the Underwriter).

In consultation with PMA, the Superintendent or Director of Finance and Operations and any Board officer are hereby authorized to approve the sale of the Bonds and execute a bond purchase agreement for the Bonds with the Underwriter, provided that:

- (a) the aggregate principal amount of the portion of the Bonds issued to finance the Project shall not exceed \$9,300,000 and the true interest cost shall not exceed 5.00%; and
- (b) the aggregate principal amount of the portion of the Bonds issued to accomplish the Refunding shall not exceed \$12,200,000 and shall result in a minimum savings of \$250,000.

SECTION 5. BOARD RATIFICATION OF SALE. Upon approval of the sale of the Bonds by the Superintendent or Director of Finance and Operations and any Board officer, the Board will take action at a regularly scheduled or special meeting thereafter to adopt a bond resolution prepared by the District's bond counsel ratifying the sale of the Bonds and incorporating the terms and conditions with respect thereto.

SECTION 6. OFFICIAL STATEMENT. PMA, on behalf of the District, and employees and officers of the District, are hereby authorized to prepare and distribute a preliminary official statement (the Preliminary Official Statement) related to the sale of the Bonds. The Superintendent and Director of Finance and Operations are each hereby authorized to approve the Preliminary Official Statement and deem the Preliminary Official Statement substantially final in accordance with applicable federal securities laws. The Superintendent and Director of Finance and Operations are hereby further authorized to review and approve the distribution of any addenda or supplements to the Preliminary Official Statement which are useful or necessary in connection with the marketing and sale of the Bonds. The Underwriter is hereby authorized to use and distribute the Preliminary Official Statement in connection with the offering of the Bonds in accordance with SEC Rule 15c2-12.

SECTION 7. STATE CREDIT ENHANCEMENT PROGRAM. (a) The District hereby covenants and obligates itself to notify the Commissioner of the Department of Education of the State of Minnesota (the Commissioner of Education) of a potential default in the payment of principal and interest on the Bonds and to use the provisions of Minnesota Statutes, Section 126C.55 to guarantee payment of the principal and interest on the Bonds when due. The District further covenants to deposit with the Registrar or any successor paying agent three (3) days prior

to the date on which a payment is due an amount sufficient to make that payment or to notify the Commissioner of Education that it will be unable to make all or a portion of that payment. The Registrar for the Bonds is authorized and directed to notify the Commissioner of Education if it becomes aware of a potential default in the payment of principal or interest on the Bonds or if, on the day two (2) business days prior to the date a payment is due on the Bonds, there are insufficient funds to make that payment on deposit with the Registrar. The District understands that as a result of its covenant to be bound by the provision of Minnesota Statutes, Section 126C.55, the provisions of that section shall be binding as long as any Bonds of this issue remain outstanding.

(b) The District further covenants to comply with all procedures now and hereafter established by the Departments of Management and Budget and Education of the State of Minnesota pursuant to Minnesota Statutes, Section 126C.55, subdivision 2(c) and otherwise to take such actions as necessary to comply with that section. The chair, clerk, superintendent or Director of Finance and Operations is authorized to execute any applicable Minnesota Department of Education forms.

SECTION 8. REIMBURSEMENT. (a) (i) The Internal Revenue Service has issued Section 1.150-2 of the Income Tax Regulations (the Regulations) dealing with the issuance of tax-exempt obligations all or a portion of the proceeds of which are to be used to reimburse the District for Project expenditures made by the District prior to the date of issuance (the Reimbursement Obligations).

(ii) The Regulations generally require that the District make a declaration of its official intent to reimburse itself for such prior expenditures out of the proceeds of a subsequently issued series of tax-exempt obligations within 60 days after payment of the expenditures, that such obligations be issued and the reimbursement allocation be made from the proceeds of such obligations within the reimbursement period (as defined in the Regulations), and that the expenditures reimbursed be capital expenditures or costs of issuance of the obligations.

(iii) The District desires to comply with requirements of the Regulations with respect to the Project.

(b) (i) The District proposes to undertake Project and to make original expenditures with respect thereto prior to the issuance of Reimbursement Obligations, and reasonably expects to issue Reimbursement Obligations for such project in the maximum principal amounts shown below:

<u>Project</u>	<u>Maximum Amount of Obligations Expected to be Issued for Project</u>
Indoor air quality projects.	\$9,300,000

(ii) Other than (i) de minimis amounts permitted to be reimbursed pursuant to Section 1.150-2(f)(1) of the Regulations or (ii) expenditures constituting preliminary

expenditures as defined in Section 1.150-2(f)(2) of the Regulations, the District will not seek reimbursement for any original expenditures with respect to the foregoing Project paid more than 60 days prior to the date of adoption of this resolution. All original expenditures for which reimbursement is sought will be capital expenditures or costs of issuance of the Reimbursement Obligations.

(c) As of the date hereof, there are no District funds reserved, pledged, allocated on a long term basis or otherwise set aside (or reasonably expected to be reserved, pledged, allocated on a long term basis or otherwise set aside) to provide permanent financing for the original expenditures related to the Project other than pursuant to the issuance of the Reimbursement Obligations. Consequently, it is not expected that the issuance of the Reimbursement Obligations will result in the creation of any replacement proceeds.

(d) The District's Director of Finance and Operations shall be responsible for making the "reimbursement allocations" described in the Regulations, being generally the transfer of the appropriate amount of proceeds of the Reimbursement Obligations to reimburse the source of temporary financing used by the District to make payment of the original expenditures relating to the Project. Each reimbursement allocation shall be made not later than (i) eighteen (18) months after the date of the original expenditure or (ii) eighteen (18) months after the date the Project is placed in service or abandoned (but in no event later than three (3) years after the original expenditure is paid) and shall be evidenced by an entry on the official books and records of the District maintained for the Reimbursement Obligations and shall specifically identify the original expenditures being reimbursed.

SECTION 9. EXPIRATION OF AUTHORITY. If the Superintendent or Director of Finance and Operations and any Board officer have not approved the sale of the Bonds and executed the related bond purchase agreement or agreement by June 30, 2025, the authorization provided in Section 4 of this resolution shall expire.

Upon vote being taken thereon, the following voted in favor thereof:

and the following voted against the same:

whereupon the resolution was declared duly passed and adopted.

7.C. Bid Awarding for IAQ

Presenter: Pam
Carman, Director of
Finance and
Operations



MEMORANDUM

TO: Finance Committee, ISD 110 School Board

FROM: Pam Carman, Director of Finance & Operations
Tim Bisek, Director of Buildings & Grounds

DATE: December 9, 2024

SUBJECT: Update Indoor Air Quality (IAQ) Project

Purpose

To provide the Finance Committee with an update on the Indoor Air Quality (IAQ) projects at Waconia High School and the District Office, including bid outcomes, variances, and recommendations.

Background

In Fall 2024, we started the bid process for two critical Indoor Air Quality (IAQ) projects at Waconia High School and the District Office. These projects address identified air quality concerns and are scheduled for completion during summer 2025 to minimize disruptions.

Bid Preparation

To encourage broad contractor participation, bid packets included two timeline options:

- **Option A:** The preferred timeline for contractors, offering more time for project completion.
- **Option B:** A compressed schedule to ensure completion within the same summer.

Bids were received and opened on November 12, 2024. Each bid was evaluated based on alignment with project goals, budget adherence, and timeline feasibility.

Funding Overview

- **Total Estimated Cost:** \$16,055,000
- **Funding Plan:**
 - \$5,000,000 in bonds issued in 2024.
 - \$11,055,000 in bonds to be issued in 2025.
- **Initial Budget:** Developed with SiteLogiq, accounting for general trades, mechanical, electrical, and other specialized components.

Bid Summary

Below you will find a summary of the bids received for each location:

Waconia District Office				
General Trades				
BCI Construction		\$ 175,000	\$ -	\$ 175,000
Mechanical				
Northern Air Mechanical		\$ 350,000	\$ 36,000	\$ 386,000
SCR		\$ 209,000	\$ 40,000	\$ 249,000
True Mechanical		\$ 253,615	\$ 16,500	\$ 270,115
True Mechanical MN Inc.		\$ 240,000	\$ 20,000	\$ 260,000
Davis Mechanical Systems		\$ 289,000	\$ 53,526	\$ 342,526
Weidner		\$ 298,000	\$ 46,000	\$ 344,000
Electrical				
Choice Electric		\$ 68,750	\$ -	\$ 68,750
Laketown Electric Inc.		\$ 116,000	\$ -	\$ 116,000
Temperature Controls				
UHL		\$ 51,756	\$ -	\$ 51,756
Test & Balance				
SMB		\$ 4,800	\$ -	\$ 4,800
Premier TAB		\$ 5,000	\$ -	\$ 5,000
Air Systems Engineering, Inc.		\$ 6,300	\$ -	\$ 6,300

Waconia HighSchool

General Trades				
BCI Construction		\$ 1,035,000	\$ -	\$ 1,035,000
Construction Results		\$ 1,328,577	\$ -	\$ 1,328,577
Mechanical				
Cool Air Mechanical		\$ 5,636,000	\$ 65,000	\$ 5,701,000
SCR		\$ 7,734,000	\$ -	\$ 7,734,000
Davis Mechanical Systems		\$ 7,653,043	\$ -	\$ 7,653,043
Weidner		\$ 6,740,000	\$ (25,000)	\$ 6,715,000
Electrical				
Choice Electric		\$ 558,100	\$ -	\$ 558,100
Tru Industries		\$ 578,000		\$ 578,000
Augusta Electric Inc.		\$ 585,000		\$ 585,000
Laketown Electric Inc.		\$ 728,000	\$ -	\$ 728,000
Temperature Controls				
UHL		\$ 1,077,709	\$ -	\$ 1,077,709
Test & Balance				
SMB		\$ 53,300	\$ -	\$ 53,300
Premier TAB		\$ 81,600	\$ -	\$ 81,600
Air Systems Engineeing, Inc.		\$ 58,300	\$ -	\$ 58,300

Following the receipt and evaluation of all bids, we proceeded to select the lowest responsible bids for each category, ensuring alignment with the project goals, budget constraints, and district policies. The bid evaluation process considered base bids, alternate schedules, and any pre-purchase options to maximize cost efficiency while maintaining quality. Pre-purchase items have also been added so we can evaluate the entire cost of the project.

Summary of Vendor Selection and Overall Project Cost

It is our recommendation to proceed with schedule under Option A. This was the preferred schedule for all of the vendors, and it provides the lowest cost option for the district. Below you will find a summary of the total cost based on our vendor selection for the award of the project at each location for each category.

Waconia High School				
Area	Company	Total Bid	Project Bdgt	Variance
General Trades	BCI Construction	\$1,035,000	\$1,589,799	(\$554,799)
Mechanical	Cool Air Mechanical	\$5,636,000	\$6,156,070	(\$520,070)
Electrical	Choice Electric	\$558,100	\$1,335,523	(\$777,412)
Temperature Controls	UHL	\$1,077,709	\$543,244	\$534,465
Test & Balance	SMB	\$53,300	\$118,550	(\$65,250)
Pre-Purchase Equipment		\$1,352,400	\$1,352,400	\$0
Total		\$9,712,509	\$11,095,575	(\$1,383,066)

Temperature Controls (UHL):

- **Variance:** Exceeds the budget by **\$535,465**.
- **Update:** Rejected UHL's bid and are reopening the bidding process for this single item at the high school.
- **PRO:** We could receive a more competitive bid from UHL, or a different but equally good company/product.
- **CON:** We could end up with two different systems in the same building with little to no cost savings.

District Office				
Area	Company	Total Bid	Project Bdgt	Variance
General Trades	BCI Construction	\$175,000	\$122,540	\$52,460
Mechanical	SCR	\$209,000	\$312,965	(\$103,965)
Electrical	Choice Electric	\$68,750	\$76,531	(\$7,781)
Temperature Controls	UHL	\$51,756	\$38,735	\$13,021
Test & Balance	SMB	\$4,800	\$3,792	\$1,008
Pre-Purchase Equipment		\$181,740	\$181,740	\$0
Total		\$691,046	\$736,303	(\$45,257)

Project Funding Overview

Category	Amount
Original Proposed Funding	\$16,055,000
SiteLogiq Fee	\$3,010,313
IAQ Project Funding	\$13,044,687
High School Project	\$9,712,509
District Office Project	\$691,046
Subtotal Estimated Project Cost	\$10,403,555
Contingency - 7%	\$728,249
Total Estimated Cost	\$11,131,804
Difference	\$1,912,883

Board Recommendation for December 16, 2024:

We recommend proceeding with the selected vendors as outlined above for both Waconia High School and the District Office under Option A. This schedule offers the most cost-effective solution for the district while adhering to the timeline required for completion by summer 2025.

A separate memo will address the recommendation for bond issuance related to this project.



MEMORANDUM

TO: ISD 110 School Board

FROM: Pam Carman, Director of Finance & Operations
Tim Bisek, Director of Buildings & Grounds

DATE: December 16, 2024

SUBJECT: Update Indoor Air Quality (IAQ) Project

Purpose

To present our final recommendation for awarding vendors for the IAQ Project at Waconia High School and the District Office and to provide an update on the rebidding process for temperature controls at the High School. Supporting documentation, including the bid analysis reviewed with the Finance Committee on December 9, is attached for your reference.

Recommendation

Based on the bid evaluation and funding analysis, we recommend proceeding with the following vendors for the IAQ projects under Option A, which provides the most cost-effective solution and aligns with the project timeline for completion by summer 2025:

Waconia High School

- **General Trades:** BCI Construction (\$1,035,000)
- **Mechanical:** Cool Air Mechanical (\$5,636,000)
- **Electrical:** Choice Electric (\$558,100)
- **Test & Balance:** SMB (\$53,300)

Note: The bid for Temperature Controls (UHL) exceeded the budget by \$534,465. We have rejected this bid and will rebid the temperature controls to seek more competitive options.

District Office

- **General Trades:** BCI Construction (\$175,000)
- **Mechanical:** SCR (\$209,000)
- **Electrical:** Choice Electric (\$68,750)
- **Temperature Controls:** UHL (\$51,756)
- **Test & Balance:** SMB (\$4,800)

Next Steps

Award the contracts to the vendors as outlined above for the IAQ projects at both the Waconia High School and the District Office..

We will review the revised bids associated with the temperature controls for the Waconia High School,, and prepare a recommendation at a later date, once bids are received and finalized.

Board Action Requested

Approve the recommended vendor awards for the IAQ Project.

7.D. Proposed 2026-2027 Academic Calendar

Presenter: Dr. Enid
Schonewise, Director
of Human Resources



Waconia Public Schools ISD110

Highlights of the Proposed 2026-2027 Academic Calendar

August/September

- The Friday before Labor Day will be a no school day.
- First 2-hour Early Release (5th Wednesday of September)

October/November

- On the Wednesday before MEA, there will be K-12 Conferences and/or Teacher Staff Development Day. All teachers will report.
- Second 2-hour Early Release (4th Wednesday of October)
- Full week off for students near the end of November.

Teachers that week:

- Report on Monday for a K-12 Staff Development Day
- Tuesday have a Teacher Work Day
- Wednesday have a Comp Day earned from evening conferences
- Thursday and Friday are No School Days for Students and Teachers

December

- Winter break December 23rd through January 3rd

January

- K-12 Development Day held on the first day after winter break. No school for students.
- Third 2-hour Early Release (4th Wednesday)

February

- On the first Friday, there will be K-12 Conferences and/or Teacher Staff Development Day. All teachers will report.
- On the third Monday, Teacher Comp Day earned from evening conferences
- Fourth 2-hour Early Release (4th Wednesday)

March

- Trimester 2 ends March 4; No School and Teacher Work Day on Friday, March 5
- Spring break week follows the end of Trimester 2

May/June

- Fifth 2-hour Early Release (1st Wednesday)
- Graduation will be on the Friday of Memorial Day weekend
- Last student day is June 4; last teacher day is June 7.

Trimester 1: 55 days

Trimester 2: 57 days

Trimester 3: 59 days

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

June 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19 Juneteenth	20
21	22	23	24	25	26	27
28	29	30				

July 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

August 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18 New Teacher Workshop	19 New Teacher Workshop	20 New Teacher Workshop	21	22
23	24 Teacher Workshop	25 Teacher Workshop	26 Teacher Workshop	27 Teacher Workshop	28	29
30	31 First Day of School Grades 1-12					

September 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 First Day of School - Kindergarten	3	4 No School E-12	5
6	7 Labor Day No School E-12	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30 2-HR Early Release (E-12)			

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

October 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13 K-5 Conferences Evening	14 No School E-12 K-5 Conferences -Daytime WMS/WHS Staff Development	15 No School E-12 MEA Break	16 No School E-12 MEA Break	17
18	19	20	21	22	23	24
25	26	27	28 2-HR Early Release	29	30	31

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

November 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20 End of Trimester 1	21
22	23 No School E-12 Teacher/Staff Development	24 No School E-12 Teacher Work Day	25 No School E-12 Teacher Comp Day for Conferences	26 Thanksgiving No School E-12	27 No School E-12	28
29	30					

December 2026

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23 No School E-12	24 No School E-12	25 No School E-12	26
27	28 No School E-12	29 No School E-12	30 No School E-12	31 No School E-12		

January 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 No School E-12	2
3	4 No School E-12 Teacher / Staff Development	5	6	7	8	9
10	11	12	13	14	15	16
17	18 Martin Luther King Day No School E-12	19	20	21	22	23
24	25	26	27 2-HR Early Release	28	29	30
31						

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

February 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 K-5 Conferences Evening	5 No School E-12 K-5 Conferences - Daytime WMS/WHS Staff Development	6
7	8	9	10	11	12	13
14	15 No School E-12 Teacher Comp Day for Conferences	16	17	18	19	20
21	22	23	24 2-HR Early Release	25	26	27
28						

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

March 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 End of Trimester 2	5 No School E-12 Teacher Work Day	6
7	8 No School E-12 Spring Break	9 No School E-12 Spring Break	10 No School E-12 Spring Break	11 No School E-12 Spring Break	12 No School E-12 Spring Break	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

May 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5 2-HR Early Release	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 Graduation Day	29
30	31 Memorial Day No School					

2026-2027 Proposed Academic Calendar - earlier spring break - updated 11-12-24

June 2027

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4 Last Student Day	5
6	7 Last Teacher Day	8	9	10	11	12
13	14	15	16	17	18	19 Juneteenth
20	21	22	23	24	25	26
27	28	29	30			

7.E. Reading Curriculum Purchase

Presenter: Erika
Nesvig, Director of
Education Services



K-5 ELA Curriculum

Department of Educational Services
December 9, 2024

Policy 606:

Textbooks and Instructional Materials

Section IV.

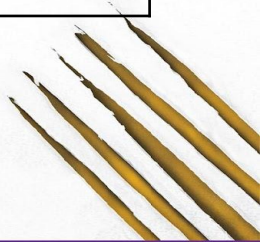
A.The superintendent [or designee] shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

B.The superintendent [or designee] shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.



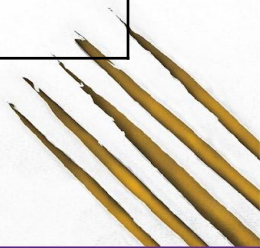
MDE Academic Standards Implementation

Area	Academic Standards Alignment	Implementation Year
Science	MN State Academic Standards	2024-2025 + MCA IV
English Language Arts	MN State Academic Standards	2025-2026 + MCA IV
Social Studies	MN State Academic Standards	2026-2027
Math	MN State Academic Standards	2027-2028 + MCA IV



MDE Implementation

MDE Implementations	Implementation Needed	Implementation Year
READ Act Assessments	Universal Screening K-3 Dyslexia Screening 4-12	2025-2026
READ Act Curriculum	Evidence Based Curriculum	2025-2026
Personal Finance	Course must be in place for the 2024-2025 9th graders	2025-2026
Ethnic Studies Course	Must be offered	2026-2027



DISTRICT 110 CURRICULUM REVIEW CYCLE

Updated May 2024

	2022-2023*	2023-2024*	2024-2025*	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
Year 1	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA	K-12 Social	K-12 Math	World Language Counselor SEL	CTE Tech/Media	K-12 Phy Ed/Health	K-5 Science
Year 2	K-5 Science	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA	K-12 Social	K-12 Math	World Language Counselor SEL	CTE Tech/Media	K-12 Phy Ed/Health
Year 3	6-8 Math	K-5 Science	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA	K-12 Social	K-12 Math	World Language Counselor SEL	CTE Tech/Media
Year 4	CTE Tech/Media	6-8 Math	K-5 Science	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA	K-12 Social	K-12 Math	World Language Counselor SEL
Year 5	World Language	CTE Tech/Media	6-8 Math	K-5 Science	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA	K-12 Social	K-12 Math
Year 6	K-12 Math	World Language	CTE Tech/Media	6-8 Math	K-5 Science	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA	K-12 Social
Year 7	K-12 Social	K-12 Math	World Language	CTE Tech/Media		K-5 Science	6-8 Science K-12 PE/Health - Music-Art	9-12 Science	K-12 ELA
Year 8	K-12 ELA	K-12 Social	K-12 Math	World Language	CTE Tech/Media		K-5 Science	6-8 Science K-12 Music-Art	9-12 Science
Year 9		K-12 ELA	K-12 Social	K-12 Math	World Language	CTE Tech/Media		K-5 Science	6-8 Science K-12 Music-Art

* Revised implementation schedule due to COVID-10 Pandemic

KEY:

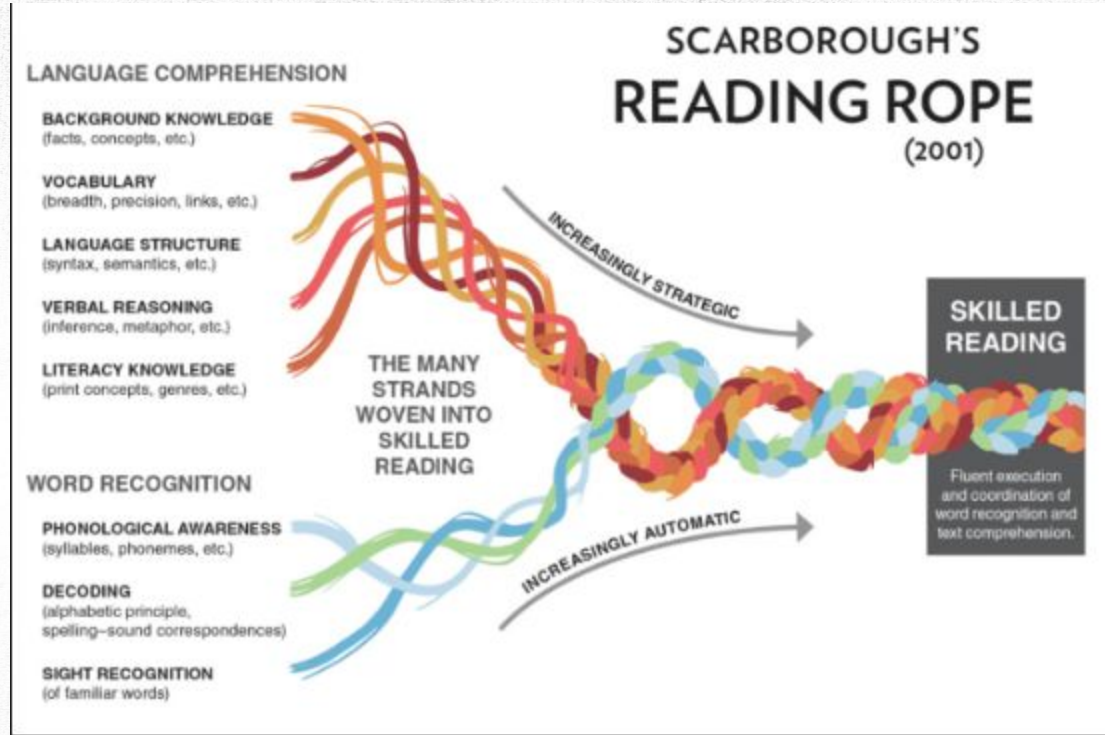
Year 1 - Preparation

Year 3 - Pacing check and assessment development

Year 2 - Implementation and fiscal purchasing year

Year 6 - Mid cycle check-in

Science of Reading



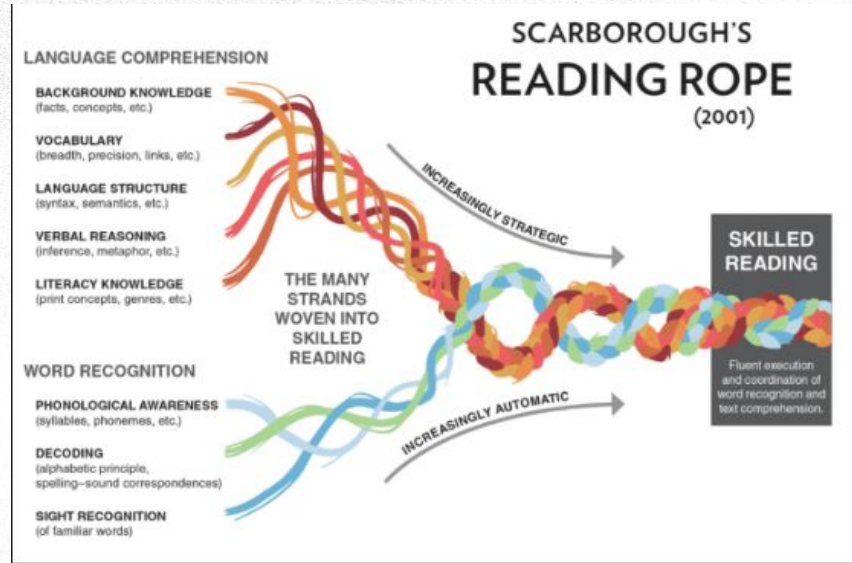
Key Pieces to a K-5 ELA Curriculum

Foundational

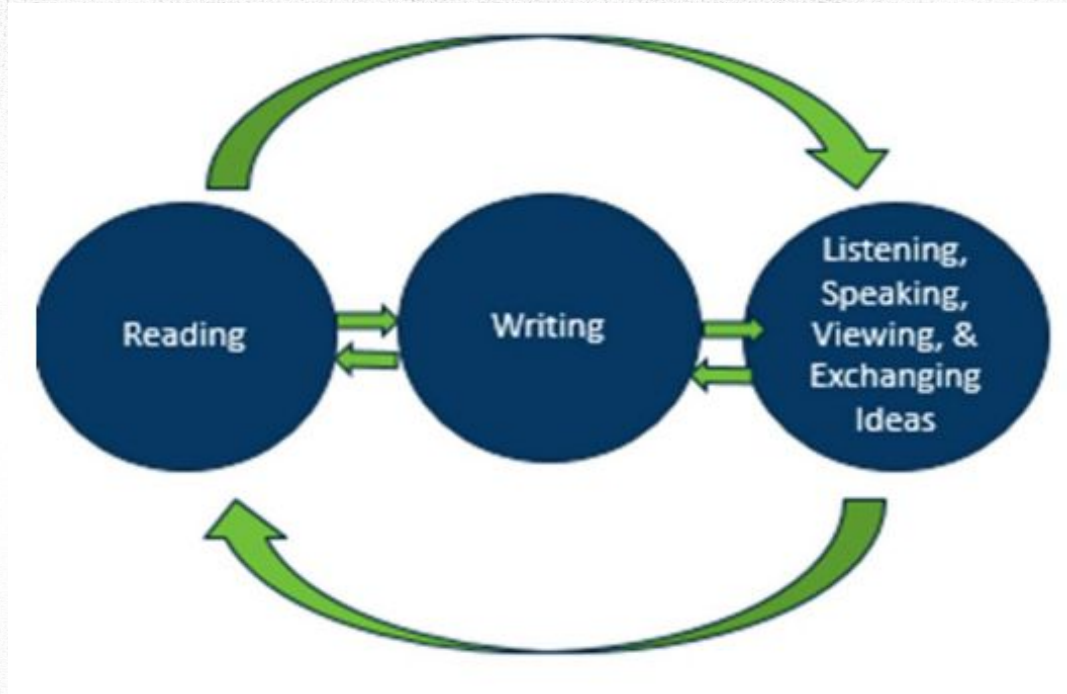
- Phonemic Awareness
- Phonics/Morphology
- Fluency

Knowledge Base

- Vocabulary
- Comprehension
- Writing



MN ELA Standards



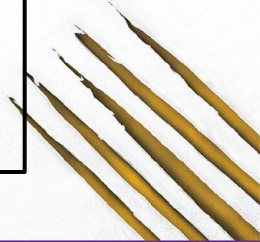
MDE Approved Curriculums

Required Elements per READ Act:

- “Evidence-based or focused on structured literacy” to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension and writing.
- Culturally and linguistically responsive
- Reflects diverse populations

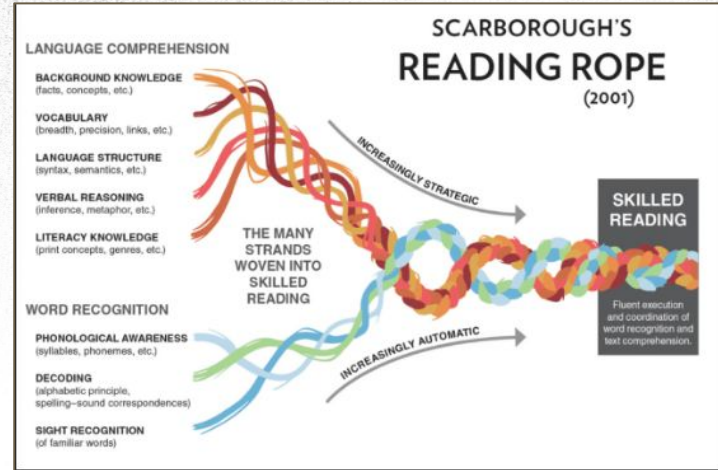
Categories

- Highly aligned
- Partially aligned
- Minimally aligned
- Not aligned



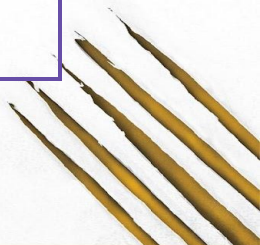
MDE Approved Curriculums

- Comprehensive Curriculum
- Foundational Curriculum
- Knowledge Building Curriculum



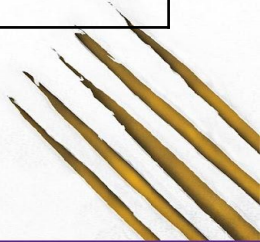
K-5 ELA Review

Spring 2023	<ul style="list-style-type: none">○ Begin review process but then paused to wait for MDE approved curriculums.
2023-2024 School Year	<ul style="list-style-type: none">○ Reviewed all highly aligned curriculums from MDE.
Fall 2024	<ul style="list-style-type: none">○ Chose 2 curriculums to review further.<ul style="list-style-type: none">○ Presentation from curriculum representatives○ Lesson piloting○ Q and A with other districts currently using curriculums.



Members of the ELA Committee

Bayview	Laketown	Southview	DES
Ann Swanson Deb Burg Jamie Sheldon Angie Pozega Megan Donkena Tatum Johnson Jenni Miller Monica Sherman Angie Lovinger	Keith Baune Stacy Gustafson Emilee Ditsch Amanda Stejskal Brittany Johnson Niki Eisenmann Devin McNeill Kasja Williamson Andrea Turnquist	Khuzana DeVaan Heather Huskey Karla Hormann Margo Skjefte Josh Sell Melia Archambault Jill Kruse Kristie Dustin Shannon Kolhei LeAnn Millender	Erika Nesvig Lindsay Seim



Rubric used to Evaluate Resources



Curriculum Review of WIT & WISDOM MN conducted in partnership between the Minnesota Department of Education (MDE) and The Center for Applied Research and Educational Improvement (CAREI) at the University of Minnesota-Twin Cities under the guidelines of the Minnesota Reading to Ensure Academic Development (READ) Act (January 2024). This spreadsheet is designed to be read in conjunction with the curriculum review report, accessible at <https://z.umn.edu/READ-Wit-report>.

Grade	Descriptor	Look-Fors & Examples	K Score	1st Score	2nd Score	3rd Score	4th Score	5th Score
ORGANIZATION & CONTENT								
K-5	C1. Comprehension instruction is topic centered with a goal of building critical understandings orally and in writing	A) Texts utilized in a lesson or unit center around a core topic, idea, or essential question	1	1	1	1	1	1
		B) Strategy instruction (e.g., use of questioning, graphic organizers, text clues) is brief and embedded within the context of topics	1	1	1	1	1	1
K-5	C2. The program ensures that all students engage with high-quality grade level texts	A) Texts represent appropriate complexity (e.g., rigorous lexile levels)	1	1	1	1	1	1
		B) Texts represent multiple genres (e.g., poetry, opinion, narrative, essays)	1	1	1	1	1	1
		C) Whole-group lessons ensure access to rigorous grade level texts (e.g., teacher reads aloud)	1	1	1	1	1	1
		D) Small-group lessons and independent practice ensures access to rigorous grade-level texts (e.g., reading, listening)	1	1	1	1	1	1
K-5	C3. All components of comprehension instruction are explicitly addressed	A) Vocabulary	1	1	1	1	1	1
		B) Sentence comprehension	0	0	0	1	1	1
		C) Text structure	1	1	1	1	1	1
		D) Background knowledge	1	1	1	1	1	1



Rubric used to Evaluate Resources

ELA Curriculum Rubric

Curriculum Being Rated: _____

2 - Meets 1 - Partially Meets 0 - Does Not Meet NA - Not Applicable

Key Parts of Curriculum	
(K-2) Explicit instruction of phonemic awareness, phonics and spelling.	
(K-2) Has decodable texts that are controlled, make sense and are engaging.	
Explicit word study and vocabulary lessons.	
(K-5) Explicit instruction on reading strategies.	
Lessons include opportunities for small group differentiation.	
The writing process (planning, revising, editing) is explicitly taught and practiced.	
Assessments include screening, diagnostic and progress monitoring to inform instruction.	
Teacher Accessibility	
Lessons are laid out clearly and easy to follow.	
Learning objectives are clear and in student language.	
The content allows for flexibility in instruction.	
The lesson plans provide support for newer teachers.	



Summary of Review

Curriculums Reviewed

- Wit and Wisdom
- Amplify CKLA - Comprehensive Curriculum in the Partially Aligned Category

The curriculum review team unanimously agreed to recommend:

- **Knowledge Based Curriculum: Wit and Wisdom**
 - **Foundational Curriculum**
 - **Foundations (K-3)**
 - **Geodes (K-3)**



Summary of Review

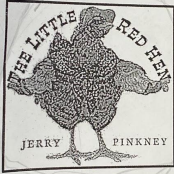
Wit and Wisdom

- Aligns with the MN State Standards
- Authentic sources - novels, books, poetry and art
- Reading strategies explicitly taught
- High level comprehension questions that guide inquiry and deep exploration of topics
- Vocabulary explicitly taught and used throughout unit
- Sentence frames and graphic organizers provide scaffolding
- Students engage in writing everyday
- Writing skills, grammar and sentence structure explicitly taught
- Consistent writing process taught K-5
- Common strategies and protocols used K-5

Things to consider

- Fitting all pieces into daily schedule
- Foundations curriculum lacks phonemic awareness, Kindergarten and 1st will need to continue to supplement.





Review details from each of these favorite stories.

★ What was your favorite animal?

hen

Assignment 16A: Focusing Question Task 3

Write two sentences on the lines at the bottom of the page describing a character from the text. One sentence describes the character. The second sentence describes what the character does in the text to show this trait. Create an illustration in the large space provided to support your writing.

Large empty rectangular box for drawing an illustration.

Character

- Pick one character from *The Three Little Pigs*. Write one sentence describing that character. Write a second sentence telling what that character does in the story to fit that character trait.



Lazy Pig



The Lazy pig

is not a lion.

ording Sheet

ational
xt



Handout 2B: Exemplar Essay

Directions: Read the following

Introduction

Have you ever really thought about what you want to see you put your heart into? Literally and figuratively when we speak, the word "heart" that organ refers to the human heart, that organ word is used figuratively, it refers to lives and your own.

Support Point

Sometimes, the word heart is used literally. It is infinitely better to transplant a heart than to die, it is much better to donate your heart than using the word heart literally to refer to beating hearts to save another person.

Support Point

At other times, heart is used figuratively. "I gave you all your heart," he wasn't talking about his heart. He has a choice of taking his heart with him to his classroom on the first day of school or with very little effort invested. If you put your heart into something very silly, like a person who is going somewhere or doing something without emotional involvement, with our whole heart.

Conclusion

In conclusion, the word heart can be used literally as in Confucius' quotation. It is up to the speaker's intended meaning.

Greek
Latin

The word heart is an interesting word because it can be used literally & figuratively.

Context	evidence	Source	Explanation
Christiaan Barnard Heart doctor	It's better to donate a heart rather than bury a healthy one.	Handout 1A	Literally - he's talking about moving a heart from one body to another
Confucious Chinese philosopher	Bring your kindness everywhere you go. Whatever you do, give it your all.	Handout 1A	Figurative - Our literal heart goes where ever we go.

Teaching & Learning Advisory Council

Primary Function:

The Teaching and Learning Advisory Council (TLAC) is the formal advisory group for District 110 whose purpose is to review and advise on K-12 curriculum prior to presentation to the Board of Education.

School Board Representative:

- Melanie Hagen



Recommendation

On December 2nd, members of the Teaching and Learning Advisory Council unanimously approved the recommendation of Wit and Wisdom.

We are in support of . . .

- Wit and Wisdom

Considerations to share with the BOE:

- As much as possible support teachers with early learning of the new curriculum, any time and implementation support (coaching, training, understanding of fidelity) that can be preloaded would ease the transition for teachers.
- A strength of this curriculum is that writing is connected to the reading.
- Teachers were energized by this program and see some integration into Science and Social Studies.
- When thinking about schedule - make sure students still have adequate recess, lunch, specials etc.



Assurances

- The K-5 reading curriculum was collaboratively reviewed and revised by grade level representatives and the Department of Educational Services.
- The curriculum is aligned to the MN ELA Standards and on the Highly Aligned list.
- The purchase of updated instructional resources falls within the allocated budget.





Questions?



Estimated Cost for ELA Curriculum Adoption
Wit and Wisdom
Great Minds

Items	Estimated Cost
K-5 Core Texts	\$115,870.02
K-5 Teacher Kits	\$15,422.16
K-5 Student Editions (Workbooks)	\$38,431.23
Digital Teacher and School License	\$31,083.52
Geodes Kit (additional kits for K-2 and adding Grade 3)	\$99,139.90
Professional Development with Wit and Wisdom	\$25,000
Estimated Total	\$324,946.83

7.F. Combined Polling Place Resolution **(Roll Call
Vote)**

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 110 (Waconia Public Schools), State of Minnesota, was held in said school district on December 16, 2024 at seven o'clock p.m.

The following members were present:

The following members were absent:

Member _____ introduced the following resolution and moved its adoption:

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

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

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

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

Combined Polling Place:

New Germany City Hall
New Germany, Minnesota

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

Combined Polling Place:

Waconia Ice Arena
Waconia, Minnesota

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

Combined Polling Place:

St. Bonifacius City Hall
St. Bonifacius, Minnesota

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

The motion for the adoption of the foregoing resolution was duly seconded by _____

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

And the following voted against:

Where upon said resolution was declared duly passed and adopted.

7.G. Second Read Board Policies

7.G.1. 606.5 Library Materials

Presenter: Erika
Nesvig, Director of
Education Services

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. The school district's libraries are commonly referred to as Media Centers.

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)

7.G.2. 206 NOTICE: Time, Place, and Manner
Restrictions and Procedures for School Board
Meetings and Public Comments

TIME, PLACE, AND MANNER RESTRICTIONS AND PROCEDURES FOR PUBLIC SCHOOL BOARD MEETINGS AND PUBLIC COMMENTS

Welcome. The School Board welcomes input from community members, including letters, emails, and phone calls. For those who prefer to address the School Board directly, the School Board typically sets aside up to thirty minutes for public comment at regular School Board meetings, but not at study sessions or special meetings. Time for public comment at regular School Board meetings is not a requirement of the law; it is something the School Board chooses to provide. The School Board would like to provide the community with some general information about public comment sessions, including the purpose of a public comment session, the procedures that apply, and prohibited conduct.

Purpose. The purpose of a public comment period is to give community members an opportunity to provide input directly to the School Board about issues that fall within the School Board's authority. To fulfill this purpose, comments must be directed to the School Board. Public comment is not a time for citizens to speak to the community or to the audience. For this reason, public comment sessions will not be recorded or livestreamed.

Written Request to Speak. Individuals who want to speak during a public comment session must submit a written request to speak before 3:00 p.m. on the day of the School Board meeting. Requests must be submitted by email to the following email address: jkilian@isd110.org

- The written request must state: (1) the individual's name, (2) ~~the individual's home address, whether the individual resides in ISD 110~~ (3) whether the individual has a child attending school in the District, (4) whether the individual is employed by the District, and (5) the agenda item, if any, that the individual wishes to discuss during the public comment period.

- In the event that more than ten individuals submit a written request to speak during the public comment session, the School Board will give first priority to individuals who reside in the District, have a child attending school in the District, or are employed by the District. The School Board will give second priority to individuals who wish to address a specific item that is on the agenda for that meeting. After these priorities have been applied, any remaining openings to speak up to the total of ten individuals - will be determined by lot.

Speakers Must Be Recognized. The School Board Chair will call speakers to the microphone and will recognize one speaker at a time. Only those individuals who have been recognized by the School Board Chair will be allowed to speak during the public comment period. The School Board Chair will rule out of order individuals who have not been recognized.

Time Limits. The public comment period will be held open for up to thirty (30) minutes in total. This time limit is necessary in order to ensure that the School Board is able to conduct its business during the meeting in an orderly, efficient, and timely fashion. Each speaker is permitted to speak for up to three (3) minutes in total. One speaker may not give time to another speaker. Any person who does not get a chance to speak is encouraged to submit written comments to the School Board. Email addresses for School Board members are listed on the District's website.

- Due to time parameters, the sign-up list is limited to 10 speakers

Cumulative Presentations. Speakers are encouraged to avoid repeating comments that other speakers have made. Redundant presentations are not helpful and can deprive other individuals of the opportunity to speak during the public comment session.

Prohibited Conduct. The following conduct is prohibited during a public School Board meeting, including during the public comment period:

- Speakers may not discuss or disclose any private educational data on any current or former student as defined in Minnesota Statutes section 13 .32. As a result, speakers may not identify any current or former student during public comment. The only exception is that a parent who is speaking may choose to discuss private educational data on their own child.
- Speakers may not make allegations, charges, or complaints against any student or employee. If a person wishes to make an allegation or to file a charge or complaint against a student or employee, the person should make the allegation, charge, or complaint to the Superintendent in writing or in a private meeting, or to the individual designated in District policy to receive the allegation, charge, or complaint. • Speakers may not make comments or gestures that are threatening, profane, lewd, vulgar, obscene, harassing, or abusive.
- Speakers may not make personal attacks against others, including, but not limited to, any student, parent, community member, employee, or School Board member.
- Speakers may not make comments that would violate federal or state law, including laws protecting the privacy rights of an individual.
- Speakers may not comment on specifics of pending contract negotiations, and no comments are allowed related to pending litigation to which the District is a party, including grievance proceedings.
- Speakers may not campaign for or against a political candidate during any part of a public school board meeting.
- Speakers may not promote or advertise products that are for sale or purchase, unless the Board has invited the speaker to present on the product as an agenda item.
- Members of the public may not engage in conduct that materially and substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion.

The following are examples of conduct that is materially and substantially disruptive or that otherwise 2 impedes the School Board's ability to conduct its business in an orderly and efficient fashion:

- o Making comments that incite violence;
- o Making comments that reasonably instill fear;
- o Interrupting a speaker who has been recognized by the School Board Chair;
- o Making comments from the audience when the person making comments has not been recognized by the School Board Chair;
- o Interrupting the School Board Chair or any other School Board member or school official who is speaking;

- o Holding up a sign or displaying a banner, regardless of the content of the sign or banner;
- o Clapping, cheering, booing, vocalizing approval, or vocalizing disapproval for a speaker during the speaker's presentation, unless a School Board member or school official is presenting an award to a person or is describing an honor or award that a person received;
- o Addressing the audience rather than the School Board;
- o Bringing a weapon into the meeting room or onto school property, except as allowed under Minnesota law;
- o Violating room capacity requirements; and
- o Violating any law or District policy.

Violations. If a speaker violates any of established procedure or engages in any prohibited conduct, the Board Chair will rule the speaker out of order.

- If the speaker is presenting to the School Board, the Board Chair may require the speaker to immediately end their presentation.
- If the speaker persists in violating any procedure or rule, the speaker will be directed to leave the premises and not to return, a no trespass order may be issued, and a referral may be made to law enforcement.
- If repeated disruptions occur during the public comment period, the School Board Chair may call a recess and order that the room be cleared until the meeting resumes. 3
- If repeated disruptions occur, any School Board member may make a motion to immediately end the public comment period. If the motion passes, citizens may use alternative avenues of communication to share their views with the School Board, including written communications.
- If repeated disruptions occur during multiple meetings, the School Board may vote to suspend public comment at meetings and to require that all public comments be in writing.

Disorderly Conduct. The District will refer potential incidents of disorderly conduct to law enforcement. Minnesota Statutes section 609.72 states:

Whoever does any of the following in a public or private place ... knowing, or having reasonable grounds to know that it will, or will tend to, alarm, anger or disturb others or provoke an assault or breach of the peace, is guilty of disorderly conduct, which is a misdemeanor:

* * * * *

(3) engages in offensive, obscene, abusive, boisterous, or noisy conduct or in offensive, obscene, or abusive language tending reasonably to arouse alarm, anger, or resentment in others.

Superintendent Response After Public Comment. Following public comments, the School Board Chair may ask the Superintendent or a designee to respond or provide clarifying information to the School Board. As a general matter, the School Board will not act on any comments that were made during a meeting and do not relate directly to an agenda item for the meeting.

Use of School Property. All property of the District, including District parking lots and other grounds, are considered to be school property. Individuals or groups may not use school property for any purpose

that has not been authorized by the District. Any use of school property must comply with District Policy 902 and all administrative procedures related to that policy.

7.G.3. 513 Student Promotion, Retention, and
Program Design

Presenter: Erika
Nesvig, Director of
Education Services

513 STUDENT PROMOTION, RETENTION, AND PROGRAM DESIGN

I. PURPOSE

The purpose of this policy is to provide guidance to professional staff, parents, and students regarding student promotion, retention, and program design.

II. GENERAL STATEMENT OF POLICY

The school board expects all students to achieve at an acceptable level of proficiency. Parental assistance, tutorial and remedial programs, counseling, and other appropriate services shall be coordinated and utilized to the greatest extent possible to help students succeed in school.

A. Promotion

Students who achieve at levels deemed acceptable by local and state standards shall be promoted to the next grade level at the completion of each school year.

B. Retention

Retention of a student may be considered when professional staff and parents feel that it is in the best interest of the student. Physical development, maturity, and emotional factors shall be considered, as well as scholastic achievement. The superintendent's decision shall be final.

C. Program Design

1. The superintendent, with participation of the professional staff and parents, shall develop and implement programs to challenge students that are consistent with the needs of students at every level. A process to assess and evaluate students for program assignment shall be developed in coordination with such programs. Opportunities for special programs and placement outside of the school district shall also be developed as additional options. All programs will be aligned with creating comprehensive achievement and civic readiness, the World's Best Workforce.
2. The school district may identify students, locally develop programs and services addressing instructional and affective needs, provide staff development, and evaluate programs to provide gifted and talented students with challenging and appropriate educational programs and services.

3. The school district must adopt guidelines for assessing and identifying students for participation in gifted and talented programs and services consistent with Minnesota Statutes, section 120B.11. The guidelines should include the use of:
 - a. multiple objective criteria; and
 - b. assessments and procedures that are valid and reliable, fair, and based on current theory and research. Assessments and procedures should be sensitive to under-represented groups, including, but not limited to, low-income, minority, twice-exceptional, and English learners.
4. The school district must adopt procedures for the academic acceleration of gifted and talented students. These procedures will include how the school district will:
 - a. assess a student's readiness and motivation for acceleration; and
 - b. match the level, complexity, and pace of the curriculum to a student to achieve the best type of academic acceleration for that student.
5. The school district must adopt procedures consistent with Minnesota Statutes, section 124D.02 for early admission to kindergarten or first grade of gifted or talented learners consistent with Minnesota Statutes, section 120B.11, subdivision 2, clause (2). The procedures must be sensitive to under-represented groups.

Legal References: Minn. Stat. § 120B.15 (Gifted and Talented Program) Minn. Stat. § 123B.143, Subd. 1 (Superintendents)

Cross References: 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 620 (Credit for Learning)

Policy Adopted: June 11, 2002

Reviewed Dec. 19, 2005, revised January 14, 2010, reviewed June 2018, revised February

2020, reviewed July 2023, revised October 2023

Independent School District 110
Waconia, MN

7.G.4. 516 Student Medication

Presenter: Paul
Tordoff, Director of
Special Education

516 STUDENT MEDICATION ~~AND TELEHEALTH~~

I. PURPOSE

The purpose of this policy is to set forth the provisions that must be followed when administering non-emergency prescription medication to students at school.

II. GENERAL STATEMENT OF POLICY

The school district acknowledges that some students may require prescribed drugs or medication ~~and telehealth~~ during the school day. The school district's licensed school nurse, trained health associate, principal, trained school staff, or teacher will administer prescribed medications, except any form of medical cannabis, in accordance with law and school district procedures. All medications administered by school staff must be FDA approved and listed in the Physician's Desk Reference (PDR).

The school district will not administer medications, including herbal medicines that are not approved by the Food and Drug Administration (FDA) Prescription medications as used in this policy does not include any form of medical cannabis as defined in Minnesota Statute 152.22, subdivision 6.

III. ~~DRUG AND MEDICATION REQUIREMENTS~~

~~[NOTE: The June 2024 Model Policy 516 revisions include insertion of headings and rearrangement of paragraphs so that similar content is grouped together. School boards can choose whether to make these revisions.]~~

A. ~~Administration of Drugs and Medicine~~

- ~~1. The administration of ~~prescription~~-medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.~~
- ~~2. Drugs and medicine subject to Minnesota Statutes, 121A.22 must be administered, to the extent possible, according to school board procedures that must be developed in consultation with:~~
 - ~~a. with a licensed nurse, in a district that employs a licensed nurse under Minnesota Statutes, section 148.171;~~
 - ~~b. with a licensed school nurse, in a district that employs a licensed school nurse licensed under Minnesota Rules, part 8710.6100;~~
 - ~~c. with a public or private health-related organization, in a district that contracts with a public or private health or health-related organization, according to Minnesota Statutes, 121A.21; or~~
 - ~~d. with the appropriate party, in a district that has an arrangement approved by the Commissioner of the Minnesota Department of Education, according to Minnesota Statutes, 121A.21.~~

~~[NOTE: Paragraph III.A.2 had appeared in a different spot in previous versions of this model policy. In June 2024, the paragraph is located here and is updated to reflect 2024 legislative changes.]~~

~~3. Exclusions~~

~~[Note: The provisions of III.A.3 are optional. The school board may~~

Commented [1]: Can remove, if board would like. 80+% of the redline changes to this policy are just restructuring of the previous version with the exact same wordage

Commented [2]: May remove if board prefers

~~choose to include or exclude any of the provisions specified. These exclusions appeared in previous versions of this model policy.~~

Commented [3]: Board may remove

~~The provisions on administration of drugs and medicine above do not apply to drugs or medicine that are:~~

- ~~a. purchased without a prescription;~~
- ~~b. used by a pupil who is 18 years old or older;~~
- ~~c. used in connection with services for which a minor may give effective consent;~~
- ~~d. used in situations in which, in the judgment of the school personnel, including a licensed nurse, who are present or available, the risk to the pupil's life or health is of such a nature that drugs or medicine should be given without delay;~~
- ~~e. used off the school grounds;~~
- ~~f. used in connection with athletics or extracurricular activities;~~
- ~~g. used in connection with activities that occur before or after the regular school day;~~
- ~~h. provided or administered by a public health agency to prevent or control an illness or a disease outbreak as provided under Minnesota law;~~
- ~~i. prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - ~~(a). the school district has received a written authorization each school year from the pupil's parent permitting the student to self-administer the medication;~~
 - ~~(b). the inhaler is properly labeled for that student; and~~
 - ~~(c). the parent has not requested school personnel to administer the medication to the student.~~~~

~~In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.~~

~~If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.~~

- ~~j. epinephrine auto-injectors, consistent with Minnesota Statutes, section 121A.2205, if the parent and prescribing medical professional annually inform the pupil's school in writing that
 - ~~(a). the pupil may possess the epinephrine or~~
 - ~~(b). the pupil is unable to possess the epinephrine and requires~~~~

immediate access to epinephrine auto-injectors that the parent provides properly labeled to the school for the pupil as needed.

k. For the purposes of Minnesota Statutes, 121A.22, special health treatments and health functions, such as catheterization, tracheostomy suctioning, and gastrostomy feedings, do not constitute administration of drugs or medicine.

l. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy.

B. Prescription Medication

1. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minnesota Statutes section 152.22, subdivision 6.
2. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
3. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
4. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).
5. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
6. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
7. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.

~~Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minnesota Statutes section 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.~~

[NOTE: This paragraph is moved to Paragraph III.A.3 above, where it is updated

to reflect 2024 legislative changes.

8. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

[NOTE: Starting in June 2024, the exceptions appear under Article III.A.3 above.]

~~K. Specific Exceptions:~~

- ~~1. Special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings do not constitute administration of drugs and medicine;~~
- ~~2. Emergency health procedures, including emergency administration of drugs and medicine are not subject to this policy;~~
- ~~3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;~~
- ~~4. Drugs or medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;~~
- ~~5. Drugs or medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler if:
 - ~~a. the school district has received a written authorization from the pupil's parent permitting the student to self-administer the medication;~~
 - ~~b. the inhaler is properly labeled for that student; and~~
 - ~~c. the parent has not requested school personnel to administer the medication to the student.~~~~

~~The parent must submit written authorization for the student to self-administer the medication each school year. In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.~~

~~If the school district employs a school nurse or provides school nursing services under another arrangement, the school nurse or other appropriate party must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;~~

~~6. Medications:~~

- ~~a. that are used off school grounds;~~

- b. ~~that are used in connection with athletics or extracurricular activities; or~~
 - c. ~~that are used in connection with activities that occur before or after the regular school day~~
- ~~are not governed by this policy.~~

C. Nonprescription Medication

A secondary student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. Except as stated in this paragraph, only prescription medications are governed by this policy.

D. Possession and Use of Epinephrine Auto-Injectors

At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:

1. possess epinephrine auto-injectors; or
2. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

For the purposes of this policy, "instructional day" is defined as a day when all students in a school and grade are required to attend and participate in school activities. The length of the day is the number of minutes that students are required to attend and participate in instructional activities.

[NOTE: Minnesota law states that "the school board of the school district must define instructional day for the purposes of Minnesota Statutes, 121A.2205." A sample definition appears above. School districts can create a definition that fits their circumstances.]

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's Section 504 plan.

Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel, including a licensed nurse, to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto-injector. The administration of an epinephrine auto-injector in accordance with Minnesota Statutes, section 121A.2207 is not the practice of medicine.

Commented [4]: We must define instructional day for our district in this policy. I pulled MDE's definition of instructional day and also pulled their wordage for the length of the day. In this policy we want to make sure we are include some wordage on length of day because the between buildings the minutes are slightly different. Open to suggestions.

Effective July 1, 2024, registered nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol as authorized under Minnesota Statutes, section 148.235, subdivision 8. Notwithstanding any limitation in Minnesota Statutes, sections 148.171 to 148.285, licensed practical nurses may administer epinephrine auto-injectors in a school setting according to a condition-specific protocol that does not reference a specific patient and that specifies the circumstances under which the epinephrine auto-injector is to be administered, when caring for a patient whose condition falls within the protocol.

[NOTE: The paragraph above was signed into law in May 2024. It is new model policy language.]

A district or school may enter into arrangements with manufacturers of epinephrine auto-injectors to obtain epinephrine auto-injectors at fair-market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto-injectors.

Commented [5]: Dr. David Haugland has signed our condition specific protocol for LPNs and RNs to administer stock Epi if needed. Previous legislation only allowed RNs to administer, new statute allows LPNs (which our district employees) to also administer with this protocol.

E. Sunscreen

A student may possess and apply a topical sunscreen product during the school day while on school property or at a school-sponsored event without a prescription, physician's note, or other documentation from a licensed health care professional. School personnel are not required to provide sunscreen or assist students in applying sunscreen.

~~L. "Parent" for students 18 years old or older is the student.~~

E. Procedure regarding unclaimed drugs or medications

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.
2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes section 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.
3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes section 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

IV. ACCESS TO SPACE FOR MENTAL HEALTH CARE THROUGH TELEHEALTH

A. Beginning October 1, 2024, to the extent space is available, the school district must provide an enrolled secondary school student with access during regular school hours,

and to the extent staff is available, before or after the school day on days when students receive instruction at school, to space at the school site that a student may use to receive mental health care through telehealth from a student's licensed mental health provider. A secondary school must develop a plan with procedures to receive requests for access to the space.

- B. The space must provide a student privacy to receive mental health care.
- C. A student may use a school-issued device to receive mental health care through telehealth if such use is consistent with the district or school policy governing acceptable use of the school-issued device.
- D. A school may require a student requesting access to space under this section to submit to the school a signed and dated consent from the student's parent or guardian, or from the student if the student is age 16 or older, authorizing the student's licensed mental health provider to release information from the student's health record that is requested by the school to confirm the student is currently receiving mental health care from the provider. Such a consent is valid for the school year in which it is submitted.

[NOTE: The Minnesota legislature enacted Article IV in the spring 2024.]

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.21 (School Health Services Hiring of Health Personnel)
Minn. Stat. § 121A.216 (Access to Space for Mental Health Care through Telehealth)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)
Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)
Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)
Minn. Stat. § 148.171 (Definitions; Title)
Minn. Stat. § 151.212 (Label of Prescription Drug Containers)
Minn. Stat. § 152.01 (Definitions)
Minn. Stat. § 152.22 (Definitions)
Minn. Stat. § 152.23 (Limitations)
Minn. Rule 8710.6100 (School Nurse)
Minn. Stat. § 144.3431 (Nonresidential Mental Health Services)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Cross References: MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)

Policy Adopted: July 8, 2002, revised February 9, 2009, revised August 2021, revised May 2023

Independent School District No. 110
Waconia, MN 55387

Commented [6]: We have spaces and chrome books available, and are currently working on the procedure for students to request access

Commented [7]: Checked with Terry Morrow from MSBA regarding this clause and states the this is legislative language and the district can decide if they would like to seek legal counsel from our attorney about whether or not to see consent forms.

Also, if a student is 16 and older and requests to work with a mental health care worker on their own, do we need to alert parents of them missing class? Terry Morrow's response is that in combination with policy 503, he doesn't feel that this would be regarded as an "attendance issue."

Commented [8]: Added this citation related to MN statute that allows youth who are 16 years of age or older to consent to outpatient mental health services

7.G.5. 532 Use of Peace Officers and Crisis
Teams

Presenter: Paul
Tordoff, Director of
Special Education

532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS

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

I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school grounds.

II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that **they students** should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

In general, all students, including those with IEPs, are subject to the terms of the school district's discipline policy. Building level administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Corrective action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- A. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- B. "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury.
- C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.
- ~~D. "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement, where body contact is the only source of physical restraint, and where immobilization is used to effectively gain control of a child in order to protect a child or other individual from physical injury.~~

~~[NOTE: This definition is added to provide clarity for discussion of physical holds later in this policy and in light of recent Minnesota legislative action.]~~

- ~~D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a~~

~~school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.~~

E. The phrase “remove the student from school grounds” is the act of securing the person of a student with an IEP and escorting that student from the school building or school activity at which the student with an IEP is located.

F. “School Resource Officer” means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer’s regular responsibilities through the terms of a contract entered between the peace officer’s employer and the designated school district or charter school.

[NOTE: The 2024 Minnesota legislature enacted this definition of “school resource officer.” MSBA deleted the definition “police liaison officer” as part of this change. School districts should use the term that reflects their local circumstances.]

G. “Student with an IEP” or “the student” means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

H. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student’s behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team may be summoned. The crisis team may attempt to de-escalate the student’s behavior by means including, but not limited to, those described in the student’s IEP and/or behavior intervention plan. When such measures fail, or when the crisis team determines that the student’s behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student’s behavior cannot be safely managed, school personnel may immediately request assistance from the ~~police liaison~~ school resource officer or a peace officer.

B. Removal By ~~Police Liaison~~ School Resource Officer or Peace Officer

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building’s crisis team, building administrator, or the building administrator’s designee, may request that the ~~police liaison~~ school resource officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student’s IEP team must meet to determine if the student’s IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report a crime committed by a student with an IEP to appropriate authorities. If the school district reports a crime committed by a student with an IEP, school personnel shall transmit copies of the special education

and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

[Note: If the school district uses a different reference name for its student records policy, insert that name in place of the reference to Protection and Privacy of Pupil Records, which is the title of MSBA/MASA Model Policy 515.]

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

C. Reasonable Force Permitted

1. In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the ~~police liaison~~ school resource officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
2. In removing a student with an IEP from school grounds, ~~police liaison~~ school resource officers and school district personnel are further prohibited from engaging in the following conduct:
 - a. Corporal punishment prohibited by Minnesota Statutes section 121A.58;
 - b. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
 - c. Totally or partially restricting a child's senses as punishment;
 - d. Denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
 - e. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minnesota Statutes Chapter 260E;
 - f. Physical holding (as defined above and in Minnesota Statutes section 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
 - g. Withholding regularly scheduled meals or water; and/or
 - h. Denying a child access to toilet facilities.
3. Any reasonable force used under Minnesota Statutes, sections 121A.582; 609.06, subdivision 1; and 609.379 which intends to hold a child immobile or limit a child's movement where body contact is the only source of physical restraint or confines a child alone in a room from which egress is barred shall be reported to the Minnesota Department of Education as a restrictive

procedure, including physical holding or seclusion used by an unauthorized or untrained staff person.

D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP or IIIP.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP, IIIP, or behavior intervention plan authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by Minnesota Statutes section 125A.0942, Subdivision. 5, and otherwise comply with the requirements of section § 125A.0942.

G. Reporting to the Minnesota Department of Education (MDE)

Annually, stakeholders may recommend, as necessary, to the Commissioner of MDE (Commissioner) specific and measurable implementation and outcome goals for reducing the use of restrictive procedures. The Commissioner must submit to the Legislature a report on districts' progress in reducing the use of restrictive procedures that recommends how to further reduce these procedures and eliminate the use of seclusion. By January 15, April 15, July 15, and October 15 of each year, districts must report, in a form and manner determined by the Commissioner, about individual students who have been secluded. By July 15 each year, districts must report summary data. The summary data must include information on the use of restrictive procedures for the prior school year, July 1 through June 30, including the use of reasonable force by school personnel that is consistent with the definition of physical holding or seclusion of a child with a disability.

- Legal References:**
- Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
 - Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)
 - Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
 - Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
 - Minn. Stat. § 121A.67 (Removal by Police Officer)
 - Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)
 - Minn. Stat. § 609.06 (Authorized Use of Force)
 - Minn. Stat. § 609.379 (Permitted Actions)
 - [Minn. Stat. § 626.8482 \(School Resource Officers; Duties; Training; Model Policy\)](#)
 - 20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))
 - 20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Act)
 - 34 C.F.R. § 300.535 (Referral to and Action by Law Enforcement and Judicial Authorities)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 507 (Corporal Punishment [and Prone Restraint](#))
[MSBA/MASA Model Policy 507.5 \(School Resource Officers\)](#)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 525 (Violence Prevention)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Policy Adopted: April 2006 / August 2015 / revised May 2023, revised September 2023
Independent School District No. 110
Waconia, MN

7.G.6. 535 Service Animals in Schools

Presenter: Paul
Tordoff, Director of
Special Education

535 SERVICE ANIMALS IN SCHOOLS

I. PURPOSE

The purpose of this policy is to establish parameters for the use of service animals by students, employees, and visitors within school buildings and on school grounds.

II. GENERAL STATEMENT OF POLICY

Individuals with disabilities shall be permitted to bring their service animals into school buildings or on school grounds in accordance with, and subject to, this policy.

III. DEFINITIONS

A. Service Animal

A "service animal" is a dog (regardless of breed or size) or miniature horse that is individually trained to perform "work or tasks" for the benefit of an individual with a disability, including an individual with a physical, sensory, psychiatric, intellectual, or mental disability. Other species of animals, whether wild or domestic, trained or untrained, are not service animals. Service animals are working animals that perform valuable functions; they are not pets. The work or tasks performed by the service animal must be directly related to the individual's disability. An animal accompanying an individual for the sole purpose of providing emotional support, therapy, comfort, or companionship is not a service animal.

B. Handler

A "handler" is an individual with a disability who uses a service animal. In the case of an individual who is unable to care for and supervise the service animal for reasons such as age or disability, "handler" means the person who cares for and supervises the animal on that individual's behalf. School district personnel are not responsible for the care, supervision, or handling responsibilities of a service animal.

C. Work or Tasks

1. "Work or tasks" are those functions performed by a service animal.
2. Examples of "work or tasks" include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors.
3. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship are not "work or tasks" for the purposes of this policy.

D. Trainer

A "trainer" is a person who is training a service animal and is affiliated with a recognized training program for service animals.

IV. ACCESS TO PROGRAMS AND ACTIVITIES; PERMITTED INQUIRIES

A. In general, handlers (i.e., individuals with disabilities or trainers) are permitted to be accompanied by their service animals in all areas of school district properties where members of the public, students, and employees are allowed to go. A handler has the right to be accompanied by a service animal whenever and to the same extent that the handler has the right: (a) to be present on school district property or in school district facilities; (b) to attend or participate in a school-sponsored event, activity, or program; or (c) to be transported in a vehicle that is operated by or on behalf of the school district.

B. It is an unfair discriminatory practice to prohibit a person with a disability from taking a service animal into the public place or conveyance to aid persons with disabilities, and if the service animal is properly harnessed or leashed so that the person with a disability may maintain control of the service animal.

C. The school district shall not require a person with a disability to make an extra payment or pay an additional charge when taking a service animal into any school district building.

[NOTE: The 2024 Minnesota legislature revised Minn. Stat. 3631.19, as reflected in Paragraphs B. and C.]

B.

D. When an individual with a disability brings a service animal to a school district property, school district employees shall not ask about the nature or extent of a person's disability, but may make the following two inquiries to determine whether the animal qualifies as a service animal:

1. Is the service animal required because of a disability; and
2. What work or tasks is the service animal trained to perform.

CE. School district employees shall not make these inquiries of an individual with a disability bringing a service animal to school district property when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability. However, school district employees may inquire whether the individual with a disability has completed and submitted the request form described in Part VI., below.

DF. An individual with a disability may not be required to provide documentation such as proof that the animal has been certified, trained, or licensed as a service animal.

V. REQUIREMENTS FOR ALL SERVICE ANIMALS

A. The service animal must be required for the individual with a disability.

B. The service animal must be individually trained to do work or tasks for the benefit of the individual with a disability.

C. A service animal must have a harness, leash, or other tether, unless either the handler is unable, because of a disability, to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case, the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

D. The service animal must be housebroken.

E. The service animal must be under the control of its handler at all times. The handler is responsible for the care and supervision of a service animal, including walking the

service animal, feeding the service animal, grooming the service animal, providing veterinary care to the service animal, and responding to the service animal's need to relieve itself, including the proper disposal of the service animal's waste.

- F. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
- G. In the case of a student who is unable to care for and/or supervise his or her service animal, the student's parent/guardian is responsible for arranging for such care and supervision. In the case of an employee or other individual who is unable to care for and/or supervise his or her service animal, the employee or other individual's authorized representative is responsible for arranging for a service animal's care and supervision.
- H. The service animal must be properly licensed and vaccinated in accordance with applicable state laws and local ordinances.

VI. REQUESTING THE USE OF A SERVICE ANIMAL AT SCHOOL

- A. Students with a disability seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the building principal of the school the student attends. The principal will notify the superintendent or the administrator designated with responsibility to address such requests. School district employees seeking to be accompanied by a service animal are requested to submit the Approval Request Form to the superintendent or the administrator designated with responsibility to address such requests.
- B. Students or employees seeking to bring a service animal onto district premises are requested to identify whether the need for the service animal is required because of a disability and to describe the work or tasks that the service animal is trained to perform.
- C. The owner of the service animal shall provide written evidence that the service animal has received all vaccinations required by state law or local ordinance.

VII. REMOVAL OR EXCLUSION OF A SERVICE ANIMAL

- A. A school official may require a handler to remove a service animal from school district property, a school building, or a school-sponsored program or activity, if:
 - 1. Any of the requirements described in Part V., above, are not met.
 - 2. The service animal is out of control and/or the handler does not effectively control the animal's behavior;
 - 3. The presence of the service animal would fundamentally alter the nature of a service, program or activity; or
 - 4. The service animal behaves in a way that poses a direct threat to the health or safety of others, has a history of such behavior, or otherwise poses a significant health or safety risk to others that cannot be eliminated by reasonable accommodations.
- B. If the service animal is properly excluded, the school district shall give the individual with a disability the opportunity to participate in the service, program, or activity without the service animal, unless such individual has violated a law or school rule or regulation that would warrant the removal of the individual.

VIII. ADDITIONAL LIMITATIONS FOR MINIATURE HORSES

In assessing whether a miniature horse may be permitted in a school building or on school grounds as a service animal, the following factors shall be considered:

- A. The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- B. Whether the handler has sufficient control of the miniature horse;
- C. Whether the miniature horse is housebroken; and
- D. Whether the miniature horse's presence in a specific building or on school grounds compromises legitimate health and safety requirements.

IX. ALLERGIES; FEAR OF ANIMALS

If a student or employee notifies the school district that **he or she the student** is allergic to a service animal, the school district will balance the rights of the individuals involved. In general, allergies that are not life threatening are not a valid reason for prohibiting the presence of a service animal. Fear of animals is generally not a valid reason for prohibiting the presence of a service animal.

X. NON-SERVICE ANIMALS FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS (IEPS) OR SECTION 504 PLANS

If a special education student or a student with a Section 504 plan seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the student's IEP team or Section 504 team, as appropriate, to determine whether the animal is necessary for the student to receive a free appropriate public education (FAPE) or, in the case of a Section 504 student, to reasonably accommodate the student's access to the school district's programs and activities.

XI. NON-SERVICE ANIMAL AS AN ACCOMMODATION FOR EMPLOYEES

If an employee seeks to bring an animal onto school property that is not a service animal, the request shall be referred to the superintendent or the administrator designated to handle such requests. A school district employee who is a qualified individual with a disability will be allowed to bring such animal onto school property when it is determined that such use is required to enable the employee to perform the essential functions of **his or her the employee's** position or to enjoy the benefits of employment in a manner comparable to those similarly situated non-disabled employees.

XII. LIABILITY

- A. The owner of the service animal or non-service animal is responsible for any harm or injury to an individual and for any property damage caused by the service animal while on school district property.
- B. An individual who, directly or indirectly through statements or conduct, intentionally misrepresents an animal in that person's possession as a service animal may be subject to criminal liability.

Legal References: Section 504 of the Rehabilitation Act of 1973
28 C.F.R. § 35.104, 28 C.F.R. § 35.130(b)(7), and 28 C.F.R. § 35.136 (ADA Regulations)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
Minn. Stat. § 256C.02 (Public Accommodations)
Minn. Stat. § 363A.19 (Discrimination Against ~~Blind, Deaf, or Other Persons with Physical or Sensory~~ Disabilities Prohibited)
Minn. Stat. § 609.226 (Harm Caused by Dog)
Minn. Stat. § 609.833 (Misrepresentation of Service Animal)

Cross References: MSBA/MASA Policy 402 (Disability Nondiscrimination Policy)
MSBA/MASA Policy 521 (Student Disability Nondiscrimination)

Policy Adopted: June 2023
Waconia Public Schools ISD 110
Waconia MN

7.G.7. 608 Instructional Services - Special
Education

Presenter: Paul
Tordoff, Director of
Special Education

608 INSTRUCTIONAL SERVICES – SPECIAL EDUCATION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. CHILDREN BIRTH THROUGH AGE SIX EXPERIENCING DEVELOPMENTAL DELAYS

- A. "Child with a disability" means a 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 Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children. A licensed physician, an advanced practice registered nurse, a physician assistant, 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.
- B. In addition to Paragraph A, every child under age three and, at local district discretion, every child from age three through age six, who needs special instruction and services, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children under age three and by the rules of the Commissioner of the Minnesota Department of Education for children ages three through six, because the child has a substantial delay or has a diagnosed physical or mental condition or disorder with a high probability of resulting in developmental delay is a child with a disability.
- C. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner of the Minnesota Department of Children, Youth, and Families for children from birth through age two and by the rules of the Commissioner of the Minnesota Department of Education for all other children, is not a child with a disability.

[NOTE: The 2024 Minnesota legislature revised these provisions in part to account for the responsibilities of the new Department of Children, Youth, and Families. The provisions quote Minnesota Statutes, section 125A.02.]

IV. RESPONSIBILITIES

- A. The school board accepts its responsibility to identify, evaluate, and provide special education and related services for children with a disability who are properly the responsibility of the school district and who meet the criteria to qualify for special education and related services as set forth in Minnesota and federal law.
- B. The school district shall ensure that all qualified children with a disability are provided special education and related services that are appropriate to their educational needs.
- C. When such services require or result from interagency cooperation, the school district shall participate in such interagency activities in compliance with applicable federal and state law.
- D. The school district may conduct an assessment for developmental adapted physical education, as defined in Minnesota Rules, part 3525.1352, as a stand-alone evaluation without conducting a comprehensive evaluation of the student in accordance with prior written notice provisions in Minnesota Statutes, section 125A.091, subdivision 3a. A parent or guardian may request that the school district conduct a comprehensive evaluation of the parent's or guardian's student.

[NOTE: The 2024 Minnesota legislature enacted paragraph D. This provision is permissive, not mandatory. A school board can decide whether to add it to a policy.]

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

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

Policy Adopted: January 2004
revised July 2006, November 2020, December 2022
Independent School District No. 110
Waconia, MN

7.G.8. 704 Development and Maintenance of an
Inventory of Fixed Assets and a Fixed Asset
Accounting System

Presenter: Pam
Carman, Director of
Finance and
Operations

704 DEVELOPMENT AND MAINTENANCE OF AN INVENTORY OF FIXED ASSETS AND A FIXED ASSET ACCOUNTING SYSTEM

I. PURPOSE

The purpose of this policy is to provide for the development and maintenance of an inventory of the fixed assets of the school district and the establishment and maintenance of a fixed asset accounting system.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that a fixed asset accounting system and an inventory of fixed assets be developed and maintained.

III. DEVELOPMENT OF INVENTORY AND ACCOUNTING SYSTEM

The superintendent or such other school official as designated by the superintendent or the school board shall be responsible for the development and maintenance of an inventory of the fixed assets of the school district and for the establishment and maintenance of a formal fixed asset accounting system. The accounting system shall be operated in compliance with the applicable provisions of the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS). In addition, the inventory shall specify the location of all continued abstracts showing the conveyance of the property to the school district; certificates of title showing title to the property in the school district; title insurance policies; surveys; and other property records relating to the real property of the school district.

IV. REPORT

The administration shall annually update the property records of the school district and provide an inventory of the fixed assets of the school district to the school board.

V. CAPITALIZATION

The capital asset threshold is \$5,000 per individual item. For group purchases for technology, furniture, or other equipment that is purchased as a per quantity that otherwise may be below the individual item threshold, the total threshold is \$25,000.

Legal References: Minn. Stat. § 123B.02 (General Power of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.51 (Schoolhouse and Sites; Uses for School and Nonschool Purposes; Closings)

Cross References: MSBA/MASA Model Policy 702 (Accounting)

Policy Adopted: September 2004, November 2006, August 2020

Revised: September 2023

Independent School District 110

Waconia, MN

704-1

7.G.9. 418 Drug Free Workplace Drug Free School

Presenter: Dr. Enid
Schonewise, Director
of Human Resources

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, and controlled substances before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, medical cannabis, nonintoxicating cannabinoids, edible cannabinoid products, or controlled substances in any school location.
- C. An individual may not use or possess cannabis flower, cannabis products, lower-potency hemp edibles, or hemp-derived consumer products in a public school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13, including all facilities, whether owned, rented, or leased, and all vehicles that the school district owns, leases, rents, contracts for, or controls.
- D. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 [United States Code, section](#) 812, including analogues and look-alike drugs.
- C. "Edible cannabinoid product" means any product that is intended to be eaten or consumed as a beverage by humans, contains a cannabinoid in combination with food ingredients, and is not a drug.

- D. “Nonintoxicating cannabinoid” means substances extracted from certified hemp plants that do not produce intoxicating effects when consumed by injection, inhalation, ingestion, or by any other immediate means.
- E. “Medical cannabis” means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; (4) combustion with use of dried raw cannabis; or (5) any other method approved by the Commissioner of the Minnesota Department of Health (“Commissioner”).
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.
- H. “Sell” means to sell, give away, barter, deliver, exchange, distribute or dispose of to another, or to manufacture; or to offer or agree to perform such an act, or to possess with intent to perform such an act.
- I. “Toxic substances” includes: (1) glue, cement, aerosol paint, containing toluene, benzene, xylene, amyl nitrate, butyl nitrate, nitrous oxide, or containing other aromatic hydrocarbon solvents, but does not include glue, cement, or paint contained in a packaged kit for the construction of a model automobile, airplane, or similar item; (2) butane or a butane lighter; or (3) any similar substance declared to be toxic to the central nervous system and to have a potential for abuse, by a rule adopted by the Commissioner.
- J. “Use” means to sell, buy, manufacture, distribute, dispense, be under the influence of, or consume in any manner, including, but not limited to consumption by injection, inhalation, ingestion, or by any other immediate means.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person’s own use, a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, which has a currently accepted medical use in treatment in the United States and the person has a physician’s prescription for the substance. The person shall comply with the relevant procedures of this policy.

- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minnesota Statutes, section 624.701, subdivision 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).
- C. A violation of this policy does not occur when a person uses or possesses a toxic substance unless they do so with the intent of inducing or intentionally aiding another in inducing intoxication, excitement, or stupefaction of the central nervous system, except under the direction and supervision of a medical doctor.
- D. The school district may not refuse to enroll or otherwise penalize a patient or person enrolled in the Minnesota Patient Registry Program as a pupil solely because the patient or person is enrolled in the registry program, unless failing to do so would violate federal law or regulations or cause the school to lose a monetary or licensing-related benefit under federal law or regulations.

[NOTE: The 2024 Minnesota legislature amended this law to add this protection]

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, must comply with the school district's student medication policy.

[Note: School districts are required by Minnesota Statutes, section 121A.22 to develop procedures for the administration of drugs and medicine. If the school district does not have a student medication policy such as MSBA/MASA Model Policy 516, this Paragraph A. can be modified to provide: "Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products must provide a copy of the prescription and the medication to the school nurse, principal, or other designated staff member. The school district's licensed school nurse, trained health clerk, principal, or teacher will administer the prescribed medication except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products in accordance with school district procedures."]

- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform ~~his or her~~ their supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that ~~he~~

~~or she has~~ they have received the policy.

[Note: The Drug-Free Workplace Act requires that school district employees be notified by a published statement of the prohibition of the use of controlled substances and actions that will be taken against employees for violations of such prohibition. 41 United States Code, section 8103; 34 Code of Federal Regulations Part 84. An acknowledgment will document satisfaction by the school district of this federal requirement.]

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances, nonintoxicating cannabinoids, or edible cannabinoid products in a school location except with the express permission of the superintendent.
- F. No person is permitted to possess or use medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility. This prohibition includes (1) vaporizing or combusting medical cannabis on any form of public transportation where the vapor or smoke could be inhaled by a minor child or in any public place, including indoor or outdoor areas used by or open to the general public or place of employment; and (2) operating, navigating, or being in actual physical control of any motor vehicle or working on transportation property, equipment or facilities while under the influence of medical cannabis, nonintoxicating cannabinoids, or edible cannabinoid products.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minnesota Statute, section 624.701, subdivision. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. SCHOOL PROGRAMS

- A. Starting in the 2026-2027 school year, the school district must implement a comprehensive education program on cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in middle school and high school. The program must include instruction on the topics listed in Minnesota Statutes, section 120B.215, subdivision 1 and must:
 - 1. respect community values and encourage students to communicate with parents, guardians, and other trusted adults about cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl; and
 - 2. refer students to local resources where students may obtain medically accurate information about cannabis use and substance use, including but

not limited to the use of fentanyl or mixtures containing fentanyl, and treatment for a substance use disorder.

- B. School district efforts to develop, implement, or improve instruction or curriculum as a result of the provisions of this section must be consistent with Minnesota Statutes, sections 120B.10 and 120B.11.
- C. Notwithstanding any law to the contrary, the school district shall have a procedure for a parent, a 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 pursuant to this article. The district must allow a parent or adult student to opt out of instruction under this article with no academic or other penalty for the student and must inform parents and adult students of this right to opt out.

VII. ENFORCEMENT

A. Students

- 1. Students may be required to participate in programs and activities that provide education against the use of alcohol, tobacco, marijuana, smokeless tobacco products, electronic cigarettes, and nonintoxicating cannabinoids, and edible cannabinoid products.
- 2. Students may be referred to a drug or alcohol assistance or rehabilitation programs; school based mental health services, mentoring and counseling, including early identification of mental health symptoms, drug use and violence and appropriate referral to direct individual or group counselling service. which may be provided by school based mental health services providers; and/or to law enforcement officials when appropriate.

B. Employees

- 1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify ~~their~~ ~~his or her~~ supervisor in writing of ~~the employee's~~ ~~his or her~~ conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
- 2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.

3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

- Legal References:***
- Minn. Stat. § 120B.215 (Education on Cannabis Use and Substance Use)
 - Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
 - Minn. Stat. § 121A.40-§ 121A.56 (Pupil Fair Dismissal Act)
 - Minn. Stat. § 151.72 (Sale of Certain Cannabinoid Products)
 - Minn. Stat. § 152.01, Subd. 15a (Definitions)
 - Minn. Stat. § 152.0264 (Cannabis Sale Crimes)
 - Minn. Stat. § 152.22 (Definitions; Medical Cannabis)
 - Minn. Stat. § 152.23 (Limitations; Medical Cannabis)
 - Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 - Minn. Stat. § 340A.101 (Definitions; Alcoholic Beverage)
 - Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
 - Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
 - Minn. Stat. § 342.09 (Personal Adult Use of Cannabis)
 - Minn. Stat. § 342.56 (Limitations)
 - Minn. Stat. § 609.684 (Abuse of Toxic Substances)
 - Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)
 - 20 U.S.C. § 7101-7122 (Student Support and Academic Enrichment Grants)
 - 21 U.S.C. § 812 (Schedules of Controlled Substances)

 - 41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
 - 21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
 - 34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

- Cross References:***
- MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
 - MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)

MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 516 (Student Medication)

Policy Adopted: April 8, 1991

Amended: December 9, 1996, June 8, 1998, February 11, 2002, May 12, 2008, February 2018
December 2019, September 2023

Independent School Dist No. 110

Waconia, MN

7.H. Rescind Board Policy 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

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 204 School Board Meeting Minutes

Presenter: Dr. Brian
Gersich,
Superintendent

204 SCHOOL BOARD MEETING MINUTES

[Note: The provisions of this policy are required by statute.]

I. PURPOSE

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

II. GENERAL STATEMENT OF POLICY

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

III. MAINTENANCE OF MINUTES AND RECORDS

- A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
- B. Recordings of Closed Meetings
 1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
 2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
 - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
 - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
 - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
 - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
 - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
 - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
 - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
 - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
 - a. The date of the closed meeting;
 - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
 - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

IV. PUBLICATION OF OFFICIAL PROCEEDINGS

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

[NOTE: In 2024, the Minnesota legislature enacted two laws regarding publication of school board minutes. Under Chapter 109 (2024), five school districts are authorized to publish their minutes on their websites; this section expires on August 1, 2026.]

Under Chapter 115 (2024), the Minnesota legislature enacted the following:
(a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must

also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

[NOTE: MSBA has not inserted paragraph (a) into this model policy because its application is limited to specific circumstances and for a defined period. School districts that meet the conditions in paragraph (a) may choose to publish on the school district's website.]

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

Legal References: Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 331A.01 (Definitions)
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)
Op. Atty. Gen. 161-a-20, December 17, 1970
Ketterer v. Independent School District No. 1, 248 Minn. 212, 79 N.W.2d 428 (1956)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

Policy Adopted:
Amended April 14, 1997 / November 12, 2001/ April 11, 2005 / April 2009 / October 2022
Policy Reviewed: September 2017
Independent School District No. 110
Waconia, MN

8.A.2. 425 Staff Development and Mentoring

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

- A. The school board ~~directs the superintendent or designee to will~~ establish an Advisory Staff Development Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development District Plan, and evaluate staff development efforts at the site level.
1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, ~~parents,~~ and administrators.
 - ~~2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term^{1*} based upon nominations by board members, teachers, and educational support professionals paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.~~
- B. The school board ~~directs the superintendent or designee to shall~~ approve the guidelines for member representation of the Site Professional Development Teams.
1. Members of the Site Professional Development Teams will be ~~appointed by the Superintendent or designee established by building administration based on site and staff needs. Team members shall serve a two-year term* based upon nominations by board members, administration, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.~~
 2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- ~~A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board annually.~~
- BA. The District Staff Development Plan must contain the following elements:
1. Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board Goals and desired outcomes that are aligned with the district's strategic plan;

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

2. The means to achieve the Staff Development goals and desired outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve their **the teacher's** instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of their **the teacher's** daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
 - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[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, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

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

DC. The Advisory Staff Development Committee will evaluate staff development efforts at

the site level and will report to the school board annually^{2*} the extent to which staff at the site have met the outcomes of the Staff Development Plan.

ED. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

FD. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan annually.

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and **educational support professionals paraprofessionals**, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

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

- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes sections 124D.861, may include:
 - 1. additional stipends as incentives to mentors of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
 - 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
 - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

To the extent the school district receives a grant for any of the above purposes, it will negotiate additional retention strategies or protection from unrequested leave of absences in the beginning years of employment for teachers of color and teachers who are American Indian. Retention strategies may include providing financial incentives for teachers of color and teachers who are American Indian to work in the school or district for at least five (5) years and placing American Indian educators at sites with other American Indian educators and educators of color at sites with other educators of color to reduce isolation and increase opportunity for collegial support.

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly^{3*} basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.

- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly annual basis.

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

requests may be cause for denial of the request.

VII. EDUCATIONAL SUPPORT PROFESSIONALS PARAPROFESSIONALS, TITLE I AIDES, AND OTHER INSTRUCTIONAL SUPPORT STAFF

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all educational support professionals paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For educational support professionals paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for educational support professionals paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.
- E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for educational support professional test materials and testing fees for any educational support professional employed by the school district during the 2023-2024 school year who has not successfully completed the educational support professional assessment or met the requirements of the educational support professional competency grid.

[NOTE: The 2024 Minnesota legislature added these provisions, Paragraph E is in effect for the 2024-2025 school year only]

VIII. REPORTING

- A. The school district and site staff development committee shall prepare a report of the previous fiscal year's staff development activities and expenditures as part of the school district's world's best workforce comprehensive achievement and civic readiness report.
1. The report must include assessment and evaluation data indicating progress toward district and site staff development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective staff development activities.
 2. The report will provide a breakdown of expenditures for:
 - a. Curriculum development and curriculum training programs;
 - b. Staff development training models, workshops, and conferences; and
 - c. The cost of releasing teachers or providing substitute teachers for staff development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary

use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 121A.642 (Paraprofessional Training)
Minn. Stat. § 122A.187 (Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7, 7a, and 8 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4, 4a, and 5 (Teacher Tenure Act; Cities of the First Class; Definition)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.60 (Teacher Mentorship and Retention of Effective Teachers)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 123B.147, Subd. 3 (Principals)
Minn. Stat. § 124D.861 (Achievement and Integration for Minnesota)
Minn. Stat. § 124D.862 (Achievement and Integration Revenue)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References: None.

Policy Adopted: May 12, 2008

Revised: June 2011, August 2015, February 2020, March 2023, September 2023

Independent School District No. 110

Waconia, MN

8.A.3. 509 Enrollment of Nonresident Students

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

The school district desires to participate in the Enrollment Options Program (Open Enrollment) established by Minnesota Statutes section 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

The school board adopts specific standards for acceptance and rejection of Open Enrollment applications.

III. OPEN ENROLLMENT PROCESS

- A. Open Enrollment applications will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:
1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
 2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of:
(a) one percent of the total enrollment at each grade level in the school district;
or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minnesota Statutes section 124D.03.
 3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.
- B. If the school district limits enrollment of nonresident students pursuant to this section, the district shall report to the Commissioner of the Minnesota Department of Education (MDE) by July 15 on the number of nonresident pupils denied admission due to the limitations on the enrollment of nonresident pupils.
- C. The parent or guardian of a student with a disability not yet enrolled in kindergarten and not open enrolled in a nonresident district may elect, in the same manner as the parent or guardian of a resident student with a disability, a school in the nonresident district where the child is enrolled in a Head Start program or a licensed child care setting in the nonresident district, provided the child can be served in the same setting as other children in the nonresident district with the same level of disability.

Under this paragraph, parents or guardians must demonstrate enrollment in a community preschool or childcare setting.

[NOTE: MDE states: "There is no standard set for how parents or guardians must demonstrate enrollment in a community preschool or childcare setting. We recommend written policy for this process." A district may choose to insert applicable local provisions here.]

D. A nonresident preschool aged child with a disability open enrolled in the district may be required to open enroll for kindergarten.

[NOTE: MDE offers the following recommendation: “the non-resident district may elect to allow the child’s enrollment status to continue without completing another application. We recommend that districts create policies around this election which must be non-discriminatory and in writing.” A district may choose to insert applicable local provisions here.]

IV. BASIS FOR DECISIONS

A. Standards that may be used for rejection of application.

In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minnesota Statutes section 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.

B. Standards that may not be used for rejection of application

The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:

1. previous academic achievement of a student;
2. athletic or extracurricular ability of a student;
3. disabling conditions of a student;
4. a student’s proficiency in the English language;
5. the student’s district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.

C. Application

The student and parent or guardian must complete and submit the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education” (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) ~~or School Readiness Plus (SRP)~~ Application if applicable) developed by the Minnesota

Department of Education and available on their website (education.mn.gov).

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9,~~ to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or ~~Laws 2017, First Special Session chapter 5, article 8, section 9,~~ to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

The school district shall notify the parent or guardian in writing by February 15 or within ninety (90) days for applications submitted after January 15 in the case of achievement and integration district transfers whether the application has been accepted or rejected. If an application is rejected, the district must state in the notification the reason for rejection. The parent or guardian must notify the nonresident district by March 1 or within ten (10) business days whether the pupil intends to enroll in the nonresident district.

D. Lotteries.

If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:

1. the student's resident district does not operate a school building;
2. the municipality is located partially or fully within the boundaries of at least five school districts;
3. the nonresident district in which the student seeks to enroll operates one or more school buildings within the municipality; and
4. no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website.

E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, **he or she the superintendent** will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine

whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8.

A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents **or guardians** a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice **to the parents of their the parent's or guardian's** opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

- Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
[Minn. Stat. § 124D.151 \(Voluntary Prekindergarten Program\)](#)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
[Minn. Stat. § 125A.13 \(School of Parents' Choice\)](#)
Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Definitions)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 517 (Student Recruiting)

Policy Adopted: March 8, 1971

Revised July 8, 1996, revised June 2003, revised July 2006, reviewed November 2013, reviewed May 2016,
reviewed October 2017, revised February 2020, revised July 2023, revised September 2023

Independent School District 110

Waconia, MN

8.A.4. 709 Student Transportation Policy

Presenter: Dr. Brian
Gersich,
Superintendent

709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades K through 3 school bus safety training twice during the school year.
4. Students taking driver's training instructional classes must receive training in the laws and proper procedures for operating a motor vehicle in the vicinity of a school bus as required by Minn. Stat. § 169.446, Subd. 2.
5. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
6. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
7. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades K through 10 have received the appropriate training.

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
 - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

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

2. Deadlines.

a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

A. Riding the school bus is a privilege, not a right. The school district's general

student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.

- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

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

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

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

(7) Criminal Conduct

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

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

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

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
 1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at

least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's

compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

- (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;
- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator

has been conducted that meets the requirements under Minnesota Statute section 122A.18, subdivision 8, or Minnesota Statute section 123B.03 for school district employees; Minnesota Statute section 144.057 or Minnesota Statute Chapter 245C for day care employees; or Minnesota Statute section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minnesota Statute section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statute section 181.951, subdivision 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statute section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statute section 609.02, of violating Minnesota Statute section 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statute sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statute section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statute section 609.02, of a moving offense in violation of Minnesota Statute Chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statute section 123B.90, subdivision 2 (see section above.)

- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statute section 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minnesota Statute section 171.321, subdivision 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statute section 171.02, subdivisions 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section

VI., above.

- g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word “School” on the front and rear of the bus must be covered by a sign that reads “Activities” when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call “911” or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III “Crash & Emergency Preparedness” of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student’s name and address;
 2. the nature of the student’s disabilities;
 3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

XI. STUDENT TRANSPORTATION SAFETY COMMITTEE

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school

district staff, and representatives from other units of local government.

- Legal References:** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
Minn. Stat. § 123B.90 (School Bus Safety Training)
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
Minn. Stat. § 123B.935 (Active Transportation Safety Training)
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
Minn. Stat. Ch. 169 (Traffic Regulations)
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
Minn. Stat. § 169.02 (Scope)
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
Minn. Stat. § 169.454 (Type III Vehicle Standards)
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
Minn. Stat. Ch. 245C (Human Services Background Studies)
Minn. Stat. § 609.02 (Definitions)
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
49 C.F.R. § 383.5 (Transportation Definitions)
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)
- Cross References:** MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)
MSBA/MASA Model Policy 506 (Student Discipline)

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

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Adopted: April 2004, April 2007, November 2008

Revised: September 2020, September 2023

Independent School District 110

Waconia, MN

8.A.5. 806 Crisis Management Policy

Presenter: Matt
Thomas, Director of
Communications

806 CRISIS MANAGEMENT POLICY

I. PURPOSE

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

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

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

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures

The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The Policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place

to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

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

a. Lock-Down Procedures

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

b. Evacuation Procedures

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

c. Sheltering Procedures

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

2. Crisis-Specific Procedures

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

[NOTE: The 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of Nov. 12, 2024, a response plan is not yet available.)]

3. School Emergency Response Teams

a. Composition

The building administrator in each school building will select a school emergency response team that will be trained to respond to emergency situations. All school emergency response team members will receive on-going training to carry out the building's crisis management plans and will have knowledge of procedures, evacuation routes, and safe areas. For purposes of student safety and accountability, to the extent possible, school emergency response team members will not have direct responsibility for the supervision of students. Team members must be willing to be actively involved in the resolution of crises and be available to assist in any crisis situation as deemed necessary by the building administrator. Each building will maintain a current list of school emergency response team members which will be updated annually. The building administrator, and ~~his or her~~ alternative designees, will know the location of that list in the event of a school emergency. A copy of the list will be kept on file in the school district office.

b. Leaders

The building administrator or ~~his or her~~ designee will serve as the leader of the school emergency response team and will be the primary contact for emergency response officials. In the event the primary designee is unavailable, the designee list should include more than one alternative designee and may include members of the emergency response team. When ~~present,~~ emergency response officials ~~are present, they~~ may elect to take command and control of the crisis. It is critical in this situation that school officials assume a resource role and be available as necessary to emergency response officials.

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees

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

2. Students and Parents

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

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an

area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.
4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and

whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

D. Emergency Telephone Numbers

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

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

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

E. Warning and Notification Systems

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

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

F. Early School Closure Procedures

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

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

G. Media Procedures

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

H. Behavioral Health Crisis Intervention Procedures

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

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

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

I. Long-Term Recovery Intervention Procedures

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

Recovery Team

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

1. Physical/structural recovery

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

2. Fiscal recovery

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

Fiscal and business recovery planning considerations:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop continuity of operations or succession plans
- Track expenditures and payments for the incident. Track overtime hours, rentals, supplies and equipment.
- Expedite contracting services needed immediately (clean up, debris removal, utility restoration)
- Apply for and administer recovery grant programs

- Back up electronic data files. Determine who is responsible, where the files will be stored and how the school's technological functions will be restored

3. Academic recovery

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

4. Social/emotional recovery

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

5. Recovery communications

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

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

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

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

Recovery communication considerations:

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

IV. ACTIVE SHOOTER DRILL

A. Definitions

1. “Active shooter drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. “Active shooter simulation” means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. “Evidence-based” means a program or practice that demonstrates any of the following:
 - a. strong evidence from one or more well designed and well implemented quasi-experimental studies; or
 - i. strong evidence from one or more well designed and well implemented experimental studies;
 - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
 - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the efforts of the program or practice.
4. “Full-scale exercise” means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. “Functional exercises” means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-

appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner ~~of the Minnesota Department of Education~~ must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district conducting an active shooter drill must provide students in the middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
 - a. how to identify observable warning signs and signals of an individual

- who may be at risk of harming oneself or others;
 - b. the importance of taking threats seriously and seeking help; and
 - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
- a. student opportunities for leadership related to prevention and safety;
 - b. encouragement and support to students in establishing clubs and programs focused on safety; and
 - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

H. Board Meeting

At a regularly scheduled school board meeting, a school board that will conduct an active shooter drill must consider the following both before and after the drill:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

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

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

VI. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

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

B. Visitors

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

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

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

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

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.038 (Students Safe at School)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)

MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)

<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

[Minnesota School Safety Center – Resources \(mn.gov\)](#)

Policy Adopted: September 2004 / November 2006 / reviewed April 2009 / June 2015 / May 2016/ revised August 2021/revised January 2024

Reviewed: June 2022

Independent School District #110

Waconia, MN

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

9.D. 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. Enter Closed Meeting RE: Superintendent's
Evaluation**

**The school board may close a meeting to evaluate
the performance of an individual who is subject
to its authority. MN Open Meeting Law Chapter
13D.05 Subd. 3(a)**

**Members will move to Conf. Room C for closed
meeting.**

11. ADJOURNMENT