

ISD 110 School Board Work Session

Monday, March 2, 2026 7:00 PM

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

1. **American Indian Parent Advisory Committee
(AIPAC) Concurrence**

Presenter: Erika
Nesvig, Director of
Education Services



American Indian Aid

March 2, 2026
Erika Nesvig

American Indian Aid

Minnesota Statute, section 124D.78 subdivision 1

- A school district in which there are 10 or more American Indian students enrolled must establish an American Indian Education Parent Advisory Committee (AIPAC)
 - AIPAC serves in an advisory role to help ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.
- American Indian Education Aid
 - Purpose is to ensure that every American Indian student reaches their full potential within their school communities through meaningful, equitable, and targeted educational experiences that affirms and values their unique cultural identities.



American Indian Data

Spring 2025

Text	Math Waconia	Math State	Reading Waconia	Reading State
American Indian Students	62.5%	24.9%	58.8%	33.1
All students	64.8%	45.2%	62.8%	49.6%
Gap Analysis	-2.3%	-20.3%	-4%	-16.5%



American Indian Aid

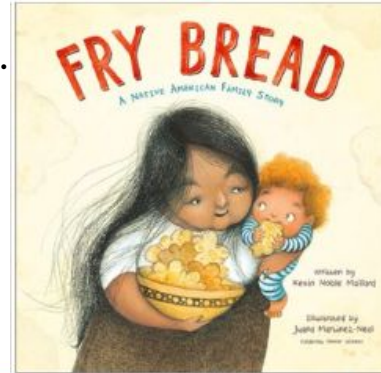
Six Focus Areas

1. Support postsecondary preparation for American Indian students.
2. Support the academic achievement of American Indian students.
3. Make curriculum relevant to to the needs, interests, and cultural heritage of American Indian students.
4. Provide positive reinforcement of the self-image of American Indian students.
5. Develop intercultural awareness among pupils, parents, and staff.
6. Supplement state and federal educational and co curricular programs.



2025-2026 Action Steps

- Continue to grow participation in our AIPAC.
- Provide information on scholarships and opportunities for postsecondary school visits.
- Math tutoring for 6th-12th graders.
- Enrichment opportunities for K-12 students.
- Provide American Indian families with items like books written by American Indian authors.
- Opportunity for family cultural events.
- Leadership opportunities for American Indian students.



Vote of Concurrence

Each year the AIPAC votes on how the district is achieving and accountable to the goals.

For the 2025-2026 school year, the Waconia AIPAC issues a Vote of Concurrence.

The AIPAC will now begin the process of deciding what areas to fund next year using American Indian Aid funds. The next application is due on June 1st, 2026.





Questions?

2. **ISD 110 FY26 Preliminary Revised Budget**

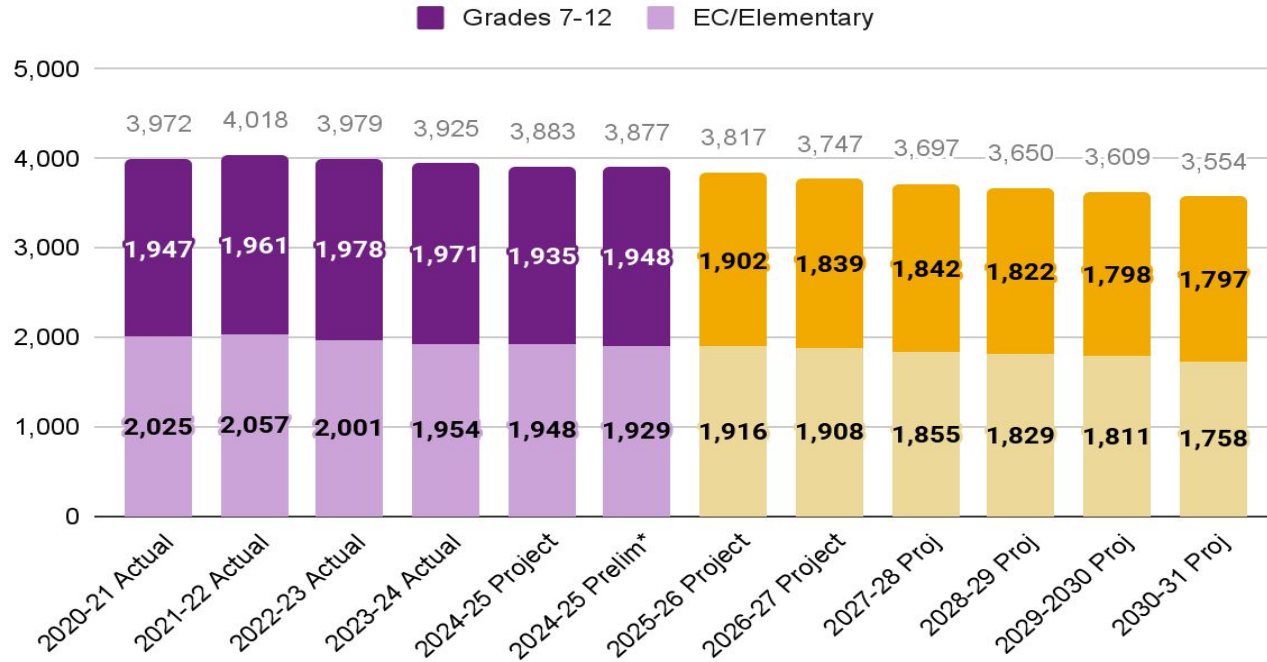
Presenter: Pam
Carman, Director of
Finance and
Operations



Preliminary FY26 Revised Budget

March 2, 2026

EOY ADM Enrollment Projections

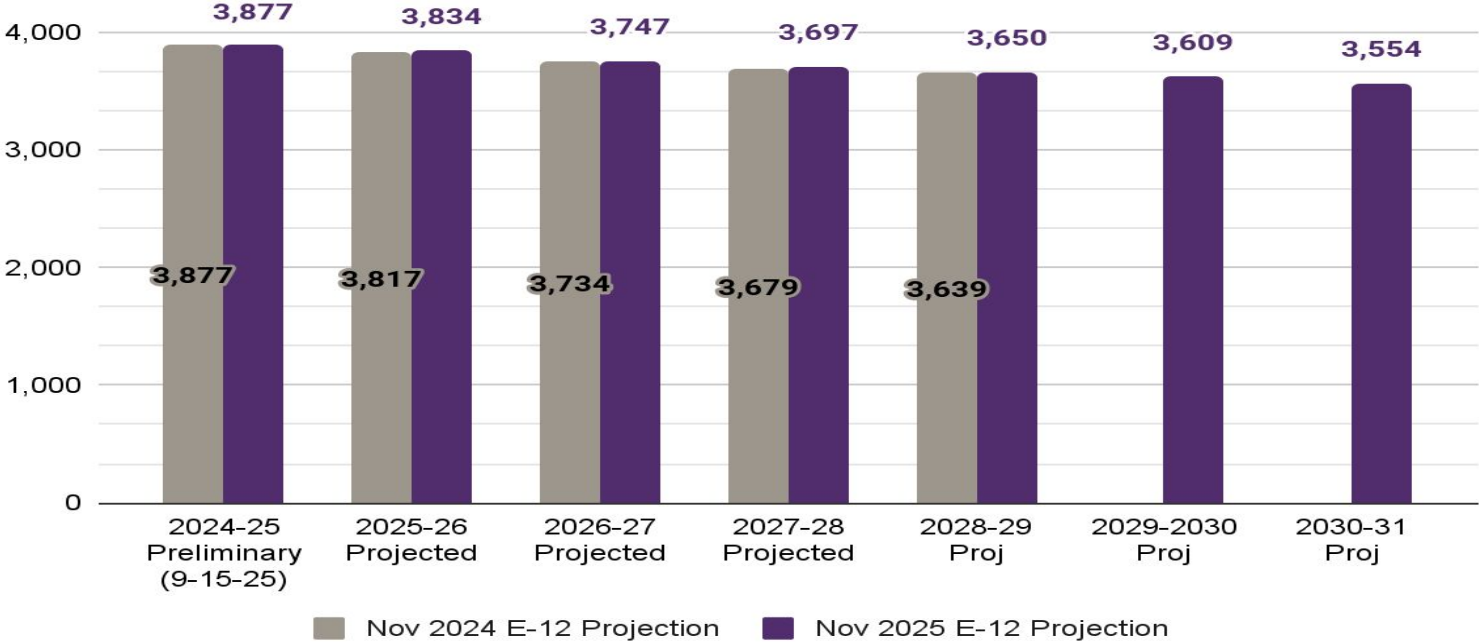


- Actual EC-Grade 6 (Light Purple)
- Actual Grades 7-12 (Dark Purple)
- Projected EC-Grade 6 (Light Yellow)
- Projected Grades 7-12 (Dark Yellow)

*2024-25 Preliminary as of 12-11-25. First year of VPK is 2024-25.

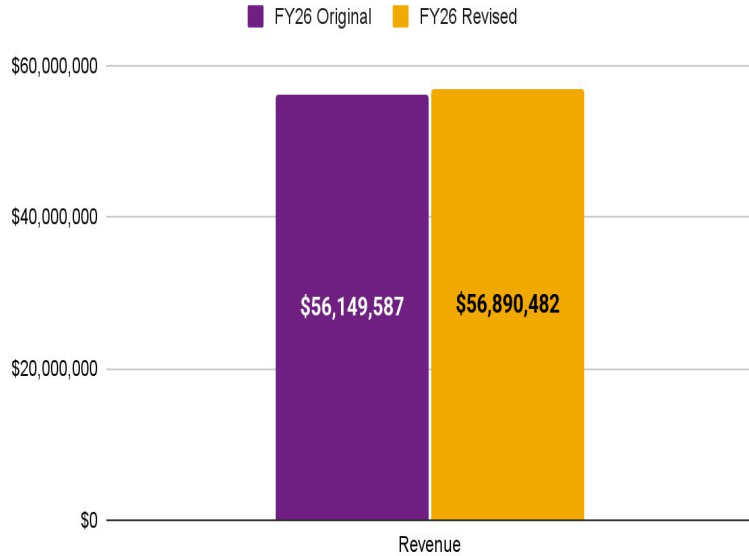


Compare EOY ADM Projections: Nov 2024 to Nov 2025

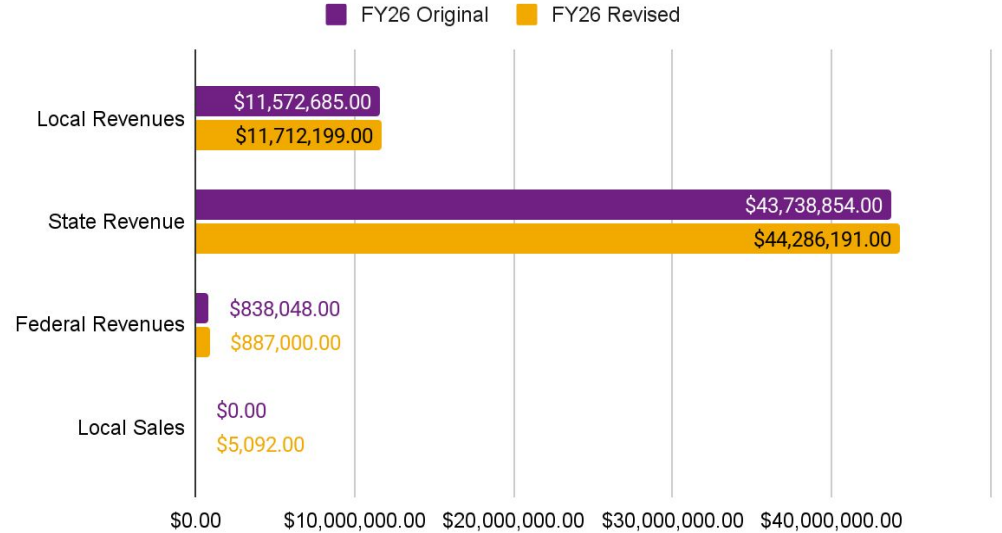


General Fund - Revenue

FY26 Revenue

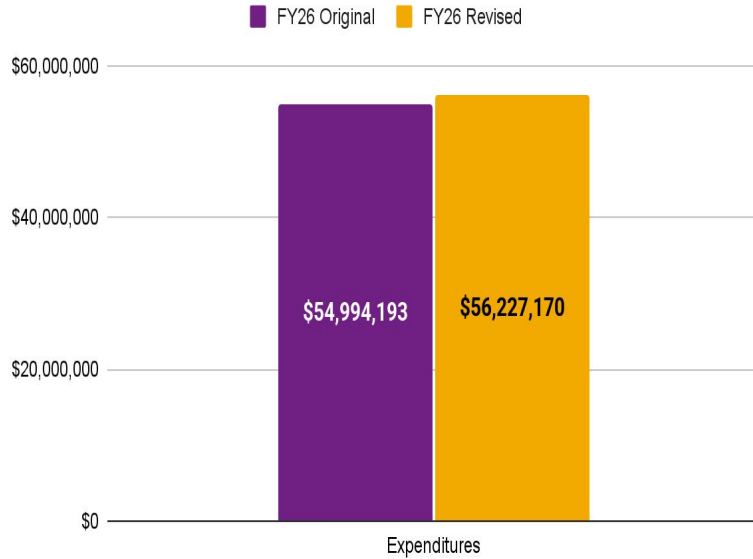


FY26 Revenue

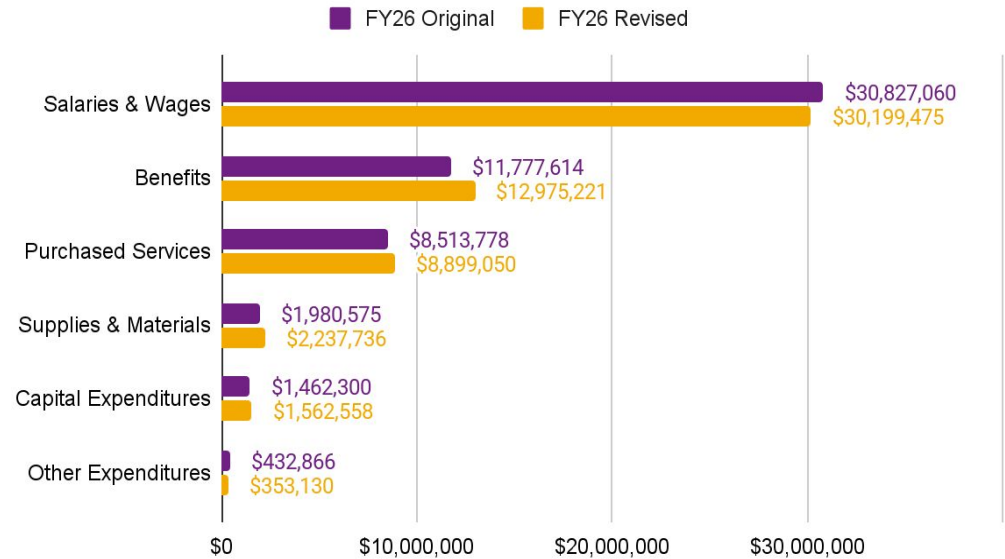


General Fund - Expense

FY26 Expense

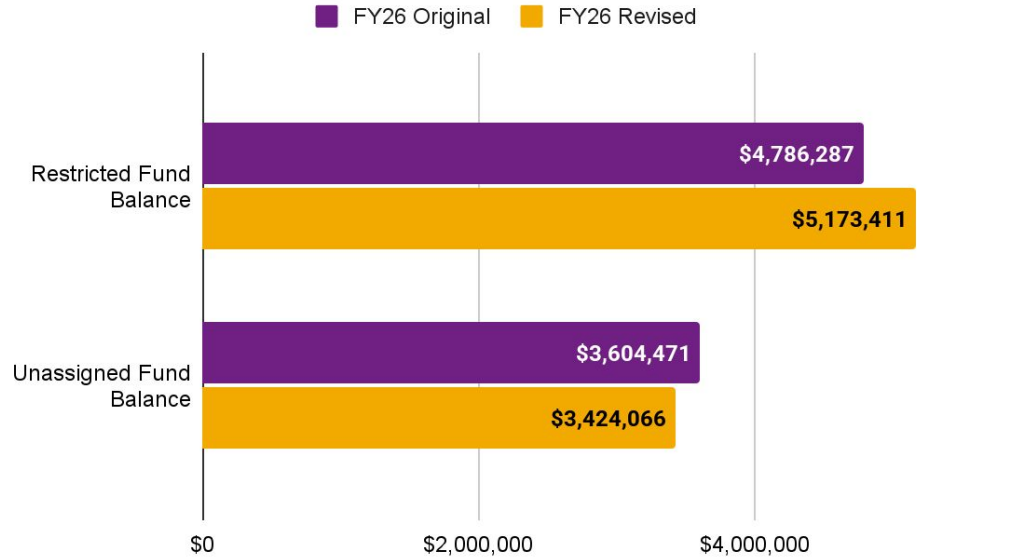


FY26 Expense

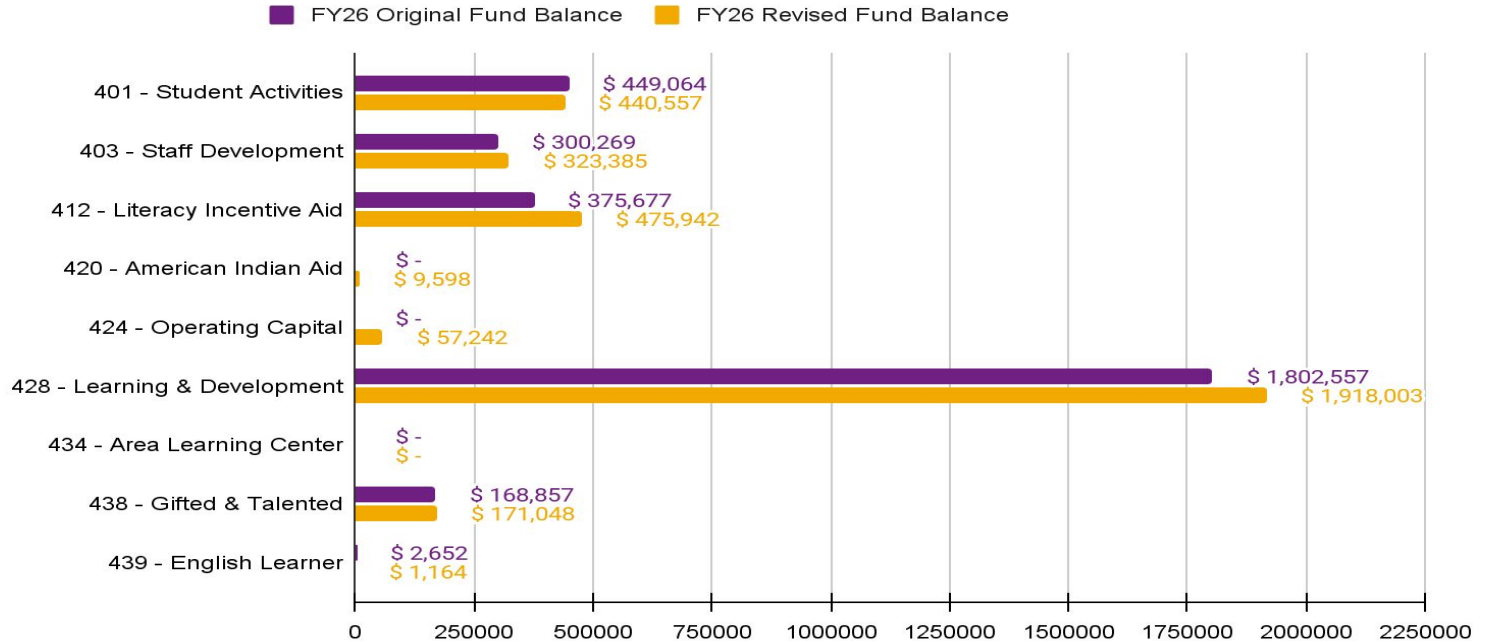


General Fund - FY26 Projected Fund Balance

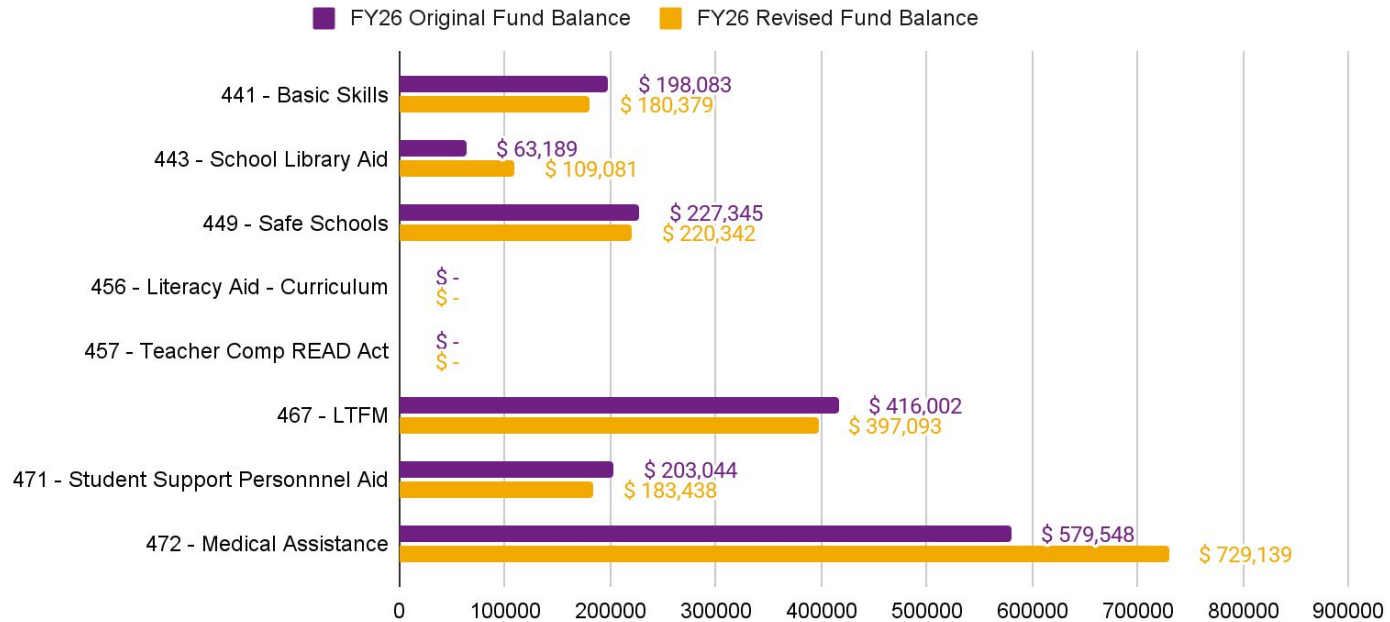
FY26 Projected Fund Balance



General Fund - FY26 Restricted Fund Balance



General Fund - FY26 Restricted Fund Balance



Updates for FY27 Planning

- **MDE General Education Aid per Pupil Funding**
 - FY27 Original Assumption: 2.00% / \$7,632
 - FY27 Updated Assumption: 2.69% Increase / \$7,683
- **MDE is working on updated Compensatory numbers**
 - FY27 Pam's Original Assumption: \$334,558
 - FY27 Updated Assumption from MDE (not reflected in Pam's assumption): \$514,920



Next Steps

- **Finalize FY27 Base Forecast**
- **Add assumptions related Budget Adjustments based on our Priorities**
- **Update Five-Year Forecast**





Questions?

**3. Priorities Process and Proposed Budget
Adjustments 2026-27**

Presenter: Dr. Brian
Gersich,
Superintendent



MEMORANDUM

TO: ISD 110 School Board

FROM: Brian Gersich, Superintendent

DATE: March 2, 2026

SUBJECT: Proposed Budget Changes 2026-27 (with one proposed change for 2025-26)

Introduction:

The purpose of this document is to provide a high-level summary of the staffing and budget adjustments being considered for fall 2026. Changes in enrollments between cohorts and grade levels will always shift staffing as part of “right-sizing”, which is largely driven by our class size targets or special education needs. This document and summary are not intended to capture every possible change or iteration, as those routine changes would be captured as part of the annual work of administration to recommend staffing and develop the FY 27 budget for approval. Rather, if deviations from practices with class size averages, projections, or staffing levels were anticipated, they would be presented here.

Proposed investment that impacts FY 26 budget:

Replace Districtwide Copiers:

- *Purchase 5 total new copy machines, one for each elementary school, WMS, and WHS*
 - As part of the process, our leadership heard from our teams that one of our top priorities should be investing in “replace aging/failing copiers”. Current copiers have reached their mechanical end of life, with units purchased in 2019 and nearing or surpassing 5 million copies. The result of this wear is that machines break down with increased frequency, causing frustration in particular for our instructional staff. The cost of the project is approximately \$126,250, or roughly \$25,250 per machine.

Budget Detail:

- The 3 elementary copiers (\$75,750) would be funded using the Learning and Development Restricted funds. As of June 30, 2025, the carryover for Learning and Development was \$1,590,182. This has been steadily increasing over the last few years, largely used for ensuring smaller class sizes for K-2, the

elementary curriculum, or last year's elementary technology replacements (Smartboards).

- The 2 copiers, 1 each for WMS and WHS, would be paid for from a reallocation from existing FY 26 budgets. Specifically, \$80,000 was included for Apple Computer leases in the FY 26 budget, though only \$40,000 was needed. Additionally, the project to replace computer switches came in under budget by \$32,043. The combination of these sources exceeds the \$50,500 needed for these two copiers.

Summary:

- Since this project would use funding currently available and would not have an impact on the unassigned fund balance, the administration requests permission to expedite this project and purchase the new copy machines immediately. The team believes the funds are available, and this becomes a quick way to provide some support and relief to our teams utilizing copy machines.

Proposed Staffing Changes for FY 27 Budget:

Elementary Education - District Level:

- Add 1.0 Districtwide Elementary Media Specialist / Gifted and Talented (GT) Specialist
 - As learned in our process mentioned above, an Elementary Media Specialist who could also manage GT responsibilities. Waconia Public Schools used to have an elementary media specialist at each school who managed the book collections, ran the maker-space classrooms and collaborated with teachers on the media and digital standards. These positions were reduced in the 2023-24 school year. During the 24-25 school year, it was decided to change the art specialists to full-time in each building instead of having two media specialists rotate through the schools. The art specialist then added the media literacy standards to their instruction. This resulted in ESPs at each building being primarily in charge of book check-in and check-out. To support the purchase of materials, which MDE requires to be performed by a licensed media specialist, our secondary media specialist spent about 30 hours at each elementary school this past summer to help with the yearly inventory and ordering books.
 - Additionally, past instructional coaches (positions also reduced) taught GT units at all three elementary schools as part of their positions. This position would also support updating GT curriculum for grades 3, 4, and 5, administer GT assessments, support teachers assigned to GT groups at each school, and attend MDE GT meetings to help create a long-term plan for programming.

Budget Detail:

- As of June 30, 2025, we have a restricted fund balance of \$131,571 in our Gifted and Talented Reserve, with approximately \$55,000 in annual revenue going forward and approximately \$12,000 annual spend for WMS GT programming. Additionally, the Learning and Development restricted account entered the fall of 2025 with a balance of \$1,590,182.
- The intent would be to cover the costs of this position with a combination of GT revenue and reserve (\$58,000 to \$65,000 annually over the coming years) and

indirectly using the Learning and Development Reserve for the remaining estimated \$42,000 to \$48,500 annually.

- Given the sources and uses of funds included above, we project a continued fund balance in both restricted funds that could sustain this position for multiple years and have no net impact on the unassigned general fund.

Community Education - Early Childhood

- Add 1.0 FTE Student Success Coordinator
 - Over time, the individualized support needs of students enrolled in our early childhood and school-age programs have increased in both frequency and intensity. A growing number of children present with identified special education needs, as well as behavioral challenges that do not qualify for special education services but impact their ability to remain successfully enrolled. This position would increase the fidelity of usage of the pyramid model training received by having a supportive structure in place.

Budget Detail:

- Funds for this position are available from two sources and will not impact the ISD 110 General Fund. First, the School Age Care Levy will cover the first \$60,000 for the cost of this position. Second, Early Childhood Funding (a portion of Community Education Fund 4) will cover the remaining balance, estimated between \$20,000 and \$38,500.
- Increase hours for Early Childhood Administrative Assistant from 1,414 hours/year to 2,050 hours per year
 - Historically, the position was structured around a narrower scope of 1,414 hours. However, as our educational landscape has shifted, so has the demand for a consistent administrative assistant. The program has surpassed a critical milestone: we now serve more than 200 preschool students. This volume of enrollment requires a shift in how we manage daily operations, moving away from a part-time mindset toward the robust structure of a typical school.
 - The increase in participation within our early childhood programming is the primary driver for these additional hours. Specifically, the addition of Voluntary Pre-K (VPK) has fundamentally changed our administrative requirements.
 - State Compliance: VPK brings a heavy load of clerical work to ensure we meet rigorous state mandates.
 - Data & Reporting: From registration to funding eligibility, the "behind the scenes" workload has expanded to ensure our program remains compliant and fully funded.

Budget Detail:

- Funds for this position are available from Fund 4, Early Childhood.
- The cost difference between the current position and the newly proposed position is approximately \$25,500 annually.

Conclusion:

We welcome feedback or additional items for consideration. Formal action on most items would be expected as part of a budget approval when finalized, though action may be warranted to confirm a level of support in the event one or more recommendations do not have consensus

support to move forward. Additionally, the request is to move the copier project forward in the current year to provide that relief to the team.



Visioning and Priorities

Winter 2025-26

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.

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

Questions during process

- **What's working well?**
- **What isn't working as well as it could?**
- **Options and Ideas for Solutions**
 - **Pros**
 - **Cons**
- **Prioritizing the list**



Vision and Priorities Process Reminders

Site and Department Meetings Held December - January

- Building and department leaders compiled results
- Admin team reviews each department/site data before January 7 admin meeting
 - Additional feedback from buildings and departments
- Admin team meets again January 21 to finalize priorities
- Ultimate recommendation based on cost, funding, and sustainability



Admin Team Lense

- Building and department leaders reviewed lists to the full admin team
- Discussed and compiled themes
 - Confirm adheres to strategic priorities
 - Create consensus District list
- Leadership team works to understand costs and sustainability
- Reminders of our referendum:
Maintaining What Matters Most



What's working well?



What's working well...

- gains in technology
 - updated smartboards/computers
- effort to align budget/finance systems ^{systems} + structure
- nutritional services - healthy food, staffing
- positive staff culture and desire to be here
- high student engagement
- early childhood - numbers, screening
- projects completed
- good, positive communication to community ^{student outcomes}
- Read Act - Wit and Wisdom implementation - ^{student outcomes}
- Strong Support Services
- Tier 2 interventions improvement ^{student outcomes}

- ★
- High performing staff
- Transparency ^{of} budget
- Class size as a priority
- Tech upgrades + helpful Tech team
- Tier 2 student support
- Supportive community/PTO
- Communication - clear
- Support for staff - PD, collab
custodial, HR
- ★



What are the challenges?



Challenges - Themes

Competitive Salaries/Benefits
Specialist offerings
Class sizes too large
Supports - ESP Gen. Ed and SPED
Tech - Aging systems → Copiers
Assignments outside of instructional day
Aging buildings/equipment → limping
Calendars - Facility and Activity Calendars
Behavior Supports - rising needs

Support Staff
Elem. Specialists
Copiers
Competitive Salaries/Contracts
Aging Infrastructure
Updated Technology
Staff Training re: Behavior/Mental Health



Develop Options for Solutions

✓ Copiers

Pros	Cons
time saving	1x cost
1x cost equity	replacement plan ongoing
teacher feedback / support	

2

✓ Shifting Staff Schedules - start + end time

Pros	Cons
cheaper - addresses behavior, class sizes (ratio), collab time for teachers & cleaner schedules	staff may not want more hours

3

SEL support

Pros	Cons
impacts all buildings	ongoing
builds skills	
student/staff experience	
proactive	

4

✓ Salaries

Pros	Cons
Keeps great staff recruitment promise to community (ref)	ongoing

Instructional Priority (2) • Operational Priority (3)

1 Copier Replacement Plan

~ Copier use plan

Alignment of job responsibilities (1)

~ with SAFE student supervision during lunch/recess, morning recess.

2 Early Intervention

~ Connect + Assess 2

~ Transitional Kindergarten

Equipment + Infrastructure

~ Resources set aside

~ Bond Referendum →

3 Move forward with hiring district wide Behavior Specialist + Elem. Media Specialist

1 Competitive salaries

→ long term cost

Pro: direct to student/staff & community supports +

Con: limit other options

→ like class size technology

2 Technology Updates

at mins

1 copiers

teacher devices / classroom

move from BYOD to 1:1

cost: - some one-time w/ replacement cycle

Pro: needed instructional materials

• classroom management

student engagement

Cons: some high cost (i.e.) \$280,000 + increase tech

CBs may not have same capabilities

3 Behavior Support

fill open position

cost: already in the budget

Pro: help with vision and coach teachers

3 Prioritize hiring BCBA for district

Pro: specific student/team support

Pro: District training

Con: hard to fill, companding pay

Con: not direct instruction for mental health

Pro: already budgeted from last year priorities

2 New Copiers

Pro: one time cost

Pro: staff experience / planning, prep / eliminate unnecessary stress

Con: shelf life, use more paper, no use plan in place

1 Competitive salaries

Pro: maintain HO staff

Pro: follow through on promise to support staff, to community

Con: massive impact on budget long term

Con: need to wait on other things: tech, infrastructure

Pro: increase mental capacity to support students

Con: is there data to say it increases student outcomes???

Long term tech and infrastructure plans

If no BCBA, then district wide behavior training (4)





Options Process Prioritized

- **Investments to Ensure, to the best of our ability, Competitive Salaries and Benefits**
- **Replace aging/failing copiers**
- **Increase ESP hours for Elementary and Middle School Supervision / Support**
- **Hire an Elementary Media Specialist (also to manage GT responsibilities)**
- **Prioritize hiring a behavior analyst position (previously approved, could not hire)**
- **Replace/repair failing teacher technology devices**



Notes to our leadership and community

- **Reminder that our referendum was about “Maintaining what matters most” and articulated priorities of employee compensation, maintain class sizes, and maintain programs.**
- **There is limited ability to add items with ongoing costs.**
- **From previous priorities sessions: “Please don’t add something back if you are just going to have to cut it again.”**



Review Proposal



- **From process:**
 - **Copiers**
 - **Elementary Media / Gifted and Talented Specialist**
 - **Prioritize hiring a behavior analyst position (previously approved, not in proposal as we continuing forward)**
 - **Comments about technology (Tim and existing budget priorities)**
- **Community Education:**
 - **Student Success Coordinator**
 - **Early Childhood Administrative Assistant**



Thank You



3.A. **ACTION ITEM** - Approval to Purchase Five Copiers **Presenter:** Tim Koschinska, Director of Technology and Pam Carman, Director of Finance and Operations



MEMORANDUM

TO: ISD 110 School Board

FROM: Tim Koschinska, Director of Technology
Pam Carman, Director of Finance & Operations

DATE: March 2, 2026

SUBJECT: Action Item - Approval to Purchase Five Copiers

Purpose

The purpose of this action is to ensure district technology infrastructure remains reliable, functional, and supportive of classroom instruction. Replacing end-of-life copy machines directly supports staff productivity and minimizes instructional disruption caused by equipment failure.

Background / Context

The district's current copier fleet has reached mechanical end-of-life. Most units were purchased in 2019 and are approaching or have exceeded 5 million copies. Breakdowns have increased significantly, resulting in multiple instances where entire buildings were without a functioning copier.

Over the past 12 months, the machines proposed for replacement required a combined 45 service calls, creating substantial downtime and operational inefficiencies.

Proposal Summary

Administration proposes:

- Purchasing five (5) new copiers, one per building, and
- Strategically reallocating existing machines:
 - A copier from Laketown Elementary will be relocated to the High School
 - A copier from Southview Elementary will be relocated to the Middle School

This approach balances new investment with effective use of existing assets to meet immediate operational needs.

Data and Rationale

- High service frequency and downtime are negatively impacting instructional operations.
- The proposed machines are designed for long-term use and will remain compatible even if the district conducts a future full-fleet RFP and transitions to a different vendor.
- The district's existing partnership with Loffler ensures consistent maintenance and support.
- If a future RFP results in multiple copier manufacturers, the district would transition to a vendor-agnostic print management system (e.g., PaperCut), which is already an industry standard best practice.

Cost and Contract Details

- **Total Cost:** \$126,040.35
- **Per Unit Cost:** \$25,208.28
- **Statewide Contract:** Minnesota State Contract #189667
- **Service Rate:** \$0.0036 per black & white copy (state-negotiated)
- **Included Benefits:**
 - Free setup and installation
 - No-cost relocation or recycling of machines
 - Three-month trial period with no service or maintenance charges (excluding toner beyond initial supply), resulting in estimated savings of \$2,000–\$3,000

Funding Source

- Learning & Development (FIN 330):
 - 3 Elementary Copiers = \$75,624.84
- Operating Capital – Technology (FIN 302):
 - Middle School & High School Copiers = \$50,416.56

Sufficient capacity exists within FY26 budgets due to:

- The Apple Computer lease (\$40,000) being budgeted twice, and
- The Summer Switch Project came in \$32,043 under budget after E-Rate reimbursement.

Recommendation / Requested Action

Administration recommends approval of the purchase of five (5) replacement copiers through the Minnesota State Contract with Loffler/Canon, at a total cost of \$126,040.35, with funding allocated as follows:

- Three (3) Elementary Copiers funded through FY26 Learning & Development (FIN 330)
- Two (2) Secondary Copiers (Middle School & High School) funded through FY26 Operating Capital – Technology (FIN 302)

4. Hometown Bank ACH Account & Sweep Account

The District maintains a Hometown Bank ACH account to process electronic transactions (expense reimbursements, vendor ACH, etc.).

To protect deposits and ensure FDIC coverage, we utilize a daily sweep structure:

- Any balance exceeding \$250,000 in the ACH account is automatically swept into a separate Sweep Account.
- This structure minimizes risk exposure while maintaining liquidity.

On page two, you will see a note referencing:

- ACH account balance: \$266,402
- Sweep account balance: \$280,692

At month-end, timing differences can occur where the sweep transaction does not post to the Sweep Account until the next business day. When this occurs, the balances temporarily appear misaligned.

This is strictly a timing issue and resolves automatically with the next business day posting.

The sweep structure is a best practice for:

- Cash security
- FDIC coverage management
- Risk mitigation
- Operational liquidity

Summary

The January Bank Reconciliation reflects:

- Expected seasonal debt service cash outflows
- Timing-related transfers for COP payments
- Minor rounding differences in investment reporting
- Routine daily sweep timing differences

All noted items are anticipated, reconciled, and consistent with our cash management strategy and internal control framework.



3745 Louisiana Ave, St Louis Park, MN 55426
952-925-6800 • Fax 952-925-6801

ORDER AGREEMENT - PURCHASE Minnesota State Contract #189667

B I L L T O	Company ISD 110- Waconia Public Schools		Customer Number I#02	S H I P T O	Company ISD 110- Waconia Public Schools		Customer Number
	Address 512 Industrial Blvd				Address See Below		
	Address 2				Address 2		
	Suite/Floor/Dept District Office				Suite/Floor/Dept		
	City	State	Zip		City	State	Zip
	Waconia	MN	55387				
Loffler Contact		Phone		Contact Timothy Koschinska / 952-442-0606 / tkoschinka@isd110.org			
E-Mail Address							

Meter Contact Timothy Koschinska	Phone <input type="checkbox"/> Preferred Meter Method 952-442-0606	Fax <input type="checkbox"/> Preferred Meter Method	E-Mail Address <input type="checkbox"/> Preferred Meter Method tkoschinka@isd110.org
Training YES	Training Contact Timothy Koschinska	Phone 952-442-0606	E-Mail Address tkoschinka@isd110.org
Networking YES	Networking Contact Timothy Koschinska	Phone 952-442-0606	E-Mail Address tkoschinka@isd110.org
Delivery/Pickup Date & Date	Carrier	If "Other", Please Describe	Stairs SELECT ONE
Trade In ID#s	Model/Serial Number		Trade-in Ownership

Comments: State Contract 189667

Vendor Swift Code 000203048-002
Bill to: Canon USA C/O Loffler 3745 Louisiana Ave, St Louis Park, MN 55426

ORDER QTY	PRODUCT NUMBER	DESCRIPTION	UNIT PRICE	TOTAL
24 S Walnut St, Waconia, MN				
1	6962C002AA	imageFORCE 8105/8195/8186	\$19,840.80	\$19,840.80
1	4950C001AA	imageFORCE 8186 License	\$24.00	\$24.00
1	3236C014AA	Booklet Finisher-AC2	\$3,817.56	\$3,817.56
1	3237C001BA	Finisher Jogger Kit-A1	\$411.80	\$411.80
1	0126C001AA	2/3 Hole Puncher Unit-A1	\$613.06	\$613.06
1	D5133NT	Standard Power Filter 15A/120V	\$139.20	\$139.20
1650 Community Dr, Waconia, MN				
1	6962C002AA	imageFORCE 8105/8195/8186	\$19,840.80	\$19,840.80
1	4950C001AA	imageFORCE 8186 License	\$24.00	\$24.00
1	3236C014AA	Booklet Finisher-AC2	\$3,817.56	\$3,817.56
1	3237C001BA	Finisher Jogger Kit-A1	\$411.80	\$411.80
1	0126C001AA	2/3 Hole Puncher Unit-A1	\$613.06	\$613.06
1	D5133NT	Standard Power Filter 15A/120V	\$139.20	\$139.20

		960 Airport Rd, Waconia, MN		
1	6962C002AA	imageFORCE 8105/8195/8186	\$19,840.80	\$19,840.80
1	4950C001AA	imageFORCE 8186 License	\$24.00	\$24.00
1	3236C014AA	Booklet Finisher-AC2	\$3,817.56	\$3,817.56
1	3237C001BA	Finisher Jogger Kit-A1	\$411.80	\$411.80
1	0126C001AA	2/3 Hole Puncher Unit-A1	\$613.06	\$613.06
1	D5133NT	Standard Power Filter 15A/120V	\$139.20	\$139.20
		1400 Community Dr, Waconia, MN		
1	6962C002AA	imageFORCE 8105/8195/8186	\$19,840.80	\$19,840.80
1	4950C001AA	imageFORCE 8186 License	\$24.00	\$24.00
1	3236C014AA	Booklet Finisher-AC2	\$3,817.56	\$3,817.56
1	3237C001BA	Finisher Jogger Kit-A1	\$411.80	\$411.80
1	0126C001AA	2/3 Hole Puncher Unit-A1	\$613.06	\$613.06
1	D5133NT	Standard Power Filter 15A/120V	\$139.20	\$139.20
		225 W 4th St, Waconia, MN		
1	6962C002AA	imageFORCE 8105/8195/8186	\$19,840.80	\$19,840.80
1	4950C001AA	imageFORCE 8186 License	\$24.00	\$24.00
1	3236C014AA	Booklet Finisher-AC2	\$3,817.56	\$3,817.56
1	3237C001BA	Finisher Jogger Kit-A1	\$411.80	\$411.80
1	0126C001AA	2/3 Hole Puncher Unit-A1	\$613.06	\$613.06
1	D5133NT	Standard Power Filter 15A/120V	\$139.20	\$139.20
5	3575BA82AA	MiCard Plus C	\$211.65	\$1,058.25
1	6138B426AA	Dealer Professional Services	\$750.00	\$750.00
Client Signature: x		Date	TOTAL	\$126,040.35

4. **Board Retreats**

Presenter: Kelly
Amott, Board Chair