

ISD 110 School Board Work Session

Monday, April 13, 2026 7:00 PM

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

1. Construction Update

Presenter: Pam
Carman, Director of
Finance and
Operations, and Tim
Bisek, Director of
Buildings and Grounds



Construction Update

Presented By:
Pam Carman / Tim Bisek

April 13, 2026

Financial Performance - IAQ and Parking Lots

Location	Original Contract Bid	Contingency Funds	Change Orders	Net Impact	Status
High School IAQ	\$9,294,274	(\$650,599)	+\$332,970	(\$317,629)	● Favorable
District Office IAQ	\$600,016	(\$48,373)	+\$41,526	(\$6,847)	● Favorable
Middle School Parking Lot	\$665,976	(\$14,018)	+\$54,378	+\$40,360	● Unfavorable
Laketown Parking Lot	\$55,118	(\$3,858)	\$0	(\$3,858)	● Favorable



Financial Outcome - IAQ and Parking Lots



Date Updated: 4/6/2026

Waconia Project Dashboard		Amount Billed Against Fund	
LTFM	\$ 14,902,117.00	\$ 13,588,592.41	
Total Project Value	\$ 14,902,117.00		

Signed Contracts	Original Contract Value	Approved Change Orders	Current Contract Value	Billed To Date	Amount Remaining	% Remaining	Contractor Change Potential
MS-Bituminous Roadways	\$ 665,976.00	\$ 54,378.00	\$ 720,354.00	\$ 720,353.63	\$ 0.37	0.0%	\$ -
LT - MN Roadways	\$ 55,118.00	\$ -	\$ 55,118.00	\$ 55,118.00	\$ (0.00)	0.0%	\$ -
DO - Choice Electric	\$ 68,750.00	\$ -	\$ 68,750.00	\$ 36,130.00	\$ 32,620.00	47.4%	\$ -
DO - St Cloud Refrigeration	\$ 209,000.00	\$ 39,901.54	\$ 248,901.54	\$ 248,901.54	\$ (0.00)	0.0%	\$ -
DO - Systems Management & Bal.	\$ 4,800.00	\$ -	\$ 4,800.00	\$ 4,800.00	\$ -	0.0%	\$ -
DO - UHL Company,	\$ 51,756.00	\$ -	\$ 51,756.00	\$ 49,168.20	\$ 2,587.80	5.0%	\$ -
DO - BCI Construction	\$ 175,000.00	\$ 1,624.50	\$ 176,624.50	\$ 176,624.48	\$ 0.02	0.0%	\$ -
DO - Prepurchased Equipment (SVL)	\$ 90,710.00	\$ -	\$ 90,710.00	\$ 90,710.00	\$ -	0.0%	\$ -
HS - BCI Construction	\$ 1,035,000.00	\$ 5,972.08	\$ 1,040,972.08	\$ 984,941.78	\$ 56,030.30	5.4%	\$ -
HS - Choice Electric	\$ 558,100.00	\$ (1,099.50)	\$ 557,000.50	\$ 557,000.50	\$ -	0.0%	\$ -
HS - Systems Mgt Bal	\$ 53,300.00	\$ 11,000.00	\$ 64,300.00	\$ 5,063.50	\$ 59,236.50	92.1%	\$ -
HS - Cool Air Mechanical	\$ 5,636,000.00	\$ 173,473.00	\$ 5,809,473.00	\$ 5,518,999.35	\$ 290,473.65	5.0%	\$ -
HS - Cool Air Controls	\$ 659,474.00	\$ 143,625.00	\$ 803,099.00	\$ 669,250.30	\$ 133,848.70	16.7%	\$ -
HS - Prepurchased Equipment (SVL)	\$ 1,352,400.00	\$ -	\$ 1,352,400.00	\$ 1,352,400.00	\$ -	0.0%	\$ -
HS - Contingency	\$ 650,599.18	\$ (642,879.18)	\$ 7,720.00	\$ -	\$ 7,720.00		\$ -
DO - Contingency	\$ 48,373.22	\$ (48,373.22)	\$ -	\$ -	\$ -		\$ -
MS - Contingency	\$ 14,017.74	\$ (14,017.74)	\$ 0.00	\$ -	\$ 0.00		\$ -
LT - Contingency	\$ 3,858.26	\$ (3,858.26)	\$ -	\$ -	\$ -		\$ -
SiteLogIQ Professional Services	\$ 3,152,812.50	\$ -	\$ 3,152,812.50	\$ 3,119,131.13	\$ 33,681.37	1.1%	\$ -
Total Cost	\$ 14,485,044.90	\$ (280,253.78)	\$ 14,204,791.12	\$ 13,588,592.41	\$ 616,198.71	4.25%	\$0.00

NIC-Owner Provided includes interest earnings.

Unallocated Funds	\$ 417,072.10
Approved Change Orders	\$ (280,253.78)
NIC - Owner Provided	\$ (332,676.39)
Contractor Change Potential	\$ -
Remaining Unallocated	\$ 1,030,002.27

*(To be Drawn against project contingency)



Safari Island IAQ - City of Waconia Cost Share

City Share - Initial Project Cost

- Total Project Cost: \$983,735
- Includes 15% for SitelogiQ fee
- Based on Shared Use Agreement allocations

Change Orders (as of 3/17/26)

- Initial Estimate (MOU): \$25,000
- Final to Date: \$17,810
- Pending Estimate: \$544

City of Waconia - Total Project Cost \$1,002,089

Payment Structure - Loan Forgiveness

- Loan Forgiveness: \$313,159
 - Baseball Park: \$220,000
 - Pool Filter: \$93,159
- Applied toward City's IAQ project share

City of Waconia Payment Schedule

- 12/10/2025: \$30,000
- 12/10/2026: \$30,000
- 12/10/2027: \$30,000
- 12/10/2028: \$299,465
- 12/10/2029: \$299,465





Questions?

2. **ISD 110 Student Achievement Data Presentation**

Presenter: Erika
Nesvig, Director of
Educational Services



Using Data in ISD110

April 13, 2026

Erika Nesvig

Director of Educational Services

Agenda

Using Data in ISD 110

District Level

Building Level

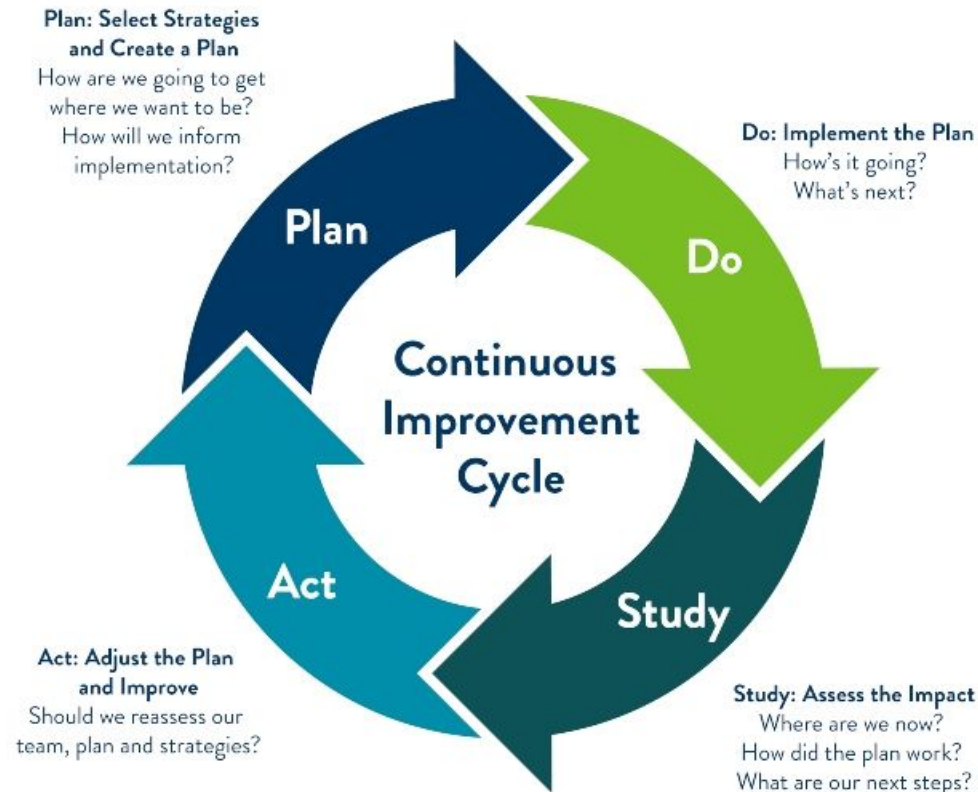
Classroom Level

Individual Student Level



Continuous Improvement Cycle

Plan-Do-Study-Act



Types of Assessment Data



Summative

A standardized measure of year-end attainment of grade level standards

Example:
MCA & ACCESS

Used To:
Evaluate systems progress and comprehensive achievement



Screening

A universal measure of progress against grade-level norms and benchmarks

Example:
Fastbridge

Used To:
Guide MTSS and identify students who may need extra support



Diagnostic

An additional assessment done with some students when a risk factor is flagged in screening

Example:
Phonics Inventory

Used To:
Determine a specific skill to address in a systematic way



Formative

Ongoing classroom evidence of student learning toward instructional goals

Example:
Progress monitoring, tests, rubrics, projects

Used To:
Plan instruction, provide feedback





District Level Data

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District Level Data

Summative - MCA Reading - Spring 2025

	ISD 110	State	ECC	Central	WM	Westonka
5th Grade	77.0%	57.0%	71.4%	65.2%	69%	73.2%
8th Grade	59.5%	45.7%	63.2%	62.1%	58.2%	67.1%
10th Grade	50.8%	51.1%	59.7%	67.1%	50.8%	77.5%



District Level Data

Summative - MCA Math - Spring 2025

	ISD 110	State	ECC	Central	WM	Westonka
5th Grade	71.3%	42.8%	60.9%	52.2%	76%	67.3%
8th Grade	57.2%	41.7%	71.5%	51.5%	60.8%	66.7%
11th Grade	47.0%	34.9%	45.5%	44.8%	36.3%	52.8%



District Level Data

Screening - FastBridge - Spring Reading

	22-23	23-24	24-25
Kindergarten	79.0%	71.2%	74.5%
1st Grade	68.1%	72.1%	64.9%
2nd Grade	72.9%	74.5%	70.4%
3rd Grade	79.9%	72.5%	74.6%
4th Grade	75.9%	70.3%	68.6%
5th Grade	69.9%	75.9%	74.4%
6th Grade	76.9%	76.1%	75.3%
7th Grade	74.3%	72.5%	69.7%
8th Grade	72.3%	68.1%	67.4%



District Level Data

Screening - FastBridge - Spring Math

	22-23	23-24	24-25
Kindergarten	85.0%	78.1%	78.2%
1st Grade	72.4%	76.4%	68.3%
2nd Grade	83.4%	83.9%	80.3%
3rd Grade	80.5%	81.7%	80.0%
4th Grade	78.5%	75.5%	76.7%
5th Grade	76.1%	80.8%	82.4%
6th Grade	75.8%	78.5%	80.3%
7th Grade	81.5%	75.1%	82.3%
8th Grade	72%	80.3%	70.1%



District Level Data

Summative - MCA

How Do We Use This Data?

- Strategic Plan
- Curriculum and Resources
- Professional Development





Building Level Data

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Building Level Data

Summative - MCA - Spring 2025

Reading

	Bayview	Laketown	Southview	WMS	
3rd Grade	63%	58.4%	54.7%	6th Grade	70.4%
4th Grade	60.2%	71.6%	61.6%	7th Grade	60.5%
5th Grade	79.3%	79.4%	71.9%	8th Grade	59.6%

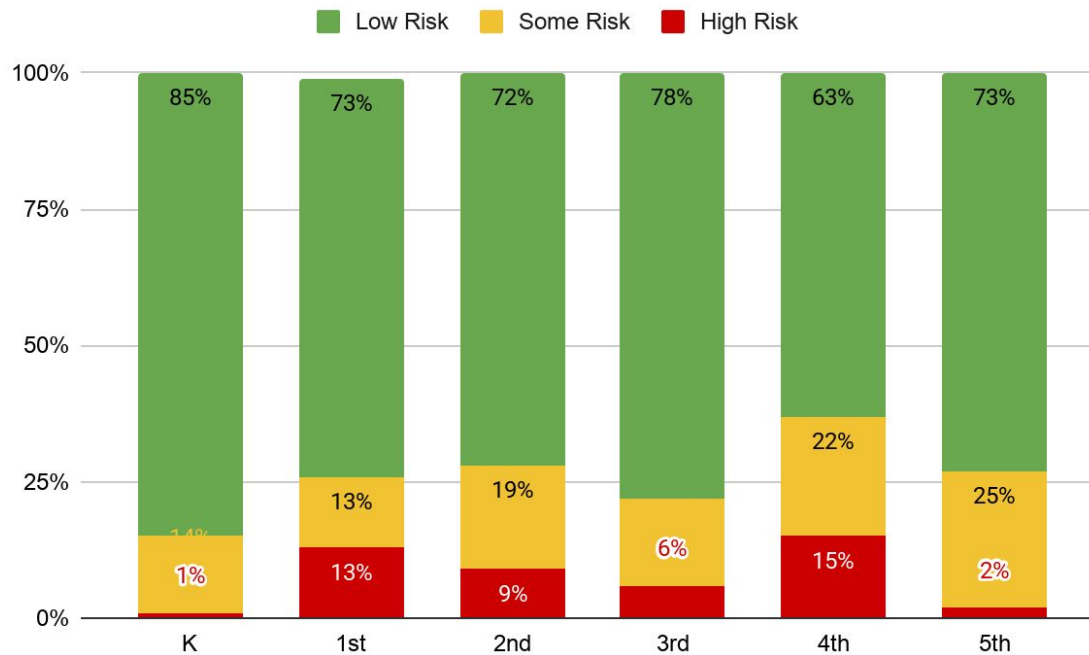
Math

	Bayview	Laketown	Southview	WMS	
3rd Grade	77.4%	76.4%	87.4%	6th Grade	58.5%
4th Grade	70.9%	76.3%	63.6%	7th Grade	68.5%
5th Grade	70.1%	77.4%	65.2%	8th Grade	57.2%



Building Level Data

Screening - FastBridge - Spring 2025 Reading

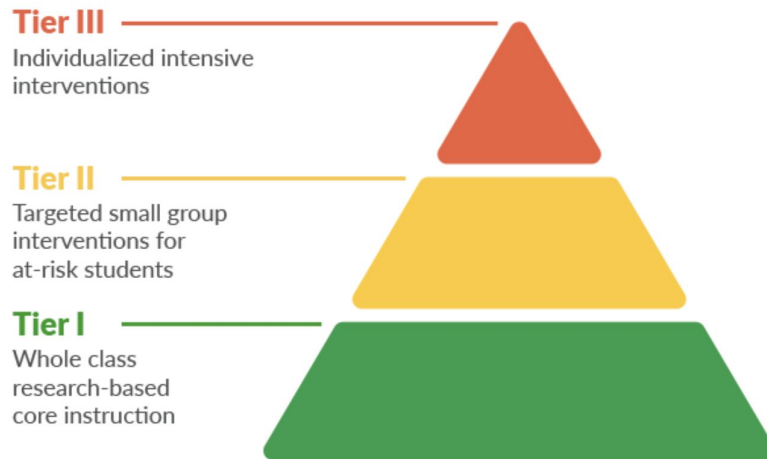


Building Level Data

Continuous Improvement Cycle

How Do We Use This Data?

- School Improvement Planning
- Grade level instruction
- Cohort Trends



Continuous Improvement Cycle

Building Level

Plan: June School Improvement Plan

Do: Sept through Jan

Study: Jan

Act: Feb through June





Grade Level Data

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Grade Level Data

Summative - MCAs

How Do We Use This Data?

- Which standards are students showing mastery?
- Which standards do we need to relook at instruction?

Screening - FastBridge

How Do We Use This Data?

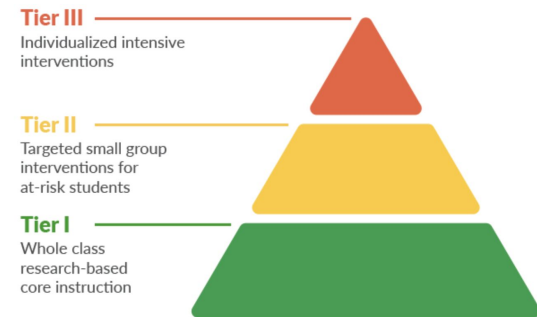
How many of our students are at or above grade level?

- Is what we are doing in the classroom working?

How many of our students need an intervention?

- Whole group, small group or individual

Are our students making growth?



Grade Level Data

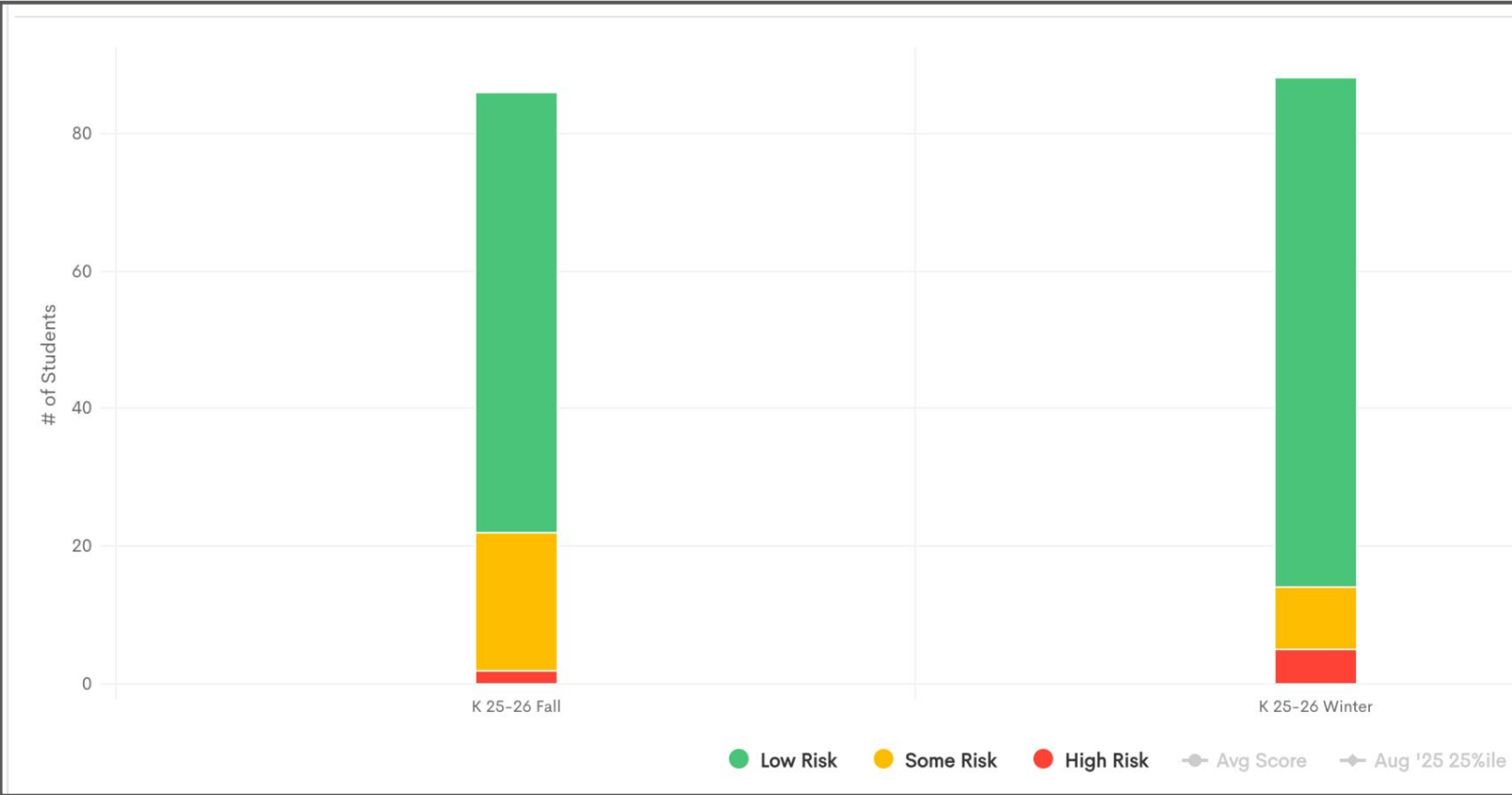
Summative - MCAs by cohort

	7th Grade 2022-2023		7th Grade 2023-2024		7th Grade 2024-2025	
Exceeds	24.3%	71.6%	18.3%	57.3%	18%	68.4%
Meets	47.3%		39.0%		50.5%	
Partially Meets	20.5%	28.4%	28.5%	42.7%	23.1%	31.6%
Does Not Meet	7.9%		14.2%		8.5%	



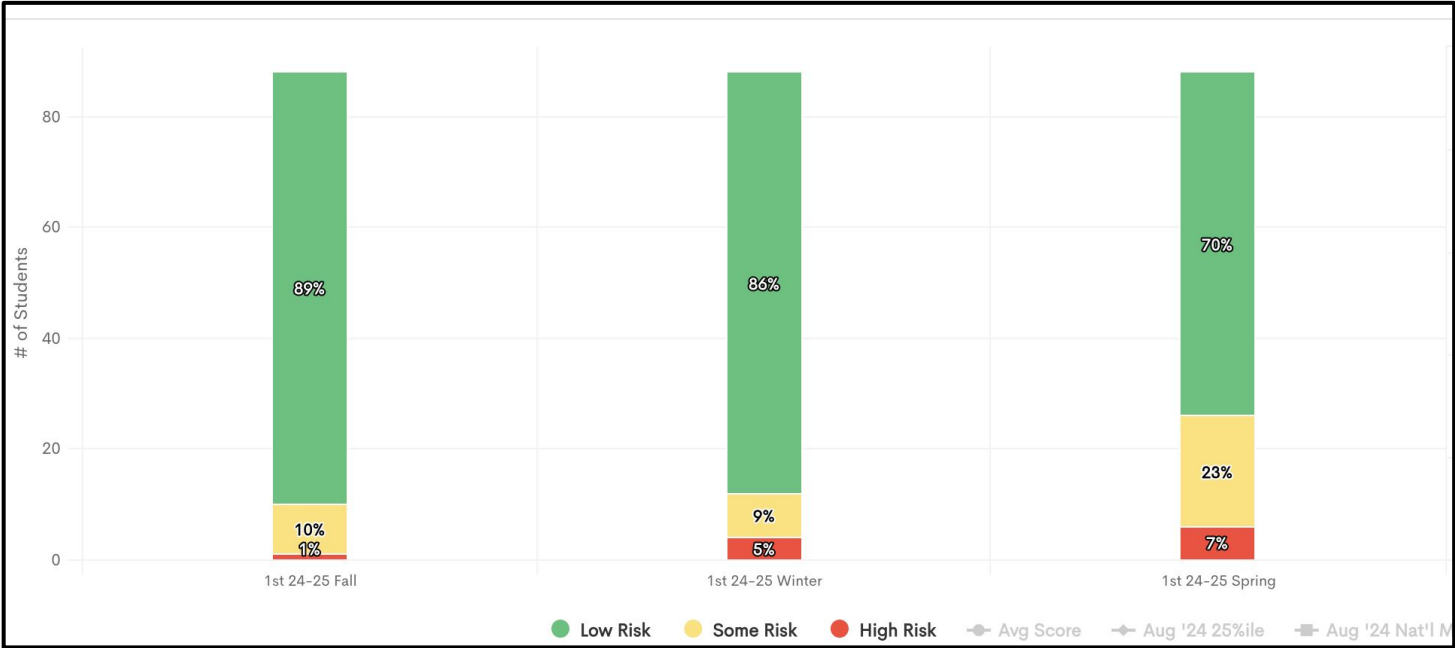
Grade Level Data

Screening - FastBridge EarlyReading



Grade Level Data

Screening - FastBridge EarlyMath



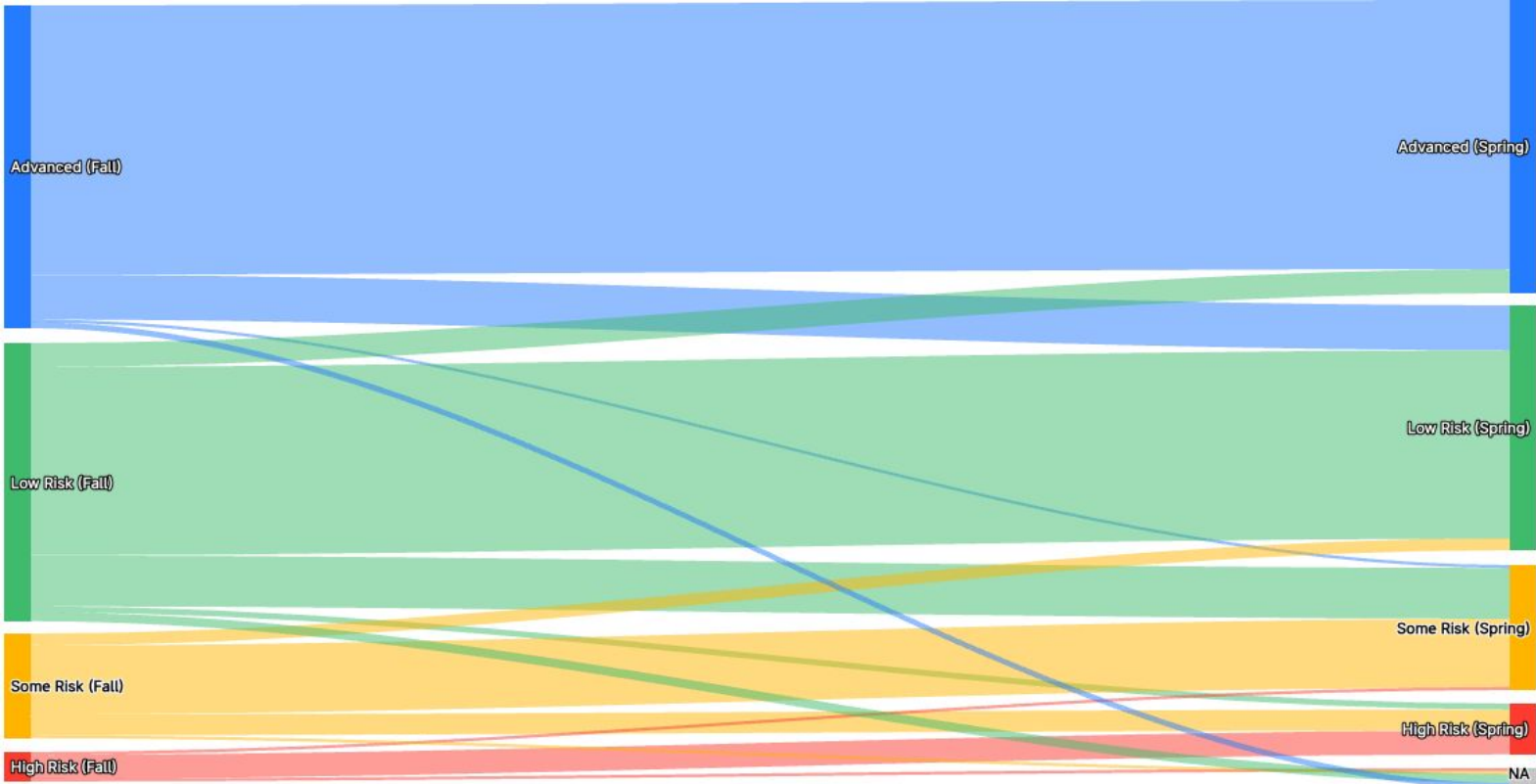
Grade Level Data

Screening - FastBridge EarlyMath



Grade Level Data

Screening - FastBridge - Growth Data



Types of Assessment Data



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Individual Student Data

Types of Assessment Data



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Progress monitoring, tests, rubrics, projects

Used To:
Plan instruction, provide feedback

Individual Data

Screening - FastBridge

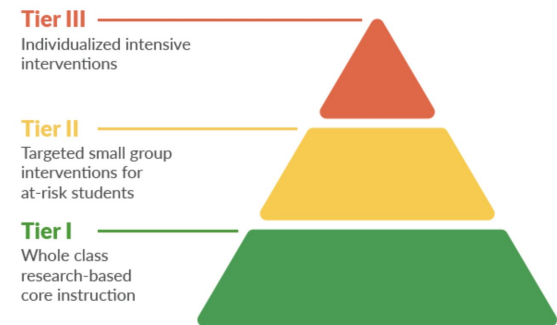
How Do We Use This Data?

- Which students are performing below grade level and need additional support?

Diagnostic

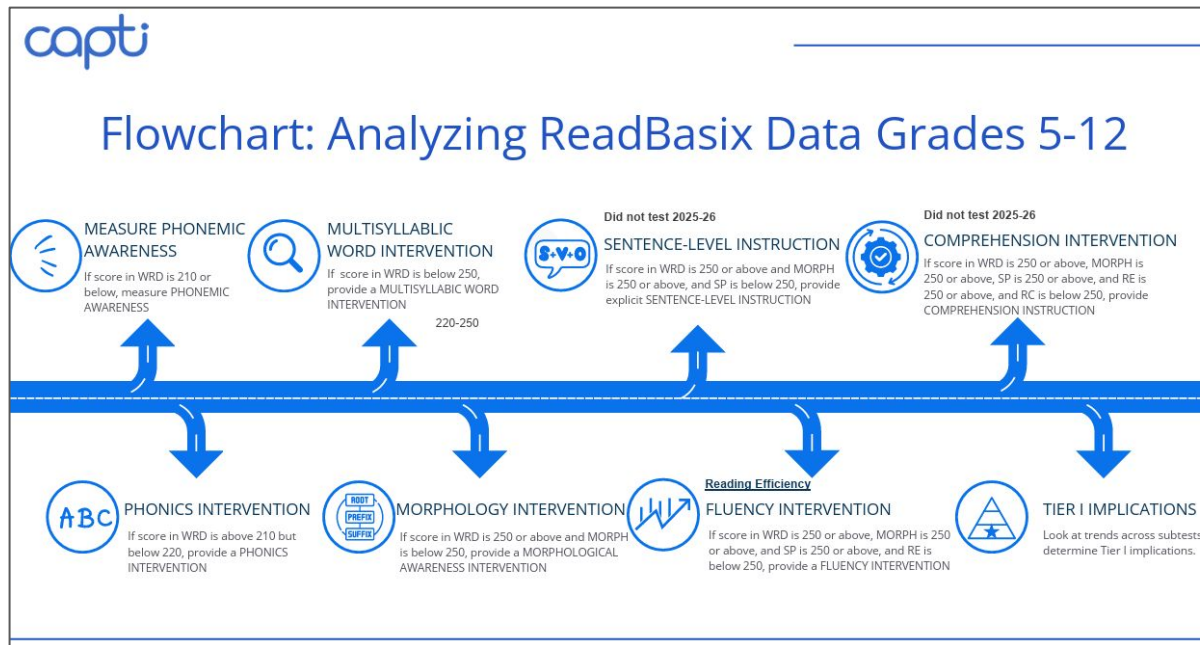
How Do We Use This Data?

- Identify specific intervention skills.
- Identify intervention plan
- Progress monitor intervention



Individual Student Data

Diagnostic
FastBridge - K/1
OL&LA Assessments - K-8
ReadBasix - 4-12

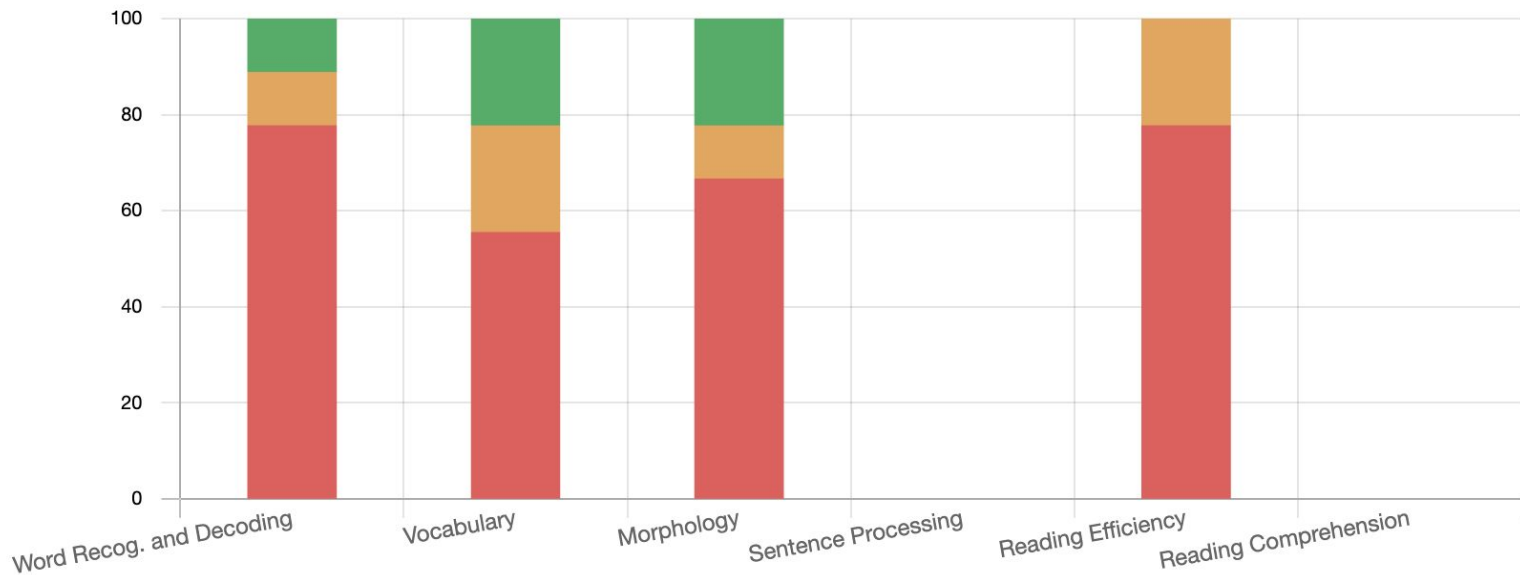


Continuous Improvement Cycle

Diagnostic - ReadBasix

Scale Score

Students divided by scale score performance



Continuous Improvement Cycle

Student Level

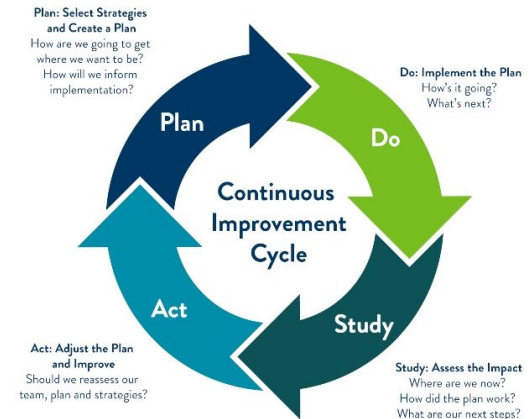
Plan: Intervention

Do: 6 weeks

Progress Monitor every 1 to 2 weeks

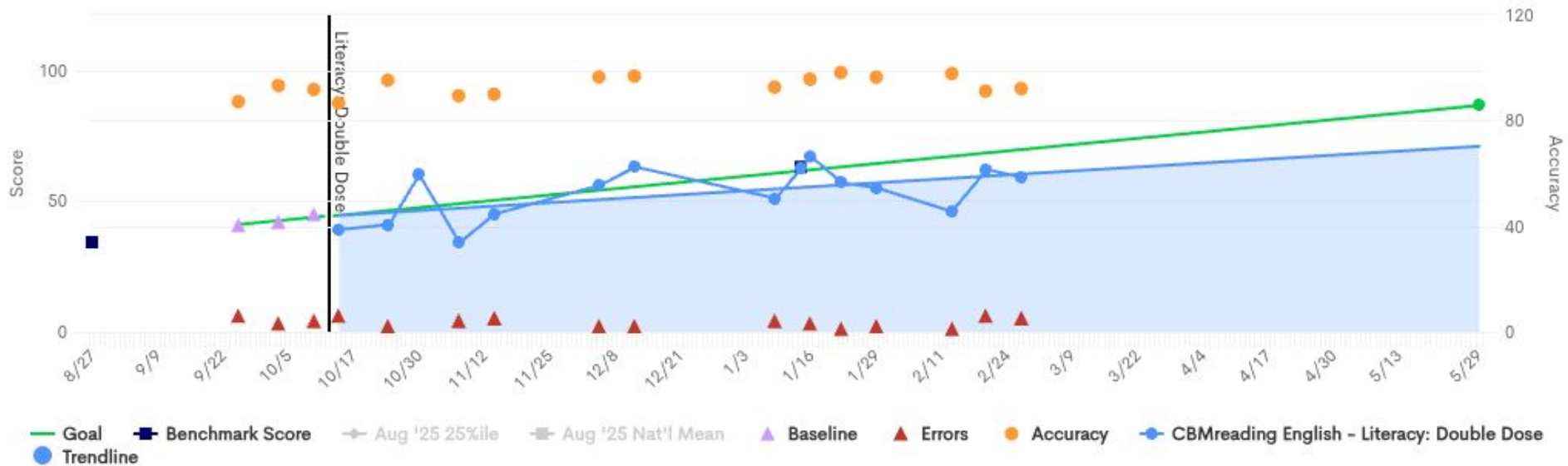
Study: Did they make progress?

Act: Continue with intervention or move on to another intervention.



Continuous Improvement Cycle

Progress Monitoring - 2nd Grade CBM



Data Tool

eduClimber

District-wide Data

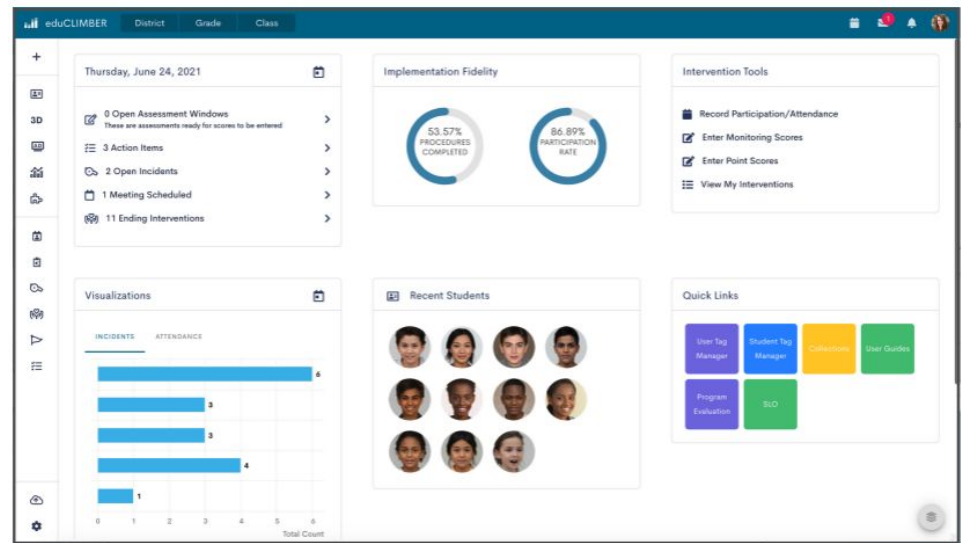
School-wide Data

Class Data

Individual Profiles

Growth Data

Progress Monitoring Data





Questions?

3. **Superintendent Updates**

Presenter: Brian
Gersich,
Superintendent

3.A. Waconia City Council and ISD 110 Joint Meeting

3.B. Student School Board Representatives Process

ISD 110 Guidelines - Making Student Representation a Success
Adapted from MSBA Adding a Student School Board Member Resources

1. Support from school administrative staff and school board members, especially the board chairperson, is essential. Make the student representatives feel welcome at each board meeting to demonstrate that the board values their attendance and perspectives.
2. Seek input from the student representative(s).
3. Being a student is the priority over being a board member. The student may have extracurricular activities to consider. The student's position on the board is a valuable civic lesson.
4. The student representatives are to attend all regular meetings, including work sessions and business meetings, and will be seated at the board table. Feeling like you are part of the school board is essential. This does not happen when separate seating arrangements are made.
5. The role of the students selected will be advisory to the Board. The student representative(s) will not have a vote.
6. The students will serve at least a one-year term. A student who wishes to serve a second one-year term must reapply and follow the interview process. The Board shall reserve the right to assign a new representative if the original representative cannot serve the entire one-year term.
7. The student representative(s) will be bound by all rules and regulations within law that bind the Board.
8. The board reserves the right to discipline/control/correct the student representative if the student representative's actions or comments are out of order or do not follow the board's rules and processes.
9. The student representative will not be furnished with sensitive materials/information pertaining to personnel matters, legal action, negotiation strategy, land acquisition, individual student discipline/family matters, or other confidential data.
10. Student representatives will not receive per diem payments. Expense reimbursements to the student representatives will be made only for preapproved expenditures.
11. Student representatives will prepare updates from a student perspective and present this report at the regular monthly business meetings. Student representatives can request meetings with the Board chair and/or superintendent to discuss possible additional presentations or agenda items. The chairperson will retain the right to establish the Board agenda and control the board meeting within the board's established rules and processes.

4. **Teacher & Staff Appreciation Week May 4-8**

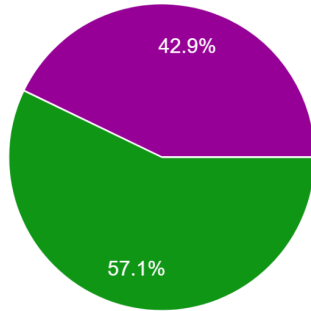
5. **School Board Professional Development
Discussion**

Presenter: Chair
Amott

School Board Development Surveys

1. Knowing Our Roles and Staying in our Lanes (Governance vs. Management) How confident are you in our collective understanding of where Board/Goal, the Superintendent determines the How)?

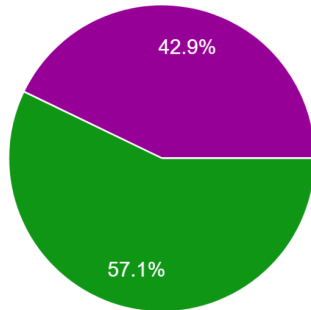
7 responses



- 1 = Frequently blurred lines
- 2 = Often blurred
- 3 = Moderately clear/balanced
- 4 = Often clear
- 5 = Very clear boundaries

2. The Power of "One Voice" / Respecting Consensus in Board Decisions How effectively do we practice "collective authority"—the principle that in... the final decision of the Board once a vote is cast?

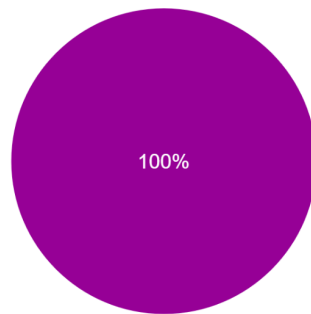
7 responses



- 1 = Needs significant work on unity
- 2 = Needs some work on unity
- 3 = Neutral/mixed
- 4 = Mostly unified
- 5 = We speak with one voice consistently

3. Cultivating the Board-Superintendent Relationship Effective boards maintain a relationship built on mutual trust and no-surprises communication. ...arency between the Board and the Superintendent?

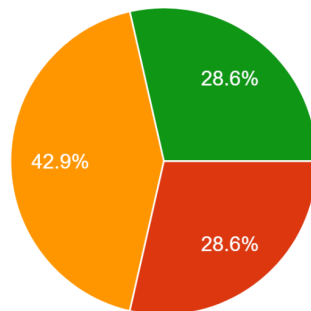
7 responses



- 1 = Trust needs rebuilding
- 2 = Low trust
- 3 = Moderate/neutral
- 4 = High trust
- 5 = High level of professional trust

4. Navigating Conflict & Dissent When we disagree on a high-stakes issue, how well do we navigate that conflict?

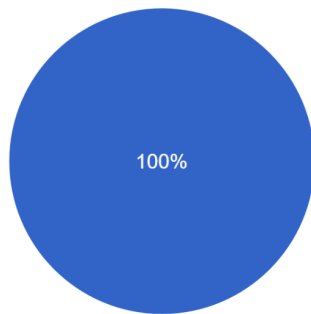
7 responses



- Some members struggle to keep it professional; disagreements appear personal.
- We agree to disagree, but it creates "camps" or factions.
- All board members debate vigorously on the merits of the issue and remain a unified team afterward.
- Other

5. Norms of Conduct Adherence In our meetings, board members attend regularly, come prepared having reviewed agendas, engage in discussions that... governance in the best interest of all students.

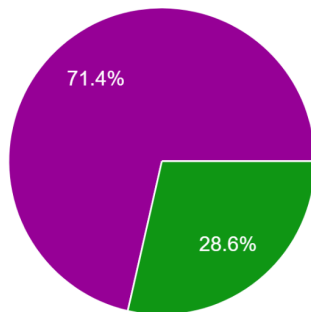
7 responses



- With limited exceptions, board members come prepared for all meetings.
- Some Board members do not attend, do not participate, or are unprepared some of the time.
- Board members are frequently absent, do not participate, or frequently unprepared for agendas.

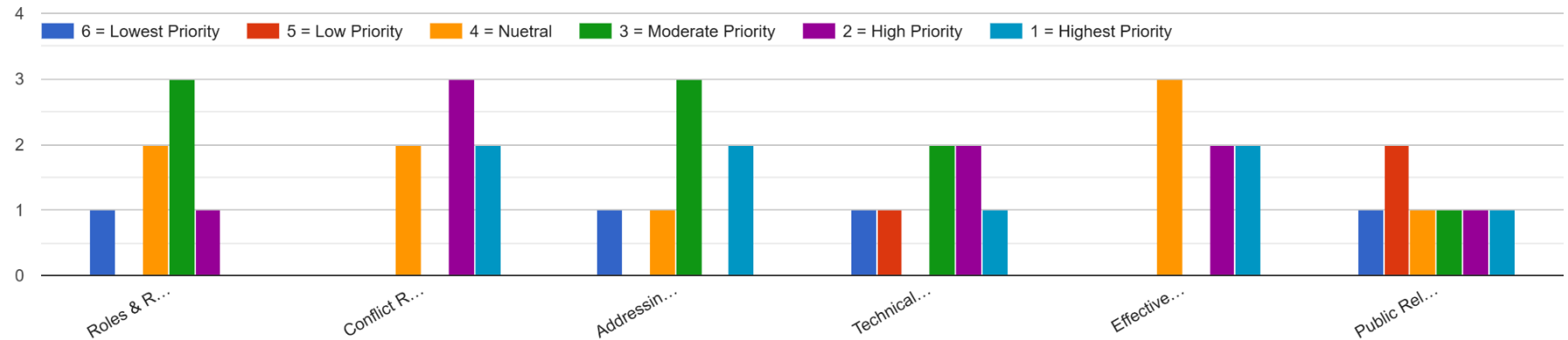
6. Public Relations: Community Advocacy & Board Role How well do we balance our role as "Representatives of the Community" with our role as...ividual promises or bypassing district protocols).

7 responses



- 1 = Struggle with boundaries
- 2 = Below average
- 3 = Moderate/neutral
- 4 = Good
- 5 = Effectively navigate constituent needs

7. Priority Ranking for Professional Development Please rank the following training topics in order of priority (1 = Highest Priority):



- Roles & Responsibilities, Governance and Management
- Conflict Resolution: Tools for healthy dissent and "de-escalating" board table tension.
- Addressing Board Behavior: Non-passive aggressive course correction.
- Technical Aspects like Fiscal Stewardship: Navigating Fiscal uncertainty and complex MN school finance or similar technical issues.
- Effective Communication: Review and evaluate communication at and away from the board table.
- Public Relations: Being with and responding to constituents.

What is one "unspoken" challenge or dynamic at our board table that, if addressed through training, would make us a more effective leadership team?

- Are board members harboring unresolved questions, issues, conflict, or anything else that is a potential distraction to their role which could or should be addressed if they felt they could be more open?
- Occasionally, board members will have a differing opinion, which is completely fine and acceptable. However, when it's clear that the vast majority do not agree and ample discussion and debate has been had, we need to learn to move on.
- The current board doesn't know how we, as a group, would/will respond to a contentious or high-profile issue because we have not been presented with, or uncovered one yet.
- It takes time to get to know each other and build relationships. I believe more team building through sharing, collaboration and communication would be helpful on a more personal level. I truly enjoy getting to know more about our board members families, interests and backgrounds.
- People need to feel safe to share conflicting views. We need to establish ways to share diverse views and come to a consensus. Interpersonal relationships need to be strengthened and developed. There needs to be better communication of assignments and expectations of each individual board member. Board members need to feel comfortable with differing views and not shut down discussion. We should foster a culture of curiosity and self-reflection.
- Typically, motions are made by just a few individuals--but pass unanimously. I wish more people would step up in making (seconding) the motions so it doesn't look like the board is being "controlled" by a few individuals or that others don't fully support the motions. When we look back at the minutes, we should see everyone's names as actively participating.

9. General: Use this for any feedback you want to give related to this discussion.

- I truly enjoy Lee as a facilitator and mentor. I believe if we set clear expectations for our training/retreat focusing on positive feedback and building trust in our relationships this would be a successful experience.
- Facilitator should be able to model healthy communication and create a culture that we want to see on the board. Facilitator should model and encourage vulnerability and compassion on the board.