ISD 110 School Board Regular Meeting

Monday, June 22, 2026 7:00 PM
Waconia City Hall, 201 S Vine Street, Waconia, MN 55387

1.	**CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE**	**Presenter:** Chair Amott
2.	**ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE**	**Presenter:** Chair Amott
2.A.	Upcoming Meetings:	
3.	**PUBLIC COMMENT**	
4.	**MINUTES OF PREVIOUS MEETING**	

ISD 110 School Board Work Session
Monday, June 8, 2026 7:00 PM

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

Members present: Arnita, Rosin, Kelzer-Breeden, Wilson, Hagen
Members absent: Amott, Bergstrom

1. Thank You for Service Student Board Representatives

- Sydney Sabol
- Colette Newman

2. School Board Member Interest in District 110 Employment for SY26-27
Of the members present, none indicated interest in district employment for 2026-27. The two members that were absent will be polled. If there is interest, a vote will be taken at the June 22 meeting.

3. Elementary Configuration Study
Presenter: Brian Gersich, Erika Nesvig, Pam Carmen, Keith Baune, Paul Tordoff, Ann Swanson, Shane Clausen

Recommendation is to remain with the current model of three PreK-5 elementary schools.

4. Annual Survey Results
Presenter: Matt Thomas, Communications Director

Results of the annual student/parent/staff survey were presented and also included 4-year trends.

5. Construction Updates
Presenter: Pam Carman, Tim Bisek

An update on the remaining items to complete including those over $25k and those under.

6. **ACTION ITEMS**

6.A. Minutes of the Previous Meetings

Motion by Rosin to approve the minutes of the April 27 and May 18 meetings
Hagen second
All in favor
Motion carried

6.B. Proposal to add HOSA (Health Occupation Students of America) as an ISD 110 Sponsored Activity
Presenter: Mel Berg, HOSA Advisor

Motion by Hagen to add HOSA (Health Occupation Students of America) as an ISD 110 Sponsored Activity
Arnita second

All in favor
Motion carried

6.C. Resolution Establishing Dates for Filing Affidavits of Candidacy (Roll Call Vote)

Motion by Wilson to approve Resolution Establishing Dates for Filing Affidavits of Candidacy
Rosin second
Roll call vote taken
All in favor
Motion carried

6.D. Approval of Red Rover Hiring and Employee Records Modules
Presenter: Jeni Super, Human Resources Director

Motion by Hagen to approve Red Rover Hiring and Employee Records Modules
Rosin second
All in favor
Motion carried

6.E. ESP Collective Bargaining Agreement 2026-2027
Presenter: Jeni Super, Director of Human Resources

Motion by Rosin to approve ESP Collective Bargaining Agreement 2026-2027
Hagen second
All in favor
Motion carried

6.F. Work Agreement with Directors and Managers 2026-2027
Presenter: Jeni Super, Director of Human Resources

Motion by Rosing to approve Work Agreement with Directors and Managers 2026-2027
Wilson second
All in favor
Motion carried

7. **ENTER CLOSED MEETING RE:** Superintendent's Evaluation

Motion by Wilson at 8:34 PM to enter closed meeting for Superintendent’s Evaluation
Hagen second
All in favor
Motion carried

5. **CONSENT AGENDA** **Presenter:** Chair Amott

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
618502	10K CUSTOM LETTERING	04/02/2026	R	3,403.00	April
618503	ADAMS PEST CONTROL CO INC	04/02/2026	R	769.06	April
618504	AIRBORNE ATHLETICS INC	04/02/2026	R	4,747.50	April
618505	AVIBEN	04/02/2026	R	269.75	April
618506	BELL, ANTHONY	04/02/2026	R	300.00	April
618507	BLUUM OF MINNESOTA LLC	04/02/2026	R	28.57	April
618508	BREEZY POINT RESORT	04/02/2026	R	3,140.00	April
618509	BYWATER BUSINESS SOLUTIONS LLC	04/02/2026	R	160.00	April
618510	CARVER COUNTY	04/02/2026	R	35.00	April
618511	CEVANTES, SALVADOR	04/02/2026	R	25.00	April
618512	CHAMPLIN PARK HS	04/02/2026	R	250.00	April
618513	COMM ED - EASTERN CARVER COUNT	04/02/2026	R	11,625.00	April
618514	ELITE BRANDING SOLUTIONS	04/02/2026	R	1,704.05	April
618515	HAMMER SPORTS LLC	04/02/2026	R	286.00	April
618516	HILLYARD/HUTCHINSON	04/02/2026	R	7,249.94	April
618517	HOFFMAN, MICHAEL	04/02/2026	R	200.00	April
618518	HUSTLE & HEART SPORTS	04/02/2026	R	1,000.00	April
618519	IEA, INC	04/02/2026	R	1,320.00	April
618520	ISENSEE, SAMANTHA	04/02/2026	R	600.00	April
618521	KEEGAN, KEVIN	04/02/2026	R	400.00	April
618522	KKC TAE KWON DO	04/02/2026	R	840.00	April
618523	KLEVE, EMMA	04/02/2026	R	600.00	April
618524	KOCH SCHOOL BUS SERVICE, INC	04/02/2026	R	4,421.16	April
618525	KOOSMANN, JACK	04/02/2026	R	300.00	April
618526	KOPPI, WILLIAM	04/02/2026	R	300.00	April
618527	LAKETOWN TOWNSHIP	04/02/2026	R	10,423.08	April
618528	LOFFLER COMPANIES	04/02/2026	R	2,916.00	April
618529	MASSP	04/02/2026	R	1,180.00	April
618530	MSBA	04/02/2026	R	95.00	April
618531	MUSIC MART	04/02/2026	R	766.26	April
618532	NAFUS, JACKELYN	04/02/2026	R	24.42	April
618533	NAMI MINNESOTA	04/02/2026	R	250.00	April
618534	NAT'L INDIVIDUAL EVENTS TOURN	04/02/2026	R	250.00	April
618535	OFFICE OF MNIT SERVICES	04/02/2026	R	44.10	April
618536	PARTS CITY WACONIA	04/02/2026	R	84.95	April
618537	PEREZ, JOSEPH	04/02/2026	R	600.00	April
618538	PERFORMANCE APPAREL, LLC	04/02/2026	R	396.00	April
618539	PERFORMANCE FOODSERVICE	04/02/2026	R	761.42	April
618540	PETERSON, SEANNA	04/02/2026	R	150.00	April
618541	POZEGA, JUSTIN	04/02/2026	R	600.00	April
618542	POZEGA, ROCCO	04/02/2026	R	300.00	April
618543	ROSEVILLE HS SPEECH	04/02/2026	R	119.00	April
618544	SCHNEIDER EXCAVATING & GRADING	04/02/2026	R	165,063.00	April
618545	SCHOMMER, JAMES	04/02/2026	R	200.00	April
618546	SOUTHWEST METRO INTERMEDIATE D	04/02/2026	R	16,957.50	April
618547	ST PETER HIGH SCHOOL	04/02/2026	R	200.00	April
618548	STAGES THEATRE COMPANY	04/02/2026	R	735.00	April
618549	STAPLES ADVANTAGE	04/02/2026	R	360.43	April
618550	TRUE MECHANICAL LLC	04/02/2026	R	11,653.47	April
618551	TWIN CITIES SOCCER LEAGUES	04/02/2026	R	4,955.00	April
618553	VEX ROBOTICS INC	04/02/2026	R	1,143.19	April
618554	WELCH VILLAGE SKI AREA INC.	04/02/2026	R	3,678.00	April
618555	WOYNO & ASSOCIATES LLC	04/02/2026	R	1,500.00	April
618556	AMAZON CAPITAL SERVICES	04/02/2026	R	11,241.44	April
618557	21ST CENTURY SPORTS LLC	04/09/2026	R	990.00	April
618558	AFFINETY SOLUTIONS, INC	04/09/2026	R	275.00	April

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
618559	ALPHA WIRELESS COMMUNICATIONS	04/09/2026	R	378.00	April
618560	ANDERSON'S	04/09/2026	R	87.09	April
618561	BARNES & NOBLE	04/09/2026	R	15.99	April
618562	BIFFS, INC	04/09/2026	R	200.00	April
618563	BJORKLUND COMPENSATION LLC	04/09/2026	R	150.00	April
618564	BSN SPORTS LLC	04/09/2026	R	8,304.48	April
618565	COLONY PLAZA LLC	04/09/2026	R	68.32	April
618566	COMMERCIAL KITCHEN SERVICES	04/09/2026	R	1,377.27	April
618567	CRABLE, TARA	04/09/2026	R	80.00	April
618568	CULLIGAN BOTTLED WATER	04/09/2026	R	270.00	April
618569	CURFMAN TRUCKING & REPAIR, INC	04/09/2026	R	40,986.25	April
618570	EAU CLAIRE JAZZ INC	04/09/2026	R	1,350.00	April
618571	EDINA PUBLIC SCHOOLS	04/09/2026	R	170.00	April
618572	FRATTALLONES	04/09/2026	R	280.17	April
618573	GAME ONE	04/09/2026	R	3,564.35	April
618574	GATEWAY MUSIC FESTIVALS & TOUR	04/09/2026	R	68,015.00	April
618575	GRACIOUS HENNA LLC	04/09/2026	R	360.00	April
618576	HELEN SOLAR LLC	04/09/2026	R	4,275.51	April
618577	INDIANHEAD FS DISTRIBUTOR, INC	04/09/2026	R	21,404.35	April
618578	INFINITE HEALTH COLLABORATIVE	04/09/2026	R	23,250.00	April
618579	INNOVATIVE OFFICE SOLUTIONS LL	04/09/2026	R	26.55	April
618580	INTERMEDIATE DIST #287	04/09/2026	R	4,618.92	April
618581	JAUERT, ERIN	04/09/2026	R	80.00	April
618582	JOSTENS INC	04/09/2026	R	124.70	April
618583	MAYER LUMBER CO, INC	04/09/2026	R	3,494.02	April
618584	METRONET	04/09/2026	R	1,889.14	April
618585	MID-COUNTY CO-OP	04/09/2026	R	166.83	April
618586	MIDGLEY, ANNA	04/09/2026	R	80.00	April
618587	MN DECA	04/09/2026	R	4,617.00	April
618588	MUSIC MART	04/09/2026	R	147.00	April
618589	ORIENTAL TRADING/FUN EXPRESS	04/09/2026	R	109.36	April
618590	PAN-O-GOLD BAKING CO	04/09/2026	R	2,628.54	April
618591	PERFORMANCE FOODSERVICE	04/09/2026	R	2,206.81	April
618592	PIONEER MANUFACTURING CO	04/09/2026	R	3,189.27	April
618593	RED BALLOON BOOKSHOP	04/09/2026	R	176.50	April
618594	RIDDELL ALL AMERICAN SPORTS CO	04/09/2026	R	10,315.60	April
618595	SCHOMMER, RYAN	04/09/2026	R	80.00	April
618596	SCHUFMAN, MIRANDA	04/09/2026	R	160.00	April
618597	SHERWIN-WILLIAMS CO	04/09/2026	R	296.15	April
618598	SHRED-N-GO - 446138	04/09/2026	R	173.06	April
618599	SOUTHWEST METRO INTERMEDIATE D	04/09/2026	R	29,704.06	April
618600	STEP SAVER, INC	04/09/2026	R	181.49	April
618601	TAYLOR HUBBARD PHOTOGRAPHY LLC	04/09/2026	R	485.00	April
618602	TRIO SUPPLY COMPANY	04/09/2026	R	544.86	April
618603	TRUE MECHANICAL LLC	04/09/2026	R	4,001.90	April
618604	UHL CO	04/09/2026	R	1,335.00	April
618605	Univ of MN TRACK & FIELD	04/09/2026	R	500.00	April
618606	VALLEYFAIR	04/09/2026	R	7,050.00	April
618607	WIEN, MEGHAN	04/09/2026	R	281.88	April
618608	ZUMBUSCH, LIZ	04/09/2026	R	80.00	April
618609	BCI CONSTRUCTION INC	04/10/2026	R	6,251.85	April
618610	COOL AIR MECHANICAL, INC.	04/10/2026	R	48,710.30	April
618611	MIDWEST BLINDS	04/10/2026	R	6,756.00	April
618612	SVL INC	04/10/2026	R	67,620.00	April
618613	TRUE MECHANICAL LLC	04/10/2026	R	4,438.80	April
618614	WACONIA EDUCATION ASSOCIATION	04/15/2026	R	13,226.59	April

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618615	ADAMS PEST CONTROL CO INC	04/17/2026	R	350.00	April
618616	AMPION PBC	04/17/2026	R	12,402.64	April
618617	BACH, MATTHEW	04/17/2026	R	48.00	April
618618	BELLE PLAINE COMM ED	04/17/2026	R	590.00	April
618619	BENNETT, GRANT	04/17/2026	R	117.00	April
618620	BORCHERS, WILLIAM	04/17/2026	R	186.00	April
618621	BREAKDOWN SPORTS USA	04/17/2026	R	175.00	April
618622	BSN SPORTS LLC	04/17/2026	R	26,579.63	April
618623	CENTRAL UNITED COOPERATIVE	04/17/2026	R	1,123.94	April
618624	CHONG, KRISTIN	04/17/2026	R	186.00	April
618625	CITY OF WACONIA	04/17/2026	R	10,648.86	April
618626	CITY OF ST BONIFACIUS	04/17/2026	R	2,100.00	April
618627	COCHLEAR AMERICAS	04/17/2026	R	533.00	April
618628	COLOGNE ACADEMY	04/17/2026	R	180.00	April
618629	CONTRACT PAPER GROUP, INC	04/17/2026	R	1,701.00	April
618630	CRANKSHOOTER	04/17/2026	R	611.84	April
618631	CUMMINGS, PATRICK	04/17/2026	R	24.94	April
618632	DEMCO, INC	04/17/2026	R	527.51	April
618633	DEWITT, GRANT	04/17/2026	R	350.00	April
618634	DIVERSIFIED PLUMBING & HEATING	04/17/2026	R	380.07	April
618635	DOORWAY TO COLLEGE FOUNDATION	04/17/2026	R	1,344.00	April
618636	ECM PUBLISHERS, INC	04/17/2026	R	725.00	April
618637	FOLLEY, SEAN	04/17/2026	R	136.00	April
618638	GADIENT, BECCA	04/17/2026	R	12.00	April
618639	GEYER INSTRUCTIONAL PRODUCTS	04/17/2026	R	80.90	April
618640	GRAINGER	04/17/2026	R	336.60	April
618641	GRALAPP, CRAIG	04/17/2026	R	120.00	April
618642	GRAND, TAYLOR	04/17/2026	R	2,773.00	April
618643	GSL COMMUNITY ED	04/17/2026	R	30.00	April
618644	H&B SPECIALIZED PRODUCTS	04/17/2026	R	1,537.00	April
618645	HDL-HARDWARE DISTRIBUTORS, LTD	04/17/2026	R	567.67	April
618646	HILLYARD/HUTCHINSON	04/17/2026	R	7,236.49	April
618647	HOLT PETERSON BUS	04/17/2026	R	1,860.00	April
618648	HOUSE OF PRINT	04/17/2026	R	7,091.70	April
618649	INDIANHEAD FS DISTRIBUTOR, INC	04/17/2026	R	19,009.67	April
618650	INNOVATIVE OFFICE SOLUTIONS LL	04/17/2026	R	29.97	April
618651	INNOVATIONAL WATER SOLUTIONS I	04/17/2026	R	573.00	April
618652	JOHNNY SCHWALLER GOLF SHOP LLC	04/17/2026	R	540.00	April
618653	KIM, IN-JAE	04/17/2026	R	303.00	April
618654	KIPPLEY, BRIAN	04/17/2026	R	136.00	April
618655	KLEIN, DAN	04/17/2026	R	24.94	April
618656	KUSKE, MARK	04/17/2026	R	97.00	April
618657	LAURSEN PIANO SERVICE	04/17/2026	R	200.00	April
618658	LOFFLER COMPANIES	04/17/2026	R	3,779.98	April
618659	LYNCH, MICHAEL	04/17/2026	R	300.00	April
618660	MUSIC MART	04/17/2026	R	47.51	April
618661	OCCUPATIONAL HLTH CNTRS MN PC	04/17/2026	R	153.00	April
618662	PERNSTEINER CREATIVE GROUP, IN	04/17/2026	R	6,781.62	April
618663	PIECHOWSKI, DENNIS	04/17/2026	R	120.00	April
618664	PROCARE THERAPY	04/17/2026	R	7,840.00	April
618665	RADEMACHER, BOB	04/17/2026	R	1,800.00	April
618666	RECTECH SALES & SERVICE	04/17/2026	R	2,002.23	April
618667	RENNEBERG HARDWOODS INC.	04/17/2026	R	2,285.84	April
618668	RIDGEWATER COLLEGE	04/17/2026	R	29,924.92	April
618669	RYAN, WILLIAM	04/17/2026	R	120.00	April
618670	SCHOOL SPECIALTY, LLC	04/17/2026	R	614.95	April

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618671	SCHUFMAN, THOMAS	04/17/2026	R	24.42	April
618672	SMIRTHWAITE USA LLC	04/17/2026	R	547.74	April
618673	SOUTHWEST HIGH SCHOOL PERFORMI	04/17/2026	R	350.00	April
618674	SPERR, MICHAEL	04/17/2026	R	97.00	April
618675	STAPLES ADVANTAGE	04/17/2026	R	694.89	April
618676	STEJSKAL, TODD	04/17/2026	R	24.42	April
618677	TERRAFORM PHOENIX II ARCADIA	04/17/2026	R	293.61	April
618678	TINTES, MATTHEW	04/17/2026	R	1,122.00	April
618679	TRAEN, TODD	04/17/2026	R	120.00	April
618680	TRIO SUPPLY COMPANY	04/17/2026	R	1,006.85	April
618681	TWINS BALLPARK, LLC	04/17/2026	R	549.00	April
618682	USA INFLATABLES	04/17/2026	R	3,083.37	April
618683	WEX BANK	04/17/2026	R	551.09	April
618684	WM CORPORATE SERVICES INC	04/17/2026	R	3,478.18	April
618685	WMYBA	04/17/2026	R	140.00	April
618686	WORTZ, TYLER	04/17/2026	R	23.91	April
618687	WUERTZ, ABBIE	04/17/2026	R	86.00	April
618688	KOOSMANN, JACK	04/20/2026	R	300.00	April
618689	AMAZON CAPITAL SERVICES	04/22/2026	R	11,310.69	April
618690	A & K REPAIR, INC	04/24/2026	R	949.00	April
618691	ADAMS PEST CONTROL CO INC	04/24/2026	R	92.12	April
618692	AMAZING ATHLETES OF CENTRAL MN	04/24/2026	R	490.00	April
618693	AUDIO LOGIC SYSTEMS	04/24/2026	R	2,723.50	April
618694	AVIBEN	04/24/2026	R	583.87	April
618695	BARTLETT, BEN	04/24/2026	R	970.09	April
618696	BOLTON, COLIN	04/24/2026	R	424.93	April
618697	BSN SPORTS LLC	04/24/2026	R	2,456.55	April
618698	BURMAN, PORTER	04/24/2026	R	909.39	April
618699	CENTERPOINT ENERGY	04/24/2026	R	45,980.71	April
618700	CLARK, GAVIN	04/24/2026	R	809.39	April
618701	CLEMENS, BRENDAN	04/24/2026	R	809.39	April
618702	COFFEY, NOLAN	04/24/2026	R	505.86	April
618703	COREMARK METALS	04/24/2026	R	1,246.44	April
618704	DEMCO, INC	04/24/2026	R	147.89	April
618705	DIVERSIFIED PLUMBING & HEATING	04/24/2026	R	175.10	April
618706	ECM PUBLISHERS, INC	04/24/2026	R	231.13	April
618707	ENGKJER, SAMSON	04/24/2026	R	424.93	April
618708	ERICKSON, MIKKO	04/24/2026	R	424.93	April
618709	ESS, ALEX	04/24/2026	R	445.16	April
618710	FITZHARRIS SPORTS	04/24/2026	R	564.00	April
618711	FRANKLIN PRINTING INC	04/24/2026	R	2,447.00	April
618712	GIESEN, ROMAN	04/24/2026	R	727.27	April
618713	GOOD, ALEXANDER	04/24/2026	R	100.00	April
618714	GORRIE, GUNNAR	04/24/2026	R	404.69	April
618715	GYLDENVAND, BLAKE	04/24/2026	R	505.86	April
618716	HANSEN, BENJAMIN	04/24/2026	R	607.04	April
618717	HDL-HARDWARE DISTRIBUTORS, LTD	04/24/2026	R	83.51	April
618718	HEGER, NICHOLAS	04/24/2026	R	302.34	April
618719	HERMAN, KARSEN	04/24/2026	R	991.73	April
618720	HOLMLUND, JAXEN	04/24/2026	R	842.69	April
618721	INDIANHEAD FS DISTRIBUTOR, INC	04/24/2026	R	37,188.10	April
618722	KENNEDY & GRAVEN, CHARTERED	04/24/2026	R	424.00	April
618723	KIRSCH, WILLIAM	04/24/2026	R	640.34	April
618724	KRUSEMARK, LEEANNE	04/24/2026	R	240.00	April
618725	LAKETOWN GYMNASTICS	04/24/2026	R	896.00	April
618726	LOFFLER COMPANIES	04/24/2026	R	126,871.43	April

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618727	MACKENTHUN'S FINE FOODS	04/24/2026	R	1,334.10	April
618728	MEI TOTAL ELEVATOR SOLUTIONS	04/24/2026	R	1,693.45	April
618729	MINDPRINT LEARNING INC.	04/24/2026	R	1,081.00	April
618730	MINI BIFF LLC	04/24/2026	R	110.16	April
618731	MN SAFETY COUNCIL	04/24/2026	R	161.00	April
618732	MN SOFTBALL	04/24/2026	R	110.00	April
618733	MRI SOFTWARE LLC	04/24/2026	R	454.00	April
618734	NAHAN, SHELLY	04/24/2026	R	1,242.00	April
618735	NELSON, CASSON	04/24/2026	R	250.00	April
618736	OFFICE OF MNIT SERVICES	04/24/2026	R	30.45	April
618737	PREP TIME PRINTING	04/24/2026	R	14.00	April
618738	PRO-ED INC	04/24/2026	R	517.00	April
618739	PROCARE THERAPY	04/24/2026	R	3,920.00	April
618740	RIECK, CONNOR	04/24/2026	R	829.62	April
618741	RUBENSTEIN, LIAM	04/24/2026	R	445.16	April
618742	SCHOOL SPECIALTY, LLC	04/24/2026	R	215.27	April
618743	SCIENCE MUSEUM OF MINNESOTA	04/24/2026	R	890.00	April
618744	COLONY PLAZA LLC	04/24/2026	R	172.00	April
618745	STAPLES ADVANTAGE	04/24/2026	R	469.62	April
618746	STEP SAVER, INC	04/24/2026	R	240.35	April
618747	STRIVE INC	04/24/2026	R	300.00	April
618748	STRUCK, LUKE	04/24/2026	R	202.34	April
618749	THEIS, NICKOLAS	04/24/2026	R	673.64	April
618750	TOWN & COUNTRY GLASS	04/24/2026	R	946.91	April
618751	TRIO SUPPLY COMPANY	04/24/2026	R	1,410.27	April
618752	TRUE MECHANICAL LLC	04/24/2026	R	9,870.68	April
618753	ULINE	04/24/2026	R	965.30	April
618754	WACONIA THEATER COMPANY	04/24/2026	R	8,060.80	April
618755	WEIDMAN, MAX	04/24/2026	R	640.34	April
618756	WORTZ, NOELLE	04/24/2026	R	105.00	April
618757	CHOICE ELECTRIC	04/28/2026	R	232,367.97	April
618758	UHL CO	04/28/2026	R	2,587.80	April
618759	EDUCATIONAL SUPPORT PARA UNION	04/30/2026	R	3,301.86	April
618760	EYE MED-FIDELITY SECURITY LIFE	04/30/2026	R	2,112.97	April
618761	GURSTEL LAW FIRM PC	04/30/2026	R	479.26	April
618762	MN SCHOOL EMPLOYEES ASSOCIATIO	04/30/2026	R	345.37	April
618763	NCPERS GROUP LIFE INS	04/30/2026	R	80.00	April
618764	SCHOOL SERVICE EMPLOYEES	04/30/2026	R	700.92	April
618765	WACONIA EDUCATION ASSOCIATION	04/30/2026	R	13,226.59	April
618766	ADAMS PEST CONTROL CO INC	04/30/2026	R	300.46	April
618767	APPLE INC	04/30/2026	R	329.00	April
618768	BATTERIES R US	04/30/2026	R	179.95	April
618769	BEST VERSION MEDIA	04/30/2026	R	751.80	April
618770	CARVER COUNTY FINANCE	04/30/2026	R	34,982.91	April
618771	CITY OF HUTCHINSON	04/30/2026	R	1,475.00	April
618772	COMMERCIAL KITCHEN SERVICES	04/30/2026	R	550.00	April
618773	CONTINENTAL CLAY COMPANY	04/30/2026	R	605.28	April
618774	DUMMER, MICHAEL	04/30/2026	R	24.42	April
618775	FOLLETT SOFTWARE LLC	04/30/2026	R	125.16	April
618776	GAME ONE	04/30/2026	R	3,350.81	April
618777	HAPPY FEET SOCCER TWIN CITIES	04/30/2026	R	960.00	April
618778	IKI INC	04/30/2026	R	49.00	April
618779	INNOVATIVE OFFICE SOLUTIONS LL	04/30/2026	R	156.87	April
618780	JOSTENS INC	04/30/2026	R	14,200.00	April
618781	KNIGHTKRAWLER ROBOTICS	04/30/2026	R	200.00	April
618782	KOCH SCHOOL BUS SERVICE, INC	04/30/2026	R	422,686.20	April

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
618783	MILLER, ZACHARY	04/30/2026	R	48.33	April
618784	MINI-MERCH	04/30/2026	R	844.00	April
618785	MINNETONKA BIG WILLOW BASEBALL	04/30/2026	R	500.00	April
618786	MN CLAY CO USA	04/30/2026	R	96.59	April
618787	PARTS CITY WACONIA	04/30/2026	R	78.99	April
618788	PERFORMANCE FOODSERVICE	04/30/2026	R	2,168.31	April
618789	PROCARE THERAPY	04/30/2026	R	3,920.00	April
618790	SHINE EARLY LEARNING	04/30/2026	R	236.32	April
618791	COLONY PLAZA LLC	04/30/2026	R	59.74	April
618792	SOUTHWEST METRO INTERMEDIATE D	04/30/2026	R	8,643.86	April
618793	ST JOHNS UNIVERSITY	04/30/2026	R	7,500.00	April
618794	STAPLES ADVANTAGE	04/30/2026	R	183.25	April
618795	WACONIA PATRIOT	04/30/2026	R	121.00	April
618796	WACONIA LAKETTES DANCE	04/30/2026	R	2,710.00	April
618797	WACONIA DANCE CO	04/30/2026	R	4,672.50	April
618798	WINSTED SOLAR LLC	04/30/2026	R	6,413.92	April
202500651	MN PAID LEAVE	01/15/2026	W	11,634.02	April
202500663	MN PAID LEAVE	01/30/2026	W	12,462.24	April
202500727	MN PAID LEAVE	02/13/2026	W	12,639.88	April
202500737	MN PAID LEAVE	02/27/2026	W	12,410.22	April
202500762	MN PAID LEAVE	03/13/2026	W	12,335.94	April
202500827	MN PAID LEAVE	03/31/2026	W	11,279.70	April
202500828	GRAND CASINO ARENA	04/10/2026	W	434.00	April
202500829	TARGET BANK	04/10/2026	W	419.48	April
202500830	ALDI	04/10/2026	W	44.31	April
202500831	ATLEE BURPEE COMPANY	04/10/2026	W	719.76	April
202500833	DOMINO'S PIZZA	04/10/2026	W	181.85	April
202500834	LorAnn OILS, INC	04/10/2026	W	174.28	April
202500838	PARTSTOWN	04/10/2026	W	165.84	April
202500840	WEBSTAURANT STORE LLC	04/10/2026	W	1,154.36	April
202500843	SPORTS ENDEAVORS, LLC	04/10/2026	W	5,387.90	April
202500845	US CLUB SOCCER	04/10/2026	W	495.25	April
202500846	ISTE + ASCD	04/10/2026	W	30.96	April
202500847	CATALYST SOURCING SOLUTIONS	04/10/2026	W	1,465.64	April
202500848	MADDEN RESORT	04/10/2026	W	648.58	April
202500849	MASE	04/10/2026	W	339.00	April
202500850	4IMPRINT, INC	04/10/2026	W	662.50	April
202500851	US POSTAL SERVICE	04/10/2026	W	8.10	April
202500852	BEST WESTERN KELLY INN	04/10/2026	W	1,515.33	April
202500853	SKATEVILLE	04/10/2026	W	616.00	April
202500854	SHOP DECA	04/10/2026	W	167.26	April
202500855	MN VALLEY ELECTRIC CORP	04/10/2026	W	31,821.35	April
202500856	NATIONAL ASSOC OF SCHOOL NURSE	04/10/2026	W	150.00	April
202500857	MN INDIAN EDUCATION ASSOC	04/10/2026	W	1,100.00	April
202500858	MUSIC THEATRE INTERNATIONAL	04/10/2026	W	5,880.00	April
202500859	AFTON ALPS SKI & SNOWBOARD	04/10/2026	W	1,296.00	April
202500860	EPIC PARKS EDEN PRAIRIE, LLC	04/10/2026	W	1,425.00	April
202500861	MASBO	04/10/2026	W	85.00	April
202500862	CITY OF WACONIA	04/10/2026	W	46.00	April
202500864	MULTI-REGIONAL TRAINING CENTER	04/10/2026	W	60.00	April
202500865	FLAGS USA LLC	04/10/2026	W	1,127.91	April
202500867	MN ZOO	04/10/2026	W	582.00	April
202500870	TUFF SHED INC	04/10/2026	W	2,808.24	April
202500871	BAKERY ON MAIN	04/10/2026	W	123.60	April
202500872	JONTI-CRAFT	04/10/2026	W	629.99	April
202500873	ROCKET SCIENCE GROUP, LLC	04/10/2026	W	300.00	April

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202500874	CLIFTONLARSONALLEN	04/10/2026	W	140.00	April
202500875	TEACHERS SYNERGY, LLC	04/10/2026	W	37.00	April
202500876	WACONIA CHAMBER OF COMMERCE	04/10/2026	W	35.00	April
202500877	GUTHRIE THEATER	04/10/2026	W	64.00	April
202500878	AMERICINN BY WYNDHAM - SIOUX F	04/10/2026	W	202.00	April
202500879	LAKES COUNTRY SERVICE COOPERAT	04/10/2026	W	79.43	April
202500897	XCEL ENERGY	04/01/2026	W	4,301.28	April
202500899	INTERNAL REVENUE SERVICE	04/15/2026	W	303,462.54	April
202500900	LIFE INS CO OF NORTH AMERICA	04/15/2026	W	4,380.01	April
202500901	MN DEPT OF REVENUE	04/15/2026	W	48,568.22	April
202500902	MN TEACHERS RETIREMENT ASSN	04/15/2026	W	180,963.18	April
202500903	PERA	04/15/2026	W	54,946.83	April
202500904	AVIBEN	04/15/2026	W	62,465.38	April
202500905	ONEBRIDGE BENEFITS,INC.	04/15/2026	W	4,489.32	April
202500909	INTERNAL REVENUE SERVICE	04/30/2026	W	300,338.40	April
202500910	LIFE INS CO OF NORTH AMERICA	04/30/2026	W	6,686.78	April
202500911	MN DEPT OF REVENUE	04/30/2026	W	48,048.15	April
202500912	MN TEACHERS RETIREMENT ASSN	04/30/2026	W	178,675.22	April
202500913	PERA	04/30/2026	W	53,177.77	April
202500914	AVIBEN	04/30/2026	W	62,805.35	April
202500915	ONEBRIDGE BENEFITS,INC.	04/30/2026	W	4,507.03	April
202500918	QUADIENT FINANCE USA, INC	04/23/2026	W	500.00	April
202500919	XCEL ENERGY	04/20/2026	W	5,643.66	April
202500919	XCEL ENERGY	04/27/2026	W	127.32	April
202500927	ONEBRIDGE BENEFITS,INC.	04/16/2026	W	995.00	April
202500928	MEDICA INSURANCE CO	04/01/2026	W	717,613.68	April
202500930	SECURITY BANK & TRUST CO	04/30/2026	W	71.95	April
202500931	AUTHORIZE.NET	04/02/2026	W	83.10	April
202500932	SFM	04/01/2026	W	552.00	April
202500933	EDUTRAK LLC	04/10/2026	W	10,307.63	April
202500934	MN DEPT OF REVENUE	04/13/2026	W	180.00	April
202500935	BRI PARENT, INC	04/29/2026	W	401.75	April
202500936	PMA SECURITIES LLC	04/30/2026	W	269.49	April
202500937	CARDCONNECT LLC	04/30/2026	W	9,677.42	April
202500938	HOMETOWN BANK	04/30/2026	W	20.00	April
252600126	BALGAARD, DALLAS	04/02/2026	A	116.00	April
252600127	OVERBY, MARY	04/02/2026	A	133.50	April
252600128	VANDERLINDE, LEE	04/02/2026	A	150.00	April
252600129	VOLKMANN, CAITLIN	04/02/2026	A	39.01	April
252600130	WADE, JOSEPH	04/02/2026	A	606.10	April
252600131	DELANEY, DAVID	04/10/2026	A	99.57	April
252600132	KLEIN, DANIEL	04/10/2026	A	22.69	April
252600133	KOSCHINSKA, TIMOTHY	04/10/2026	A	90.00	April
252600134	MUELLER, RYAN	04/10/2026	A	134.88	April
252600135	RAETHER, KRISTOPHER	04/10/2026	A	100.00	April
252600136	VAN EYLL, TONI	04/10/2026	A	223.30	April
252600137	VOLKMANN, CAITLIN	04/10/2026	A	51.46	April
252600138	WORTZ, HOLLY	04/10/2026	A	90.00	April
252600139	WOYNO, IVAN	04/10/2026	A	166.97	April
252600140	PAVEK, JOSEPH	04/15/2026	A	50.00	April

Totals for checks 4,113,406.95

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
01	General	1,931,938.92	0.00	1,345,815.72	3,277,754.64
02	Food Service	81,150.10	0.00	119,175.23	200,325.33
04	Community Service	134,545.40	0.00	133,998.77	268,544.17
06	Building Construction	0.00	0.00	366,513.32	366,513.32
45	OPEB Irrevocable Trust Fund	0.00	0.00	269.49	269.49
*** Fund Summary Totals ***		2,147,634.42	0.00	1,965,772.53	4,113,406.95

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

5.B. Human Resource Items:

Presenter: Jeni Super, Director of Human Resources

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

BOARD OF EDUCATION
Regular Meeting – June 22, 2026

AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

AGENDA ITEM: Human Resources Recommendations
ITEM ADDED BY: Jeni Super, Director of Human Resources

Employment

Anderson, Emily	Custodial Cleaner	WHS
Replacement	8 hours/day; 261 days	
Babbs, Deborah	Social Studies Teacher	WMS
Replacement	1.0 FTE; 184 Days Attach K	
Baumann, Benjamin	Custodial Cleaner	ESC
Replacement	8 hours/day; 261 days	
Bell, Matthew	Special Education Teacher	WMS
Replacement	1.0 FTE; 184 Days Attach K	
Cooney, Shea	Teacher Assistant	ECFE
Replacement	6 hours/day; 175 days	
Danaher, Morgan	Special Education Teacher	SV
Replacement	1.0 FTE; 184 Days Attach K	
Eiling, Ariel	Early Childhood Special Education Teacher	WEC
Replacement	1.0 FTE; 184 Days Attach K	
Philip, Jincy	KidSpace Lead	Comm Ed
Replacement	8 hours/day; 257 days	

Rannow, Scott	Groundskeeper	ESC
Replacement	8 hours/day; 261 days	
Stienessen, Amy	Elementary Instructional Coach (TOSA)	BV, LT, SV
Replacement	1.0 FTE; 184 Days Attach K	
Stier, Griffie	School Social Worker	WMS
Replacement	1.0 FTE; 184 Days Attach K	

Employee Status Changes

Hoxie, Gretchen, from Educational Assistant at BV to Student Success Coordinator at Comm Ed
Johnson, Julie, from Assistant Head Cook to Head Cook at BV

Extended Contracts

Alger, Lynette, Guidance Counselor, Extended Contract- 8 Summer Days
DeYoung, Stephanie, Special Education Teacher, Extended Contract- 6 Summer Days
Henn, Dana, Guidance Counselor, Extended Contract- 8 Summer Days
Raether, Kelly Jo, Special Education Teacher, Extended Contract- 7 Summer Days
Serum, Tammy, Guidance Counselor, Extended Contract- 8 Summer Days

Leaves of Absence

Benz, Kiley, Administrative Assistant III, WMS
DeLaney, Dave, Technology Specialist, WHS
Fuller, Hannah, Teacher, WHS
Schwartz, Alycia, Night Lead Custodian, WMS

Extended Leave of Absence

Retirements/Resignations/Terminations

Aguilar, Krystal, KidSpace Lead at Comm Ed
Culver, Amy, Social Studies Teacher at WMS
Eischens, Sara, Health Services Manager at ESC
Gabrelcik, Angela, School Social Worker at WMS
Hintz, Rebecca, Special Education Teacher at BV
King, Heather, ECSE Teacher at WEC
Lemke, Amber, Preschool Teacher at Comm Ed
Martodam, Dana, Special Education Teacher at WMS

Schuette, Jean, Head Cook at BV
Shirley, Johnioy, Custodial Cleaner at WMS
Sorensen, Jacqueline, Health Associate at WHS
Vanderlinde, Lee, Groundskeeper/Snow Removal at ESC
Young, Samuel, Custodial Cleaner at WHS

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

5.C. MSHSL Renewal Resolution

2026-2027 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE
Membership Renewal Form

This form must be completed once for each school in the district.

Must be completed and submitted to MSHSL NOT LATER THAN JULY 31, 2026. Retain one copy for the school files.

RESOLVED, that the Governing Board or Entity of Waconia High School located in the State of Minnesota delegates the control, supervision and regulation of interscholastic activities and athletics (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the school listed is authorized by this, the Governing Board of said school district or school to renew its membership in the Minnesota State High School League; and to participate in the approved interscholastic activities and athletics sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board or Entity hereby adopts the Constitution, Bylaws, Policies, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or school, or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities and athletics. Further, the administration and responsibility for determining student eligibility and for the supervision of such activities and athletics are assigned to the official representatives identified by this Governing Board or Entity.

Signing this Resolution for Membership affirms that this Governing Board has reviewed all required membership materials provided by the League which defines the purpose and value of education-based activity and athletic and programs and defines each member school's responsibilities.

Member schools must develop and publicize administrative procedures to address eligibility suspensions related to Student Code of Responsibilities (Bylaw 206.2) violations for students participating in activity and athletic programs by member schools.

The above Resolution was adopted by the Governing Board or Entity of this school or district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

The following is taken from the MSHSL Constitution:

208.00 LOCAL CONTROL

208.01 Designated School Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall designate two (2) representatives who are authorized to vote for the member school at all district, region and section meetings and on mail ballots where member schools are called upon to vote.

One of the designated representatives shall be a member of the school's governing board and the other shall be an administrator or full-time faculty member of the member school.

In school districts with multiple schools, the designated representative from the school district's governing body may represent more than one school and is entitled to one vote for each school they represent.

208.02 Designated Activity Representatives
At the beginning of the League's fiscal year, the governing board of each member school shall select individuals to represent its school in the following areas: (a) boys sports; (b) girls sports; (c) speech; and (d) music.

208.03 Local Advisory Committee
Each school is urged to form an advisory committee for League activities. Committee membership is not limited to but shall include a school board member, a student, a parent, and a faculty member, to advise the designated school representatives on all matters relating to the school's membership in the MSHSL.

Waconia High School

208.01 VOTE ON BEHALF OF THE HIGH SCHOOL

Ryan Rosin
(Designated School Board Member – please print)

rrosin@isd110.org
Email Address

Bucky Mieras
(Designated School Representative – please print)

bmieras@isd110.org
Email Address

208.02 ACTIVITY REPRESENTATIVES

Bucky Mieras
(Boys Sports – please print)

Bucky Mieras
(Girls Sports – please print)

Joey Kretchman-Grande
(Speech – please print)

Nick Hansberry
(Music – please print)

208.03 LOCAL ADVISORY COMMITTEE MEMBERS

Ryan Rosin
(Board Member—please print)

Cully Ohm
(Student—please print)

Derek Myhre
(Parent—please print)

Mark Grundhofer
(Faculty Member—please print)

Bucky Mieras
(Mailing Representative—please print)
The Mailing Representative is the person to whom mailings go. This is usually the Activity Director.

Print Name: Jesse Bergstrom
(Clerk/Secretary - Local Governing Board)

Signed: *Signature required*
(Clerk/Secretary - Local Governing Board)
electronically through DocuSign

Date: _____

Print Name: Brian Gersich
(Superintendent or Head of School)

Signed: *Signature required*
(Superintendent or Head of School)
electronically through DocuSign

Date: _____

5.D. Approval of Milk and Bread Vendor Agreement Renewals for 2026-2027

MEMORANDUM

TO: ISD 110 School Board

FROM: Barb Schank, Director of Nutrition Services
Pam Carman, Director of Finance & Operations

DATE: June 22, 2026

SUBJECT: Approval of Milk and Bread Vendor Agreement Renewals for 2026–2027

Purpose

The purpose of this memorandum is to request School Board approval for the renewal of the district's milk and bread vendor agreements for the 2026–2027 school year.

Background

Nutrition Services annually procures milk and bread products through a competitive procurement process in accordance with federal and state purchasing requirements.

The district is requesting approval to renew the following vendor agreements for the 2026–2027 school year:

- Heger's Dairy – Milk Products
  - 2026–2027 represents the third and final renewal year of the current agreement.
- Pan-O-Gold Baking Company – Bread Products
  - 2026–2027 represents the second of three allowable renewal years under the current agreement.

The original Request for Quotes (RFQ) process resulted in one qualified bid for milk products and one qualified bid for bread products. Since the agreements were awarded, both vendors have consistently provided reliable service, quality products, and timely deliveries in support of the district's student meal programs.

Renewing these agreements will provide continuity of service and ensure uninterrupted access to essential food products for Nutrition Services operations during the 2026–2027 school year.

Recommendation

Administration recommends approval of the 2026–2027 renewal agreements with Heger's Dairy for milk products and Pan-O-Gold Baking Company for bread products.

RENEWAL 3:3 - MILK

Date: May 19, 2026

To: **Heger's Dairy** Matt Heger hegersdairy@yahoo.com 952-292-9225
8816 Highway 212, Cologne, MN

Original agreement date - July 1, 2023.
Renewal Option Extensions: July 1, 2024, July 1, 2025, & July 1, 2026.

THIS AGREEMENT, originally entered into on the 1st day of July, 2023, by and between Heger's Dairy and Waconia ISD # 110, and a Joint Power Agreement with Westonka and Shakopee school districts.

Waconia ISD 110 agreed to the terms and conditions of the Original Contract dated July 1, 2023 and will choose the renewal option of one (1) additional year, with up to three extensions if both parties are agreeable.

The Nutritional Services program of the Waconia Public School District, Waconia, Minnesota, is requesting to renew our milk delivery agreement for the 2025-2026 school year. The original agreement had the option to extend the agreement for 3 a total of additional years (2024-2025, 2025-2026, 2026-2027).

To be completed by Heger's Dairy
Escalating Pricing - The escalating price of milk is driven by surging transportation and processing costs, shifting federal pricing regulations, and tightening dairy herd pipelines

$ 22.85 per 5 gal 1% Chocolate Milk (same as current price on 4/30/26)

$ 25.40 per 5 gal 1% White Milk (same as current price on 4/30/26)

_____	See Attached
Customer Signature	Vendor Signature
_____	_____
Date	Date

Heger's Dairy

2026-2027 Renewal Contract

School Name: Waconia ISD 110

Contact Name: Barb Schank Title: Directer

Address: _____

Phone#: 952-856-4512 Email: bschank@isd110.org

Customer Signature: _____ Date: _____

Vendor Signature: _____ Date: 5-18-26

Escalating Pricing

5 Gallon Bags 1% $22.85

5 Gallon Bags Chocolate $25.40

RENEWAL 2:3 - BREAD

Date: May 15, 2026

To: **Pan 'O Gold** Jason Revenig jrevenig@panogold.com 800-444-7005
444 E. St. Germain St., St Cloud, MN 56302-0848
Michael Roman mroman@panogold.com

Original agreement date - July 1, 2024.
Renewal Option Extensions: July 1, 2025, July 1, 2026, & July 1, 2027

THIS AGREEMENT, originally entered into on the 1st day of July, 2024, by and between Pan 'O Gold and Waconia ISD # 110.

Waconia ISD 110 agreed to the terms and conditions of the Original Contract dated July 1, 2024 and will choose the renewal option of one (1) additional year, with up to three extensions if both parties are agreeable.

The Nutritional Services program of the Waconia Public School District, Waconia, Minnesota, is requesting to renew our bread delivery agreement for the 2026-2027 school year. The original agreement had the option to extend the 2024-2025 agreement for an additional 3 years (2025-2026, 2026-2027, 2027-2028).

To be completed by Pan 'O Gold

1. Sandwich Loaf Sliced Bread - ≥50% whole grain; 20 oz, 20 slices = $ same
2. 3.5" Hamburger Bun - ≥50% whole grain, sliced; 60 ct = $ +2%
3. 4" Hamburger Bun - ≥50% whole grain, sliced; 60 ct = $ +2%
4. Hotdog Bun - ≥50% whole grain, sliced; 12 ct = $ +2%
5. Steak bun - ≥50% whole grain, sliced; 24 ct = $ +2%

_____ _____
Customer Signature Vendor Signature

_____ _____
Date Date

5.E. CESO Organizational Review and Operational Assessment Proposal

MEMORANDUM

TO: ISD 110 Finance Committee

FROM: Dr. Brian Gersich, Superintendent
Pam Carman, Director of Finance & Operations
Jeni Super, Director of Human Resources

DATE: June 8, 2026

SUBJECT: CESO Organizational Review and Operational Assessment Proposal

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Purpose

The purpose of this agenda item is to obtain Finance Committee feedback regarding a proposal received from the Center for Effective School Operations (CESO) to conduct operational assessments of the District's Human Resources and Finance departments, as well as an organizational study.

Background

Administration requested and received a proposal from CESO to conduct a Human Resources Operational Assessment (HROA), a Finance Business Operations Assessment (FBOA), and an Organizational Study. The proposed review is intended to provide an independent evaluation of organizational effectiveness, staffing structures, workflows, and service delivery, while identifying opportunities for continuous improvement and operational efficiencies.

As potential recommendations resulting from the study could impact future organizational structures, staffing models, and service delivery, administration believes it is important to engage the Finance Committee early in the discussion and seek feedback regarding the overall concept, scope, and potential value of the proposed assessment.

Financial Summary

The total cost of the proposed assessment is $19,500. Administration proposes utilizing a portion of the FY2026-27 budget allocated for the Skyward migration project. Given the District's ongoing focus on process improvement, system utilization, and operational efficiencies, administration believes the assessment complements and supports the broader goals of the migration effort by helping identify opportunities to improve workflows, organizational effectiveness, and the use of district systems.

Attachments:

- CESO Proposal

Proposals for:

FBOA, HROA, & Organizational Study

Submitted to:
Waconia School District
Waconia, MN

June 2, 2026

Rethink Possible.

June 2, 2026

Brian Gersich, Ed.D.
Superintendent
Waconia Public Schools - ISD110
512 Industrial Blvd.
Waconia, MN 55387

Dear Dr. Gersich,

The Center for Effective School Operations (CESO) is pleased to submit this proposal to conduct a combined *Human Resources Operations Assessment (HROA)* and *Finance Business Operations Assessment (FBOA)* for Waconia Public Schools. We have also included details and pricing related to your interest in an *Organizational Study*.

Recognized as an expert in our field, our experienced team members have a deep understanding of the challenges faced by school districts. CESO currently partners with school districts across the country to implement a variety of operational assessments and organizational studies. We are confident that we can effectively provide Waconia Public Schools with recommendations for immediate and long-term improvements to support the District's vision and goals.

We appreciate your consideration and would welcome the opportunity to assist your district in this important work. Please contact me at 612-720-4142 or DeeDee.Kahring@theceso.com with any questions or concerns related to our proposal.

Sincerely,

DeeDee Kahring

DeeDee Kahring, SFO
Vice President of Finance Consulting

Meet CESO

CESO partners with school communities of all sizes to deliver seamlessly integrated operational support that maximizes resources, improves efficiency, and drives effectiveness.

Districts across the country have utilized our customized approach to optimize daily operations and implement long-term success.

Consulting

From operations assessments to leadership development, strategic planning, and more, we solve complex challenges using your input, our analytical frameworks, and the space to rethink what's possible.

Management

Bring your projects to life with support for annual and one-time projects. We partner alongside our clients to deliver results through collaboration, prioritization, and accountability.

Staffing

Short and long-term support from executive to specialist roles. Our team of experts brings decades of operations experience combined with a passion for education.

School Operations Experts

Human Resources & Organizational Design
Nutrition • Executive Search • Communications
Transportation • Finance • Technology • Facilities

Learn More

CESO Overview

The Center for Effective School Operations, LLC (CESO) began as a transportation organization in 2008. Today, CESO is a full-service consulting, management, and staffing partner across key operational areas including: Child Nutrition, Communications, Facilities, Finance, Human Resources, Technology, and Transportation. Nearly 100 CESO employees help foster exceptional environments where leaders can optimize daily operations and implement long-term success for their communities. Our founding beliefs are **curiosity, inclusivity**, and **sincerity**, and these values drive our approach to support our clients.

CESO offers organizations a unique set of advisory and operational capabilities. Our consultants are seasoned school district operational leaders and specialists who understand both instructional leadership and district operations, giving us a deep understanding of the challenges faced by school districts. Our proactive team uses client input, our analytical frameworks, and the space to rethink what's possible to provide clients with the best options to address the unique opportunities within their organizations.

We work with large and small districts nationwide to provide consulting, management and staffing services. More than 270 clients in 37 states have utilized our effective, customized approach. CESO is headquartered in Minneapolis, Minnesota, and our team is primarily based out of this location.

- ***CESO Consulting Services:*** Whether an assessment, project, or ongoing thought and strategy partnership, we begin with our client's story and then incorporate multiple perspectives, client goals, our own core values of inclusivity, curiosity, and sincerity, and the team's expertise to create tailored solutions with achievable plans.
- ***CESO Management Services:*** We partner alongside our clients to do the project implementation work *with* their teams, delivering results through prioritization, collaboration, and accountability.
- ***CESO Staffing Services:*** We do the implementation work *for* our clients, providing interim or long-term staffing support from executive or director-level roles to specialists. Our team of experts brings decades of operational experience combined with a passion for education.

Our strength is the seamless integration of all operational areas with multiple levels of support. We know operations are critical for success and often interwoven. CESO is a resource for today, tomorrow, and the years ahead.

Scope of Work

Waconia Public Schools ISD110 is requesting comprehensive operations assessments of the district's Human Resources and Finance and Business departments. ISD110 has also requested a proposal for an Organizational Study. The District wishes to identify opportunities for increased organizational effectiveness, financial efficiency, and improved service delivery in the HR and Finance Departments.

FBOA & HROA

CESO's team of experts will conduct a comprehensive review of your district's existing financial processes, systems, and organizational structures to identify strengths, opportunities, and areas for improvement. Based on this assessment, we develop a customized action plan that preserves effective practices while addressing areas that need enhancement. To ensure the plan is practical and achievable, we work collaboratively with district leadership to prioritize recommendations into three clear phases: *Do Now, Do Soon, and Do Later*.

Organizational Study

An Organizational Study provides a comprehensive assessment of the organizational structure, staffing models, and operational practices of the HR and Finance departments. The study evaluates these departments for effectiveness, efficiency, and service delivery. Through this process, CESO identifies organizational strengths, capacity limitations, and opportunities to align resources, improve operations, and support the district's strategic goals.

Approach to Work

CESO will approach the project in four basic phases:

1) Project Kickoff and Data Gathering
All CESO assessments begin with a baseline understanding of the system's structure and responsiveness to the District's policy requirements and strategic objectives. To do this, CESO will carefully review the District's organizational structure and governance as well as leadership and management processes across District departments.

CESO' project team will meet with District leadership to outline their work approach and to ensure that the project is fully defined and understood by all key participants. These meetings will help establish strong working relationships between CESO and District leaders and will help clarify expectations, timelines and personnel involvement.

CESO will request, collect and examine various sources of information. These include: policies, regulations, procedures, organizational and reporting structures, contracts, decision-making

frameworks, budgets, strategic and operational plans, facility plans, financial records, and training and professional development resources. The analysis of this information will provide a robust preliminary understanding of the Human Resources and Finance and Business operations.

2) Observations and Interviews

Team members will visit the District to conduct onsite observations and in-person interviews of selected department staff and other key stakeholders and focus groups. Online interviews may also be used for follow up and to gain deeper insight and understanding to complete the assessments.

3) Assessments and Comparison

CESO will assess the District's Human Resources operations and Finance and Business operations and will compile data from observations and interviews to evaluate effectiveness and efficiency. These assessments will consider the District's strategic goals and operational context, while also benchmarking against best practices observed in school districts nationally.

4) Final Report & Recommendations

A Final Report will be presented to District leaders after the completion of the comprehensive assessments. The HROA, FBOA and Organizational Study reports will include a clear explanation of the assessment methodology, an overview of current conditions, analysis of results and key findings, and a detailed, actionable plan for each department. The Final Reports will provide prioritized recommendations organized into *Do Now, Do Soon, and Do Later* categories.

Project Team

CESO will use a blended divisional team approach to conduct its work with ISD110. The CESO project team includes experts with hands-on experience in the areas of human resources, finance and district operations. Together, their wealth of knowledge and experience will enable an efficient approach to the work and a minimally disruptive process to district operations.

Proposed Cost & Payment Terms

CESO is pleased to offer these services, or a combination of services, at the proposed pricing listed below. Please check all that apply when signing the contract.

☐ *Human Resources Operational Assessment Only:*
- $8,500 project cost

☐ *Finance Business Operations Assessment Only:*
- $8,500 project cost

☐ *Organizational Study Only:*
- $4,900 project cost

☐ *Combined HROA & FBOA:*
- $15,000 project cost for combination *(discounted for combination)*

☐ *Combined HROA, FBOA & Organizational Study:*
- $19,500 total project cost for combination of all 3 projects *(discounted for combination)*

- *All proposed project costs include professional fees, travel expenses and administrative expenses.*
- *Project cost will be billed at completion of the project.*

Timeline

If selected, CESO will begin the assessment process following execution of the agreement. The Final Report will be delivered approximately 10-12 weeks following the completion of the interview session(s).

Authorization to Proceed

Please authorize the services that CESO will provide in the Pricing & Payment Terms section of this agreement. Sign and return a copy of this contract to CESO, LLC, as authorization to proceed.

Once we receive this signed contract, we will return a final contract to you for your records and begin with the implementation of this agreement.

I have carefully reviewed the above contract and I authorize CESO, LLC to proceed.

Brian Gersich, Ed.D.
Superintendent

Waconia Public Schools - ISD110
512 Industrial Blvd.
Waconia, MN 55387
bgersich@isd110.org

DeeDee Kahring, SFO
Vice President of Finance Consulting

The Center for Effective School Operations
615 1st Avenue NE, Suite 115
Minneapolis, MN 55413
deedee.kahring@theceso.com

_____

Authorized Signature

_____

Date

_____

Authorized Signature

_____

Date

General Conditions

The following general conditions are made in part of CESO, LLC (the “professional”) proposal (the “proposal”). The term “customer” refers to the school system for which the professional is providing services. To the extent that the proposal conflicts with the terms delineated in the general conditions, the terms in the general conditions shall control.

A. Responsibilities
    - Professional will provide services as enumerated in the proposal with the care and skill ordinarily exercised by reputable members of its profession practicing under similar conditions during the period of this proposal and in the same locality.
    - Customer will provide all information necessary and access to staff and facilities as needed so that work can be conducted by professional in an economical, timely and safe manner.
    - The fees and reimbursable listed in the proposal is the amount owed to the professional for the products and services provided by professional under this agreement.
    - Invoices will be submitted to customer every month for work performed during the month. The customer shall make payments no later than thirty days after receipt of the invoice. All invoices unpaid for over thirty days will bear interest and a collection fee of eighteen percent annually, compounded monthly. Payment may be withheld only if this agreement is breached, and a written notice has been provided within forty-five days of receiving the invoice that is in dispute.
B. Disputes
    - Disputes under this agreement will be promptly resolved in good faith through negotiation. All claims, disputes, differences not resolved in accordance with the commercial rules of the American Arbitration Assoc. in effect at that time.
C. Indemnity & Insurance
    - Professional shall indemnify and hold harmless Customer against losses, damages and claims, demands, actions, costs (including reasonable attorney fees), and fines of any kind resulting from any breach of this Agreement by Professional, its employees, agents, subcontractors or licenses, of their obligation under this Agreement, or from any negligence or misconduct by professional, its employees, agents, subcontractors or licensees, but only for the proportion of damages which is equal to Professional’s proportion of the total fault which directly caused the damages.
    - Customer shall indemnify and hold harmless Professional against losses, damages and claims, demands, actions, costs (including reasonable attorney fees), and fines of any kind resulting from any breach of this Agreement by Customer, its employees, agents, subcontractors or licenses, of their obligation under this Agreement, or from any negligence or misconduct by Customer, its employees, agents, subcontractors or licensees, but only for the proportion of

damages which is equal to Customer's proportion of the total fault which directly caused the damages.

- Professional carries coverage and limits of liability insurance for the Professional's own negligence as required by law and district requirements. These may include, but are not limited to the following:
    i. Workers Compensation
    ii. Employers' Liability
    iii. Comprehensive General Liability with the following coverage:
        1. Bodily Injury
        2. Property Damage
        3. Personal Injury
        4. General Aggregate
        5. Product
        6. Fire Damage
        7. Medical Expenses
    iv. Physical Loss insurance sufficient to cover loss or damage to Professional's owned or leased equipment.
    v. Professional Liability (claims made).
    vi. Contractor Pollution Liability (claims made).
    vii. Excess Umbrella Liability. Professional's Excess Umbrella Liability policy provides coverage in addition to each of the coverages listed above including Comprehensive General Liability, Professional Liability and Contractor Pollution Liability.

D. Termination
    - Neither party will have a right to terminate this agreement for convenience unless a termination fee in the amount of the remaining contract is paid to the terminated party.

5.F. Approval of AHU #26

MEMORANDUM

TO: ISD 110 School Board

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

DATE: June 22, 2026

SUBJECT: Approval of AHU #26

Purpose

To obtain School Board approval to replace Air Handling Unit (AHU) #26 at Waconia High School.

Background

As part of the District's ongoing facilities maintenance program, AHU #26 has been identified for replacement to maintain reliable HVAC operations and building comfort.

The project was originally estimated at approximately $65,000. After further review and receipt of vendor quotations, administration has identified a solution with an estimated total project cost of $49,850, resulting in estimated savings of $15,150.

The project includes the purchase of AHU #26 replacement and installation:

- Daikin: $19,950
- True Mechanical: $24,900
- Electrical, insulation, and related work (estimated): $5,000

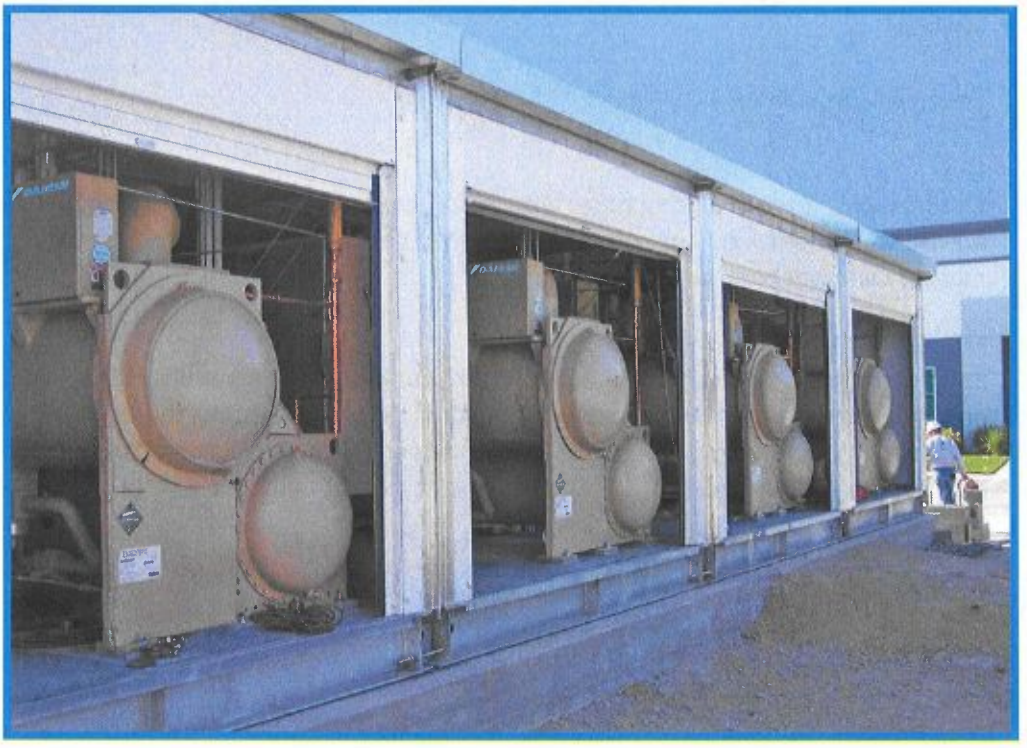
Administration recommends utilizing Daikin and True Mechanical based on their prior work associated with the District's Indoor Air Quality (IAQ) project. The remaining electrical and insulation work will be coordinated by the Buildings & Grounds Department using independent vendors to help control project costs.

Recommendation

Administration recommends approval to proceed with Daikin in the amount of $19,950 and True Mechanical in the amount of $24,900.

Docusign Envelope ID: 75DA715D-FE2D-8D90-814C-5AA8E43E702C

DAIKIN EQUIPMENT QUOTE



Waconia High School-AHU 26

WACONIA HIGH SCHOOL
1650 Community Dr
Waconia, MN, US 55387

Quote #: Q-116701

Prepared for:

Tim Bisek
Facilities Manager
WACONIA ISD 110
Quote Document Date: 06/18/26

Prepared by:

Lauren Johnson
Account Manager
Phone: (612) 476-4609
E-mail: lauren.johnson@daikinapplied.com
Daikin Applied Americas, Inc.

DAIKIN

Docusign Envelope ID: 75DA715D-FE2D-8D90-814C-5AA8E43E702C

Proposal Details

Daikin Applied Americas, Inc. is pleased to offer the following Equipment Quote for your consideration. Thank you for selecting Daikin Applied Service Group to care for your building's system. Our service personnel have the knowledge and experience to deliver the best support available.

Daikin will provide AHU-26 Model # CAH010GDAC.

Clarifications: Prior to placing order with Daikin factory, a field measurement will be required to ensure equipment will fit as selected. The current equipment selection is based on the selection made by another contractor.

Emergency Service Response

Emergency service is available on a 7-day, 24 hour basis. For scheduled service and repairs covered under this agreement and performed at the Customer's request outside of normal working hours, the Customer agrees to pay the difference between the prevailing standard billing rate and the prevailing overtime rate.

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Docusign Envelope ID: 75DA715D-FE2D-8D90-814C-5AA8E43E702C

Pricing and Acceptance

Feel free to contact me if you have any questions or concerns regarding the information contained in this Equipment Quote. If you would like us to proceed with the solution presented above, sign the acceptance line below (including PO# if applicable) and return a copy so that we can begin to mobilize our efforts to complete services as quickly as possible. We appreciate the opportunity to provide you with this solution and look forward to working with you on this and servicing your needs in the future.

Investment Amount and Billing Terms:

Investment required to implement the proposed solution

$19,950.00 (Nineteen Thousand, Nine Hundred Fifty dollars and Zero cents)

Price does not include applicable sales tax

Pricing and acceptance are based upon the Terms and Conditions which are attached.

Billing/Payment Terms*

Billed in full upon completion

*All billings are Due on receipt

This Quote will be honored by Daikin Applied for 30 days from the date on the front of the Quote. After 30 days, Daikin Applied reserves the right to evaluate cost changes (both increases and decreases) from the Quote.

Tim Bisek
WACONIA ISD 110
512 INDUSTRIAL BLVD
WACONIA, MN 55387

Daikin Applied Americas Inc.
13600 Industrial Park Blvd
Minneapolis, MN 55441

Accepted by:

(Print Full Legal Name of Customer)

(Signature)

(Title)

Date:

Approved by:

(Print Full Legal Name of Daikin Applied Representative)

(Signature)

(Title)

Date:

Note: This Agreement is subject to final credit approval by Daikin Applied.

©2026 Daikin Applied

True Mechanical
3225 West 180th Street
Jordan, MN 55352
612-494-2496

PROPOSAL

TRUE MECHANICAL

05-06-2026

Waconia High School
1650 Community Dr
Waconia, MN 55378

AHU 26 Replacement

Description

True Mechanical is proposing to cover the mechanical labor to replace AHU 26. The description of work to be performed as follows.

1. Perform safety lockout on all mechanical and electrical equipment.
2. Recover and recycle system refrigerant, disconnect and dispose of existing AHU.
3. Disconnect and dispose of existing refrigerant piping back to mechanical room wall.
4. Set AHU in place of existing and reconnect to existing duct.
5. Pipe 1 ½" chilled water mains from hallway into mechanical room and connect to AHU.
6. Perform pressure test and test operation.

Clarifications

Overtime labor rates not included.
Any service work not listed is not included.
Structural work, painting, patching, building automation, engineering, electrical, bonding/special insurance requirements, core drilling, equipment off loading, equipment startup, test and balance, pipe/duct insulation, temporary heating/cooling, mechanical equipment not included.
Existing equipment line set and condensing unit to be left in place.
Waconia to provide clear route from building entrance to mechanical room for AHU placement.
Provided isolation valves hold.

Print	
Sign	
Title	
Date	

ase Bid: $24,900.00
ice good for 30 days.
own payment of 25% upon acceptance of proposal. 25% payment due when equipment arrives on e. 50% due after project completion.

5.G. ISD 110 Identified Official with Authority (IOwA) Designation for SY26-27

Education Identity and Access Management Board Resolution

The Minnesota Department of Education (MDE), Professional Educator Licensing Standards Board (PELSB), and Office of Higher Education (OHE) require annual designation of an Identified Official with Authority (IOwA) for each Local Educational Agency (LEA) that uses the Education Identity and Access Management (EDIAM) system. The IOwA is responsible for authorizing, reviewing, and recertifying user access for their LEA in accordance with the State of Minnesota Enterprise Identity and Access Management Standard, which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The IOwA will authorize user access to State of Minnesota Education secure systems in accordance with the user's assigned job duties, and will revoke that user's access when it is no longer needed to perform their job duties.

Your school board or equivalent governing board must designate an IOwA to authorize user access to State of Minnesota Education secure websites for your organization. This EDIAM board resolution must be completed and submitted to MDE annually, as well as any time there is a change in the assignment of the IOwA.

MDE strongly recommends that the superintendent or executive director is named IOwA, who then can grant IOwA proxy roles.

Designation of the Identified Official with Authority for Education Identity and Access Management

Organization Name: **Waconia Public Schools** 6-Digit Organization Number: **0110-01**

Will the Superintendent/Executive director act as the IOwA? See options below, please check **one**

☐ Yes, the Superintendent/Executive Director **will serve** as the IOwA.

- **Full Name**: Brian Gersich
- **EDIAM Username** : _____

☐ No, in lieu of the Superintendent/Executive Director acting as the IOwA they **designate the following individual** to serve as the IOwA: _____

Board Member Signature: _____

Name:_____Date:_____

Once the EDIAM Board Resolution is completed, scan and email it to: useraccess.mde@state.mn.us

5.H. CIS Agreement with University of Minnesota

UNIVERSITY OF MINNESOTA
Driven to Discover®

Twin Cities Campus

College in the Schools
College of Continuing and Professional Studies

216 Pillsbury Drive SE
Minneapolis, MN 55455

Office: 612-625-1855
E-mail: cis@umn.edu
Web: ccaps.umn.edu/cis

Memorandum of Agreement

Terms

Signing this agreement makes it possible for a high school or school district to offer University of Minnesota Twin Cities courses through College in the Schools at the University of Minnesota Twin Cities (CIS). The terms of this Memorandum of Agreement between Regents of the University of Minnesota (University) and the high school or school district is indefinite, ending on the date of termination. Either the University or the high school may terminate this agreement by delivering a written notice of termination to the other at least ninety days before the date of termination.

High School Responsibilities

Regarding CIS Instructors:

- The high school or school district conducts criminal background and other qualifications checks (including of the national sex offender registry and any background checks required for licensing credentials) based on social security number trace, and
    - The results of such background and qualification checks for all CIS instructors were sufficient for the high school or school district to conclude that the instructors would be able to satisfactorily perform their duties and would not pose a safety threat to students, and
    - The school district has a mandatory self-disclosure reporting policy in place.
- Instructors of CIS courses will be permitted to attend all professional development workshops required by the CIS cohort (typically three to five days per year per course or cohort). The school will cover the cost of substitute instructors on CIS professional development workshop days.
- When an instructor of a CIS course is expected to be absent for more than ten consecutive class days, the school will alert CIS program staff and work with them to identify a substitute instructor who meets the course-specific instructor qualifications and support the substitute's application to teach the University course.

Regarding CIS Course Requirements:

- The high school or district will provide instructors and students with all texts, materials, and course resources required for the course. These costs cannot be passed along to Minnesota public school instructors or students.
- When registering students, the high school will follow Course Requirements and Policies, as posted on the CIS website.

Regarding CIS Student Eligibility and Class Size:

- The high school will follow course-specific Student Eligibility and Class Size requirements, as posted on the CIS website.
- The high school will provide students with advising about the benefits and implications of taking University courses.

FERPA Acknowledgement

When appropriate, CIS may provide certain school officials with access to "educational records" from the University, as that term is defined in the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g et. seq and the regulations promulgated thereunder ("Educational Records"). To the extent there is a conflict between the terms of this Agreement or any other agreement or terms, the terms of this Agreement shall prevail.

Student educational records, such as University course grades and GPA, may be shared with school counselors and school administrators, deemed "school officials" as that term is defined under FERPA. School officials shall maintain the confidentiality of the Education Records, and they shall not be disclosed or shared with any third party without prior written consent or unless otherwise permitted by FERPA and authorized by the University. School officials agree that the educational records shall remain the property of the University, and that it shall only use the educational records as necessary when CIS determines the school official has a legitimate educational interest. They shall maintain a documented information security program to protect and safeguard these educational records.

Additional high school responsibilities are outlined in the sources listed below:

1. College in the Schools Welcome Site - Partnerships Page
2. College in the Schools Welcome Site – Policies Appendix
3. College in the Schools Welcome Site – Instructors Page

Billing Responsibilities

Fees:

Fees for the 2026-27 academic year will remain at $145 per student, per course. This rate is subject to change for the 27-28 academic year and beyond. Future rate changes will be communicated to all partner school principals by December 31 for the following academic year.

Billing Practices:

Your school or district will receive a statement of account (billing statement) from the University for students registered for University courses offered through CIS. University billing statements are generated monthly so any changes or added students will be reflected on the next month's statement.

Schools may or may not receive a refund or credit when a student drops or withdraws from a course, dependent upon the length of the high school term, date of student drop or withdrawal, and date the course cancellation form is received by the CIS Enrollment Services office. Drop deadlines are listed on the CIS website under Key Dates.

Billing statements will be sent to the billing address you provide on this form. Changes to the billing address must be communicated to CIS Enrollment Services (cisenroll@umn.edu).

Billing Terms and Late Fees:

Full payment is due upon receipt of the statement of account.

- If payment is not received within 45 days of the billing date, a late payment fee of $90 per student will be assessed to the school.
- If payment is not received within 60 days of the billing date, a hold will be placed on the school's record that will prevent students from being able to register for future University courses offered through CIS. The hold will not be released until the past due balance is paid in full.

After sending the initial invoice, the University's Third Party Billing Department cannot guarantee they will contact schools regarding nonpayment. Notification of the account hold will be sent to the high school's billing address.

More information can be found on the University's Third Party Billing webpage, under "Information for Sponsors: Billing and Payment."

Agreement

Signing this agreement acknowledges that the University will bill the high school or district for each CIS student registration in each University course offered by the high school, and that high school personnel will comply with their responsibilities as outlined in the resources linked above.

School:

High school name: Waconia High School

School district name: ISD 110

School Principal:

Principal name (please type or print): Paul Sparby

Principal phone: 952-442-0670 Principal email address: psparby@isd110.org

Principal signature: Paul Sparby Date: 6/2/26

Billing Contact (the person responsible for receiving billing statements and making payments):

Name (please type or print): Pamela Carman

Phone: 952-442-0600 Email address: pcarman@isd110.org

Billing contact signature: _____ Date: _____

Preferred Billing Method:

☐ Email - Provide address: _____

☒ USPS Mail - Provide address: 512 Industrial Blvd Waconia, MN 55387

Sign and return this agreement to: cisenroll@umn.edu

Please retain a copy of this Memorandum of Agreement

5.I. Workers' Compensation Insurance Renewal

MEMORANDUM

TO: ISD 110 School Board

FROM: Pam Carman, Director of Finance & Operations

DATE: June 22, 2026

SUBJECT: Worker's Compensation Insurance Renewal

Overview

The purpose of this memorandum is to request School Board approval for the renewal of the District's Workers' Compensation Insurance coverage with SFM Mutual Insurance and Volunteer Accident Insurance coverage with HSR for the policy period of July 1, 2026 through July 1, 2027.

Background / Context

Marsh McLennan Agency completed the annual renewal process for the District's workers' compensation program. The proposed renewal maintains the District's current coverage structure and continues participation in SFM's two-year retention program.

The total estimated annual premium for 2026-27 is $186,808, which represents a decrease of $3,787 from the current year's premium of $190,595 despite increased payroll exposures. The renewal includes:

- Workers' Compensation Insurance (SFM Mutual): $186,409
- Volunteer Accident Insurance (HSR): $399

The renewal reflects updated audited payroll figures and a modest increase in the District's experience modification factor from 1.10 to 1.12. Despite these factors, SFM provided a 17% schedule credit, resulting in a premium reduction of approximately $73,381.

The District will also continue participation in SFM's retention program, which provides the opportunity for future premium returns based on favorable claims experience. Since implementation, the program has returned a total of $82,737 to the District, including a retention refund of $16,742 received last year.

Recommendation

It is recommended that the School Board approve renewal of the District's Workers' Compensation Insurance policy with SFM Mutual Insurance and Volunteer Accident Insurance policy with HSR for the 2026-27 policy term in the total estimated amount of $186,808.

MarshMcLennan Agency

PROPOSAL FOR
INSURANCE SERVICES

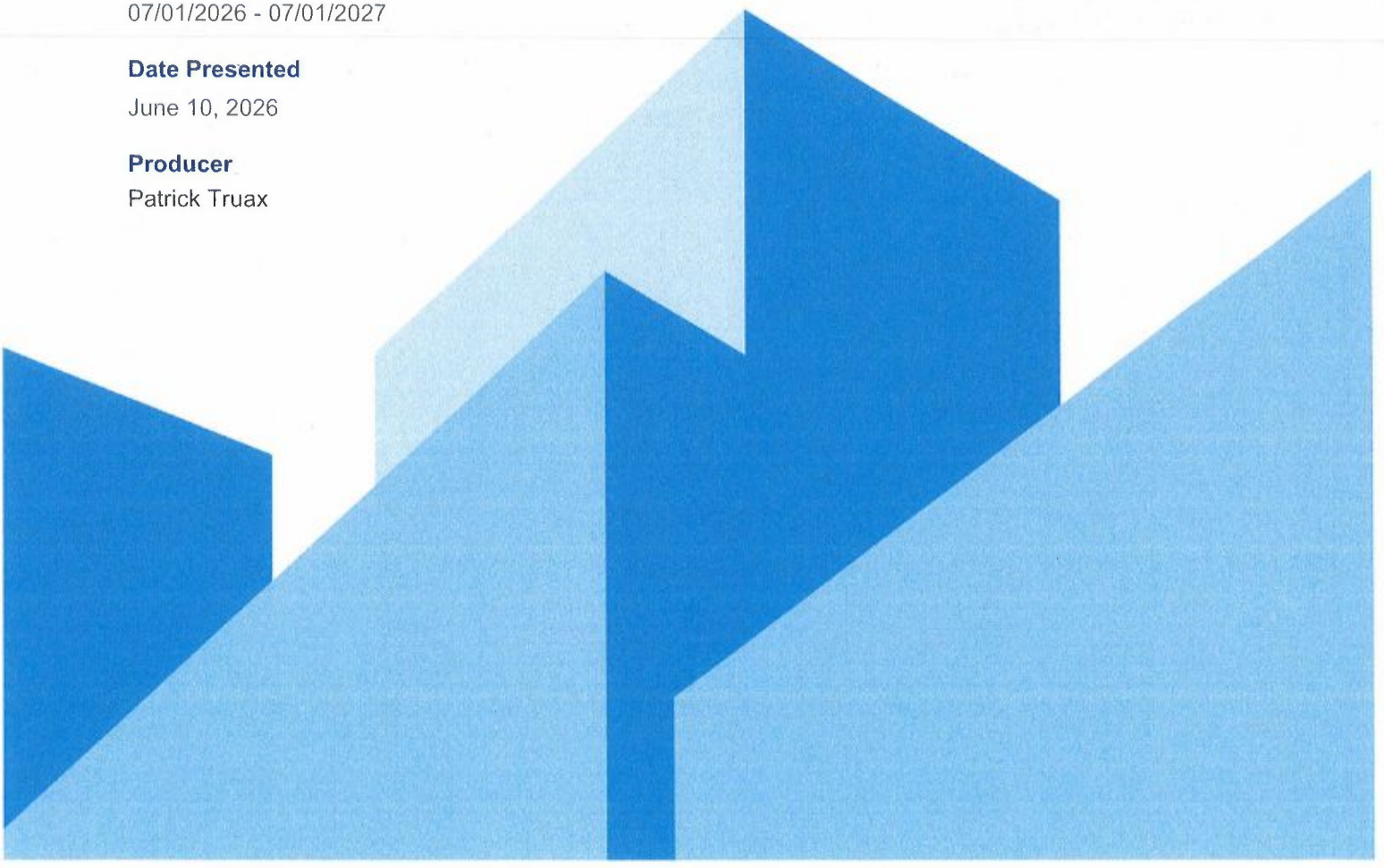
Presented for
Waconia ISD #110

Client Address
512 Industrial Blvd
Waconia, MN

Policy Term
07/01/2026 - 07/01/2027

Date Presented
June 10, 2026

Producer
Patrick Truax



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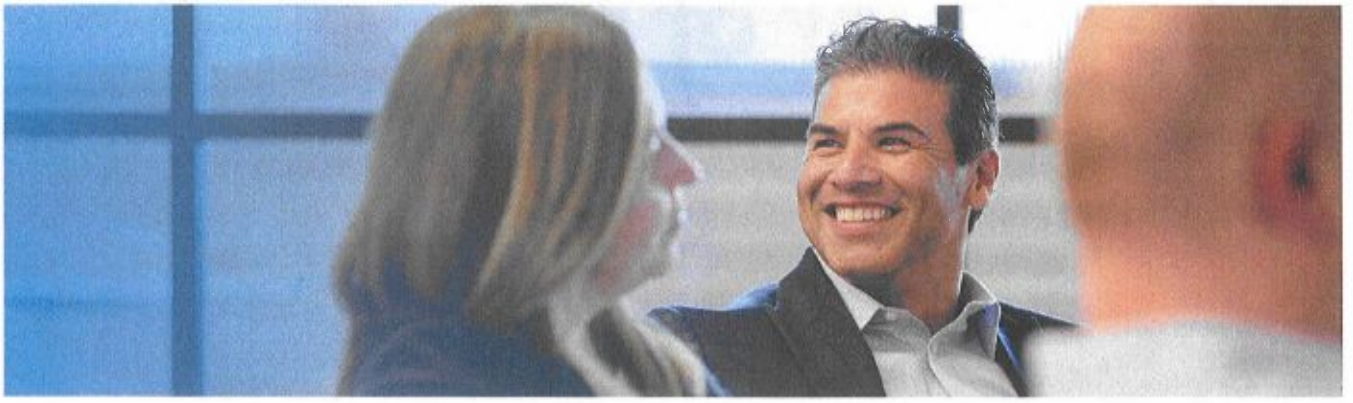
Insurance Terminology



About Marsh McLennan Agency

Marsh McLennan Agency (MMA) provides business insurance, employee health & benefits, retirement & wealth, and private client insurance solutions to organizations and individuals seeking limitless possibilities.

Business Insurance | **Employee Health & Benefits** | **Retirement & Wealth** | **Private Client Services**

Marsh McLennan Agency is the only agency with the #1 brokerage in the world backing us.

Marsh McLennan Agency was set up as a separate operating subsidiary of Marsh in 2009 to redefine the client experience for growing companies. MMA provides the assurance of working with an established, experienced broker that understands your business and your industry. In addition, MMA has access to broad resources and solutions across all Marsh McLennan businesses and the financial stability you can depend on. Local professionals with unlimited capabilities will get you where you want to go.

Market access and leverage

Our global reach gives us access to insurance capacity and underwriting expertise anywhere in the world's insurance market. Additionally, we have broad-based access to regional and specialty markets that may provide competitive coverage or pricing that major insurance carriers may not be able to provide for your unique risks.

Quality you can expect

The MMA colleagues you work with are the most knowledgeable and well-trained insurance specialists in the industry. The insurance business can be extremely complex, requiring knowledge of exposure identification, coverage forms, underwriting, claims handling, regulations, and insurance markets.

Our team is not content simply using their existing knowledge—they continue to adopt new ideas and practices from internal educational programs, external conferences, and through MMA's culture of open communication and collaboration.

As further evidence of our commitment to quality, our colleagues have the opportunity to attend MMA University. MMA University is a first-of-its-kind online educational platform designed to deliver hands-on training and ongoing education to our colleagues.

We know our clients are always learning too. Stay up to date on insights and trends by attending an event or reading our latest reports at MarshMMA.com.

The power of one

It's often said that two is better than one. However, when it comes to working with an insurance broker that can handle property and casualty coverage, employee benefits, and retirement and wealth services, that's not necessarily the case.

So why is one broker better?

There are three very important reasons:

1

A single broker will ultimately translate into more comprehensive coverage at a lower price.

2

A single broker will gain a greater understanding of your organization's evolving risks and how to best manage them.

3

A single broker means eliminating wasted time on redundant work and allows you to focus on what's important—helping your business succeed.

Example of the power of one broker: Workers' Health 360®

Where business insurance risk meets employee health and safety

Integrating data from multiple sources, Workers' Health 360® is a digital platform with a holistic, easy-to-digest view of an organization's employee population. With these insights, our specialists help our clients with data-driven decisions related to both the health and the safety of their most important asset—their team.

MMA WORKERS' HEALTH360

Marsh McLennan Agency Service Team

Broker / Consultant

Responsible for the overall handling of your insurance and risk management needs including program analysis, marketing negotiations, coverage placement and service deliverance.

Patrick Truax	patrick.truax@marshmma.com	+1 (763) 482-9500

Client Executive

Responsible for the day-to-day management of your account; answering coverage questions, negotiating with markets, checking policies and reviewing audits.

Jennie Harrington	Jennie.Harrington@MarshMMA.com	+1 (763) 746-8290

Claims

Responsible for assisting you in filing claims, enhancing carrier communication and helping facilitate prompt claim payment.

Use the below email address to report claims other than Workers Compensation and Automobile Claims.

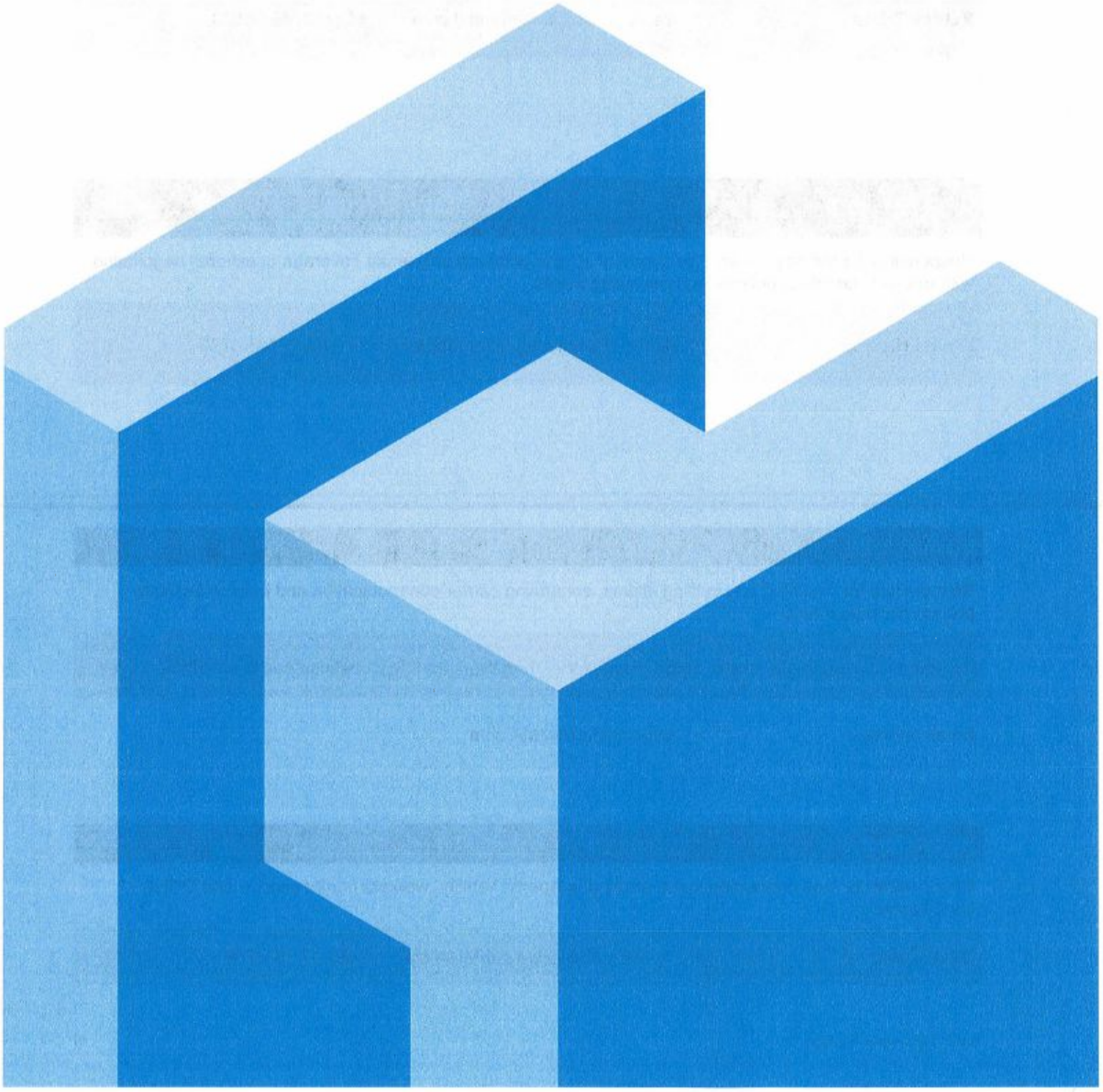
Email Address: claims@MarshMMA.com

Risk Control

Responsible for loss prevention in the areas of property, liability, workers compensation and OSHA compliance.

Mike Music	Mike.Music@MarshMMA.com	(651) 425-8373

SUMMARY



Premium and Exposure Comparison

Coverage	Expiring	Proposed
Carrier	**SFM**	**SFM**
Workers' Compensation	$190,196	$186,409
Terrorism	Included	Included
Volunteer Accident	$399	$399
Total Estimated Annual Premium:	**$190,595**	**$186,808**

Payment Terms & Plans:

- Direct Bill - Quarterly
- HSR: Agency Bill- Annual

Authorization to Bind

After careful review of your proposal, we accept the insurance program as outlined, subject to the following changes:

Request to Bind Insurance Coverage

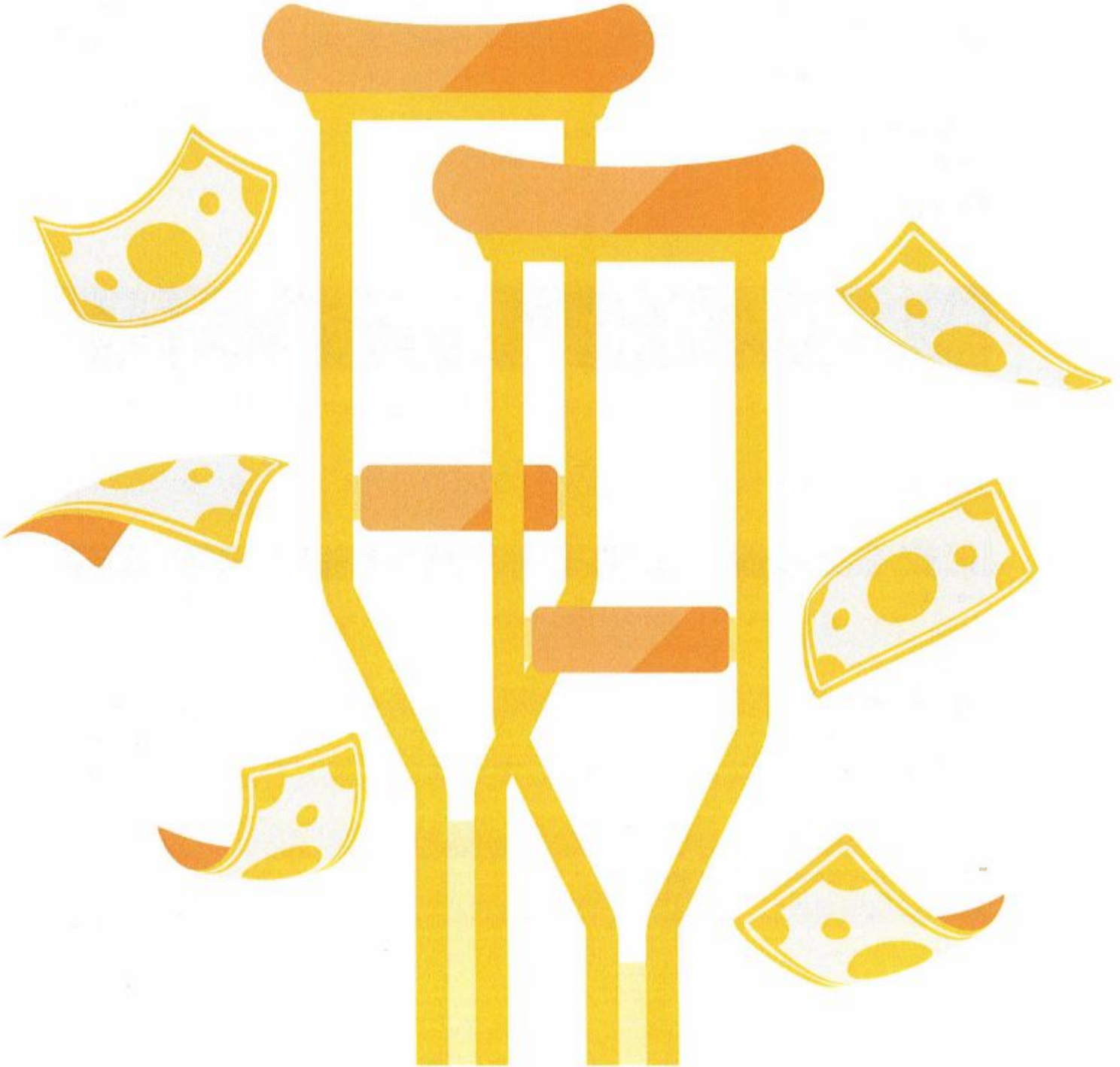
Please bind insurance coverage as specifically quoted and identified in this proposal. I understand coverage is ONLY bound when written confirmation is received from the carrier(s).

Authorized signature: _____

Title/position: _____

Date: _____

WORKERS COMPENSATION



Workers' Compensation

Policy Term: 07/01/2026 to 07/01/2027
Insurer: SFM

Limits

Coverage A: Workers' Compensation – Statutory Limits

Employers Liability

Coverage		Limit
Bodily Injury by Accident:	Each Accident	$500,000
Bodily Injury by Disease:	Per Policy	$500,000
Bodily Injury by Disease:	Each Employee	$500,000

Other States Insurance: All states except those in the monopolistic states of North Dakota, Ohio, Washington, Wyoming, Puerto Rico, and U.S. Virgin Islands.

Exposures

State: MN

Class Code	Classification	Renewal Est. Payroll	Renewal Rate	Expiring Payroll	Expiring Rate	Estimated Annual Premium
8868	School: Professional	$30,235,541	.543	$30,000,000	.53	$164,719
9101	School: All Other	$1,997,851	3.832	$2,000,000	4.56	$76,558

Premium breakdown	
Manual premium	$240,737
Increased limit factor	$1,926
Experience mod (1.12)	$29,120
Schedule credit 17%	**($73,381)**
Premium discount	($19,764)
Expense constant	$205
Terrorism	$1,612
Estimated annual premium	$180,455
MN Special Compensation Fund Assessment	$5,954
Total estimated cost:	**$186,409**

Experience Modification Factor History:

Policy Term	Experience Mod.
2026-2027	1.12
2025-2026	1.10
2024-2025	0.82
2023-2024	0.74
2022-2023	0.70
2021-2022	0.94
2020-2021	1.08

2 Year Workers' Compensation Fixed Term Retention Plan Endorsement

Second Year of a Two Year Retention Plan

SFM Mutual Insurance Company agrees to accept a stated percentage (Retention Factor) of the final audited discounted premium as its fee for administering and servicing the plan. A percentage fee (Loss Conversion factor) is also applied to all incurred claims. In addition, a tax multiplier will be applied to the total of the administration fee and converted losses. The difference of this and the 2 year audited discounted premiums or maximum premium will either be charged or returned to the Insured or SFM Mutual Insurance Company, as the case may be, within thirty (30) days after the calculations described below are made and delivered in writing to the Insured.

Losses will be valued nine (9) months after policy expiration of the second policy period, and will include a loading for loss development, with the initial calculation being run as soon as practical. All subsequent calculations will be made approximately twelve (12) months after the initial calculation.

This plan is a "Losses to Completion" type plan, thus all reductions, as well as increases in reserves for the policy year, will be considered at each successive calculation. The maximum premium charged to an Insured will not exceed 100% of the combined 2 year audited discounted premiums. Any successive calculation can be considered as a "Final" calculation if it is mutually agreed upon by SFM Mutual Insurance Company and the Insured.

Returns are not payable under the Retention Plan if:

1. The policy is canceled for any reason other than retiring from business.

2. Proper records are not available for determination of the final audited discounted premium.

3. Final audited discounted premiums are less than $25,000.

Total Estimated "Annual" Premium: **$178,843**

Retention Factor: **0.32** Loss Conversion Factor: **1.15** Tax Multiplier: **1.055**

Maximum Premium: **100%** of the 2 year audited discounted premiums

Minimum premium: **91%** of the 2 year audited discounted premium.

The retention plan applies to the following state(s): Minnesota and is based on premium before the charge for Terrorism and for other state specific fees and assessments.

Two Year Retention Plan Exhibit

Based upon an Estimated Annual Discounted Premium of $178,843

Retention Factor 0.32 Premium	Loss Ratio	Losses	Loss Conversion Factor 1.150	Tax Multiplier 1.055	Estimated Retention Premium
57,230	0.472	84,377	97,033	154,263	162,747
	0.500	89,422	102,835	160,065	168,869
	0.546	97,643	112,289	169,519	178,843
					MAXIMUM

This exhibit is based on just one year of the retention information. The actual retention calculation will include both the first and second years. Losses in actual retention calculation will include a loading for loss development.

The retention plan applies to the following state(s): Minnesota and is based on premium before the charge for Terrorism and for other state specific fees and assessments.

Highlighted Extensions and Conditions

Extensions and conditions include but are not limited to the following. Please refer to your policy for a complete list of extensions and conditions.

Highlighted Exclusions and Limitations

Exclusions and limitations include but are not limited to the following. Please refer to your policy for a complete list of exclusions and limitations.

List exclusions specific to this client/policy

For a complete list of standard Workers' Compensation exclusions, please visit: https://mma.marshmma.com/workers-compensation-exclusions.

Notations

- Workers' Compensation quotation contemplates exposures in the states listed above. Some carriers are not licensed in all states. Therefore, you must notify us if you have any operations or plan to hire any employees to work in states other than those listed above.
- Beginning January 1, 2003, the information page on your Workers' Compensation policy will show a surcharge for Minnesota's Special Compensation Fund assessments. Until now, the amount of the assessment has been built into your rates and included in the total estimated annual premium amount. New state law does not consider the SCF assessment as premium and requires insurers to take the assessment out of their rate and identify it separately.
    - This new "SCF assessment" line item on your policy information page does not represent a new charge to you.
    - The SCF assessment used to be built into your insurance rate. Now it will be displayed separately.
    - The separately displayed amount should be comparable to what you paid last year, assuming the factors that go into figuring your estimated premium are also comparable.
    - The SCF, administered by the Minnesota Department of Labor and Industry, pays benefits to injured workers of uninsured employers and supplemental benefits to certain low-wage workers. It also pays the cost of operating the state's worker's compensation system, including the Office of Administration Hearings, the Workers' Compensation Court of Appeals and certain department divisions including MN OSHA.
- You may be required under the Workers' Compensation law of your state to include liability for compensation to employees of contractors (or subcontractors) as well as to contractors (or subcontractors) without employees performing work for you. However, this does not apply if the contractor (or subcontractor) has furnished you with a Certificate of Insurance indicating he has Workers' Compensation coverage.

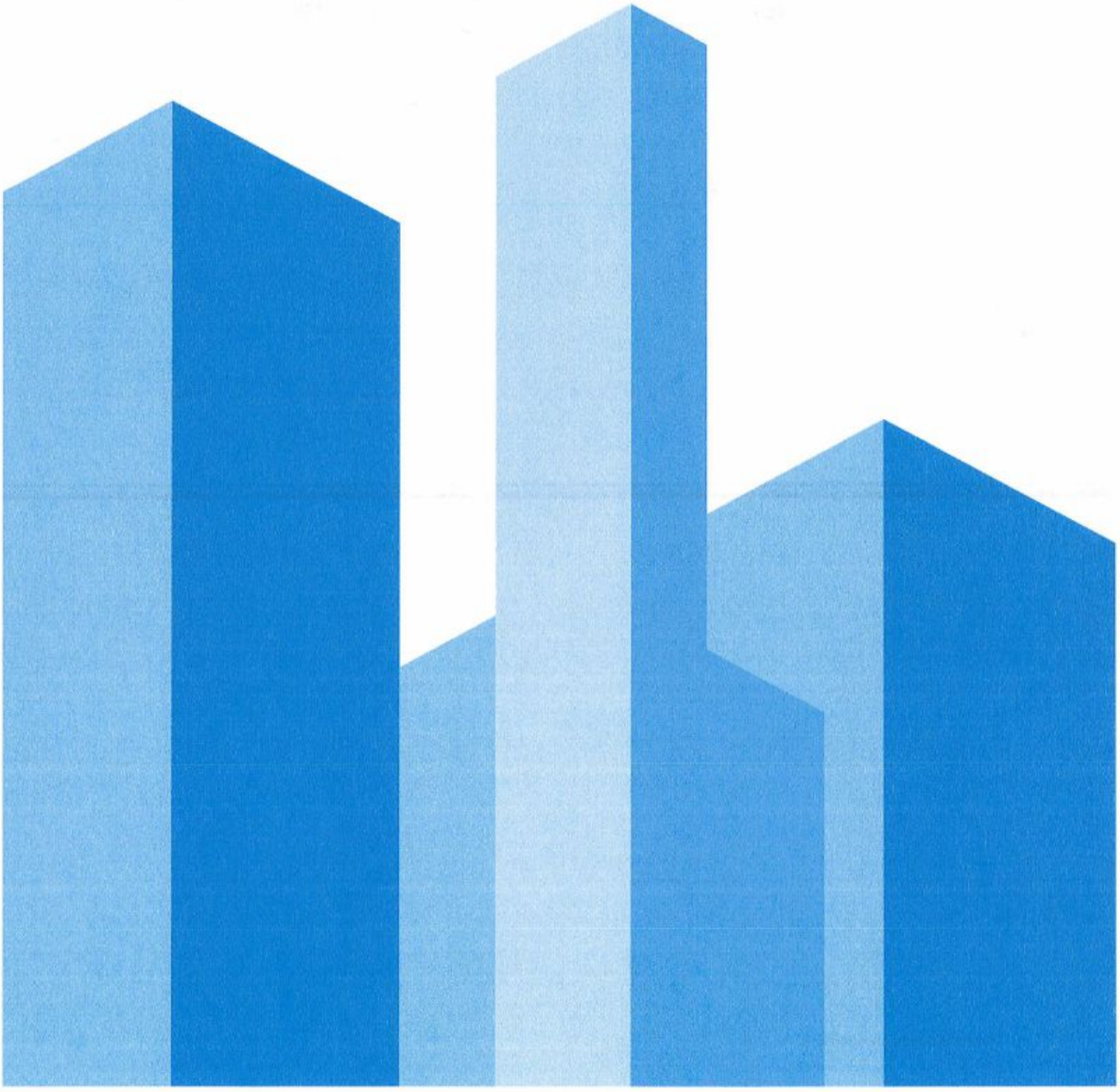
Volunteer Accident

Policy Term: 07/01/2026 to 07/01/2027
Insurer: HSR

Indemnity $25,000

2025-2026 Number Of Volunteers	2026-2027 Number Of Volunteers
150	150

APPENDIX



Compensation Disclosure

Marsh & McLennan Agency LLC ("MMA") prides itself on being an industry leader in the area of transparency and compensation disclosure. We believe you should understand how we are paid for the services we are providing to you. We are committed to compensation transparency and to disclosing to you information that will assist you in evaluating potential conflicts of interest.

As a professional insurance producer, MMA and its subsidiaries facilitate the placement of insurance coverage on behalf of our clients. As an independent insurance agent, MMA may have authority to obligate an insurance company on behalf of our clients and as a result, we may be required to act within the scope of the authority granted to us under our contract with the insurer. In accordance with industry custom, we are compensated either through commissions that are calculated as a percentage of the insurance premiums charged by insurers, or fees agreed to with our clients.

MMA engages with clients on behalf of itself and in some cases as agent on behalf of its non-US affiliates with respect to the services we may provide. For a list of our non-US affiliates, please visit: https://mma.marshmma.com/non-us-affiliates In those instances, MMA will bill and collect on behalf of the non-US Affiliates amounts payable to them for placements made by them on your behalf and remit to them any such amounts collected on their behalf.

Wholesalers and Managing General Agents (MGAs) offer products and solutions that Marsh & McLennan Agency LLC (MMA) as a retail agent and broker cannot access or offer directly to its clients. Some MMA affiliates act as managing general agents, in which capacity they work solely on behalf of insurers to bind coverage, service policies and, in some cases, settle claims. Our affiliated wholesale brokers are also able to access excess and surplus lines insurers that do not work with retail agents and brokers.

MMA receives compensation through one or a combination of the following methods:

- Retail Commissions – A retail commission is paid to MMA by the insurer (or wholesale broker) as a percentage of the premium charged to the insured for the policy. The amount of commission may vary depending on several factors, including the type of insurance product sold and the insurer selected by the client. If MMA places business through an affiliated wholesale broker or managing general agent, MMA will advise the client of this at or prior to placement.

- Client Fees – Some clients may negotiate a fee for MMA's services in lieu of, or in addition to, retail commissions paid by insurance companies. Fee agreements are in writing, typically pursuant to a Client Service Agreement, which sets forth the services to be provided by MMA, the compensation to be paid to MMA, and the terms of MMA's engagement. The fee may be collected in whole, or in part, through the crediting of retail commissions collected by MMA for the client's placements.

- Contingent Commissions – Many insurers agree to pay contingent commissions to insurance producers who meet set goals for all or some of the policies the insurance producers place with the insurer during the current year. The set goals may include volume, profitability, retention and/or growth thresholds. Because the amount of contingent commission earned may vary depending on factors relating to an entire book of business over the course of a year, the amount of contingent commission attributable to any given policy typically will not be known at the time of placement.

- Supplemental Commissions – Certain insurers and wholesalers agree to pay supplemental commissions, which are based on an insurance producer's performance during the prior year. Supplemental commissions are paid as a percentage of premium that is set at the beginning of the calendar year. This percentage remains fixed for all eligible policies written by the insurer during the ensuing year. Unlike contingent commissions, the amount of supplemental commission is known at the time of insurance placement. Like contingent commissions, they may be based on volume, profitability, retention and/or growth.

- Wholesale Broking Commissions – Sometimes MMA acts as a wholesale insurance broker for some transactions (which may include MMA's retail broking operations). In these placements, MMA is engaged by a retail broker that has the direct relationship with the insured. MMA may have specialized expertise, access to surplus lines markets, or access to specialized insurance facilities that the retail broker does not have. In these transactions, the insurer typically pays a commission that is divided between the retail and wholesale broker pursuant to arrangements made between them.

- In addition, some MMA affiliates act as managing general agents, in which capacity they work solely on behalf of insurers to bind coverage, service policies and, in some cases, settle claims. Our affiliated wholesale brokers are also able to access excess and surplus lines insurers that do not work with retail agents and brokers. Like other MGA's and wholesalers, our affiliates may also be compensated by commissions received from insurers. These commissions are separate and apart from any commissions received by MMA. When MMA places business through affiliated wholesalers, the insurer pays a commission that may be divided between our affiliated wholesaler and MMA. Compensation earned by wholesalers may be shared with MMA as described in the Contingent and Supplemental Commissions sections above.

- Medallion Program and Sponsorships – Pursuant to MMA's Medallion Program, participating carriers sponsor educational programs, MMA events and other initiatives. Depending on their sponsorship levels, participating carriers are invited to attend meetings and events with MMA executives, have the opportunity to provide education and training to MMA colleagues and receive data reports from MMA. Insurers may also sponsor other national and regional programs and events.

- Other Compensation & Sponsorships – From time to time, MMA may be compensated by insurers for providing administrative services on behalf of those insurers. Such amounts are typically calculated as a percentage of premium or are based on the number of insureds. Additionally, insurers may sponsor MMA training programs and events. MMA may also have arrangements with vendors who compensate MMA for referring clients for vendor services.

We will be pleased to provide you with additional information about our compensation and information about alternative quotes upon your request. For more detailed information about the forms of compensation we receive please refer to our Marsh & McLennan Agency Compensation Guide at https://www.marshmma.com/us/compensation-guide.html.

Unless otherwise provided for in our agreement with you, MMA's aggregate liability arising out of or relating to any services on your account shall not exceed one times annual revenue, and in no event shall we be liable for any indirect, special, incidental, consequential or punitive damages or for any lost profits or other economic loss arising out of or relating to such services. In addition, you agree to waive your right to a jury trial in any action or legal proceeding arising out of or relating to such services. The foregoing limitation of liability and jury waiver shall apply to the fullest extent permitted by law.

MarshMcLennan Agency

A business of Marsh McLennan

Important Disclosures

Insurance Terminology

These are most common terms, but may not include all. Definitions of coverage are for your reference only and do not constitute what may be included in your insurance program.

Workers' Compensation

This coverage agreement obligates the insurer to pay all compensation and other benefits required of the insured by the workers' compensation law or occupational disease law of any state listed in the policy. The coverage applies to bodily injury by accident and by disease. Coverage (A) shows no dollar limit for the benefits provided since any applicable limits would be those established within the law. Benefits under coverage (A) are paid to the employee without regard to fault.

Term	Definition
Employers Liability	Coverage against the common law liability of an employer for injuries sustained by employees, as distinguished from liability imposed by a workers' compensation law.
Bodily Injury by Accident	This amount is the most an insurer will pay under coverage (B) for all claims arising from any one accident, regardless of how many employees are involved in the accident.
Bodily Injury by Disease (Policy Limit)	This is the aggregate limit the insurer will pay under coverage (B) for all claims sustaining bodily injury by disease during the policy period.
Bodily Injury by Disease (Each Employee)	This amount is the most an insurer will pay under coverage (B) for damages due to bodily injury by disease to any one employee.
Other States insurance	This provides workers' compensation coverages if the insured expands operations into other states not declared at the time the policy is issued or renewed. If the insured elects this coverage and operations begin in a state listed in other states, the insurer provides the same coverage as if the state was declared in the policy at the time of policy issuance.
Voluntary Compensation endorsement	Workers' compensation laws of most states exempt some type of employment from workers' compensation benefits. This endorsement amends the standard policy to provide coverage for employees with exempted occupations from the workers' compensation act. When the endorsement is added it does not make employees subject to the workers' compensation law.
United States Longshore & Harbor Workers Act Endorsement (USL&HWA)	This is a federal act which is similar to the state workers' compensation act. The federal act was designed to provide workers' compensation benefits to employees who work in maritime employment upon the navigable waters of the United States and who are usually considered outside the scope of state workers' compensation laws. When the USL&HWA endorsement is added to the standard policy it applies to work done in the states scheduled on the policy and extends the definition of the workers' compensation law to include the USL&HWCA.

Term	Definition
Executive Officers, Partners Exclusion endorsement	In some states, workers' compensation law allows an insured to include or exclude Executive Officers and Partners, or both, from coverage. Adding this endorsement can designate the individuals not covered under the policy.
Experience Modification	This is a factor that deals with the rating of the policy. The Experience Modification figure is insured's loss experience. The factor is used to increase or decrease the manual rates of insurance.

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5.J. Receipts of Donation

6. **REPORTS**

6.A. Transportation Report - Koch Bus Co.

KOCH BUS SERVICE

Brian and Sam Koch

PRESENTATION OVERVIEW

Company History

Present Day Overview

Daily Operations

Current Challenges

Questions

COMPANY HISTORY

- Founded in 1938 by Victor Koch in Waconia
- Purchased by Curt and Judy Koch in 1986
- Transitioned to Brian Koch, current owner, in 2003
- Sam Koch joined the team in 2023

COMPANY HISTORY

Charter business

- Victor started the charter business in 1969
- Serviced clients all over the US
- Charter business dissolved in 1999

COMPANY HISTORY

Growth

- As Waconia grew, Curt and Judy added to the fleet to service the expanding student base
- Anderson Bus Company in Shakopee in 2011 to service the Eastern Carver County area
- Johnson Bus Company in Watertown in 2014 to expand services to District #111
- Constructed new Waconia facility in 2019

PRESENT DAY

- Over 165 vehicles servicing roughly 7,000 students and their families across the West Metro Area.
- 3 locations: Waconia, Watertown, and Shakopee
- Staff of 180 drivers across the 3 locations
- Supported by 9 dedicated full time office employees and 4 full time mechanics

DAILY OPERATIONS

Regular Routes: 77 passenger school buses

Special Education Transportation: Small buses, vans, wheelchair lifts

Extra-curricular trips

DAILY OPERATIONS

Brian Koch – Owner and President

Sam Koch – General Manager

Chris Thole – Dispatcher, Waconia

Stacy Gilbert – Special Education and Preschool

Reggie Krueger – Safety and Compliance Manager

James Berczyk – Lead Mechanic

DAILY OPERATIONS

- Versatrans Route Planner
  - Stores student and routing data for entire district. Used to manage vehicle loads and pick up/drop off times
- Zonar GPS Systems
  - Real time tracking of each vehicle. Assists in monitoring stop timing, vehicle speed, hard braking and other safety metrics
- Onboard Camera Systems
  - Interior cameras assist with student management supported by school administration
  - Exterior “stop arm” cameras help keep students safe by discouraging stop arm violators

No Camera Selected

No Camera Selected

BUS 2405 2025/Apr/03 15:56:25 13.3v 38°C
 44° 45.7748' N 93° 47.5713' W 232.4° 21 MPH
G: 0.00x 0.00y 0.00z 0.00v Pk: 0.00x 0.00y 0.00z 0.00v
WRN

CURRENT CHALLENGES

Driver Shortage

Equipment Costs: ~69% increase since 2020

Fuel Costs: 52% increase year over year 2025-26

Insurance Costs: 43% increase since 2024

State Paid FMLA Policy

Unemployment

QUESTIONS

Thank you for having us!

6.B.	Administrative Presentation: Comprehensive Arts Planning Program (CAPP)	**Presenter:** Erika Nesvig, Director of Education Services

Comprehensive Arts Planning Program

June 22, 2026

Presented By
Erika Nesvig

What is CAPP?

A legislatively-funded program to support and assist local school district's arts planning team in creating a district-wide, three-year strategic plan.

The Perpich Center supports districts in:

- Conducting a needs assessment.
- Creating a district-wide, three-year arts education plan.
- Implementing the plan.

Waconia Focus Areas: Music, Visual Arts, Media Arts and Theater

CAPP Team

CAPP Leadership Team

- Sarah Christian-Garceau - WHS Art Teacher
- Mariah Dant - Southview Music Teacher
- Laura Grimm - Secondary Media Specialist
- Morgan Losure - WMS Art Teacher
- Erika Nesvig - Director of Educational Services

2025-2026 School Year

August	CAPP Leadership Team training at Perpich Center.
September and October	Full K-12 Arts Team completed Needs Assessment and went through Focus Conversation Process.
November	CAPP Visioning Team had full day visioning day with Perpich Center to develop focus areas.
January	CAPP Leadership Team finalized Strategic Directions.
February	Full K-12 Arts Team gave feedback on Strategic Directions.
March	CAPP Leadership Team finalized three year plan.

Needs Assessment

Full K-12 Arts Team

Strengths	Needs
Strong foundation of arts education	K-12 alignment of MN State Standards
Highly skilled and dedicated staff	K-12 Scope and Sequence
Community support for arts	Professional development opportunities specifically in the arts.
High-quality performance opportunities	Inconsistencies with budgets
Dedicated arts specialists K-12	Class size concerns at some levels

Strategic Directions

K-12 Scope and Sequence based on the MN State Standards.

Create a collaborative learning plan for the arts.

Expand opportunities throughout K-12 experiences and create arts advocacy.

2026-2029 Strategic Plan

Year 1

- Create a “Portrait of an Artist.”
- Unpack the MN State Standards
- Create a K-12 Scope and Sequence for each arts area that is aligned vertically and horizontally.
- Develop a professional development schedule for the arts.
- Inventory resources for each art area.
- Begin developing a district-wide arts newsletter.

2026-2029 Strategic Plan

Year 2

- Based on developed Scope and Sequence identify needed curriculum and resources.
- Examine current art events at each school.
- Create the district-wide arts newsletter.

2026-2029 Strategic Plan

Year 3

- Create a district art digital resource library.
- Collaborate with local artists for possible city-wide art event.
- Expand art mentorship opportunities.
- Revisits addition of Theatre Arts at WMS and WHS.

Questions?

6.C. Finance Report

Presenter: Pam Carman, Director of Finance & Operations

6.C.1. April Finance Report

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

WACONIA | April 30, 2026

REVENUE CATEGORIES	30-Jun-24	30-Jun-25	FY26 Adopted Budget	FY26 Revised Budget	Received YTD	Revised Budget Remaining	30-Apr-26 % Received	30-Apr-25 % Received	30-Apr-24 % Received	30-Apr-25	30-Apr-24
STATE	43,525,335	43,706,014	**43,738,854**	**43,976,030**	32,847,761	11,128,269	74.69%	73.49%	74.45%	32,118,842	32,406,386
FEDERAL	1,255,094	894,894	**838,048**	**1,074,916**	776,687	298,229	72.26%	69.34%	79.66%	620,528	999,807
PROPERTY TAXES	10,257,822	10,260,902	**9,967,872**	**10,077,490**	5,681,588	4,395,902	56.38%	51.73%	49.90%	5,307,463	5,119,118
LOCAL SALES, INS RECOVERY & JUDGEMENTS	0	(1,705)	**0**	**5,300**	5,820	(520)	109.81%	0.00%	0.00%	7,448	0
SALE OF BONDS & LOANS	0	0	**0**	**0**	0	0	0.00%	0.00%	0.00%	0	0
INCOMING TRANSFERS FROM OTH FUNDS	0	0	**0**	**0**	0	0	0.00%	0.00%	0.00%	0	0
LOCAL (FEES, INTEREST, ETC.)	1,702,471	2,040,410	**1,604,813**	**1,756,746**	1,485,092	271,654	84.54%	80.04%	76.16%	1,633,047	1,296,684
TOTALS	**56,740,722**	**56,900,515**	**56,149,587**	**56,890,482**	**40,796,949**	**16,093,533**	**71.71%**	**69.75%**	**70.18%**	**39,687,327**	**39,821,995**

EXPENDITURES (OBJECT SERIES)	30-Jun-24	30-Jun-25	FY26 Adopted Budget	FY26 Revised Budget	Expended YTD	Revised Budget Remaining	30-Apr-26 % Expended	30-Apr-25 % Expended	30-Apr-24 % Expended	30-Apr-25	30-Apr-24
SALARIES & WAGES	27,539,445	28,557,637	**30,827,060**	**30,213,143**	21,108,451	9,104,692	69.87%	72.08%	71.12%	20,584,518	19,585,522
EMPLOYEE BENEFITS	10,431,339	11,378,624	**11,777,614**	**12,995,221**	9,130,884	3,864,337	70.26%	73.14%	74.26%	8,322,034	7,746,427
PURCHASED SERVICES	7,612,703	8,344,460	**8,513,778**	**8,873,625**	7,013,480	1,860,145	79.04%	73.66%	71.60%	6,146,870	5,450,367
SUPPLIES	1,724,992	1,869,383	**1,980,575**	**2,300,452**	1,347,964	952,488	58.60%	48.08%	42.98%	898,862	741,392
EQUIPMENT	904,658	1,293,468	**1,462,300**	**1,618,849**	1,392,322	226,527	86.01%	89.93%	98.07%	1,163,181	887,216
DEBT SERVICE	83,267	83,267	**81,287**	**81,287**	2,200	79,087	2.71%	100.00%	100.00%	83,267	83,267
OTHER EXPENDITURES	284,535	268,429	**288,579**	**270,843**	132,140	138,703	48.79%	43.01%	41.51%	115,453	118,105
OTHER FINANCING USES	179,732	0	**63,000**	**0**	0	0	0.00%	0.00%	0.00%	0	0
TOTALS	**48,760,671**	**51,795,268**	**54,994,193**	**56,353,420**	**40,127,441**	**16,225,979**	**71.21%**	**72.04%**	**70.98%**	**37,314,186**	**34,612,296**

EXPENDITURES (PROGRAM SERIES)	30-Jun-24	30-Jun-25	FY26 Adopted Budget	FY26 Revised Budget	Expended YTD	Revised Budget Remaining	30-Apr-26 % Expended	30-Apr-25 % Expended	30-Apr-24 % Expended	30-Apr-25	30-Apr-24
SITE ADMINISTRATION	1,009,465	1,086,471	**1,124,204**	**1,155,269**	918,174	237,095	79.48%	82.03%	86.27%	891,236	870,862
DISTRICT ADMINISTRATION	479,268	478,718	**507,637**	**499,329**	343,237	156,092	68.74%	77.81%	79.56%	372,492	381,317
SUPPORT SERVICES	1,696,730	1,875,357	**2,052,639**	**2,114,558**	1,726,867	387,691	81.67%	83.05%	84.94%	1,557,552	1,441,238
REGULAR INSTRUCTION	19,685,536	21,366,366	**21,695,083**	**22,841,803**	14,846,243	7,995,560	65.00%	67.19%	67.50%	14,356,084	13,288,565
EXTRA-CURRICULAR ACTIVITES	1,968,764	2,084,156	**2,138,382**	**2,032,841**	1,347,612	685,229	66.29%	62.90%	56.19%	1,310,846	1,106,157
VOCATIONAL INSTRUCTION	536,073	635,540	**574,343**	**643,702**	407,221	236,481	63.26%	69.29%	65.84%	440,359	352,952
SPECIAL EDUCATION	10,567,638	11,064,177	**12,473,658**	**11,865,579**	8,440,257	3,425,322	71.13%	70.36%	70.00%	7,784,228	7,396,822
COMMUNITY SERVICES	8,848	14,322	**8,848**	**16,312**	9,035	7,277	55.39%	76.44%	61.87%	10,948	5,474
INSTRUCTIONAL SUPPORT	2,462,123	2,274,874	**2,923,864**	**3,456,670**	2,366,681	1,089,989	68.47%	82.30%	74.49%	1,872,120	1,833,932
PUPIL SUPPORT SERVICES	4,958,436	5,237,720	**5,697,145**	**5,752,306**	4,514,042	1,238,264	78.47%	73.43%	72.92%	3,846,135	3,615,467
FACILITIES	4,820,100	5,237,835	**5,273,390**	**5,466,951**	4,507,095	959,856	82.44%	81.45%	78.77%	4,265,992	3,796,861
OTHER FINANCING USES	567,689	439,732	**525,000**	**508,100**	700,977	(192,877)	137.96%	137.86%	92.07%	606,194	522,648
TOTALS	**48,760,671**	**51,795,268**	**54,994,193**	**56,353,420**	**40,127,441**	**16,225,979**	**71.21%**	**72.04%**	**70.98%**	**37,314,186**	**34,612,296**

REVENUE & EXPENDITURE SUMMARY BY SOURCE, OBJECT SERIES & PROGRAM SERIES

WACONIA | April 30, 2026

ACTIVITY - OTHER FUNDS

REVENUE	30-Jun-24	30-Jun-25	FY26 Adopted Budget	FY26 Revised Budget	Received YTD	Revised Budget Remaining	30-Apr-26 % Received	30-Apr-25 % Received	30-Apr-24 % Received	30-Apr-25	30-Apr-24
FOOD SERVICE	3,388,847	3,319,655	**3,449,636**	**3,125,976**	1,864,707	1,261,269	59.65%	58.36%	53.14%	1,937,285	1,800,755
COMMUNITY EDUCATION	4,221,222	4,247,809	**4,171,711**	**4,241,782**	3,368,894	872,888	79.42%	79.36%	79.22%	3,371,082	3,344,064
CONSTRUCTION	6,158,103	9,596,627	**75,000**	**246,000**	230,468	15,532	93.69%	98.70%	98.63%	9,471,917	6,073,436
DEBT SERVICE	9,557,211	21,753,496	**9,737,900**	**9,737,900**	5,062,197	4,675,703	51.98%	78.76%	54.12%	17,133,722	5,172,110
TRUST	11,250	12,950	**0**	**10,000**	5,500	4,500	55.00%	54.05%	48.89%	7,000	5,500
INTERNAL SERVICE	550,381	418,183	**485,000**	**485,000**	393,416	91,584	81.12%	81.68%	69.36%	341,574	381,751
OPEB IRREVOCABLE TRUST	152,627	439,769	**135,000**	**147,000**	73,404	73,596	49.93%	9.58%	48.61%	42,143	74,188
TOTALS	**24,039,642**	**39,788,489**	**18,054,247**	**17,993,658**	**10,998,587**	**6,995,071**	**61.12%**	**81.19%**	**70.10%**	**32,304,723**	**16,851,804**

EXPENDITURES	30-Jun-24	30-Jun-25	FY26 Adopted Budget	FY26 Revised Budget	Expended YTD	Revised Budget Remaining	30-Apr-26 % Expended	30-Apr-25 % Expended	30-Apr-24 % Expended	30-Apr-25	30-Apr-24
FOOD SERVICE	3,472,583	3,138,794	**3,828,301**	**3,708,610**	2,268,129	1,440,481	61.16%	72.71%	70.05%	2,282,195	2,432,393
COMMUNITY EDUCATION	3,902,578	4,136,902	**3,889,861**	**4,238,543**	3,668,000	570,543	86.54%	76.59%	73.59%	3,168,603	2,871,902
CONSTRUCTION	2,061,110	5,459,450	**9,384,517**	**9,384,517**	6,549,850	2,834,667	69.79%	14.23%	66.42%	777,010	1,368,970
DEBT SERVICE	9,396,831	21,790,482	**9,737,900**	**9,737,900**	9,363,410	374,490	96.15%	43.95%	99.98%	9,576,854	9,394,831
TRUST	4,500	10,250	**0**	**10,000**	9,406	594	94.06%	95.43%	100.00%	9,781	4,500
INTERNAL SERVICE	448,577	442,895	**485,000**	**485,000**	367,328	117,672	75.74%	81.61%	94.29%	361,427	422,984
OPEB IRREVOCABLE TRUST	346,417	361,101	**135,000**	**147,000**	11,722	135,278	7.97%	0.62%	0.56%	2,243	1,941
TOTALS	**19,632,597**	**35,339,874**	**27,460,579**	**27,711,570**	**22,237,844**	**5,473,726**	**80.25%**	**45.78%**	**84.03%**	**16,178,115**	**16,497,521**

SUMMARY - ALL FUNDS

SUMMARY	30-Jun-24	30-Jun-25	FY26 Adopted Budget	FY26 Revised Budget	YTD	Revised Budget Remaining	30-Apr-26 % of Budget Expended	30-Apr-25 % of Actuals Expended	30-Apr-24 % of Actuals Expended	30-Apr-25	30-Apr-24
REVENUE	80,780,364	96,689,004	**74,203,834**	**74,884,140**	51,795,536	23,088,604	69.80%	74.46%	70.16%	71,992,050	56,673,799
EXPENDITURES	68,393,268	87,135,142	**82,454,772**	**84,064,990**	62,365,285	21,699,705	75.64%	61.39%	74.73%	53,492,301	51,109,817
SPENDING VARIANCE	12,387,096	9,553,862	**(8,250,938)**	**(9,180,850)**	(10,569,749)	N/A	N/A	N/A	N/A	18,499,750	5,563,982

6.C.2. 2026-27 Budget Book Presentation

Final FY27 Budget

Presented By:
Pam Carman, Director of Finance & Operations

June 22, 2026

Budget Overview - All Funds

Operating and Non-Operating Funds

	Operating and Non-Operating Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
General Fund - Fund 01	$ 56,900,516	$ 56,890,482	$ 60,205,991
Food Service - Fund 02	$ 3,304,656	$ 3,125,976	$ 3,068,976
Community Service - Fund 04	$ 4,247,810	$ 4,240,702	$ 4,472,973
Debt Service - Fund 07	$ 9,649,275	$ 9,737,900	$ 9,938,723
Total Revenue Excluding Construction	**$ 74,102,257**	**$ 73,995,060**	**$ 77,686,663**
Building Construction - Fund 06	$ 255,958	$ 246,000	$ 55,000
Total Revenues - Operating and Non-Operating Funds	**$ 74,358,215**	**$ 74,241,060**	**$ 77,741,663**
Expenditures:			
General Fund - Fund 01	$ 51,795,270	$ 56,353,420	$ 59,269,889
Food Service - Fund 02	$ 3,138,795	$ 3,708,610	$ 3,564,549
Community Service - Fund 04	$ 4,136,903	$ 4,238,543	$ 4,382,625
Debt Service - Fund 07	$ 21,790,483	$ 9,737,900	$ 9,938,723
Total Expenditures Excluding Construction	**$ 80,861,451**	**$ 74,038,473**	**$ 77,155,786**
Building Construction - Fund 06	$ 5,459,450	$ 9,491,671	$ -
Total Expenditures - Operating and Non-Operating Funds	**$ 86,320,901**	**$ 83,530,144**	**$ 77,155,786**

Proprietary and Fiduciary Funds

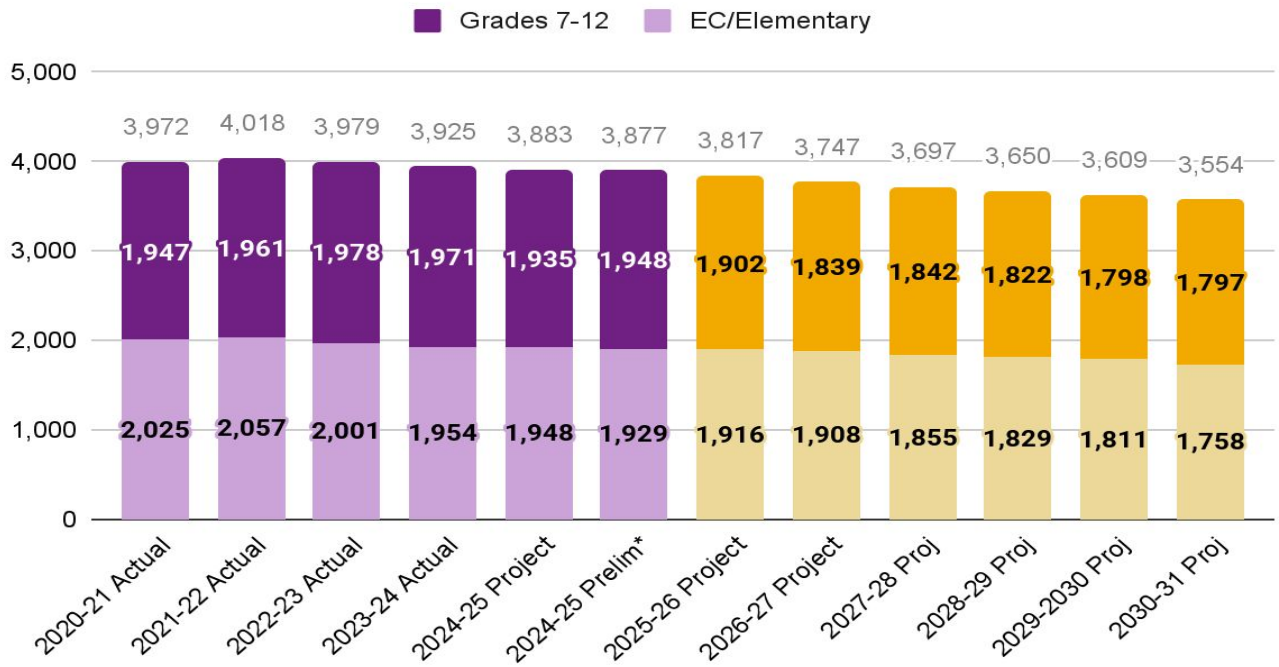
	Proprietary & Fiduciary Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Trust/Scholarship Fund - Fund 08	$ 12,950	$ 10,000	$ -
Proprietary Fund - Internal Service Fund - Fund 20	$ 418,183	$ 485,000	$ 485,000
Fiduciary Fund - Other Post-Employment Benefits (OPEB) - Fund 45	$ 439,769	$ 147,000	$ 147,000
Total Revenues - Proprietary and Fiduciary Funds	**$ 870,902**	**$ 642,000**	**$ 632,000**
Expenditures:			
Trust/Scholarship Fund - Fund 08	$ 10,250	$ 10,000	$ -
Proprietary Fund - Internal Service Fund - Fund 20	$ 442,895	$ 485,000	$ 485,000
Fiduciary Fund - Other Post-Employment Benefits (OPEB) - Fund 45	$ 361,101	$ 147,000	$ 147,000
Total Expenditures - Proprietary and Fiduciary Funds	**$ 814,246**	**$ 642,000**	**$ 632,000**

Total ALL Funds

ALL FUNDS - Operating, Non-Operating, Proprietary, and Fiduciary Funds Budget Fiscal Year 2027	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Total Revenue - Operating and Non-Operating Funds	$ 74,358,215	$ 74,241,060	$ 77,741,663
Total Revenue - Proprietary and Fiduciary Funds	$ 870,902	$ 642,000	$ 632,000
Total Revenues - ALL FUNDS	**$ 75,229,117**	**$ 74,883,060**	**$ 78,373,663**
Total Expenditures - Operating and Non-Operating Funds	$ 86,320,901	$ 83,530,144	$ 77,155,786
Total Expenduitures - Proprietary and Fiduciary Funds	$ 814,246	$ 642,000	$ 632,000
Total Expenditures - ALL FUNDS	**$ 87,135,147**	**$ 84,172,144**	**$ 77,787,786**

Enrollment

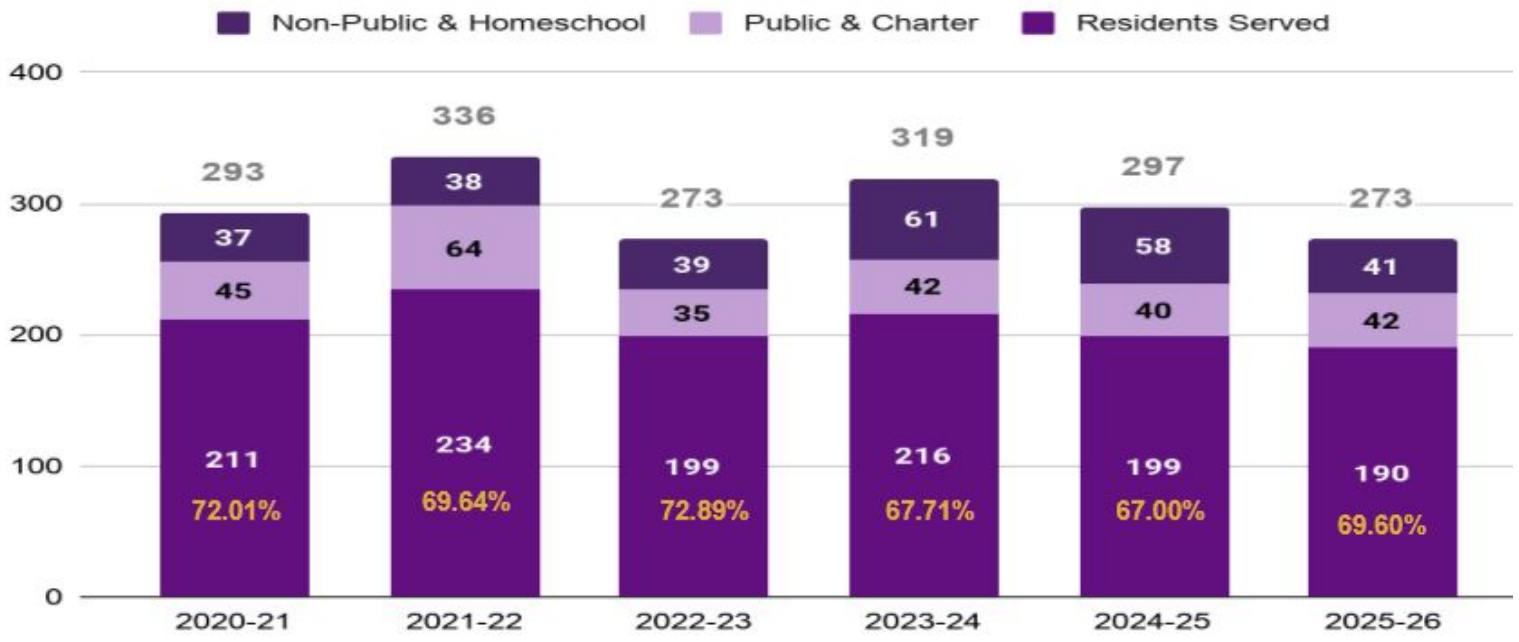
EOY ADM Enrollment Projections



- Actual EC-Grade 6
- Actual Grades 7-12
- Projected EC-Grade 6
- Projected Grades 7-12

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

Kindergarten Capture Rate (October 1)



Fund 01
General Fund

General Fund - FY27 Budget Assumptions

Revenue:

- **General Education Formula Allowance:** 2.69% increase or $7,683
- **Compensatory Revenue:** $334,558

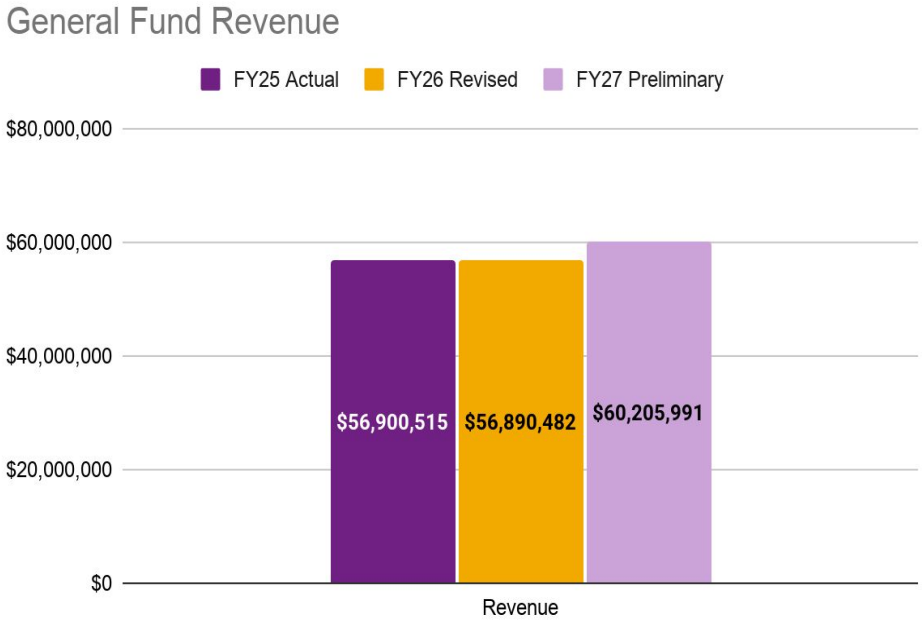
Expenditure - Staffing & Benefits:

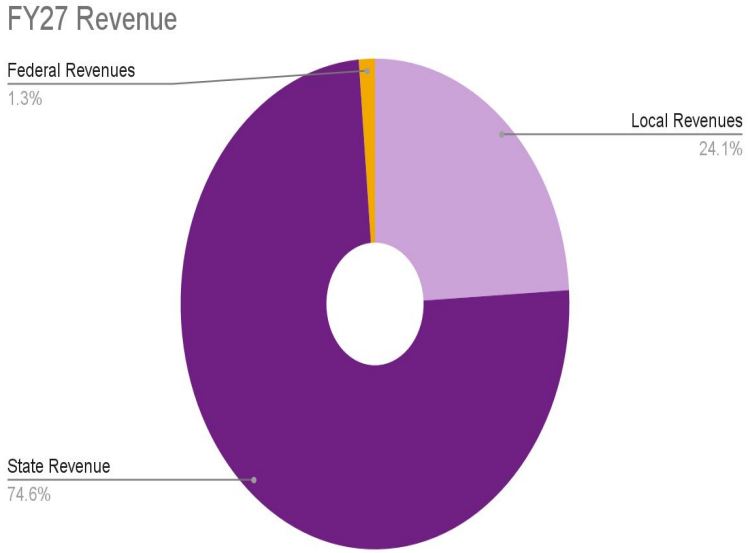
- **Budget Priority:** Added a 1.00 FTE Elementary Media Specialist
- **Benefits:** +10% insurance; statutory increases applied
- **Enrollment-driven staffing reductions:**
  - Elementary: 2.00 FTEs
  - Middle School: 1.00 FTE
  - High School: 0.917 FTE

Expenditure - Operations:

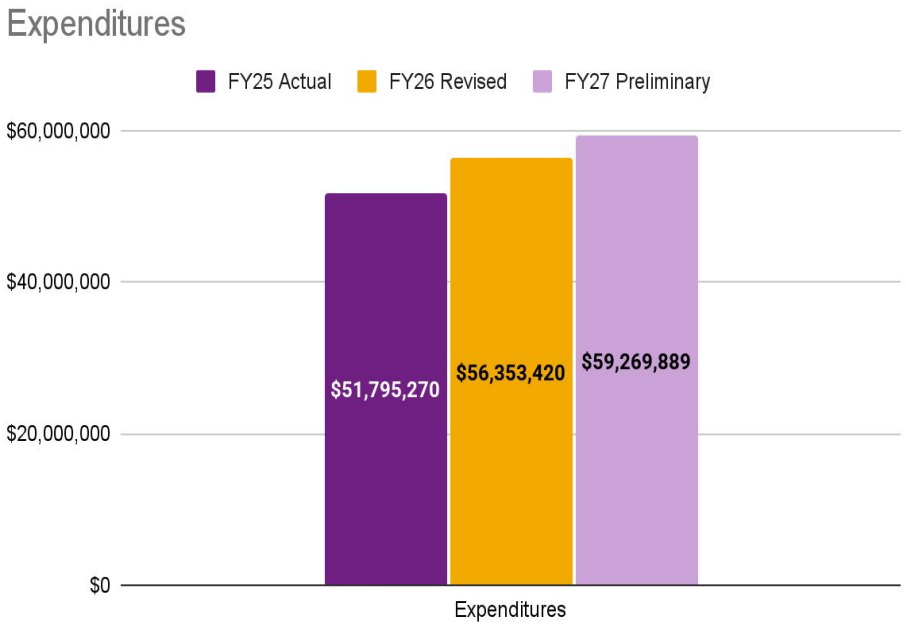
- **Transportation:** +3.25% (contract + fuel)
- **Other Expenditures:** Inflationary increases, offset by FY26 investments related to tech, equipment & supplies

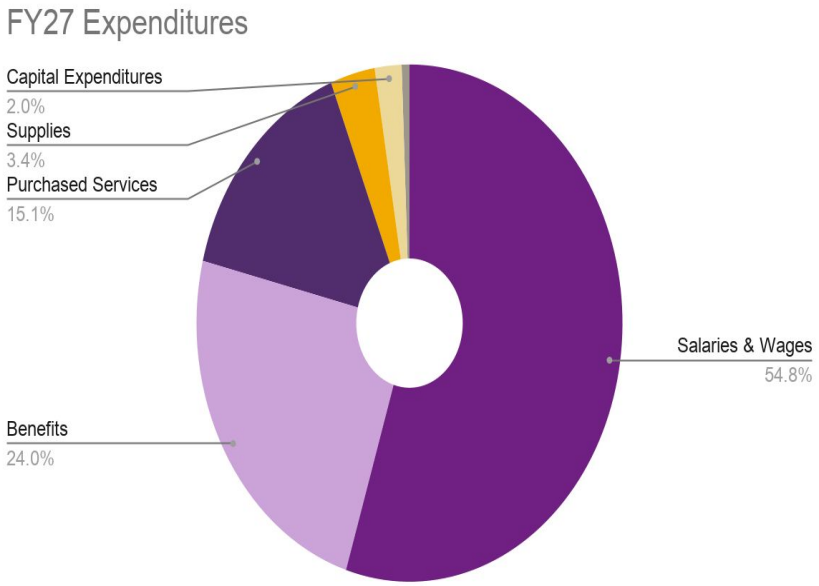
General Fund - Revenue (Sources)





General Fund - Expenditures (Uses)



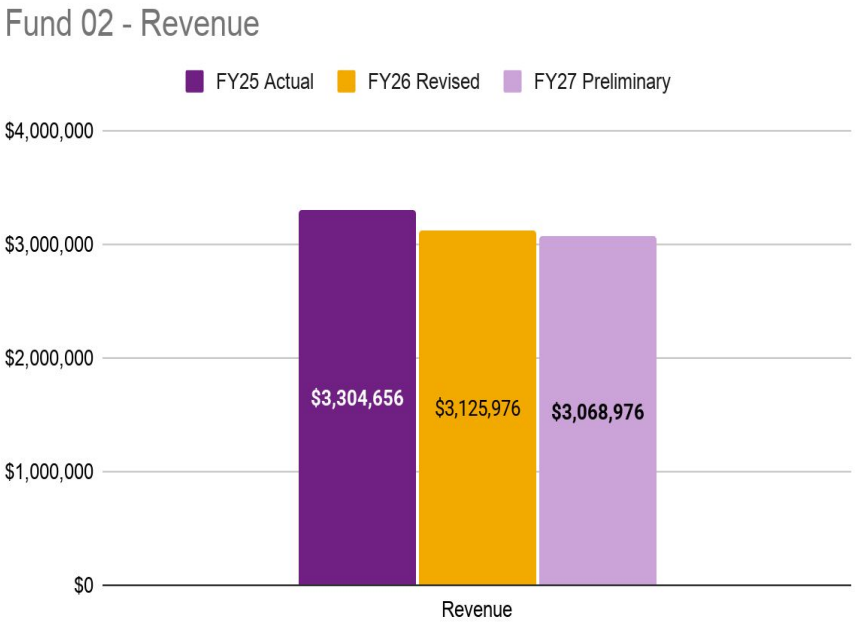


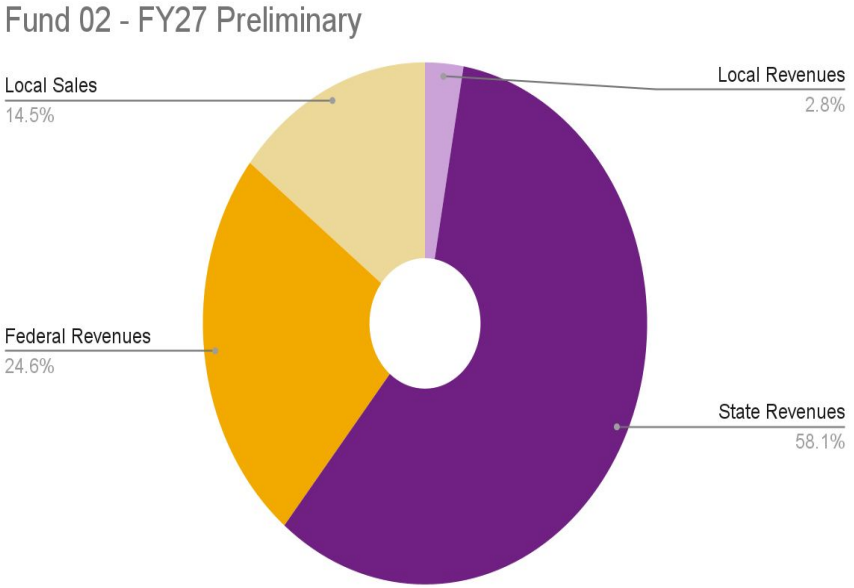
General Fund - FY27 Budget Summary

Definitions	Actual 2024-2025	Budget 2025-2026	Projected 2026-2027	% Chg
Revenue	$56,900,515	$56,890,482	$60,205,991	5.8%
Expenditures	$51,795,268	$56,353,420	$59,269,889	5.2%
Revenue Over (Under) Expenditures	$5,105,247	$537,062	$936,102	
Fund Balance	$9,661,025	$10,198,087	$11,134,188	
Restricted & Assigned Fund Balance	$6,495,152	$6,783,394	$6,354,604	
Unassigned Fund Balance	$3,165,873	$3,414,692	$4,779,584	
Percent Unassigned	6.1%	6.1%	8.1%	
Minimum Unassigned Fund Balance % per Policy 714	5.0%	5.0%	5.0%	
Minimum Unassigned Fund Balance	$2,589,763	$2,817,671	$2,963,494	
Fund Balance Over (Under) Target	$576,110	$597,021	$1,816,090	

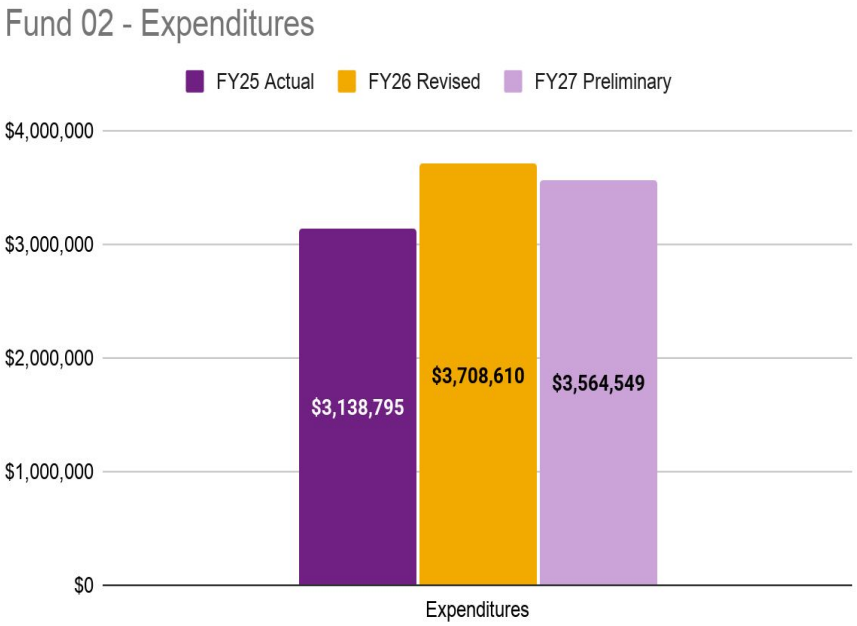
Fund 02
School Nutrition

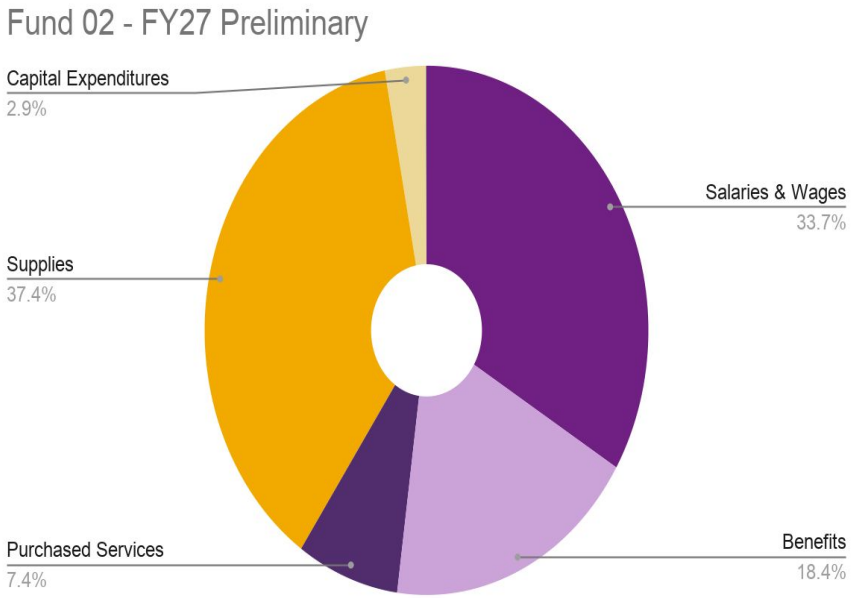
Fund 02 - School Nutrition Revenue



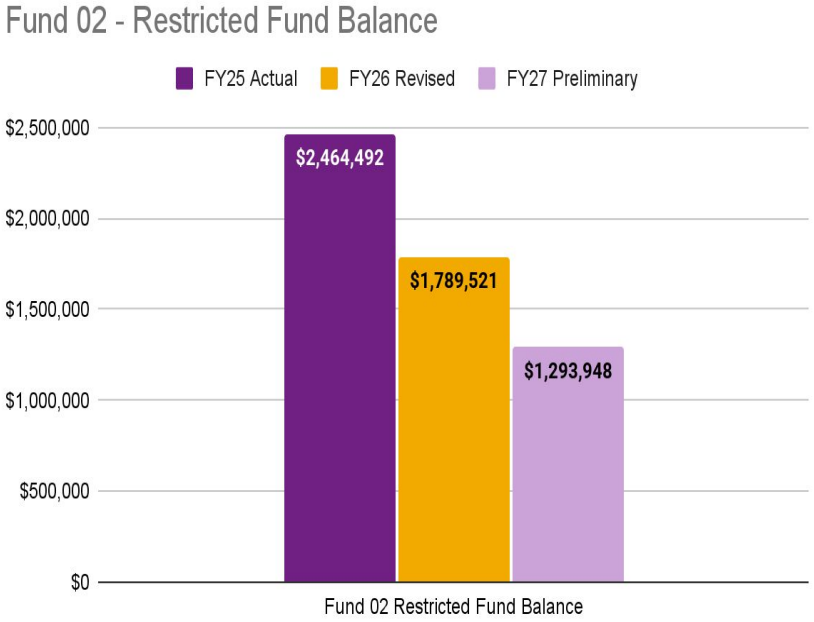


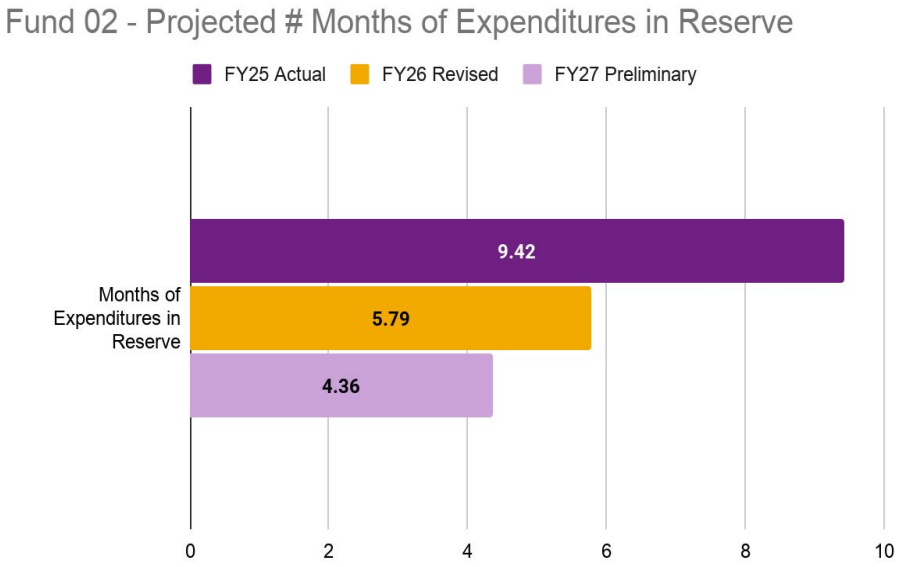
Fund 02 - School Nutrition Expense





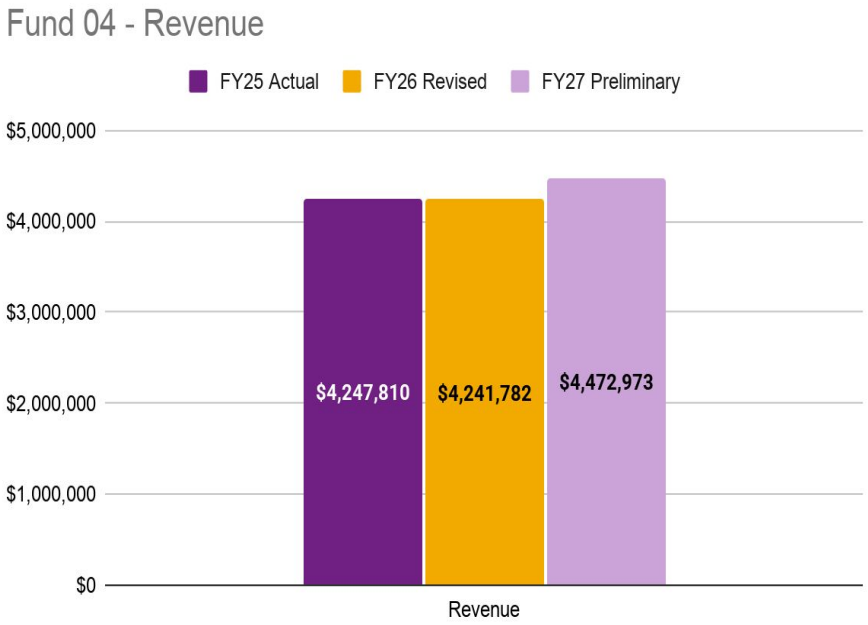
Fund 02 - School Nutrition Fund Balance

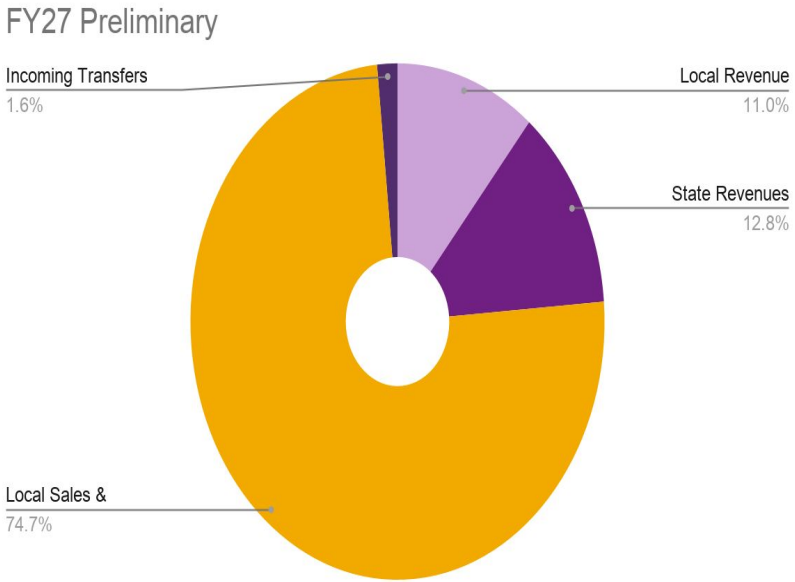




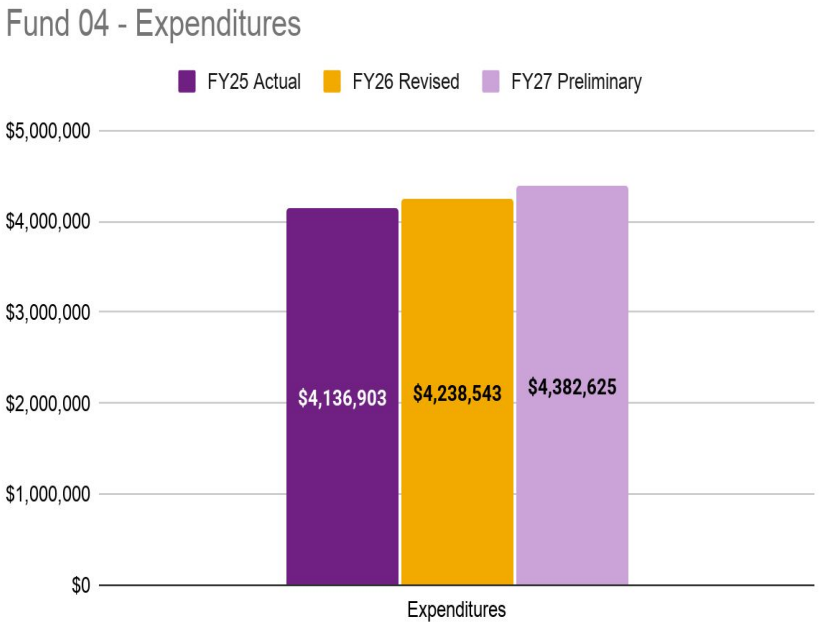
Fund 04
Community Education

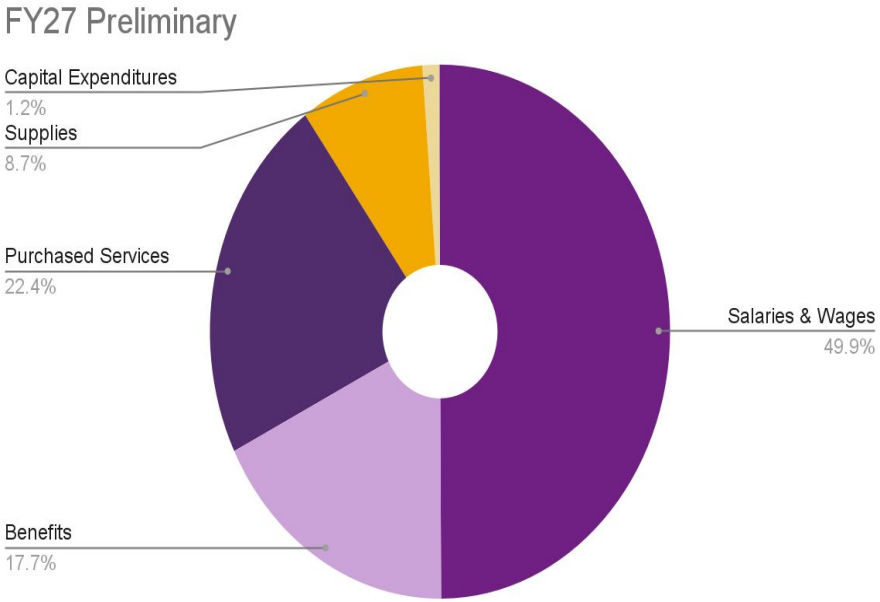
Fund 04 - Community Education Revenue



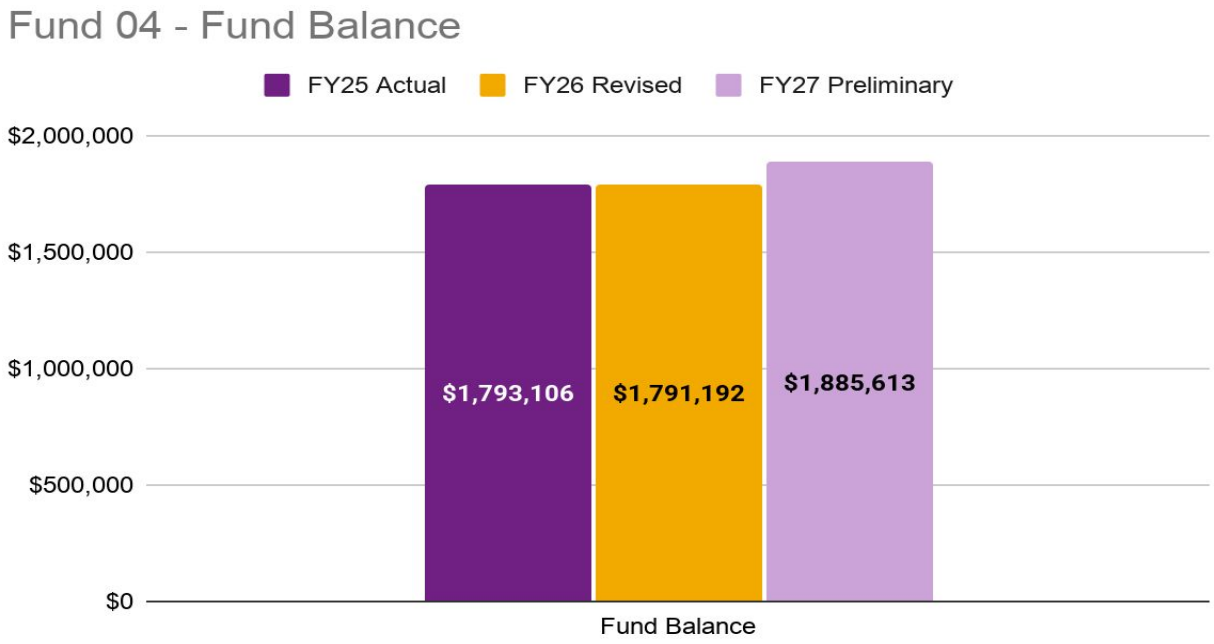


Fund 04 - Community Education Expense





Fund 04 - Community Education Fund Balance



Questions?

2026-27

ORIGINAL ADOPTED BUDGET

Board Approved June 22, 2026

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Message from the Superintendent and Director of Finance & Operations

Waconia Public Schools is committed to fostering an educational environment that supports our mission to allow students and staff to explore their passions and create their success. Guided by our strategic priorities and grounded in-core values, the FY2026–2027 budget is more than numbers: it reflects our long-term plan for stability and the continued trust of our students, families, and community.

We are proud to share that Waconia Public Schools, having emerged from Statutory Operating Debt (SOD) in 2025 for the first time since 2017, now has a fund balance that meets the minimum currently established in Board policy. This is a significant achievement, and it reflects the resilience and collective dedication of our staff, school board, and community and marks a continued milestone in our financial recovery. While we celebrate this progress, we remain focused on reaching and sustaining a fund balance of 8% to 10%, a target aligned with the District's strategic plan. Although our current Board policy requires a minimum of 5%, this higher goal supports long-term financial stability and may warrant a future policy update to ensure alignment.

The 2026–2027 budget continues to prioritize students and learning. Thanks to the generous support of the ISD 110 voters, our future funding further strengthens our ability to invest in our highest priorities. As established in the referendum, we look to maintain what matters most, including a focus on retaining high-quality staff, continuing to offer competitive class sizes, and keeping the programs and opportunities that allow our students to explore their passions and create their successes. Our team will focus on aligning limited resources with strategic goals, ensuring we remain student-centered and future-focused.

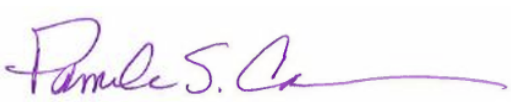
This year's budget book reflects the continued transparency and accountability that our community expects. It outlines how public dollars are used to support the priorities mentioned above. In developing this budget, we looked beyond a single fiscal year to model multiple years of projected revenue and expenditure patterns. We are preparing today for the challenges of tomorrow.

Our progress was not achieved by chance. It is the result of difficult decisions, hard work, and a shared belief in the potential of our students and schools. Thank you to every member of the ISD 110 team who has contributed to this effort. Your dedication, resilience, and commitment to excellence continue to move our district forward.

Together, we will continue to build a strong foundation for the future of Waconia Public Schools.

With gratitude,

Dr. Brian Gersich
Superintendent of Schools



Pam Carman
Director of Finance & Operations

INDEPENDENT SCHOOL DISTRICT NO. 110

BOARD OF EDUCATION

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INTRODUCTION

The FY 2026–2027 Adopted Budget for Waconia Public Schools marks the next chapter in our journey toward long-term financial stability and student-centered investment. Following the district's successful exit from SOD and the re-establishment of a positive unassigned fund balance, this budget reflects our continued focus on strategic planning and responsible stewardship of public resources.

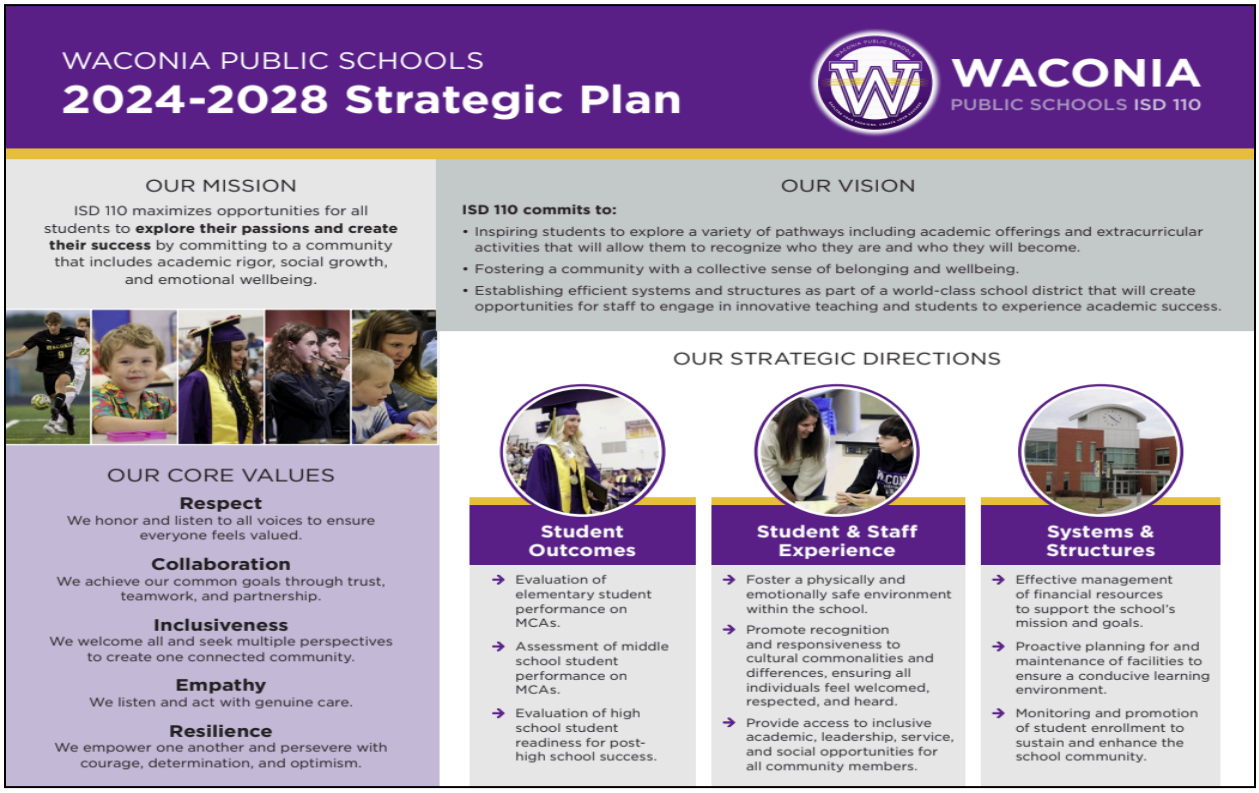
Strategic Vision and Priorities

This budget is aligned with the 2024–2028 Strategic Plan and supports our mission to provide a safe, inclusive, and academically rigorous environment where all students can explore their passions and achieve success. The plan emphasizes three key areas:

- Improving student outcomes
- Enhancing the student and staff experience
- Strengthening district systems and structures

Our core values—respect, collaboration, inclusiveness, empathy, and resilience—remain at the heart of our decision-making and continue to guide our approach to budgeting.

Waconia Public Schools took a deliberate and disciplined approach in developing this year's budget. By aligning fiscal resources with strategic priorities, we are ensuring that every financial decision supports long-term goals, advances student achievement, and promotes operational effectiveness. This commitment helps us respond to current needs while building the foundation for a strong and sustainable future.



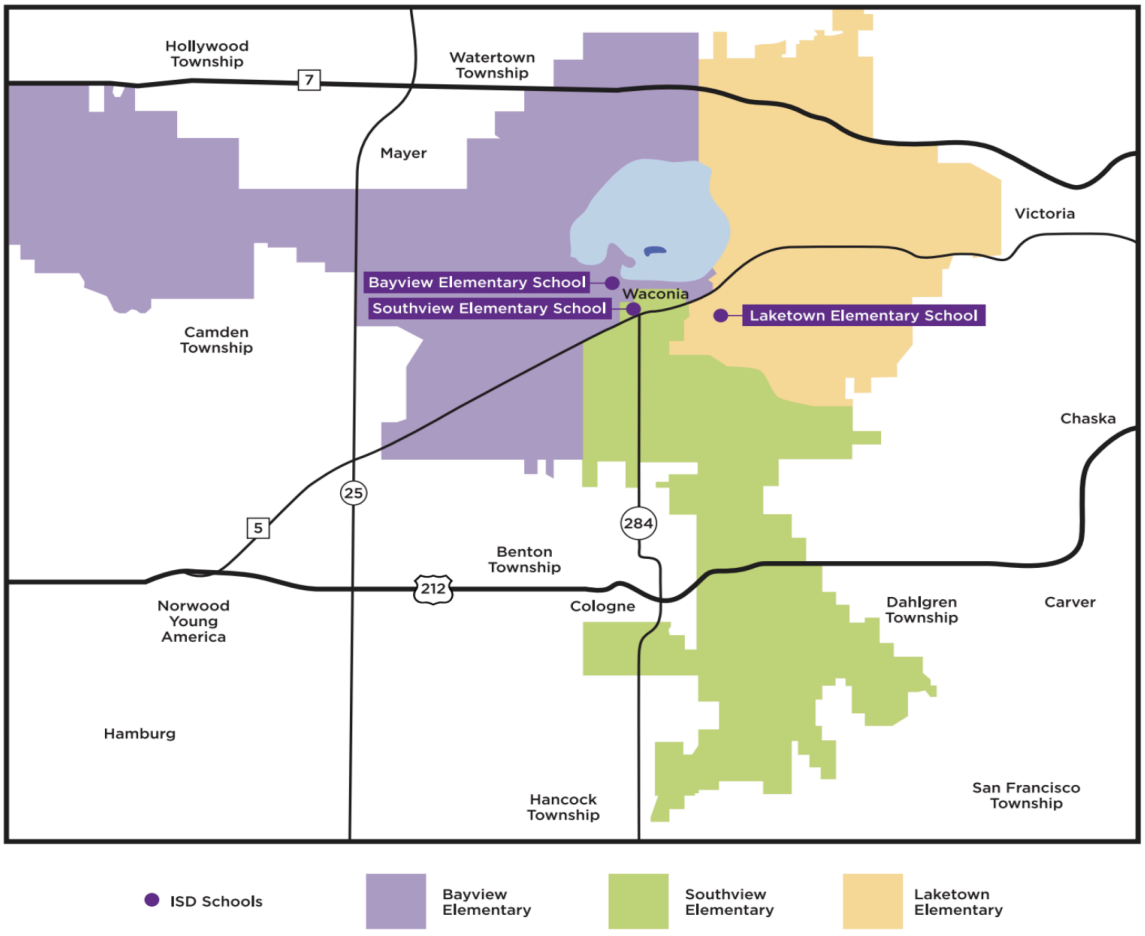
DISTRICT OVERVIEW

Waconia Public Schools (Independent School District 110) is a dynamic and student-centered district serving approximately 3,900 learners from early childhood through grade 12. While overall enrollment has remained relatively stable in recent years, we remain committed to providing a high-quality educational experience to every student we serve.

The district includes:

- Three elementary schools (Bayview, Laketown, and Southview)
- One middle school (Waconia Middle School)
- One high school (Waconia High School)
- An Area Learning Center
- Post high school Transitions program
- An Early Childhood Center
- A Community Education program that serves learners of all ages

We proudly serve the communities of Waconia, Victoria, St. Bonifacius, New Germany, and parts of Laketown Township, covering approximately 99 square miles in the western Twin Cities metro area.



GOVERNMENT FUND STRUCTURE

To understand this budget, it is important to recognize the legal framework that governs how public school districts must manage and report financial resources. Like all public school systems in Minnesota, Waconia Public Schools uses fund accounting, as required by state law and GAAP. Fund accounting ensures that revenues and expenditures are tracked separately by purpose, with limited ability to transfer money between funds.

Waconia Public Schools organizes its financial operations into the following operating and non-operating governmental funds:

General Fund (Fund 01)

Accounts for the general operations of the District. This includes salaries and benefits for teachers, principals, custodians, paraprofessionals, administrative staff, and others. It also covers instructional supplies, textbooks, purchased services, utilities, repairs, equipment, and technology needs. Long-Term Facilities Maintenance (LTFM) projects costing less than $2 million per site are also recorded here. Expenditures not classified in other funds are included in the General Fund by default.

Food Service Fund (Fund 02)

Used to track revenues and expenses related to child nutrition programs. This includes the cost of food, salaries, benefits, supplies, and equipment. Funding comes primarily from federal and state reimbursements, as well as a la carte meal sales to students and adults.

Community Services Fund (Fund 04)

Used to account for revenues and expenditures related to programs such as Early Childhood Family Education (ECFE), KidSpace (school-age care), youth enrichment classes, recreational activities, and other community education programs. Community Service revenues primarily come from fees charged for program participation and property tax revenue dedicated to the Community Service Fund.

Building Construction Fund (Fund 06)

Used to account for major facility projects. Proceeds from the sale of bonds authorized in an election, lease levy property tax authority, or for bonded LTFM projects are placed in this fund. This fund is also used for LTFM projects exceeding $2,000,000 per site.

Debt Service Fund (Fund 07)

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are similar to homeowners' payments on a mortgage.

Why does fund structure matter? Each fund is legally restricted in its use, and transfers between funds are generally prohibited. For example, raising à la carte prices or KidSpace tuition does not solve a shortfall in the General Fund. Similarly, the resources of the Debt Service Fund cannot be used to pay teachers' salaries. Understanding these limitations helps clarify how school finances work – and underscores the importance of responsible, fund-specific planning and spending.

EXPENDITURES BY PROGRAM

ADMINISTRATION
Includes all costs for general administration, instructional administration, and school site administration. This area also covers the school board, superintendent, principals, and directors.

DISTRICT SUPPORT SERVICES
Consists of activities related to general administrative support not listed in the administration category. This area covers federal programs, human resources, business and finance, government relations, school elections, and miscellaneous distinct administrations not otherwise classified.

ELEMENTARY AND SECONDARY REGULAR INSTRUCTION
Elementary and secondary regular instruction consists of all activities dealing directly with the instruction of students, the interaction between instructional staff and students in the classroom, and co-curricular activities at the kindergarten, elementary, and secondary levels.

VOCATIONAL INSTRUCTION
Courses and activities that develop knowledge, skills, attitudes, and behavioral characteristics for students seeking career exploration and employability.

SPECIAL EDUCATION INSTRUCTION
Activities provided learning experiences for students of any age who, because of certain characteristics or conditions, need or would benefit from educational programs differentiated from those provided to students in regular or vocational instruction.

INSTRUCTIONAL SUPPORT SERVICES
Activities for assisting instructional staff with curriculum development, curriculum implementation, and the process of providing learning experiences for pupils in kindergarten through twelfth grade.

PUPIL SUPPORT SERVICES
Includes services provided to students that do not qualify to be classified as instructional services, such as counseling and guidance, health, psychological, social work, transportation, etc.

SITES AND BUILDINGS
Activities related to the acquisition, operation, maintenance, repair, and remodeling of all physical plant, facilities, and grounds of the District.

FISCAL AND OTHER FIXED COSTS
Fiscal and fixed cost activities that are recorded elsewhere.

EXPENDITURES BY OBJECT

The school district budget consists of the following types of expenditures:

SALARIES
Salaries related to personnel positions, extra-curricular assignments, overtime, substitute staff costs, and severance payments.

BENEFITS
Medical, dental, life, long-term disability, workers' compensation, state pension contributions, deferred compensation contributions, and post-retirement benefits for eligible persons.

PURCHASED SERVICES
Includes consultants, postage, insurance, repair and maintenance services, utilities, student transportation, contracts, travel/conferences, payments to other districts, and tuition.

SUPPLIES AND MATERIALS
Textbooks, instructional supplies, office and custodial supplies, computer software, and related copier costs. Includes fuel for buildings.

CAPITAL
Building construction, equipment, facility repair and maintenance, vehicles, technology equipment, and other items with a useful life of more than one year.

DEBT SERVICE
Principal and interest payments for bonded debt.

OTHER EXPENDITURES
All other expenditure not classified in other categories.

GOVERNANCE AND FINANCIAL OVERSIGHT

The Waconia Public Schools Board of Education plays a vital role in the stewardship of district resources. As the governing body of Independent School District 110, the School Board is legally responsible for both the financial health of the district and the academic success of its students. The Board has the authority to approve budgets, set fees, authorize staffing levels, and levy local property taxes, all within the parameters established by Minnesota statutes.

While the Board has local decision-making authority, its financial actions must operate within state-defined limits. Most district revenue is determined through state funding formulas, voter-approved referenda, or approval by the Minnesota Department of Education (MDE). In some cases, choosing not to levy the full amount allowed can result in a proportional reduction in related state aid.

The Board does not control property market values or have the authority to levy taxes beyond statutory limits. Instead, it must ensure that expenditure budgets are balanced against projected revenues or supported by available fund balances. The Board may also increase fees for select services as authorized by law or seek additional funding through competitive grants. Issuing debt generally requires voter approval, except under specific statutory exceptions.

The MDE provides oversight to ensure that school districts comply with applicable laws and reporting requirements. However, the School Board remains ultimately accountable for the district's financial integrity and for ensuring that fiscal resources are aligned with student-focused priorities.

To carry out these responsibilities, the Board operates within a structured policy framework. Locally adopted School Board policies support compliance with state law, guide financial decision-making, and promote public accountability. These policies cover areas such as:

- Budget development and monitoring
- Fund balance management
- Procurement and purchasing
- Independent auditing
- Debt issuance and management
- Financial ethics and internal controls

This alignment between governance and policy ensures transparency, reinforces internal controls, and strengthens the district's commitment to sound financial management.

A list of relevant School Board policies is included in **Appendix A**. All policies are also publicly available on the Waconia Public Schools website.

ECONOMIC CONDITION AND OUTLOOK

State Funding Landscape

Waconia Public Schools continues to rely primarily on state funding, with limited local authority to raise additional revenue outside of voter-approved referenda. Because most education funding in Minnesota is determined by formulas set in law, legislative decisions have a significant impact on the district's financial condition.

Legislative Update

The 2026 Legislative Session produced limited changes to K–12 education funding and policy. The following items represent the most notable provisions that may impact Waconia Public Schools during the 2026–27 fiscal year and future budget planning efforts.

Key statewide funding provisions that have a new or continued impact on ISD 110:

- No change to formula inflationary factors. For FY2027, the formula allowance inflationary adjustment is 2.69%.
- Extension of Compensatory Revenue hold-harmless provisions into FY2027, along with the change requiring 40% of compensatory revenue to be spent at the sites generating the revenue, compared to the previous 80% requirement. Compensatory revenue continues to be a source of debate as changes to these calculations have created winners and losers. ISD 110 increased compensatory revenue by these changes by a modest amount, but lobbying efforts suggest continued changes could be in store for the long term.
- Special education transportation reimbursement reduction from 100% in 2024–25, to 95% in 2025–26, and to 90% in 2026–27.
- Portions of school library aid and nonpublic pupil aid are being reduced as part of broader state budget balancing efforts.
- Continued READ Act implementation, structured literacy training requirements, and related oversight/fraud prevention efforts as ongoing state policy priorities.
- Still a factor from the previous legislative session is that the Blue Ribbon Commission on Special Education is established to identify $250 million in savings in FY28–29; absent this, equivalent reductions in cross-subsidy aid will occur.
- Permanent School Fund Amendment: A constitutional amendment will appear on the November 2026 ballot. If passed, it would change the management of the state's Permanent School Fund from a "principal inviolate" model to a "purchasing power" model. This is designed to allow the fund to be invested for inflation-adjusted growth, potentially increasing long-term payouts to school districts.
- Legislative change allows for utility expenses to be paid from operating capital.

Key statewide education policy changes include:

- Schools are now required to maintain an anonymous threat reporting system. Schools can develop or use their own, but otherwise must use the state model. Small grants are available to support start-up costs.
- **Health Insurance Reform Study:** The state is considering a statewide insurance pool for employees. The legislature funded a comprehensive data collection project to study school district insurance costs, calling it a necessary "first step" toward possible creation of a single, statewide health insurance pool for educators in 2027.

Local Referenda and Voter Support

Given the limitations of state funding, Waconia Public Schools has a history of seeking local support through voter-approved operating referenda:

- **November 2018:** Voters approved an additional $525 per pupil, adjusted annually for inflation.
- **November 2020:** Voters approved an additional $410 per pupil, also adjusted for inflation.
- **November 2025:** Voters approved an additional $731 per pupil, also adjusted for inflation.

Looking ahead, the district is evaluating the need for future bonding projects to address facility and infrastructure needs. Ongoing community engagement and transparent communication will be essential to earning public trust and support.

ENROLLMENT TRENDS AND PROJECTIONS

Student enrollment directly drives funding in Minnesota public schools, making it a central factor in both financial planning and educational service delivery. Waconia Public Schools continues to closely monitor demographic shifts, enrollment patterns, and external influences that impact our student population.

Understanding ADM

Average Daily Membership (ADM) is the metric used by MDE to calculate most revenue streams for school districts. Unlike a simple headcount, ADM reflects the average number of students enrolled each day over the course of the school year. It accounts for part-time students, mid-year enrollment changes, and student mobility—providing a more accurate picture of district enrollment over time.

ADM is central to the state's funding formulas and is used to determine allocations for general education revenue and other key funding categories. As such, even small shifts in ADM can have significant impacts on the district's financial outlook. Because enrollment directly impacts revenue, ADM is one of the most important assumptions incorporated into the District's annual budget and long-range financial planning process.

By monitoring ADM trends closely, Waconia Public Schools can respond proactively to enrollment changes and make informed decisions about staffing, programming, and long-term budget planning.

Factors Influencing Future Enrollment

Enrollment projections are developed using a combination of historical enrollment trends, demographic information, resident capture rates, open enrollment activity, Kindergarten enrollment patterns, and the number of resident students attending other educational options such as charter, private, parochial, and homeschool programs.

The District also monitors housing development activity, economic conditions, and migration patterns that may influence future enrollment. While residential development continues within portions of the District, enrollment projections remain intentionally conservative due to uncertainty surrounding construction timelines, housing occupancy rates, family demographics, and student generation rates.

The following sections highlight several of the key data points reviewed as part of the District's enrollment projection process.

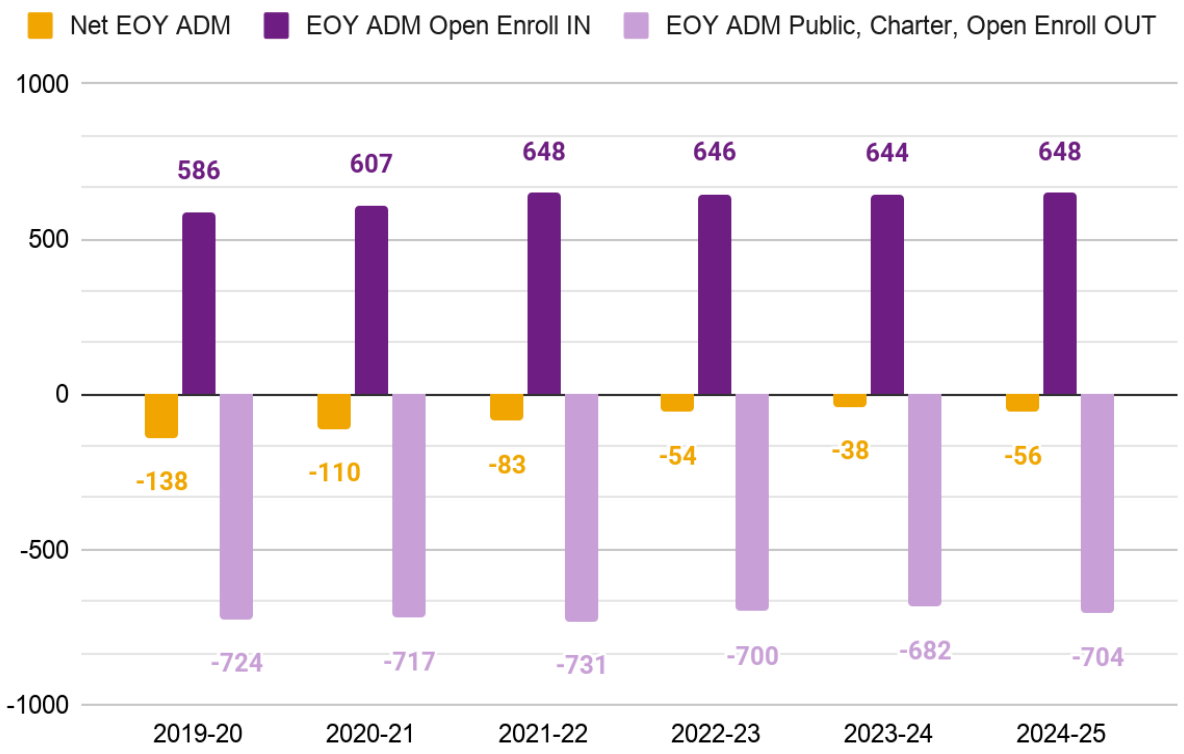
Open Enrollment Patterns

Waconia Public Schools has a unique open enrollment profile. While many districts across Minnesota experience significant net open enrollment losses, Waconia's net open enrollment impact remains relatively small even when both public school district and charter school outflows are considered.

From FY2020 to FY2024, the net ADM loss improved steadily from –138 to –38, despite a consistent level of incoming open enrollment students of approximately 640 to 648 ADM annually. These incoming students help offset resident student outflows and contribute to overall enrollment stability.

This positive trend may reflect a combination of increased student retention and community engagement efforts, though the District continues to monitor enrollment outflows to other public school districts and charter schools. Because open enrollment students generate state aid similar to resident students, maintaining a strong open enrollment profile remains an important component of enrollment and financial planning.

EOY ADM Net Open Enrollment Including Charter



Resident Capture Rate (EC–12)

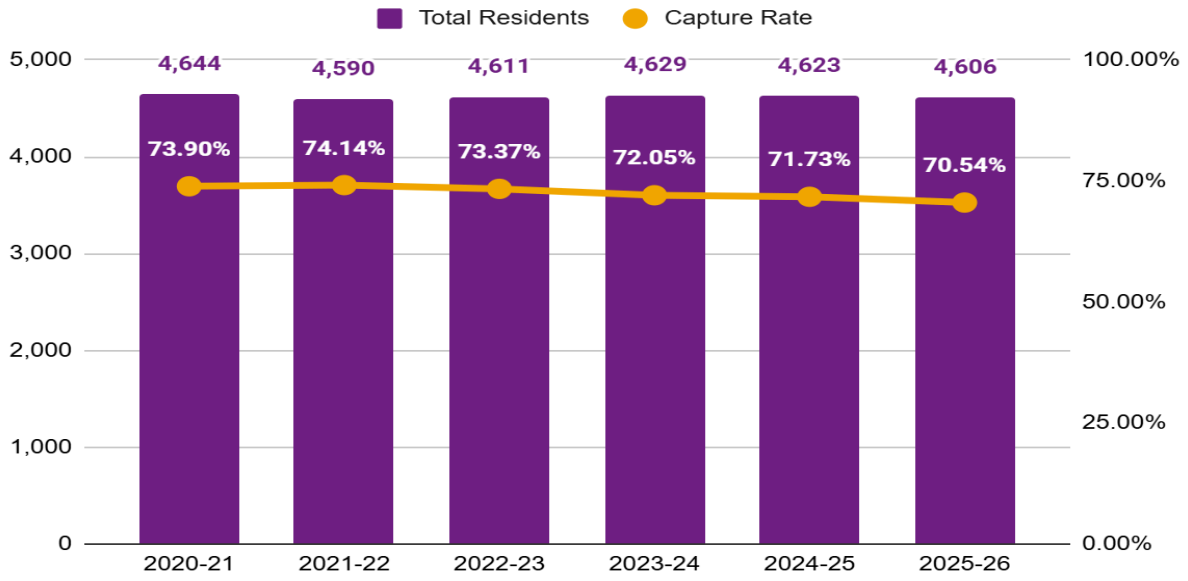
Resident capture rate represents the percentage of school-age children residing within the District who attend Waconia Public Schools. This metric provides insight into the District's ability to attract and retain resident students in an environment where families have a variety of educational choices.

From 2020–21 to 2025–26, the District's overall resident capture rate declined from 73.90% to 70.54%. During the same period, the number of resident students attending other public school districts and charter schools increased modestly, while participation in private, parochial, and homeschool programs remained a significant factor influencing enrollment patterns.

When private, parochial, and homeschool students are excluded, the District's capture rate remains relatively strong, declining from 83.48% in 2020–21 to 81.98% in 2025–26. This indicates that Waconia Public Schools continue to serve the vast majority of resident students who choose a public school option.

Maintaining and improving resident capture rates remains important, as each percentage point represents a meaningful shift in student enrollment, educational programming, and district revenue.

Historical Resident Capture Rate (EC-12)
2020-21 to 2025-26 - Based on October 1 Fall Seat Count



Kindergarten Capture Rate

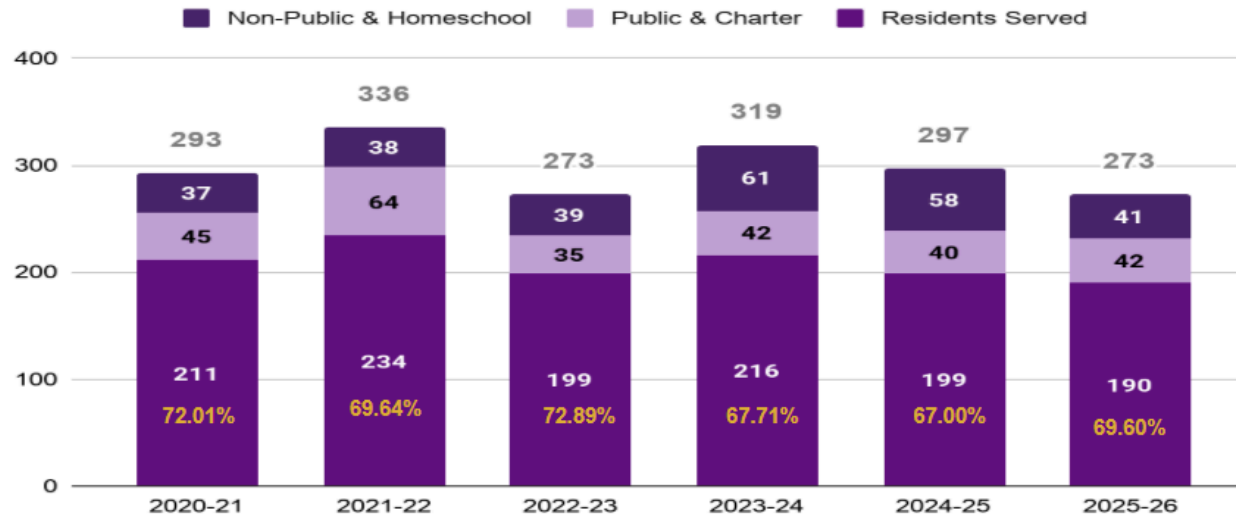
Kindergarten enrollment trends often serve as an early indicator of longer-term enrollment patterns and provide insight into the educational choices families make when entering the K–12 system.

While Kindergarten capture rates have fluctuated in recent years, the District's capture rate was 69.60% in 2025–26 compared to 72.01% in 2020–21. During this same period, private, parochial, charter, and homeschool options continued to represent a significant share of educational choices for resident families.

When private, parochial, and homeschool students are excluded, the District's Kindergarten capture rate has remained relatively stable, ranging from approximately 78% to 85% over the past six years and measuring 81.90% in 2025–26.

Because Kindergarten enrollment often influences future enrollment patterns throughout the District, Waconia Public Schools continues to focus on early learner engagement, family outreach, and providing high-quality educational opportunities that encourage long-term student enrollment and retention.

Historical Resident Kindergarten Population & Capture Rate
2021-22 to 2025-26 - Based on October 1 Fall Seat Count



Other Public, Private, Parochial, and Homeschool Impact

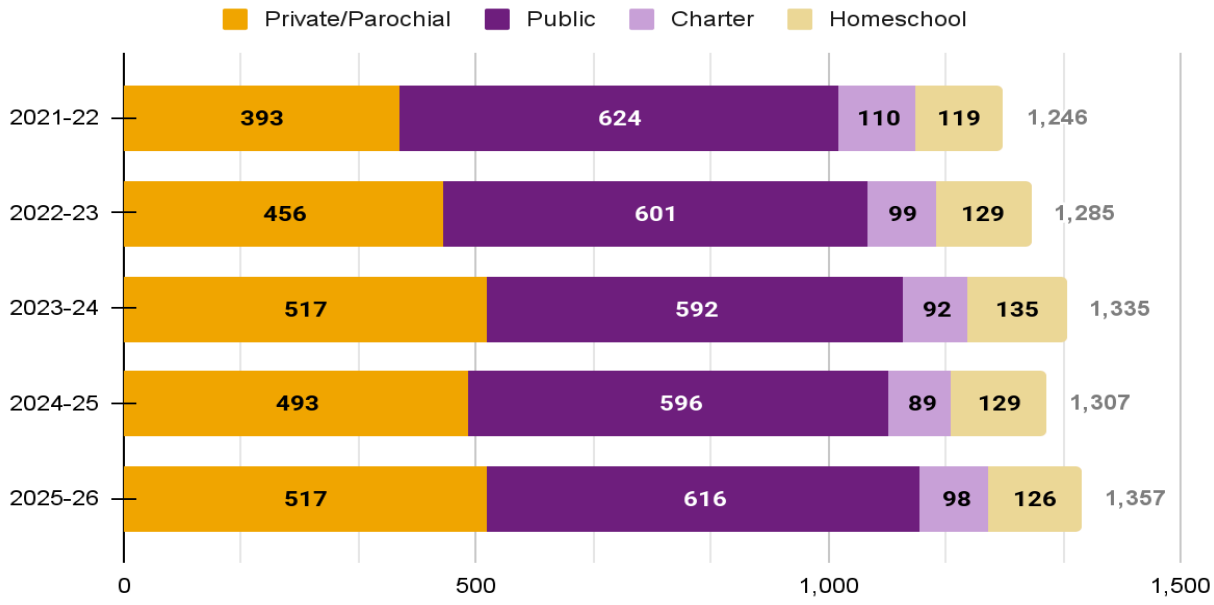
Resident students attending other public school districts, charter schools, private and parochial schools, and homeschool programs represent a significant portion of the District's school-age population.

From 2020–21 to 2025–26, enrollment in private and parochial schools increased from 387 to 517 students, while homeschool participation remained relatively stable at approximately 120–130 students annually. The District has also experienced a consistent number of resident students choosing to attend other public school districts and charter schools through Minnesota's school choice options.

In total, more than 1,350 resident students now attend educational programs outside of Waconia Public Schools. Understanding these enrollment patterns is important because they directly influence resident capture rates, enrollment projections, staffing needs, facility utilization, and long-range financial planning.

The District continues to evaluate these trends and identify opportunities to strengthen family engagement, enhance programming, and ensure Waconia Public Schools remains a strong educational choice for resident families.

Historical Resident Elsewhere Enrollment Data
2020-21 through 2025-26 (October 1)

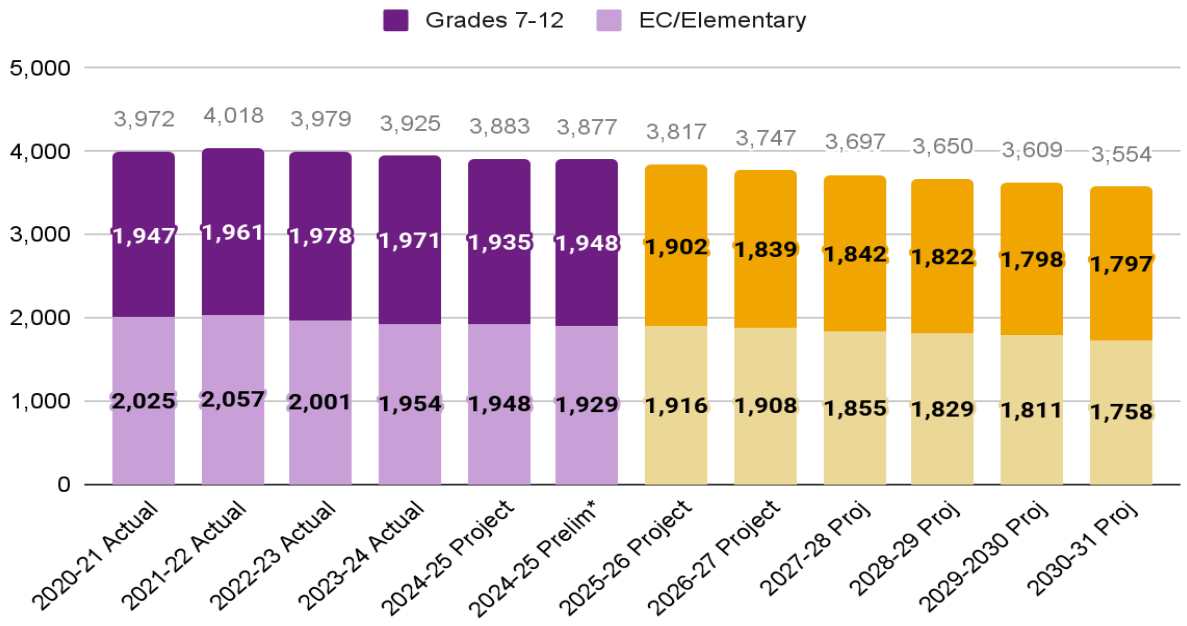


Enrollment History & Projections

The enrollment projections presented below reflect the District's best estimate based on the trends and factors discussed in the preceding sections. While future enrollment levels will continue to be influenced by educational choice options, demographic shifts, housing development activity, and broader economic conditions, the current projections anticipate relatively stable enrollment with a gradual decline over the planning period.

Waconia Public Schools will continue to monitor enrollment data and update projections as new information becomes available. Accurate enrollment forecasting remains critical to supporting responsible staffing decisions, facility planning, transportation operations, and long-range financial sustainability.

EOY ADM Enrollment - Actual 2021-21 to 2024-25 / Projections 2025-26 to 2030-31



- Actual EC-Grade 6
- Actual Grades 7-12
- Projected EC-Grade 6
- Projected Grades 7-12

Key Enrollment Takeaways:

- Enrollment remains relatively stable but is projected to gradually decline.
- Resident capture rates remain strong.
- Kindergarten enrollment trends warrant continued monitoring.
- Future housing growth remains a potential opportunity.

Key Budget Highlights

The FY 2026–2027 budget reflects the district's continued focus on student achievement, financial responsibility, and long-term sustainability. Key highlights include:

Positive Fund Balance
While Waconia Public Schools entered FY 2026 with the first positive unassigned general fund balance since exiting SOD, the district is actively working toward the Board's aspirational target of 8–10% to strengthen financial stability.

Stable Enrollment Outlook
Enrollment has remained relatively stable in recent years. While projections indicate a gradual enrollment decline over the next several years, the District continues to monitor housing development, resident capture rates, open enrollment trends, and demographic changes to support informed planning and decision-making.

Student-Centered Investment
The budget prioritizes core instruction, mental health supports, academic interventions, and a wide range of extracurricular opportunities—demonstrating our commitment to providing equitable, high-quality learning experiences for all students.

Operational Efficiency
Strategic staffing and program realignments have been implemented to preserve essential services and classroom instruction while improving cost-efficiency across departments.

The FY 2026–2027 budget serves as both a roadmap and a reflection of our values. It balances our responsibility to maintain fiscal discipline with our belief in providing every student with the opportunity to succeed. We remain grateful to the Waconia School Board, our staff, and our community for their partnership and continued support.

FINANCIAL OVERVIEW – ALL FUNDS

Waconia Public Schools is committed to responsible financial management and transparency in the use of public funds. The District maintains a comprehensive system of internal controls designed to safeguard assets, prevent misuse, and ensure the accuracy of financial records in accordance with GAAP.

These internal controls provide reasonable—though not absolute—assurance that financial transactions are properly recorded and reported. The District continuously evaluates the effectiveness and efficiency of its controls to ensure that oversight processes remain both scalable and cost-effective.

The annual budget is developed and maintained in compliance with:

- GAAP
- The Uniform Financial Accounting and Reporting Standards (UFARS) required by the MDE
- District Policy 701: Budget Process

The FY 2026–2027 budget includes all governmental, proprietary and revocable trust funds operated by the District. Each fund is treated as a separate accounting entity, in accordance with statutory requirements and regulations governing the use of specific revenue sources.

An annual budget is adopted by the School Board for each fund, and budgetary control is managed by the Business Office. Monthly financial reports are reviewed by both District administration and the School Board to monitor progress, support strategic decisions, and ensure alignment with approved financial plans.

BUDGET OVERVIEW

The annual budget presented includes an analysis of the actual financial results of the District at June 30, 2025, and the anticipated positions at June 30, 2026 and June 30, 2027.

	Operating and Non-Operating Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
General Fund - Fund 01	$ 56,900,516	$ 56,890,482	$ 60,205,991
Food Service - Fund 02	$ 3,304,656	$ 3,125,976	$ 3,068,976
Community Service - Fund 04	$ 4,247,810	$ 4,240,702	$ 4,472,973
Debt Service - Fund 07	$ 9,649,275	$ 9,737,900	$ 9,938,723
Total Revenue Excluding Construction	**$ 74,102,257**	**$ 73,995,060**	**$ 77,686,663**
Building Construction - Fund 06	$ 255,958	$ 246,000	$ 55,000
Total Revenues - Operating and Non-Operating Funds	**$ 74,358,215**	**$ 74,241,060**	**$ 77,741,663**
Expenditures:			
General Fund - Fund 01	$ 51,795,270	$ 56,353,420	$ 59,269,889
Food Service - Fund 02	$ 3,138,795	$ 3,708,610	$ 3,564,549
Community Service - Fund 04	$ 4,136,903	$ 4,238,543	$ 4,382,625
Debt Service - Fund 07	$ 21,790,483	$ 9,737,900	$ 9,938,723
Total Expenditures Excluding Construction	**$ 80,861,451**	**$ 74,038,473**	**$ 77,155,786**
Building Construction - Fund 06	$ 5,459,450	$ 9,491,671	$ -
Total Expenditures - Operating and Non-Operating Funds	**$ 86,320,901**	**$ 83,530,144**	**$ 77,155,786**

	Proprietary & Fiduciary Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Trust/Scholarship Fund - Fund 08	$ 12,950	$ 10,000	$ -
Proprietary Fund - Internal Service Fund - Fund 20	$ 418,183	$ 485,000	$ 485,000
Fiduciary Fund - Other Post-Employment Benefits (OPEB) - Fund 45	$ 439,769	$ 147,000	$ 147,000
Total Revenues - Proprietary and Fiduciary Funds	**$ 870,902**	**$ 642,000**	**$ 632,000**
Expenditures:			
Trust/Scholarship Fund - Fund 08	$ 10,250	$ 10,000	$ -
Proprietary Fund - Internal Service Fund - Fund 20	$ 442,895	$ 485,000	$ 485,000
Fiduciary Fund - Other Post-Employment Benefits (OPEB) - Fund 45	$ 361,101	$ 147,000	$ 147,000
Total Expenditures - Proprietary and Fiduciary Funds	**$ 814,246**	**$ 642,000**	**$ 632,000**

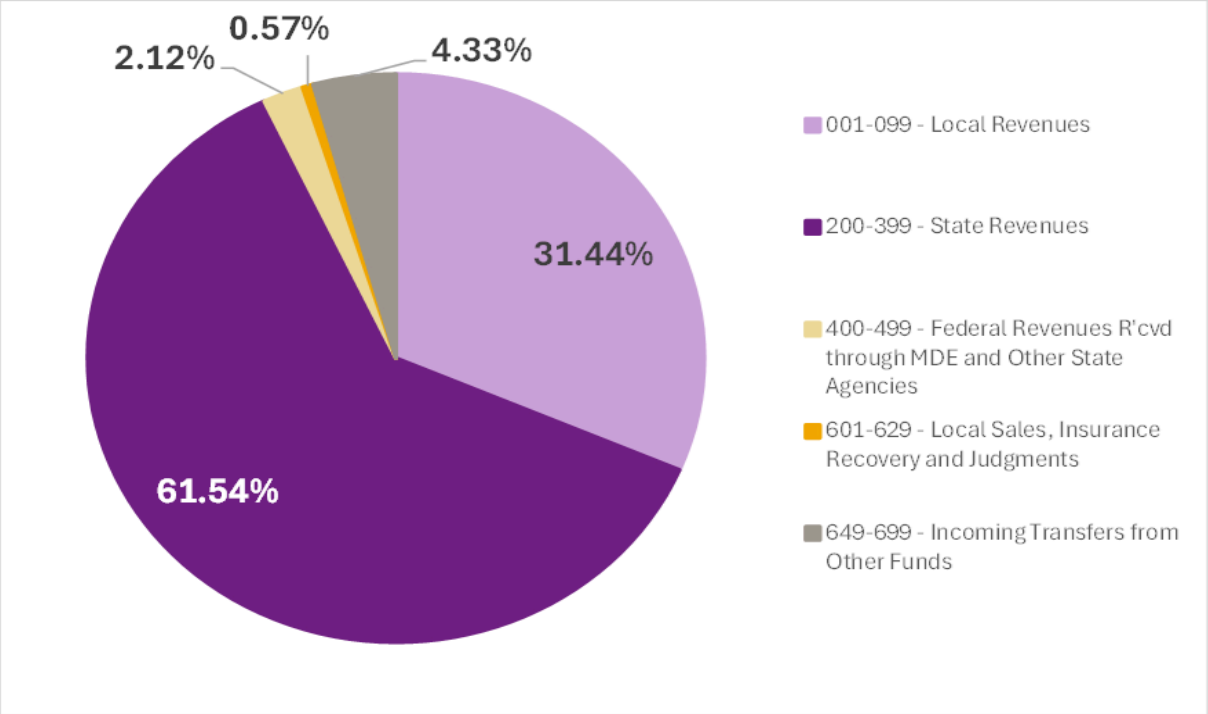
	ALL FUNDS - Operating, Non-Operating, Proprietary, and Fiduciary Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Total Revenue - Operating and Non-Operating Funds	$ 74,358,215	$ 74,241,060	$ 77,741,663
Total Revenue - Proprietary and Fiduciary Funds	$ 870,902	$ 642,000	$ 632,000
Total Revenues - ALL FUNDS	**$ 75,229,117**	**$ 74,883,060**	**$ 78,373,663**
Total Expenditures - Operating and Non-Operating Funds	$ 86,320,901	$ 83,530,144	$ 77,155,786
Total Expenduitures - Proprietary and Fiduciary Funds	$ 814,246	$ 642,000	$ 632,000
Total Expenditures - ALL FUNDS	**$ 87,135,147**	**$ 84,172,144**	**$ 77,787,786**

Revenue Overview

Waconia Public Schools receives funding from the following sources:

- **State Revenues** – the largest funding stream, determined primarily by enrollment
- **Local Revenues** – including voter-approved referenda and board-authorized levies
- **Federal Revenues** – targeted programs such as Title and special education funding, and Food Service (Fund 02)
- **Local Sales, Insurance Recovery and Judgements** – such as facility rentals, interest earnings, student activity fees, and community education registration fees

2026-27 Revenue Budget
Operating and Non-Operating Funds – By Source



Revenue Source Category	Amount
001-099 - Local Revenues	$ 24,442,116
200-399 - State Revenues	$ 47,838,493
400-499 - Federal Revenues R'cvd through MDE and Other State Agencies	$ 1,651,077
500-599 - Federal Revenues R'cvd Directly from Federal Sources	$ -
601-629 - Local Sales, Insurance Recovery and Judgments	$ 443,700
631-640 - Sale of Bonds and Loans	$ -
649-699 - Incoming Transfers from Other Funds	$ 3,366,277
Total Revenue - Operating and Non-Operating Funds	**$ 77,741,663**

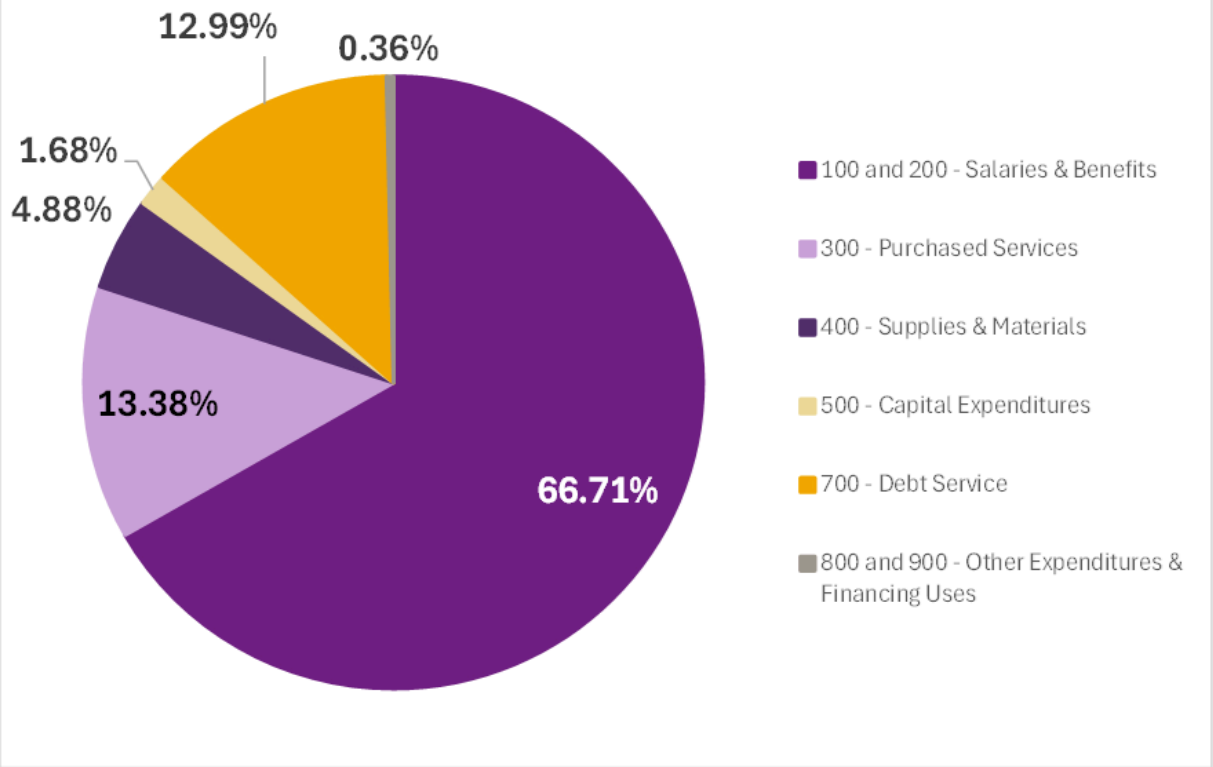
Please note that Fiduciary and Proprietary Funds are not included in the above chart.

Expenditure Overview

District expenditures support a range of instructional and operational needs. Expenses are categorized by object code, including:

- **Salaries and Benefits** – the largest portion of expenditures, reflecting our investment in staff
- **Purchased Services** – including transportation, utilities, and contracted services
- **Supplies and Materials** – such as classroom and custodial supplies
- **Capital Expenditures** – for equipment and facilities
- **Other Expenditures including Debt Service** - payments related to bonds and other long-term obligations

2026-27 Expenditure Budget
Operating and Non-Operating Funds – By Object



Expenditure Object Category	Amount
100 and 200 - Salaries & Benefits	$ 51,470,653
300 - Purchased Services	$ 10,323,607
400 - Supplies & Materials	$ 3,767,944
500 - Capital Expenditures	$ 1,296,163
700 - Debt Service	$ 10,020,010
800 and 900 - Other Expenditures & Financing Uses	$ 277,409
Total Expenditures - Operating and Non-Operating Funds	**$ 77,155,786**

Please note that Fiduciary and Proprietary Funds are not included in the above chart.

FUND 01 – GENERAL FUND SUMMARY

GENERAL FUND

The General Fund accounts for all financial activities not designated for other specific funds. It supports the core operations of Waconia Public Schools, including:

- K–12 educational programming
- District instructional and student support services
- Superintendent and administrative expenditures
- Operations and maintenance
- Pupil transportation
- Sports and Fine Arts Activities
- Capital expenditures (including long-term facility maintenance projects under $2 million)
- All other legal expenditures not required to be reported in another fund

	General Fund - Fund 01 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ 10,260,902	$ 10,089,990	$ 12,913,947
Investment Earnings	$ 429,245	$ 250,000	$ 300,000
Other Local Revenue	$ 1,609,460	$ 1,494,246	$ 1,381,760
State Aid	$ 43,706,015	$ 43,976,030	$ 44,715,244
Federal Aid	$ 894,894	$ 1,074,916	$ 895,040
Local Sales, Insurance Recovery & Judgements	$ -	$ 5,300	$ -
Total Revenues	**$ 56,900,516**	**$ 56,890,482**	**$ 60,205,991**
Expenditures:			
Salaries & Benefits	$ 39,936,263	$ 43,208,364	$ 46,683,038
Purchased Services	$ 8,344,460	$ 8,873,625	$ 9,042,125
Supplies & Materials	$ 1,869,383	$ 2,300,452	$ 2,052,017
Capital Expenditures	$ 1,293,468	$ 1,618,849	$ 1,139,963
Debt Service	$ 83,267	$ 81,287	$ 81,287
Other Expenditures	$ 268,429	$ 270,843	$ 271,459
Total Expenditures	**$ 51,795,270**	**$ 56,353,420**	**$ 59,269,889**
Other Financing Sources (Uses):			
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ -**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 5,105,246**	**$ 537,062**	**$ 936,102**
Beginning of Year	$ 4,555,778	$ 9,661,024	$ 10,198,086
End of Year	**$ 9,661,024**	**$ 10,198,086**	**$ 11,134,188**

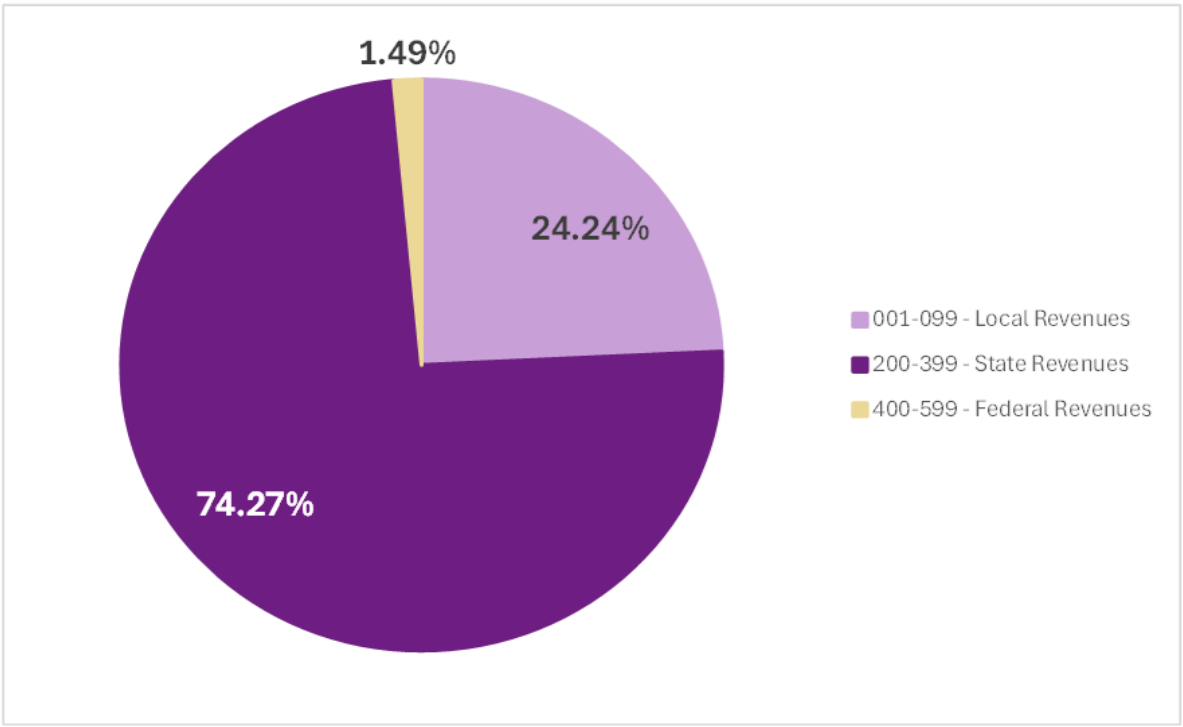
Revenue Assumptions for FY2026-27

- **Student Enrollment:** The adopted budget is based on an ADM of 3,747 students.
- **General Education Formula Allowance:** Reflects a 2.69% increase to $7,683 per pupil unit.
- **Operating Referendum:** Includes voter approval of the $731 per pupil unit operating referendum.
- **Compensatory Revenue:** Budgeted at $334,558, consistent with a conservative revenue planning approach.

Revenue Outlook

Estimated General Fund Revenues: $60,205,991

An increase of $3,315,509 from the FY2025–26 Revised Budget. The increase is primarily attributable to voter approval of the November 2025 operating referendum, which provides additional local revenue to support educational programming, staffing stability, and district operations.



Revenue Source Category	Amount
001-099 - Local Revenues	$ 14,595,707
200-399 - State Revenues	$ 44,715,244
400-599 - Federal Revenues	$ 895,040
Total Revenue - Operating and Non-Operating Funds	**$ 60,205,991**

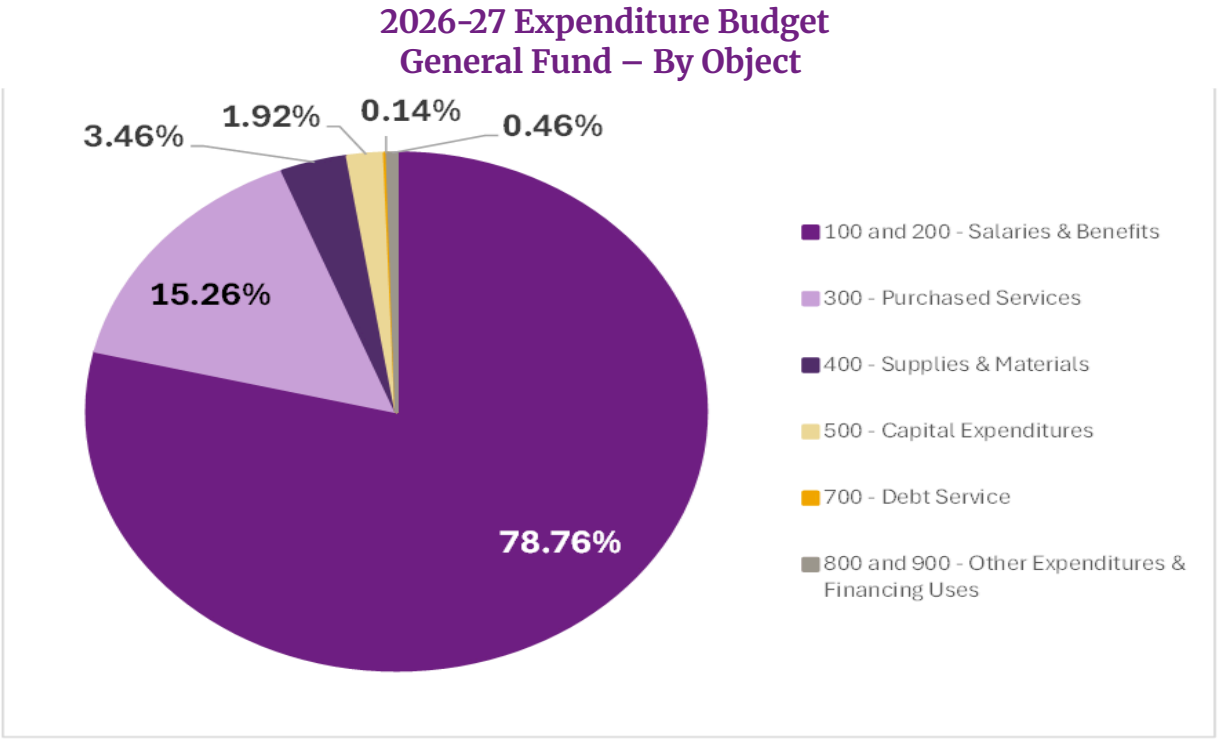
Expenditure Assumptions:

- **Staffing Adjustments:** Addition of 1.00 FTE Elementary Media Specialist, and all other staffing levels have been adjusted to align with projected enrollment trends across elementary, middle school, and high school grade levels.
- **Employee Salary & Benefits:** Reflects salary and benefit increases associated with negotiated settlements and historical patterning assumptions for employee groups not yet settled.

Expenditure Outlook

Estimated General Fund Expenditures: $59,269,889

An increase of $2,916,469, or 5.18%, over the FY2025–26 Revised Budget. The increase is primarily driven by negotiated salary and benefit increases, rising employee benefit costs, inflationary pressures on purchased services and supplies, and continued investments in student programming and operational support.



Expenditure Object Category	Amount
100 and 200 - Salaries & Benefits	$ 46,683,038
300 - Purchased Services	$ 9,042,125
400 - Supplies & Materials	$ 2,052,017
500 - Capital Expenditures	$ 1,139,963
700 - Debt Service	$ 81,287
800 and 900 - Other Expenditures & Financing Uses	$ 271,459
Total Expenditures - Operating and Non-Operating Funds	**$ 59,269,889**

2026-27 expenditures by program code have been included in **Appendix B**.

Fund Balance Policy - General Fund

The District's annual spending plan is developed with several considerations in mind, but one of the most critical is maintaining adequate reserves to protect against unforeseen financial challenges. An adequate fund balance serves as the District's financial safety net, providing stability during enrollment shifts, delayed state aid, or economic downturns.

Waconia Public Schools has not always maintained appropriate reserves, as evidenced by its entry into SOD in 2017. Since then, the District has made substantial progress in rebuilding reserves and strengthening its financial position. As of FY2025–2026, the District is no longer in SOD and continues working toward a more sustainable fund balance.

The Waconia School Board has adopted a formal policy requiring a minimum 5% unassigned fund balance in the General Fund—often considered the District's "insurance policy" against the unexpected. The Board has also identified a target range of 8–10% as a best practice for long-term financial health.

Maintaining adequate reserves is not only fiscally responsible—it also affects the District's credit rating, which can influence borrowing costs and the financial impact on local taxpayers. Credit agencies closely monitor fund balance trends when assessing fiscal health and management.

The unassigned General Fund balance is the most reliable single indicator of overall financial condition. To preserve stability and avoid future fiscal distress, the District monitors this balance through:

- A multi-year financial planning model
- A mid-year budget revision process
- Monthly budget-to-actual analyses
- Strategic resource reallocation based on fund balance trends

In addition to unassigned reserves, the District maintains restricted fund balances for specific purposes, including Student Activities, Learning & Development, Basic Skills, Gifted & Talented, School Library Aid, Student Support Personnel, Safe Schools, Medical Assistance, and Long-Term Facilities Maintenance (LTFM).

Together, these reserves form the foundation of the District's financial stability and its ability to respond proactively to both challenges and opportunities.

General Fund Balance Report

	Equity Balance Sheet Code	FY2025 Ending Fund Balances	FY2026 Final Budgeted Revenues	FY2026 Final Budgeted Expenditures	FY2026 Final Budgeted Transfers In / (Out)	FY2026 Projected Ending Fund Balances	FY2027 Proposed Budgeted Revenues	FY2027 Proposed Budgeted Expenditures	FY2027 Final Budgeted Transfers In / (Out)	FY2027 Projected Ending Fund Balances
General Fund:										
Total Non-Spendable Fund Balance		**$ 341,858**				**$ 341,858**				**$ 341,858**
Restricted - Student Activities	Q 401	$ 400,557	$ -	$ -	$ -	$ 400,557	$ -	$ -		$ 400,557
Restricted - Staff Developmeent	Q 403	$ 178,876	$ 627,859	$ 482,179	$ -	$ 324,556	$ 631,942	$ 513,660		$ 442,838
Restricted - Literacy Incentive Aid	Q 412	$ 393,326	$ 215,211	$ 165,044	$ -	$ 443,493	$ 215,211	$ 144,352		$ 514,352
Restricted - American Indian Education Aid	Q 420	$ 9,598	$ 46,000	$ 46,000	$ -	$ 9,598	$ 46,000	$ 46,000		$ 9,598
Restricted - Operating Capital	Q 424	$ -	$ 952,517	$ 931,543	$ -	$ 20,974	$ 928,057	$ 890,237		$ 58,794
Restricted - Learning & Development	Q 428	$ 1,590,182	$ 814,632	$ 598,763	$ -	$ 1,806,051	$ 810,236	$ 1,085,742		$ 1,530,545
Restricted - Area Learning Center	Q 434	$ -	$ -	$ 325,041	$ 325,041	$ -	$ -	$ 352,339	$ 352,339	$ -
Restricted - Gifted & Talented	Q 438	$ 131,571	$ 54,690	$ 15,088	$ -	$ 171,173	$ 53,464	$ 90,448		$ 134,189
Restricted - English Learner	Q 439	$ 1,164	$ -	$ -	$ -	$ 1,164	$ 108,275	$ 478,791	$ 369,352	$ -
Restricted - Basic Skills	Q 441	$ 100,287	$ 413,188	$ 336,358	$ -	$ 177,117	$ 334,558	$ 334,030		$ 177,645
Restricted - School Library Aid	Q 443	$ 138,355	$ 43,205	$ 72,479	$ -	$ 109,081	$ 42,260	$ 204,143	$ 52,802	$ -
Restricted - Safe Schools Revenue	Q 449	$ 324,564	$ 161,640	$ 267,852	$ -	$ 218,352	$ 147,858	$ 150,131		$ 216,079
Restricted - Literacy Aid	Q 456	$ 159,760	$ -	$ 159,760	$ -	$ -	$ -	$ -		$ -
Restricted - Teacher Compensation Read ACT Training	Q 457	$ 52,501	$ -	$ 52,501	$ -	$ -	$ -	$ -		$ -
Restricted - Long-Term Facilities Maintenance (LTFM)	Q 467	$ 479,866	$ 774,798	$ 617,878	$ -	$ 636,786	$ 672,681	$ 690,540		$ 618,927
Restricted - Student Support Personnel Aid	Q 471	$ 124,482	$ 126,418	$ -	$ -	$ 250,900	$ 123,653	$ 66,588		$ 307,965
Restricted - Medical Assistance	Q 472	$ 683,205	$ 275,000	$ 252,921	$ -	$ 705,284	$ 275,000	$ 350,234		$ 630,050
Total Restricted		**$ 4,768,294**	**$ 4,505,158**	**$ 4,323,407**	**$ 325,041**	**$ 5,275,086**	**$ 4,389,195**	**$ 5,397,235**	**$ 774,493**	**$ 5,041,539**
Total Committed Fund Balance		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Total Assigned Fund Balance		**$ 1,385,000**	**$ -**	**$ -**	**$ (185,000)**	**$ 1,200,000**			**$ (200,000)**	**$ 1,000,000**
Total Unassigned Fund Balance		**$ 3,165,874**	**$ 52,385,324**	**$ 52,030,013**	**$ (140,041)**	**$ 3,381,144**	**$ 55,816,796**	**$ 53,872,654**	**$ (574,493)**	**$ 4,750,793**
Unassigned Fund Balance % *		6.11%				6.00%				8.02%
Total General Fund Balance		**$ 9,661,026**	**$ 56,890,482**	**$ 56,353,420**	**$ -**	**$ 10,198,088**	**$ 60,205,991**	**$ 59,269,889**	**$ -**	**$ 11,134,190**
		18.65%				18.10%				18.79%

**Note: Unassigned Fund Balance % is taking the Unassigned Fund Balance and dividing it by the Total General Fund Expenditures*

Historical Restricted and Unassigned General Fund Balance information is included in **Appendix C**.

FUND 02 - FOOD SERVICE FUND

The Food Service Fund is used to account for all revenues and expenditures related to operating the District's child nutrition programs, including food, salaries, benefits, supplies, and equipment. Food Service revenues come primarily from state and federal reimbursements. The District receives additional revenue via the sale of à la carte meals to students and adults.

As of the close of FY2025, the Food Service Fund ended with a restricted fund balance in excess of nine months of operating expenses. We are projecting a decline to slightly over five months in FY2026 and four months in FY2027 through some strategic furniture and equipment purchases.

	Food Service - Fund 02 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ -	$ -	$ -
Investment Earnings	$ 97,867	$ 80,000	$ 80,000
Other Local Revenue	$ 482,412	$ 448,814	$ 448,814
State Aid	$ 1,958,313	$ 1,831,125	$ 1,784,125
Federal Aid	$ 766,064	$ 766,037	$ 756,037
Total Revenues	**$ 3,304,656**	**$ 3,125,976**	**$ 3,068,976**
Expenditures:			
Salaries & Benefits	$ 1,620,489	$ 1,669,422	$ 1,857,695
Purchased Services	$ 203,478	$ 265,315	$ 265,315
Supplies & Materials	$ 1,214,387	$ 1,301,448	$ 1,333,989
Capital Expenditures	$ 97,695	$ 470,000	$ 105,000
Debt Service	$ -	$ -	$ -
Other Expenditures	$ 2,746	$ 2,425	$ 2,550
Total Expenditures	**$ 3,138,795**	**$ 3,708,610**	**$ 3,564,549**
Other Financing Sources (Uses):			
Sale of Capital Assets	$ 15,000	$ -	$ -
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ 15,000**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 180,861**	**$ (582,634)**	**$ (495,573)**
Beginning of Year	$ 2,283,631	$ 2,464,492	$ 1,881,858
End of Year	**$ 2,464,492**	**$ 1,881,858**	**$ 1,386,285**
Non-Spendable	$ 92,338.00	$ 92,338.00	$ 92,338.00
Restricted Fund Balance	**$ 2,372,154**	**$ 1,789,520**	**$ 1,293,947**

Excess Net Cash Resource Limitation

To promote financial stewardship and ensure that school nutrition funds are used to benefit students participating in the school meal program, federal regulations [7 CFR 210.14(b) and 210.19(a)(1)] limit the amount of unrestricted net cash resources a School Food Authority (SFA) may retain in its Nonprofit School Food Service Account (NSFSA).

Under current federal requirements, SFAs are generally limited to maintaining net cash resources equal to no more than three months of average operating expenditures.

The Minnesota Department of Education (MDE) reviews annual UFARS data to assess compliance with the net cash resource limitation. Beginning with the January 2027 review of FY2025–26 financial data, districts are evaluated using the standard three-month threshold.

Waconia Public Schools has historically maintained a strong financial position within the Food Service Fund and has previously worked with MDE to develop spend-down plans when fund balances exceeded allowable limits. Consistent with federal requirements, any excess resources must be used to support and improve nonprofit school food service operations, such as equipment purchases, program enhancements, facility improvements, or initiatives that benefit students participating in school meal programs.

Net cash resources in the Food Service Fund may not be transferred to other district funds or used to support non-food service operations.

Based on current projections, the District continues to monitor Food Service Fund balances to ensure compliance with federal net cash resource requirements while maintaining sufficient reserves to support ongoing operations, equipment replacement, and future program needs.

FUND 04 - COMMUNITY SERVICE FUND

The Community Service Fund is used to account for revenues and expenditures related to programs such as Early Childhood Family Education (ECFE), KidSpace (school-age care), youth enrichment classes, recreational activities, and other community education programs. Revenues are primarily generated through participation fees and dedicated property tax levies.

The purpose of Community Education funding is to allow school districts to "make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community." (MN Statute 124D.18).

The budget for Community Services is contained in Fund 04. It is completely separate from the General Operating budget for the school district which is Fund 01. As stated in the statute, revenues in Fund 04 cannot be used to fund K-12 programs and must be kept separate from the district's General Operating Fund 01.

	Community Service - Fund 04 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ 297,253	$ 292,228	$ 357,228
Investment Earnings	$ 91,320	$ 90,000	$ 90,000
Other Local Revenue	$ 3,312,320	$ 3,316,325	$ 3,483,596
State Aid	$ 546,917	$ 542,149	$ 542,149
Federal Aid	$ -	$ -	$ -
Other Financing Sources	$ -	$ -	$ -
Total Revenues	**$ 4,247,810**	**$ 4,240,702**	**$ 4,472,973**
Expenditures:			
Salaries & Benefits	$ 2,887,874	$ 2,768,046	$ 2,929,920
Purchased Services	$ 860,721	$ 979,267	$ 1,016,167
Supplies & Materials	$ 309,663	$ 406,130	$ 381,938
Capital Expenditures	$ 68,074	$ 81,700	$ 51,200
Debt Service	$ -	$ -	$ -
Other Expenditures	$ 10,571	$ 3,400	$ 3,400
Total Expenditures	**$ 4,136,903**	**$ 4,238,543**	**$ 4,382,625**
Other Financing Sources (Uses):			
Sale of Capital Assets	$ -	$ -	$ -
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ -**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 110,907**	**$ 2,159**	**$ 90,348**
Beginning of Year	$ 1,682,199	$ 1,793,106	$ 1,795,265
End of Year	**$ 1,793,106**	**$ 1,795,265**	**$ 1,885,613**

Waconia Community Education

Waconia Community Education serves residents of all ages across Waconia, St. Bonifacius, New Germany, Minnetrista, and Victoria. Programs promote lifelong learning, wellness, and community connection by offering enriching academic, recreational, and support services.

Wildcat Preschool

Wildcat Preschool is a 4-Star Parent Aware-rated early learning program that strives to educate, collaborate, empower, and support families. The program fosters respectful, developmentally appropriate learning environments for children ages 3–5 (as of September 1), with class options ranging from two to five days per week.

Early Childhood Family Education (ECFE)

ECFE is a family education program for parents and their children from birth to kindergarten. Classes and events provide meaningful learning experiences for families, with opportunities for parent discussion, support, and shared activities in a nurturing environment that promotes child development and social interaction.

KidSpace Childcare

KidSpace provides before- and after-school care, as well as programming on most non-school/early release days and during the summer. The program emphasizes fun, relationship-building, personal growth, and a strong sense of community and belonging for each child.

Youth Recreation

Youth Recreation programs bring together residents from St. Bonifacius, New Germany, and Waconia, along with District 110 staff, to plan and deliver activities that meet a wide range of community needs. These offerings utilize both school district and community facilities to support lifelong wellness, teamwork, and active engagement.

Youth Enrichment

Youth Enrichment programs extend learning beyond the school day through classes, clubs, camps, and special events. These experiences foster social, physical, creative, and academic development, allowing students to explore interests, build skills, and engage in hands-on learning.

Adult Enrichment

Adult Enrichment offerings provide opportunities for personal growth, professional skill-building, and community engagement. Residents can participate in a variety of classes focused on areas such as health and wellness, arts and crafts, technology, finance, and more. These programs are designed to support lifelong learning, promote well-being, and bring community members together through shared interests.

Community Education Fund Balance Overview

Waconia Public Schools maintains separate and restricted fund balances within the Community Service Fund (Fund 04), as required by Minnesota Statutes and the UFARS. These balances reflect the financial health of distinct program areas, including Community Education, Early Childhood Family Education (ECFE), School Readiness, and other restricted categories. The projected total Community Education fund balance is expected to increase from $1.88 million at the end of FY2025 to $3.16 million by the close of FY2026.

Community Service Fund Balance Report

	Equity Balance Sheet Code	FY2025 Ending Fund Balances	FY2026 Final Budgeted Revenues	FY2026 Final Budgeted Expenditures	FY2026 Final Budgeted Transfers In / (Out)	FY2026 Projected Ending Fund Balances	FY2027 Proposed Budgeted Revenues	FY2027 Proposed Budgeted Expenditures	FY2027 Final Budgeted Transfers In / (Out)	FY2027 Projected Ending Fund Balances
Community Service										
Non-Spendable		$ 5,153				$ 5,153				$ 5,153
Community Education Programs	Q 431	$ 1,437,789	$ 3,091,097	$ 3,352,160	$ 5,447	$1,171,279	$ 3,323,368	$ 3,476,614	$ (41,866)	
Early Childhoood and Family Education Programs	Q 432	$ 201,935	$ 419,602	$ 387,027		$ 234,510	$ 419,602	$ 406,740		
School Readiness	Q 444	$ 115,325	$ 593,144	$ 324,146		$ 384,323	$ 593,144	$ 320,546		
Other Restricted	Q 464	$ 32,904	$ 136,859	$ 175,210	$ (5,447)	$ -	$ 136,859	$ 178,725	$ 41,866	
Total Communiuty Education Fund Balances		$ 1,793,106	$ 4,240,702	$ 4,238,543	$ -	$1,795,265	$ 4,472,973	$ 4,382,625	$ -	$ 1,885,613

FUND 06 - BUILDING CONSTRUCTION FUND

The Building Construction Fund is used for two purposes:

- to account for construction project expenditures financed with bond or bond-like proceeds
- to account for the expenditures of LTFM projects that are greater than $2,000,000 per site.

There can be no borrowing from the Building Construction Fund; any cash or investment balance in the fund must be used for authorized construction or LTFM projects.

Expenditures relating to projects financed by bonds issued in prior years are reflected in the reduction of fund balance over time as projects progress to completion.

During FY2024 and FY2025, the District issued General Obligation Facilities Maintenance bonds to finance an Indoor Air Quality project at the High School and District Office that began in FY2025 and will end in FY2026. Abatement bonds were also issued in FY2024 to cover the costs associated with the parking lots at Waconia Middle School and Laketown Elementary, which were also completed in FY2026.

	Building Construction - Fund 06 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Long-Term Facilities Maintenance	$ -	$ -	$ -
Construction	$ -	$ -	$ -
Insurance Recovery	$ -	$ 66,000	$ -
Other Local	$ -	$ 30,000	$ 30,000
Interest Earnings	$ 255,958	$ 150,000	$ 25,000
Total Revenues	**$ 255,958**	**$ 246,000**	**$ 55,000**
Expenditures:			
Salaries & Benefits	$ -	$ 107,154	$ -
Capital Improvements	$ 5,459,450	$ 7,903,160	$ -
Other (Including Lease)	$ -	$ -	$ -
Total Expenditures	**$ 5,459,450**	**$ 8,010,314**	**$ -**
Other Financing Sources (Uses):			
Lease Purchase Agreement Proceeds	$ -	$ -	$ -
Issuance of Bonds	$ 8,680,000	$ -	$ -
Bond Premium	$ 660,669	$ -	$ -
Total Other Financing Sources (Uses)	**$ 9,340,669**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 4,137,177**	**$ (7,764,314)**	**$ 55,000**
Beginning of Year	$ 4,096,993	$ 8,234,170	$ 469,856
End of Year	**$ 8,234,170**	**$ 469,856**	**$ 524,856**

FUND 07 - DEBT SERVICE FUND

The Debt Service Fund accounts for revenues and expenditures associated with the repayment of the District's bonded indebtedness. The District issues bonds primarily to finance the acquisition, construction, improvement, and equipping of school facilities. The District may also issue refunding bonds to refinance existing debt when market conditions provide an opportunity to reduce borrowing costs.

Minnesota law requires debt service activities to be maintained in a separate fund. Resources in the Debt Service Fund may only be used for debt repayment and related activities and cannot be borrowed for other District purposes.

Waconia Public Schools has demonstrated significant financial improvement in recent years, reflected in two consecutive credit rating upgrades from Moody's Investors Service. The District's underlying credit rating improved from Baa3 to Baa2 in 2025, and again from Baa2 to Baa1 in 2026. Moody's cited several key strengths supporting the upgrade, including improved fund balance reserves, strong liquidity, stable enrollment, conservative budgeting practices, and continued economic growth within the District's tax base.

The District's improved credit profile benefits taxpayers by supporting more favorable borrowing costs, enhancing financial flexibility, and strengthening the District's ability to address future capital and facility needs. The School Board remains committed to maintaining sound financial practices, preserving adequate reserves, and aligning long-term debt decisions with the District's strategic and facility planning goals.

	Debt Service - Fund 07 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ 8,518,362	$ 8,790,925	$ 8,991,748
Investment Earnings	$ 333,936	$ 150,000	$ 150,000
State Sources	$ 796,977	$ 796,975	$ 796,975
Total Revenues	**$ 9,649,275**	**$ 9,737,900**	**$ 9,938,723**
Expenditures:			
Debt Service:			
Bond Principal	$ 7,200,000	$ 6,420,249	$ 6,552,653
Bond Interest	$ 2,490,256	$ 3,317,651	$ 3,386,070
Total Expenditures	**$ 9,690,256**	**$ 9,737,900**	**$ 9,938,723**
Other Financing Sources:			
Issuance of Bonds	$ 11,105,000	$ -	$ -
Bond Premium	$ 999,222	$ -	$ -
Payment to Refunded Bond Escros Agent	$ (12,100,227)	$ -	$ -
Total Other Financing Sources (Uses)	**$ 3,995**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ (36,986)**	**$ -**	**$ -**
Beginning of Year	$ 2,351,255	$ 2,314,269	$ 2,314,269
End of Year	**$ 2,314,269**	**$ 2,314,269**	**$ 2,314,269**

FUND 08 - TRUST FUND (Scholarships)
Proprietary Fund

The Trust Fund is used to account for assets held by the District in a fiduciary capacity when the School Board has accepted responsibility to serve as trustee. At Waconia Public Schools, Fund 08 is primarily used to administer scholarship funds established through gifts, donations, memorials, estates, or other trust agreements. These resources must be managed and distributed in accordance with the specific terms established by the donor and may only be used for the designated purpose.

Because scholarship donations, investment earnings, and award amounts can vary significantly from year to year, the District does not typically include scholarship activity in the Original Budget. Instead, scholarship revenues and expenditures are incorporated into the Revised Budget as information becomes available throughout the fiscal year.

The table below provides historical actual revenues, expenditures, and fund balance activity to illustrate trends in scholarship-related transactions and the District's fiduciary stewardship of these resources.

	Trust Fund - Fund 08 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Gifts and Donations	$ 12,950	$ 10,000	$ -
Investment Earnings	$ -	$ -	$ -
Total Revenues	**$ 12,950**	**$ 10,000**	**$ -**
Expenditures:			
Scholarships Awarded	$ 10,250	$ 10,000	$ -
Total Expenditures	**$ 10,250**	**$ 10,000**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 2,700**	**$ -**	**$ -**
Beginning of Year	$ 26,948	$ 29,648	$ 29,648
End of Year	**$ 29,648**	**$ 29,648**	**$ 29,648**

FUND 20 - INTERNAL SERVICE FUND
Proprietary Fund

Waconia Public Schools maintains an Internal Service Fund to account for its self-insured dental plan. This Proprietary Fund is used to finance and manage the risk associated with dental benefits provided to eligible employees and their dependents. Revenues are generated through employer and employee contributions, while expenditures include claims paid and administrative fees.

The fund is designed to operate on a cost-recovery basis, ensuring long-term sustainability of the program while maintaining predictable and affordable dental coverage. Financial activity is reported using the accrual basis of accounting, consistent with GAAP for proprietary funds. Any excess net position is retained within the fund and used to offset future liabilities or adjust contribution levels.

	Internal Service Fund - Fund 20 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Employee and Employer Contributions	$ 410,182	$ 480,000	$ 480,000
Investment Earnings	$ 8,001	$ 5,000	$ 5,000
Total Revenues	**$ 418,183**	**$ 485,000**	**$ 485,000**
Expenditures:			
Dental Insurance Claims	$ 442,895	$ 485,000	$ 485,000
Total Expenditures	**$ 442,895**	**$ 485,000**	**$ 485,000**
Other Financing Sources (Uses):			
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ -**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ (24,712)**	**$ -**	**$ -**
Beginning of Year	$ 187,064	$ 162,352	$ 162,352
End of Year	**$ 162,352**	**$ 162,352**	**$ 162,352**

FUND 45 - OTHER POST-EMPLOYMENT BENEFITS (OPEB) FUND
Irrevocable Trust Fund

Fund 45 accounts for the assets held in an irrevocable trust for the District's Other Post-Employment Benefits (OPEB) plan. These fiduciary assets are legally restricted for retiree health benefits and are maintained in a qualified irrevocable trust.

In 2008, Waconia Public Schools issued bonds for $2.657 million to address Other Post-Employment Benefits (OPEB) to help fund the district's actuarial liability.

The components of the net OPEB liability of the District at June 30, 2025 were as follows:

Description	Amount
Total OPEB Liability	$7,013,111
Plan Fiduciary Net Position (OPEB Irrevocable Trust)	$1,131,7491
District's Net OPEB Liability	**$5,881,362**
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	**16.14%**

Over the past five years, the District has made annual withdrawals from the OPEB Trust without making corresponding contributions. To preserve the trust's long-term viability, future distributions are assumed to be paid on a pay-as-you-go basis from the General Fund in FY2026 and FY2027. Prior to resuming withdrawals from the OPEB Trust, the District should establish an annual contribution strategy based on the actuarially estimated benefit payments. The net OPEB liability was measured as of June 30, 2025, using an actuarial valuation dated July 1, 2024.

	OPEB - Fund 45 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
District Contribution	$ 358,103	$ 82,000	$ 90,000
Investment Earnings	$ 81,666	$ 65,000	$ 57,000
Total Revenues	**$ 439,769**	**$ 147,000**	**$ 147,000**
Expenditures:			
Employee Insurance	$ 358,103	$ 135,000	$ 135,000
Investment Services/Fees	$ 2,998	$ 12,000	$ 12,000
Total Expenditures	**$ 361,101**	**$ 147,000**	**$ 147,000**
Fund Balances:			
Net Change in Fund Balance	**$ 78,668**	**$ -**	**$ -**
Beginning of Year	$ 1,053,081	$ 1,131,749	$ 1,131,749
End of Year	**$ 1,131,749**	**$ 1,131,749**	**$ 1,131,749**

Strategic Outlook

The FY2026–27 Budget reflects Waconia Public Schools' continued commitment to transparency, fiscal responsibility, and student success. While the District's recent exit from Statutory Operating Debt marked a significant milestone, this budget demonstrates that our focus extends beyond recovery and toward building a strong and sustainable future for our students, staff, and community.

The financial progress achieved over the past several years has positioned the District to make strategic investments while maintaining responsible stewardship of public resources. The successful passage of the November 2025 operating referendum, continued improvement in the District's financial position, and Moody's credit rating upgrade all reflect the confidence that our community and stakeholders have placed in Waconia Public Schools.

At the same time, challenges remain. Enrollment trends, educational choice options, inflationary pressures, workforce considerations, and evolving state and federal funding landscapes require ongoing diligence and long-range planning. The District will continue to closely monitor these factors and make informed decisions that balance fiscal responsibility with the educational needs of our students.

Above all, this budget reflects our commitment to aligning resources with the District's mission, strategic priorities, and core values. Through thoughtful planning, collaborative leadership, strong partnerships with staff and labor groups, and the continued support of our community, Waconia Public Schools is well positioned to navigate future opportunities and challenges while ensuring every student has the opportunity to explore their passions and create their success.

APPENDIX A

School Board Policies

Appendix A: Relevant Board Policies for Governance and Financial Oversight

The following Board-adopted policies support the School Board's fiscal responsibilities and provide a framework for transparent and compliant financial operations:

Policy 701 – Establishment and Adoption of School District Budget - Outlines requirements for budget development, public notice, and formal adoption.

Policy 701.1 – Modification of School District Budget - Defines procedures for adjusting the budget during the fiscal year.

Policy 702 – Accounting - Requires the use of UFARS and GAAP for financial reporting and recordkeeping.

Policy 703 – Annual Audit - Establishes requirements for an independent annual audit and submission to MDE and the State Auditor.

Policy 704 – Development and Maintenance of an Inventory of Fixed Assets - Ensures proper tracking and reporting of the district's capital assets.

Policy 706 – Acceptance of Gifts - Governs the procedures for accepting and documenting donations to the district.

Policy 707 – Transportation of Public School Students - Outlines eligibility, service standards, and financial oversight of student transportation.

Policy 709 – Student Enrollment and Attendance - Establishes enrollment procedures tied to funding and pupil accounting accuracy.

Policy 710 – Extracurricular Transportation - Provides guidance on funding and oversight for transportation related to student activities.

Policy 711 – Video Recording on School Buses - Sets expectations for privacy and data use related to student transportation safety.

Policy 712 – Video Surveillance Other Than on Buses - Supports student safety and facility security through responsible video surveillance practices.

Policy 713 – Student Activity Accounting - Governs financial procedures for student-led accounts and ensures internal control.

Policy 714 – Fund Balances - Establishes fund balance targets and procedures aligned with GASB recommendations.

Policy 721 – Uniform Grant Guidance Policy Regarding Federal Revenue - Ensures proper use and tracking of federal grants and procurement compliance.

Policy 802 – Disposition of Obsolete Equipment and Material - Provides rules for asset disposal and surplus property sales.

APPENDIX B

2025-26 General Fund Expenditures by Program Code

Appendix B: 2026-27 General Fund Expenditures by Program Code

Program Category	Program Code	Program Description	FY27 Budget	Subtotal by Category
Administration	010	Board Of Educat	$ 151,306	
	020	Office Of The S	$ 363,494	$ 1,724,848
	050	School Administ	$ 1,210,048	
Community Education and Services	505	General Communi	$ 17,617	$ 17,617
Direct Support Services	105	Gen Admin Suppo	$ 728,288	
	107	Other Admin Sup	$ 220,149	
	108	Tech Director	$ 455,947	$ 2,389,947
	110	Business Servic	$ 979,781	
	199	School Election	$ 5,782	
Elementary and Secondary Regular Instruction	200	Voluntary Pre-K	$ 200,992	
	201	Ed - Kindergart	$ 1,400,021	
	203	Grades 1 - 6	$ 9,572,497	
	204	Title II Teach/	$ 40,331	
	205	Title III Eng L	$ -	
	206	Title IV	$ 10,000	
	211	Ed - Secondary	$ 1,933,733	
	212	Visual Art	$ 640,609	
	215	Business	$ 116,373	
	216	Educ Disadvanta	$ 64,609	
	217	Assurance Of Ma	$ 945	
	218	Gifted And Tale	$ 90,518	
	219	Limited English	$ 478,791	
	220	English-Languag	$ 1,934,866	
	221	Reading	$ 1,714	
	222	Drama/Theater	$ 1,350	
	230	Foreign/Native	$ 510,642	$ 26,430,539
	240	Health-Phyed-Re	$ 1,005,823	
	241	Health	$ 1,260	
	242	Physical Educat	$ 390,299	
	250	Fam Living Scie	$ 143,480	
	255	Industrial Educ	$ 172,365	
	256	Mathematics	$ 1,912,588	
	257	Computer Sci/Te	$ 991	
	258	Music	$ 1,009,957	
	260	Natural Science	$ 1,335,595	
	270	Soc Science/Soc	$ 1,384,523	
	281	Keyboarding	$ -	
	291	Co-Curricular	$ -	
	292	Boys/Girls Athl	$ 536,331	
	294	Boys Athletics	$ 468,123	
	296	Girls Athletics	$ 465,722	
	298	Extra-Curricula	$ 605,491	

**Note: Program descriptions are imported directly from Skyward and may contain abbreviated spellings due to system character limitations.*

Appendix B: 2026-27 General Fund Expenditures by Program Code (continued)

Program Category	Program Code	Program Description	FY27 Budget	Subtotal by Category
Vocational Education Instruction	331	Personal Family	$ 130,799	$ 682,366
	341	Business/Office	$ 99,097	
	361	Trade/Industria	$ 445,151	
	380	Work Experience	$ 7,319	
Special Education Instruction	400	Special Ed Inst	$ -	$ 12,807,646
	401	Speech/Language	$ 569,429	
	402	Ment Impair:Mil	$ 885,194	
	403	Ment Impair:Mod	$ 568,112	
	404	Physically Impa	$ 159,450	
	405	Deaf-Hard Of He	$ 137,494	
	406	Visually Impair	$ 14,000	
	407	Specific Learn	$ 1,871,418	
	408	Emot/Behav Diso	$ 860,260	
	409	Deaf-Blind	$ -	
	410	Other Health Im	$ 1,009,639	
	411	Autistic Spectr	$ 2,872,033	
	412	Develp Delay	$ 1,253,775	
	414	Traumatic Brain	$ 53,575	
	416	Multiple Handic	$ 435,360	
	420	Special Ed - Ge	$ 1,468,892	
	421	Adaptive Phy Ed	$ 128,041	
	422	Stud w/o Disab	$ 520,974	
Instructional Support Services	605	Gen Instruction	$ 724,747	$ 2,829,881
	610	Cur Consult & D	$ 566,437	
	620	Educational Med	$ 450,131	
	630	INSTR-TECH	$ 843,233	
	640	Staff Developme	$ 245,333	
	691	Computer Assist	$ -	
Pupil Support Services	710	Sec Counseling	$ 727,745	$ 5,974,785
	712	Elem Counseling	$ 161,492	
	715	School Security	$ 143,595	
	718	School Safety	$ 6,536	
	720	Health Services	$ 505,132	
	721	Wellness Progra	$ 700	
	740	Districtwide Re	$ 66,588	
	760	Pupil Transport	$ 4,265,363	
	761	School Owned Tr	$ 221	
	770	Food Services	$ 80,825	
	790	Other Pupil Sup	$ -	
	793	Graduation	$ 16,588	
Sites and Buildings	810	Operations & Ma	$ 4,004,474	$ 5,867,358
	811	Groundskeeping	$ 218,383	
	813	Generator	$ 66,148	
	817	Permit Fees	$ 12,600	
	820	Telephone Syste	$ 15,000	
	850	Capital Facilit	$ 860,213	
	865	LTFM & H & S	$ 690,540	
Fiscal and Other Fixed-Cost Programs	920	Retire Nonbond	$ -	$ 544,902
	930	Employee Benefi	$ -	
	940	Insurances	$ 544,902	
	950	Transfers	$ -	
	960	Other Non-Recur	$ -	
Grand Total - General Fund Expenditures by Program				**$ 59,269,889**

**Note: Program descriptions are imported directly from Skyward and may contain abbreviated spellings due to system character limitations.*

APPENDIX C

Historical General Fund Balance Information - Restricted & Unassigned FY13 through Projected FY27

GENERAL FUND BALANCE CLASSIFICATIONS:

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, the General Fund balance is reported using five classifications that reflect varying levels of constraint on the use of financial resources: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These categories help clarify how funds are available for current and future use and ensure consistent, transparent reporting. Understanding these classifications provides important context for evaluating the district's financial health and how resources are allocated to support educational goals.

Nonspendable

These funds can't be used because they are not in cash form—like inventory or prepaid expenses—or they are required to stay intact, like certain permanent funds.

Restricted

These funds must be used for specific purposes determined by law, grant requirements, or other outside restrictions. They are not flexible and must follow the rules tied to them.

Common Restricted Fund Balance Codes:

- **401 – Student Activities:** Funds raised by students for student-led extracurricular activities like clubs or athletics.
- **403 – Staff Development:** Unused funds set aside for staff training and professional development.
- **412 – Literacy Incentive Aid:** Supports evidence-based reading instruction under the READ Act.
- **420 – American Indian Education:** Supports education services and opportunities for American Indian students.
- **424 – Operating Capital:** Used for equipment and facility needs; if expenses exceed revenue, any negative fund balance closes to Unassigned.
- **428 – Learning & Development:** Used to reduce class sizes or increase student support staff.
- **434 – Area Learning Center:** Must be spent on students attending a state-approved area learning center.
- **438 – Gifted & Talented:** Unspent funds for programs that serve gifted and talented students.

- **439 – English Learning:** Supports English Learners as required by state law.
- **441 – Basic Skills:** Helps students who need additional academic support.
- **443 – School Library Aid:** Supports library services and materials.
- **449 – Safe Schools:** Helps fund school safety initiatives. This reserve can be in deficit if needed.
- **456 – Literacy Aid:** Funds to improve structured literacy across pre-K–12.
- **457 – Teacher Compensation – READ Act:** Pays teachers for completing required literacy training.
- **467 - LTFM (Restricted/Reserved for Long-Term Facilities Maintenance):** Supports major building repairs and replacements.
- **471 - Student Support Personnel Aid:** Resources to be used for student support personnel that are in addition to current staff levels.
- **Medical Assistance (MA Reimbursement):** Revenue received from MA billing for services provided to eligible students.

Committed

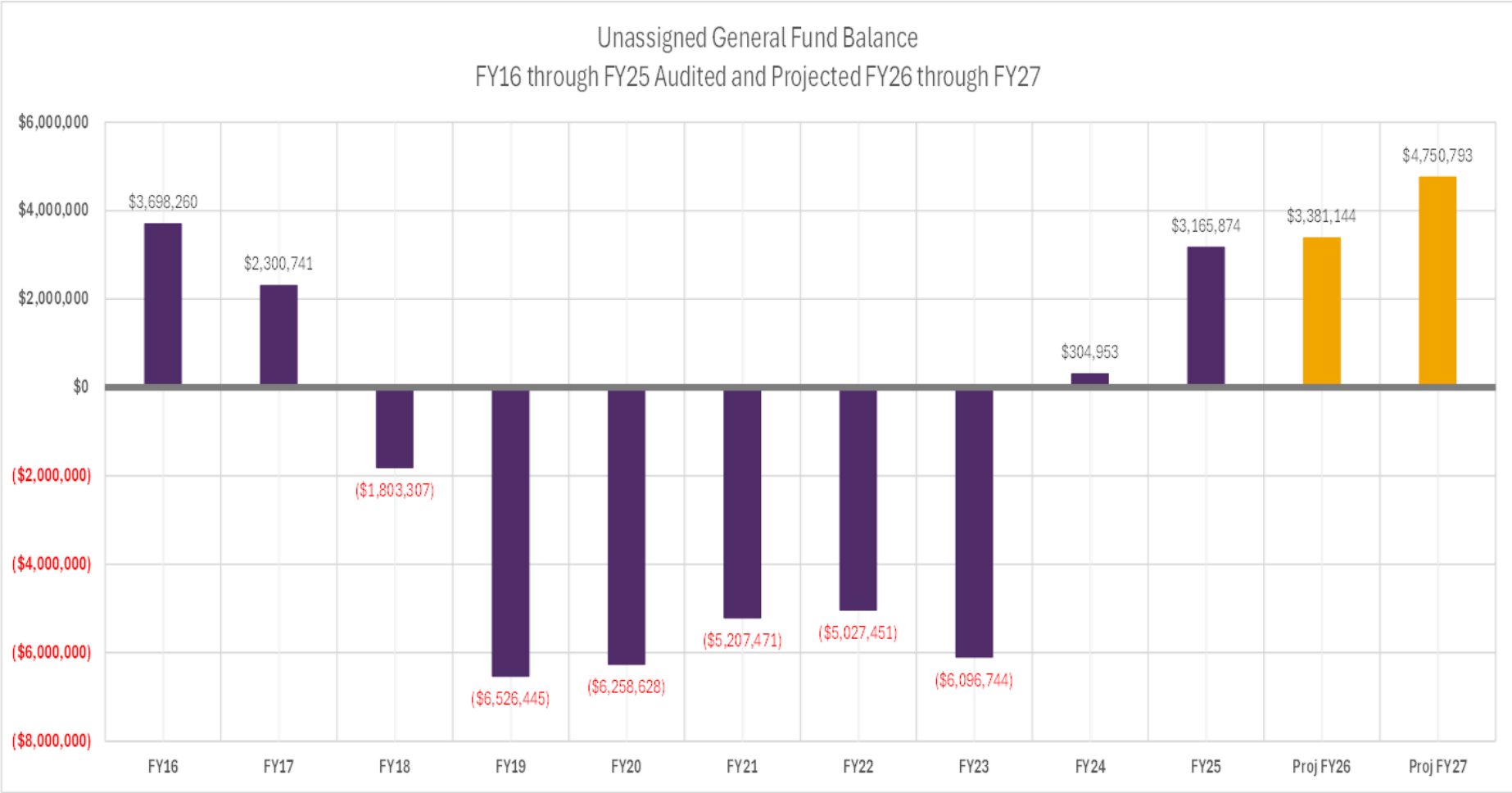
Funds set aside by the school board for a specific purpose. These can only be changed or removed by board action. Example: money committed for future retiree benefits.

Assigned

Funds set aside for a planned purpose. This can be done by the board or someone the board authorizes, like the Superintendent or Director of Finance & Operations. It shows intent to use the money for something specific, but it's more flexible than a committed fund.

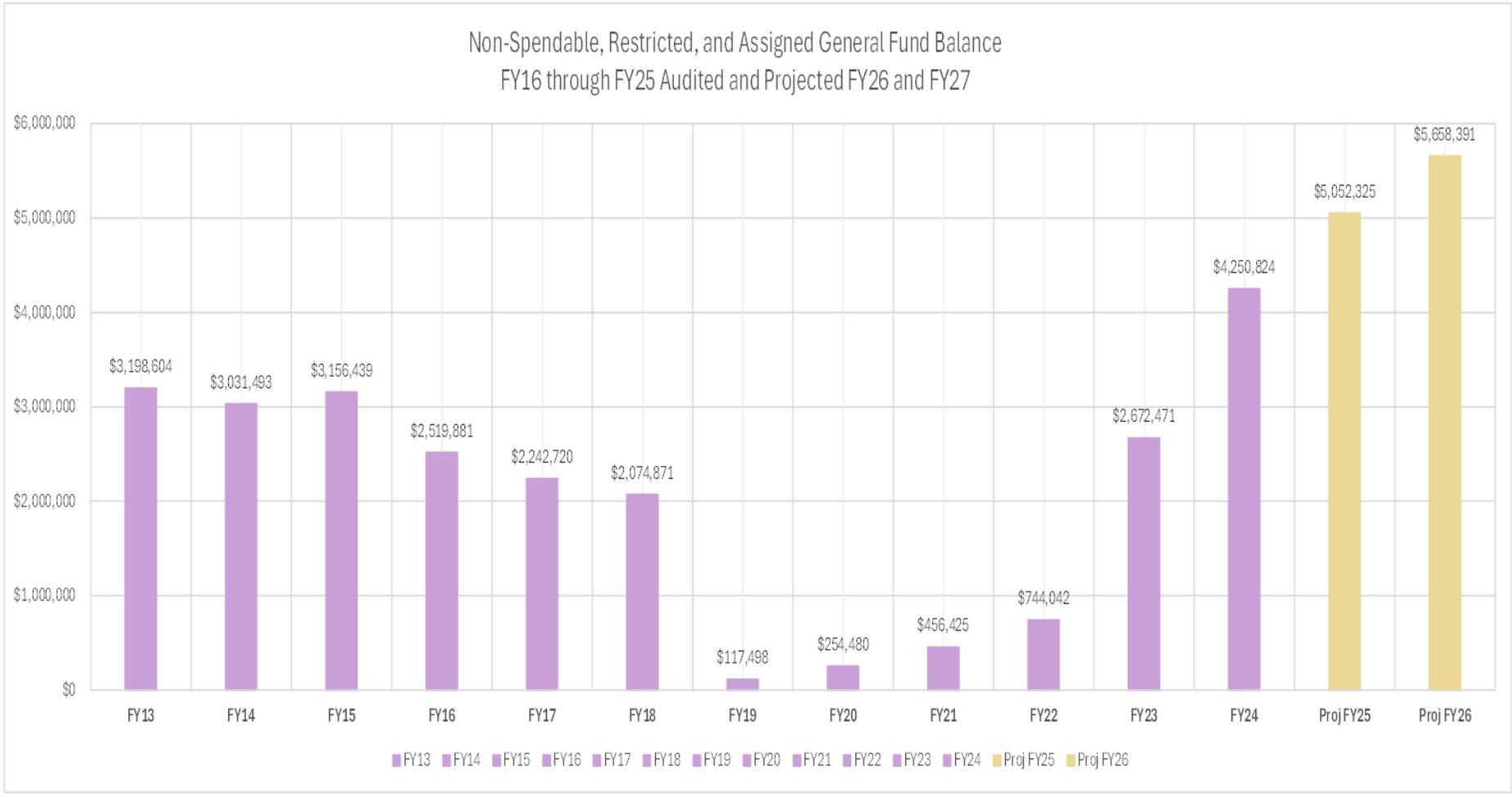
Unassigned

Used in Fund 01 to record Unassigned Fund Balance available to meet current and future years' expenditures. These are resources in Fund 01 that are not restricted and have not been committed or assigned. The fund balance may be positive or negative.



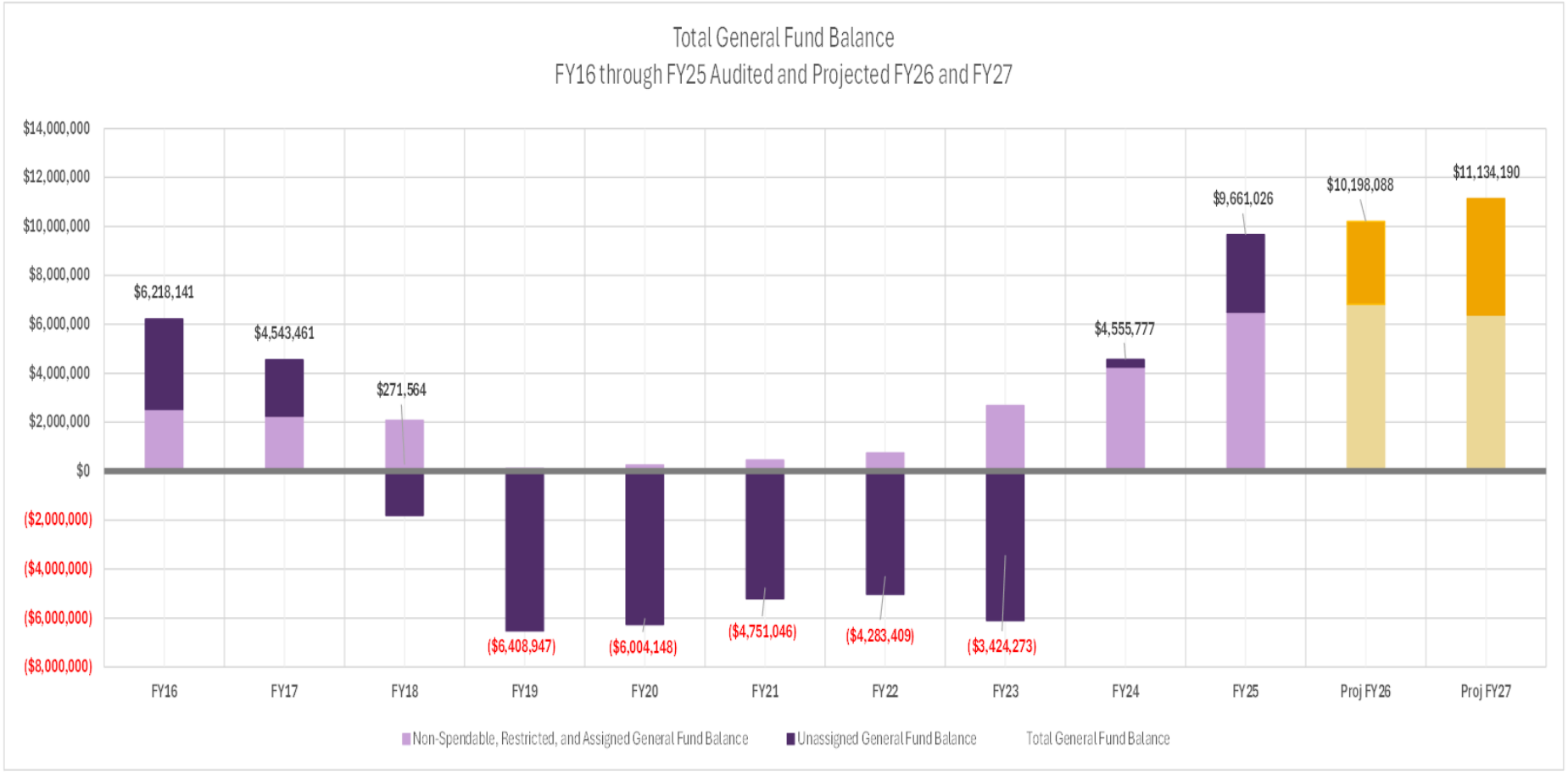
Fund Balance Category	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Proj FY26	Proj FY27
Unassigned General Fund Balance	$3,698,260	$2,300,741	($1,803,307)	($6,526,445)	($6,258,628)	($5,207,471)	($5,027,451)	($6,096,744)	$304,953	$3,165,874	$3,381,144	$4,750,793
% Unassigned Fund Balance	9.50%	5.52%	-4.08%	-13.03%	-13.40%	-10.84%	-9.70%	-11.67%	0.63%	6.11%	6.00%	8.02%

*Note: % Unassigned Fund Balance is calculated by dividing the Unassigned General Fund Balance by total General Fund Expenditures



Fund Balance Category	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Proj FY26	Proj FY27
Non-Spendable, Restricted, and Assigned General Fund Balance	$2,519,881	$2,242,720	$2,074,871	$117,498	$254,480	$456,425	$744,042	$2,672,471	$4,250,824	$6,495,152	$6,816,944	$6,383,397
% Non-Spendable, Restricted, & Assigned Fund Balance	6.47%	5.38%	4.70%	0.23%	0.55%	0.95%	1.44%	5.11%	8.75%	12.54%	12.10%	10.77%

*Note: % Nonspendable, Restricted and Assigned Fund Balance is calculated by dividing the Nonspenndabale, Restricted and Assigned General Fund Balance by total General Fund Expenditures



Fund Balance Category	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Proj FY26	Proj FY27
Non-Spendable, Restricted, and Assigned General Fund Balance	$2,519,881	$2,242,720	$2,074,871	$117,498	$254,480	$456,425	$744,042	$2,672,471	$4,250,824	$6,495,152	$6,816,944	$6,383,397
Unassigned General Fund Balance	$3,698,260	$2,300,741	($1,803,307)	($6,526,445)	($6,258,628)	($5,207,471)	($5,027,451)	($6,096,744)	$304,953	$3,165,874	$3,381,144	$4,750,793
Total General Fund Balance	**$6,218,141**	**$4,543,461**	**$271,564**	**($6,408,947)**	**($6,004,148)**	**($4,751,046)**	**($4,283,409)**	**($3,424,273)**	**$4,555,777**	**$9,661,026**	**$10,198,088**	**$11,134,190**
% Unassigned Fund Balance	15.97%	10.90%	0.62%	-12.80%	-12.85%	-9.89%	-8.26%	-6.56%	9.38%	18.65%	18.10%	18.79%

*Note: % Unassigned Fund Balance is calculated by dividing the Unassigned General Fund Balance by total General Fund Expenditures

6.D.	Participation Notification: Member Bergstrom Participation in "Author in Residence" Program at Southview Elementary	
7.	**ACTION ITEMS**	
7.A.	Adoption of the 2026-27 Budget	**Presenter:** Pam Carman, Director of Finance and Operations

2026-27

ORIGINAL ADOPTED BUDGET

Board Approved June 22, 2026

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Message from the Superintendent and Director of Finance & Operations

Waconia Public Schools is committed to fostering an educational environment that supports our mission to allow students and staff to explore their passions and create their success. Guided by our strategic priorities and grounded in-core values, the FY2026–2027 budget is more than numbers: it reflects our long-term plan for stability and the continued trust of our students, families, and community.

We are proud to share that Waconia Public Schools, having emerged from Statutory Operating Debt (SOD) in 2025 for the first time since 2017, now has a fund balance that meets the minimum currently established in Board policy. This is a significant achievement, and it reflects the resilience and collective dedication of our staff, school board, and community and marks a continued milestone in our financial recovery. While we celebrate this progress, we remain focused on reaching and sustaining a fund balance of 8% to 10%, a target aligned with the District's strategic plan. Although our current Board policy requires a minimum of 5%, this higher goal supports long-term financial stability and may warrant a future policy update to ensure alignment.

The 2026–2027 budget continues to prioritize students and learning. Thanks to the generous support of the ISD 110 voters, our future funding further strengthens our ability to invest in our highest priorities. As established in the referendum, we look to maintain what matters most, including a focus on retaining high-quality staff, continuing to offer competitive class sizes, and keeping the programs and opportunities that allow our students to explore their passions and create their successes. Our team will focus on aligning limited resources with strategic goals, ensuring we remain student-centered and future-focused.

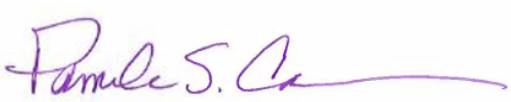
This year's budget book reflects the continued transparency and accountability that our community expects. It outlines how public dollars are used to support the priorities mentioned above. In developing this budget, we looked beyond a single fiscal year to model multiple years of projected revenue and expenditure patterns. We are preparing today for the challenges of tomorrow.

Our progress was not achieved by chance. It is the result of difficult decisions, hard work, and a shared belief in the potential of our students and schools. Thank you to every member of the ISD 110 team who has contributed to this effort. Your dedication, resilience, and commitment to excellence continue to move our district forward.

Together, we will continue to build a strong foundation for the future of Waconia Public Schools.

With gratitude,

Dr. Brian Gersich
Superintendent of Schools



Pam Carman
Director of Finance & Operations

INDEPENDENT SCHOOL DISTRICT NO. 110

BOARD OF EDUCATION

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Jesse Bergstrom, Vice Chair/Clerk
Kimberly Kelzer-Breeden, Treasurer
Heather Arnita, Director
Melanie Hagen, Director
Ryan Rosin, Director
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Pam Carman, Director of Finance & Operations
Jeni Super, Director of Human Resources
Erika Nesvig, Director of Educational Services
Paul Tordoff, Director of Special Education
Steven Jensen, Director of Community Education
Matt Thomas, Director of Communications
Timothy Koschinska, Director of Technology
Tim Bisek, Director of Buildings & Grounds
Barb Schank, Director of Nutritional Services

INTRODUCTION

The FY 2026–2027 Adopted Budget for Waconia Public Schools marks the next chapter in our journey toward long-term financial stability and student-centered investment. Following the district's successful exit from SOD and the re-establishment of a positive unassigned fund balance, this budget reflects our continued focus on strategic planning and responsible stewardship of public resources.

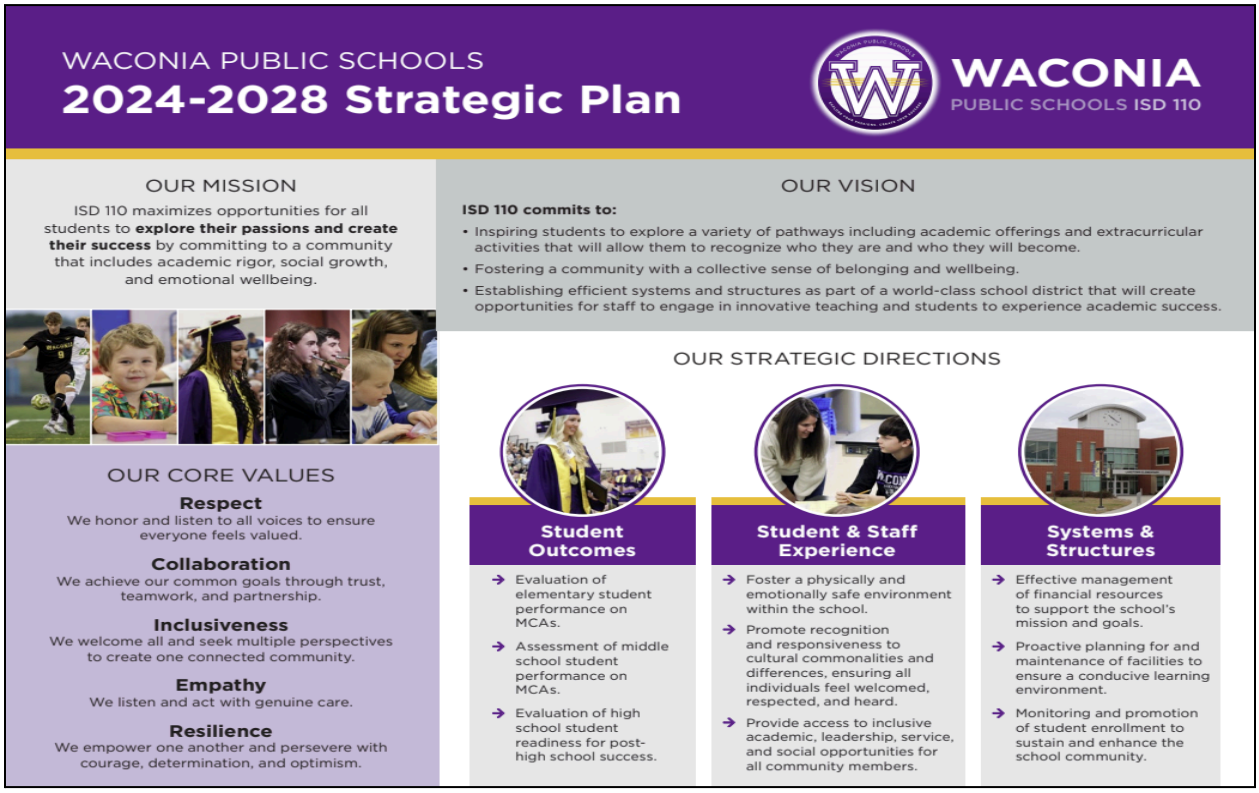
Strategic Vision and Priorities

This budget is aligned with the 2024–2028 Strategic Plan and supports our mission to provide a safe, inclusive, and academically rigorous environment where all students can explore their passions and achieve success. The plan emphasizes three key areas:

- Improving student outcomes
- Enhancing the student and staff experience
- Strengthening district systems and structures

Our core values—respect, collaboration, inclusiveness, empathy, and resilience—remain at the heart of our decision-making and continue to guide our approach to budgeting.

Waconia Public Schools took a deliberate and disciplined approach in developing this year's budget. By aligning fiscal resources with strategic priorities, we are ensuring that every financial decision supports long-term goals, advances student achievement, and promotes operational effectiveness. This commitment helps us respond to current needs while building the foundation for a strong and sustainable future.



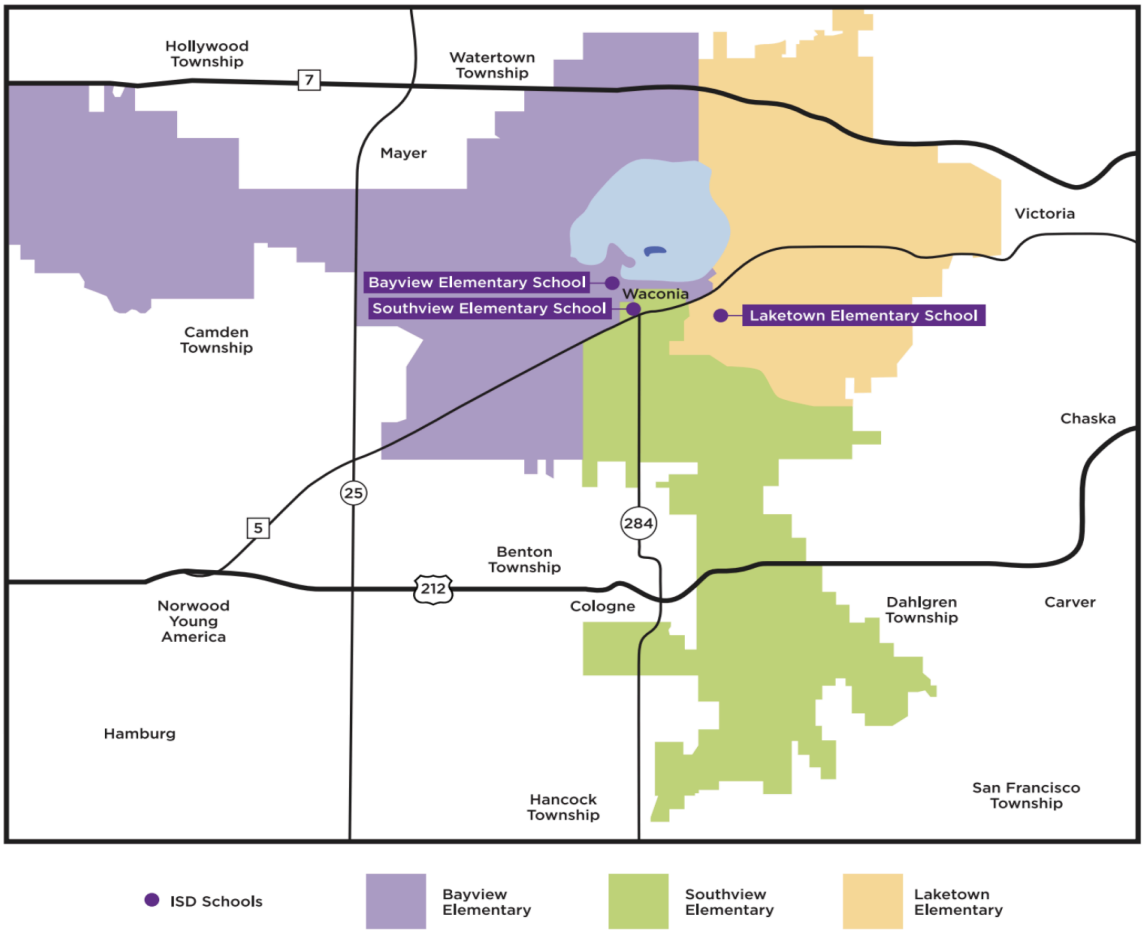
DISTRICT OVERVIEW

Waconia Public Schools (Independent School District 110) is a dynamic and student-centered district serving approximately 3,900 learners from early childhood through grade 12. While overall enrollment has remained relatively stable in recent years, we remain committed to providing a high-quality educational experience to every student we serve.

The district includes:

- Three elementary schools (Bayview, Laketown, and Southview)
- One middle school (Waconia Middle School)
- One high school (Waconia High School)
- An Area Learning Center
- Post high school Transitions program
- An Early Childhood Center
- A Community Education program that serves learners of all ages

We proudly serve the communities of Waconia, Victoria, St. Bonifacius, New Germany, and parts of Laketown Township, covering approximately 99 square miles in the western Twin Cities metro area.



GOVERNMENT FUND STRUCTURE

To understand this budget, it is important to recognize the legal framework that governs how public school districts must manage and report financial resources. Like all public school systems in Minnesota, Waconia Public Schools uses fund accounting, as required by state law and GAAP. Fund accounting ensures that revenues and expenditures are tracked separately by purpose, with limited ability to transfer money between funds.

Waconia Public Schools organizes its financial operations into the following operating and non-operating governmental funds:

General Fund (Fund 01)

Accounts for the general operations of the District. This includes salaries and benefits for teachers, principals, custodians, paraprofessionals, administrative staff, and others. It also covers instructional supplies, textbooks, purchased services, utilities, repairs, equipment, and technology needs. Long-Term Facilities Maintenance (LTFM) projects costing less than $2 million per site are also recorded here. Expenditures not classified in other funds are included in the General Fund by default.

Food Service Fund (Fund 02)

Used to track revenues and expenses related to child nutrition programs. This includes the cost of food, salaries, benefits, supplies, and equipment. Funding comes primarily from federal and state reimbursements, as well as a la carte meal sales to students and adults.

Community Services Fund (Fund 04)

Used to account for revenues and expenditures related to programs such as Early Childhood Family Education (ECFE), KidSpace (school-age care), youth enrichment classes, recreational activities, and other community education programs. Community Service revenues primarily come from fees charged for program participation and property tax revenue dedicated to the Community Service Fund.

Building Construction Fund (Fund 06)

Used to account for major facility projects. Proceeds from the sale of bonds authorized in an election, lease levy property tax authority, or for bonded LTFM projects are placed in this fund. This fund is also used for LTFM projects exceeding $2,000,000 per site.

Debt Service Fund (Fund 07)

Used to accumulate and account for resources that fund principal and interest payments on bonds sold to finance construction. These are similar to homeowners' payments on a mortgage.

Why does fund structure matter? Each fund is legally restricted in its use, and transfers between funds are generally prohibited. For example, raising à la carte prices or KidSpace tuition does not solve a shortfall in the General Fund. Similarly, the resources of the Debt Service Fund cannot be used to pay teachers' salaries. Understanding these limitations helps clarify how school finances work – and underscores the importance of responsible, fund-specific planning and spending.

EXPENDITURES BY PROGRAM

ADMINISTRATION
Includes all costs for general administration, instructional administration, and school site administration. This area also covers the school board, superintendent, principals, and directors.

DISTRICT SUPPORT SERVICES
Consists of activities related to general administrative support not listed in the administration category. This area covers federal programs, human resources, business and finance, government relations, school elections, and miscellaneous distinct administrations not otherwise classified.

ELEMENTARY AND SECONDARY REGULAR INSTRUCTION
Elementary and secondary regular instruction consists of all activities dealing directly with the instruction of students, the interaction between instructional staff and students in the classroom, and co-curricular activities at the kindergarten, elementary, and secondary levels.

VOCATIONAL INSTRUCTION
Courses and activities that develop knowledge, skills, attitudes, and behavioral characteristics for students seeking career exploration and employability.

SPECIAL EDUCATION INSTRUCTION
Activities provided learning experiences for students of any age who, because of certain characteristics or conditions, need or would benefit from educational programs differentiated from those provided to students in regular or vocational instruction.

INSTRUCTIONAL SUPPORT SERVICES
Activities for assisting instructional staff with curriculum development, curriculum implementation, and the process of providing learning experiences for pupils in kindergarten through twelfth grade.

PUPIL SUPPORT SERVICES
Includes services provided to students that do not qualify to be classified as instructional services, such as counseling and guidance, health, psychological, social work, transportation, etc.

SITES AND BUILDINGS
Activities related to the acquisition, operation, maintenance, repair, and remodeling of all physical plant, facilities, and grounds of the District.

FISCAL AND OTHER FIXED COSTS
Fiscal and fixed cost activities that are recorded elsewhere.

EXPENDITURES BY OBJECT

The school district budget consists of the following types of expenditures:

SALARIES
Salaries related to personnel positions, extra-curricular assignments, overtime, substitute staff costs, and severance payments.

BENEFITS
Medical, dental, life, long-term disability, workers' compensation, state pension contributions, deferred compensation contributions, and post-retirement benefits for eligible persons.

PURCHASED SERVICES
Includes consultants, postage, insurance, repair and maintenance services, utilities, student transportation, contracts, travel/conferences, payments to other districts, and tuition.

SUPPLIES AND MATERIALS
Textbooks, instructional supplies, office and custodial supplies, computer software, and related copier costs. Includes fuel for buildings.

CAPITAL
Building construction, equipment, facility repair and maintenance, vehicles, technology equipment, and other items with a useful life of more than one year.

DEBT SERVICE
Principal and interest payments for bonded debt.

OTHER EXPENDITURES
All other expenditure not classified in other categories.

GOVERNANCE AND FINANCIAL OVERSIGHT

The Waconia Public Schools Board of Education plays a vital role in the stewardship of district resources. As the governing body of Independent School District 110, the School Board is legally responsible for both the financial health of the district and the academic success of its students. The Board has the authority to approve budgets, set fees, authorize staffing levels, and levy local property taxes, all within the parameters established by Minnesota statutes.

While the Board has local decision-making authority, its financial actions must operate within state-defined limits. Most district revenue is determined through state funding formulas, voter-approved referenda, or approval by the Minnesota Department of Education (MDE). In some cases, choosing not to levy the full amount allowed can result in a proportional reduction in related state aid.

The Board does not control property market values or have the authority to levy taxes beyond statutory limits. Instead, it must ensure that expenditure budgets are balanced against projected revenues or supported by available fund balances. The Board may also increase fees for select services as authorized by law or seek additional funding through competitive grants. Issuing debt generally requires voter approval, except under specific statutory exceptions.

The MDE provides oversight to ensure that school districts comply with applicable laws and reporting requirements. However, the School Board remains ultimately accountable for the district's financial integrity and for ensuring that fiscal resources are aligned with student-focused priorities.

To carry out these responsibilities, the Board operates within a structured policy framework. Locally adopted School Board policies support compliance with state law, guide financial decision-making, and promote public accountability. These policies cover areas such as:

- Budget development and monitoring
- Fund balance management
- Procurement and purchasing
- Independent auditing
- Debt issuance and management
- Financial ethics and internal controls

This alignment between governance and policy ensures transparency, reinforces internal controls, and strengthens the district's commitment to sound financial management.

A list of relevant School Board policies is included in **Appendix A**. All policies are also publicly available on the Waconia Public Schools website.

ECONOMIC CONDITION AND OUTLOOK

State Funding Landscape

Waconia Public Schools continues to rely primarily on state funding, with limited local authority to raise additional revenue outside of voter-approved referenda. Because most education funding in Minnesota is determined by formulas set in law, legislative decisions have a significant impact on the district's financial condition.

Legislative Update

The 2026 Legislative Session produced limited changes to K–12 education funding and policy. The following items represent the most notable provisions that may impact Waconia Public Schools during the 2026–27 fiscal year and future budget planning efforts.

Key statewide funding provisions that have a new or continued impact on ISD 110:

- No change to formula inflationary factors. For FY2027, the formula allowance inflationary adjustment is 2.69%.
- Extension of Compensatory Revenue hold-harmless provisions into FY2027, along with the change requiring 40% of compensatory revenue to be spent at the sites generating the revenue, compared to the previous 80% requirement. Compensatory revenue continues to be a source of debate as changes to these calculations have created winners and losers. ISD 110 increased compensatory revenue by these changes by a modest amount, but lobbying efforts suggest continued changes could be in store for the long term.
- Special education transportation reimbursement reduction from 100% in 2024–25, to 95% in 2025–26, and to 90% in 2026–27.
- Portions of school library aid and nonpublic pupil aid are being reduced as part of broader state budget balancing efforts.
- Continued READ Act implementation, structured literacy training requirements, and related oversight/fraud prevention efforts as ongoing state policy priorities.
- Still a factor from the previous legislative session is that the Blue Ribbon Commission on Special Education is established to identify $250 million in savings in FY28–29; absent this, equivalent reductions in cross-subsidy aid will occur.
- Permanent School Fund Amendment: A constitutional amendment will appear on the November 2026 ballot. If passed, it would change the management of the state's Permanent School Fund from a "principal inviolate" model to a "purchasing power" model. This is designed to allow the fund to be invested for inflation-adjusted growth, potentially increasing long-term payouts to school districts.
- Legislative change allows for utility expenses to be paid from operating capital.

Key statewide education policy changes include:

- Schools are now required to maintain an anonymous threat reporting system. Schools can develop or use their own, but otherwise must use the state model. Small grants are available to support start-up costs.
- **Health Insurance Reform Study:** The state is considering a statewide insurance pool for employees. The legislature funded a comprehensive data collection project to study school district insurance costs, calling it a necessary "first step" toward possible creation of a single, statewide health insurance pool for educators in 2027.

Local Referenda and Voter Support

Given the limitations of state funding, Waconia Public Schools has a history of seeking local support through voter-approved operating referenda:

- **November 2018:** Voters approved an additional $525 per pupil, adjusted annually for inflation.
- **November 2020:** Voters approved an additional $410 per pupil, also adjusted for inflation.
- **November 2025:** Voters approved an additional $731 per pupil, also adjusted for inflation.

Looking ahead, the district is evaluating the need for future bonding projects to address facility and infrastructure needs. Ongoing community engagement and transparent communication will be essential to earning public trust and support.

ENROLLMENT TRENDS AND PROJECTIONS

Student enrollment directly drives funding in Minnesota public schools, making it a central factor in both financial planning and educational service delivery. Waconia Public Schools continues to closely monitor demographic shifts, enrollment patterns, and external influences that impact our student population.

Understanding ADM

Average Daily Membership (ADM) is the metric used by MDE to calculate most revenue streams for school districts. Unlike a simple headcount, ADM reflects the average number of students enrolled each day over the course of the school year. It accounts for part-time students, mid-year enrollment changes, and student mobility—providing a more accurate picture of district enrollment over time.

ADM is central to the state's funding formulas and is used to determine allocations for general education revenue and other key funding categories. As such, even small shifts in ADM can have significant impacts on the district's financial outlook. Because enrollment directly impacts revenue, ADM is one of the most important assumptions incorporated into the District's annual budget and long-range financial planning process.

By monitoring ADM trends closely, Waconia Public Schools can respond proactively to enrollment changes and make informed decisions about staffing, programming, and long-term budget planning.

Factors Influencing Future Enrollment

Enrollment projections are developed using a combination of historical enrollment trends, demographic information, resident capture rates, open enrollment activity, Kindergarten enrollment patterns, and the number of resident students attending other educational options such as charter, private, parochial, and homeschool programs.

The District also monitors housing development activity, economic conditions, and migration patterns that may influence future enrollment. While residential development continues within portions of the District, enrollment projections remain intentionally conservative due to uncertainty surrounding construction timelines, housing occupancy rates, family demographics, and student generation rates.

The following sections highlight several of the key data points reviewed as part of the District's enrollment projection process.

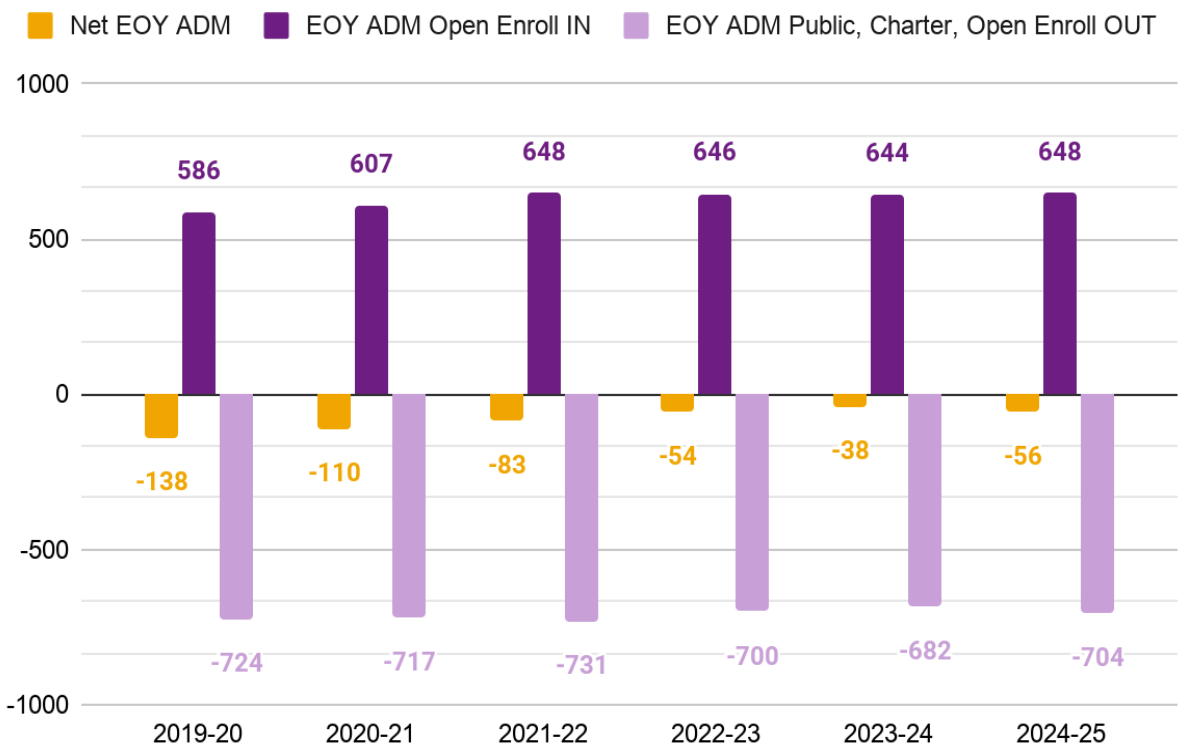
Open Enrollment Patterns

Waconia Public Schools has a unique open enrollment profile. While many districts across Minnesota experience significant net open enrollment losses, Waconia's net open enrollment impact remains relatively small even when both public school district and charter school outflows are considered.

From FY2020 to FY2024, the net ADM loss improved steadily from –138 to –38, despite a consistent level of incoming open enrollment students of approximately 640 to 648 ADM annually. These incoming students help offset resident student outflows and contribute to overall enrollment stability.

This positive trend may reflect a combination of increased student retention and community engagement efforts, though the District continues to monitor enrollment outflows to other public school districts and charter schools. Because open enrollment students generate state aid similar to resident students, maintaining a strong open enrollment profile remains an important component of enrollment and financial planning.

EOY ADM Net Open Enrollment Including Charter



Resident Capture Rate (EC–12)

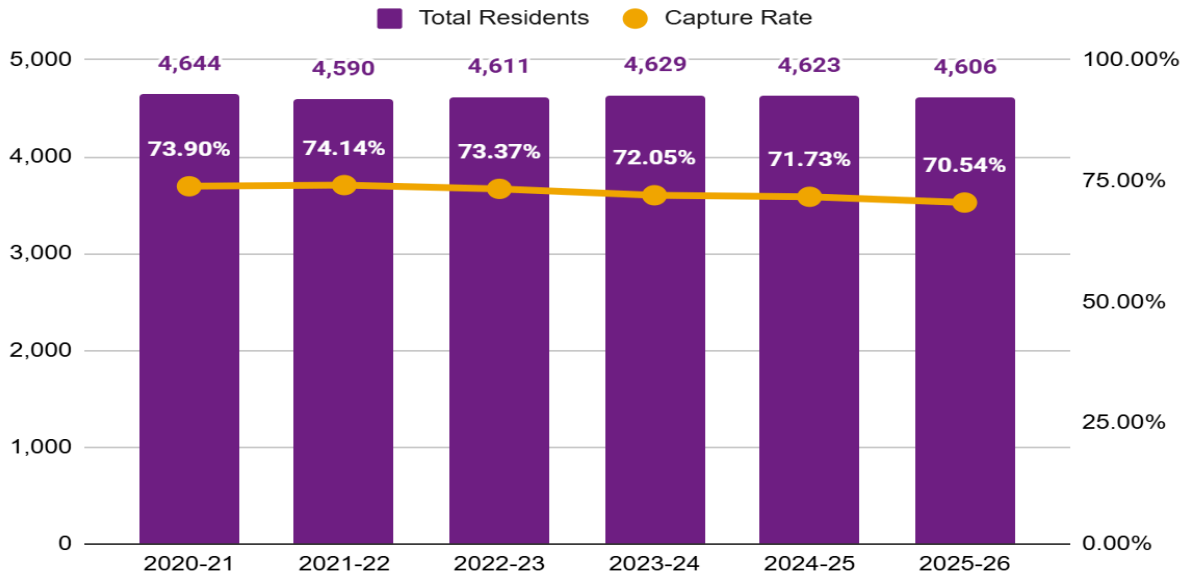
Resident capture rate represents the percentage of school-age children residing within the District who attend Waconia Public Schools. This metric provides insight into the District's ability to attract and retain resident students in an environment where families have a variety of educational choices.

From 2020–21 to 2025–26, the District's overall resident capture rate declined from 73.90% to 70.54%. During the same period, the number of resident students attending other public school districts and charter schools increased modestly, while participation in private, parochial, and homeschool programs remained a significant factor influencing enrollment patterns.

When private, parochial, and homeschool students are excluded, the District's capture rate remains relatively strong, declining from 83.48% in 2020–21 to 81.98% in 2025–26. This indicates that Waconia Public Schools continue to serve the vast majority of resident students who choose a public school option.

Maintaining and improving resident capture rates remains important, as each percentage point represents a meaningful shift in student enrollment, educational programming, and district revenue.

Historical Resident Capture Rate (EC-12)
2020-21 to 2025-26 - Based on October 1 Fall Seat Count



Kindergarten Capture Rate

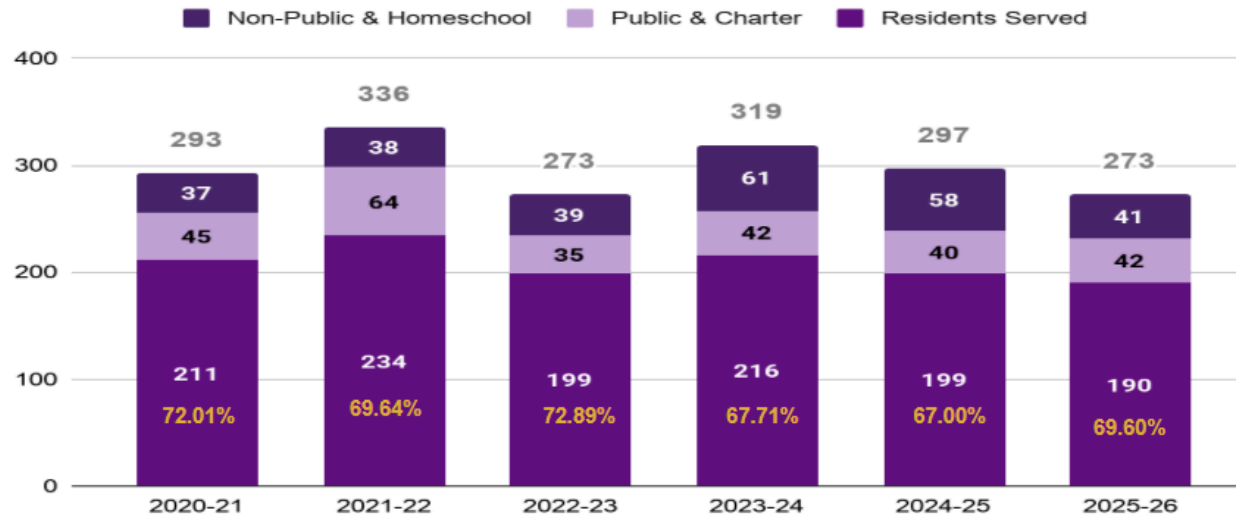
Kindergarten enrollment trends often serve as an early indicator of longer-term enrollment patterns and provide insight into the educational choices families make when entering the K–12 system.

While Kindergarten capture rates have fluctuated in recent years, the District's capture rate was 69.60% in 2025–26 compared to 72.01% in 2020–21. During this same period, private, parochial, charter, and homeschool options continued to represent a significant share of educational choices for resident families.

When private, parochial, and homeschool students are excluded, the District's Kindergarten capture rate has remained relatively stable, ranging from approximately 78% to 85% over the past six years and measuring 81.90% in 2025–26.

Because Kindergarten enrollment often influences future enrollment patterns throughout the District, Waconia Public Schools continues to focus on early learner engagement, family outreach, and providing high-quality educational opportunities that encourage long-term student enrollment and retention.

Historical Resident Kindergarten Population & Capture Rate
2021-22 to 2025-26 - Based on October 1 Fall Seat Count



Other Public, Private, Parochial, and Homeschool Impact

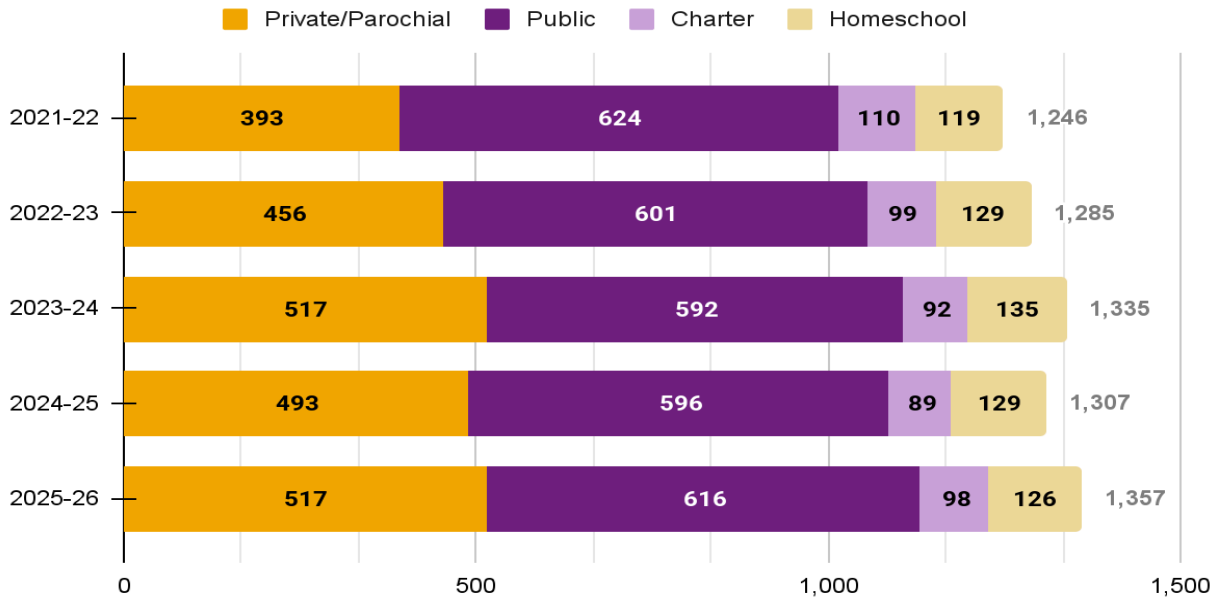
Resident students attending other public school districts, charter schools, private and parochial schools, and homeschool programs represent a significant portion of the District's school-age population.

From 2020–21 to 2025–26, enrollment in private and parochial schools increased from 387 to 517 students, while homeschool participation remained relatively stable at approximately 120–130 students annually. The District has also experienced a consistent number of resident students choosing to attend other public school districts and charter schools through Minnesota's school choice options.

In total, more than 1,350 resident students now attend educational programs outside of Waconia Public Schools. Understanding these enrollment patterns is important because they directly influence resident capture rates, enrollment projections, staffing needs, facility utilization, and long-range financial planning.

The District continues to evaluate these trends and identify opportunities to strengthen family engagement, enhance programming, and ensure Waconia Public Schools remains a strong educational choice for resident families.

Historical Resident Elsewhere Enrollment Data
2020-21 through 2025-26 (October 1)

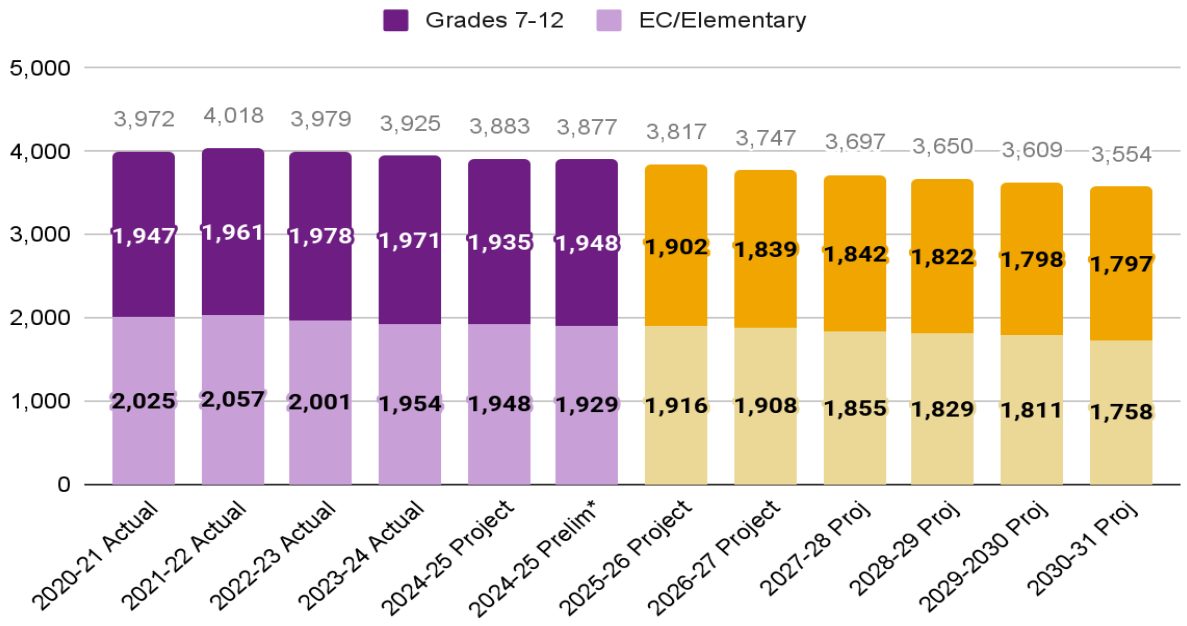


Enrollment History & Projections

The enrollment projections presented below reflect the District's best estimate based on the trends and factors discussed in the preceding sections. While future enrollment levels will continue to be influenced by educational choice options, demographic shifts, housing development activity, and broader economic conditions, the current projections anticipate relatively stable enrollment with a gradual decline over the planning period.

Waconia Public Schools will continue to monitor enrollment data and update projections as new information becomes available. Accurate enrollment forecasting remains critical to supporting responsible staffing decisions, facility planning, transportation operations, and long-range financial sustainability.

EOY ADM Enrollment - Actual 2021-21 to 2024-25 / Projections 2025-26 to 2030-31



- Actual EC-Grade 6
- Actual Grades 7-12
- Projected EC-Grade 6
- Projected Grades 7-12

Key Enrollment Takeaways:

- Enrollment remains relatively stable but is projected to gradually decline.
- Resident capture rates remain strong.
- Kindergarten enrollment trends warrant continued monitoring.
- Future housing growth remains a potential opportunity.

Key Budget Highlights

The FY 2026–2027 budget reflects the district's continued focus on student achievement, financial responsibility, and long-term sustainability. Key highlights include:

Positive Fund Balance
While Waconia Public Schools entered FY 2026 with the first positive unassigned general fund balance since exiting SOD, the district is actively working toward the Board's aspirational target of 8–10% to strengthen financial stability.

Stable Enrollment Outlook
Enrollment has remained relatively stable in recent years. While projections indicate a gradual enrollment decline over the next several years, the District continues to monitor housing development, resident capture rates, open enrollment trends, and demographic changes to support informed planning and decision-making.

Student-Centered Investment
The budget prioritizes core instruction, mental health supports, academic interventions, and a wide range of extracurricular opportunities—demonstrating our commitment to providing equitable, high-quality learning experiences for all students.

Operational Efficiency
Strategic staffing and program realignments have been implemented to preserve essential services and classroom instruction while improving cost-efficiency across departments.

The FY 2026–2027 budget serves as both a roadmap and a reflection of our values. It balances our responsibility to maintain fiscal discipline with our belief in providing every student with the opportunity to succeed. We remain grateful to the Waconia School Board, our staff, and our community for their partnership and continued support.

FINANCIAL OVERVIEW – ALL FUNDS

Waconia Public Schools is committed to responsible financial management and transparency in the use of public funds. The District maintains a comprehensive system of internal controls designed to safeguard assets, prevent misuse, and ensure the accuracy of financial records in accordance with GAAP.

These internal controls provide reasonable—though not absolute—assurance that financial transactions are properly recorded and reported. The District continuously evaluates the effectiveness and efficiency of its controls to ensure that oversight processes remain both scalable and cost-effective.

The annual budget is developed and maintained in compliance with:

- GAAP
- The Uniform Financial Accounting and Reporting Standards (UFARS) required by the MDE
- District Policy 701: Budget Process

The FY 2026–2027 budget includes all governmental, proprietary and revocable trust funds operated by the District. Each fund is treated as a separate accounting entity, in accordance with statutory requirements and regulations governing the use of specific revenue sources.

An annual budget is adopted by the School Board for each fund, and budgetary control is managed by the Business Office. Monthly financial reports are reviewed by both District administration and the School Board to monitor progress, support strategic decisions, and ensure alignment with approved financial plans.

BUDGET OVERVIEW

The annual budget presented includes an analysis of the actual financial results of the District at June 30, 2025, and the anticipated positions at June 30, 2026 and June 30, 2027.

	Operating and Non-Operating Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
General Fund - Fund 01	$ 56,900,516	$ 56,890,482	$ 60,205,991
Food Service - Fund 02	$ 3,304,656	$ 3,125,976	$ 3,068,976
Community Service - Fund 04	$ 4,247,810	$ 4,240,702	$ 4,472,973
Debt Service - Fund 07	$ 9,649,275	$ 9,737,900	$ 9,938,723
Total Revenue Excluding Construction	**$ 74,102,257**	**$ 73,995,060**	**$ 77,686,663**
Building Construction - Fund 06	$ 255,958	$ 246,000	$ 55,000
Total Revenues - Operating and Non-Operating Funds	**$ 74,358,215**	**$ 74,241,060**	**$ 77,741,663**
Expenditures:			
General Fund - Fund 01	$ 51,795,270	$ 56,353,420	$ 59,269,889
Food Service - Fund 02	$ 3,138,795	$ 3,708,610	$ 3,564,549
Community Service - Fund 04	$ 4,136,903	$ 4,238,543	$ 4,382,625
Debt Service - Fund 07	$ 21,790,483	$ 9,737,900	$ 9,938,723
Total Expenditures Excluding Construction	**$ 80,861,451**	**$ 74,038,473**	**$ 77,155,786**
Building Construction - Fund 06	$ 5,459,450	$ 9,491,671	$ -
Total Expenditures - Operating and Non-Operating Funds	**$ 86,320,901**	**$ 83,530,144**	**$ 77,155,786**

	Proprietary & Fiduciary Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Trust/Scholarship Fund - Fund 08	$ 12,950	$ 10,000	$ -
Proprietary Fund - Internal Service Fund - Fund 20	$ 418,183	$ 485,000	$ 485,000
Fiduciary Fund - Other Post-Employment Benefits (OPEB) - Fund 45	$ 439,769	$ 147,000	$ 147,000
Total Revenues - Proprietary and Fiduciary Funds	**$ 870,902**	**$ 642,000**	**$ 632,000**
Expenditures:			
Trust/Scholarship Fund - Fund 08	$ 10,250	$ 10,000	$ -
Proprietary Fund - Internal Service Fund - Fund 20	$ 442,895	$ 485,000	$ 485,000
Fiduciary Fund - Other Post-Employment Benefits (OPEB) - Fund 45	$ 361,101	$ 147,000	$ 147,000
Total Expenditures - Proprietary and Fiduciary Funds	**$ 814,246**	**$ 642,000**	**$ 632,000**

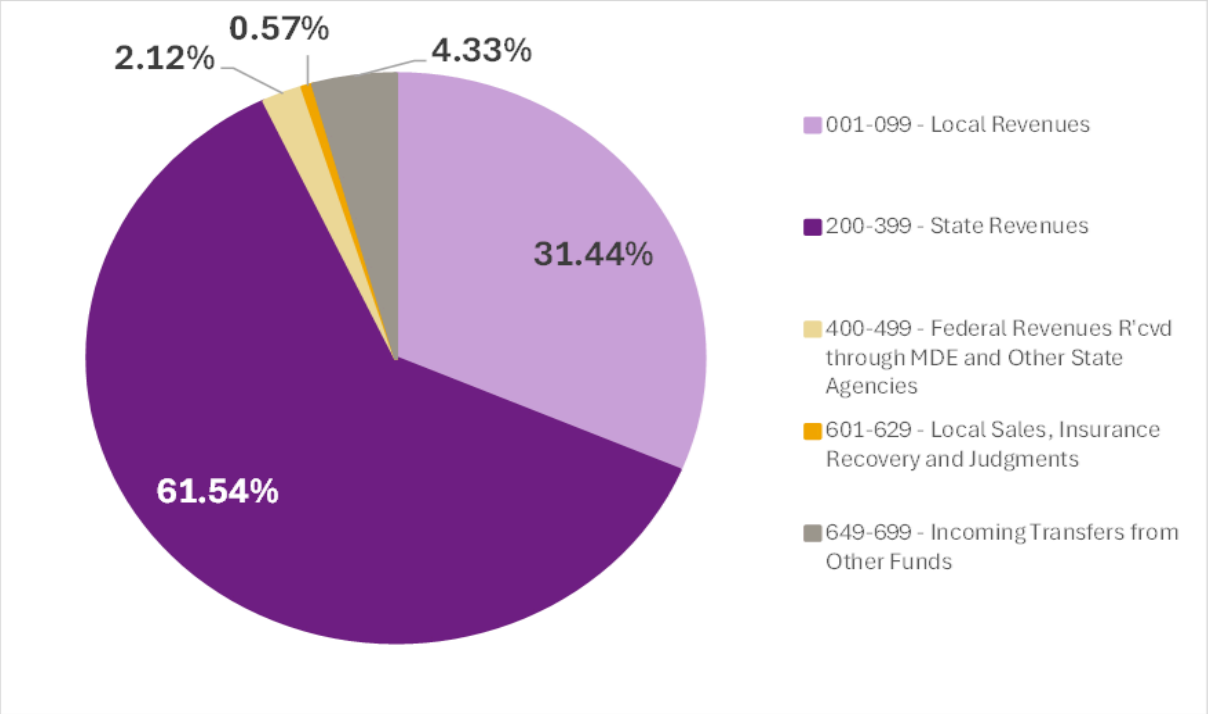
	ALL FUNDS - Operating, Non-Operating, Proprietary, and Fiduciary Funds Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Total Revenue - Operating and Non-Operating Funds	$ 74,358,215	$ 74,241,060	$ 77,741,663
Total Revenue - Proprietary and Fiduciary Funds	$ 870,902	$ 642,000	$ 632,000
Total Revenues - ALL FUNDS	**$ 75,229,117**	**$ 74,883,060**	**$ 78,373,663**
Total Expenditures - Operating and Non-Operating Funds	$ 86,320,901	$ 83,530,144	$ 77,155,786
Total Expenduitures - Proprietary and Fiduciary Funds	$ 814,246	$ 642,000	$ 632,000
Total Expenditures - ALL FUNDS	**$ 87,135,147**	**$ 84,172,144**	**$ 77,787,786**

Revenue Overview

Waconia Public Schools receives funding from the following sources:

- **State Revenues** – the largest funding stream, determined primarily by enrollment
- **Local Revenues** – including voter-approved referenda and board-authorized levies
- **Federal Revenues** – targeted programs such as Title and special education funding, and Food Service (Fund 02)
- **Local Sales, Insurance Recovery and Judgements** – such as facility rentals, interest earnings, student activity fees, and community education registration fees

2026-27 Revenue Budget
Operating and Non-Operating Funds – By Source



Revenue Source Category	Amount
001-099 - Local Revenues	$ 24,442,116
200-399 - State Revenues	$ 47,838,493
400-499 - Federal Revenues R'cvd through MDE and Other State Agencies	$ 1,651,077
500-599 - Federal Revenues R'cvd Directly from Federal Sources	$ -
601-629 - Local Sales, Insurance Recovery and Judgments	$ 443,700
631-640 - Sale of Bonds and Loans	$ -
649-699 - Incoming Transfers from Other Funds	$ 3,366,277
Total Revenue - Operating and Non-Operating Funds	**$ 77,741,663**

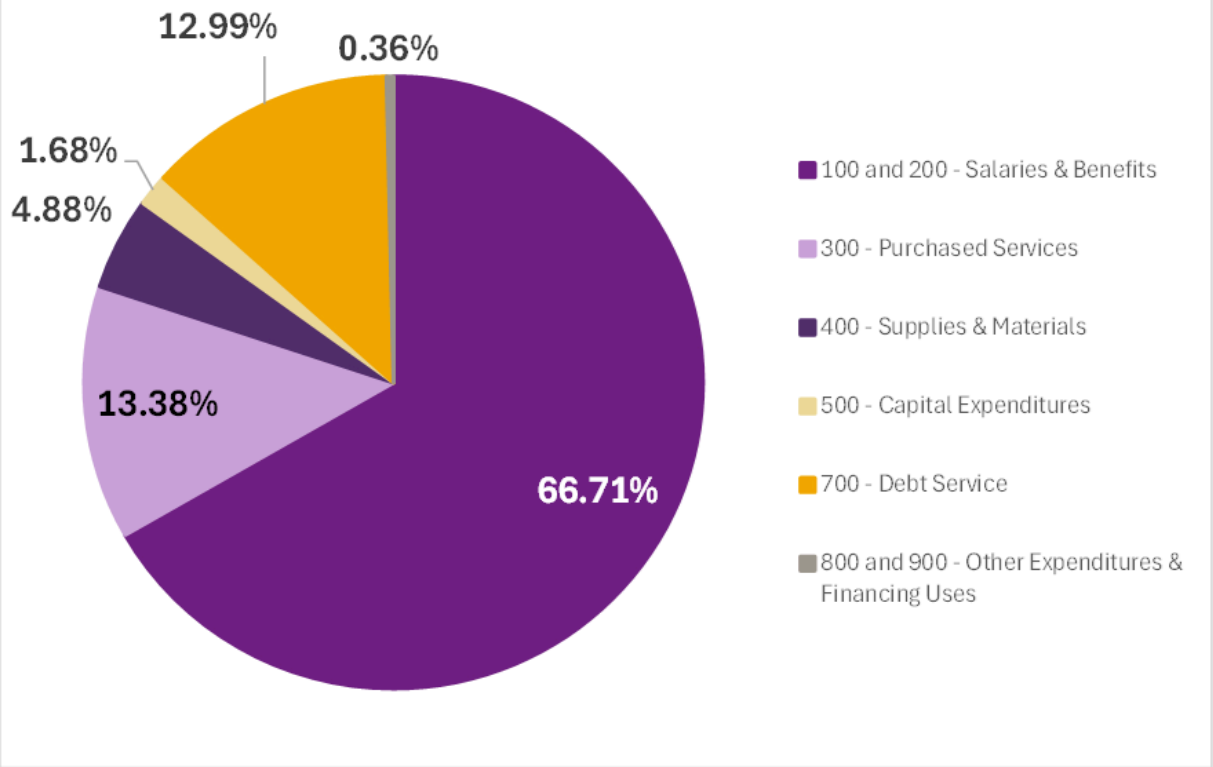
Please note that Fiduciary and Proprietary Funds are not included in the above chart.

Expenditure Overview

District expenditures support a range of instructional and operational needs. Expenses are categorized by object code, including:

- **Salaries and Benefits** – the largest portion of expenditures, reflecting our investment in staff
- **Purchased Services** – including transportation, utilities, and contracted services
- **Supplies and Materials** – such as classroom and custodial supplies
- **Capital Expenditures** – for equipment and facilities
- **Other Expenditures including Debt Service** - payments related to bonds and other long-term obligations

2026-27 Expenditure Budget
Operating and Non-Operating Funds – By Object



Expenditure Object Category	Amount
100 and 200 - Salaries & Benefits	$ 51,470,653
300 - Purchased Services	$ 10,323,607
400 - Supplies & Materials	$ 3,767,944
500 - Capital Expenditures	$ 1,296,163
700 - Debt Service	$ 10,020,010
800 and 900 - Other Expenditures & Financing Uses	$ 277,409
Total Expenditures - Operating and Non-Operating Funds	**$ 77,155,786**

Please note that Fiduciary and Proprietary Funds are not included in the above chart.

FUND 01 – GENERAL FUND SUMMARY

GENERAL FUND

The General Fund accounts for all financial activities not designated for other specific funds. It supports the core operations of Waconia Public Schools, including:

- K–12 educational programming
- District instructional and student support services
- Superintendent and administrative expenditures
- Operations and maintenance
- Pupil transportation
- Sports and Fine Arts Activities
- Capital expenditures (including long-term facility maintenance projects under $2 million)
- All other legal expenditures not required to be reported in another fund

	General Fund - Fund 01 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ 10,260,902	$ 10,089,990	$ 12,913,947
Investment Earnings	$ 429,245	$ 250,000	$ 300,000
Other Local Revenue	$ 1,609,460	$ 1,494,246	$ 1,381,760
State Aid	$ 43,706,015	$ 43,976,030	$ 44,715,244
Federal Aid	$ 894,894	$ 1,074,916	$ 895,040
Local Sales, Insurance Recovery & Judgements	$ -	$ 5,300	$ -
Total Revenues	**$ 56,900,516**	**$ 56,890,482**	**$ 60,205,991**
Expenditures:			
Salaries & Benefits	$ 39,936,263	$ 43,208,364	$ 46,683,038
Purchased Services	$ 8,344,460	$ 8,873,625	$ 9,042,125
Supplies & Materials	$ 1,869,383	$ 2,300,452	$ 2,052,017
Capital Expenditures	$ 1,293,468	$ 1,618,849	$ 1,139,963
Debt Service	$ 83,267	$ 81,287	$ 81,287
Other Expenditures	$ 268,429	$ 270,843	$ 271,459
Total Expenditures	**$ 51,795,270**	**$ 56,353,420**	**$ 59,269,889**
Other Financing Sources (Uses):			
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ -**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 5,105,246**	**$ 537,062**	**$ 936,102**
Beginning of Year	$ 4,555,778	$ 9,661,024	$ 10,198,086
End of Year	**$ 9,661,024**	**$ 10,198,086**	**$ 11,134,188**

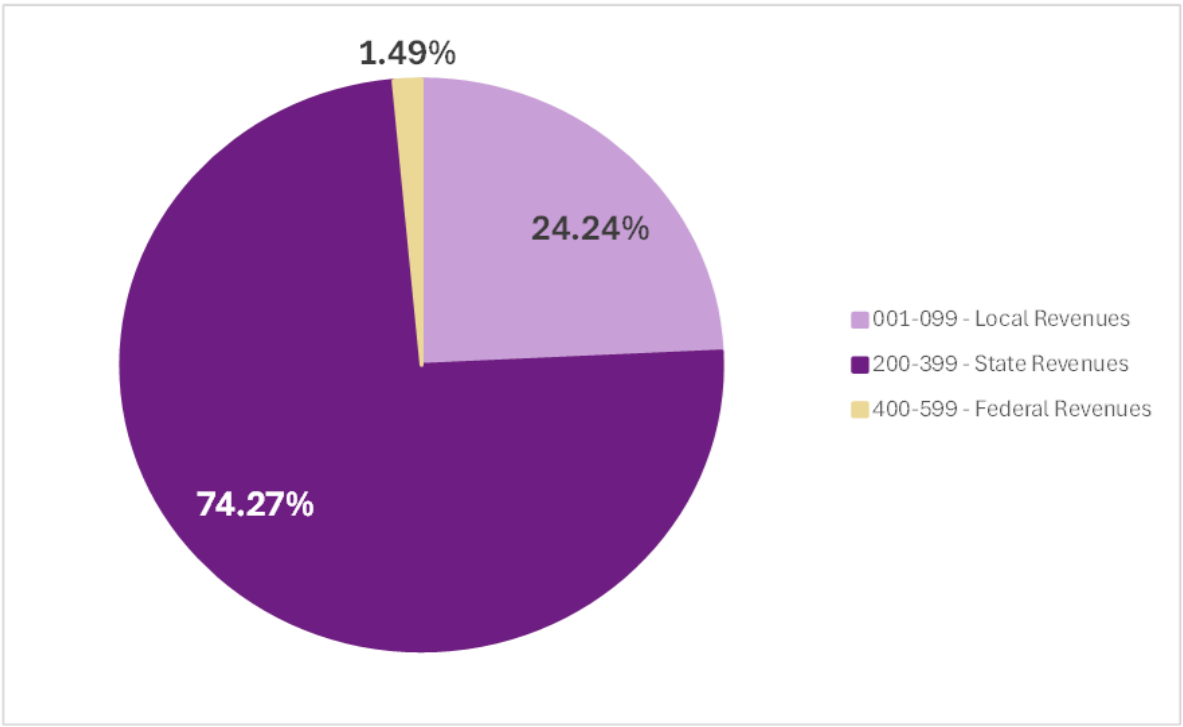
Revenue Assumptions for FY2026-27

- **Student Enrollment:** The adopted budget is based on an ADM of 3,747 students.
- **General Education Formula Allowance:** Reflects a 2.69% increase to $7,683 per pupil unit.
- **Operating Referendum:** Includes voter approval of the $731 per pupil unit operating referendum.
- **Compensatory Revenue:** Budgeted at $334,558, consistent with a conservative revenue planning approach.

Revenue Outlook

Estimated General Fund Revenues: $60,205,991

An increase of $3,315,509 from the FY2025–26 Revised Budget. The increase is primarily attributable to voter approval of the November 2025 operating referendum, which provides additional local revenue to support educational programming, staffing stability, and district operations.



Revenue Source Category	Amount
001-099 - Local Revenues	$ 14,595,707
200-399 - State Revenues	$ 44,715,244
400-599 - Federal Revenues	$ 895,040
Total Revenue - Operating and Non-Operating Funds	**$ 60,205,991**

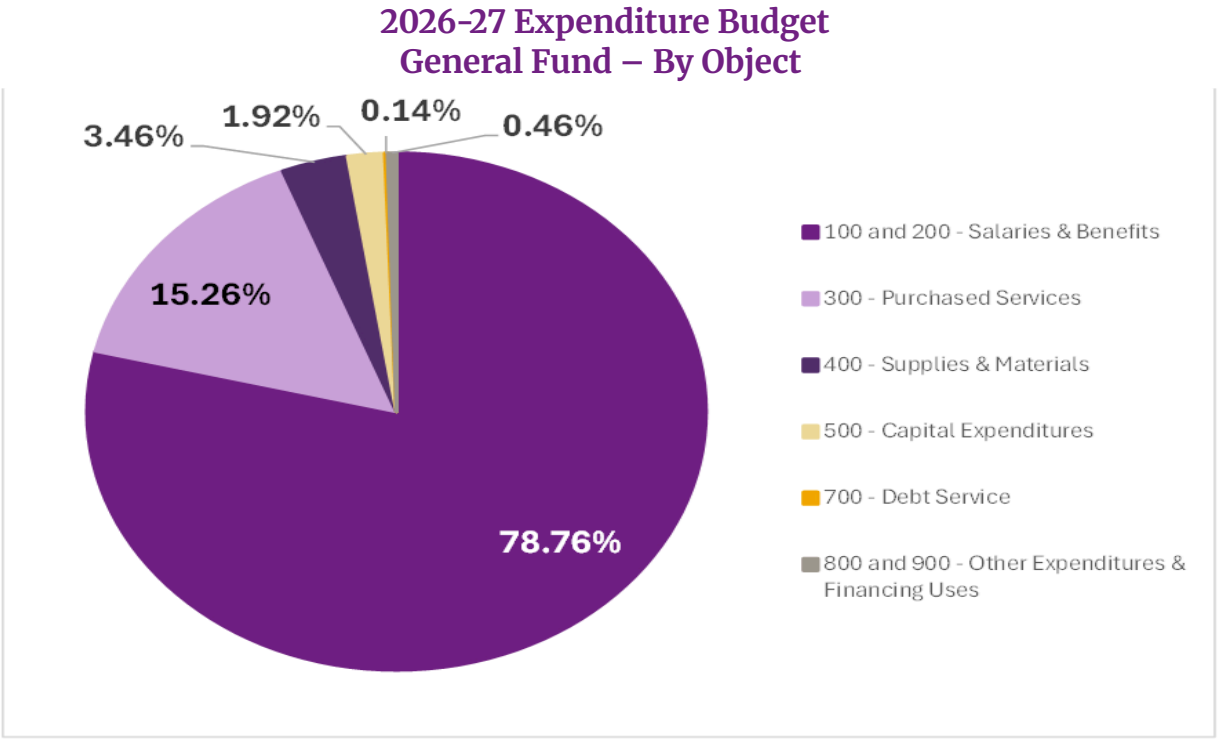
Expenditure Assumptions:

- **Staffing Adjustments:** Addition of 1.00 FTE Elementary Media Specialist, and all other staffing levels have been adjusted to align with projected enrollment trends across elementary, middle school, and high school grade levels.
- **Employee Salary & Benefits:** Reflects salary and benefit increases associated with negotiated settlements and historical patterning assumptions for employee groups not yet settled.

Expenditure Outlook

Estimated General Fund Expenditures: $59,269,889

An increase of $2,916,469, or 5.18%, over the FY2025–26 Revised Budget. The increase is primarily driven by negotiated salary and benefit increases, rising employee benefit costs, inflationary pressures on purchased services and supplies, and continued investments in student programming and operational support.



Expenditure Object Category	Amount
100 and 200 - Salaries & Benefits	$ 46,683,038
300 - Purchased Services	$ 9,042,125
400 - Supplies & Materials	$ 2,052,017
500 - Capital Expenditures	$ 1,139,963
700 - Debt Service	$ 81,287
800 and 900 - Other Expenditures & Financing Uses	$ 271,459
Total Expenditures - Operating and Non-Operating Funds	**$ 59,269,889**

2026-27 expenditures by program code have been included in **Appendix B**.

Fund Balance Policy - General Fund

The District's annual spending plan is developed with several considerations in mind, but one of the most critical is maintaining adequate reserves to protect against unforeseen financial challenges. An adequate fund balance serves as the District's financial safety net, providing stability during enrollment shifts, delayed state aid, or economic downturns.

Waconia Public Schools has not always maintained appropriate reserves, as evidenced by its entry into SOD in 2017. Since then, the District has made substantial progress in rebuilding reserves and strengthening its financial position. As of FY2025–2026, the District is no longer in SOD and continues working toward a more sustainable fund balance.

The Waconia School Board has adopted a formal policy requiring a minimum 5% unassigned fund balance in the General Fund—often considered the District's "insurance policy" against the unexpected. The Board has also identified a target range of 8–10% as a best practice for long-term financial health.

Maintaining adequate reserves is not only fiscally responsible—it also affects the District's credit rating, which can influence borrowing costs and the financial impact on local taxpayers. Credit agencies closely monitor fund balance trends when assessing fiscal health and management.

The unassigned General Fund balance is the most reliable single indicator of overall financial condition. To preserve stability and avoid future fiscal distress, the District monitors this balance through:

- A multi-year financial planning model
- A mid-year budget revision process
- Monthly budget-to-actual analyses
- Strategic resource reallocation based on fund balance trends

In addition to unassigned reserves, the District maintains restricted fund balances for specific purposes, including Student Activities, Learning & Development, Basic Skills, Gifted & Talented, School Library Aid, Student Support Personnel, Safe Schools, Medical Assistance, and Long-Term Facilities Maintenance (LTFM).

Together, these reserves form the foundation of the District's financial stability and its ability to respond proactively to both challenges and opportunities.

General Fund Balance Report

	Equity Balance Sheet Code	FY2025 Ending Fund Balances	FY2026 Final Budgeted Revenues	FY2026 Final Budgeted Expenditures	FY2026 Final Budgeted Transfers In / (Out)	FY2026 Projected Ending Fund Balances	FY2027 Proposed Budgeted Revenues	FY2027 Proposed Budgeted Expenditures	FY2027 Final Budgeted Transfers In / (Out)	FY2027 Projected Ending Fund Balances
General Fund:										
Total Non-Spendable Fund Balance		**$ 341,858**				**$ 341,858**				**$ 341,858**
Restricted - Student Activities	Q 401	$ 400,557	$ -	$ -	$ -	$ 400,557	$ -	$ -		$ 400,557
Restricted - Staff Developmeent	Q 403	$ 178,876	$ 627,859	$ 482,179	$ -	$ 324,556	$ 631,942	$ 513,660		$ 442,838
Restricted - Literacy Incentive Aid	Q 412	$ 393,326	$ 215,211	$ 165,044	$ -	$ 443,493	$ 215,211	$ 144,352		$ 514,352
Restricted - American Indian Education Aid	Q 420	$ 9,598	$ 46,000	$ 46,000	$ -	$ 9,598	$ 46,000	$ 46,000		$ 9,598
Restricted - Operating Capital	Q 424	$ -	$ 952,517	$ 931,543	$ -	$ 20,974	$ 928,057	$ 890,237		$ 58,794
Restricted - Learning & Development	Q 428	$ 1,590,182	$ 814,632	$ 598,763	$ -	$ 1,806,051	$ 810,236	$ 1,085,742		$ 1,530,545
Restricted - Area Learning Center	Q 434	$ -	$ -	$ 325,041	$ 325,041	$ -	$ -	$ 352,339	$ 352,339	$ -
Restricted - Gifted & Talented	Q 438	$ 131,571	$ 54,690	$ 15,088	$ -	$ 171,173	$ 53,464	$ 90,448		$ 134,189
Restricted - English Learner	Q 439	$ 1,164	$ -	$ -	$ -	$ 1,164	$ 108,275	$ 478,791	$ 369,352	$ -
Restricted - Basic Skills	Q 441	$ 100,287	$ 413,188	$ 336,358	$ -	$ 177,117	$ 334,558	$ 334,030		$ 177,645
Restricted - School Library Aid	Q 443	$ 138,355	$ 43,205	$ 72,479	$ -	$ 109,081	$ 42,260	$ 204,143	$ 52,802	$ -
Restricted - Safe Schools Revenue	Q 449	$ 324,564	$ 161,640	$ 267,852	$ -	$ 218,352	$ 147,858	$ 150,131		$ 216,079
Restricted - Literacy Aid	Q 456	$ 159,760	$ -	$ 159,760	$ -	$ -	$ -	$ -		$ -
Restricted - Teacher Compensation Read ACT Training	Q 457	$ 52,501	$ -	$ 52,501	$ -	$ -	$ -	$ -		$ -
Restricted - Long-Term Facilities Maintenance (LTFM)	Q 467	$ 479,866	$ 774,798	$ 617,878	$ -	$ 636,786	$ 672,681	$ 690,540		$ 618,927
Restricted - Student Support Personnel Aid	Q 471	$ 124,482	$ 126,418	$ -	$ -	$ 250,900	$ 123,653	$ 66,588		$ 307,965
Restricted - Medical Assistance	Q 472	$ 683,205	$ 275,000	$ 252,921	$ -	$ 705,284	$ 275,000	$ 350,234		$ 630,050
Total Restricted		**$ 4,768,294**	**$ 4,505,158**	**$ 4,323,407**	**$ 325,041**	**$ 5,275,086**	**$ 4,389,195**	**$ 5,397,235**	**$ 774,493**	**$ 5,041,539**
Total Committed Fund Balance		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Total Assigned Fund Balance		**$ 1,385,000**	**$ -**	**$ -**	**$ (185,000)**	**$ 1,200,000**			**$ (200,000)**	**$ 1,000,000**
Total Unassigned Fund Balance		**$ 3,165,874**	**$ 52,385,324**	**$ 52,030,013**	**$ (140,041)**	**$ 3,381,144**	**$ 55,816,796**	**$ 53,872,654**	**$ (574,493)**	**$ 4,750,793**
Unassigned Fund Balance % *		6.11%				6.00%				8.02%
Total General Fund Balance		**$ 9,661,026**	**$ 56,890,482**	**$ 56,353,420**	**$ -**	**$ 10,198,088**	**$ 60,205,991**	**$ 59,269,889**	**$ -**	**$ 11,134,190**
		18.65%				18.10%				18.79%

**Note: Unassigned Fund Balance % is taking the Unassigned Fund Balance and dividing it by the Total General Fund Expenditures*

Historical Restricted and Unassigned General Fund Balance information is included in **Appendix C**.

FUND 02 - FOOD SERVICE FUND

The Food Service Fund is used to account for all revenues and expenditures related to operating the District's child nutrition programs, including food, salaries, benefits, supplies, and equipment. Food Service revenues come primarily from state and federal reimbursements. The District receives additional revenue via the sale of à la carte meals to students and adults.

As of the close of FY2025, the Food Service Fund ended with a restricted fund balance in excess of nine months of operating expenses. We are projecting a decline to slightly over five months in FY2026 and four months in FY2027 through some strategic furniture and equipment purchases.

	Food Service - Fund 02 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ -	$ -	$ -
Investment Earnings	$ 97,867	$ 80,000	$ 80,000
Other Local Revenue	$ 482,412	$ 448,814	$ 448,814
State Aid	$ 1,958,313	$ 1,831,125	$ 1,784,125
Federal Aid	$ 766,064	$ 766,037	$ 756,037
Total Revenues	**$ 3,304,656**	**$ 3,125,976**	**$ 3,068,976**
Expenditures:			
Salaries & Benefits	$ 1,620,489	$ 1,669,422	$ 1,857,695
Purchased Services	$ 203,478	$ 265,315	$ 265,315
Supplies & Materials	$ 1,214,387	$ 1,301,448	$ 1,333,989
Capital Expenditures	$ 97,695	$ 470,000	$ 105,000
Debt Service	$ -	$ -	$ -
Other Expenditures	$ 2,746	$ 2,425	$ 2,550
Total Expenditures	**$ 3,138,795**	**$ 3,708,610**	**$ 3,564,549**
Other Financing Sources (Uses):			
Sale of Capital Assets	$ 15,000	$ -	$ -
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ 15,000**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 180,861**	**$ (582,634)**	**$ (495,573)**
Beginning of Year	$ 2,283,631	$ 2,464,492	$ 1,881,858
End of Year	**$ 2,464,492**	**$ 1,881,858**	**$ 1,386,285**
Non-Spendable	$ 92,338.00	$ 92,338.00	$ 92,338.00
Restricted Fund Balance	**$ 2,372,154**	**$ 1,789,520**	**$ 1,293,947**

Excess Net Cash Resource Limitation

To promote financial stewardship and ensure that school nutrition funds are used to benefit students participating in the school meal program, federal regulations [7 CFR 210.14(b) and 210.19(a)(1)] limit the amount of unrestricted net cash resources a School Food Authority (SFA) may retain in its Nonprofit School Food Service Account (NSFSA).

Under current federal requirements, SFAs are generally limited to maintaining net cash resources equal to no more than three months of average operating expenditures.

The Minnesota Department of Education (MDE) reviews annual UFARS data to assess compliance with the net cash resource limitation. Beginning with the January 2027 review of FY2025–26 financial data, districts are evaluated using the standard three-month threshold.

Waconia Public Schools has historically maintained a strong financial position within the Food Service Fund and has previously worked with MDE to develop spend-down plans when fund balances exceeded allowable limits. Consistent with federal requirements, any excess resources must be used to support and improve nonprofit school food service operations, such as equipment purchases, program enhancements, facility improvements, or initiatives that benefit students participating in school meal programs.

Net cash resources in the Food Service Fund may not be transferred to other district funds or used to support non-food service operations.

Based on current projections, the District continues to monitor Food Service Fund balances to ensure compliance with federal net cash resource requirements while maintaining sufficient reserves to support ongoing operations, equipment replacement, and future program needs.

FUND 04 - COMMUNITY SERVICE FUND

The Community Service Fund is used to account for revenues and expenditures related to programs such as Early Childhood Family Education (ECFE), KidSpace (school-age care), youth enrichment classes, recreational activities, and other community education programs. Revenues are primarily generated through participation fees and dedicated property tax levies.

The purpose of Community Education funding is to allow school districts to "make maximum use of the public schools of Minnesota by the community and to expand utilization by the school of the human resources of the community." (MN Statute 124D.18).

The budget for Community Services is contained in Fund 04. It is completely separate from the General Operating budget for the school district which is Fund 01. As stated in the statute, revenues in Fund 04 cannot be used to fund K-12 programs and must be kept separate from the district's General Operating Fund 01.

	Community Service - Fund 04 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ 297,253	$ 292,228	$ 357,228
Investment Earnings	$ 91,320	$ 90,000	$ 90,000
Other Local Revenue	$ 3,312,320	$ 3,316,325	$ 3,483,596
State Aid	$ 546,917	$ 542,149	$ 542,149
Federal Aid	$ -	$ -	$ -
Other Financing Sources	$ -	$ -	$ -
Total Revenues	**$ 4,247,810**	**$ 4,240,702**	**$ 4,472,973**
Expenditures:			
Salaries & Benefits	$ 2,887,874	$ 2,768,046	$ 2,929,920
Purchased Services	$ 860,721	$ 979,267	$ 1,016,167
Supplies & Materials	$ 309,663	$ 406,130	$ 381,938
Capital Expenditures	$ 68,074	$ 81,700	$ 51,200
Debt Service	$ -	$ -	$ -
Other Expenditures	$ 10,571	$ 3,400	$ 3,400
Total Expenditures	**$ 4,136,903**	**$ 4,238,543**	**$ 4,382,625**
Other Financing Sources (Uses):			
Sale of Capital Assets	$ -	$ -	$ -
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ -**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 110,907**	**$ 2,159**	**$ 90,348**
Beginning of Year	$ 1,682,199	$ 1,793,106	$ 1,795,265
End of Year	**$ 1,793,106**	**$ 1,795,265**	**$ 1,885,613**

Waconia Community Education

Waconia Community Education serves residents of all ages across Waconia, St. Bonifacius, New Germany, Minnetrista, and Victoria. Programs promote lifelong learning, wellness, and community connection by offering enriching academic, recreational, and support services.

Wildcat Preschool

Wildcat Preschool is a 4-Star Parent Aware-rated early learning program that strives to educate, collaborate, empower, and support families. The program fosters respectful, developmentally appropriate learning environments for children ages 3–5 (as of September 1), with class options ranging from two to five days per week.

Early Childhood Family Education (ECFE)

ECFE is a family education program for parents and their children from birth to kindergarten. Classes and events provide meaningful learning experiences for families, with opportunities for parent discussion, support, and shared activities in a nurturing environment that promotes child development and social interaction.

KidSpace Childcare

KidSpace provides before- and after-school care, as well as programming on most non-school/early release days and during the summer. The program emphasizes fun, relationship-building, personal growth, and a strong sense of community and belonging for each child.

Youth Recreation

Youth Recreation programs bring together residents from St. Bonifacius, New Germany, and Waconia, along with District 110 staff, to plan and deliver activities that meet a wide range of community needs. These offerings utilize both school district and community facilities to support lifelong wellness, teamwork, and active engagement.

Youth Enrichment

Youth Enrichment programs extend learning beyond the school day through classes, clubs, camps, and special events. These experiences foster social, physical, creative, and academic development, allowing students to explore interests, build skills, and engage in hands-on learning.

Adult Enrichment

Adult Enrichment offerings provide opportunities for personal growth, professional skill-building, and community engagement. Residents can participate in a variety of classes focused on areas such as health and wellness, arts and crafts, technology, finance, and more. These programs are designed to support lifelong learning, promote well-being, and bring community members together through shared interests.

Community Education Fund Balance Overview

Waconia Public Schools maintains separate and restricted fund balances within the Community Service Fund (Fund 04), as required by Minnesota Statutes and the UFARS. These balances reflect the financial health of distinct program areas, including Community Education, Early Childhood Family Education (ECFE), School Readiness, and other restricted categories. The projected total Community Education fund balance is expected to increase from $1.88 million at the end of FY2025 to $3.16 million by the close of FY2026.

Community Service Fund Balance Report

	Equity Balance Sheet Code	FY2025 Ending Fund Balances	FY2026 Final Budgeted Revenues	FY2026 Final Budgeted Expenditures	FY2026 Final Budgeted Transfers In / (Out)	FY2026 Projected Ending Fund Balances	FY2027 Proposed Budgeted Revenues	FY2027 Proposed Budgeted Expenditures	FY2027 Final Budgeted Transfers In / (Out)	FY2027 Projected Ending Fund Balances
Community Service										
Non-Spendable		$ 5,153				$ 5,153				$ 5,153
Community Education Programs	Q 431	$ 1,437,789	$ 3,091,097	$ 3,352,160	$ 5,447	$1,171,279	$ 3,323,368	$ 3,476,614	$ (41,866)	
Early Childhoood and Family Education Programs	Q 432	$ 201,935	$ 419,602	$ 387,027		$ 234,510	$ 419,602	$ 406,740		
School Readiness	Q 444	$ 115,325	$ 593,144	$ 324,146		$ 384,323	$ 593,144	$ 320,546		
Other Restricted	Q 464	$ 32,904	$ 136,859	$ 175,210	$ (5,447)	$ -	$ 136,859	$ 178,725	$ 41,866	
Total Communiuty Education Fund Balances		$ 1,793,106	$ 4,240,702	$ 4,238,543	$ -	$1,795,265	$ 4,472,973	$ 4,382,625	$ -	$ 1,885,613

FUND 06 - BUILDING CONSTRUCTION FUND

The Building Construction Fund is used for two purposes:

- to account for construction project expenditures financed with bond or bond-like proceeds
- to account for the expenditures of LTFM projects that are greater than $2,000,000 per site.

There can be no borrowing from the Building Construction Fund; any cash or investment balance in the fund must be used for authorized construction or LTFM projects.

Expenditures relating to projects financed by bonds issued in prior years are reflected in the reduction of fund balance over time as projects progress to completion.

During FY2024 and FY2025, the District issued General Obligation Facilities Maintenance bonds to finance an Indoor Air Quality project at the High School and District Office that began in FY2025 and will end in FY2026. Abatement bonds were also issued in FY2024 to cover the costs associated with the parking lots at Waconia Middle School and Laketown Elementary, which were also completed in FY2026.

	Building Construction - Fund 06 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Long-Term Facilities Maintenance	$ -	$ -	$ -
Construction	$ -	$ -	$ -
Insurance Recovery	$ -	$ 66,000	$ -
Other Local	$ -	$ 30,000	$ 30,000
Interest Earnings	$ 255,958	$ 150,000	$ 25,000
Total Revenues	**$ 255,958**	**$ 246,000**	**$ 55,000**
Expenditures:			
Salaries & Benefits	$ -	$ 107,154	$ -
Capital Improvements	$ 5,459,450	$ 7,903,160	$ -
Other (Including Lease)	$ -	$ -	$ -
Total Expenditures	**$ 5,459,450**	**$ 8,010,314**	**$ -**
Other Financing Sources (Uses):			
Lease Purchase Agreement Proceeds	$ -	$ -	$ -
Issuance of Bonds	$ 8,680,000	$ -	$ -
Bond Premium	$ 660,669	$ -	$ -
Total Other Financing Sources (Uses)	**$ 9,340,669**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 4,137,177**	**$ (7,764,314)**	**$ 55,000**
Beginning of Year	$ 4,096,993	$ 8,234,170	$ 469,856
End of Year	**$ 8,234,170**	**$ 469,856**	**$ 524,856**

FUND 07 - DEBT SERVICE FUND

The Debt Service Fund accounts for revenues and expenditures associated with the repayment of the District's bonded indebtedness. The District issues bonds primarily to finance the acquisition, construction, improvement, and equipping of school facilities. The District may also issue refunding bonds to refinance existing debt when market conditions provide an opportunity to reduce borrowing costs.

Minnesota law requires debt service activities to be maintained in a separate fund. Resources in the Debt Service Fund may only be used for debt repayment and related activities and cannot be borrowed for other District purposes.

Waconia Public Schools has demonstrated significant financial improvement in recent years, reflected in two consecutive credit rating upgrades from Moody's Investors Service. The District's underlying credit rating improved from Baa3 to Baa2 in 2025, and again from Baa2 to Baa1 in 2026. Moody's cited several key strengths supporting the upgrade, including improved fund balance reserves, strong liquidity, stable enrollment, conservative budgeting practices, and continued economic growth within the District's tax base.

The District's improved credit profile benefits taxpayers by supporting more favorable borrowing costs, enhancing financial flexibility, and strengthening the District's ability to address future capital and facility needs. The School Board remains committed to maintaining sound financial practices, preserving adequate reserves, and aligning long-term debt decisions with the District's strategic and facility planning goals.

	Debt Service - Fund 07 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Local Property Taxes	$ 8,518,362	$ 8,790,925	$ 8,991,748
Investment Earnings	$ 333,936	$ 150,000	$ 150,000
State Sources	$ 796,977	$ 796,975	$ 796,975
Total Revenues	**$ 9,649,275**	**$ 9,737,900**	**$ 9,938,723**
Expenditures:			
Debt Service:			
Bond Principal	$ 7,200,000	$ 6,420,249	$ 6,552,653
Bond Interest	$ 2,490,256	$ 3,317,651	$ 3,386,070
Total Expenditures	**$ 9,690,256**	**$ 9,737,900**	**$ 9,938,723**
Other Financing Sources:			
Issuance of Bonds	$ 11,105,000	$ -	$ -
Bond Premium	$ 999,222	$ -	$ -
Payment to Refunded Bond Escros Agent	$ (12,100,227)	$ -	$ -
Total Other Financing Sources (Uses)	**$ 3,995**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ (36,986)**	**$ -**	**$ -**
Beginning of Year	$ 2,351,255	$ 2,314,269	$ 2,314,269
End of Year	**$ 2,314,269**	**$ 2,314,269**	**$ 2,314,269**

FUND 08 - TRUST FUND (Scholarships)
Proprietary Fund

The Trust Fund is used to account for assets held by the District in a fiduciary capacity when the School Board has accepted responsibility to serve as trustee. At Waconia Public Schools, Fund 08 is primarily used to administer scholarship funds established through gifts, donations, memorials, estates, or other trust agreements. These resources must be managed and distributed in accordance with the specific terms established by the donor and may only be used for the designated purpose.

Because scholarship donations, investment earnings, and award amounts can vary significantly from year to year, the District does not typically include scholarship activity in the Original Budget. Instead, scholarship revenues and expenditures are incorporated into the Revised Budget as information becomes available throughout the fiscal year.

The table below provides historical actual revenues, expenditures, and fund balance activity to illustrate trends in scholarship-related transactions and the District's fiduciary stewardship of these resources.

	Trust Fund - Fund 08 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Gifts and Donations	$ 12,950	$ 10,000	$ -
Investment Earnings	$ -	$ -	$ -
Total Revenues	**$ 12,950**	**$ 10,000**	**$ -**
Expenditures:			
Scholarships Awarded	$ 10,250	$ 10,000	$ -
Total Expenditures	**$ 10,250**	**$ 10,000**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ 2,700**	**$ -**	**$ -**
Beginning of Year	$ 26,948	$ 29,648	$ 29,648
End of Year	**$ 29,648**	**$ 29,648**	**$ 29,648**

FUND 20 - INTERNAL SERVICE FUND
Proprietary Fund

Waconia Public Schools maintains an Internal Service Fund to account for its self-insured dental plan. This Proprietary Fund is used to finance and manage the risk associated with dental benefits provided to eligible employees and their dependents. Revenues are generated through employer and employee contributions, while expenditures include claims paid and administrative fees.

The fund is designed to operate on a cost-recovery basis, ensuring long-term sustainability of the program while maintaining predictable and affordable dental coverage. Financial activity is reported using the accrual basis of accounting, consistent with GAAP for proprietary funds. Any excess net position is retained within the fund and used to offset future liabilities or adjust contribution levels.

	Internal Service Fund - Fund 20 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
Employee and Employer Contributions	$ 410,182	$ 480,000	$ 480,000
Investment Earnings	$ 8,001	$ 5,000	$ 5,000
Total Revenues	**$ 418,183**	**$ 485,000**	**$ 485,000**
Expenditures:			
Dental Insurance Claims	$ 442,895	$ 485,000	$ 485,000
Total Expenditures	**$ 442,895**	**$ 485,000**	**$ 485,000**
Other Financing Sources (Uses):			
Transfers In	$ -	$ -	$ -
Transfer Out	$ -	$ -	$ -
Total Other Financing Sources (Uses)	**$ -**	**$ -**	**$ -**
Fund Balances:			
Net Change in Fund Balance	**$ (24,712)**	**$ -**	**$ -**
Beginning of Year	$ 187,064	$ 162,352	$ 162,352
End of Year	**$ 162,352**	**$ 162,352**	**$ 162,352**

FUND 45 - OTHER POST-EMPLOYMENT BENEFITS (OPEB) FUND
Irrevocable Trust Fund

Fund 45 accounts for the assets held in an irrevocable trust for the District's Other Post-Employment Benefits (OPEB) plan. These fiduciary assets are legally restricted for retiree health benefits and are maintained in a qualified irrevocable trust.

In 2008, Waconia Public Schools issued bonds for $2.657 million to address Other Post-Employment Benefits (OPEB) to help fund the district's actuarial liability.

The components of the net OPEB liability of the District at June 30, 2025 were as follows:

Description	Amount
Total OPEB Liability	$7,013,111
Plan Fiduciary Net Position (OPEB Irrevocable Trust)	$1,131,7491
District's Net OPEB Liability	**$5,881,362**
Plan Fiduciary Net Position as a Percentage of the Total OPEB Liability	**16.14%**

Over the past five years, the District has made annual withdrawals from the OPEB Trust without making corresponding contributions. To preserve the trust's long-term viability, future distributions are assumed to be paid on a pay-as-you-go basis from the General Fund in FY2026 and FY2027. Prior to resuming withdrawals from the OPEB Trust, the District should establish an annual contribution strategy based on the actuarially estimated benefit payments. The net OPEB liability was measured as of June 30, 2025, using an actuarial valuation dated July 1, 2024.

	OPEB - Fund 45 Budget Fiscal Year 2027		
	2024-25 Audited Results	2025-26 Revised Budget	2026-27 Original Adopted Budget
Revenues:			
District Contribution	$ 358,103	$ 82,000	$ 90,000
Investment Earnings	$ 81,666	$ 65,000	$ 57,000
Total Revenues	**$ 439,769**	**$ 147,000**	**$ 147,000**
Expenditures:			
Employee Insurance	$ 358,103	$ 135,000	$ 135,000
Investment Services/Fees	$ 2,998	$ 12,000	$ 12,000
Total Expenditures	**$ 361,101**	**$ 147,000**	**$ 147,000**
Fund Balances:			
Net Change in Fund Balance	**$ 78,668**	**$ -**	**$ -**
Beginning of Year	$ 1,053,081	$ 1,131,749	$ 1,131,749
End of Year	**$ 1,131,749**	**$ 1,131,749**	**$ 1,131,749**

Strategic Outlook

The FY2026–27 Budget reflects Waconia Public Schools' continued commitment to transparency, fiscal responsibility, and student success. While the District's recent exit from Statutory Operating Debt marked a significant milestone, this budget demonstrates that our focus extends beyond recovery and toward building a strong and sustainable future for our students, staff, and community.

The financial progress achieved over the past several years has positioned the District to make strategic investments while maintaining responsible stewardship of public resources. The successful passage of the November 2025 operating referendum, continued improvement in the District's financial position, and Moody's credit rating upgrade all reflect the confidence that our community and stakeholders have placed in Waconia Public Schools.

At the same time, challenges remain. Enrollment trends, educational choice options, inflationary pressures, workforce considerations, and evolving state and federal funding landscapes require ongoing diligence and long-range planning. The District will continue to closely monitor these factors and make informed decisions that balance fiscal responsibility with the educational needs of our students.

Above all, this budget reflects our commitment to aligning resources with the District's mission, strategic priorities, and core values. Through thoughtful planning, collaborative leadership, strong partnerships with staff and labor groups, and the continued support of our community, Waconia Public Schools is well positioned to navigate future opportunities and challenges while ensuring every student has the opportunity to explore their passions and create their success.

APPENDIX A

School Board Policies

Appendix A: Relevant Board Policies for Governance and Financial Oversight

The following Board-adopted policies support the School Board's fiscal responsibilities and provide a framework for transparent and compliant financial operations:

Policy 701 – Establishment and Adoption of School District Budget - Outlines requirements for budget development, public notice, and formal adoption.

Policy 701.1 – Modification of School District Budget - Defines procedures for adjusting the budget during the fiscal year.

Policy 702 – Accounting - Requires the use of UFARS and GAAP for financial reporting and recordkeeping.

Policy 703 – Annual Audit - Establishes requirements for an independent annual audit and submission to MDE and the State Auditor.

Policy 704 – Development and Maintenance of an Inventory of Fixed Assets - Ensures proper tracking and reporting of the district's capital assets.

Policy 706 – Acceptance of Gifts - Governs the procedures for accepting and documenting donations to the district.

Policy 707 – Transportation of Public School Students - Outlines eligibility, service standards, and financial oversight of student transportation.

Policy 709 – Student Enrollment and Attendance - Establishes enrollment procedures tied to funding and pupil accounting accuracy.

Policy 710 – Extracurricular Transportation - Provides guidance on funding and oversight for transportation related to student activities.

Policy 711 – Video Recording on School Buses - Sets expectations for privacy and data use related to student transportation safety.

Policy 712 – Video Surveillance Other Than on Buses - Supports student safety and facility security through responsible video surveillance practices.

Policy 713 – Student Activity Accounting - Governs financial procedures for student-led accounts and ensures internal control.

Policy 714 – Fund Balances - Establishes fund balance targets and procedures aligned with GASB recommendations.

Policy 721 – Uniform Grant Guidance Policy Regarding Federal Revenue - Ensures proper use and tracking of federal grants and procurement compliance.

Policy 802 – Disposition of Obsolete Equipment and Material - Provides rules for asset disposal and surplus property sales.

APPENDIX B

2025-26 General Fund Expenditures by Program Code

Appendix B: 2026-27 General Fund Expenditures by Program Code

Program Category	Program Code	Program Description	FY27 Budget	Subtotal by Category
Administration	010	Board Of Educat	$ 151,306	
	020	Office Of The S	$ 363,494	$ 1,724,848
	050	School Administ	$ 1,210,048	
Community Education and Services	505	General Communi	$ 17,617	$ 17,617
Direct Support Services	105	Gen Admin Suppo	$ 728,288	
	107	Other Admin Sup	$ 220,149	
	108	Tech Director	$ 455,947	$ 2,389,947
	110	Business Servic	$ 979,781	
	199	School Election	$ 5,782	
Elementary and Secondary Regular Instruction	200	Voluntary Pre-K	$ 200,992	
	201	Ed - Kindergart	$ 1,400,021	
	203	Grades 1 - 6	$ 9,572,497	
	204	Title II Teach/	$ 40,331	
	205	Title III Eng L	$ -	
	206	Title IV	$ 10,000	
	211	Ed - Secondary	$ 1,933,733	
	212	Visual Art	$ 640,609	
	215	Business	$ 116,373	
	216	Educ Disadvanta	$ 64,609	
	217	Assurance Of Ma	$ 945	
	218	Gifted And Tale	$ 90,518	
	219	Limited English	$ 478,791	
	220	English-Languag	$ 1,934,866	
	221	Reading	$ 1,714	
	222	Drama/Theater	$ 1,350	
	230	Foreign/Native	$ 510,642	$ 26,430,539
	240	Health-Phyed-Re	$ 1,005,823	
	241	Health	$ 1,260	
	242	Physical Educat	$ 390,299	
	250	Fam Living Scie	$ 143,480	
	255	Industrial Educ	$ 172,365	
	256	Mathematics	$ 1,912,588	
	257	Computer Sci/Te	$ 991	
	258	Music	$ 1,009,957	
	260	Natural Science	$ 1,335,595	
	270	Soc Science/Soc	$ 1,384,523	
	281	Keyboarding	$ -	
	291	Co-Curricular	$ -	
	292	Boys/Girls Athl	$ 536,331	
	294	Boys Athletics	$ 468,123	
	296	Girls Athletics	$ 465,722	
	298	Extra-Curricula	$ 605,491	

**Note: Program descriptions are imported directly from Skyward and may contain abbreviated spellings due to system character limitations.*

Appendix B: 2026-27 General Fund Expenditures by Program Code (continued)

Program Category	Program Code	Program Description	FY27 Budget	Subtotal by Category
Vocational Education Instruction	331	Personal Family	$ 130,799	$ 682,366
	341	Business/Office	$ 99,097	
	361	Trade/Industria	$ 445,151	
	380	Work Experience	$ 7,319	
Special Education Instruction	400	Special Ed Inst	$ -	$ 12,807,646
	401	Speech/Language	$ 569,429	
	402	Ment Impair:Mil	$ 885,194	
	403	Ment Impair:Mod	$ 568,112	
	404	Physically Impa	$ 159,450	
	405	Deaf-Hard Of He	$ 137,494	
	406	Visually Impair	$ 14,000	
	407	Specific Learn	$ 1,871,418	
	408	Emot/Behav Diso	$ 860,260	
	409	Deaf-Blind	$ -	
	410	Other Health Im	$ 1,009,639	
	411	Autistic Spectr	$ 2,872,033	
	412	Develp Delay	$ 1,253,775	
	414	Traumatic Brain	$ 53,575	
	416	Multiple Handic	$ 435,360	
	420	Special Ed - Ge	$ 1,468,892	
	421	Adaptive Phy Ed	$ 128,041	
	422	Stud w/o Disab	$ 520,974	
Instructional Support Services	605	Gen Instruction	$ 724,747	$ 2,829,881
	610	Cur Consult & D	$ 566,437	
	620	Educational Med	$ 450,131	
	630	INSTR-TECH	$ 843,233	
	640	Staff Developme	$ 245,333	
	691	Computer Assist	$ -	
Pupil Support Services	710	Sec Counseling	$ 727,745	$ 5,974,785
	712	Elem Counseling	$ 161,492	
	715	School Security	$ 143,595	
	718	School Safety	$ 6,536	
	720	Health Services	$ 505,132	
	721	Wellness Progra	$ 700	
	740	Districtwide Re	$ 66,588	
	760	Pupil Transport	$ 4,265,363	
	761	School Owned Tr	$ 221	
	770	Food Services	$ 80,825	
	790	Other Pupil Sup	$ -	
	793	Graduation	$ 16,588	
Sites and Buildings	810	Operations & Ma	$ 4,004,474	$ 5,867,358
	811	Groundskeeping	$ 218,383	
	813	Generator	$ 66,148	
	817	Permit Fees	$ 12,600	
	820	Telephone Syste	$ 15,000	
	850	Capital Facilit	$ 860,213	
	865	LTFM & H & S	$ 690,540	
Fiscal and Other Fixed-Cost Programs	920	Retire Nonbond	$ -	$ 544,902
	930	Employee Benefi	$ -	
	940	Insurances	$ 544,902	
	950	Transfers	$ -	
	960	Other Non-Recur	$ -	
Grand Total - General Fund Expenditures by Program				**$ 59,269,889**

**Note: Program descriptions are imported directly from Skyward and may contain abbreviated spellings due to system character limitations.*

APPENDIX C

Historical General Fund Balance Information - Restricted & Unassigned FY13 through Projected FY27

GENERAL FUND BALANCE CLASSIFICATIONS:

In accordance with Governmental Accounting Standards Board (GASB) Statement No. 54, the General Fund balance is reported using five classifications that reflect varying levels of constraint on the use of financial resources: Nonspendable, Restricted, Committed, Assigned, and Unassigned. These categories help clarify how funds are available for current and future use and ensure consistent, transparent reporting. Understanding these classifications provides important context for evaluating the district's financial health and how resources are allocated to support educational goals.

Nonspendable

These funds can't be used because they are not in cash form—like inventory or prepaid expenses—or they are required to stay intact, like certain permanent funds.

Restricted

These funds must be used for specific purposes determined by law, grant requirements, or other outside restrictions. They are not flexible and must follow the rules tied to them.

Common Restricted Fund Balance Codes:

- **401 – Student Activities:** Funds raised by students for student-led extracurricular activities like clubs or athletics.
- **403 – Staff Development:** Unused funds set aside for staff training and professional development.
- **412 – Literacy Incentive Aid:** Supports evidence-based reading instruction under the READ Act.
- **420 – American Indian Education:** Supports education services and opportunities for American Indian students.
- **424 – Operating Capital:** Used for equipment and facility needs; if expenses exceed revenue, any negative fund balance closes to Unassigned.
- **428 – Learning & Development:** Used to reduce class sizes or increase student support staff.
- **434 – Area Learning Center:** Must be spent on students attending a state-approved area learning center.
- **438 – Gifted & Talented:** Unspent funds for programs that serve gifted and talented students.

- **439 – English Learning:** Supports English Learners as required by state law.
- **441 – Basic Skills:** Helps students who need additional academic support.
- **443 – School Library Aid:** Supports library services and materials.
- **449 – Safe Schools:** Helps fund school safety initiatives. This reserve can be in deficit if needed.
- **456 – Literacy Aid:** Funds to improve structured literacy across pre-K–12.
- **457 – Teacher Compensation – READ Act:** Pays teachers for completing required literacy training.
- **467 - LTFM (Restricted/Reserved for Long-Term Facilities Maintenance):** Supports major building repairs and replacements.
- **471 - Student Support Personnel Aid:** Resources to be used for student support personnel that are in addition to current staff levels.
- **Medical Assistance (MA Reimbursement):** Revenue received from MA billing for services provided to eligible students.

Committed

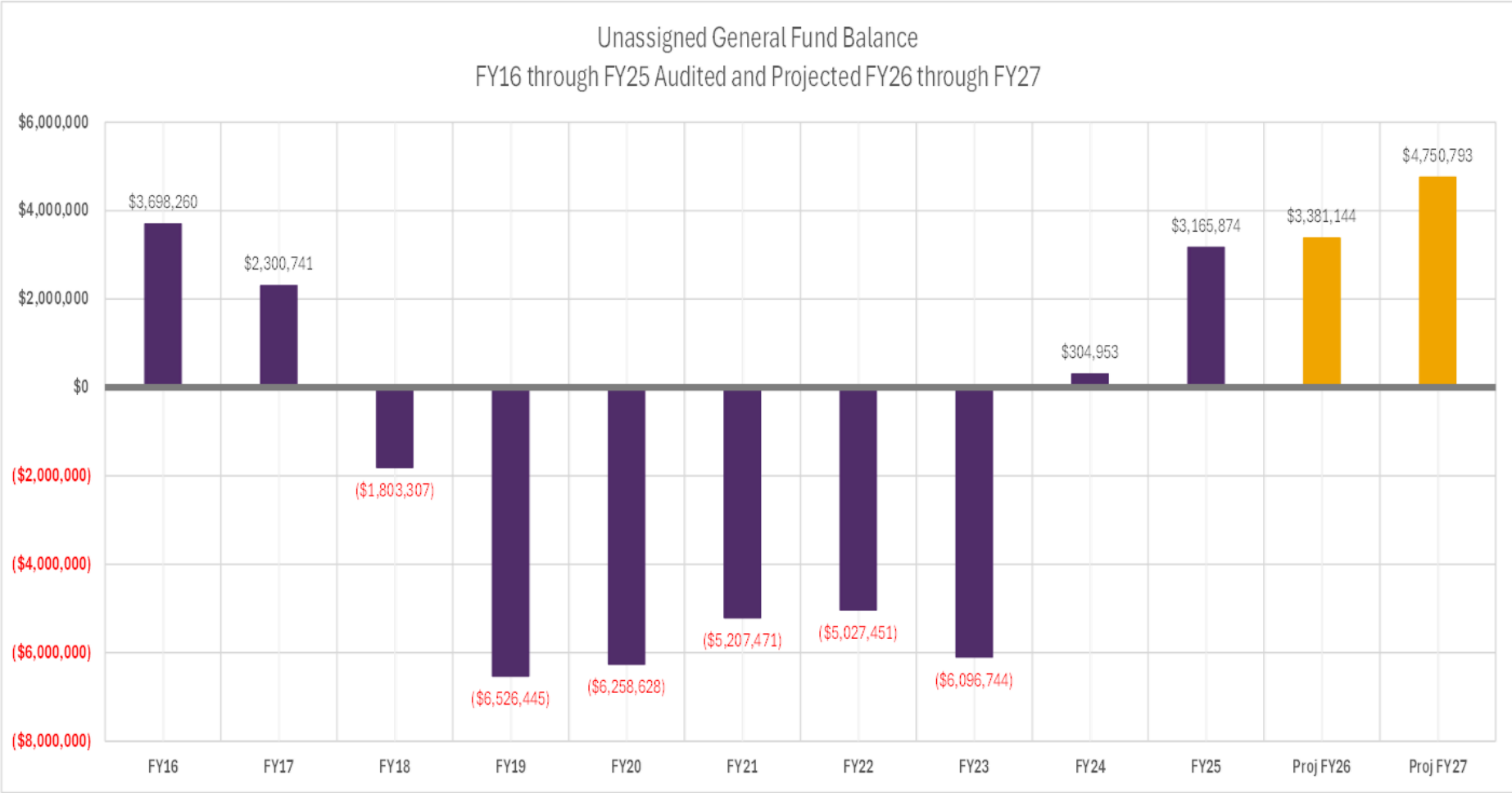
Funds set aside by the school board for a specific purpose. These can only be changed or removed by board action. Example: money committed for future retiree benefits.

Assigned

Funds set aside for a planned purpose. This can be done by the board or someone the board authorizes, like the Superintendent or Director of Finance & Operations. It shows intent to use the money for something specific, but it's more flexible than a committed fund.

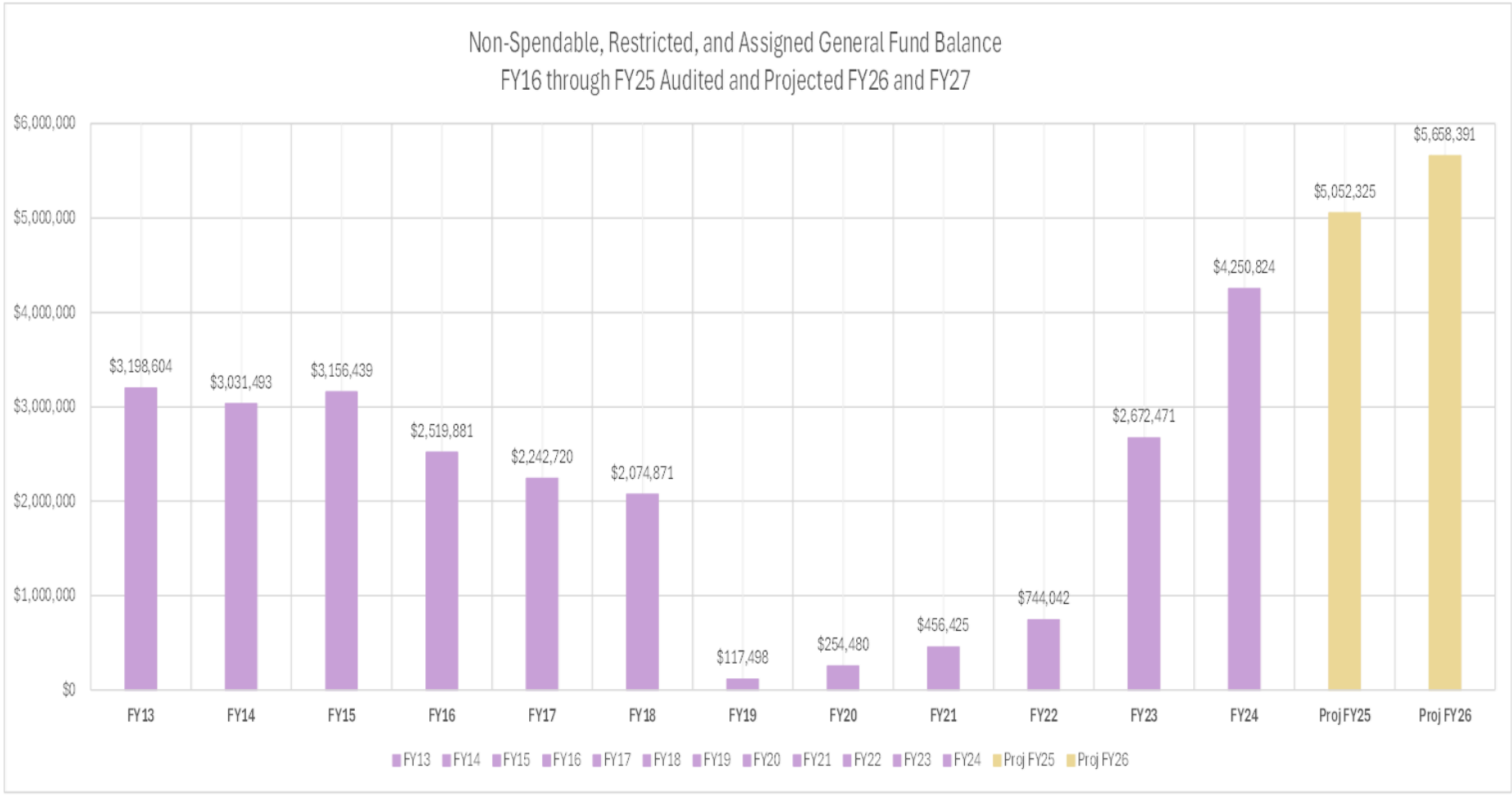
Unassigned

Used in Fund 01 to record Unassigned Fund Balance available to meet current and future years' expenditures. These are resources in Fund 01 that are not restricted and have not been committed or assigned. The fund balance may be positive or negative.



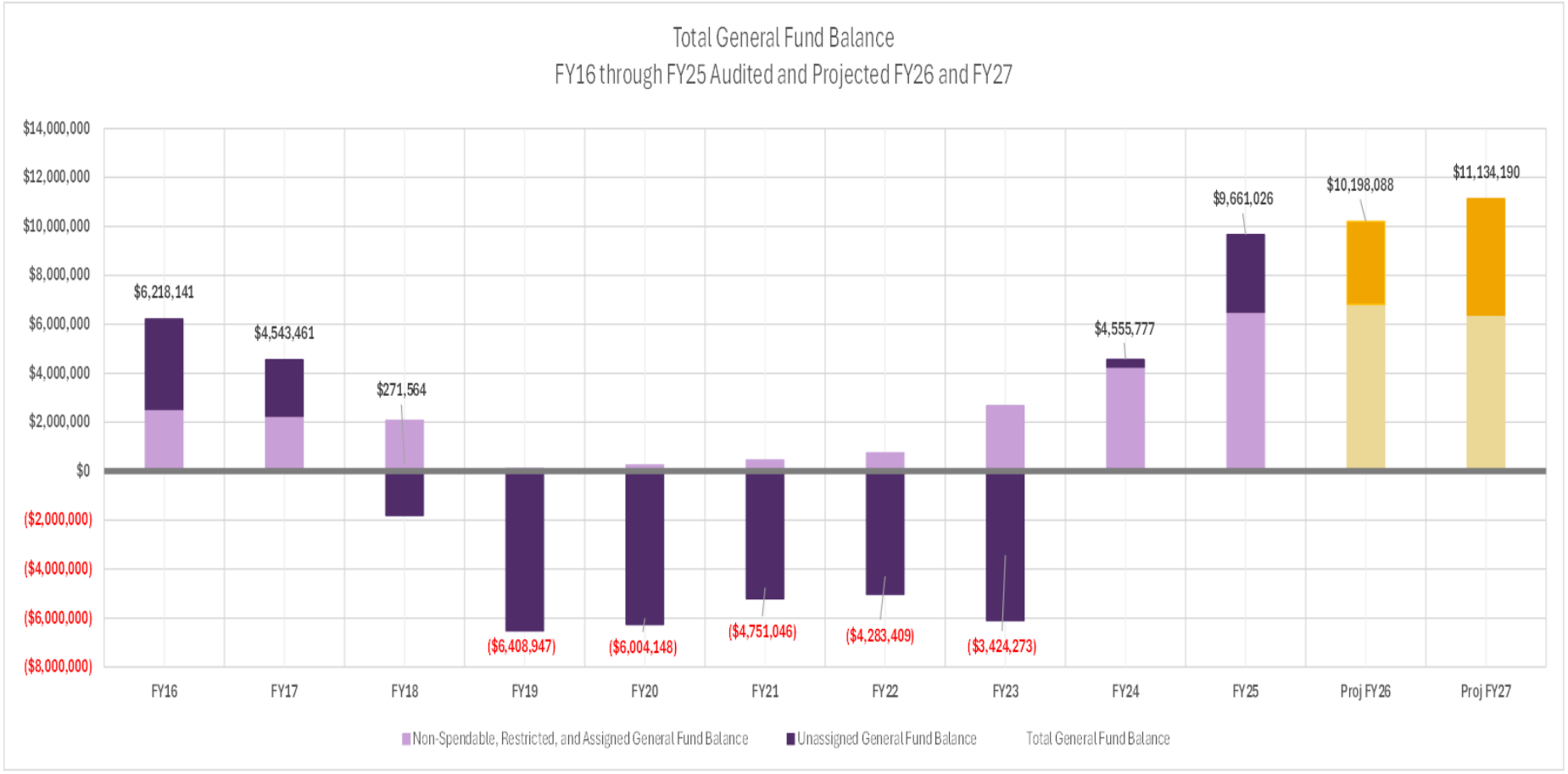
Fund Balance Category	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Proj FY26	Proj FY27
Unassigned General Fund Balance	$3,698,260	$2,300,741	($1,803,307)	($6,526,445)	($6,258,628)	($5,207,471)	($5,027,451)	($6,096,744)	$304,953	$3,165,874	$3,381,144	$4,750,793
% Unassigned Fund Balance	9.50%	5.52%	-4.08%	-13.03%	-13.40%	-10.84%	-9.70%	-11.67%	0.63%	6.11%	6.00%	8.02%

*Note: % Unassigned Fund Balance is calculated by dividing the Unassigned General Fund Balance by total General Fund Expenditures



Fund Balance Category	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Proj FY26	Proj FY27
Non-Spendable, Restricted, and Assigned General Fund Balance	$2,519,881	$2,242,720	$2,074,871	$117,498	$254,480	$456,425	$744,042	$2,672,471	$4,250,824	$6,495,152	$6,816,944	$6,383,397
% Non-Spendable, Restricted, & Assigned Fund Balance	6.47%	5.38%	4.70%	0.23%	0.55%	0.95%	1.44%	5.11%	8.75%	12.54%	12.10%	10.77%

*Note: % Nonspendable, Restricted and Assigned Fund Balance is calculated by dividing the Nonspenndabale, Restricted and Assigned General Fund Balance by total General Fund Expenditures



Fund Balance Category	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	Proj FY26	Proj FY27
Non-Spendable, Restricted, and Assigned General Fund Balance	$2,519,881	$2,242,720	$2,074,871	$117,498	$254,480	$456,425	$744,042	$2,672,471	$4,250,824	$6,495,152	$6,816,944	$6,383,397
Unassigned General Fund Balance	$3,698,260	$2,300,741	($1,803,307)	($6,526,445)	($6,258,628)	($5,207,471)	($5,027,451)	($6,096,744)	$304,953	$3,165,874	$3,381,144	$4,750,793
Total General Fund Balance	**$6,218,141**	**$4,543,461**	**$271,564**	**($6,408,947)**	**($6,004,148)**	**($4,751,046)**	**($4,283,409)**	**($3,424,273)**	**$4,555,777**	**$9,661,026**	**$10,198,088**	**$11,134,190**
% Unassigned Fund Balance	15.97%	10.90%	0.62%	-12.80%	-12.85%	-9.89%	-8.26%	-6.56%	9.38%	18.65%	18.10%	18.79%

*Note: % Unassigned Fund Balance is calculated by dividing the Unassigned General Fund Balance by total General Fund Expenditures

7.B. Request for Approval - Second Pasta Machine

Presenter: Barb Schank, Director of Nutritional Services
Pam Carman, Director of Finance & Operations

MEMORANDUM

TO: ISD 110 School Board

FROM: Barb Schank, Director of Nutrition Services
Pam Carman, Director of Finance & Operations

DATE: June 22, 2026

SUBJECT: Purchase of Second Pasta Machine

Purpose

The purpose of this memorandum is to request School Board approval for the purchase of a second pasta machine to support the continued expansion of the district's scratch cooking program and Farm to School initiatives.

Background

In 2016, the district purchased its original pasta machine through a Farm to School grant. Since that time, the program has evolved into a successful component of the district's Nutrition Services program, producing fresh pasta centrally for distribution to all schools.

Nutrition Services is proposing the purchase of an extrusion pasta machine, which would expand scratch cooking capacity and allow for additional menu offerings such as macaroni, penne, rotini, spaghetti, pasta salads, and other scratch-made pasta products not currently produced with the district's existing equipment.

This investment supports the district's commitment to enhancing student meal quality, expanding scratch cooking opportunities, improving operational efficiency, and strategically reinvesting Nutrition Services Fund (02) resources in alignment with Minnesota Department of Education (MDE) guidance regarding excess fund balance utilization.

Additional information, including project background, funding considerations, and vendor quotations, was reviewed by the Finance Committee and is attached for Board reference.

Financial Impact

The purchase will be funded through the Nutrition Services Fund (Fund 02) and is consistent with the district's Nutrition Services corrective action and spend-down planning submitted to MDE through the 2026 Administrative Review process.

Recommendation

Administration recommends approval of the purchase of a second pasta machine from Italian Quality Products in the amount of $17,500, plus associated pasta dies and accessories as outlined in the attached quotation materials.

ITALIAN QUALITY PRODUCTS inc.
23151 Verdugo Dr. Ste 108 949-282-9018
Laguna Hills, CA 92653 pastamachine.com

Quotation

Date: April 20, 2026

Ship via: International freight

Issued to:
Waconia Public School District
512 Industrial Blvd
Waconia, MN 55387

Ship to:
1600 Industrial Blvd
Waconia, MN 55387

Telephone: Barb Schank 952-250-4878 (M) 952-442-0662 (O)

Delivery: 60 work days

Terms: 30% upon order, balance upon shipping from Italy directly to you.

Description	Price
No.1 Pasta Extruder Italgi Mod. P17 Mixer Capacity: 16lb Output: 20-30lb/h Electrical: 220V, single phase, 60 Hz, 1HP	
No.4 Pasta dies of your choice included	$17,500.00
No.4 Additional pasta dies of your choice @$350.00	1,400.00

Packing, shipping, insurance, US Customs duty, brokerage, and delivery charges to your location, are all included.
Warranty: 1 year
Remote installation and training fees are included.

For all specifications see attached brochure.

Wire Transfer Instructions:
Bank of America
Routing No. 121000358, ABA 026009593 SWIFT BOFAUS3N
Account No. 0009923-09273 Italian Quality Products, Inc.

For payment by check, please use our Fedex account 1053-0807-8

Subtotal	$18,900.00
Sales Tax	n/a
Total	$18,900.00

By signing this document, you agree to accept the specifications of the equipment and to adhere to the attached Terms and Conditions of Sales. Please return the original along with your payment or by email to: info@pastamachine.com.

Signed: **Date:**

TERMS AND CONDITIONS OF SALE

Section I. APPLICABILITY

The equipment listed on the facing page of this Sales Order is being sold per the terms of this contract. All sections of these Terms and Conditions are applicable to this Sales Order unless otherwise stated on the facing page of this Order. Any additional or different terms and conditions proposed by the Buyer are hereby rejected and shall be of no force or effect unless expressly assented to in writing by IQP, Inc. There shall be no contract except upon the terms and conditions provided in this Sales Order.

Section II DEFINITIONS

"Equipment" The physical equipment listed on this Sales Order
"IQP, Inc." ITALIAN QUALITY PRODUCTS, INC.

Section III. CONDITIONS

1. ACCEPTANCE. The contract between IQP, Inc. and the Buyer shall be accepted only by IQP, Inc. and no others.

2. PRICE. Prices are subject to change without notice. The price is F.O.B. Buyer's facility. Unless otherwise included in the price, if the contract requires installation by IQP, Inc., Buyer shall reimburse IQP, Inc. for all expenses incurred in said installation, including but not limited to: transportation, meals, lodging, hours in travel, and hours worked.

3. RISK OF LOSS. The terms of the sale are F.O.B. Buyer's facility, and route of shipment is at the discretion of IQP, Inc.

4. EQUIPMENT ACCEPTANCE. Buyer's acceptance shall be upon delivery. Buyer acknowledges that Equipment is in good condition and repair is satisfactory in all respect for all purposes unless Buyer notifies IQP, Inc. of any defects or deficiencies in writing, delivered to IQP, Inc., within ten (10) days after acceptance. Payment by Buyer of Equipment without reservation of rights shall constitute such acknowledgement. No returns, refunds or exchanges are allowed.

5. SECURITY INTEREST. IQP, Inc. hereby reserves a purchase money security interest in the Equipment until the full purchase price, including all freight, taxes, and installation costs has been paid.

6. PAYMENT. The full purchase price is due upon delivery and shall be paid within five (5) days from delivery. Full title of the Equipment shall pass to the Buyer upon receipt by IQP, Inc. of payment in full. Any complaints regarding the Equipment or delays in its delivery shall not give the Buyer the right to delay payment. No complaint or communication shall have legal effect unless made in writing and delivered to IQP, Inc. whose address is on the facing page of this Sales Order.

7. INSURANCE. Once equipment is at Buyer's facility, Buyer assumes risk of loss and Buyer at its own expense shall insure the Equipment for its full replacement value against fire, theft and physical damage. The loss, damage or destruction of the Equipment shall not release Buyer from any of it obligations to IQP, Inc.

8. USED EQUIPMENT. Used equipment purchased hereunder is sold "as is" and "where is" and IQP, Inc. make NO WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY IMPLIED WARRANTY OR MURCHANTABLITY OR SUITABILITY FOR PURPOSE OR AGAINST INFRINGEMENT, WITH RESPECT TO THE EQUIPMENT.

9. REMEDIES. In the event of default, repudiation or failure to accept by Buyer and in addition to or in lieu of any remedy provided under the Uniform Commercial Code, IQP, Inc. may enter any premises and take possession of the Equipment without posting security. If buyer wrongfully rejects or revokes acceptance of the Equipment or otherwise is in default under the terms of this Agreement, IQP, Inc. shall be entitled to liquidated damages in the amount of the contract price plus thirty (30) percent thereof. In addition, if the Buyer defaults, IQP, Inc. shall be entitled to payment for Buyer's use of the Equipment, until said Equipment can be removed from Buyer's premises, at a reasonable rental rate per month or part thereof, equal to but not less than one eighteenth (1/18) of the purchase price listed on the facing page, together with costs incurred by IQP, Inc. for removal of the Equipment.

10. SELLER'S WARRANTY. IQP, Inc. warrants to Buyer that the Equipment, except for the electrical components, is free from manufacturer defects in material or workmanship for a period of one (1) year from the date of delivery and is contingent upon proper use. Warranty is void if Equipment is in any manner modified. Warranty is void if Buyer repairs or attempts repairs without preapproval from IQP, Inc. Use of Equipment in excess of eight (8) hours per day shall reduce the period of warranty by an amount which is equal to the normal use eight (8) hours / day to extended use. THIS WARRANTY IS IN LIEU OF ALL OTHER WARRANTIES EXPRESSED OR IMPLIED, INCLUDING WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. In the event of a manufacturer defect of material or workmanship, IQP, Inc. agrees to repair or replace the defective part(s) without charge to the Buyer. All replaced goods are to be returned to IQP, Inc., transportation prepaid. Under no circumstances is IQP, Inc. responsible for any damage beyond the price of the Equipment. No damages or charges of any kind either for labor, expenses or otherwise, including loss of income, suffered or incurred by the Buyer in repairing or replacing the defective Equipment or occasioned by Buyer or its agents will be allowed. IQP, Inc. shall not be liable for any damage or failure caused by inadequate training of machine operators, improper use of machines or improper food products, Buyer's failure to properly lubricate the machine or otherwise maintain the machine or ordinary wear and tear. IQP, Inc. shall not be liable for any damage, failure or loss caused by failure to comply with or follow procedures inherent in the pasta making process. This warranty terminates upon default by Buyer as set forth in Section IV.

11. BUYER'S WARRANTY. Buyer warrants that the premises upon which the Equipment is installed are properly suited for the Equipment to operate as described. Buyer acknowledges that compliance with applicable building or zoning regulations, city ordinances and any other city, state or federal regulations, including health and safety regulations, pertaining to the use of the Equipment are matters of which Buyers are solely responsible.

Section IV. GENERAL

1. LIMITATION OF ACTION. IQP, Inc.'s liability for damages to Buyer for any cause whatsoever and regardless of the form of action, whether in contract or in tort including but not limited to negligence, shall be limited to the total price paid for the Equipment that is the subject matter of, or is directly related to, the cause of action. All damages regardless of the form of action, whether in contract or in tort, including but not limited to negligence shall be limited to the total price paid for the Equipment that is the subject matter of or is directly related to the cause of action. No action regardless of the form, may be brought more than one (1) year after the cause of action arises.

2. CONSEQUENTIAL DAMAGES. IQP, Inc. WILL NOT BE LIABLE: (a) FOR PERSONAL INJURY OR PROPERTY DAMAGE EXCEPT PERSONAL INJURY OR PROPERTY DAMAGE CAUSED BY IQP, Inc.'s NEGLIGENCE; (b) FOR LOSS OF PROFITS OR INDIRECT, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES (REGARDLESS OF THEIR NATURE) CAUSED WHOLLY OR IN PART BY BUYER'S NEGLIGENCE, FAILURE TO PROPERLY TRAIN EMPLOYEES OR FAILURE TO FULLFILL ITS RESPONSIBILITIES HEREIN; or (c) FOR ANY CLAIM AGAINST THE BUYER BY ANY THIRD PARTY. IQP, Inc. SHALL NOT BE LIABLE FOR ANY LOSS OR DAMAGE OF ANY KIND RESULTING FROM DELAY OR INABILITY TO DELIVER ON ACCOUNT OF FIRE, LABOR TROUBLES, ACCIDENT, INABILITY TO OBTAIN MATERIALS OR SHIPPING SPACE, BREAKDOWNS, DELAYS OF CARRIERS OR SUPPLIES, ACTS OF CIVIL OR MILITARY AUTHORITIES OR FROM ANY OTHER CAUSE BEYOND IQP, Inc.'s REASONABLE CONTROL.

3. TAXES. Whether or not listed on the face hereof, Buyer shall be responsible for and shall pay for any tax, levy, or fee imposed by any governmental authority or any fee payment charged herein or imposed relative to this Sales Order, including but not limited to sales taxes, use taxes, property taxes, tangible or ad valorem taxes, duties and custom charges.

4. PATENTS. Buyer shall hold IQP, Inc. harmless from and hereby releases IQP, Inc. from any and all claims or suits against IQP, Inc. because of any suits, claims, losses or other liabilities made against, or suffered by Buyer arising from any claim of, infringement of, patent, copyright, trademark, or other propriety right at common law or other claims of unfair trade or of unfair competition resulting from or occasioned by Buyer's use, possession, sale or delivery of Equipment sold to Buyer by IQP, Inc.

5. INDEMNITY. BUYER SHALL DEFEND, INDEMNIFY AND HOLD IQP, INC. OR ITS ASSIGNEE HARMLESS FROM ANY AND ALL CLAIMS, ACTIONS, LOSSES, DAMAGES, (INCLUDING REASONABLE ATTORNEY'S FEES), OBLIGATIONS, LIABILITIES AND LIENS (INCLUDING, WITHOUT LIMITATION, ANY OF THE FOREGOING ARISING OR IMPOSED IN CONNECTION WITH LATENT OR OTHER DEFECTS, OR UNDER THE DOCTRINE OF "STRICT LIABILITY") ARISING OUT OF THE PURCHASE, LEASE, POSSESSION, OPERATION, CONDITION, RETURN OR USE OF THE EQUIPMENT, OR BY OPERATION OF LAW.

6. ASSURANCES. Reasonable uncertainty concerning the Buyer's solvency and in all cases of a change in Buyer's situation including: incapacity, bankruptcy, suspension of payments, dissolving-or modifying the corporation will give IQP, Inc. the right to demand adequate assurance of due performances and suspend his further performance until such assurances are given.

7. REMEDIES. All remedies of IQP, Inc. stated in this Sales Order are not exclusive and are in addition to all other remedies of IQP, Inc. at law, in equity or stated elsewhere in this Sales Order.

8. DEFAULT. Buyer shall be in default under this Sales Order if Buyer (a) Fails to make any payment hereunder to IQP, Inc. or an ASSIGNEE when due, (b) Breaches any term, provision, or condition contained in this Sales Order or (c) is declared to be in default under any other agreement between the buyer and IQP, Inc. when said other agreement relates to Equipment covered by this Order and (d) in any foregoing cases set out in (a), (b), or (c), Buyer fails to cure any said breach or default within ten (10) days following written notice thereof from IQP, Inc. or ASSIGNEE.

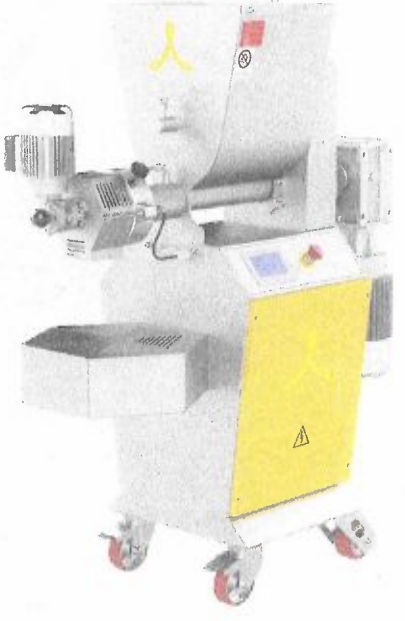
9. ARBITRATION. Any controversy or claim arising out of or relating to this Sales Order, other than default by Buyer under the terms of this Sales Order, shall be settled by arbitration held in Orange County, California in accordance with the Rules of the American Arbitration Association. Each party shall select an arbitrator and the two (2) arbitrators thus selected shall select a third arbitrator. At least one of the arbitrators shall, if at all possible, be familiar with equipment similar to the Equipment purchased hereunder. Judgment upon any award thereon may be entered in any court having jurisdiction thereof.

10. GOVERNING LAW. This Sales Order will be governed by, and shall be construed according to the laws of the State of California, except that IQP, Inc., at its option, may bring such action in any other state in which jurisdiction may be obtained.

11. MISCELLANEOUS. If any court of competent jurisdiction should hold that any covenant, term or condition of this Sales Order, is unenforceable or void as a matter of law, the remainder of this Sales Order shall remain in full force and effect unless the essential purpose of this Sales Order is destroyed by the removal of the UNENFORCEABLE or void covenant, term or condition, in which case the Order shall be terminated and all Equipment (title to which has not passed to Buyer) shall be returned to IQP, Inc. This Sales Order constitutes the entire agreement between the parties relative to the Equipment hereunder and communication between the parties, oral and written, are hereby merged into this Order. If there is any conflict between terms and conditions of this Order and other documents, the terms and conditions of this order shall govern. Except as otherwise expressly provided herein, this Sales Order may not be amended, modified or expanded except by written document signed by the party against whom enforcement is sought.

rcobaleno AEX90 30 lb Gia Pasta Mixer/Extruder - Floor Model, 2 hp, 220v

aTom #: 812-AEX90 · MPN: AEX90



Free Shipping Eligible

Retail Price: ~~$23,127.43~~

$19,658.32 /Each

Protect Your Product
Coverage starting at $125.25

Add Protection

1 Add to Cart

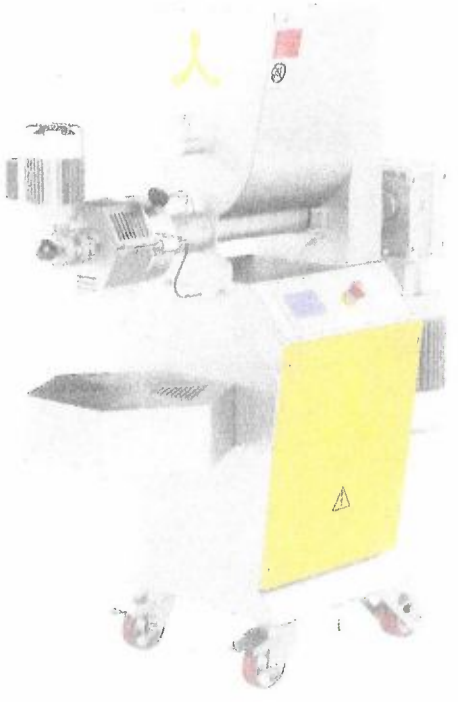
As low as $1818/month with CREDIT KEY

Earn up to **$589.75** back with a
KaTom MasterCard® Rewards Credit Card

Ship times may vary due to supply chain constraints. Please contact our Sales Team if you need this item in a specified time frame.

Arcobaleno AEX90 30 lb Gia Pasta Mixer/Extruder - Floor Model, 2 hp, 220v

Kalorik #: 812 AEX90 | MPN: AEX90



Earn up to $589.75 back with a Kalorik Maste Rewards Credit Card

Ship times may vary due to supply chain constraints. Please contact our Sales Team if you need this item in a specified time frame.

Price Match Guarantee

Found a better price elsewhere? Let us know!

Ask a Foodservice Equipment Specialist

(844) 895-6029 Chat

What is a Foodservice Equipment Specialist?

Similar Products in Stock Now

Univex UPASTA

20 qt Pasta Mixer/Extruder - Countertop, 1 hp, 115v

$5,392.80 / Each

Tablecraft 984

4 1/2" Round Pasta Basket - Stainless Steel

$61.49 / Pack of 2

Arcobaleno AEX90 Description

For simplified cleanup and batch turnover, the Arcobaleno AEX90 Gia stainless steel pasta extruder incorporates a removable auger and mixing arm. A touchscreen interface manages adjustable speed settings, while a fan moves air across the unit to decrease overheating risk. Engineered with pre-plumbed water lines, it has a water cooling feature that regulates temperatures for consistent extrusion. The 30-pound mixer feeds dough into an automatic system with two dies that handles up to 90 pounds per hour. Measuring 19 inches wide by 42 inches deep by 52 1/2 inches high, the yellow build stands on four casters for effortless repositioning.

Product Details

- Gia series
- Pre-plumbed design
- 90-lb. hourly output
- Stainless steel construction
- 30-lb. mixer
- Automatic cutting knife
- 2 standard pasta dies
- Removable auger and mixing arm
- Water-cooling system with digital temperature readout
- Touchscreen controls with adjustable speeds
- Surface fan
- 4 casters
- Yellow

Dimensions & Utilities

Image may not depict product color, inclusions or accessories.

Arcobaleno AEX90 is free shipping eligible. Users must be signed in with an order total greater than $500 and be shipping to the 48 contiguous states.

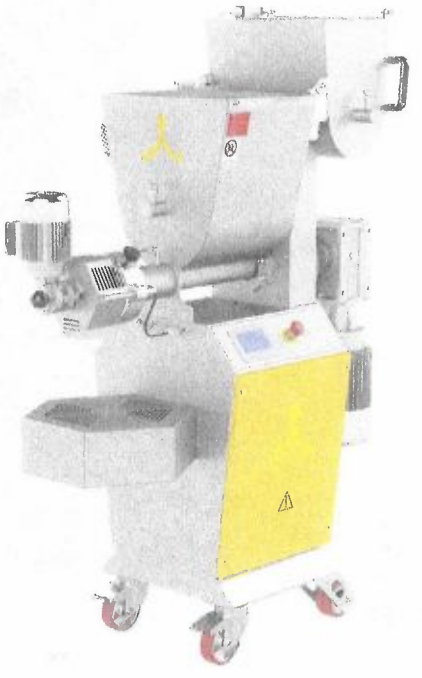
Additional Product Information

Cord Attached

This product includes a cord and plug.

rcobaleno AEX90M 30 lb Gia-M Pasta Mixer/Extruder - Floor Model, 2 hp, 220v

KaTom #: 812-AEX90M • MPN: AEX90M



Free Shipping Eligible

Retail Price: ~~$30,618.00~~

$26,790.75 /Each

Protect Your Product
Coverage starting at $125.25

Add Protection

1 Add to Cart

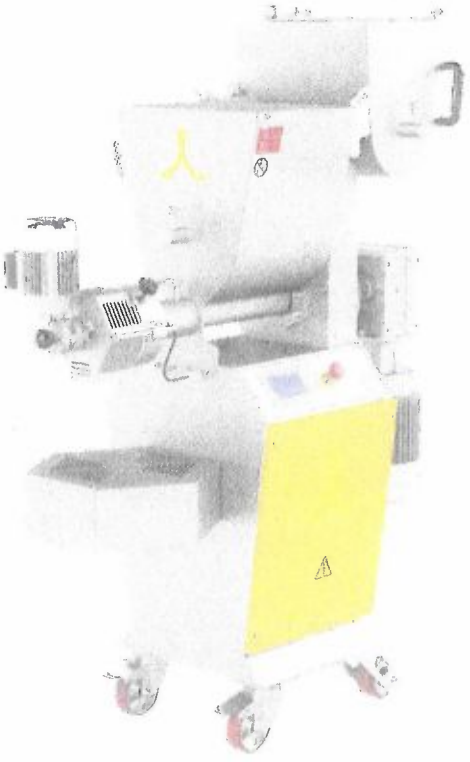
As low as $2478/month with CREDIT KEY

Earn up to **$803.72** back with a
KaTom MasterCard® Rewards Credit Card

Ship times may vary due to supply chain constraints. Please contact our Sales Team if you need this item in a specified time frame.

Arcobaleno AEX90M 30 lb Gia-M Pasta Mixer/Extruder - Floor Model, 2 hp, 220v

Kalem #: 812-AEX90M · MPN: AEX90M



Earn up to $803.72 back within a Kalem MasterCard® from your Credit Card

Ship times may vary due to supply chain constraints. Please contact our Sales Team if you need this item in a specified time frame.

Price Match Guarantee

Found a better price elsewhere? Let us know!

Ask a Foodservice Equipment Specialist

(844) 895-6029 Chat

What is a Foodservice Equipment Specialist?

Similar Products in Stock Now

Univex UPASTA

20-qt Pasta Mixer/Extruder - Countertop, 1 hp, 115v

$5,392.80 / Each

Tablecraft 084

4-1/2" Round Pasta Basket - Stainless Steel

$61.49 / Pack of 2

Arcobaleno AEX90M Description

The Arcobaleno AEX90M Gia-M pasta extruder separates batch preparation between 30-pound and 25-pound mixers to streamline workflow across multiple dough stages. Furnished with two dies, its automatic cutting knife extrudes 110 pounds per hour, while a removable auger and mixing arm ease product changeovers. Four sturdy casters come preinstalled on the 26 ½-inch-wide by 45 inch-deep by 63 ½-inch-high stainless steel structure for convenient installation. A fan protects internal components from heat fatigue, and touchscreen controls with adjustable speeds adapt to varying densities. With pre plumbed water lines for direct connection, the machine includes a water-cooling system that stabilizes dough temperature.

Product Details

- Gia-M series
- Pre-plumbed design
- 110 lb. hourly output
- Stainless steel construction
- Dual mixers: 30-lb. front mixer and 25 lb. top mixer
- Automatic cutting knife
- 2 standard pasta dies
- Removable auger and mixing arm
- Water-cooling system with digital temperature readout
- Touchscreen controls with adjustable speeds
- Surface fan
- 4 casters
- Yellow

Dimensions & Utilities

*Image may not depict product color, inclusions or accessories

*Arcobaleno AEX90M is free shipping eligible. Users must be signed in with an order total greater than $500 and be shipping to the 48 contiguous states

Additional Product Information

Cord Attached

This product includes a cord and plug

MEMORANDUM

TO: ISD 110 Finance Committee

FROM: Barb Schank, Director of Nutritional Services
Pam Carman, Director of Finance & Operations

DATE: May 11, 2026

SUBJECT: Request for Approval - Second Pasta Machine (Fund 02)

Purpose

To provide information regarding a planned Nutrition Services equipment purchase that will be brought forward to the School Board in June 2026 for approval.

Background/Context

In 2016, the district purchased a pasta machine through a Farm to School grant. Since that time, the program has evolved into a highly successful initiative, producing fresh, scratch-made pasta centrally and distributing it across all schools. Menu offerings such as fettuccine alfredo, lasagna, and other pasta-based entrees have become well-established, high-demand items among students.

This work supports the district's focus on increasing scratch cooking, improving meal quality, and utilizing high-quality ingredients. As participation and demand have grown, current production capacity is limiting the program's ability to expand offerings and operate as efficiently as possible.

Additionally, through the 2026 Minnesota Department of Education (MDE) Administrative Review, the district identified the need to strategically utilize the Nutrition Services Fund (Fund 02) net excess balance. Federal and state requirements emphasize reinvesting excess fund balance into the meal program, with a focus on enhancing food quality, increasing scratch cooking, and improving operational efficiency.

Proposal Summary

Administration is planning to bring forward a recommendation to the School Board in June to approve the purchase of a second pasta machine to:

- Expand scratch cooking capacity and menu offerings
- Increase efficiency of centralized production
- Enhance student meal quality and student experience
- Support compliance with MDE expectations regarding the use of Fund 02 net excess balance

This investment aligns with the district's Nutrition Services corrective action plan and long-term operational goals.

Financial Impact

The purchase will be funded through the Nutrition Services Fund (Fund 02), which currently maintains a positive net excess balance.

Use of Fund 02 for this purpose:

- Aligns with federal and state requirements for reinvestment into the food service program
- Reduces excess fund balance to compliant levels
- Supports program improvements tied directly to student meals and operational efficiency

In alignment with district purchasing practices, multiple quotes have been obtained to ensure competitive pricing and best value.

Quotes to be attached for School Board review:

- *Italian Quality Products – $17,500*
- *Webstaurant Katom AEX90 – $19,658*
- *Webstaurant Katom AEX90M – $26,791*

Administration recommends proceeding with Italian Quality Products. This is the company we purchased our original pasta machine through; they are competitively priced, and the machine we have has proven to be reliable and of high quality.

This purchase will be brought forward for School Board approval in accordance with Policy 724.

Next Steps

This item is planned to be presented to the School Board in June 2026 for formal approval.

7.C. Pay 27 SouthWest Metro Intermediate #288 LTFM
Levy Resolution (Roll Call Vote)

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT #110
Waconia
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. 110, State of Minnesota, was held on June 22, 2026, at 7:00 pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Long-Term Facility maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY MAINTENANCE REVENUE

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

1. The School Board of SW Metro Intermediate School District No. 288 has approved a long-term facility maintenance program budget for its facilities for the Fiscal Year 2028 in the amount of **$190,140** The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)

2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programing its long-term facility maintenance revenue application.

3. The proportionate share of the cost of the intermediate school district's long-term facility maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district long-term facility maintenance program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue

application for the fiscal year 2028 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. 110. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 110, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANCRIPT INSOFAR AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this 22nd day of June, 2026

_____
Clerk

School District No. 110

SWMetro Intermediate District #288
2026 Pay 2027 for 2028
(For Fiscal School Year 2028)

Pay 27 Levy Amounts

District	School #	Usage	LTFM Levy	Lease Levy	Safe Schools Levy	Total
Norwood Young America	108	3.50%	$ 7,079.44	$ 15,974.59	$ 7,861.96	$ 30,915.99
Waconia	110	6.89%	$ 13,915.38	$ 31,399.75	$ 15,453.50	$ 60,768.64
Watertown-Mayer	111	3.86%	$ 7,805.89	$ 17,613.82	$ 8,668.71	$ 34,088.42
Eastern Carver County	112	16.62%	$ 33,591.48	$ 75,798.41	$ 37,304.47	$ 146,694.36
Burnsville (associate)	191	1.74%	$ 3,517.09	$ 7,936.24	$ 3,905.85	$ 15,359.19
Bloomington (associate)	271	4.16%	$ 8,407.85	$ 18,972.13	$ 9,337.21	$ 36,717.19
Belle Plaine	716	3.42%	$ 6,909.67	$ 15,591.50	$ 7,673.42	$ 30,174.59
Jordan	717	5.14%	$ 10,387.07	$ 23,438.18	$ 11,535.19	$ 45,360.43
Prior Lake-Savage	719	7.74%	$ 15,632.61	$ 35,274.64	$ 17,360.55	$ 68,267.80
Shakopee	720	23.74%	$ 47,977.11	$ 108,259.25	$ 53,280.20	$ 209,516.56
New Prague	721	4.73%	$ 9,563.56	$ 21,579.97	$ 10,620.66	$ 41,764.19
Buffalo-Hanover-Montrose	877	9.70%	$ 19,598.04	$ 44,222.54	$ 21,764.29	$ 85,584.87
Tri City United	2905	8.75%	$ 17,679.79	$ 39,894.04	$ 19,634.00	$ 77,207.83
Total		***100.00%***	***$ 202,065.00***	***$ 455,955.05***	***$ 224,400.00***	***$ 882,420.05***
			$ *202,065.00*	$ *455,955.05*	$ *224,400.00*	$ *882,420.05*
Pay 26 Amounts			***$ 177,065.00***	***$ 464,054.40***	***$ 224,400.00***	***$ 865,519.40***

Usage Calculation

SWMetro Usage	School #	FY26 SpEd Gen Ed Cost	FY26 CTE Tuition	Total	Usage %
Norwood Young America	108	$ 233,324.01	$ 3,920.00	$ 237,244.01	3.504%
Waconia	110	$ 385,548.12	$ 80,780.00	$ 466,328.12	6.887%
Watertown-Mayer	111	$ 261,588.67	$ -	$ 261,588.67	3.863%
Eastern Carver County	112	$ 897,489.93	$ 228,217.50	$ 1,125,707.43	16.624%
Burnsville (associate)	191	$ 117,863.81	$ -	$ 117,863.81	1.741%
Bloomington (associate)	271	$ 278,348.93	$ 3,412.50	$ 281,761.43	4.161%
Belle Plaine	716	$ 186,457.13	$ 45,097.50	$ 231,554.63	3.420%
Jordan	717	$ 259,835.67	$ 88,252.50	$ 348,088.17	5.140%
Prior Lake-Savage	719	$ 518,835.41	$ 5,040.00	$ 523,875.41	7.736%
Shakopee	720	$ 1,325,011.70	$ 282,782.50	$ 1,607,794.20	23.743%
New Prague	721	$ 302,588.76	$ 17,902.50	$ 320,491.26	4.733%
Buffalo-Hanover-Montrose	877	$ 656,763.62	$ -	$ 656,763.62	9.699%
Tri City United	2905	$ 592,479.70	$ -	$ 592,479.70	8.750%
Total		***$ 6,016,135.46***	***$ 755,405.00***	***$ 6,771,540.46***	***100.00%***

DEPARTMENT OF EDUCATION

Division of School Finance
400 NE Stinson Blvd
Minneapolis, MN 55413

Long-Term Facility Maintenance Ten-Year Expenditure Application (LTFM) - Fund 01 and Fund 06 Projects Only

ED - 02478-11

Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minnesota Statutes 2024, section 123B.595, subd. 10. Enter by Uniform Financial and Accounting Reporting Standards (UFARS) finance code and by fiscal year in the cells provided.

District Info.	(REQUIRED) Enter Information	District Info.	(REQUIRED) Enter Information
District Name:	Southwest Metro Intermediate District	Date:	5.11.2026
District Number:	0288-06	Email:	nschmidt@swmetro288.org
District Contact Name:	Nichole Schmidt		
Contact Phone #	952.567.8103		

Expenditure Categories		Fiscal Year (FY) Ending June 30										
		2025 (base year)	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Health and Safety - this section excludes project costs in Category 2 of $100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.												
Finance Code	**Category (1)**											
347	Physical Hazards	$37,208	$0	$0	$0	$0	$0	$0	$5,000	$5,000	$5,000	$5,000
349	Other Hazardous Materials	$125	$0	$0	$0	$0	$0	$0	$5,000	$5,000	$5,000	$5,000
352	Environmental Health and Safety Management	$8,951	$5,000	$5,000	$6,000	$8,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
358	Asbestos Removal and Encapsulation	$0	$5,000	$5,000	$2,500	$8,000	$10,000	$10,000	$10,000	$10,000	$10,000	$10,000
363	Fire Safety	$23,568	$10,000	$5,000	$2,500	$8,000	$10,000	$10,000	$10,000	$25,000	$25,000	$30,000
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects - Category (1)	$69,852	$20,000	$15,000	$11,000	$24,000	$30,000	$30,000	$40,000	$55,000	$55,000	$60,000
Health and Safety - Projects Costing $100,000 or more per Project/Site/Year - Additional Revenue												
Finance Code	**Category (2)**											
358	Asbestos Removal and Encapsulation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
363	Fire Safety	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
366	Indoor Air Quality	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Health and Safety Capital Projects $100,000 or More - Category (2)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151												
Finance Code	**Category 3 (a)**											
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Approved Voluntary Pre-K Projects - Category 3(a)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Remodeling for Gender-Neutral Single-User Restrooms												
Finance/Course Codes	***Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025***											
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Remodeling for Gender-Neutral Single User Projects - Category 3(b)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Accessibility												
Finance Code	**Category (4)**											
367	Accessibility	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Total Accessibility Projects - Category (4)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Deferred Capital Expenditures and Maintenance Projects												
Finance Code	**Category (5)**											
368	Building Envelope	$0	$15,000	$10,000	$10,000	$10,000	$10,000	$5,000	$25,000	$25,000	$40,000	$40,000
369	Building Hardware and Equipment	$0	$5,000	$5,000	$10,000	$15,000	$10,000	$5,000	$25,000	$25,000	$50,000	$50,000
370	Electrical	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
379	Interior Surfaces	$8,668	$10,000	$10,000	$6,000	$10,000	$15,000	$5,000	$5,000	$5,000	$10,000	$10,000
380	Mechanical Systems	$101,009	$5,000	$5,000	$5,000	$5,000	$15,000	$5,000	$5,000	$49,000	$20,000	$50,000
381	Plumbing	$6,873	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
382	Professional Services and Salary	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
383	Roof Systems (normally below $100,000 unless the school chooses not to receive additional revenue for $100K or more roofing project/site/year - pending 2025 Legislation)	$4,740	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
384	Site Projects	$35,253	$90,000	$45,000	$50,000	$40,000	$80,000	$30,000	$90,000	$90,000	$35,000	$50,000
	Total Deferred Capital Expenditures and Maintenance Projects - Category (5)	$156,543	$125,000	$75,000	$81,000	$80,000	$130,000	$50,000	$150,000	$194,000	$155,000	$200,000
Deferred Capital Expenditures for Roofing Projects - Additional Revenue for $100,000 or more project/site/year												
Finance Code	**Category (6)**			EFFECTIVE FY 2027								
383	Roofing Systems -pending 2025 Legislation and if passed effective FY 2027	$0	$110,000	$100,000	$100,000	$100,000	$125,000	$200,000	$100,000	$100,000	$200,000	$150,000
	Total Deferred Capital Expense and Maintenance - Category (6)	$0	$110,000	$100,000	$100,000	$100,000	$125,000	$200,000	$100,000	$100,000	$200,000	$150,000
	Total Annual 10-Year Plan Expenditures	$226,395	$255,000	$190,000	$192,000	$204,000	$285,000	$280,000	$290,000	$349,000	$410,000	$410,000
Fund Balance Section												
	Fund 01	**FY 25 and 26 Revenue Projection Model Revenue**		**FY 27 Revenue Projection Model Ten-Year Spreadsheet**								
	Beginning Fund Balance 01-467-XX	$220,796	$121,466	$18,531	$5,596	$15,661	$38,726	$5,791	$2,856	$14,921	$17,986	$10,051
	LTFM Fiscal Year Revenue - Levy	$127,065	$152,065	$177,065	$202,065	$227,065	$252,065	$277,065	$302,065	$352,065	$402,065	$402,065
	LTFM Fiscal Year Revenue - AID if Applicable	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
LEVY Page 10, Line 421	*LTFM Deduction for applicable Cooperative/Intermediate Member District Levy*	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT if applicable - Special Legislation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$226,395	$255,000	$190,000	$192,000	$204,000	$285,000	$280,000	$290,000	$349,000	$410,000	$410,000
	Ending Fiscal Year Fund Balance 01-467-XX	$121,466	$18,531	$5,596	$15,661	$38,726	$5,791	$2,856	$14,921	$17,986	$10,051	$2,116
	Fund 06											
	Beginning Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Bonded Revenue	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Fiscal Year Revenue Other	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Other Transfers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	LTFM Estimated Fiscal Year Expenditures	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
	Ending Fiscal Year Fund Balance 06-467-XX	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0

End of worksheet

7.D. Pay 27 SouthWest Metro Intermediate #288 Safe Schools Levy Resolution (Roll Call Vote)

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT #110
Waconia
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. 110, State of Minnesota, was held on June 22, 2026, at 7:00 pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Safe School Program and authorizing the inclusion of a proportionate share of Intermediate School District's Safe School Program in the district's application for Safe Schools Revenue.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT NO. 288'S SAFE SCHOOL PROGRAM AND AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THIS PROGRAM IN THE DISTRICT'S APPLICATION FOR SAFE SCHOOL REVENUE

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

1. The School Board of SW Metro Intermediate School District No. 288 has approved a Safe School program for the Fiscal Year 2028 in the amount of **$211,157**. The various components of the program budget include costs for a School Resource Officer, safety equipment, and non-instructional technology hardware.

2. The proportionate share of the cost of the intermediate school district's Safe School program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Safe School program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The Safe School costs shall be funded through annual levy. The inclusion of this proportionate share in the district's Safe School revenue application for the fiscal year 2028 is hereby approved, subject to approval by the Commissioner of Education.

3. Upon receipt of the proportionate share of Safe School revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. 110. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. 110 , held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANCRIPT INSOFAR AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's Safe School Program in the district's application for Safe School revenue.

WITNESS MY HAND officially as such Clerk this 22nd day of June, 2026

_____

Clerk

School District No. 110

7.E. Resolution Certifying the Population Estimate for the 2026 Payable 2027 Levy of Independent School District 110 Waconia Public Schools (Roll Call Vote)

ISD #110 Waconia Public Schools 2026 Recertification of Census Resolution

BACKGROUND:

According to Minnesota Statutes § 275.14, the population of a school district must be certified by the Department of Education from the most recent federal census. In any year in which no federal census is taken, a population estimate may be made and submitted to the state demographer for approval. The school board can pass a resolution by June 30, 2026, of the updated population of the district as determined by the state demographer.

According to estimates from the state demographer, the district population increased from 22,370in 2020 to 24,888 in 2025. This population increase will impact the revenue the community education programs receive based on the current funding calculation, which uses the district population to determine total funding.

Increased Revenue by Program Area

General Comm Ed - Census Increase x $6.35
Youth Service - Census Increase x $1
Adults With Disabilities - Census Increase x $.34
Youth After-School Enrichment - Census Increase x $1.85
(1) $1.85 times the greater of 1,335 or the population of the district, as defined in section 275.14, not to exceed 10,000; and
(2) $0.43 times the population of the district, as defined in section 275.14, in excess of 10,000. Youth after-school enrichment revenue must be reserved for youth after-school enrichment programs.

Certification of Updated District Population Estimate (Sample Resolution)

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2026 PAYABLE 2027 LEVY OF INDEPENDENT SCHOOL DISTRICT #110.

WHEREAS, the Independent School District #110 Waconia Public Schools has experienced an increase in population from the 2020

census figure of 22,370 (TPOP2020 Census Figure listed HERE), to the current census figure of 24,888 (TPOP2025 Census Figure listed HERE) as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District # 110 that the census figure of 24,888 (TPOP2025 Census Figure listed HERE) be certified to the State Demographer for approval of use in the 2026 payable 2027 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against:_____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)
_____ (Clerk Name)
School Board Clerk

_____

_____

Once the resolution is formally approved at a June 2026 school board meeting, please scan and email the signed copy to.
Eric.Guthrie@state.mn.us
and
susan.brower@state.mn.us

7.F. Second Read Board Policies

7.F.1.	518 DNR DNI Orders	**Presenter:** Sara Eischens, Health Services Manager

518 DNR-DNI ORDERS

I. PURPOSE

The school district recognizes that it is serving students with complex health needs. The school district also recognizes that school district staff may be confronted with requests to withhold emergency care of a student in the event of a life threatening situation at school or school activities or be presented with Do Not Resuscitate/Do Not Intubate (DNR-DNI) orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

II. GENERAL STATEMENT OF POLICY

A. The primary mission of the school district is education. DNR-DNI Orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNR-DNI orders. The school district will not convey such orders to emergency medical personnel.

B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.

C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.

D. The parent/guardian will be notified of the emergency as soon as possible.

E. Notwithstanding this school district policy, IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.

F. Parents/guardians who request that emergency care be withheld for their child or who present DNR-DNI Orders, shall be advised of and shall be given a copy of this policy.

Legal References: 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

Cross References:

Policy Adopted: May 2003
Reviewed December 19, 2005 / reviewed January 2013/ reviewed February 2020 / reviewed May 2023
Independent School District #110
Waconia, MN

7.F.2.	599 Accommodation of Students with Life Threatening Allergies	**Presenter:** Sara Eischens, Health Services Manager

599 ACCOMODATION OF STUDENTS WITH LIFE-THREATENING ALLERGIES

POLICY

The purpose of this policy is to establish a safe environment for students with severe, potentially life-threatening allergies.

The District will provide the opportunity for students with severe allergies to participate in all school programs and activities through the use of communication, prevention strategies, and emergency preparedness identified in an individual plan.

BACKGROUND

Allergic reactions can span a wide range of severity of symptoms. The most severe and potentially life threatening reaction is anaphylaxis. Common allergens that cause anaphylaxis include foods, animals/insects, and substances such as medications and latex. This policy and procedure is to be used for students who are at risk for anaphylaxis.

PURPOSE

Independent School District 110 (ISD 110) recognizes that students with life-threatening allergies (LTAs) require reasonable accommodations necessary to ensure access to available education and education related benefits. The purpose of this policy is to provide a safe environment for students with severe, potentially life-threatening allergies.

This policy does not attempt to address all types of allergies. Only those allergies which are a potential for anaphylaxis are considered in this policy. ISD 110 cannot guarantee to provide an allergen-free environment for all students with LTAs, or prevent any harm to students in emergencies. The goal is to minimize the risk of exposure to allergens that pose a threat to students with LTAs, prepare for any allergic reactions, and respond appropriately to any allergy emergencies that arise.

Procedures will be established to ensure that the health needs of all students will be met in the least restrictive environment possible. In order to assist students with developing the skills necessary to participate in all educational programs, the district will work with parents and students to allow the student to gradually assume more responsibility for maintaining their safety as they advance from elementary to secondary school. The guidelines established include district-wide emergency plans, implementation of action plans, Individual Health Plans (IHP) if needed and training programs for personnel.

DEFINITIONS

Anaphylaxis is a potentially life-threatening medical condition occurring in allergic individuals after exposure to their specific allergens. Anaphylaxis refers to a collection of symptoms affecting multiple systems in the body, the most dangerous of which are breathing difficulties and a drop in blood pressure or shock, which are potentially fatal.

Policy Adopted: November 2008
Reviewed February 2020, revised June 2023

Waconia Public Schools ISD 110
Waconia, MN

7.F.3. 530 Immunization Requirements

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations as mandated by law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students are required to provide proof of immunization, or appropriate documentation exempting the student from such immunization, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:

1. a statement, from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations, (hereinafter "medical statement"), affirming that the student received the immunizations required by law, consistent with medically acceptable standards; or

2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month and year each immunization was administered, consistent with medically acceptable standards.

B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request, the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in ~~Section~~ Paragraph III.A. or III.B., above, or statement of immunization set forth in ~~Section~~ Article IV., below, to the superintendent of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

D. When there is evidence of the presence of a communicable disease, or when

required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.

E. The school district may allow a student transferring into a school a maximum of thirty (30) days to submit a statement specified in ~~Section~~ Paragraph III.A. or III.B., above, or ~~Section~~ Article IV., below. Students who do not provide the appropriate proof of immunization or the required documentation related to an applicable exemption of the student from the required immunization within the specified time frames shall be excluded from school until such time as the appropriate proof of immunizations or exemption documentation has been provided.

F. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

A. The parent or guardian of a minor student or an emancipated student submits a signed medical statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or

B. The parent or guardian of a minor student or an emancipated student submits a ~~his or her~~ notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian, or emancipated student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

A. The school district will develop and implement a procedure to:

1. notify parents and students of the immunization and exemption requirements by use of a form approved by the Minnesota Department of Health;

2. notify parents and students of the consequence for failure to provide required documentation regarding immunizations;

3. review student health records to determine whether the required information has been provided; and

4. make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.

VI. IMMUNIZATION RECORDS

A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five (5) years after the student attains the age of majority.

B. Student immunization records maintained by the school district are generally considered education records subject to the Family Education Records and Privacy Act (FERPA). The school district may not disclose personally identifiable information (PII), including immunization records, without parent or eligible student consent unless a permissible exception applies. ~~Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515 Protection and Privacy of Pupil Records.~~

C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within thirty (30) days of the student's transfer.

D. Upon request of a public or private post-secondary educational institution as defined in Minnesota Statutes, section 135A.14, the designated school district administrator ~~will~~ shall assist in the transfer of the student's immunization file to the post-secondary educational institution.

VII. OTHER

Within sixty (60) days of the commencement of each new school term, the school district will forward a report to the Commissioner of the Minnesota Department of Education stating the number of students attending each school in the school district, including the number of students receiving instruction in a home school, the number of students who have not been immunized, and the number of students who received an exemption. The school district also will forward a copy of all exemption statements received by the school district to the Commissioner of the Minnesota Department of Health.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)

Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1000 (Immunization)
20 U.S.C. § 1232q (Family Educational and Privacy Rights Act)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

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

Resources: MN Department of Health: School Health Personnel Immunization and Disease Reporting (accessed 12/15/25)

Policy Adopted: May 2003
Reviewed July 2006, reviewed January 2013, revised February 2020, revised May 2023
Independent School District 110
Waconia, MN

7.F.4. 401 Equal Employment Opportunity **Presenter:** Jeni Super, Director of Human Resources

401 EQUAL EMPLOYMENT OPPORTUNITY

[Note: School districts are not required by statute to have a policy addressing these issues. However, the Equal Employment Opportunity Commission strongly encourages the adoption of a policy and will look for such a policy during accreditation visits, audits, or investigations.]

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for school district employment and for all school district employees.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, status with regard to public assistance, disability, sexual orientation, including gender identity or expression, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.

~~***[Note: The Minnesota Human Rights Act defines "sexual orientation" to include "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness." Minnesota Statutes Section 363A.03, subdivision 44.]***~~

[Note: The Minnesota Human Rights Act states, "'Sexual orientation' means to whom someone is, or is perceived of as being, emotionally, physically, or sexually attracted to based on sex or gender identity. A person may be attracted to men, women, both, neither, or to people who are genderqueer, androgynous, or have other gender identities." Minnesota Statutes, section 363A.03, subdivision 44.

B. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.

C. This policy applies to all areas of employment, including hiring, discharge, promotion, compensation, facilities, or privileges of employment.

D. Every school district employee shall be responsible for following this policy.

E. Any person having a question regarding this policy should discuss it with the Director of Human Resources.

Legal References:
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Equal Employment Opportunities; Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References:
MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 405 (Veteran's Preference)
MSBA/MASA Model Policy 413 (Harassment and Violence)

Original Policy Adopted: May 11, 1998
Amended: February 2002/ March 2008 / August 16, 2010 / December 2017 / December 2018 / December 2019/March 2023
Waconia Public Schools ISD 110
Waconia, MN

7.F.5.	404 Employment Background Checks	**Presenter:** Jeni Super, Director of Human Resources

404 EMPLOYMENT BACKGROUND CHECKS

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

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, the school district will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district shall require that applicants for school district positions who are ~~receive an~~ offered ~~of~~ employment in the school and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.

B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.

C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may hire or otherwise allow an individual to provide a service to a school pending completion of a background check under Minnesota Statutes, section 123B.03, subdivision 1 or obtaining notice of a Professional Educator Licensing and Standards Board action under subdivision 1a but shall notify the individual that the individual's employment or other service may be terminated based on the result of the background check or Professional Educator Licensing and Standards Board action. The school district is not liable for failing to hire or for terminating an individual's employment or other service based on the result of a background check or Professional Educator Licensing and Standards Board action. ~~conditionally hire an applicant or allow an individual to provide services pending completion of the background check but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check.~~

Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minnesota Statutes section 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.

B. In order for an individual to be eligible for employment or to provide athletic coaching services or other extracurricular academic coaching services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.

[Note: If the school district elects to receive payment, it may, at its discretion, accept payment in the form of a negotiable instrument other than a money order or check and then pay the superintendent of the BCA directly to conduct the background check.]

C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the Minnesota Professional Educator Licensing and Standards Board or the ~~Minnesota~~ Commissioner of the Minnesota Department of Education within the 12 months preceding an offer of employment or permission to provide services.

D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:

1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;

2. the other school hiring authority conducted a criminal background check within the previous 12 months;

3. the individual executes a written consent form giving the school district access to the results of the check; and

4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for employment or provision of services.

E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a

determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.

F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.

G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.

H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.

I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.

J. The school district may apply these procedures to other volunteers, independent contractors, or student employees.

K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check is included with this policy.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Rights of Subjects of Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal Justice Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child, Elder, and Individuals with Disabilities Protection Background Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References: None

Policy Adopted: May 11, 1998
Amended: February 11, 2002, March 2008, February 2009, June 2011, reviewed February 2018, amended July 2021, amended April 2023
Independent School District No. 110
Waconia, MN 55387

7.F.6. 405 Veteran's Preference

Presenter: Jeni Super, Director of Human Resources

405 VETERAN'S PREFERENCE

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

I. PURPOSE

The purpose of this policy is to comply with the Minnesota Veterans Preference Act (VPA) which provides preference points for veterans applying for employment with political subdivisions, including school districts, as well as additional rights for veterans in the discharge process.

II. GENERAL STATEMENT OF POLICY

A. The school district's policy is to comply with the VPA regarding veteran's preference rights and mandated preference points to veterans and spouses of deceased veterans or disabled veterans.

B. The school district's policy is also to comply with the VPA requirement that no covered veteran may be removed from public employment except for incompetency or misconduct shown after a hearing upon due notice, upon stated charges, and in writing. This paragraph does not apply to the position of teacher.

C. Veteran's preference points will be applied pursuant to applicable law as follows:

1. A credit of ten points shall be added to the competitive open examination rating of a non-disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

2. A credit of fifteen points shall be added to the competitive open examination rating of a disabled veteran, who so elects, provided that the veteran obtained a passing rating on the examination without the addition of the credit points.

3. A credit of five points shall be added to the competitive promotional examination rating of a disabled veteran, who so elects, provided that (a) the veteran obtained a passing rating on the examination without the addition of the credit points and (b) the veteran is applying for a first promotion after securing public employment.

4. A preference may be used by the surviving spouse of a deceased veteran and by the spouse of a disabled veteran who, because of the disability, is unable to qualify.

D. Eligibility for and application of veteran's preference, the definition of a veteran, and the definition of a disabled veteran for purposes of this policy will be pursuant to the VPA.

E. When notifying applicants that they have been accepted into the selection process, the school district shall notify applicants that they may elect to use veteran's preference.

F. If a 100-point hiring system is not used for filling a teaching position, preference points will not be added, but all eligible veteran applicants who have proper licensure and qualifications for the teaching position will be granted an interview for the position.

G. If the school district ~~rejects~~ does not select a member of the finalist pool who has properly claimed veteran's preference, the school district shall notify the finalist in writing of the reasons for the rejection and file the notice with the school district's personnel officer.

[Note: A school district may require a veteran to complete an initial hiring probationary period as defined in Minn. Stat. § 43A.16.]

H. In accordance with the VPA, no honorably discharged veteran shall be removed from a position of employment except for incompetency, misconduct, or good faith abolishment of position.

1. Incompetency or misconduct must be shown after a hearing, upon due notice, upon stated charges, in writing.

2. A veteran must irrevocably elect to be governed either by the VPA or by arbitration provisions set forth in a collective bargaining agreement in the event of a discharge.

I. The VPA and the provisions of this policy do not apply to the position of private secretary, superintendent, head of a department, or any person holding a strictly confidential relation to the school board or school district. The VPA and the provisions of this policy apply to teachers only with respect to the hiring process, as set forth in Paragraph F., above.

Legal References: Minn. Stat. § 43A.11 (Veteran's Preference)
Minn. Stat. § 197.455 (Veteran's Preference Applied)
Minn. Stat. § 197.46 (Veterans Preference Act)
Hall v. City of Champlin, 463 N.W.2d 502 (Minn. 1990)
Young v. City of Duluth, 410 N.W.2d 27 (Minn. Ct. App. 1987)

Cross References: MSBA/MASA Model Policy 401 (Equal Employment Opportunity)

Original Policy Adopted: May 11, 1998
Amended: February 11, 2002 / March 10, 2008 / April 2011/ October 2017/ December 2018/June 2021
Reviewed: November 2024
Independent School District No. 110
Waconia, MN 55387

7.F.7.	406 Public And Private Personnel Data	**Presenter:** Jeni Super, Director of Human Resources

406 PUBLIC AND PRIVATE PERSONNEL DATA

[Note: The provisions of this policy accurately reflect the Minnesota Government Data Practices Act and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide guidance to school district employees as to the data the school district collects and maintains regarding its employees, volunteers, independent contractors, and applicants ("personnel").

II. GENERAL STATEMENT OF POLICY

A. All data on individuals collected, created, received, maintained, or disseminated by the school district, which is classified by statute or federal law as public, shall be accessible to the public pursuant to the procedures established by the school district.

B. All other data on individuals is private or confidential.

III. DEFINITIONS

A. "Public" means that the data is available to anyone who requests it.

B. "Private" means the data is not public and is accessible only to the following: the subject of the data, as limited by any applicable state or federal law; individuals within the school district whose work assignments reasonably require access; entities and agencies as determined by the responsible authority who are authorized by law to gain access to that specific data; and entities or individuals given access by the express written direction of the data subject.

C. "Confidential" means the data are not public and are not accessible to the subject.

D. "Parking space leasing data" means the following government data on an applicant for, or lessee of, a parking space: residence address, home telephone number, beginning and ending work hours, place of employment, location of parking space, and work telephone number.

E. "Personnel data" means government data on individuals maintained because they are or were employees, applicants for employment, volunteers or independent contractors for the school district. Personnel data include data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or to improve school district operations.

F. "Finalist" means an individual who is selected to be interviewed by the school board for a position.

G. "Protected health information" means individually identifiable health information

as defined in 45 C.F.R. § 160.103, that is transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium by a health care provider, in connection with a transaction covered by 45 C.F.R. Parts 160, 162 and 164. "Protected health information" excludes individually identifiable health information in education records covered by the Family Educational Rights and Privacy Act, employment records held by a school district in its role as employer; and records regarding a person who has been deceased for more than fifty (50) years.

H. "Public officials" means business managers; human resource directors; athletic directors whose duties include at least fifty (50) percent of their time spent in administration, personnel, supervision, and evaluation; chief financial officers; directors; and individuals defined as superintendents and principals and in a charter school, individuals employed in comparable positions.

IV. PUBLIC PERSONNEL DATA

A. The following information on current and former employees, volunteers and independent contractors of the school district, is public:

1. name;

2. employee identification number, which may not be the employee's Social Security number;

3. actual gross salary;

4. salary range;

5. terms and conditions of employment relationship;

6. contract fees;

7. actual gross pension;

8. the value and nature of employer-paid fringe benefits;

9. the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary;

10. job title;

11. bargaining unit;

12. job description;

13. education and training background;

14. previous work experience;

15. date of first and last employment;

16. the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action;

17. the final disposition of any disciplinary action, as defined in Minnesota. Statutes, section 13.43, subdivision. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the school district;

18. the complete terms of any agreement settling any dispute arising out of the employment relationship, including superintendent buyout agreements, except that the agreement must include specific reasons for the agreement if it involves the payment of more than $10,000 of public money, and such agreement may not have the purpose or effect of limiting access to or disclosure of personnel data or limiting the discussion of information or opinions related to personnel data;

19. work location;

20. work telephone number;

21. badge number;

22. work-related continuing education;

23. honors and awards received; and

24. payroll time sheets or other comparable data that are used only to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

B. The following information on current and former applicants for employment by the school district is public:

1. veteran status;

2. relevant test scores;

3. rank on eligible list;

4. job history;

5. education and training; and

6. work availability.

C. Names of applicants are private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the school board to be finalists for public employment.

D. Applicants for appointment to a public body.

1. Data about applicants for appointment to a public body collected by the school district as a result of the applicant's application for employment are private data on individuals except that the following are public:

a. name;

b. city of residence, except when the appointment has a residency requirement that requires the entire address to be public;

c. education and training;

d. employment history;

e. volunteer work;

f. awards and honors;

g. prior government service;

h. any data required to be provided or that are voluntarily provided in an application for appointment to a multimember agency pursuant to Minnesota Statutes, section 15.0597; and

i. veteran status.

2. Once an individual is appointed to a public body, the following additional items of data are public:

a. residential address;

b. either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee;

c. first and last dates of service on the public body;

d. the existence and status of any complaints or charges against an appointee; and

e. upon completion of an investigation of a complaint or charge against an appointee, the final investigative report is public, unless access to the data would jeopardize an active investigation.

3. Notwithstanding ~~p~~Paragraph 2~~.~~, any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

E. Regardless of whether there has been a final disposition as defined in Minnesota Statutes, section 13.43, subdivision 2(b), upon completion of an investigation of a complaint or charge against a public official, as defined in Minnesota Statutes, section 13.43, subdivision 2(e), or if a public official resigns or is terminated from employment while the complaint or charge is pending, all data relating to the complaint or charge are public, unless access to the data would jeopardize an active investigation or reveal confidential sources. Data relating to a complaint or charge against a public official is public only if:

1. the complaint or charge results in disciplinary action or the employee resigns or is terminated from employment while the complaint or charge is pending; or

2. potential legal claims arising out of the conduct that is the subject of the complaint or charge are released as part of a settlement agreement

Data that is classified as private under another law is not made public by this provision.

V. PRIVATE PERSONNEL DATA

A. All other personnel data not listed in ~~Section~~ Article IV. are private data will not be otherwise released unless authorized by law.

B. Data pertaining to an employee's dependents are private data on individuals.

C. Data created, collected, or maintained by the school district to administer employee assistance programs are private.

D. Parking space leasing data with regard to data on individuals are private.

E. An individual's checking account number is private when submitted to a government entity.

F. Notwithstanding classification by any other provision of Minnesota Statutes, chapter 13, upon request from an exclusive representative, p~~P~~ersonnel data may be disseminated to labor organizations to the extent the responsible authority determines is the dissemination is necessary for the labor organization to conduct

elections, notify employees of fair share fee assessments and implement the provisions of Minnesota Statutes chapters 179 and 179A. Personnel data shall be disseminated to labor organizations and the Bureau of Mediation Services ("BMS") to the extent the dissemination is ordered or authorized by the Commissioner of the BMS.

G. The school district may display a photograph of a current or former employee to prospective witnesses as part of the school district's investigation of any complaint or charge against the employee.

H. The school district may, if its responsible authority or designee reasonably determines that the release of personnel data is necessary to protect an employee from harm to self or to protect another person who may be harmed by the employee, release data that are relevant to the concerns for safety to:

1. the person who may be harmed and to the attorney representing the person when the data are relevant to obtaining a restraining order;

2. a prepetition screening team conducting an investigation of the employee under Minnesota Statutes. section 253B.07, subdivision 1; or

3. a court, law enforcement agency, or prosecuting authority.

I. Private personnel data or confidential investigative data on employees may be disseminated to a law enforcement agency for the purpose of reporting a crime or alleged crime committed by an employee, or for the purpose of assisting law enforcement in the investigation of a crime or alleged crime committed by an employee.

J. A complainant has access to a statement provided by the complainant to the school district in connection with a complaint or charge against an employee.

K. When allegations of sexual or other types of harassment are made against an employee, the employee does not have access to data that would identify the complainant or other witnesses if the responsible authority determines that the employee's access to that data would:

1. threaten the personal safety of the complainant or a witness; or

2. subject the complainant or witness to harassment.

If a disciplinary proceeding is initiated against the employee, data on the complainant or witness shall be available to the employee as may be necessary for the employee to prepare for the proceeding.

L. The school district must report to the Minnesota Professional Educator Licensing and Standards Board ("PELSB") or the Board of School Administrators ("BOSA"), whichever has jurisdiction over the teacher's or administrator's license, as required

by Minnesota Statutes, section 122A.20, subdivision. 2, and shall, upon written request from the licensing board having jurisdiction over license, provide the licensing board with information about the teacher or administrator from the school district's files, any termination or disciplinary proceeding, and settlement or compromise, or any investigative file in accordance with Minnesota Statutes, section 122A.20, subdivision 2.

[Note: The obligation to make a report set forth in this section applies equally to charter school boards and their executive directors and charter school authorizers.]

M. Private personnel data shall be disclosed to the Department of Employment and Economic Development for the purpose of administration of the unemployment insurance program under Minnesota Statutes. Ch. 268.

N. When a report of alleged maltreatment of a student in an elementary, middle school, high school or charter school is made to the Commissioner of the Minnesota Department of Education ("MDE") under Minnesota Statutes Chapter 260E, data that are relevant and collected by the school facility about the person alleged to have committed maltreatment must be provided to the MDE Commissioner ("Commissioner") on request for purposes of an assessment or investigation of the maltreatment report. Additionally, personnel data may be released for purposes of providing information to a parent, legal guardian, or custodian of a child in accordance with MDE Screening Guidelines.

O. The school district shall release to a requesting school district or charter school private personnel data on a current or former employee related to acts of violence toward or sexual contact with a student, if

1. an investigation conducted by or on behalf of the school district or law enforcement affirmed the allegations in writing prior to release and the investigation resulted in the resignation of the subject of the data; or

2. the employee resigned while a complaint or charge involving the allegations was pending, the allegations involved acts of sexual contact with a student, and the employer informed the employee in writing, before the employee resigned, that if the employee resigns while the complaint or charge is still pending, the employer must release private personnel data about the employee's alleged sexual contact with a student to a school district or charter school requesting the data after the employee applies for employment with that school district or charter school and the data remain classified as provided in Minnesota Statutes Chapter 13.

Data that are released under this paragraph must not include data on the student.

P. Data submitted by an employee to the school district as part of an organized self-evaluation effort by the school district to request suggestions from all employees on ways to cut costs, make the school district more efficient, or improve the school

district operations is private data. An employee who is identified in a suggestion, however, shall have access to all data in the suggestion except the identity of the employee making the suggestion.

Q. Protected health information, as defined in 45 C.F.R. Parts 160 and 164, on employees is private and will not be disclosed except as permitted or required by law.

R. Personal home contact information for employees may be used by the school district to ensure that an employee can be reached in the event of an emergency or other disruption affecting continuity of school district operations and may be shared with another government entity in the event of an emergency or other disruption to ensure continuity of operation for the school district or government entity.

S. The personal telephone number, home address, and electronic mail address of a current or former employee of a contractor or subcontractor maintained as a result of a contractual relationship between the school district and a contractor or subcontractor entered on or after August 1, 2012, are private data. These data must be shared with another government entity to perform a function authorized by law. The data also must be disclosed to a government entity or any person for prevailing wage purposes.

T. When a continuing contract teacher is discharged immediately because the teacher's license has been revoked due to a conviction for child abuse or sexual offenses involving a child as set forth in Minnesota Statutes, section 122A.40, subdivision 13(b), or when the Commissioner ~~of the MDE~~ makes a final determination of child maltreatment involving a teacher under Minnesota Statues, section 260E.21, subdivision 4 or 260E.35, the school principal or other person having administrative control of the school must include in the teacher's employment record the information contained in the record of the disciplinary action or the final maltreatment determination, consistent with the definition of public data under Minnesota Statutes, section 13.41, subdivision. 5, and must provide PELSB and the licensing division at MDE with the necessary and relevant information to enable PELSB and MDE's licensing division to fulfill their statutory and administrative duties related to issuing, renewing, suspending, or revoking a teacher's license. In addition to the background check required under Minnesota Statutes, section 123B.03, a school board or other school hiring authority must contact PELSB and MDE to determine whether the teacher's license has been suspended or revoked, consistent with the discharge and final maltreatment determinations. Unless restricted by federal or state data practices law or by the terms of a collective bargaining agreement, the responsible authority for a school district must disseminate to another school district private personnel data on a current or former teacher (employee or contractor) of the district, including the results of background investigations, if the requesting school district seeks the information because the subject of the data has applied for employment with the requesting school district.

VI. MULTIPLE CLASSIFICATIONS

If data on individuals are classified as both private and confidential by Minnesota Statutes Chapter 13, or any other state or federal law, the data are private.

VII. CHANGE IN CLASSIFICATIONS

The school district shall change the classification of data in its possession if it is required to do so to comply with either judicial or administrative rules pertaining to the conduct of legal actions or with a specific statute applicable to the data in the possession of the disseminating or receiving agency.

VIII. RESPONSIBLE AUTHORITY

The school district has designated Director of Human Resources 952-442-0600 as the authority responsible for personnel data.

The responsible authority, or a school district employee if so designated, shall serve as the school district's data practices compliance official and, as such, shall be the employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

IX. EMPLOYEE AUTHORIZATION/RELEASE FORM

An employee authorization form is included as an addendum to this policy.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.37 (General Nonpublic Data)
Minn. Stat. § 13.39 (Civil Investigation Data)
Minn. Stat. § 13.41 (Licensing Data – Public Data)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, subd. 3 (Applicants for Employment)
Minn. Stat. § 15.0597 (Appointment to Multimember Agencies)
Minn. Stat. § 122A.20, subd. 2 (Mandatory Reporting)
Minn. Stat. § 122A.40, subds. 13 and 16 (Employment; Contracts; Termination)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.143, subd. 2 (Disclose Past Buyouts)
Minn. Stat. Ch. 179 (Minnesota Labor Relations Act)
Minn. Stat. Ch. 179A (Minnesota Public Labor Relations Act)
Minn. Stat. § 253B.07(Judicial Commitment: Preliminary Procedures)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. Ch. 268 (Unemployment Insurance)
Minn. R. Pt. 1205 (Data Practices)
P.L. 104-191 (HIPAA)

45 C.F.R. Parts 160, 162 and 164 (HIPAA Regulations)

Cross References: MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA Law Bulletin "I" (School Records – Privacy – Access to Data)

Policy Adopted: November 9, 1970 / Amended October 17, 1988; June 8, 1998
Amended: July 25, 2005/ March 10, 2008 / April 2011/August 2015 / December 2018 / June 2021/ December 2021
Reviewed: November 2024
Independent School District No. 110
Waconia, MN

7.F.8. 410 Family and Medical Leave Policy **Presenter:** Jeni Super, Director of Human Resources

410 FAMILY AND MEDICAL LEAVE 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 for family and medical leave to school district employees in accordance with the Family and Medical Leave Act of 1993 (FMLA) ~~and also with parenting leave under state law~~.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding family and medical leave are adopted by the school district, pursuant to the requirements of the FMLA ~~and consistent with the requirements of the Minnesota parenting leave laws~~.

III. DEFINITIONS

A. "Covered active duty" means:

1. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and

2. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in 10 United States Code section 101(a)(13)(B).

B. "Covered servicemember" means:

1. a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or

2. a covered veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces, including a member of the National Guard or Reserves, and was discharged or released under conditions other than dishonorable, at any time during the period of five years preceding the first date the eligible employee takes FMLA leave to care for the covered veteran.

C. "Eligible employee" means an employee who has been employed by the school district for a total of at least 12 months and who has been employed for at least 1,250 hours of service during the 12-month period immediately preceding the commencement of the leave. An employee returning from fulfilling their Uniformed Services Employment and Reemployment Rights Act (USERRA)-covered service obligation shall be credited with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. In determining whether the employee met the hours of service requirement, and to determine the hours that would have been worked during the period of absence from work due to or necessitated by

USERRA-covered service, the employee's pre-service work schedule can generally be used for calculations.

While the 12 months of employment need not be consecutive, employment periods prior to a break in service of seven years or more may not be counted unless: (1) the break is occasioned by the employee's fulfillment of their USERRA-covered service obligation; or (2) a written agreement, including a collective bargaining agreement, exists concerning the school district's intention to rehire the employee after the break in service.

D. "Military caregiver leave" means leave taken to care for a covered servicemember with a serious injury or illness.

E. "Next of kin of a covered servicemember" means the nearest blood relative other than the covered servicemember's spouse, parent, son, or daughter, in the following order of priority: blood relatives who have been granted legal custody of the covered servicemember by court decree or statutory provisions, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative as their nearest blood relative for purposes of military caregiver leave under the FMLA. When no such designation is made and there are multiple family members with the same level of relationship to the covered servicemember, all such family members shall be considered the covered servicemember's next of kin, and the employee may take FMLA leave to provide care to the covered servicemember, either consecutively or simultaneously. When such designation has been made, the designated individual shall be deemed to be the covered servicemember's only next of kin.

F. "Outpatient status" means, with respect to a covered servicemember who is a current member of the Armed Forces, the status of a member of the Armed Forces assigned to:

1. a military medical treatment facility as an outpatient; or

2. a unit established for the purpose of providing command and control of members of the Armed Forces receiving care as outpatients.

G. "Qualifying exigency" means a situation where the eligible employee seeks leave for one or more of the following reasons:

1. to address any issues that arise from a short-notice deployment (seven calendar days or less) of a covered military member;

2. to attend military events and related activities of a covered military member;

3. to address issues related to childcare and school activities of a covered military member's child;

4. to address financial and legal arrangements for a covered military member;

5. to attend counseling provided by someone other than a health care provider for oneself, a covered military member, or the eligible employee's child;

6. to spend up to 15 calendar days with a covered military member who is on short-term, temporary rest and recuperation leave during a period of deployment;

7. to attend post-deployment activities related to a covered military member;

8. to address care needs of a covered military member's parent who is incapable of self-care; and

9. to address other events related to a covered military member that both the employee and school district agree is a qualifying exigency.

H. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

1. inpatient care in a hospital, hospice, or residential medical care facility; or

2. continuing treatment by a health care provider.

I. "Spouse" means a husband or wife. For purposes of this definition, husband or wife refers to the other person with whom an individual entered into marriage as defined or recognized under state law for purposes of marriage in the state in which the marriage was entered into or, in the case of a marriage entered into outside of any state, if the marriage is valid in the place where entered into and could have been entered into in at least one state. This definition includes an individual in a same-sex or common law marriage that either: (1) was entered into in a state that recognizes such marriages; or (2) if entered into outside of any state, is valid in the place where entered into and could have been entered into in at least one state.

J. "Veteran" has the meaning given in 38 United States Code section 101.

IV. LEAVE ENTITLEMENT

A. Twelve-week Leave under Federal Law

1. Eligible employees are entitled to a total of 12 work weeks of unpaid family or medical leave during the applicable 12-month period as defined below, plus any additional leave as required by law. Leave may be taken for one or more of the following reasons in accordance with applicable law:

a. birth of the employee's child and to care for such child;

b. placement of an adopted or foster child with the employee;

c. to care for the employee's spouse, son, daughter, or parent with a serious health condition;

d. the employee's serious health condition makes the employee unable to perform the functions of the employee's job; and/or

e. any qualifying exigency arising from the employee's spouse, son, daughter, or parent being on covered active duty, or notified of an impending call or order to covered active duty in the Armed Forces.

2. For the purposes of this policy, "year" is defined as a rolling 12-month period measured backward from the date an employee's leave is to commence.

[Note: An employer is permitted to choose any one of the following methods for determining the 12–month period in which the 12 weeks of FMLA leave entitlement occurs: (a) the calendar year; (b) any fixed 12–month leave year, such as a fiscal year, a year required by State law, or a year starting on an employee's anniversary date;(c) the 12–month period measured forward from the date any employee's first FMLA leave; or (d) a "rolling" 12–month period measured backward from the date an employee uses any FMLA leave. It is recommended, however, that school districts use the 12-month rolling measurement as it prevents employees from stacking 12-week leave entitlement that could occur if, for example, a calendar or fiscal year is utilized. Where a calendar, fiscal or similar period is used, an employee could use 12 weeks at the end of the period and then again at the beginning of the period, providing an entitlement to a leave of 24 consecutive weeks. If a school district changes its definition of a "year" in this policy, it must give employees notice of at least 60 days before implementing this change.]

3. An employee's entitlement to FMLA leave for the birth, adoption, or foster care of a child expires at the end of the 12-month period beginning on the date of the birth or placement.

4. A "serious health condition" typically requires either inpatient care or continuing treatment by or under the supervision of a health care provider, as defined by applicable law. Family and medical leave generally is not intended to cover short-term conditions for which treatment and recovery are very brief.

5. A "serious injury or illness," in the case of a member of the Armed Forces, including a member of the National Guard or Reserves, means:

    a. injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

    b. in the case of a covered veteran who was a member of the Armed Forces, including a member of the National Guard or Reserves, at any time, during the period of five years preceding the date on which the veteran undergoes the medical treatment, recuperation, or therapy, means a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces or that existed before the beginning of the member's active duty and was aggravated by service in the line of duty in the Armed Forces and that manifested itself before or after the member became a veteran, and is:

        (1) a continuation of a serious injury or illness that was incurred or aggravated when the covered veteran was a member of the Armed Forces and rendered the servicemember unable to perform the duties of the servicemember's office, grade, rank, or rating; or

        (2) a physical or mental condition for which the covered veteran has received a U.S. Department of Veterans

Affairs Service-Related Disability (VASRD) rating of 50 percent or greater and such VASRD rating is based, in whole or in part, on the condition precipitating the need for military caregiver leave; or

(3) a physical or mental condition that substantially impairs the covered veteran's ability to secure or follow a substantially gainful occupation by reason of a disability or disabilities related to military service, or would do so absent treatment; or

(4) an injury, including a psychological injury, on the basis of which the covered veteran has been enrolled in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

6. Eligible spouses employed by the school district are limited to an aggregate of 12 weeks of leave during any 12-month period for the birth and care of a newborn child or adoption of a child, the placement of a child for foster care, or to care for a parent. This limitation for spouses employed by the school district does not apply to leave taken: by one spouse to care for the other spouse who is seriously ill; to care for a child with a serious health condition; because of the employee's own serious health condition; or pursuant to Paragraph IV.A.1.e. above.

7. Depending on the type of leave, intermittent or reduced schedule leave may be granted in the discretion of the school district or when medically necessary. However, part-time employees are only eligible for a pro-rata portion of leave to be used on an intermittent or reduced schedule basis, based on their average hours worked per week. Where an intermittent or reduced schedule leave is foreseeable based on planned medical treatment, the school district may transfer the employee temporarily to an available alternative position for which the employee is qualified and which better accommodates recurring periods of leave than does the employee's regular position, and which has equivalent pay and benefits.

8. If an employee requests a leave for the serious health condition of the employee or the employee's spouse, child, or parent, the employee will be required to submit sufficient medical certification. In such a case, the employee must submit the medical certification within 15 days from the date of the request or as soon as practicable under the circumstances.

9. If the school district has reason to doubt the validity of a health care provider's certification, it may require a second opinion at the school district's expense. If the opinions of the first and second health care providers differ, the school district may require certification from a third health care provider at the school district's expense. An employee may also be required to present a certification from a health care provider indicating that the employee is able to return to work.

10. Requests for leave shall be made to the school district. When leave relates to an employee's spouse, son, daughter, parent, or covered servicemember being on covered active duty, or notified of an impending call or order to covered active duty pursuant to Paragraph IV.A.1.e. above, and such leave is

foreseeable, the employee shall provide reasonable and practical notice to the school district of the need for leave. For all other leaves, employees must give 30 days' written notice of a leave of absence where practicable. The failure to provide the required notice may result in a delay of the requested leave. Employees are expected to make a reasonable effort to schedule leaves resulting from planned medical treatment so as not to disrupt unduly the operations of the school district, subject to and in coordination with the health care provider.

11. The school district may require that a request for leave under Paragraph IV.A.1.e. above be supported by a copy of the covered military member's active duty orders or other documentation issued by the military indicating active duty or a call to active duty status and the dates of active duty service. In addition, the school district may require the employee to provide sufficient certification supporting the qualifying exigency for which leave is requested.

12. During the period of a leave permitted under this policy, the school district will provide health insurance under its group health plan under the same conditions coverage would have been provided had the employee not taken the leave. The employee will be responsible for payment of the employee contribution to continue group health insurance coverage during the leave. An employee's failure to make necessary and timely contributions may result in termination of coverage. An employee who does not return to work after the leave may be required, in some situations, to reimburse the school district for the cost of the health plan premiums paid by it.

13. The school district may request or require the employee to substitute accrued paid leave for any part of the 12-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave. The superintendent shall be responsible to develop directives and guidelines as necessary to implement this policy. Such directives and guidelines shall be submitted to the school board for annual review.

    The school district shall comply with written notice requirements as set forth in federal regulations.

14. Employees returning from a leave permitted under this policy are eligible for reinstatement in the same or an equivalent position as provided by law. However, the employee has no greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the leave.

~~B. Twelve-week Leave under State Law~~

~~An employee who does not qualify for parenting leave under Paragraphs IV.A.1.a. or IV.A.1.b. above may qualify for a 12-week unpaid leave which is available to a biological or adoptive parent in conjunction with the birth or adoption of a child, or to a female employee for prenatal care or incapacity due to pregnancy, childbirth, or related health conditions. The length of the leave shall be determined by the employee but must not exceed 12 weeks unless agreed to by the school district. This leave is separate and exclusive of the family and medical leave described in the preceding paragraphs but may be reduced by any period of paid parental, disability, personal, or medical, or sick~~

~~leave, or accrued vacation provided by the school district so that the total leave does not exceed 12 weeks, unless agreed to by the school district, or leave taken for the same purpose under the FMLA. The leave taken under this section shall begin at a time requested by the employee. An employee who plans to take leave under this section must give the school district reasonable notice of the date the leave shall commence and the estimated duration of the leave. For leave taken by a biological or adoptive parent in conjunction with the birth or adoption of a child, the leave must begin within 12 months of the birth or adoption; except that, in the case where the child must remain in the hospital longer than the mother, the leave must begin within 12 months after the child leaves the hospital.~~

B~~C~~. Twenty-six-week Servicemember Family Military Leave

1. An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered servicemember shall be entitled to a total of 26 work weeks of leave during a 12-month period to care for the servicemember. The leave described in this paragraph shall be available only during a single 12-month period. For purposes of this leave, the need to care for a servicemember includes both physical and psychological care.

2. During a single 12-month period, an employee shall be entitled to a combined total of 26 work weeks of leave under Paragraphs IV.A. and IV.C. above.

3. The 12-month period referred to in this section begins on the first day the eligible employee takes leave to care for a covered servicemember and ends 12 months after that date.

4. Eligible spouses employed by the school district are limited to an aggregate of 26 weeks of leave during any 12-month period if leave is taken for birth of the employee's child or to care for the child after birth; for placement of a child with the employee for adoption or foster care or to care for the child after placement; to care for the employee's parent with a serious health condition; or to care for a covered servicemember with a serious injury or illness.

5. The school district may request or require the employee to substitute accrued paid leave for any part of the 26-week period. Employees may be allowed to substitute paid leave for unpaid leave by meeting the requirements set out in the administrative directives and guidelines established for the implementation of this policy, if any. Employees eligible for leave must comply with the family and medical leave directives and guidelines prior to starting leave.

6. An employee will be required to submit sufficient medical certification issued by the health care provider of the covered servicemember and other information in support of requested leave and eligibility for such leave under this section within 15 days from the date of the request or as soon as practicable under the circumstances.

7. The provisions of Paragraphs IV.A.7., IV.A.10., IV.A.12., IV.A.13., and IV.A.14. above shall apply to leaves under this section.

V. SPECIAL RULES FOR INSTRUCTIONAL EMPLOYEES

A. An instructional employee is one whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This includes, but is not

limited to, teachers, coaches, driver's education instructors, and special education assistants.

B. Instructional employees who request foreseeable medically necessary intermittent or reduced work schedule leave greater than 20 percent of the workdays in the leave period may be required to:

1. take leave for the entire period or periods of the planned medical treatment; or

2. move to an available alternative position for which the employee is qualified, and which provides equivalent pay and benefits, but not necessarily equivalent duties.

C. Instructional employees who request continuous leave near the end of a grading period may be required to extend the leave through the end of the grading period. The number of weeks remaining before the end of a grading period does not include scheduled school breaks, such as summer, winter, or spring break.

1. If an instructional employee begins leave for any purpose more than five weeks before the end of a grading period and it is likely the leave will last at least three weeks, the school district may require that the leave be continued until the end of the grading period.

2. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last five weeks of a, the school district may require that the leave be continued until the end of the grading period if the leave will last more than two weeks or if the employee's return from leave would occur during the last two weeks of the grading period.

3. If the instructional employee begins leave for a purpose other than the employee's own serious health condition during the last three weeks of the grading period and the leave will last more than five working days, the school district may require the employee to continue taking leave until the end of the grading period.

4. If the school district requires an instructional employee to extend leave through the end of a grading period as set forth in this paragraph, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement. Any additional leave required by the school district to the end of the school term is not counted as FMLA leave but as an unpaid or paid leave, to the extent the instructional employee has accrued paid leave available and the school district shall maintain the employee's group health insurance and restore the employee to the same or equivalent job, including other benefits, at the conclusion of the leave.

VI. OTHER

A. The provisions of this policy are intended to comply with applicable law, including the FMLA and applicable regulations. Any terms used from the FMLA will have the same meaning as defined by the FMLA and/or applicable regulations. To the extent that this policy is ambiguous or contradicts applicable law, the language of the applicable law will prevail.

B. The requirements stated in the collective bargaining agreement between employees in

a certified collective bargaining unit and the school district regarding family and medical leaves (if any) shall be followed.

VII. DISSEMINATION OF POLICY

A. A poster prepared by the U.S. Department of Labor summarizing the major provisions of the Family and Medical Leave Act and informing employees how to file a complaint shall be conspicuously posted in each school district building in areas accessible to employees and applicants for employment.

B. This policy will be reviewed at least annually for compliance with state and federal law.

Legal References: ~~Minn. Stat. §§ 181.940-181.944 (Parenting Leave and Accommodations)~~
10 U.S.C. § 101 *et seq.* (Armed Forces General Military Law)
29 U.S.C. § 2601 *et seq.* (Family and Medical Leave Act)
38 U.S.C. § 101 (Definitions)
29 C.F.R. Part 825 (Family and Medical Leave Act)

Cross References:

Original Policy Adopted: May 11, 1998 / Amended: February 11, 2002/ Amended: November 9, 2009
Reviewed: April 2015 / May 2016 / June 2017 / May 2018 / December 2019 / April 2021/ June 2022 /
Amended: April 2023 / July 2024
Independent School District No. 110
Waconia, MN 55387

7.F.9.	418	Drug-Free Workplace / Drug-Free School	**Presenter:** Jeni Super, 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 and is pursuant to the procedure established under Paragraph V.G below. ~~(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 or a Tribal medical cannabis program as a pupil solely because the patient or person is enrolled in the registry program or a Tribal medical cannabis 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.

An employer or a school must provide written notice to a patient at least 14 days before the employer or school takes an action against the patient that is prohibited under Minnesota Statutes, section 342.57, subdivision 3 or 5. The written notice must cite the specific federal law or regulation that the employer or school believes would be violated if the employer or school fails to take action. The notice must specify what monetary or licensing-related benefit under federal law or regulation that the employer or school would lose if the employer or school fails to take action.

A school or an employer must not retaliate against a patient for asserting the patient's rights or seeking remedies under Minnesota Statutes, section 342.57 or section 152.32.

[NOTE: The 2025 Minnesota legislature amended this law.]

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 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 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.

[NOTE: MDE information on this requirement is provided in the Resources section of this model policy.]

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. <u>Students</u>

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 supervisor in writing of the employee's 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)

Resources: To support the requirements for school districts and charter schools outlined in Minnesota Statute 2024, section 120B.215, subdivision 2, and in accordance with subdivision 1, MDE, in collaboration with MDH, the Minnesota Department of Human Services (DHS), and education experts, has created a List of Model Cannabis Education Programs for School District and Charter School Consideration.

Schools may choose to implement one of the listed programs or they may implement their own program(s) identified through a local curriculum adoption process by the 2026-27 school year. While it is not required for a school district or charter school to use one of the programs in the list, the list and rubric provided may be useful to school districts and charter schools in their own decision-making process.

Please visit MDE's Health Education webpage for more information.

Policy Adopted: April 8, 1991
Amended: December 9, 1996, June 8, 1998, February 11, 2002, May 12, 2008, February 2018
December 2019, September 2023, December 2024, revised October 2025
Independent School Dist No. 110
Waconia, MN

7.F.10.	420 Students and Employees with Sexually Transmitted Diseases and Certain Other Communicable Diseases and Infectious Conditions	**Presenter:** Jeni Super, Director of Human Resources

420 STUDENTS AND EMPLOYEES WITH SEXUALLY TRANSMITTED INFECTIONS AND DISEASES AND CERTAIN OTHER COMMUNICABLE DISEASES AND INFECTIOUS CONDITIONS

[Note: School districts are not required by statute to have a policy addressing these issues. However, Minnesota Statutes section 121A.23 provides that school districts must have a program that incorporates the provisions contained in this policy.]

I. PURPOSE

Public concern that students and staff of the school district be able to attend the schools of the district without becoming infected with serious communicable or infectious diseases, including, but not limited to, Human Immunodeficiency Virus (HIV), Acquired Immunodeficiency Syndrome (AIDS), Hepatitis B, and Tuberculosis, requires that the school board adopt measures effectively responding to health concerns while respecting the rights of all students, employees, and contractors, including those who are so infected. The purpose of this policy is to adopt such measures.

II. GENERAL STATEMENT OF POLICY

A. Students

The policy of the school board is that students with communicable diseases not be excluded from attending school in their usual daily attendance setting so long as their health permits and their attendance does not create a significant risk of the transmission of illness to students or employees of the school district. A procedure for minimizing interruptions to learning resulting from communicable diseases will be established by the school district in its IEP and Section 504 team process, if applicable, and in consultation with community health and private health care providers. Procedures for the inclusion of students with communicable diseases will include any applicable educational team planning processes, including the review of the educational implications for the student and others with whom the student comes into contact.

B. Employees

The policy of the school board is that employees with communicable diseases not be excluded from attending to their customary employment so long as they are physically, mentally, and emotionally able to safely perform tasks assigned to them and so long as their employment does not create a significant risk of the transmission of illness to students, employees, or others in the school district. If a reasonable accommodation will eliminate the significant risk of transmission, such accommodation will be undertaken unless it poses an undue hardship to the school district.

C. Circumstances and Conditions

1. Determinations of whether a contagious individual's school attendance or job performance creates a significant risk of the transmission of the illness to students or employees of the school district will be made on a case by case basis. Such decisions will be based upon the nature of the risk (how it is transmitted), the duration of the risk (how long the carrier is infectious), the severity of the risk (what is the potential harm to third parties), and the probabilities the disease will be transmitted and will cause varying degrees of harm. When a student is disabled, such a determination will be made in

consultation with the educational planning team.

2. The school board recognizes that some students and some employees, because of special circumstances and conditions, may pose greater risks for the transmission of infectious conditions than other persons infected with the same illness. Examples include students who display biting behavior, students or employees who are unable to control their bodily fluids, who have oozing skin lesions, or who have severe disorders which result in spontaneous external bleeding. These conditions need to be taken into account and considered in assessing the risk of transmission of the disease and the resulting effect upon the educational program of the student or employment of the employee by consulting with the Commissioner of Health, the physician of the student or employee, and the parent(s)/guardian(s) of the student.

D. Students with Special Circumstances and Conditions

The school district, along with the infected individual's physician, the infected individual or parent(s)/guardian(s), and others, if appropriate, will weigh risks and benefits to the student and to others, consider the least restrictive appropriate educational placement, and arrange for periodic reevaluation as deemed necessary by the state epidemiologist. The risks to the student shall be determined by the student's physician.

E. Extracurricular Student Participation

Student participation in nonacademic, extracurricular, and non-educational programs of the school district are subject to a requirement of equal access and comparable services.

F. Precautions

The school district will develop routine procedures for infection control at school and for educating employees about these procedures. The procedures shall be developed through cooperation with health professionals taking into consideration any guidelines of the Minnesota Department of Education and the Minnesota Department of Health. (These precautionary procedures shall be consistent with the school district's procedures regarding blood-borne pathogens developed pursuant to the school district's employee right to know policy.)

G. Information Sharing

1. Employee and student health information shall be shared within the school district only with those whose jobs require such information and with those who have a legitimate educational interest (including health and safety) in such information and shall be shared only to the extent required to accomplish legitimate educational goals and to comply with employees' right to know requirements.

2. Employee and student health data shall be shared outside the school district only in accordance with state and federal law and with the school district's policies on employee and student records and data.

H. Reporting

If a medical condition of student or staff threatens public health, it must be reported

to the Minnesota Commissioner of Health.

I. Prevention

The school district shall, with the assistance of the Minnesota Commissioners of Health and Education, implement a program to prevent and reduce the risk of sexually transmitted diseases in accordance with Minnesota Statutes section 121A.23 that includes:

1. planning materials, guidelines, and other technically accurate and updated information;

2. a comprehensive, developmentally appropriate, technically accurate, and updated curriculum that includes helping students to abstain from sexual activity until marriage;

3. cooperation and coordination among school districts and Service Cooperatives;

4. a targeting of adolescents, especially those who may be at high risk of contracting sexually transmitted diseases and infections, for prevention efforts;

5. involvement of parents and other community members;

6. in-service training for district staff and school board members;

7. collaboration with state agencies and organizations having a sexually transmitted infection and disease prevention or sexually transmitted infection and disease risk reduction program;

8. collaboration with local community health services, agencies and organizations having a sexually transmitted infection and disease risk reduction program; and

9. participation by state and local student organizations.

10. The program must be consistent with the health and wellness curriculum.

11. The school district may accept funds for sexually transmitted infection and disease prevention programs developed and implemented under this section from public and private sources, including public health funds and foundations, department professional development funds, federal block grants, or other federal or state grants.

J. Vaccination and Screening

The school district will develop procedures regarding the administration of Hepatitis B vaccinations and Tuberculosis screenings in keeping with current state and federal law. The procedures shall provide that the Hepatitis B vaccination series be offered to all who have occupational exposure at no cost to the employee.

Legal References: Minn. Stat. § 121A.23 (Programs to Prevent and Reduce the Risks of Sexually Transmitted Infections and Diseases)

Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 142 (Testing in School Clinics)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Act)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)
29 C.F.R. 1910.1030 (Bloodborne Pathogens)
Kohl by Kohl v. Woodhaven Learning Center, 865 F.2d 930 (8th Cir.), *cert. denied*, 493 U.S. 892 (1989)
School Board of Nassau County, Fla. v. Arline, 480 U.S. 273 (1987)
16 EHLR 712, OCR Staff Memo, April 5, 1990

Cross References:
MSBA/MASA Model Policy 402 (Disability Nondiscrimination)
MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Resources:
MN Department of Health, *Persons Required to Report Disease* (accessed 12/23/23)

Policy Adopted: March 9, 1987
Amended: February 8, 1992 / June 8, 1998 / August 9, 1999 / July 18, 2005 / May 12, 2008 / Oct. 2016/ December 2019 / April 2023
Independent School District No. 110 Waconia, MN

7.F.11.	427 Workload Limits for Certain Special Education Teachers	**Presenter:** Jeni Super, Director of Human Resources

427 WORKLOAD LIMITS FOR CERTAIN SPECIAL EDUCATION TEACHERS

[Note: School districts are required by Minnesota Rules 3525.2340, subpart 4.B., to have a policy for determining the workload limits of special education staff who provide services to students who receive direct special education services 60 percent or less of the instructional day.]

[Note: Minnesota Statutes section 179A.07, subdivision 1, of the Public Employment Labor Relations Act (PELRA) provides that a public employer is not required to meet and negotiate on matters of inherent managerial policy. Matters of inherent managerial policy include, but are not limited to, the organizational structure, selection of personnel, and direction and number of personnel. MSBA's position is that this policy is not a mandatory subject of bargaining. School districts, therefore, are cautioned to not relinquish their inherent managerial right to determine workload limits for special education ~~teachers~~ staff.]

I. PURPOSE

The purpose of this policy is to establish general parameters for determining the workload limits of special education staff who provide services to children with disabilities receiving direct special education services 60 percent or less of the instructional day.

II. DEFINITIONS

[NOTE: MSBA arranged these paragraphs in alphabetical order in February 2026.]

A. Direct Services

"Direct services" means special education services provided by a ~~special education~~ teacher or a related service professional when the services are related to instruction, including cooperative teaching.

B. Indirect Services

"Indirect services" means special education services ~~provided by a special education teacher or a related service professional~~ which include ongoing progress reviews; cooperative planning; consultation; demonstration teaching; modification and adaptation of the environment, curriculum, materials, or equipment; and direct contact with the pupil to monitor and observe. Indirect services may be provided by a teacher or related services professional to another regular education, special education teacher, related services professional, paraprofessional, support staff, parents, and public and nonpublic agencies to the extent that the services are written in the pupil's IEP and IFSP.

C. Special Education Staff; Special Education Teacher

"Special education staff" and "special education teacher" both mean a teacher employed by the school district who is licensed under the rules of the Minnesota Professional Educator Licensing and Standards Board to instruct children with specific disabling conditions.

D. Workload

"Workload" means a special education teacher's total number of minutes required for all due process responsibilities, including direct and indirect services, evaluation and reevaluation time, management of individualized education programs (IEPs), travel time, parental contact, and other services required in the IEPs.

III. GENERAL STATEMENT OF POLICY

A. Workload limits for special education teachers shall be determined by the appropriate special education administrator, in consultation with the building principal and the superintendent.

B. In determining workload limits for special education staff, the school district shall take into consideration the following factors: student contact minutes, evaluation and reevaluation time, indirect services, management of IEPs, travel time, and other services required in the IEPs of eligible students.

IV. COLLECTIVE BARGAINING AGREEMENT UNAFFECTED

This policy shall not be construed as a reopening of negotiations between the school district and the special education teachers' exclusive representative, nor shall it be construed to alter or limit in any way the managerial rights or other authority of the school district set forth in the Public Employment Labor Relations Act or in the collective bargaining agreement between the school district and the special education teachers' exclusive representative.

Legal References: Minn. Stat. § 179A.07, Subd. 1 (Inherent Managerial Policy)
Minn. Rule 3525.0210, Subps. 14, 27, 44, and 49 (Definitions)
Minn. Rule 3525.2340, Subp. 4.B. (Case Loads for School-Age Educational Service Alternatives)

Cross References: MSBA/MASA Model Policy 508 (Extended School Year for Certain Students with Individualized Education Programs)
MSBA/MASA Model Policy 608 (Instructional Services – Special Education)

Policy Adopted: August 2015
Reviewed June 2021
Amended: December 2018, April 2023
Waconia Public Schools
ISD 110

7.F.12. 211 Criminal or Civil Action Against School Board

Presenter: Superintendent Gersich

211 CRIMINAL OR CIVIL ACTION AGAINST SCHOOL DISTRICT, SCHOOL BOARD MEMBER, EMPLOYEE, OR STUDENT

I. PURPOSE

The purpose of this policy is to provide guidance about the school district's position, rights, and responsibilities when a civil or criminal action is pending against the school district, or a school board member, school district employee, or student.

II. GENERAL STATEMENT OF POLICY

A. The school district recognizes that, when civil or criminal actions are pending against a school board member, school district employee, or student, the school district may be requested or required to take action.

B. In responding to such requests and/or requirements, the school district will take such measures as are appropriate to its primary mission of providing for the education of students in an environment that is safe for staff and students and is conducive to learning.

C. The school district acknowledges its statutory obligations with respect to providing assistance to school board members and teachers who are sued in connection with performance of school district duties. Collective bargaining agreements and school district policies may also apply.

III. CIVIL ACTIONS

A. Pursuant to Minnesota Statutes section 466.07, subdivision. 1, the school district shall defend and indemnify any school board member or school district employee for damages in school-related litigation, including punitive damages, claimed or levied against the school board member or employee, provided that the school board member or employee was acting in the performance of the duties of the position and was not guilty of malfeasance, willful neglect of duty, or bad faith.

B. Pursuant to Minnesota Statutes section 123B.25(b), with respect to teachers employed by the school district, upon written request of the teacher involved, the school district must provide legal counsel for any school teacher against whom a claim is made or action is brought for recovery of damages in any tort action involving physical injury to any person or property or for wrongful death arising out of or in connection with the employment of the teacher with the school district. The school district will choose legal counsel after consultation with the teacher.

C. Data Practices

Educational data and personnel data maintained by the school district may be sought as evidence in a civil proceeding. The school district will release the data only pursuant to the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 and to the Family Educational Rights and Privacy Act, 20 United States Code section 1232g, and related regulations. When an employee is subpoenaed and is expected to testify regarding educational data or personnel data, the employee will inform the building administrator or designated supervisor, who shall immediately inform the superintendent or designee. No school board member or employee may release data without consultation in advance with

the school district official designated as the responsible authority for the collection, use, and dissemination of data.

D. Service of Subpoenas

School district officers and employees will normally not be involved in providing service of process for third parties in the school setting.

E. Leave to Testify

Leave for employees appearing in court, either when sued or under subpoena to testify, will be considered in accordance with school district personnel policies and applicable collective bargaining agreements.

IV. CRIMINAL CHARGES OR CONDUCT

A. Employees

1. The school district expects that its employees serve as positive role models for students. As role models for students, employees have a duty to conduct themselves in an exemplary manner.

2. If the school district receives information relating to activities of a criminal nature by an employee, the school district will investigate and take appropriate disciplinary action, which may include discharge, subject to school district policies, statutes, and provisions of applicable collective bargaining agreements.

3. Pursuant to Minnesota Statutes section 123B.02, subdivision 20, if reimbursement for a criminal defense is requested by a school district employee, the school board may, after consulting with its legal counsel, reimburse the employee for any costs and reasonable attorney fees incurred by the employee to defend criminal charges brought against the employee arising out of the performance of duties for the school district. The decision whether to reimburse shall be made in the school board's discretion. A school board member who is a witness or an alleged victim in the case may not vote on the reimbursement. If a quorum of the school board is disqualified from voting on the reimbursement, the reimbursement must be approved by a judge of the district court.

B. Students

The school district has an interest in maintaining a safe and healthful environment and in preventing disruption of the educational process. To promote that interest, the school district will take appropriate action regarding students convicted of crimes that relate to the school environment.

C. Criminal Investigations

1. The policy of the school district is to cooperate with law enforcement officials. The school district will make all efforts, however, to encourage law enforcement officials to question students and employees outside of school hours and off school premises unless extenuating circumstances exist, the matter being investigated is school-related, or as otherwise provided by law.

2. If questioning at school is unavoidable, the school district will attempt to maintain confidentiality to avoid embarrassment to students and employees and to avoid disruption of the educational program. The school district will attempt to notify parents of a student under age 18 that police will be questioning their child. Normally, the superintendent, principal, or other appropriate school official will be present during the interview, except as otherwise required by law (Minnesota Statutes section 260E.22), or as otherwise determined in consultation with the parent or guardian.

D. Data Practices

The school district will release to juvenile justice and law enforcement authorities educational and personnel data only in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act) and 20 United States Code section 1232g (FERPA).

V. STATEMENTS WHEN LITIGATION IS PENDING

The school district recognizes that when a civil or criminal action is commenced or pending, parties to the lawsuit have particular duties in reference to persons involved or named in the lawsuit, as well as insurance carrier(s). Therefore, school board members or school district employees shall make or release statements in that situation only in consultation with legal counsel.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 123B.02, Subd. 20 (Legal Counsel; Reimbursement)
Minn. Stat. § 123B.25(b) (Legal Actions Against Districts and Teachers)
Minn. Stat. § 260E.22 (Interviews)
Minn. Stat. § 466.07, Subd. 1 (Indemnification)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
Minn. Op. Atty. Gen. 169 (Mar. 7, 1963)
Minn. Op. Atty. Gen. 169 (Nov. 3, 1943)
Dypress v. School Committee of Boston, 446 N.E.2d 1099 (Mass. App. Ct. 1983)
Wood v. Strickland, 420 U.S. 308(1975)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 408 (Subpoena of a School District Employee)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)

Policy Adopted: November 01
Revised: November 07, June 2013, November 2019, December 2022
Reviewed: June 2025
Independent School District No. 110 Waconia, MN

7.F.13. 515 Protection and Privacy of Pupil Records

515 PROTECTION AND PRIVACY OF PUPIL RECORDS

I. PURPOSE

The school district recognizes its responsibility in regard to the collection, maintenance, and dissemination of pupil records and the protection of the privacy rights of students as provided in federal law and state statutes.

II. GENERAL STATEMENT OF POLICY

The following procedures and policies regarding the protection and privacy of parents and students are adopted by the school district, pursuant to the requirements of 20 United States Code section 1232g, *et seq.*, (Family Educational Rights and Privacy Act (FERPA)), 34 Code of Federal Regulations part 99 and consistent with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes, chapter 13, and Minnesota Rules parts 1205.0100-1205.2000.

III. DEFINITIONS

A. Authorized Representative

"Authorized representative" means any entity or individual designated by the school district, state, or an agency headed by an official of the Comptroller of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state and local educational authorities to conduct, with respect to federal or state supported education programs, any audit or evaluation or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

B. Biometric Record

"Biometric record," as referred to in "Personally Identifiable," means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA sequence, facial characteristics, and handwriting).

C. Dates of Attendance

"Dates of attendance," as referred to in "Directory Information," means the period of time during which a student attends or attended a school or schools in the school district, including attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not in the classroom, and including the period during which a student is working under a work-study program. The term does not include specific daily records of a student's attendance at a school or schools in the school district.

D. Directory Information

[Note: Minnesota State law and Federal law definitions of "directory information" are different. ISD 110 will comply with the most restrictive definition.]

1. Under Minnesota law, a school district may not designate a student's home address, telephone number, email address, or other personal contact information as "directory information." Minnesota law prohibits schools from designating student contact information as "directory information" despite the FERPA definition. Minnesota schools should comply with Minnesota law and

should not include student contact information in their definition of "directory information."

2. Under federal law, "Directory information," means information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. It includes: the student's name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; dates of attendance; grade level; enrollment status (i.e. full-time or part-time); participation in officially recognized activities and sports; weight and height of members of athletic teams; degrees, honors, and awards received and the most recent educational agency or institution attended. It also includes the name, address, and telephone number of the student's parent(s). Directory information does not include:

    a. a student's social security number;

    b. a student's identification number (ID), user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems if the identifier may be used to access education records without use of one or more factors that authenticate the student's identity such as a personal identification number (PIN), password, or other factor known or possessed only by the authorized user;

    c. a student ID or other unique personal identifier that is displayed on a student ID badge if the identifier can be used to gain access to educational records when used in conjunction with one or more factors that authenticate the student's identity, such as a PIN, password, or other factor known or possessed only by the student;

    d. personally, identifiable data which references religion, race, color, social position, or nationality; or

    e. data collected from nonpublic school students, other than those who receive shared time educational services, unless written consent is given by the student's parent or guardian.

E. Education Records

1. What constitutes "education records?" Education records means those records that are: (1) directly related to a student; and (2) maintained by the school district or by a party acting for the school district.

2. What does not constitute education records. The term "education records" does not include:

    a. Records of instructional personnel that are:
        (1) kept in the sole possession of the maker of the record;

        (2) used only as a personal memory aid;

        (3) not accessible or revealed to any other individual except a temporary substitute teacher; and
        (4) destroyed at the end of the school year.

    b. Records of a law enforcement unit of the school district, provided education records maintained by the school district are not disclosed to

the unit, and the law enforcement records are:

(1) maintained separately from education records;

(2) maintained solely for law enforcement purposes; and

(3) disclosed only to law enforcement officials of the same jurisdiction.

c. Records relating to an individual, including a student, who is employed by the school district which:

(1) are made and maintained in the normal course of business;

(2) relate exclusively to the individual in that individual's capacity as an employee; and

(3) are not available for use for any other purpose.

However, records relating to an individual in attendance at the school district who is employed as a result of ~~his or her~~ the individual's status as a student are education records.

d. Records relating to an eligible student, or a student attending an institution of ~~post-secondary~~ postsecondary education, that are:

(1) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in ~~his or her~~ the professional's or paraprofessional's capacity or assisting in that capacity;

(2) made, maintained, or used only in connection with the provision of treatment to the student; and

(3) disclosed only to individuals providing the treatment; provided that the records can be personally reviewed by a physician or other appropriate professional of the student's choice. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are a part of the program of instruction within the school district.

e. Records created or received by the school district after an individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student.

f. Grades on peer-related papers before the papers are collected and recorded by a teacher.

F. Education Support Services Data

"Education support services data" means data on individuals collected, created, maintained, used, or disseminated relating to programs administered by a government entity or entity under contract with a government entity designed to eliminate disparities and advance equities in educational achievement for youth by coordinating services available to participants, regardless of the youth's involvement with other government services. Education support services data does not include welfare data under Minnesota Statutes, section 13.46.

Unless otherwise provided by law, all education support services data are private data

on individuals and must not be disclosed except according to Minnesota Statutes, section 13.05 or a court order.

G. Eligible Student

"Eligible student" means a student who has attained eighteen (18) years of age or is attending an institution of ~~post-secondary~~ postsecondary education.

H. Juvenile Justice System

"Juvenile justice system" includes criminal justice agencies and the judiciary when involved in juvenile justice activities.

I. Legitimate Educational Interest

"Legitimate educational interest" includes an interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for education data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or employee's contract or position description approved by the school board;

2. Perform a supervisory or instructional task directly related to the student's education;

3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid; or

4. Perform a task directly related to responding to a request for data.

J. Parent

"Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent of the student in the absence of a parent or guardian. The school district may presume the parent has the authority to exercise the rights provided herein, unless it has been provided with evidence that there is a state law or court order governing such matters as marriage dissolution, separation or child custody, or a legally binding instrument which provides to the contrary.

K. Personally Identifiable

"Personally identifiable" means that the data or information includes, but is not limited to: (a) a student's name; (b) the name of the student's parent or other family member; (c) the address of the student or student's family; (d) a personal identifier such as the student's social security number or student number or biometric record; (e) other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) information requested by a person who the school district reasonably believes knows the identity of the student to whom the education record relates.

L. Record

"Record" means any information or data recorded in any way including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

M. Responsible Authority

"Responsible authority" means ~~[designate title and actual name of individual].~~ Director of Human Resources, Jeni Super.

N. Student

"Student" includes any individual who is or has been in attendance, enrolled, or registered at the school district and regarding whom the school district maintains education records. Student also includes applicants for enrollment or registration at the school district and individuals who receive shared time educational services from the school district.

O. School Official

"School official" includes: (a) a person duly elected to the school board; (b) a person employed by the school board in an administrative, supervisory, instructional, or other professional position; (c) a person employed by the school board as a temporary substitute in a professional position for the period of ~~his or her~~ that individual's performance as a substitute; and (d) a person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of ~~his or her~~ that individual's performance as an employee or contractor.

[Note: School districts may wish to reference police liaison officers in the definition of a "school official." Depending on the circumstances of the relationship, this may be added in subpart (d) of the definition or in a new subpart (e). Caution should be used to ensure that police liaison officers are considered "school officials" only when performing duties as a police liaison officer and that they are trained as to their obligations pursuant to this policy. Consultation with the school district's legal counsel is recommended.]

P. Summary Data

"Summary data" means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify the individual is ascertainable.

Q. Other Terms and Phrases

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

IV. GENERAL CLASSIFICATION

State law provides that all data collected, created, received, or maintained by a school district are public unless classified by state or federal law as not public or private or confidential. State law classifies all data on individuals maintained by a school district which relates to a student as private data on individuals. This data may not be disclosed to parties other than the parent or eligible student without consent, except pursuant to a valid court order, certain state statutes authorizing access, and the provisions of FERPA and the regulations promulgated thereunder.

V. STATEMENT OF RIGHTS

A. Rights of Parents and Eligible Students

Parents and eligible students have the following rights under this policy:

1. The right to inspect and review the student's education records;

2. The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights;

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that such consent is not required for disclosure pursuant to this policy, state or federal law, or the regulations promulgated thereunder;

4. The right to refuse release of names, addresses, and home telephone numbers of students in grades 11 and 12 to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions;

5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school district to comply with the federal law and the regulations promulgated thereunder;

6. The right to be informed about rights under the federal law; and

7. The right to obtain a copy of this policy at the location set forth in ~~Section~~ Article XXI. of this policy.

B. Eligible Students

All rights and protections given to parents under this policy transfer to the student when the student reaches eighteen (18) years of age or enrolls in an institution of ~~post-secondary~~ postsecondary education. The student then becomes an "eligible student." However, the parents of an eligible student who is also a "dependent student" are entitled to gain access to the education records of such student without first obtaining the consent of the student. In addition, parents of an eligible student may be given access to education records in connection with a health or safety emergency if the disclosure meets the conditions of any provision set forth in 34 Code of Federal Regulations section 99.31(a).

C. Students with a Disability

The school district shall follow 34 Code of Federal Regulations sections 300.610-300.617 with regard to the privacy, notice, access, recordkeeping, and accuracy of information related to students with a disability.

VI. DISCLOSURE OF EDUCATION RECORDS

A. Consent Required for Disclosure

1. The school district shall obtain a signed and dated written informed consent of the parent of a student or the eligible student before disclosing personally identifiable information from the education records of the student, except as provided herein.

2. The written consent required by this subdivision must be signed and dated by the parent of the student or the eligible student giving the consent and shall include:

   a. a specification of the records to be disclosed;

   b. the purpose or purposes of the disclosure;

   c. the party or class of parties to whom the disclosure may be made;

   d. the consequences of giving informed consent; and

e. if appropriate, a termination date for the consent.

3. When a disclosure is made under this subdivision:

   a. if the parent or eligible student so requests, the school district shall provide him or her with a copy of the records disclosed; and

   b. if the parent of a student who is not an eligible student so requests, the school district shall provide the student with a copy of the records disclosed.

4. A signed and dated written consent may include a record and signature in electronic form that:

   a. identifies and authenticates a particular person as the source of the electronic consent; and

   b. indicates such person's approval of the information contained in the electronic consent.

5. If the responsible authority seeks an individual's informed consent to the release of private data to an insurer or the authorized representative of an insurer, informed consent shall not be deemed to have been given unless the statement is:

   a. in plain language;

   b. dated;

   c. specific in designating the particular persons or agencies the data subject is authorizing to disclose information about the data subject;

   d. specific as to the nature of the information the subject is authorizing to be disclosed;

   e. specific as to the persons or agencies to whom the subject is authorizing information to be disclosed;

   f. specific as to the purpose or purposes for which the information may be used by any of the parties named in Clause e. above, both at the time of the disclosure and at any time in the future; and

   g. specific as to its expiration date which should be within a reasonable time, not to exceed one year except in the case of authorizations given in connection with applications for: (i) life insurance or noncancellable or guaranteed renewable health insurance and identified as such, two years after the date of the policy, or (ii) medical assistance under Minnesota Statutes, chapter 256B or Minnesota Care under Minnesota Statutes, chapter 256L, which shall be ongoing during all terms of eligibility, for individualized education program health-related services provided by a school district that are subject to third party reimbursement.

6. Eligible Student Consent

   Whenever a student has attained eighteen (18) years of age or is attending an institution of post-secondary education, the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student, except as provided in ~~Section~~ Article V. of this

policy.

B. Prior Consent for Disclosure Not Required

The school district may disclose personally identifiable information from the education records of a student without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. To other school officials, including teachers, within the school district whom the school district determines have a legitimate educational interest in such records;

2. To a contractor, consultant, volunteer, or other party to whom the school district has outsourced institutional services or functions provided that the outside party:

   a. performs an institutional service or function for which the school district would otherwise use employees;

   b. is under the direct control of the school district with respect to the use and maintenance of education records; and

   c. will not disclose the information to any other party without the prior consent of the parent or eligible student and uses the information only for the purposes for which the disclosure was made;

3. To officials of other schools, school districts, or post-secondary educational institutions in which the student seeks or intends to enroll, or is already enrolled, as long as the disclosure is for purposes related to the student's enrollment or transfer. The records shall include information about disciplinary action taken as a result of any incident in which the student possessed or used a dangerous weapon, and with proper annual notice (see ~~Section~~ Article XIX.), suspension and expulsion information pursuant to section 7917 of the federal Every Student Succeeds Act, 20 United States Code section 7917, ~~*[insert the following if the school district has a policy regarding Staff Notification of Violent Behavior by Students]*~~ and, if applicable, data regarding a student's history of violent behavior. The records also shall include a copy of any probable cause notice or any disposition or court order under Minnesota Statutes, section 260B.171, unless the data are required to be destroyed under Minnesota Statutes, section 120A.22, subdivision 7(c) or section 121A.75. On request, the school district will provide the parent or eligible student with a copy of the education records that have been transferred and provide an opportunity for a hearing to challenge the content of those records in accordance with ~~Section~~ Article XV. of this policy;

4. To authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or the Commissioner of the State Department of Education or ~~his or her~~ a representative of the Commissioner of the State Department of Education, subject to the conditions relative to such disclosure provided under federal law;

5. In connection with financial aid for which a student has applied or has received, if the information is necessary for such purposes as to:

   a. determine eligibility for the aid;

   b. determine the amount of the aid;

   c. determine conditions for the aid; or

   d. enforce the terms and conditions of the aid.

"Financial aid" for purposes of this provision means a payment of funds provided to an individual or a payment in kind of tangible or intangible property to the individual that is conditioned on the individual's attendance at an educational agency or institution;

6. To state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to state statute adopted:

   a. before November 19, 1974, if the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve the student whose records are released; or

   b. after November 19, 1974, if the reporting or disclosure allowed by state statute concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records are released, provided the officials and authorities to whom the records are disclosed certify in writing to the school district that the data will not be disclosed to any other party, except as provided by state law, without the prior written consent of the parent of the student. At a minimum, the school district shall disclose the following information to the juvenile justice system under this paragraph: a student's full name, home address, telephone number, and date of birth; a student's school schedule, attendance record, and photographs, if any; and parents' names, home addresses, and telephone numbers;

7. To organizations conducting studies for or on behalf of educational agencies or institutions for the purpose of developing, validating, or administering predictive tests, administering student aid programs, or improving instruction; provided that the studies are conducted in a manner which does not permit the personal identification of parents or students by individuals other than representatives of the organization who have a legitimate interest in the information, the information is destroyed when no longer needed for the purposes for which the study was conducted, and the school district enters into a written agreement with the organization that: (a) specifies the purpose, scope, and duration of the study or studies and the information to be disclosed; (b) requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement; (c) requires the organization to conduct the study in a manner that does not permit personal identification of parents and students by anyone other than representatives of the organization with legitimate interests; and (d) requires the organization to destroy all personally identifiable information when information is no longer needed for the purposes for which the study was conducted and specifies the time period in which the information must be destroyed.

   For purposes of this provision, the term, "organizations," includes, but is not limited to, federal, state, and local agencies and independent organizations. In the event the Department of Education determines that a third party outside of the school district to whom information is disclosed violates this provision, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years;

8. To accrediting organizations in order to carry out their accrediting functions;

9. To parents of a student eighteen (18) years of age or older if the student is a dependent of the parents for income tax purposes;

10. To comply with a judicial order or lawfully issued subpoena, provided, however, that the school district makes a reasonable effort to notify the parent or eligible

student of the order or subpoena in advance of compliance therewith so that the parent or eligible student may seek protective action, unless the disclosure is in compliance with a federal grand jury subpoena, or any other subpoena issued for law enforcement purposes, and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed, or the disclosure is in compliance with an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code section 2332b(g)(5)(B), an act of domestic or international terrorism as defined in 18 United States Code, section 2331, or a parent is a party to a court proceeding involving child abuse and neglect or dependency matters, and the order is issued in the context of the proceeding. If the school district initiates legal action against a parent or student, it may disclose to the court, without a court order or subpoena, the education records of the student that are relevant for the school district to proceed with the legal action as a plaintiff. Also, if a parent or eligible student initiates a legal action against the school district, the school district may disclose to the court, without a court order or subpoena, the student's education records that are relevant for the school district to defend itself;

11. To appropriate parties, including parents of an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health, including the mental health, or safety of the student or other individuals. The decision is to be based upon information available at the time the threat occurs that indicates that there is an articulable and significant threat to the health or safety of a student or other individuals. In making a determination whether to disclose information under this section, the school district may take into account the totality of the circumstances pertaining to a threat and may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other students. A record of this disclosure must be maintained pursuant to ~~Section~~ Paragraph XIII.E. of this policy. In addition, an educational agency or institution may include in the education records of a student appropriate information concerning disciplinary action taken against the student for conduct that posed a significant risk to the safety or well-being of that student, other students, or other members of the school community. This information may be disclosed to teachers and school officials within the school district and/or teachers and school officials in other schools who have legitimate educational interests in the behavior of the student;

12. To the juvenile justice system if information about the behavior of a student who poses a risk of harm is reasonably necessary to protect the health or safety of the student or other individuals;

13. Information the school district has designated as "directory information" pursuant to ~~Section~~ Article VII. of this policy;

14. To military recruiting officers and ~~post-secondary~~ postsecondary educational institutions pursuant to ~~Section~~ Article XI. of this policy;

15. To the parent of a student who is not an eligible student or to the student himself or herself;

16. To appropriate ~~health authorities to~~ parties, including parents or an eligible student, in connection with an emergency if knowledge of the ~~extent~~ information is necessary to ~~administer immunization programs~~ protect the health or safety of the student or other individuals (34 Code of Federal Regulations, part 99.36) and for bona fide epidemiologic investigations which the ~~commissioner of health~~ Commissioner of the Minnesota Department of Health determines are necessary

to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted;

17. To volunteers who are determined to have a legitimate educational interest in the data and who are conducting activities and events sponsored by or endorsed by the educational agency or institution for students or former students;

18. To the juvenile justice system, on written request that certifies that the information will not be disclosed to any other person except as authorized by law without the written consent of the parent of the student:

    a. the following information about a student must be disclosed: a student's full name, home address, telephone number, date of birth; a student's school schedule, daily attendance record, and photographs, if any; and any parents' names, home addresses, and telephone numbers;

    b. the existence of the following information about a student, not the actual data or other information contained in the student's education record, may be disclosed provided that a request for access must be submitted on the statutory form and it must contain an explanation of why access to the information is necessary to serve the student: (1) use of a controlled substance, alcohol, or tobacco; (2) assaultive or threatening conduct that could result in dismissal from school under the Pupil Fair Dismissal Act; (3) possession or use of weapons or look-alike weapons; (4) theft; or (5) vandalism or other damage to property. Prior to releasing this information, the principal or chief administrative officer of a school who receives such a request must, to the extent permitted by federal law, notify the student's parent or guardian by certified mail of the request to disclose information. If the student's parent or guardian notifies the school official of an objection to the disclosure within ten (10) days of receiving certified notice, the school official must not disclose the information and instead must inform the requesting member of the juvenile justice system of the objection. If no objection from the parent or guardian is received within fourteen (14) days, the school official must respond to the request for information.

    The written requests of the juvenile justice system member(s), as well as a record of any release, must be maintained in the student's file;

19. To the principal where the student attends and to any counselor directly supervising or reporting on the behavior or progress of the student if it is information from a disposition order received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 3. The principal must notify the counselor immediately and must place the disposition order in the student's permanent education record. The principal also must notify immediately any teacher or administrator who directly supervises or reports on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other school district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student, outline the offense, and describe any conditions of probation about which the school must provide information if this information is provided in the disposition order. Disposition order information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information may not be further disseminated by the counselor, teacher,

administrator, staff member, substitute, or volunteer except as necessary to serve the student, to protect students and staff, or as otherwise required by law, and only to the student or the student's parent or guardian;

20. To the principal where the student attends if it is information from a peace officer's record of children received by a superintendent under Minnesota Statutes, section 260B.171, subdivision 5. The principal must place the information in the student's education record. The principal also must notify immediately any teacher, counselor, or administrator directly supervising the student whom the principal believes needs the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. The principal may also notify other district employees, substitutes, and volunteers who are in direct contact with the student if the principal determines that these individuals need the information to work with the student in an appropriate manner, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability. Such notices from the principal must identify the student and describe the alleged offense if this information is provided in the peace officer's notice. Peace officer's record information received is private educational data received for the limited purpose of serving the educational needs of the student and protecting students and staff. The information must not be further disseminated by the counselor, teacher administrator, staff member, substitute, or volunteer except to communicate with the student or the student's parent or guardian as necessary to serve the student, to protect students and staff, or as otherwise required by law.

    The principal must delete the peace officer's record from the student's education record, destroy the data, and make reasonable efforts to notify any teacher, counselor, staff member, administrator, substitute, or volunteer who received information from the peace officer's record if the county attorney determines not to proceed with a petition or directs the student into a diversion or mediation program or if a juvenile court makes a decision on a petition and the county attorney or juvenile court notifies the superintendent of such action;

21. To the Secretary of Agriculture, or authorized representative from the Food and Nutrition Service or contractors acting on behalf of the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of state and local educational and other agencies and institutions receiving funding or providing benefits of one or more programs authorized under the National School Lunch Act or the Child Nutrition Act of 1966 for which the results will be reported in an aggregate form that does not identify any individual, on the conditions that: (a) any data collected shall be protected in a manner that will not permit the personal identification of students and their parents by other than the authorized representatives of the Secretary; and (b) any personally identifiable data shall be destroyed when the data are no longer needed for program monitoring, evaluations, and performance measurements; or

22. To an agency caseworker or other representative of a State or local child welfare agency, or tribal organization (as defined in 25 United States Code, section 5304), who has the right to access a student's case plan, as defined and determined by the State or tribal organization, when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student, provided that the education records, or the personally identifiable information contained in such records, of the student will not be disclosed by such agency or organization, except to an individual or entity engaged in addressing the student's education needs and authorized by such agency or organization to receive such disclosure and such disclosure is consistent with the State or tribal laws applicable to protecting the confidentiality of a student's education records.

23. When requested, and in accordance with requirements for parental consent in 34 Code of Federal Regulations, section 300.622(b)(2), and part 99, educational agencies or institutions may share personal student contact information and directory information for students served in special education with postsecondary transition planning and services under Minnesota Statutes, section 125A.08, paragraph (b), clause (1), whether public or private, with the Minnesota Department of Employment and Economic Development, as required for coordination of services to students with disabilities under Minnesota Statutes, sections 125A.08, paragraph (b), clause (1); 125A.023; and 125A.027.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statues, section 13.32, subdivision 5, to include this update.]

C. Nonpublic School Students

The school district may disclose personally identifiable information from the education records of a nonpublic school student, other than a student who receives shared time educational services, without the written consent of the parent of the student or the eligible student unless otherwise provided herein, if the disclosure is:

1. Pursuant to a valid court order;

2. Pursuant to a statute specifically authorizing access to the private data; ~~or~~

3. To appropriate health authorities to the extent necessary to administer immunization programs and for bona fide epidemiological investigations which the ~~commissioner of health~~ Commissioner of the Minnesota Department of Health determines are necessary to prevent disease or disability to individuals in the public educational agency or institution in which the investigation is being conducted~~.~~ or

4. to appropriate parties, including parents or an eligible student, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

VII. RELEASE OF DIRECTORY INFORMATION

A. Educational Data

1. Educational data designated as directory information is public data on individuals to the extent required under federal law. Directory information must be designated pursuant to the provisions of:

   a. Minnesota Statutes, section 13.32, subdivision 5; and

   b. 20 United States Code, section 1232g, and 34 Code of Federal Regulations, section 99.37, which were in effect on January 3, 2012.

2. The school district may not designate a student's home address, telephone number, email address, or other personal contact information as directory information under Minnesota Statutes, section 13.32.

3. A parent's personal contact information must be treated as private data on individuals regardless of whether that contact information was previously designated as or treated as directory information under Minnesota Statutes, section 13.32, subdivision

4. When requested, the school district must share personal contact information and directory information, whether public or private, with the Minnesota Department of Education, as required for federal reporting purposes.

B. Former Students

Unless a former student validly opted out of the release of directory information while the student was in attendance and has not rescinded the opt out request at any time, the school district may disclose directory information from the education records generated by it regarding the former student without meeting the requirements of Paragraph C. of this ~~section~~ Article. In addition, under an explicit exclusion from the definition of an "education record," the school district may release records that only contain information about an individual obtained after the individual is no longer a student at the school district and that are not directly related to the individual's attendance as a student (e.g., a student's activities as an alumnus of the school district).

C. Present Students and Parents

The school district may disclose directory information from the education records of a student and information regarding parents without prior written consent of the parent of the student or eligible student, except as provided herein.

1. When conducting the directory information designation and notice process required by federal law, the school district shall give parents and students notice of the right to refuse to let the district designate specified data about the student as directory information.

2. The school district shall give annual notice by any means that are reasonably likely to inform the parents and eligible students of:

   a. the types of personally identifiable information regarding students and/or parents that the school district has designated as directory information;

   b. the parent's or eligible student's right to refuse to let the school district designate any or all of those types of information about the student and/or the parent as directory information; and

   c. the period of time in which a parent or eligible student has to notify the school district in writing that a parent or eligible student does not want any or all of those types of information about the student and/or the parent designated as directory information.

[Note: Federal law allows a school district to specify that the disclosure of directory information will be limited to specific parties, for specific purposes, or both. If the school district chooses to impose these limitations, it is advisable to add a new paragraph VII.C.3. that specifies that disclosures of directory information will be limited to specific parties and/or for specific purposes and identify those parties and/or purposes.

To the extent a school district adds these restrictions, it must then limit its directory information disclosures to those individuals and/or purposes specified in this public notice. Procedures to address how these restrictions will be enforced by the school district are advised. This is an important policy decision for the local school board which must balance not only the privacy interests of the student against public disclosure, but also the additional administrative requirements such restrictions will place on the school district.]

3. Allow a reasonable period of time after such notice has been given for a parent or eligible student to inform the school district in writing that any or all of the information so designated should not be disclosed without the parent's or eligible student's prior written consent, except as provided in ~~Section~~ Article VI. of this policy.

4. A parent or eligible student may not opt out of the directory information disclosures to:

   a. prevent the school district from disclosing or requiring the student to disclose the student's name, ID, or school district e-mail address in a class in which the student is enrolled; or

   b. prevent the school district from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that may be designated as directory information and that has been properly designated by the school district as directory information.

5. The school district shall not disclose or confirm directory information without meeting the written consent requirements contained in ~~Section~~ Paragraph VI.A. of this policy if a student's social security number or other non-directory information is used alone or in combination with other data elements to identify or help identify the student or the student's records.

D. Procedure for Obtaining Nondisclosure of Directory Information

The parent's or eligible student's written notice shall be directed to the responsible authority and shall include the following:

1. Name of the student and/or parent, as appropriate;

2. Home address;

3. School presently attended by student;

4. Parent's legal relationship to student, if applicable; and

5. Specific categories of directory information to be made not public without the parent's or eligible student's prior written consent, which shall only be applicable for that school year.

E. Duration

The designation of any information as directory information about a student or parents will remain in effect for the remainder of the school year unless the parent or eligible student provides the written notifications provided herein.

VIII. DISCLOSURE OF PRIVATE RECORDS

A. Private Records

For the purposes herein, education records are records which are classified as private data on individuals by state law and which are accessible only to the student who is the subject of the data and the student's parent if the student is not an eligible student. The school district may not disclose private records or their contents except as summary

data, or except as provided in ~~Section~~ Article VI. of this policy, without the prior written consent of the parent or the eligible student. The school district will use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other party to whom personally identifiable information from education records is disclosed.

B. Private Records Not Accessible to Parent

In certain cases, state law intends, and clearly provides, that certain information contained in the education records of the school district pertaining to a student be accessible to the student alone, and to the parent only under special circumstances, if at all.

1. The responsible authority may deny access to private data by a parent when a minor student who is the subject of that data requests that the responsible authority deny such access. The minor student's request must be submitted in writing setting forth the reasons for denying access to the parent and must be signed by the minor. Upon receipt of such request the responsible authority shall determine if honoring the request to deny the parent access would be in the best interest of the minor data subject. In making this determination the responsible authority shall consider the following factors:

   a. whether the minor is of sufficient age and maturity to be able to explain the reasons for and understand the consequences of the request to deny access;

   b. whether the personal situation of the minor is such that denying parental access may protect the minor data subject from physical or emotional harm;

   c. whether there are grounds for believing that the minor data subject's reasons for precluding parental access are reasonably accurate;

   d. whether the data in question is of such a nature that disclosure of it to the parent may lead to physical or emotional harm to the minor data subject; and

   e. whether the data concerns medical, dental or other health services provided pursuant to Minnesota Statutes, sections 144.341-144.347, in which case the data may be released only if the failure to inform the parent would seriously jeopardize the health of the minor.

C. Private Records Not Accessible to Student

Students shall not be entitled to access to private data concerning financial records and statements of the student's parent or any information contained therein.

D. Military-Connected Youth Identifier

When a school district updates its enrollment forms in the ordinary course of business, the school district must include a box on the enrollment form to allow students to self-identify as a military-connected youth. For purposes of this ~~section~~ Paragraph, a "military-connected youth" means having an immediate family member, including a parent or sibling, who is currently in the armed forces either as a reservist or on active duty or has recently retired from the armed forces. Data collected under this provision is private data on individuals, but summary data may be published by the Department of Education.

IX. DISCLOSURE OF CONFIDENTIAL RECORDS

A. Confidential Records

Confidential records are those records and data contained therein which are made not public by state or federal law, and which are inaccessible to the student and the student's parents or to an eligible student.

B. Reports Under the Maltreatment of Minors Reporting Act

Pursuant to Minnesota Statutes, cChapter 260E, written copies of reports pertaining to a neglected and/or physically and/or sexually abused child shall be accessible only to the appropriate welfare and law enforcement agencies. In respect to other parties, such data shall be confidential and will not be made available to the parent or the subject individual by the school district. The subject individual, however, may obtain a copy of the report from either the local welfare agency, county sheriff, or the local police department subject to the provisions of Minnesota Statutes, cChapter 260E.

Regardless of whether a written report is made under Minnesota Statutes, cChapter 260E, as soon as practicable after a school receives information regarding an incident that may constitute maltreatment of a child in a school facility, the school shall inform the parent, legal guardian, or custodian of the child that an incident occurred that may constitute maltreatment of the child, when the incident occurred, and the nature of the conduct that may constitute maltreatment.

C. Investigative Data

Data collected by the school district as part of an active investigation undertaken for the purpose of the commencement or defense of pending civil legal action, or are retained in anticipation of a pending civil legal action are classified as protected nonpublic data in the case of data not on individuals, and confidential data in the case of data on individuals.

1. The school district may make any data classified as protected non-public or confidential pursuant to this subdivision accessible to any person, agency, or the public if the school district determines that such access will aid the law enforcement process, promote public health or safety, or dispel widespread rumor or unrest.

2. A complainant has access to a statement they have provided to the school district.

3. Parents or eligible students may have access to investigative data of which the student is the subject, but only to the extent the data is not inextricably intertwined with data about other school district students, school district employees, and/or attorney data as defined in Minnesota Statutes, section 13.393.

4. Once a civil investigation becomes inactive, civil investigative data becomes public unless the release of the data would jeopardize another pending civil legal action, except for those portions of such data that are classified as not public data under state or federal law. Any civil investigative data presented as evidence in court or made part of a court record shall be public. For purposes of this provision, a civil investigation becomes inactive upon the occurrence of any of the following events:

   a. a decision by the school district, or by the chief attorney for the school district, not to pursue the civil legal action. However, such investigation may subsequently become active if the school district or its attorney decides to renew the civil legal action;

   b. the expiration of the time to file a complaint under the statute of

limitations or agreement applicable to the civil legal action; or

c. the exhaustion or expiration of rights of appeal by either party to the civil legal action.

5. A "pending civil legal action" for purposes of this subdivision is defined as including, but not limited to, judicial, administrative, or arbitration proceedings.

D. Chemical Abuse Records

To the extent the school district maintains records of the identity, diagnosis, prognosis, or treatment of any student which are maintained in connection with the performance of any drug abuse prevention function conducted, regulated, or directly or indirectly assisted by any department or agency of the United States, such records are classified as confidential and shall be disclosed only for the purposes and under the circumstances expressly authorized by law.

X. DISCLOSURE OF SCHOOL RECORDS PRIOR TO EXCLUSION OR EXPULSION HEARING

At a reasonable time prior to any exclusion or expulsion hearing, the student and the student's parent or guardian or representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the action proposed by the school district may be based, pursuant to the Minnesota Pupil Fair Dismissal Act, Minnesota Statutes, section 121A.40, *et seq*.

XI. DISCLOSURE OF DATA TO MILITARY RECRUITING OFFICERS AND ~~POST-SECONDARY~~ POSTSECONDARY EDUCATIONAL INSTITUTIONS

A. The school district will release the names, addresses, electronic mail address (which shall be the electronic mail addresses provided by the school district, if available, that may be released to military recruiting officers only), and home telephone numbers of students in grades 11 and 12 to military recruiting officers and post-secondary educational institutions within sixty (60) days after the date of the request unless a parent or eligible student has refused in writing to release this data pursuant to Paragraph C. below.

B. Data released to military recruiting officers under this provision:

1. may be used only for the purpose of providing information to students about military service, state and federal veterans' education benefits, and other career and educational opportunities provided by the military;

2. cannot be further disseminated to any other person except personnel of the recruiting services of the armed forces; and

3. copying fees shall not be imposed.

C. A parent or eligible student has the right to refuse the release of the name, address, electronic mail addresses (which shall be the electronic mail addresses provided by the school, if available, that may be released to military recruiting officers only) or home telephone number to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions. To refuse the release of the above information to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions, a parent or eligible student must notify the responsible authority [building principal] in writing by August 31st each year. The written request must include the following information:

1. Name of student and parent, as appropriate;

2. Home address;

3. Student's grade level;

4. School presently attended by student;

5. Parent's legal relationship to student, if applicable;

6. Specific category or categories of information which are not to be released to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions; and

7. Specific category or categories of information which are not to be released to the public, including military recruiting officers and ~~post-secondary~~ postsecondary educational institutions.

D. Annually, the school district will provide public notice by any means that are reasonably likely to inform the parents and eligible students of their rights to refuse to release the names, addresses, and home phone numbers of students in grades 11 and 12 without prior consent.

E. A parent or eligible student's refusal to release the above information to military recruiting officers and ~~post-secondary~~ postsecondary educational institutions does not affect the school district's release of directory information to the rest of the public, which includes military recruiting officers and ~~post-secondary~~ postsecondary educational institutions. In order to make any directory information about a student private, the procedures contained in ~~Section~~ Article VII. of this policy also must be followed. Accordingly, to the extent the school district has designated the name, address, home phone number, and grade level of students as directory information, absent a request from a parent or eligible student not to release such data, this information will be public data and accessible to members of the public, including military recruiting officers and ~~post-secondary~~ postsecondary educational institutions.

XII. LIMITS ON REDISCLOSURE

A. Redisclosure

Consistent with the requirements herein, the school district may only disclose personally identifiable information from the education records of a student on the condition that the party to whom the information is to be disclosed will not disclose the information to any other party without the prior written consent of the parent of the student or the eligible student, except that the officers, employees, and agents of any party receiving personally identifiable information under this ~~section~~ Article may use the information, but only for the purposes for which the disclosure was made.

B. Redisclosure Not Prohibited

1. ~~Subdivision~~ Paragraph A. of this ~~section~~ Article does not prevent the school district from disclosing personally identifiable information under ~~Section~~ Article VI. of this policy with the understanding that the party receiving the information may make further disclosures of the information on behalf of the school district provided:

   a. The disclosures meet the requirements of ~~Section~~ Article VI. of this policy; and

   b. The school district has complied with the record-keeping requirements of ~~section~~ Article XIII. of this policy.

2. ~~Subdivision~~ Paragraph A. of this ~~section~~ Article does not apply to disclosures made pursuant to court orders or lawfully issued subpoenas or litigation, to disclosures of directory information, to disclosures to a parent or student or to parents of dependent students, or to disclosures concerning sex offenders and other individuals required to register under 42 United States Code, section 14071. However, the school district must provide the notification required in ~~Section~~ Paragraph XII.D. of this policy if a redisclosure is made based upon a court order or lawfully issued subpoena.

[Note: 42 United States Code section § 14071 was repealed. School districts should retain this statutory reference, however, as it remains a reference in FERPA and the Minnesota Government Data Practices Act and still may apply to individuals required to register prior to the repeal of this law.]

C. Classification of Disclosed Data

The information disclosed shall retain the same classification in the hands of the party receiving it as it had in the hands of the school district.

D. Notification

The school district shall inform the party to whom a disclosure is made of the requirements set forth in this section, except for disclosures made pursuant to court orders or lawfully issued subpoenas, disclosure of directory information under ~~Section~~ Article VII. of this policy, disclosures to a parent or student, or disclosures to parents of a dependent student. In the event that the Family Policy Compliance Office determines that a state or local educational authority, a federal agency headed by an official listed in 34 Code of Federal Regulations section 99.31(a)(3), or an authorized representative of a state or local educational authority or a federal agency headed by an official listed in section 99.31(a)(3), or a third party outside of the school district improperly rediscloses personally identifiable information from education records or fails to provide notification required under this section of this policy, the school district may not allow that third party access to personally identifiable information from education records for at least five (5) years.

XIII. RESPONSIBLE AUTHORITY; RECORD SECURITY; AND RECORD KEEPING

A. Responsible Authority

The responsible authority shall be responsible for the maintenance and security of student records.

B. Record Security

The principal of each school subject to the supervision and control of the responsible authority shall be the records manager of the school, and shall have the duty of maintaining and securing the privacy and/or confidentiality of student records.

C. Plan for Securing Student Records

The building principal shall submit to the responsible authority a written plan for securing students records by September 1 of each school year. The written plan shall contain the following information:

1. A description of records maintained;

2. Titles and addresses of person(s) responsible for the security of student records;

3. Location of student records, by category, in the buildings;

4. Means of securing student records; and

5. Procedures for access and disclosure.

D. Review of Written Plan for Securing Student Records

The responsible authority shall review the plans submitted pursuant to Paragraph C. of this ~~section~~ Article for compliance with the law, this policy, and the various administrative policies of the school district. The responsible authority shall then promulgate a chart incorporating the provisions of Paragraph C. which shall be attached to and become a part of this policy.

E. Record Keeping

1. The principal shall, for each request for and each disclosure of personally identifiable information from the education records of a student, maintain a record, with the education records of the student, that indicates:

   a. the parties who have requested or received personally identifiable information from the education records of the student;

   b. the legitimate interests these parties had in requesting or obtaining the information; and

   c. the names of the state and local educational authorities and federal officials and agencies listed in ~~Section~~ Subparagraph VI.B.4. of this policy that may make further disclosures of personally identifiable information from the student's education records without consent.

2. In the event the school district discloses personally identifiable information from an education record of a student pursuant to ~~Section~~ Paragraph XII.B. of this policy, the record of disclosure required under this ~~section~~ Article shall also include:

   a. the names of the additional parties to which the receiving party may disclose the information on behalf of the school district;

   b. the legitimate interests under ~~Section~~ Article VI. of this policy which each of the additional parties has in requesting or obtaining the information; and

   c. a copy of the record of further disclosures maintained by a state or local educational authority or federal official or agency listed in ~~Section~~ Subparagraph VI.B.4. of this policy in accordance with 34 Code of Federal Regulations, section 99.32 and to whom the school district disclosed information from an education record. The school district shall request a copy of the record of further disclosures from a state or local educational authority or federal official or agency to whom education records were disclosed upon a request from a parent or eligible student to review the record of requests for disclosure.

3. ~~Section~~ Subparagraph XIII.E.1. does not apply to requests by or disclosure to a parent of a student or an eligible student, disclosures pursuant to the written consent of a parent of a student or an eligible student, requests by or disclosures to other school officials under ~~Section~~ Subparagraph VI.B.1. of this policy, to requests for disclosures of directory information under ~~Section~~ Article VII. of this policy, or to a party seeking or receiving the records as directed by a federal

grand jury or other law enforcement subpoena and the issuing court or agency has ordered that the existence or the contents of the subpoena or the information provided in response to the subpoena not be disclosed or as directed by an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 United States Code, section 2332b(g)(5)(B) or an act of domestic or international terrorism.

4. The record of requests of disclosures may be inspected by:

   a. the parent of the student or the eligible student;

   b. the school official or ~~his or her~~ the school official's assistants who are responsible for the custody of the records; and

   c. the parties authorized by law to audit the record-keeping procedures of the school district.

5. The school district shall record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception:

   a. the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure; and

   b. the parties to whom the school district disclosed the information.

6. The record of requests and disclosures shall be maintained with the education records of the student as long as the school district maintains the student's education records.

XIV. RIGHT TO INSPECT AND REVIEW EDUCATION RECORDS

A. Parent of a Student, an Eligible Student or the Parent of an Eligible Student Who is Also a Dependent Student

The school district shall permit the parent of a student, an eligible student, or the parent of an eligible student who is also a dependent student who is or has been in attendance in the school district to inspect or review the education records of the student, except those records which are made confidential by state or federal law or as otherwise provided in ~~Section~~ Article VIII. of this policy.

B. Response to Request for Access

The school district shall respond to any request pursuant to ~~Subdivision~~ Paragraph A. of this ~~section~~ Article immediately, if possible, or within ten (10) days of the date of the request, excluding Saturdays, Sundays, and legal holidays.

C. Right to Inspect and Review

The right to inspect and review education records under ~~Subdivision~~ Paragraph A. of this ~~section~~ Article includes:

1. The right to a response from the school district to reasonable requests for explanations and interpretations of records; and

2. If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the education records, the school district shall provide the parent or eligible student with a copy of the records

requested or make other arrangements for the parent or eligible student to inspect and review the requested records.

3. Nothing in this policy shall be construed as limiting the frequency of inspection of the education records of a student with a disability by the student's parent or guardian or by the student upon the student reaching the age of majority.

D. Form of Request

Parents or eligible students shall submit to the school district a written request to inspect education records which identify as precisely as possible the record or records the parent or eligible student wishes to inspect.

E. Collection of Student Records

If a student's education records are maintained in more than one (1) location, the responsible authority may collect copies of the records or the records themselves from the various locations so they may be inspected at one (1) site. However, if the parent or eligible student wishes to inspect these records where they are maintained, the school district shall attempt to accommodate those wishes. The parent or eligible student shall be notified of the time and place where the records may be inspected.

F. Records Containing Information on More Than One Student

If the education records of a student contain information on more than one (1) student, the parent or eligible student may inspect and review or be informed of only the specific information which pertains to that student.

G. Authority to Inspect or Review

The school district may presume that either parent of the student has authority to inspect or review the education records of a student unless the school district has been provided with evidence that there is a legally binding instrument or a state law or court order governing such matters as marriage dissolution, separation, or custody which provides to the contrary.

H. Fees for Copies of Records

1. The school district shall charge a reasonable fee for providing photocopies or printed copies of records unless printing a copy is the only method to provide for the inspection of data. In determining the amount of the reasonable fee, the school district shall consider the following:

   a. the cost of materials, including paper, used to provide the copies;

   b. the cost of the labor required to prepare the copies;

   c. any schedule of standard copying charges established by the school district in its normal course of operations;

   d. any special costs necessary to produce such copies from machine-based record-keeping systems, including but not limited to computers and microfilm systems; and

   e. mailing costs.

2. If one hundred (100) or fewer pages of black and white, letter or legal size paper copies are requested, actual costs shall not be used, and, instead, the charge shall be no more than twenty-five (25) cents for each page copied.

3. The cost of providing copies shall be borne by the parent or eligible student.

4. The responsible authority, however, may not impose a fee for a copy of an education record made for a parent or eligible student if doing so would effectively prevent or, in the case of a student with a disability, impair the parent or eligible student from exercising their right to inspect or review the student's education records.

XV. REQUEST TO AMEND RECORDS; PROCEDURES TO CHALLENGE DATA

A. Request to Amend Education Records

The parent of a student or an eligible student who believes that information contained in the education records of the student is inaccurate, misleading, or violates the privacy rights of the student may request that the school district amend those records.

1. The request shall be in writing, shall identify the item the requestor believes to be inaccurate, misleading, or in violation of the privacy or other rights of the student, shall state the reason for this belief, and shall specify the correction the requestor wishes the school district to make. The request shall be signed and dated by the requestor.

2. The school district shall decide whether to amend the education records of the student in accordance with the request within thirty (30) days after receiving the request.

3. If the school district decides to refuse to amend the education records of the student in accordance with the request, it shall inform the parent of the student or the eligible student of the refusal and advise the parent or eligible student of the right to a hearing under ~~Subdivision~~ Paragraph B. of this ~~section~~ Article.

B. Right to a Hearing

If the school district refuses to amend the education records of a student, the school district, on request, shall provide an opportunity for a hearing in order to challenge the content of the student's education records to ensure that information in the education records of the student is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. A hearing shall be conducted in accordance with ~~Subdivision~~ Paragraph C. of this ~~section~~ Article.

1. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall amend the education records of the student accordingly and so inform the parent of the student or the eligible student in writing.

2. If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why the parent or eligible student disagrees with the decision of the school district, or both.

3. Any statement placed in the education records of the student under ~~Subdivision~~ Paragraph B. of this ~~section~~ Article shall:

   a. be maintained by the school district as part of the education records of the student so long as the record or contested portion thereof is maintained by the school district; and

   b. if the education records of the student or the contested portion thereof

is disclosed by the school district to any party, the explanation shall also be disclosed to that party.

C. Conduct of Hearing

1. The hearing shall be held within a reasonable period of time after the school district has received the request, and the parent of the student or the eligible student shall be given notice of the date, place, and time reasonably in advance of the hearing.

2. The hearing may be conducted by any individual, including an official of the school district who does not have a direct interest in the outcome of the hearing. The school board attorney shall be in attendance to present the school board's position and advise the designated hearing officer on legal and evidentiary matters.

3. The parent of the student or eligible student shall be afforded a full and fair opportunity for hearing to present evidence relative to the issues raised under ~~Subdivisions~~ Paragraphs A. and B. of this ~~section~~ Article and may be assisted or represented by individuals of ~~his or her~~ the parent's choice at ~~his or her~~ the parent's own expense, including an attorney.

4. The school district shall make a decision in writing within a reasonable period of time after the conclusion of the hearing. The decision shall be based solely on evidence presented at the hearing and shall include a summary of evidence and reasons for the decision.

D. Appeal

The final decision of the designated hearing officer may be appealed in accordance with the applicable provisions of Minnesota Statutes, chapter 14 relating to contested cases.

XVI. PROBLEMS ACCESSING DATA

A. The data practices compliance official is the designated employee to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems.

B. Data practices compliance official means Director of Human Resources, Jeni Super.

C. Any request by an individual with a disability for reasonable modifications of the school district's policies or procedures for purposes of accessing records shall be made to the data practices compliance official.

XVII. COMPLAINTS FOR NONCOMPLIANCE WITH FERPA

A. Where to File Complaints

Complaints regarding alleged violations of rights accorded parents and eligible students by FERPA, and the rules promulgated thereunder, shall be submitted in writing to the U.S. Department of Education, Student Privacy Policy Office, 400 Maryland Avenue S.W., Washington, D.C. 20202-8520.

B. Content of Complaint

A complaint filed pursuant to this ~~section~~ Article must contain specific allegations of fact giving reasonable cause to believe that a violation of FERPA and the rules promulgated thereunder has occurred.

XVIII. WAIVER

A parent or eligible student may waive any of ~~his or her~~ the parent's or eligible student's rights provided herein pursuant to FERPA. A waiver shall not be valid unless in writing and signed by the parent or eligible student. The school district may not require such a waiver.

XIX. ANNUAL NOTIFICATION OF RIGHTS

A. Contents of Notice

The school district shall give parents of students currently in attendance and eligible students currently in attendance annual notice by such means as are reasonably likely to inform the parents and eligible students of the following:

1. That the parent or eligible student has a right to inspect and review the student's education records and the procedure for inspecting and reviewing education records;

2. That the parent or eligible student has a right to seek amendment of the student's education records to ensure that those records are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights and the procedure for requesting amendment of records;

3. That the parent or eligible student has a right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that federal and state law and the regulations promulgated thereunder authorize disclosure without consent;

4. That the parent or eligible student has a right to file a complaint with the U.S. Department of Education regarding an alleged failure by the school district to comply with the requirements of FERPA and the rules promulgated thereunder;

5. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest for purposes of disclosing education records to other school officials whom the school district has determined to have legitimate educational interests; and

6. That the school district forwards education records on request to a school in which a student seeks or intends to enroll or is already enrolled as long as the disclosure is for purposes related to the student's enrollment or transfer and that such records may include suspension and expulsion records pursuant to the federal Every Student Succeeds Act and, if applicable, a student's history of violent behavior.

B. Notification to Parents of Students Having a Primary Home Language Other Than English

The school district shall provide for the need to effectively notify parents of students identified as having a primary or home language other than English.

C. Notification to Parents or Eligible Students Who are Disabled

The school district shall provide for the need to effectively notify parents or eligible students identified as disabled.

XX. DESTRUCTION AND RETENTION OF RECORDS

Destruction and retention of records by the school district shall be controlled by state and federal law.

XXI. COPIES OF POLICY

Copies of this policy may be obtained by parents and eligible students at the superintendent's office.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32, Subd. 5 (Directory Information)
Minn. Stat. § 13.393 (Attorneys)
Minn. Stat. Ch. 14 (Administrative Procedures Act)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 121A.75 (Receipt of Records; Sharing)
Minn. Stat. § 127A.852 (Military-Connected Youth Identifier)
Minn. Stat. § 144.341-144.347 (Consent of Minors for Health Services)
Minn. Stat. Ch. 256B (Medical Assistance for Needy Persons)
Minn. Stat. Ch. 256L (MinnesotaCare)
Minn. Stat. § 260B.171, Subds. 3 and 5 (Disposition Order and Peace Officer Records of Children)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 363A.42 (Public Records; Accessibility)
Minn. Stat. § 480.40 (Personal Information, Dissemination)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
10 U.S.C. § 503(b) and (c) (Enlistments: Recruiting Campaigns; Compilation of Directory Information)
18 U.S.C. § 2331 (Definitions)
18 U.S.C. § 2332b (Acts of Terrorism Transcending National Boundaries)
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy Act)
20 U.S.C. § 6301 *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7908 (Armed Forces Recruiting Information)
20 U.S.C. § 7917 (Transfer of School Disciplinary Records)
25 U.S.C. § 5304 (Definitions – Tribal Organization)
26 U.S.C. §§ 151 and 152 (Internal Revenue Code)
42 U.S.C. § 1711 *et seq.* (Child Nutrition Act)
42 U.S.C. § 1751 *et seq.* (Richard B. Russell National School Lunch Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)
34 C.F.R. § 300.610-300.627 (Confidentiality of Information)
42 C.F.R. § 2.1 *et seq.* (Confidentiality of Drug Abuse Patient Records)
Gonzaga University v. Doe, 536 U.S. 273 309 (2002)
Dept. of Admin. Advisory Op. No. 21-008 (December 8, 2021)

Cross References:
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
MSBA/MASA Model Policy 520 (Student Surveys)
MSBA/MASA Model Policy 711 (Video Recording on School Buses)
MSBA/MASA Model Policy 722 (Public Data Requests)
MSBA/MASA Model Policy 906 (Community Notification of Predatory Offenders)
~~MSBA School Law Bulletin "I" (School Records – Privacy – Access to Data)~~

Resources:
U.S. Department of Education: FAQs on Photos and Videos under FERPA | Protecting Student Privacy (accessed 012926)

U.S. Department of Education: Letter to Wachter Regarding Surveillance Video of Multiple Students | Protecting Student Privacy (accessed 012926)

U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) | Protecting Student Privacy (accessed 012926)

U.S. Department of Education: Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices | Protecting Student Privacy (accessed 012926)

U.S. Department of Education: FERPA/IDEA Crosswalk | Protecting Student Privacy (accessed 012926)

U.S. Department of Education: What is the Protection of Pupil Rights Amendment? | Protecting Student Privacy (accessed 012926)

Minnesota Department of Health: The Family Educational Rights and Privacy Act (FERPA) and Immunization Data (including Possible School Consent Language for Sharing Immunization Data with Registries) (accessed 012926)

Policy Adopted: December 19, 2005
Revised: May 2010 / Nov 2013 / Nov 2020 / June 2023 / September 2023 / November 2024 / January 2026
Independent School District No. 110
Waconia, MN

7.F.14. 520 Student Surveys

520 STUDENT SURVEYS

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

I. PURPOSE

Occasionally the school district utilizes surveys to obtain student opinions and information about students. The purpose of this policy is to establish the parameters of information that may be sought in student surveys.

II. GENERAL STATEMENT OF POLICY

Student surveys may be conducted as determined necessary by the school district. Surveys, analyses and evaluations conducted as part of any program funded through the U.S. Department of Education must comply with 20 United States Code section 1232h.

III. STUDENT SURVEYS IN GENERAL

A. Student surveys will be conducted anonymously and in an indiscernible fashion. No mechanism will be used for identifying the participating student in any way. No attempt will be made in any way to identify a student survey participant. No requirement that the student return the survey shall exist, and no record of the student's returning a survey will be maintained.

B. The superintendent may choose not to approve any survey that seeks probing personal and/or sensitive information that could result in identifying the survey participant, or is discriminatory in nature based on age, race, color, sex, disability, religion, or national origin.

C. Surveys containing questions pertaining to the student's or the student's parent(s) or guardian(s) personal beliefs or practices in sex, family life, morality and religion will not be administered and the parent or guardian of the student gives written permission for the student to participate or has the opportunity to opt out of the survey depending upon how the survey is funded. Any and all documents containing the written permission of a parent for a student to participate in a survey will be maintained by the school district in a file separate from the survey responses.

D. Although the survey is conducted anonymously, potential exists for personally identifiable information to be provided in response thereto. To the extent that personally identifiable information of a student is contained in his or her responses to a survey, the school district will take appropriate steps to ensure the data is protected in accordance with Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act), 20 United States Code 1232g (Family Educational Rights and Privacy Act) and 34 Code of Federal Regulations Part 99.

E. The school district must not impose an academic or other penalty on a student who opts out of participating in a student survey.

IV. STUDENT SURVEYS CONDUCTED AS PART OF DEPARTMENT OF EDUCATION PROGRAM

A. All instructional materials, including teacher's manuals, films, tapes, or other supplementary materials which will be used in connection with any survey, analysis or evaluation as part of any program funded in whole or in part by the U.S. Department of Education, shall be available for inspection by the parents or guardians of the students.

B. No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education, without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent, to submit to a survey, analysis, or evaluation that reveals information concerning:

1. political affiliations or beliefs of the student or the student's parent;

2. mental and psychological problems of the student or the student's family;

3. sex behavior and attitudes;

4. illegal, antisocial, self-incriminating and demeaning behavior;

5. critical appraisals of other individuals with whom respondents have close family relationships;

6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;

7. religious practices, affiliations, or beliefs of the student or the student's parent; or

8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),

C. A school district that receives funds under any program funded by the U.S. Department of Education shall develop local policies consistent with ~~Sections~~ Paragraphs IV.A. and IV.B., above, concerning student privacy, parental access to information, and administration of certain physical examinations to minors.

1. The following policies are to be adopted in consultation with parents:

a. The right of a parent of a student to inspect, upon request of the parent, a survey, including an evaluation, created by a third party before the survey is administered or distributed by a school to a student, including any applicable procedures for granting a parent's request for reasonable access to such survey within a reasonable period of time after the request is received.

"Parent" means a legal guardian or other person acting *in loco parentis* (in place of a parent), such as a grandparent or stepparent with whom the ~~child~~ student lives, or a person who is legally responsible for the welfare of the ~~child~~ student.

b. Arrangements to protect student privacy in the event of the administration or distribution of a survey to a student, including an evaluation, to a student which contains one or more of the items listed in ~~Section~~ Paragraph IV.B., above, including the right of a parent of a student to inspect, upon request of the parent, any such survey.

c. The right of a parent of a student to inspect, upon request of the parent, any instructional material used as part of the educational curriculum for the student and any applicable procedures for granting a request by a parent for ~~such~~ reasonable access to instructional material within a reasonable period of time after the request is received.

"Instructional material" means instructional content that is provided to a student, regardless of format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats (~~i.e.,~~ such as materials accessible through the Internet). The term does not include academic tests or academic assessments.

d. The administration of physical examinations or screenings that the school district may administer to a student. This provision does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (20 United States Code section 1400, *et seq.*).

e. The collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing the information to others for that purpose), including arrangements to protect student privacy that are provided by the school district in the event of such collection, disclosure, or use.

(1) "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); a telephone number; or a Social Security identification number.

(2) This provision does not apply to the collection, disclosure, or use of personal information collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions, such as:

(a) college or other ~~post-secondary~~ postsecondary education recruitment or military recruitment;

(b) book clubs, magazines, and programs providing access to low cost literary products;

(c) curriculum and instructional materials used by elementary and secondary schools;

(d) tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students~~,~~ (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;

(e) the sale by students of products or services to raise funds for school-related or education-related activities; and

(f) student recognition programs.

(3) The right of a parent to inspect, on request, any instrument used in the collection of information, as described in ~~Section IV.C.1.,~~ Subparagraph IV.C.1.e., above, before the instrument is administered or distributed to a student and procedures for granting a request by a parent for reasonable access to such an instrument within a reasonable period of time after the request is received.

2. The policies adopted under ~~Section IV.C.,~~ Subparagraph IV.C.1., above, shall provide for reasonable notice of the adoption or continued use of such policies directly to parents of students enrolled in or served by the school district.

a. The notice will be provided at least annually, at the beginning of the school year, and within a reasonable period of time after any substantive change in a policy.

b. The notice will provide parents with an opportunity to opt out of participation in the following activities:

(1) Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.

(2) The administration of any third-party survey (non-Department of Education funded) containing one or more of the items contained in ~~Section~~ Paragraph IV.B., above.

(3) Any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered by the school and scheduled by the school in advance, and not necessary to protect the immediate health and safety of the student or other students.

"Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

c. The notice will advise students of the specific or approximate dates during the school year when the activities in ~~Section IV.C.2.,~~ Subparagraph IV.C.2.b., above, are scheduled, or expected to be scheduled.

d. The notice provisions shall not be construed to preempt applicable provisions of state law that require parental notification and do not apply to any physical examination or screening that is permitted or required by applicable state law, including physical examinations or screenings that are permitted without parental notification.

V. NOTICE

A. The school district must give parents and students direct notice of this policy at the beginning of each school year and after making substantive changes to this policy.

B. The school district must inform parents at the beginning of the school year if the district or school has identified specific or approximate dates for administering surveys and give parents reasonable notice of planned surveys scheduled after the start of the school year. The school district must give parents direct, timely notice when their students are scheduled to participate in a student survey by United States mail, e-mail, or another direct form of communication.

C. The school district must give parents the opportunity to review the survey and to opt their students out of participating in the survey.

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.065 (District Surveys to Collect Student Information; Parent Notice and Opportunity for Opting Out)
20 US.C. 1232g (Family Educational Rights and Privacy Act)
20 U.S.C. 1232h (Protection of Pupil Rights)
34 C.F.R. Part 99 (Family Educational Rights and Privacy Act Regulations)

Gonzaga University v. Doe, 536 U.S. 273 (2002)
C.N. v. Ridgewood Bd. of Educ., 430 F.3d. 159 (3rd Cir. 2005)
Fields v. Palmdale School Dist., 427 F.3d. 1197 (9th Cir. 2005)

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Student Records)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination, Grievance Procedure and Process)

Resources: U.S.Department of Education, *Family educational Rights Privacy Act* (FERPA) (accessed 11/03/25)
U.S. Department of Education, *Protection of Pupil Rights Amendment* (PPRA) (accessed 11/03/25)

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Reviewed: December 2020
Independent School District #110
Waconia, MN

7.F.15.	604	Instructional Curriculum	**Presenter:** Erika Nesvig, Director of Educational Services

604 INSTRUCTIONAL CURRICULUM

I. PURPOSE

The purpose of this policy is to provide for the development of course offerings for students.

II. GENERAL STATEMENT OF POLICY

A. Instruction must be provided in at least the following subject areas:

1. basic communication skills including reading and writing, literature, and fine arts;

2. mathematics and science;

3. social studies, including history, geography, economics, government, and citizenship;

4. health and physical education;

[Note: Health curriculum may include child sexual abuse prevention in consultation with other federal, state, or local agencies and community-based organizations to identify research-based tools, curricula, and programs.]

5. t~~T~~he arts;

6. c~~C~~areer and technical education; and

7. w~~W~~orld languages.

[Note: the school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages. World languages programs should be developed and implemented to acknowledge and reinforce the language proficiency and cultural awareness that non-English language speakers already possess and encourage students' proficiency in multiple world languages. Programs also must encompass indigenous American Indian languages and cultures, among other world languages and cultures. School districts may award Minnesota World Language Proficiency Certificates consistent with Minnesota Statutes, section 120B.022]

B. The basic instructional program shall include all courses required for each grade level by the Minnesota Department of Education (MDE) and all courses required in all elective subject areas. Instruction shall be provided in a nondiscriminatory manner, which includes a nonsexist and multicultural approach. In the presentation of subject matter (including controversial issues) teachers shall provide access to a variety of viewpoints, theories, ways of knowing, and methods of inquiry. Teachers shall foster sensitive communication by and among all students, and understand the influence of personal bias on student learning.

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

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

D. The school board, at its discretion, may offer additional courses in the instructional program at any grade level.

E. Each instructional program shall be planned for optimal benefit taking into consideration the financial condition of the school district and other relevant factors. Each program plan should contain goals and objectives, materials, minimum student competency levels, and methods for student evaluation.

F. The superintendent [or designee] shall have discretionary authority to develop guidelines and directives to implement school board policy relating to instructional curriculum.

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

III. REQUIRED ACADEMIC STANDARDS

A. The following subject areas are required for statewide accountability:

1. language arts;

2. mathematics, encompassing algebra II, integrated mathematics III, or an equivalent in high school, and to be prepared for the three credits of mathematics in grades 9 through 12, the grade 8 standards include the completion of algebra;

3. science, including earth and space science, life science, and the physical sciences, including chemistry or physics;

4. social studies, including history, geography, economics, and government and citizenship that includes civics;

5. physical education;

6. health, for which locally developed academic standards apply; and

7. the arts.

B. Elementary and middle schools must offer at least three and require at least two of the following five arts areas: dance, media arts, music, theater, and visual arts. High schools must offer at least three and require at least one of the following five arts areas: media arts, dance, music, theater, and visual arts.

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

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

IV. PARENTAL CURRICULUM REVIEW

The school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

V. CPR AND AED INSTRUCTION

The school district will provide one-time cardiopulmonary resuscitation (CPR) and automatic external defibrillator (AED) instruction as part of its grade 7 to 12 curriculum.

A. In the school district's discretion, training and instruction may result in CPR certification.

B. CPR and AED instruction must include CPR and AED training that have been developed:

1. by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or

2. using nationally recognized, evidence-based guidelines for CPR and incorporate psychomotor skills to support the instruction. "Psychomotor skills" means hands-on practice to support cognitive learning; it does not mean cognitive-only instruction and training.

C. The school district may use community members such as emergency medical technicians, paramedics, police officers, firefighters, and representatives of the Minnesota Resuscitation Consortium, the American Heart Association, or the American Red Cross, among others, to provide instruction and training.

D. A school administrator may waive this curriculum requirement for a high school transfer student regardless of whether or not the student previously received instruction under this section, an enrolled student absent on the day the instruction occurred under this section, or an eligible student who has a disability.

[Note: If a school district requests resources, the Minnesota Resuscitation Consortium must provide them to the school district for instruction and training provided to students under this section.]

VI. COLLEGE AND CAREER PLANNING

A. The school district shall assist all students by no later than grade 9 to explore their educational college and career interests, aptitudes, and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:

1. provide a comprehensive plan to prepare for and complete career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking, and good work habits;

2. emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;

3. help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;

4. set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;

5. help students access education and career options;

6. integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;

7. help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship;

8. help identify collaborative partnerships among pre-kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transitions to postsecondary education and employment and provide students with applied and experiential learning opportunities; and

9. be reviewed and revised at least annually by the student, the student's parent or guardian, and the school district to ensure that the student's course-taking schedule keeps the student on track for graduation, making adequate progress to meet state and local academic standards and high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

B. The school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to

involuntarily select or pursue a career, career interest, employment goals, or related job training.

C. Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready.

D. When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, school districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns.

E. If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components herein, the IEP satisfies the requirement, and no additional transition plan is needed.

F. Students who do not meet or exceed the Minnesota Academic Standards, as measured by the Minnesota Comprehensive Assessments that are administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of the compulsory attendance law. A student's plan under this provision shall continue while a student is enrolled.

Legal References: Minn. Stat. § 120A.20 (Parental Curriculum Review)
Minn. Stat. § 120B.101 (Curriculum)
Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 120B.236 (Cardiopulmonary Resuscitation and Automatic External Defibrillator Instruction)

Cross References: MSBA/MASA Model Policy 603 (Curriculum Development)
MSBA/MASA Model Policy 605 (Alternative Programs)

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

7.F.16. 613 Graduation Requirements

Presenter: Erika Nesvig, Director of Educational Services

613 GRADUATION REQUIREMENTS

[Note: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

A. "Academic standard" means a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statues, section 120B.021, subdivision 3, are required to be implemented in the classroom.

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs C and E are flipped to create alphabetical order.]

B. "Credit" means a student's successful completion of a trimester course or a student's mastery of the applicable subject matter, as determined by the school district.

C. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.

E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

The superintendent or designee shall name the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring recommendations to the school board annually for approval.

V. GRADUATION REQUIREMENTS

A. Graduation Requirements

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, ~~consistent with paragraph (k)~~ and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students'

academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student~~; and~~.

2. Consistent with this paragraph and Minnesota Statutes section 120B.125 ~~(*see Policy 604, Section II.H.*),~~ age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.

3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

~~[NOTE: Minnesota Statutes 120B.303 includes the reference to paragraph (k) found in subparagraph 1. above. This statute no longer has a paragraph (k). MSBA has informed the Minnesota Revisor's Office, which replied that it will seek correction during the 2025 legislative session.]~~

B. Targeted Instruction Plan

1. A student must receive targeted, relevant, academically rigorous, and resourced instruction which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.

2. Consistent with Minnesota Statutes, sections 120B.13, 124D.09, 124D.091, 124F.08, and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment under this subdivision to graduate from high school.

3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

~~[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]~~

C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.

VI. GRADUATION CREDIT REQUIREMENTS

Students must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

1. Eight credits of language arts sufficient to satisfy all academic standards in English language arts;

2. Seven credits of mathematics sufficient to satisfy all of the academic standards in mathematics;

3. Seven credits of science, including three credits to satisfy all the earth and space standards for grades 9 through 12, two credits to satisfy all the life science standards for grades 9 through 12, and two credits to satisfy all the chemistry or physics standards for grades 9 through 12;

4. Eight credits of social studies, including credit for a course in government and citizenship in either grade 11 or 12 for students beginning grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;

~~[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]~~

5. Two credits in the arts sufficient to satisfy all of the academic standards in the arts;

6. A minimum of eighteen elective credits.

7. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[NOTE: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

8. Three credits of physical education (2) to satisfy the state standards in physical education; and health (1).

9. One credit for speech.

10. One credit for completion of senior seminar

B. Credit Equivalencies

1. A credit of economics taught in a school's business department may fulfill credit in social studies under Paragraph 4., above, if the credit is sufficient to satisfy all of the academic standards in economics.

2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph A.3, above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph A.3, above, if the credit meets the state chemistry academic standards or all of the physics academic standards as approved by the school district. A student

must satisfy either all of the chemistry or physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph A.3, above.

3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph A.2 or Paragraph A.5, above.

4. A computer science credit may fulfill a mathematics credit requirement under Paragraph 2., above, if the credit meets state academic standards in mathematics.

5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph A.2, or Paragraph A.3, above, if the credit meets the state academic standards in mathematics or science.

6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: ~~The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature.~~ Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

A. All students must demonstrate their understanding of the following academic standards:

1. School District Standards, Health (K-12);

2. School District Standards, Career and Technical Education (K-12); and

3. School District Standards, World Languages (K-12).

B. Academic standards in health, world languages, and career and technical education will be reviewed as part of the district's curriculum review cycle.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.

C. All students must satisfactorily complete the following required ~~Graduation~~ Academic Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):

1. Minnesota Academic Standards, English Language Arts K-12;

2. Minnesota Academic Standards, Mathematics K-12;

3. Minnesota Academic Standards, Science K-12;

4. Minnesota Academic Standards, Social Studies K-12; and

5. Minnesota Academic Standards, Physical Education K-12.

D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.

E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

A. All course or standards and credit requirements must be met;

B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and

C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References:
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.13 (Advanced Placement and International Baccalaureate Programs)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 124D.09 (Postsecondary Enrollment Options Act)
Minn. Stat. § 124D.091 (Concurrent Enrollment Program Aid)
Minn. Stat. § 124F.08 (Education and Employment Transitions Partnerships)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.075000-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Science Standards for Kindergarten through Grade 12 in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.135000-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

MSBA/MASA Model Policy 616 (School District System Accountability)

Resources: Minnesota House of Representatives: Minnesota's Graduation Requirements (November 2025) (accessed 01/29/26)

Policy Adopted: July 2012
Revised: Jan. 2016, March 2023, September 2023, November 2024, April 2025, August 2025, December 2025
Independent School District No. 110
Waconia MN

7.F.17. 615 Basic Standards Testing
Accommodations, Modifications, and Exemptions for
IEP, Section 504 Accommodations, and LEP Students

615 TESTING ACCOMMODATIONS, MODIFICATIONS, AND EXEMPTIONS FOR IEPS, SECTION 504 PLANS, AND LEP STUDENTS

I. PURPOSE

The purpose of the policy is to provide adequate opportunity for students identified as having individualized education program (IEP), Rehabilitation Act of 1973, Section 504 accommodation plan (504 plan), or English Learner (EL) needs to participate in statewide assessment systems designed to hold schools accountable for the academic performance of all students.

II. GENERAL STATEMENT OF POLICY

A. The federal Every Student Succeeds Act (ESSA) and Minnesota statutes require that public school students be assessed annually in reading, mathematics, and science. The Minnesota Comprehensive Assessment (MCA), the Minnesota Test of Academic Skills (MTAS), and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments used to meet this requirement.

The MCA and MTAS/alt MCA are criterion-referenced assessments, which means they measure a snapshot of student learning of a fixed set of criteria: the Minnesota Academic Standards. The Minnesota K-12 Academic Standards are revised every ten (10) years, according to a schedule determined by the state legislature. When standards are updated, the statewide assessments are also updated with a new series to align to the new standards. The new assessments are administered when the new academic standards are fully implemented.

B. The Minnesota Test of Academic Skills (MTAS) and the Alternate Minnesota Comprehensive Assessment (Alt MCA)

1. The Minnesota Test of Academic Skills (MTAS) and Alternate Minnesota Comprehensive Assessment (Alt MCA) are the standards-based accountability assessments designed for, and limited to, students with the most significant cognitive disabilities. They are designed to measure student progress toward Minnesota's academic standards and meet the requirements of the Elementary and Secondary Education Act (ESEA). Students who receive special education services and meet the eligibility criteria may take the MTAS/Alt MCA.

2. Incompliance with the transition to new Minnesota academic standards, the Minnesota Department of Education (MDE) is developing alternative assessments, the Alt MCA, to replace the MTAS, according to the following schedule:

   a. Science Alternate MCA (2024-25 school year);

   b. Reading Alternate MCA (2025-26 school year); and

   c. Mathematics Alternate MCA (2027-28 school year).

III. DEFINITIONS

A. Most Significant Cognitive Disability

This term describes students whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction. IEP teams may use the following characteristics to identify if a student has a most significant cognitive disability:

1. The student's cognitive functioning is significantly below age expectations. The IEP team can determine that a student may be significantly below the average cognitive functioning of typically developing peers by

   a. a standardized norm-referenced measure of cognitive functioning, or

   b. when formal cognitive assessments are inappropriate, invalid or documented in other ways, other data-based measures may be used to document functioning significantly below age expectations as referenced in the Individuals with Disabilities Education Act (IDEA).

2. The student's disability has a significant impact on their ability to function in multiple environments, including home, school and community.

3. The student needs explicit and intensive instruction and/or extensive supports in multiple environments, including home, school and community.

B. Other key terms are defined in the current MDE Procedures Manual for the Minnesota Assessments (see Resources).

IV. ALTERNATIVE ASSESSMENT

A. Initial Steps

1. The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how a student with a disability will participate in statewide testing.

2. The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided.

3. The IEP team must first consider the student's ability to participate in the MCA, with or without accommodations. The IEP team must document, in the IEP, the reasons why the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.

   If the IEP team establishes that the MCA is not an appropriate measure of the student's knowledge and skills on grade-level content standards, even when the student is provided allowable and appropriate accommodations, the IEP team may consider the administration of an alternate assessment.

~~2~~4. Participation decisions will be made separately for mathematics, reading, and science. Participation decisions must be made annually and documented in a student's IEP. ~~The assessment options are the Minnesota Comprehensive Assessment (MCA) and the MTAS.~~

~~3~~**B**. Alternate Assessment Eligibility Requirements

1a. ~~The following requirements must be met~~ ~~f~~For a student with a significant cognitive disability to be eligible for an alternative assessment, the IEP team must determine that the following are true ~~the MTAS~~:

~~(1) The IEP team must consider the student's ability to access the MCA, with or without accommodations;~~

~~(2) The IEP must review the student's instructional program to ensure that the student is receiving instruction linked to the general education curriculum to the extent appropriate. If instruction is not linked to the general education curriculum, the IEP team must review the student's goals and determine how access to the general curriculum will be provided;~~

a.~~(3)~~ ~~The IEP team determined~~ the student's cognitive functioning to be significantly below age expectations. ~~The team also determined that the student's disability has a significant impact on the student's ability to function in multiple environments, including home, school, and community;~~

b. the student's disability has a significant impact on the student's ability to function in multiple environments, including home, school, and community; and

c.~~(4)~~ ~~The IEP team determined that~~ the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills ~~in order~~ to actively participate in school, work, home, and community environments~~;~~.

~~(5) The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate measure of the student's academic progress and how the student would participate in statewide testing.~~

2~~b~~. Alternate assessment ~~MTAS~~ participation decisions must not be made on the following factors:

a.~~(1)~~ Student's disability category as defined in Minnesota Rules, part 3525.1325-1348;

b.~~(2)~~ ~~Placement~~ Educational environment or instructional setting;

c.~~(3)~~ Participation in a separate, specialized curriculum;

d.~~(4)~~ An expectation that the student will receive a low score on the MCA;

e.~~(5)~~ Language, social, cultural, or economic differences;

f.~~(6)~~ Concern for participation rate ~~accountability~~ calculations at the district level.

~~B~~ **V**. ~~Alternate ACCESS for ELs~~ **ALTERNATE ACCESS FOR ELs**

A. ACCESS for ELs

1. All English learners in grades K-12 in public schools are required to participate annually in an English language proficiency assessment. With very few exceptions, all English learners take the ACCESS for Els.

Minnesota students identified as English learners (ELs) require an additional assessment to determine their progress toward English language proficiency. These students take the WIDA ACCESS assessment annually. English learners who receive special education services and meet alternate assessment participation guidelines may take the WIDA Alternate ACCESS.

The school district will utilize the existing annual review of IEPs or 504 plans to review, on a case-by-case basis, and determine how an identified EL student with a disability will participate in statewide testing. Some students with significant cognitive disabilities may be eligible to take the Alternate ACCESS for ELLs instead of the ACCESS for ELL.

B~~2~~. Eligibility Requirements

1~~a~~. The student ~~must be~~ is identified as an English learner (EL) and is reported as EL in student enrollment data in the Minnesota Automated Reporting Student System (MARSS); ~~order to take an English language proficiency assessment.~~

2~~b~~. The student must have a most significant cognitive disability;~~. If the student has been identified as eligible to take the MTAS in mathematics, reading, or science, the student meets this criterion.~~

3. The student cannot meaningfully participate in WIDA ACCESS, even with allowable accommodations.

~~c. For students in grades that the MTAS is not administered:~~

~~(1) the student must have cognitive functioning significantly below age level;~~

~~(2) the student's disability must have a significant impact on the student's ability to function in multiple environments, including home, school, and community; and~~

~~(3) the student needs explicit and intensive instruction and/or extensive supports in multiple settings to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, and community environments.~~

~~d. The IEP team must consider the student's ability to access the ACCESS, with or without accommodations.~~

4~~e~~. The IEP team must document, in the IEP, reasons the MCA is or is not an appropriate English language proficiency assessment for the student.

C~~3~~. Alternate ACCESS participation decisions must not be made on the following factors:

1a. The sStudent's disability category alone;

2. The student's placement or instructional setting;

3. The student's language background, or other social, cultural, or economic factors;

b. Participation in a separate, specialized curriculum;

c. Current level of English language proficiency;

4d. The An expectation that the student will receive a low score on the WIDA ACCESS for ELs;

5. A desire to simplify test administration, which may include behavioral concerns or anticipated emotional distress.

e. Language, social, cultural, or economic differences;

f. Concern for accountability calculations.

C. EL Students New to the United States

EL students new to the United States will take all assessments, including all academic assessments (math, reading, and science), as well as the English Language Proficiency Assessment (ACCESS).

III. DEFINITION OF TERMS

See Chapter 4 of the current "Procedures Manual for the Minnesota Assessments" which is produced by the Minnesota Department of Education and available through minnesota.pearsonaccessnext.com/policies-and-procedures.

IVI. GRANTING AND DOCUMENTING ACCOMMODATIONS, MODIFICATIONS, OR EXEMPTIONS FOR TESTING

See Chapter 5 of the current "Procedures Manual for the Minnesota Assessments" and Guidelines for Administration of Accommodations and Linguistic Supports

VII. RECORDS

All test accommodations, modifications, or exemptions shall be reported to the school district test administrator. The school district test administrator shall be responsible for keeping a list of all such test accommodations, modifications, and exemptions for school district audit purposes. Testing results will be documented and reported.

Legal References:
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)
Minn. Stat. § 125A.08 (Individualized Education Programs)
Minn. Rules Parts 3501.0660 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Standards for the Arts)

Minn. Rules Parts 3501.0900-3501.0960 (Academic Standards in Science)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

~~Eligibility Requirements for the Minnesota Test of Academic Skills (MTAS), https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mda2/~edisp/006087.pdf~~
~~Alternate ACCESS for ELLs Participation Guidelines, https://education.mn.gov/mdeprod/groups/educ/documents/hiddencontent/mdaw/mdq5/~edisp/049763.pdf~~

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 616 (School District System Accountability)

Resources:
Minnesota Department of Education (MDE): Alternate Assessments (accessed 12/31/25)
MDE: Statewide Assessments Policies and Procedures (accessed 12/31/25)
MDE: Eligibility Requirements and Decision-Making Tool for Minnesota Alternative Assessment (MTAS/Alternate MCA) (accessed 12/31/25)
MDE: English Learner Education (accessed 1/1/26)
MDE: Minnesota's Assessments for English Learners (accessed 1/1/26)
WIDA: WIDA Alternate ACCESS Participation Decision Tree (accessed 1/1/26)

Policy Adopted: March 2004
Revised: Dec 2020 / January 2023 / October 2024 / April 2025
Independent School District No. 110
Waconia, MN

7.F.18. 616 School District System Accountability

616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY

***[Note Minnesota Statutes section 120B.11 requires school districts to adopt a comprehensive long-term strategic plan that addresses the review of curriculum, instruction, student achievement, and assessment. Model Policies 601, 603, and 616 address these statutory requirements. In addition, Model Policies 613-615 and 617-620 provide procedures to further implement the requirements of Minnesota Statutes section 120B.11.*]**

I. PURPOSE

The purpose of this policy is to focus public education strategies on a process that promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding implementation of the Minnesota K-12 Academic Standards and federal law.

II. GENERAL STATEMENT OF POLICY

Implementation of the Minnesota K-12 Academic Standards and federal law requires accountability for the school district. The school district established a system to transition to the graduation requirements of the Minnesota K-12 Academic Standards. The school district also established a system to review and improve instruction, curriculum, and assessment which will include substantial input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

III. DEFINITIONS

A. "Credit" means a student's successful completion of an academic course or a student's mastery of the applicable subject matter, as determined by the school district.

B. "Comprehensive achievement and civic readiness" means striving to: meet school readiness goals; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

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

IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING

A. <u>School District Goals</u>

1. The school board has established school district-wide goals that provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota K-12 Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board. The school board shall adopt annual goals based on the recommendations of the school district's Advisory Committee.

2. The school board shall approve the guidelines for member representation of the District Advisory Committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

3. The school district-wide improvement goals should address recommendations

identified through the District Advisory Committee process. The school district's goal setting process will include consideration of individual site goals. School district goals may also be developed through an education effectiveness program, an evaluation of student progress committee, or through some other locally determined process.

B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minnesota Statutes, section 123B.147, and teacher evaluations under Minnesota Statutes section 122A.40 or 122A.41.

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

C. Implementation of Graduation Requirements

1. The District Advisory Committee shall also advise the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues. Recommendations of the District Advisory Committee shall be published annually to the community. The school board shall receive public input and comment and shall adopt or update this policy at least annually.

2. The school board shall annually review and determine if student achievement levels at each school site meet federal expectations. If the school board determines that student achievement levels at a school site do not meet federal expectations the District Advisory Committee shall work with the school site to adopt a plan to raise student achievement levels to meet federal expectations. The District Advisory Committee may seek assistance from the Commissioner of the Minnesota Department of Education (MDE) (Commissioner) in developing a plan which must include parental involvement components.

3. The educational assessment system component utilized by the school board to measure individual students' educational progress must be based, to the extent annual tests are administered, on indicators of current achievement ~~growth~~ that show growth relative to an individual student's prior achievement. Indicators of achievement and prior achievement must be based on highly reliable statewide or districtwide assessments. The school board will utilize models developed by the Commissioner for measuring individual student progress. The school board must coordinate with MDE in evaluating school sites and continuous improvement plans, consistent with best practices.

D. Comprehensive Continuous Improvement of Student Achievement

1. By December 1st of each year, the District Advisory Committee will meet to advise and assist the school district in the implementation of the school district system accountability and comprehensive continuous improvement process.

2. The District Advisory Committee, working in cooperation with other committees of the school district [*such as the Technology, Educational Effectiveness, Grade Level, Site Instruction, Curriculum and Assessment Committees, etc.*], will provide active community participation in:

a. Reviewing the school district instructional and curriculum plan, with

emphasis on implementing the Minnesota K-12 Academic Standards;

b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;

c. Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals; and,

d. Advising the school board about development of the annual budget.

3. The District Advisory Committee shall meet the following criteria:

a. The District Advisory Committee shall ensure active community participation in all phases of planning ~~for~~ and improving the instruction and curriculum affecting state and school academic standards consistent with Minnesota Statutes, section 120B.11, subdivision 2. ~~Graduation Standards.~~

b. The District Advisory Committee shall make recommendations to the school board on school district-wide standards, assessments, and program evaluation.

c. Building teams may be established as subcommittees to develop and implement an education effectiveness plan and to carry out methods to improve instruction, curriculum, and assessments as well as methods to use technology in meeting the school district improvement plan.

d. A local plan to evaluate student progress, using a local process, shall be used for developing a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee in the instruction and curriculum review process. This plan shall annually be approved by the school board.

4. Translation services should be provided to the extent appropriate and practicable.

5. The District Advisory Committee shall meet at least 4 times per year and cover the following items:

a. Organizational meeting of the Committee to review the authorizing legislation and the roles and responsibilities of the Committee as determined by the school board.

b. Agree on the process to be used. Become familiar with the instruction and curriculum of the cycle content area.

c. Review evaluation results and prepare recommendations.

d. Present recommendations to the school board for its input and approval.

E. Evaluation of Student Progress Committee. A committee of professional staff shall develop a plan for assessment of student progress toward the Graduation Standards, as well as program evaluation data for use by the District Advisory Committee to review instruction and curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site. This plan shall annually be approved by the school board.

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

E. Reporting

1. Consistent with Minnesota Statutes section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to comprehensive achievement and civic readiness. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines.

   The school district shall periodically survey affected constituencies in their native languages, where appropriate and practicable, about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its published reports and in its summary report to the Commissioner required under Minnesota Statutes, section 120B.11, subdivision 5.

2. The school performance report for a school site and a school district must include performance reporting information and calculate proficiency rates as required by the most recently reauthorized Elementary and Secondary Education Act.

3. The school district must annually report the district's class size ratios by each grade to the Commissioner of education in the form and manner specified by the Commissioner.

4. The school district must report whether programs funded with compensatory revenue are consistent with best practices demonstrated to improve student achievement.

Legal References:
Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process, for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.35 (Student Academic Accountability)
Minn. Stat. § 122A.40 (Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure Act; Cities of the First Class; Definitions)
Minn. Stat. § 123B.04 (Site Decision Making; Individualized Learning Agreements; Other Agreements)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 126C.12 (Learning and Development Revenue Amount and Use)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12 the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Science Standards for

Kindergarten through Grade 12 ~~in Science~~)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
District 110 Policy 603 (Curriculum Development)
District 110 Policy 606 (Textbooks and Instructional Materials)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
~~MSBA/MASA Model Policy 617 (School District Ensurance of Preparatory and High School Standards)~~
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 619 (Staff Development for Standards)
MSBA/MASA Model Policy 620 (Credit for Learning)

Policy Adopted: March 2004
Reviewed: June 2015, May 2016, April 2021
Revised: June 2022, April 2023, September 2023, October 2024, January 2026
Independent School District No. 110
Waconia, MN

7.F.19. 618 Assessment of Student Achievement

618 ASSESSMENT OF STUDENT ACHIEVEMENT

I. PURPOSE

The purpose of this policy is to institute a process for the establishment and revision of assessments to measure achievement toward meeting the Minnesota Academic Standards, track academic progress over time, and provide Minnesota graduates information related to career and college readiness.

II. GENERAL STATEMENT OF POLICY

The school district has established a procedure by which students shall complete Graduation Requirements. This procedure includes the adoption of performance assessment methods to be used in measuring student performance. The school district strives to continually enhance student achievement of Graduation Requirements.

III. DEFINITIONS

A. "Academic standard" means a summary description of student learning in a required content area or elective content area.

B. "Benchmark" means the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.

C. "Career and college ready," for purposes of statewide accountability, means a high school graduate has the knowledge, skills, and competencies to successfully pursue a career pathway, including postsecondary credit leading to a degree, diploma, certificate, or industry-recognized credential and employment. Students who are career and college ready are able to successfully complete credit-bearing coursework at a two- or four-year college or university or other credit-bearing postsecondary program without need for remediation.

D "Cultural competence," "cultural competency," or "culturally competent," for purposes of statewide accountability, means the ability of families and educators ~~and will~~ to interact effectively with people of different cultures, native languages, and socioeconomic backgrounds.

E. "Elective standards" means a locally adopted expectation for student learning in career and technical education and world languages.

F. "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, or other cooperative work experience, youth apprenticeship, or employment.

G. "Required standard" means ~~(1)~~ a statewide adopted expectation for student learning in the content areas of English language arts, mathematics, science, social studies, physical education, health, and the arts. Locally developed academic standards in health apply until statewide rules implementing statewide health standards are required to be implemented in the classroom.~~, and (2) a locally adopted expectation for student learning in health.~~

IV. ESTABLISHMENT OF CRITERIA FOR ASSESSMENT

A. The ***[~~school board/superintendent/director of instruction~~ superintendent or designee]*** shall establish criteria by which student performance of local academic standards and elective standards are to be evaluated and approved. The criteria will be submitted to the school board for approval. Upon approval by the school board, the criteria shall be deemed part of this policy.

B. The superintendent shall ensure that students and parents or guardians are provided with notice of the process by which academic standards will be assessed.

C. Staff members will be expected to utilize staff development opportunities to the extent necessary to ensure effective implementation and continued improvement of the implementation of assessments under the Minnesota Academic Standards.

V. STANDARDS FOR MINNESOTA ACADEMIC STANDARDS PERFORMANCE ASSESSMENTS

A. Benchmarks

The school district will offer and students must achieve all benchmarks for an academic standard to satisfactorily complete that state standard. ~~These benchmarks will be used by the school district and its staff in developing tests to measure student academic knowledge and skills.~~

[School districts are required to formally establish a periodic review cycle for academic standards and related benchmarks in ~~health,~~ world languages, and career and technical education.]

B. Statewide Academic Standards Testing

1. The school district will utilize statewide assessments developed from and aligned with the state's required academic standards as these tests become available to evaluate student progress toward career and college readiness in the context of the state's academic standards.

2. The school district will administer annually, in accordance with the process determined by the Minnesota Department of Education, the state-constructed tests aligned with state standards to all students in grades 3 through 8 and at the high school level as follows:

a. computer-adaptive reading and mathematics assessments in grades

3 through 8;

b. state-developed high school reading and mathematics tests aligned with state academic standards;

c. ~~high school reading in grade 10, mathematics in grade 11, and~~ a high school writing test aligned with state standards~~;~~ when it becomes available; and

d. science assessments. Annual science assessments are required in one (1) grade in the grades 3 through 5 span, the grades 6 through 8 span, and a life science assessment in the grades 9 through 12 span (a passing score on high school science assessments is not a condition of receiving a diploma).

3. The school district will develop and administer locally constructed tests in social studies, health and physical education, and the arts to determine if a student has met the required academic standards in these areas.

4. The school district may use a student's performance on a statewide assessment as one of ~~the~~ multiple criteria to determine grade promotion or retention. The school district ~~also~~ may use a high school student's performance on a statewide assessment as a percentage of the student's final grade in a course, or place a student's assessment score on the student's transcript.

5. ~~For students in grade 8 in the 2012-2013 school year and later, t~~The school district must record on the high school transcript a student's progress toward career and college readiness. For other students, this record of progress must be made as soon as practicable. In addition, the school district may include a notation of high achievement on the high school diplomas of those graduating seniors who, according to established school board criteria, demonstrate exemplary academic achievement during high school.

6. Students who do not meet or exceed the Minnesota ~~A~~academic ~~S~~standards, as measured by the Minnesota Comprehensive Assessments administered ~~in~~ during high school, must be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of Minnesota Statutes, section 120A.20, subdivision 1, paragraph (c). The school district will determine how this notice is given.

C. Student Participation

1. The Minnesota Commissioner of Education must create and publish a form for parents and guardians that:

a. explains the need for state academic standards;

b. identifies the state assessments that are aligned with state standards;

c. identifies the consequences, if any, the school or student may face if a student does not participate in state or locally required standardized assessments;

d. states that students who receive a college ready benchmark on the high school Minnesota Comprehensive Assessment are not required to take a remedial, noncredit course at a Minnesota state college or university in the corresponding subject area;

e. summarizes the provisions in Minn. Stat. § 120B.30~~1~~6~~(a) and (c)~~ subdivision 1; and

f. notifies a parent of the right to not have the parent's child participate in the state and locally required assessments and asks a parent that chooses to not have a child participate in the assessments the basis for the decision.

2. The school district must post the form created by the Commissioner on the school district website and include it in the school district's student handbook.

3. The school district may provide a student's parent access to the student's individual student performance data and achievement report that is made available under the Minnesota Statutes, section 120B.305, paragraph (b), clause (1), when the performance data and report is available to the school district.

VI. RIGOROUS COURSE OF STUDY WAIVER

A. Upon receiving a student's application signed by the student's parent or guardian, the school district must declare that a student meets or exceeds a specific academic standard required for graduation if the school board determines that the student:

1. is participating in a course of study, including an advanced placement or international baccalaureate course or program; a learning opportunity outside the curriculum of the school district; or an approved preparatory program for employment or post-secondary education that is equally or more rigorous than the corresponding state or local academic standard required by the school district;

2. would be precluded from participating in the rigorous course of study, learning opportunity, or preparatory employment or post-secondary

education program if the student were required to achieve the academic standard to be waived; and

3. satisfactorily completes the requirements for the rigorous course of study, learning opportunity, or preparatory employment or post-secondary education program.

B. The school board also may formally determine other circumstances in which to declare that a student meets or exceeds a specific academic standard ~~that the site~~ require~~ds for graduation under this section~~.

C. A student who satisfactorily completes a post-secondary enrollment options course or program or an advanced placement or international baccalaureate course or program is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

VII. CAREER EXPLORATION ASSESSMENT

A. Student assessments, in alignment with state academic standards, shall include clearly defined career and college readiness benchmarks and satisfy Minnesota's postsecondary admissions requirements. Achievement and career and college readiness in mathematics, reading, and writing must also be assessed. When administering formative or summative assessments used to measure the academic progress, including the oral academic development, of English learners and inform their instruction, schools must ensure that the assessments are accessible to the students and students have the modifications and supports they need to sufficiently understand the assessments.

B. On an annual basis, the school district must use the career exploration elements ~~in these assessments,~~ to help students beginning no later than grade 9, to help students and their families explore and plan for postsecondary education or careers based on the students' interests, aptitudes, and aspirations. The school district must use timely regional labor market information and partnerships, among other resources, to help students and their families successfully develop, pursue, review, and revise an individualized plan for postsecondary education or a career. This process must help increase students' engagement in and connection to school, improve

students' knowledge and skills, and deepen students' understanding of career pathways as a sequence of academic and career courses that lead to an industry-recognized credential, an associate's degree, or a bachelor's degree and are available to all students, whatever their interests and career goals.

C. Though not a high school graduation requirement, a~~A~~ll students, except those eligible for alternative assessments, ~~will be~~ are encouraged to participate on a nationally ~~normed~~ recognized college entrance exam ~~in grade 11 or 12~~.

D. A student ~~under this paragraph~~ who demonstrates attainment of required state academic standards, which include career and college readiness benchmarks, on ~~these~~ high school assessments, which include career and college readiness benchmarks, is academically ready for a career or college and is encouraged to participate in courses awarding college credit to high school students. Such courses and programs may include sequential courses of study within broad career areas and technical skill assessments that extend beyond course grades.

To the extent state funding for college entrance exam fees is available, the school district ~~will~~ must pay the cost, one time, for an interested student in grade 11 or 12~~,~~ who is eligible for a free or reduced-priced meal, to take a nationally recognized college entrance exam before graduating. The school district may require a student who is not eligible for a free or reduced-priced meal to pay the cost of taking a nationally recognized college entrance exam. The school district ~~will~~ must waive the cost for a student who is unable to pay.

E. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.

F. In developing, supporting, and improving students' academic readiness for a career or college, the school district must have a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without need for postsecondary remediation.

Legal References:

Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.022 (Elective Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments ~~Testing and Reporting System~~)
Minn. Stat. § 120B.302 (General Requirements; Test Design)

Minn. Stat. § 120B.305 (Assessment Reporting Requirements)
Minn. Stat. § 120B.306 (District Assessment Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
Minn. Stat. § 120B.31 (System Accountability and Statistical Adjustments)
Minn. Rules Parts 3501.06~~60~~40-3501.0655 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.08~~20~~00-3501.0815 (Academic Arts Standards for Kindergarten through Grade 12 ~~the Arts~~)
Minn. Rules Parts ~~3501.0900-~~3501.09~~60~~55 (Academic Science Standards Kindergarten through Grade 12 ~~in Science~~)
Minn. Rules Parts 3501.13~~50~~00-3501.1345 (~~Academic~~ Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Policy Adopted: 1998
Revised: Aug. 2004, revised Jan. 2016, revised July 2020, revised September 2023
Independent School District No. 110
Waconia, MN

7.F.20. 619 Staff Development Standards

619 STAFF DEVELOPMENT FOR STANDARDS

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. ~~STANDARDS FOR~~ STAFF DEVELOPMENT

A. The Advisory Committee for Comprehensive Continuous Improvement of Student Achievement (Committee) shall address the needs of all staff in prioritizing staff development which will ensure effective implementation of the ~~Graduation~~ Assessment Graduation Requirements and federal law at all levels. The Committee will advise the school board on the planning of staff development opportunities.

B. The school district shall place a high priority on staff development including activities, programs, and other efforts to implement the ~~Graduation~~ Assessment Graduation Requirements effectively and to upgrade that implementation continuously.

C. Staff development plans for the school district shall address identified needs for ~~Graduation~~ Assessment Graduation Requirements implementation throughout all levels of the school district programs.

D. In service, staff meeting, and district and building level staff development plans and programs shall focus on improving implementation of the ~~Graduation~~ Assessment Graduation Requirements at all levels for all students, including those with special needs.

IV. TRAINING AND PROFESSIONAL DEVELOPMENT

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

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

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

Legal References:
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. §120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.363 (Credential for Education Paraprofessionals)
Minn. Stat. § 122A.16 (Qualified Teacher Defined)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.07~~00-3501.0745~~ (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12 ~~the Arts~~)
Minn. Rules Parts ~~3501.0900-~~3501.0960 (Academic Science Standards for Kindergarten through Grade 12 ~~in Science~~)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.13~~00-3501.1345~~ (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 616 (School District System Accountability)

Policy Adopted: March 2004
Revised Jan. 2016, revised July 2020, revised October 2024
Independent School District No. 110
Waconia, MN

7.F.21. 620 Credit for Learning

620 CREDIT FOR LEARNING

I. PURPOSE

This policy recognizes student achievement that occurs in postsecondary enrollment option and other advanced enrichment programs. This policy also recognizes student achievement that occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. This policy addresses transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, postsecondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

A. "Accredited school" means a school that is accredited by an accrediting agency, recognized according to Minnesota Sections statute 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (Commissioner).

B. "Concurrent enrollment" means nonsectarian courses in which an eligible pupil under Minnesota Statutes, section 124D.095, subdivision 5 or 5b enrolls to earn both secondary and postsecondary credits, are taught by a secondary teacher or a postsecondary faculty member, and are offered at a high school for which the district is eligible to receive concurrent enrollment program aid under Minnesota Statutes, section 124D.091.

C. "Course" means a course or program.

D. "Eligible institution" means a Minnesota public postsecondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by an accreditor recognized by the United States Department of Education, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota. An eligible institution must not require a faith statement from a secondary student seeking to enroll in a postsecondary course under this section during the application process or base any part of the admission decision on a student's race, creed, ethnicity, disability, gender, or sexual orientation or religious beliefs or affiliations.

E. "Nonpublic school" is a private school or home school in which a child is

provided instruction in compliance with the Minnesota compulsory attendance laws.

F. "Weighted grade" is a letter or numerical grade that is assigned a numerical advantage when calculating the grade point average.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

1. The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

2. Commensurate credits and grades awarded from another Minnesota public secondary school may be used to compute honor roll and/or class rank.

B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.

a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.

b. Commensurate credits and grades awarded from an accredited nonpublic school or public school in another state may be used to compute honor roll and/or class rank.

c. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district's high school graduation requirements will not be used to compute honor roll and/or class rank.

d. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.

a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.

b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).

c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements.

d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

C. A student must provide the school with a copy of the student's grades in each course taken for secondary credit under this policy, including interim or nonfinal grades earned during the academic term.

V. POSTSECONDARY ENROLLMENT CREDIT

A. A student who satisfactorily completes a postsecondary enrollment options course or program under Minnesota Sections statute 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the academic standards corresponding to that specific rigorous course of study.

B. Secondary credits granted to a student through a postsecondary enrollment options course or program must be counted toward the graduation requirements and subject area requirements of the district.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.

2. Seven quarter or four semester postsecondary credits shall equal at least one full year of high school credit. Fewer postsecondary credits may be prorated.

3. When a determination is made that the content of the postsecondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.

6. When secondary credit is granted for postsecondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a postsecondary institution.

C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

D. By the earlier of (1) three weeks prior to the date by which a student must register for district courses for the following school year, or (2) March 1 of each year, the school district must provide up-to-date information on the district's website and the materials that are distributed to parents and students about the program, including information about enrollment requirements and the ability to earn postsecondary credit to all pupils in grades 8, 9, 10, and 11. To assist the school district in planning, a pupil must inform the district by October 30 or May 30 of each year of the pupil's intent to enroll in postsecondary courses during the following academic term. A pupil is bound by notifying or not notifying the district by October 30 or May 30.

[NOTE: Because the 2024 Minnesota legislature amended the last two sentences,

MSBA decided to add this language to this model policy.]

E. Postsecondary institutions must notify a pupil's school as soon as practicable if the pupil withdraws from the enrolled course. The institution must also notify the pupil's school as soon as practicable if the pupil has been absent from a course for ten consecutive days on which classes are held, based on the postsecondary institution's academic calendar, and the pupil is not receiving instruction in their home or hospital or other facility.

[NOTE: The 2024 Minnesota legislature enacted this provision]

VI. CREDIT FOR EMPLOYMENT WITH HEALTH CARE PROVIDERS

Consistent with the career and technical pathways program, a student in grade 11 or 12 who is employed by an institutional long-term care or licensed assisted living facility, a home and community-based services and supports provider, a hospital or health system clinic, or a child care center may earn up to two elective credits each year toward graduation under Minnesota Statutes, section 120B.024, subdivision 1, paragraph (a), clause (7), at the discretion of the enrolling district. A student may earn one elective credit for every 350 hours worked, including hours worked during the summer. A student who is employed by an eligible employer must submit an application, in the form or manner required by the school district, for elective credit to the school district in order to receive elective credit. The school district must verify the hours worked with the employer before awarding elective credit.

VII. ADVANCED ACADEMIC CREDIT

A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.

B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.

E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

IX. PROCESS FOR AWARDING CREDIT

A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.

B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.

D. If a student disputes the number of credits granted by the school district for a particular postsecondary enrollment course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.

E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References:
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)

Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.094 (Online Instruction)
Minn. Rules Parts 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12 the Arts)
Minn. Rules Parts 3501.0900-3501.0960 (Academic Science Standards for Kindergarten through Grade 12 in Science)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)

Cross References:
MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 613 (Graduation Requirements)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)
MSBA/MASA Model Policy 618 (Assessment of Student Achievement)
MSBA/MASA Model Policy 624 (Online Instruction)

Policy adopted: Dec 2020, revised July 2023, revised October 2023, revised December 2023, revised July 2024
Independent School District No. 110
Waconia, MN

8. **DISCUSSION ITEMS**

8.A.	First Read Board Policies	
8.A.1.	**MSBA Model Policy Redlines (February 2026)**	
8.A.1.a.	701 Establishment and Adoption of School District Budget	**Presenter:** Pam Carman, Director of Finance and Operations

701 ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish lines of authority and procedures for the establishment of the school district's revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement school board goals and the priorities of the school district.

III. REQUIREMENTS

A. The superintendent or such other school official as designated by the superintendent or the school board shall each year prepare preliminary revenue and expenditure budgets for review by the school board or its designated committee or committees. ~~The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for the school district for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.~~ When projected expenditures exceed projected revenues, the school board may consider use of an available fund balance, if one exists.

B. ~~The school district must maintain separate accounts to identify revenues and expenditures for each building.~~ Expenditures shall be reported in compliance with Minnesota Statutes, section 123B.76.

C. Prior to July 1 of each year, the school board ~~shall~~ must approve and adopt its ~~initial~~ revenue and expenditure budgets for the next school year. The ~~adopted expenditure~~ budget document so adopted must ~~shall~~ be considered ~~the school board's~~ an expenditure authorizing or appropriations document ~~authorization for that school year~~. No funds ~~may~~ shall be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year.

D. Each year, the school district ~~shall~~ must publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures, and fund balances for the prior year, and the projected fund balances for the current

year in the form prescribed by the Commissioner of the Minnesota Department of Education within one week of the acceptance of the final audit by the school board, or November 30, whichever is earlier. A statement ~~shall~~ must be included in the publication that the complete budget in detail may be inspected by any resident of the school district upon request to the superintendent. ~~A summary of this information and the address of the school district's official website where the information can be found must be published in a newspaper of general circulation in the school district.~~ At the same time as this publication, the school district shall publish the other information required by Minnesota Statutes, section 123B.10.

E. At the public hearing on the adoption of the school district's proposed property tax levy, the school board shall review its current budget and the proposed property taxes payable in the following calendar year.

F. The school district must also post the materials specified in Paragraph III.D. above in a conspicuous place on the school district's official website, including a link to the school district's school report card on the Minnesota Department of Education's website, and publish a summary of information and the address of the school district's website where the information can be found in a qualified newspaper of general circulation in the district.

IV. IMPLEMENTATION

A. The school board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but the superintendent maintains the ultimate responsibility for this function.

B. The program-oriented budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).

C. The superintendent or the superintendent's designee is authorized to make payments of claims or salaries authorized by the adopted or amended budget prior to school board approval.

D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the school board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the school board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the school board.

E. The school district shall make such reports to the Commissioner as required relating to initial allocations of revenue, reallocations of revenue, and expenditures of funds.

Legal References: Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirements)

Cross References: MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)

Policy Adopted: June 2004, November 2006
Revised September 2017, reviewed August 2020, revised September 2023, revised February 2025

Independent School District #110
Waconia, MN

8.A.1.b. 709 Student Transportation Safety

Presenter: Pam Carman, Director of Finance and Operations

June 2025 Edits November 2025 Edits February 2026 Edits

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.]

The following edit was presented to Policy Committee Oct. 2025, at that time was approved to move to a first read, however MSBA added additional redlines so the policy is being presented to committee with both old and new MSBA edits.

~~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.~~

[NOTE: The 2025 Minnesota legislature repealed Minnesota Statutes, section 123B.935, subdivision 2, which set forth the language deleted above.]

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 Paragraphs ~~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 Paragraph ~~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 Subparagraph ~~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 Subparagraph ~~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 Program ~~Manual~~.

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 Subparagraph ~~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 ~~p~~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 Statutes, 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 Paragraph ~~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 Program ~~Manual~~. This includes procedures in the event of a crash (accident).

C. School bus drivers and bus assistants for special education students requiring special transportation service because of a disability ~~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 a disability ~~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, and Cannabis 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)

Resources: Minnesota Department of Public Safety; School Bus Resources (accessed 10/12/25)
National Highway Traffic Safety Administration: Guideline for the Safe Transportation of Pre-School Age Children in School Buses (Feb. 1999) (accessed 10/12/25)

Policy Adopted: April 2004, April 2007, November 2008
Revised: September 2020, September 2023, January 2025
Independent School District 110
Waconia, MN

8.A.1.c. 721 Uniform Grant Guidance Policy Regarding Federal Revenue Sources	**Presenter:** Pam Carman, Director of Finance and Operations

721 PROCUREMENT POLICY ~~UNIFORM GRANT GUIDANCE POLICY REGARDING FEDERAL REVENUE SOURCES~~

[Note: School districts are required by the federal Uniform Grant Guidance (UGG) regulations, 2 Code of Federal Regulations Part 200, to have the policies ~~which~~ that establish uniform administrative requirements, cost principles, and audit requirements for federal awards to non-federal entities including school districts. In June 2018, the United States Office of Management and Budget increased the threshold dollar amounts for both simplified acquisition costs ($250,000) and micro-purchases ($10,000). In addition, school districts must comply with Minnesota laws on procurement.]

I. PURPOSE

The purpose of this policy is to ensure compliance with the requirements of the federal Uniform Grant Guidance regulations by establishing uniform administrative requirements, cost principles, and audit requirements for federal grant awards received by the school district. This policy also seeks to ensure compliance with Minnesota procurement laws governing school districts.

II. DEFINITIONS

[NOTE: In October 2024, MSBA updated Article II to ensure that the definitions are presented in alphabetical order. School districts may choose whether to adopt this change.]

A. "Compensation for personal services" includes all remuneration, paid currently or accrued, for services of employees rendered during the period of performance under the federal award, including, but not necessarily limited to, wages and salaries. Compensation for personal services may also include fringe benefits which are addressed in 2 Code of Federal Regulations section 200.431 (Compensation - Fringe Benefits).

B. "Competitive procurement process" means a process for procurement by sealed bids or by proposals under Minnesota Statutes, section 471.345.

C. "Contract" means a legal instrument by which the school district ~~a non-federal entity~~ purchases property or services needed to carry out the project or program under a federal award. The term, as used in 2 Code of Federal Regulations Part 200, does not include a legal instrument, even if the school district ~~a non-federal entity~~ considers it a contract, when the substance of the transaction meets the definition of a federal award or subaward.

~~C~~D. "Direct costs" are those costs that can be identified specifically with a particular final cost objective, such as a federal award, or other internally or externally funded

activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

~~D~~E. "Equipment" means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which exceeds the lesser of the capitalization level established by the school district ~~a non-federal entity~~ for financial statement purposes, or $5,000.

~~E~~F. "Federal award" has the meaning, depending on the context, in either paragraph 1. or 2. below ~~of this definition~~:

1. a. The federal financial assistance that ~~a non-federal entity~~ school district receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 ~~(Applicability)~~; or

   b. The cost-reimbursement contract under the federal Acquisition Regulations that the school district ~~a non-federal entity~~ receives directly from a federal awarding agency or indirectly from a pass-through entity, as described in 2 Code of Federal Regulations section 200.101 ~~(Applicability)~~.

2. The instrument setting forth the terms and conditions. The instrument is the grant agreement, cooperative agreement, other agreement for assistance covered in paragraph (2~~b~~) of the definition of Federal financial assistance in 2 Code of Federal Regulations ~~section~~ 200.140 ~~(Federal Financial Assistance),~~ or the cost-reimbursement contract awarded under the federal Acquisition Regulations.

3. "Federal award" does not include other contracts that a federal agency uses to buy goods or services from a contractor or a contract to operate federal-government-owned, contractor-operated facilities.

~~F~~G. "Grants" includes

1. "State-administered grants" are those grants that pass through a state agency such as the Minnesota Department of Education (MDE).

2. "Direct grants" are those grants that do not pass through another agency such as MDE and are awarded directly by the federal awarding agency to the grantee organization. These grants are usually discretionary grants that are awarded by the U.S. Department of Education (DOE) or by another federal awarding agency.

[Note: All requirements outlined in this policy apply to both direct grants and state-administered grants.]

~~G~~H. "Non-federal entity" means a state, local government, Indian tribe, institution of higher education, or nonprofit organization that carries out a federal award as a recipient or subrecipient.

~~H~~I. "Post-retirement health plans" refer to costs of health insurance or health services not included in a pension plan covered by 2 Code of Federal Regulations section 200.431(g) for retirees and their spouses, dependents, and survivors.

~~I~~J. "Severance pay" is a payment in addition to regular salaries and wages by the ~~non-federal entities~~ school district to workers whose employment is being terminated.

~~Procurement Methods~~ [moved to III.]

1. ~~"Procurement by micro-purchase" is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations Subpart 2.1 or as periodically adjusted for inflation).~~

   ~~**[Note: Minnesota school districts may choose to increase their federal micro-purchase threshold to $25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold and the justification for using the higher threshold. Acceptable reasons for justification must meet one of the following criteria: (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal Regulations section 200.520; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]**~~

2. ~~"Procurement by small purchase procedures" are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than $175,000 (periodically adjusted for inflation).~~

   ~~[NOTE: Despite the federal government's increase in the dollar cap for small purchases, Minnesota law limits the cap to $175,000.]~~

3. ~~"Procurement by sealed bids (formal advertising)" is a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.~~

~~4. "Procurement by competitive proposals" is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.~~

~~5. "Procurement by noncompetitive proposals" is procurement through solicitation of a proposal from only one source.~~

~~J~~K. "Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

~~"Relocation costs" are costs incident to the permanent change of duty assignment (for an indefinite period or for a stated period not less than 12 months) of an existing employee or upon recruitment of a new employee.~~

~~K~~. ~~"Severance pay" is a payment in addition to regular salaries and wages by the non-federal entities to workers whose employment is being terminated.~~ [moved to J.]

~~L~~. ~~"Travel costs" are the expenses for transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.~~ [moved to K.]

III. ~~Procurement Methods~~ PROCUREMENT METHOD OPTIONS

~~1~~A. ~~"~~Procurement by micro-purchase~~"~~

~~is t~~The acquisition of supplies or services when~~,~~ the aggregate dollar amount of the procurement transaction ~~which~~ does not exceed the micro-purchase threshold (generally $10,000, except as otherwise discussed in 48 Code of Federal Regulations ~~S~~subpart 2.1 or as periodically adjusted for inflation).

[Note: Minnesota school districts may choose to increase their federal micro-purchase threshold to $25,000, which would align with the Minnesota limit. School districts choosing to adopt this increase must annually certify the higher threshold. The annual certification must include a ~~and the~~ justification, clear identification of the threshold, and supporting documentation of any of the following: ~~for using the higher threshold. Acceptable reasons for justification must meet one of the following criteria:~~ (1) a qualification as a low-risk auditee, in accordance with the criteria established in 2 Code of Federal

Regulations section 200.520 for the most recent audit; (2) an annual internal institutional risk assessment to identify, mitigate, and manage financial risks; or (3) a higher threshold consistent with state law.]

~~2~~B. ~~"~~Procurement by small purchase procedures~~"~~

This procurement method may be used when the value of the procurement transaction does not exceed the federal simplified acquisition threshold and is within the state threshold of $175,000. ~~are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than $175,000 (periodically adjusted for inflation).~~

[NOTE: Despite the federal government's increase in the dollar cap for small purchases to $250,000, Minnesota Statutes, section 471.345 ~~law~~ limits the cap for small purchase procedures to $175,000.]

~~3~~C. ~~"~~Procurement by sealed bids (formal advertising)~~"~~

This procurement method involves ~~is~~ a publicly solicited and a firm, fixed-price contract (lump sum or unit price) awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitation for bids, is the lowest in price.

4D. ~~"~~Procurement by competitive proposals~~"~~

This procurement method is normally conducted with more than one source submitting an offer, and either a fixed-price or cost-reimbursement type contract is awarded. Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids.

~~5~~E. ~~"~~Procurement by noncompetitive proposals~~"~~

This ~~is~~ procurement method involves ~~through~~ solicitation of a proposal from only one source.

[NOTE Article IV. on Conflict of Interest has been moved to Article XI. to create a seamless set of Articles regarding procurement.]

~~**CONFLICT OF INTEREST**~~

~~A. Employee Conflict of Interest. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate~~

~~family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, and agents of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, or agents of the school district.~~

~~B. Organizational Conflicts of Interest. The school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization because of relationships with a parent company, affiliate, or subsidiary organization.~~

~~C. Disclosing Conflicts of Interest. The school district must disclose in writing any potential conflict of interest to MDE in accordance with applicable federal awarding agency policy.~~

IV. ~~ACCEPTABLE METHODS OF~~ GENERAL PROCUREMENT STANDARDS

A. ~~General Procurement Standards~~. The school district must use its own documented procurement procedures ~~which~~ that reflect applicable state laws, provided that the procurements conform to the applicable federal law and the standards identified in the Uniform Grant Guidance.

B. The school district must maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

C. The school district's procedures must avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase. Where appropriate, an analysis will be made of lease versus purchase alternatives and any other appropriate analysis to determine the most economical approach.

D. The school district must award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.

E. The school district must maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to, the following: rationale for the method of procurement; selection of the contract type; contractor selection or rejection; and the basis for the contract price.

F. The school district alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the school district of any contractual responsibilities under its contracts.

G. The school district must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, veteran-owned businesses, and labor surplus area firms are considered.

H. Thresholds for Employee Purchases

The superintendent and/or director of finance and operations in conjunction with the school board, is responsible for overseeing the procurement process, including establishment of procedures, internal controls, quality assurance, methods of greatest economy, and compliance with all applicable laws. To be valid, all contracts must be approved by the board, except as otherwise provided in this policy.

Individual school district employees may incur expenditures in the following amounts without prior board approval so long as such expenditures are consistent with the school board-approved budget, provided that in all cases the school board retains authority to disapprove any expenditure for any reason at its sole discretion:

1. Any school district employee may make a purchase for use in connection with school district operations when the expenditure is less than $1,000 and is consistent with this policy's requirements.

2. In addition to the foregoing, the following school district employees may execute a purchase or procurement that requires the expenditure of up to the following amounts:

a. Superintendent: Up to $25,000.

b. Director of Finance and Operations Up to $25,000.

[NOTE: The school board has the authority to determine whether to adopt Subparagraph H.2. In addition, the board may determine the employees to be included and the expenditure amounts to be authorized.]

V. PROCUREMENT METHODS WHEN USING STATE FUNDS

~~Methods of Procurement.~~ The school district must use one of the following methods of procurement when using state funds:

A. Procurements for $25,000 or less

If the amount of the contract is estimated to be $25,000 or less, the contract may be made either upon quotation or in the open market, in the school district's discretion. If the contract is made upon quotation it shall be based, so far as practicable, on at least two (2) quotations which shall be kept on file for a period of at least one (1) year after their receipt.

Alternatively, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statutes, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

Procurements for $25,000 or less also may be conducted by micro-purchase.

B. Procurements Exceeding $25,000 but not $175,000

1. Sealed Bids or Direct Negotiation

If the amount of the contract is estimated to exceed $25,000 but not to exceed $175,000, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two (2) or more quotations for the purchase or sale when possible, and without advertising for bids or otherwise complying with the requirements of competitive bidding. All quotations obtained shall be kept on file for a period of at least one (1) year after receipt thereof.

2. Best Value Alternative

As an alternative to the procurement method described in Subparagraph B.1 above, the school district may award a contract for construction, alteration, repair, or maintenance work to the vendor or contractor offering the best value under a request for proposals as described in Minnesota Statues, section 16C.28, subdivision 1, paragraph (a), clause (2), and paragraph (c).

C. Procurements Exceeding $175,000

If the amount of the contract is estimated to exceed $175,000, sealed bids shall be solicited by public notice in the manner and subject to the requirements of the law governing school district contracts.

Procurement by Sealed Bids

Procurement by sealed bids means a process in which bids are publicly solicited and a firm fixed price contract by lump sum or unit price is awarded to the responsible bidder whose bid, conforming with all material terms and conditions of the invitation for bids, is the lowest in price. If sealed bids are used, the following

requirements apply:

1. bids must be solicited from an adequate number of qualified sources, providing bidders sufficient response time prior to the date set for opening bids;

2. the invitation for bids, which includes any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;

3. all bids will be opened at the time and place prescribed in the invitation for bids, and the bids must be opened publicly;

4. a firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that the discounts are usually taken advantage of;

5. any or all bids may be rejected if there is a sound document reason; and

6. in order for a sealed bid to be feasible, the following conditions must be present:

   a. a complete, adequate, and realistic specification or purchase description is available;

   b. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

   c. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the price.

D. Procurement by Proposals

"Procurement by proposals" means a process in which either a fixed price or cost-reimbursement type contract is awarded. Proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

1. requests for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified offerors. Any response to publicized requests for proposals must be considered to the maximum extent practical;

2. the school district must have a written method for conducting technical evaluations of the proposals received and for making selections; and

3. contracts must be awarded to the responsible offeror whose proposal is most advantageous to the school district, with price and other factors considered.

VI. PROCUREMENT METHODS WHEN USING FEDERAL FUNDS

A. Procurement by Competitive Proposals

This is a procurement method used when conditions are not appropriate for using sealed bids. This procurement method may result in either a fixed-price or cost-reimbursement contract.

~~1. Procurement by micro-purchases. To the extent practicable, the school district must distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if the school district considers the price to be reasonable.~~

~~2. Procurement by small purchase procedures. If small purchase procedures are used, price or rate quotations must be obtained from an adequate number of qualified sources.~~

~~3. Procurement by sealed bids (formal advertising).~~

~~4. Procurement by competitive proposals.~~ If this method is used, the following requirements apply:

~~a~~1. ~~Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical~~ Requests for proposals require public notice, and all evaluation factors and their relative importance must be identified. Proposals must be solicited from multiple qualified entities. To the maximum extent practicable, any proposals submitted in response to the public notice must be considered;

~~b~~2. Proposals must be solicited from an adequate number of qualified sources;

~~c~~3. The school district must have a written method for conducting technical evaluations of the proposals received and for selecting recipients;

~~d~~4. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered; and

~~e~~5. The school district may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method where price is not used as a selection factor can only be used in procurement of A/E professional services; it cannot be used to purchase other types of services, though A/E firms are a potential source to perform the proposed effort.

~~5~~B. Procurement by ~~n~~Noncompetitive ~~p~~Proposals~~.~~

Procurement by noncompetitive proposals may be used only when one or more of the following circumstances apply:

1~~a~~. The aggregate amount of the procurement transaction does not exceed the micro-purchase threshold; ~~The item is available only from a single source;~~

2~~b~~. The item is available only from a single source;

3~~c~~. The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation;

4~~d~~. The DOE or MDE expressly authorizes noncompetitive proposals in response to a written request from the school district; or

5~~e~~. After solicitation of a number of sources, competition is determined inadequate.

~~I~~C. Competition~~.~~

1. All procurement transactions under the Federal award must be conducted in a manner that provides full and open competition and is consistent with the standards of 2 Code of Federal Regulations, sections 200.319 and .320.

2. The school district must have written procedures for procurement transactions. These procedures must ensure that all solicitations:

a. are made in accordance with 2 Code of Federal Regulations, section 200.319(b);

~~1~~b. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible. When making a clear and accurate description of the technical requirements is impractical or uneconomical, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers must be clearly stated; and

~~2~~c. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids or proposals.

~~J~~D. The school district must ensure that all prequalified lists of persons, firms, or products ~~which are~~ used in ~~acquiring goods and services~~ procurement transactions are current and include enough qualified sources to ensure maximum open ~~and free~~ competition. When establishing or amending prequalified lists, the school district must consider objective factors that evaluate price and cost to maximize competition. ~~Also, t~~The school district must not preclude potential bidders from qualifying during the solicitation period.

~~K~~E. ~~Non-federal entities are~~ The school district is prohibited from contracting with or making subawards under "covered transactions" to parties that are suspended or debarred or whose principals are suspended or debarred. "Covered transactions" include procurement contracts for goods and services awarded under a grant or cooperative agreement that are expected to equal or exceed $25,000.

~~L~~F. All nonprocurement transactions entered into by a recipient (i.e., subawards to subrecipients), irrespective of award amount, are considered

covered transactions, unless they are exempt as provided in 2 Code of Federal Regulations, section 180.215.

G. Managing Property and Equipment and Safeguarding Assets

~~V. MANAGING EQUIPMENT AND SAFEGUARDING ASSETS~~

~~A.~~ 1. Property Standards~~.~~

The school district must, at a minimum, provide the equivalent insurance coverage for real property and equipment acquired or improved with federal funds as provided to other property owned by the school district ~~non-federal entity~~. Federally owned property need not be insured unless required by the terms and conditions of the federal award.

The school district must adhere to the requirements concerning real property, equipment, supplies, and intangible property set forth in 2 Code of Federal Regulations sections 200.311, 200.314, and 200.315.

~~B.~~ 2. Managing Equipment

~~Management requirements.~~ Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, until disposition takes place will, at a minimum, meet the following requirements:

~~1~~a. Property records must be maintained that include a description of the property; a serial number or other identification number; the source of the funding for the property (including the federal award identification number (FAIN)); who holds title; the acquisition date; the cost of the property; the percentage of the federal participation in the project costs for the federal award under which the property was acquired; the location, use, and condition of the property; and any ultimate disposition data, including the date of disposition and sale price of the property.

~~2~~b. A physical inventory of the property must be taken and the results reconciled with the property records at least once every two (2) years.

~~3~~c. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated.

~~4~~d. Adequate maintenance procedures must be developed to keep property in good condition.

~~5~~e. If the school district is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

~~C~~H. Cybersecurity

The school district must take reasonable cybersecurity and other measures to safeguard

1. Personally identifiable information;

2. Information that the federal agency or pass-through entity designates as sensitive; and

3. Other information that the school district considers sensitive and is consistent with applicable Federal, State, local, and tribal laws regarding privacy and responsibility over confidentiality.

[NOTE: See 2 Code of Federal Regulations 200.303, which establishes internal controls that the school district must implement.]

VII. FINANCIAL MANAGEMENT REQUIREMENTS

A. Financial Management.

The school district's financial management systems, including records documenting compliance with federal statutes, regulations, and the terms and conditions of the federal award, must be sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and ~~the~~ tracking ~~of funds to a level of~~ expenditures adequate to establish that ~~such~~ funds have been used ~~according to the~~ in accordance with federal statutes, regulations, and the terms and conditions of the federal award.

B. Payment~~.~~

The school district must be paid in advance, provided it maintains or demonstrates

the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement between the school district and the financial management systems that meet the standards for fund control and accountability.

Advance payments to the ~~a~~ school district must be limited to the minimum amounts needed and be timed ~~to be in accordance~~ with ~~the~~ actual, immediate cash requirements of the school district in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the school district ~~non-federal entity~~ for direct program or project costs and the proportionate share of any allowable indirect costs. The school district must make timely payment to contractors in accordance with the contract provisions.

C. Internal Controls~~.~~

The school district must establish and maintain effective internal control over the federal award that provides reasonable assurance that the school district is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. These internal controls should align with guidance in "Standards for Internal Control in the Federal Government," issued by the Comptroller General of the United States, or the "Internal Control Integrated Framework," issued by the Committee of Sponsoring Organizations of the Treadway Commission (COSO).

The school district must comply with the ~~United States Constitution,~~ federal statutes, regulations, and the terms and conditions of the federal award.

The school district must evaluate and monitor the school district's compliance with statutes, regulations, and the terms and conditions of the federal award.

The school district must take prompt action when instances of noncompliance are identified, including noncompliance identified in audit findings.

The school district must take reasonable measures to safeguard protected personally identifiable information and other information considered sensitive consistent with applicable federal and state laws regarding privacy and obligations of confidentiality.

VIII. ALLOWABLE USE OF FUNDS AND COST PRINCIPLES

A. Allowable Use of Funds. The school district administration and board will enforce appropriate procedures and penalties for program, compliance, and accounting staff responsible for the allocation of federal grant costs based on their allowability and their conformity with federal cost principles to determine the allowability of costs.

B. Definitions

1. "Advance payment" means a payment that a federal ~~awarding~~ agency or passthrough entity makes by any appropriate payment mechanism, ~~including a predetermined payment schedule, before~~ and payment method before the school district ~~non-federal entity~~ disburses the funds for program purposes.

~~"Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.~~

2. "Allowable cost" means a cost that complies with all legal requirements that apply to a particular federal education program, including statutes, regulations, guidance, applications, and approved grant awards.

~~"Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). EDGAR can be accessed at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.~~

3. "Education Department General Administrative Regulations (EDGAR)" means a compilation of regulations that apply to federal education programs. These regulations contain important rules governing the administration of federal education programs and include rules affecting the allowable use of federal funds (including rules regarding allowable costs, the period of availability of federal awards, documentation requirements, and grants management requirements). ~~EDGAR can be accessed at: http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.~~

~~"Omni Circular" or "2 Code of Federal Regulations, Part 200s" or "Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards" means federal cost principles that provide standards for determining whether costs may be charged to federal grants.~~

4. "Omni Circular" ~~or~~ "(also known as 2 Code of Federal Regulations, Part 200~~s~~" or "Uniform Administrative Requirements, Cost Principles, and

Audit Requirements for Federal Awards," or the Uniform Grant Guidance) means federal cost principles that provide standards for determining whether costs may be charged to federal grants.

~~"Advance payment" means a payment that a federal awarding agency or passthrough entity makes by any appropriate payment mechanism, including a predetermined payment schedule, before the non-federal entity disburses the funds for program purposes.~~

C. Allowable Costs~~.~~

The following items are costs that may be allowable under the 2 Code of Federal Regulations, Part 200, subpart E~~s~~ under specific conditions (review the specific part of 2 Code of Federal Regulations 200, subpart E for allowability requirements for the specific cost):

1. ~~Advisory councils~~ Advertising and public relations;

2. ~~Audit costs and related services~~ Advisory councils;

3. ~~Bonding costs~~ Audit costs and related services;

4. ~~Communication costs~~ Bonding costs;

5. Compensation - ~~for~~ personal services;

6. ~~Depreciation and use allowances~~ Compensation – fringe benefits;

7. ~~Employee morale, health, and welfare costs~~ Conferences;

8. ~~Equipment and other capital expenditures~~ Contingency provisions;

9. ~~Gains and losses on disposition of depreciable property and other capital assets and substantial relocation of federal programs~~ Depreciation;

10. ~~Insurance and indemnification~~ Employee health, and welfare costs;

11. ~~Maintenance, operations, and repairs~~ Equipment and other capital expenditures;

12. ~~Materials and supplies costs~~ Gains and losses on disposition of depreciable;

13. ~~Meetings and conferences~~ Insurance and indemnification;

14. ~~Memberships, subscriptions, and professional activity costs~~ Intellectual

property;

15. ~~Security costs~~ Maintenance, and repair costs;

16. ~~Professional service costs~~ Materials and supplies costs, including costs of computing devices;

17. ~~Proposal costs~~ Memberships, subscriptions, and professional activity costs;

18. ~~Publication and printing costs~~ Organization costs;

19. ~~Rearrangement and alteration costs~~ Participant costs;

20. ~~Rental costs of building and equipment~~ Plant and security costs;

21. ~~Training costs; and~~ Pre-award costs;

22. ~~Travel costs.~~ Professional service costs;

23. Proposal costs;

24. Publication and printing costs;

25. Rearrangement and reconversion costs;

26. Recruiting costs;

27. Relocation costs of employees;

28. Rental costs of buildings and equipment;

29. Scholarships, student aid costs, and tuition remission;

30. Specialized service facilities;

31. Taxes;

32. Telecommunication and video surveillance costs;

33. Termination and standard closeout costs;

34. Training and education costs;

35. Transportation costs;

36. Travel costs.

D. Costs Forbidden by Federal Law~~.~~

2 Code of Federal Regulations, Part 200~~s~~ and EDGAR identify certain costs that may never be paid with federal funds. The ~~following~~ list below provides examples

of such costs. If a cost is on this list, it may not be supported with federal funds unless an exception exists (review the specific part of 2 Code of Federal Regulations 200, subpart E for possible exceptions to unallowable costs). The fact that a cost is not on this list does not mean it is necessarily permissible. Other important restrictions apply to federal funds, such as those items detailed in the 2 Code of Federal Regulations, Part 200s, subpart E; thus, the following list is not exhaustive:

1. ~~Advertising and public relations costs (with limited exceptions), including promotional items and memorabilia, models, gifts, and souvenirs~~ Alcoholic beverages;

2. ~~Alcoholic beverages~~ Bad debts;

3. ~~Bad debts~~ Contingency provisions (with limited exceptions);

4. ~~Contingency provisions (with limited exceptions)~~ Contributions and donations;

5. ~~Fundraising and investment management costs (with limited exceptions)~~ Entertainment (with limited exception);

6. ~~Donations~~ Fines, penalties, damages, and other settlements;

7. ~~Contributions~~ Fundraising and investment management costs (with limited exceptions);

8. ~~Entertainment (amusement, diversion, and social activities and any associated costs)~~ General costs of government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs));

9. ~~Fines and penalties~~ Goods or services for personal use;

10. ~~General government expenses (with limited exceptions pertaining to Indian tribal governments and Councils of Government (COGs))~~ Interest (except interest specifically stated in 2 Code of Federal Regulations, section 200.449 as allowable);

11. ~~Goods or services for personal use~~ Lobbying;

12. ~~Interest, except interest specifically stated in 2 Code of Federal Regulations section 200.441 as allowable~~ Losses on other Federal awards or contracts;

13. ~~Religious use~~ Selling and marketing;

14. ~~The acquisition of real property (unless specifically permitted by~~

~~programmatic statute or regulations, which is very rare in federal education programs)~~ Student activity costs;

15. ~~Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and~~ Religious use;

16. ~~Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of a program.~~ The acquisition of real property (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs);

17. Construction (unless specifically permitted by programmatic statute or regulations, which is very rare in federal education programs); and

18. Tuition charged or fees collected from students applied toward meeting matching, cost sharing, or maintenance of effort requirements of the program.

E. Program Allowability

1. Any cost paid with federal education funds must be permissible under the federal program that would support the cost.

2. Many federal education programs detail specific required and/or allowable uses of funds for that program. Issues such as eligibility, program beneficiaries, caps or restrictions on certain types of program expenses, other program expenses, and other program specific requirements must be considered when performing the programmatic analysis.

3. The two largest federal K-12 programs, Title I, Part A, and the Individuals with Disabilities Education Act (IDEA), do not contain a use of funds section delineating the allowable uses of funds under those programs. In those cases, costs must be consistent with the purposes of the program in order to be allowable.

F. Federal Cost Principles

~~1.~~ The Omni Circular defines the parameters for the permissible uses of federal funds. While many requirements are contained in the Omni Circular, it includes ~~five~~ core principles that serve as an important guide for effective grant management. These core principles require all costs to be:

~~a~~1. Necessary for the proper and efficient performance or administration of the program.

~~b~~2. Reasonable. An outside observer should clearly understand why a decision to spend money on a specific cost made sense in light of the cost, needs, and requirements of the program.

~~c~~3. Allocable to the federal program that paid for the cost. A program must benefit in proportion to the amount charged to the federal program – for example, if a teacher is paid 50% with Title I funds, the teacher must work with the Title I program/students at least 50% of the time. Recipients also need to be able to track items or services purchased with federal funds so they can prove they were used for federal program purposes.

~~d~~4. Authorized under state and local rules. All actions carried out with federal funds must be authorized and not prohibited by state and local laws and policies.

~~e~~5. Adequately documented. A recipient must maintain proper documentation so as to provide evidence to monitors, auditors, or other oversight entities of how the funds were spent over the lifecycle of the grant.

G. Program Specific Fiscal Rules~~.~~

The Omni Circular also contains specific rules on selected items of costs. Costs must comply with these rules in order to be paid with federal funds.

1. All federal education programs have certain program specific fiscal rules that apply. Determining which rules apply depends on the program; however, rules such as supplement, not supplant, maintenance of effort, comparability, caps on certain uses of funds, etc., have an important impact when analyzing whether a particular cost is permissible.

2. Many state-administered programs require school districts local education agencies (LEAs) to use federal program funds to supplement the amount of state, local, and, in some cases, other federal funds they spend on education costs and not to supplant (or replace) those funds. Generally, the "supplement, not supplant" provision means that federal funds must be used to supplement the level of funds from non-federal sources by providing additional services, staff, programs, or materials. In other words, federal funds normally cannot be used to pay for things that would otherwise be paid for with state or local funds (and, in some cases, with other federal funds).

3. Auditors generally presume supplanting has occurred in three (3) situations:

a. School district uses federal funds to provide services that the school district is required to make available under other federal, state, or local laws.

b. School district uses federal funds to provide services that the school district provided with state or local funds in the prior year.

c. School district uses Title I, Part A, or Migrant Education Program funds to provide the same services to Title I or Migrant students that the school district provides with state or local funds to nonparticipating students.

4. These presumptions apply differently in different federal programs and also in schoolwide program schools. Staff should be familiar with the supplement not supplant provisions applicable to their program.

H. Approved Plans, Budgets, and Special Conditions

1. As required by the Omni Circular, all costs must be consistent with approved program plans and budgets.

2. Costs must also be consistent with all terms and conditions of federal awards, including any special conditions imposed on the school district's grants.

I. Training

1. The school district will provide training on the allowable use of federal funds to all staff involved in federal programs.

2. The school district will promote coordination between all staff involved in federal programs through activities, such as routine staff meetings and training sessions.

J. Employee Sanctions.

Any school district employee who violates this policy will be subject to discipline, as appropriate, up to and including the termination of employment.

K. Reduction in Aid

If the school district makes a purchase without a procurement policy adopted by the school board or makes a purchase not in conformity with the school district's procurement policy, the Commissioner may reduce that school district's state aid in an amount equal to the purchase.

L. Property, Financial Investments, and Contracting

The school district is subject to and must comply with Minnesota Statutes, sections 15.054 and 118A.01 to 118A.06 governing government property and financial investments and sections 471.38, 471.391, 471.392, and 471.425 governing municipal contracting.

M. Mandatory Disclosures

The school district must promptly disclose whenever, in connection with the Federal award (including any activities or subawards thereunder), it has credible evidence of the commission of a violation of Federal criminal law involving fraud, conflict of interest, bribery, or gratuity violations found in 18 United States Code or a violation of the civil False Claims Act (31 United States Code, sections 3729-3733).

The disclosure must be made in writing to the DOE ~~Federal agency~~, MDE, and the ~~agency's~~ MDE Office of Inspector General~~, and Pass-through entity~~ (if applicable). School districts are also required to report matters related to ~~recipient~~ school district integrity and performance in accordance with Appendix XII 2 Code of Federal Regulations, part 200. ~~of this part.~~ Failure to make required disclosures can result in any of the remedies described in 2 Code of Federal Regulations, section 200.339.

~~VIII~~IX. COMPENSATION – PERSONAL SERVICES EXPENSES AND REPORTING

A. Compensation – Personal Services

Costs of compensation are allowable to the extent that they satisfy the specific requirements of the Uniform Grant Guidance and that the total compensation for individual employees:

1. Is reasonable for the services rendered and conforms to the established written school district policy of the school district consistently applied to both federal and non-federal activities; and

2. Follows an appointment made in accordance with ~~a~~ the school district's written policies and meets the requirements of federal statute, where applicable.

Unless an arrangement is specifically authorized by a federal awarding agency, ~~a~~ the school district must follow its written non-federal, entity wide policies and practices concerning the permissible extent of professional services that can be provided outside the school district for non-organizational compensation.

B. Compensation – Fringe Benefits

1. During leave~~.~~

The costs of fringe benefits in the form of regular compensation paid to employees during periods of authorized absences from the job, such as for annual leave, family-related leave, sick leave, holidays, court leave, military leave, administrative leave, and other similar benefits, are allowable if all of the following criteria are met:

a. They are provided under established written leave policies;

b. The costs are equitably allocated to all related activities, including federal awards; and

c. The accounting basis (cash or accrual) selected for costing each type of leave is consistently followed by the school district.

2. The costs of fringe benefits in the form of employer contributions or expenses for social security; employee life, health, unemployment, and worker's compensation insurance (except as indicated in 2 Code of Federal Regulations, section 200.447(d)); pension plan costs; and other similar benefits are allowable, provided such benefits are granted under established written policies. Such benefits must be allocated to federal awards and all other activities in a manner consistent with the pattern of benefits attributable to the individuals or group(s) of employees whose salaries and wages are chargeable to such federal awards and other activities and charged as direct or indirect costs in accordance with the school district's accounting practices.

3. Actual claims paid to or on behalf of employees or former employees for workers' compensation, unemployment compensation, severance pay, and similar employee benefits (e.g., post-retirement health benefits) are allowable in the year of payment provided that the school district follows a consistent costing policy.

4. Pension plan costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with the school district's written policies ~~of the school district~~.

5. Post-retirement costs may be computed using a pay-as-you-go method or an acceptable actuarial cost method in accordance with established school district written policies ~~of the school district~~.

6. Costs of severance pay are allowable only to the extent that, in each case, severance pay is required by law; employer-employee agreement; established policy that constitutes, in effect, an implied agreement on the school district's part; or circumstances of the particular employment.

C. Insurance and Indemnification. Types and extent and cost of coverage are in accordance with the school district's policy and sound business practice.

D. Recruiting Costs. Short-term, travel visa costs (as opposed to longer-term, immigration visas) may be directly charged to a federal award, so long as they are:

1. Critical and necessary for the conduct of the project;

2. Allowable under the cost principles set forth in the Uniform Grant Guidance;

3. Consistent with the school district's cost accounting practices and school district policy; and

4. Meeting the definition of "direct cost" in the applicable cost principles of the Uniform Grant Guidance.

~~E. Relocation Costs of Employees. Relocation costs are allowable, subject to the limitations described below, provided that reimbursement to the employee is in accordance with the school district's reimbursement policy.~~

~~F~~E. Travel Costs~~.~~

Under 2 Code of Federal Regulations, section 200.475, travel costs include the transportation, lodging, subsistence, and related items incurred by employees who are in travel status on official business of the school district.

Travel costs may be charged on an actual cost basis, on a per diem or mileage basis ~~in lieu of actual costs incurred~~, or on a combination of the two, provided the method used is applied to an entire trip and not to selected days of the trip.~~, and results in charges~~ The method used must be consistent with those normally allowed in like circumstances in the school district's ~~non-federally funded~~ other activities and in accordance with the school district's ~~reimbursement~~ established written policies.

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and

otherwise allowable only to the extent such costs do not exceed charges normally allowed by the school district in its regular operations as a result of ~~according to~~ the school district's written policy ~~reimbursement and/or travel policies~~.

In addition, when costs are charged directly to the federal award, documentation must justify that ~~the following~~:

1. Participation of the individual is necessary to the federal award; and

2. The costs are reasonable and consistent with the school district's established ~~travel~~ written policy.

Temporary dependent care costs above and beyond regular dependent care ~~that directly results from travel to conferences is~~ are allowable provided that these costs are:

1. A direct result of the individual's travel for the federal award;

2. Consistent with the school district's ~~documented travel~~ established written policy for all school district travel; and

3. Only temporary during the travel period.

[Note: Noncompliance. If a school district fails to comply with federal statutes, regulations, or the terms and conditions of a federal award, the DOE or MDE may impose additional conditions, as described in 2 Code of Federal Regulations section ***200.20~~8~~7 (Specific Conditions).***

If the DOE or MDE determines that noncompliance cannot be remedied by imposing ~~additional~~ specific conditions, the DOE or MDE may take one or more of the following actions, as appropriate under the circumstances: (1) Temporarily withhold ~~cash~~ payments until the school district takes corrective action; ~~pending correction of the deficiency by the school district or more severe enforcement action by the DOE or MDE;~~ (2) Disallow (that is, deny both use of funds and any applicable matching credit for) ~~all or part of the~~ costs for all or part of the activity associated with the noncompliance ~~or action not in compliance~~; (3) Wholly or partly suspend or terminate the federal award; (4) Initiate suspension or debarment proceedings as authorized under 2 Code of Federal Regulations ***Part 180 and DOE regulations (or, in the case of MDE, recommend such a proceeding be initiated by the DOE); (5) Withhold further federal awards (new awards or continuation funding) for the project or program; and/or (6) Take other remedies that may be legally available.]***

X. SUBRECIPIENT MONITORING

[NOTE: MDE auditors have stated that subrecipient monitoring must be covered in policy.]

A. The school district will:

1. Verivy that the subrecipient is not excluded or disqualified in accordance with 2 Code of Federal Regulations, section 180.300. Verification methods are provided in section 180.300, which include confirming in SAM.gov that a potential subrecipient is not suspended, debarred, or otherwise excluded from receiving federal funds.

2. Ensure that every subaward is clearly identified to the subrecipient as a subaward and includes the information provided below. A pass-through entity must provide the best available information when some of the information below is unavailable. A pass-through entity must provide the unavailable information when it is obtained.

a. Required information includes:

(1) Federal award identification

i. Subrecipient's name (must match the name associated with its unique entity identifier);

ii. Subrecipient's unique entity identifier;

iii. Federal Award Identification Number (FAIN);

iv. Federal Award Date;

v. Subaward Period of Performance Start and End Date;

vii. Amount of Federal Funds Obligated in the subaward;

viii. Total Amount of Federal Funds Obligated to the subrecipient by the pass-through entity, including the current financial obligation;

ix. Total Amount of the Federal Award committed to the subrecipient by the pass-through entity;

x. Federal award project description, as required by the Federal Funding Accountability and Transparency Act (FFATA);

xi. Name of the Federal agency, pass-through entity, and contact information for awarding official of the

pass-through entity;

xii. Assistance Listings title and number; the pass-through entity must identify the dollar amount made available under each Federal award and the Assistance Listings Number at the time of disbursement;

xiii. Identification of whether the federal award is for research and development; and

xiv. Indirect cost rate for the federal award (including if the de minimis rate is used in accordance with 2 Code of Federal Regulations, section 200.414).

(2) All requirements of the subaward, including requirements imposed by Federal statutes, regulations, and the terms and conditions of the Federal award;

(3) Any additional requirements that the pass-through entity imposes on the subrecipient for the pass-through entity to meet its responsibilities under the Federal award. This includes information and certifications (see 2 Code of Federal Regulations, section 200.415) required for submitting financial and performance reports that the pass-through entity must provide to the federal agency;

(4) Indirect cost rate:

(5) A requirement that the subrecipient permit the pass-through entity and auditors to access the subrecipient's records and financial statements for the pass-through entity to fulfill its monitoring requirements; and

(6) Appropriate terms and conditions concerning the closeout of the subaward.

3. Evaluate each subrecipient's fraud risk and risk and risk of noncompliance with a subaward to determine the appropriate subrecipient monitoring described in 2 Code of Federal Regulations, section 200.332, paragraph (f). When evaluating a subrecipient's risk, a pass-through entity should consider the following:

a. The subrecipient's prior experience with the same or similar subawards;

b. The results of previous audits. This includes considering whether

or not the subrecipient receives a Single Audit in accordance with 2 Code of Federal Regulations, part 200, subpart F and the extent to which the same or similar subawards have been audited as a major program;

c. Whether the subrecipient has new personnel or new or substantially changed systems; and

d. The extent and results of any federal agency monitoring (for example, if the subrecipient also receives federal awards directly from the federal agency).

4. If appropriate, consider implementing specific conditions in a subaward as described in 2 Code of Federal Regulations, section 200.208 and notify the Federal agency of the specific conditions.

5. Monitor the activities of a subrecipient as necessary to ensure that the subrecipient complies with Federal statutes, regulations, and the terms and conditions of the subaward. The pass-through entity is responsible for monitoring the overall performance of a subrecipient to ensure that the goals and objectives of the subaward are achieved. In monitoring a subrecipient, a pass-through entity must:

a. Review financial and performance reports.

b. Ensure that the subrecipient takes corrective action on all significant developments that negatively affect the subaward. Significant developments include Single Audit findings related to the subaward, other audit findings, site visits, and written notifications from a subrecipient of adverse conditions which will impact their ability to meet the milestones or the objectives of a subaward, a subrecipient must provide the pass-through entity with information on their plan for corrective action and any assistance needed to resolve the situation.

c. Issue a management decision for audit findings pertaining only to the Federal award provided to the subrecipient from the pass-through entity as require by 2 Code of Federal Regulations, section 200.521.

d. Resolve audit findings specifically related to the subaward. However, the pass-through entity is not responsible for resolving cross-cutting audit findings that apply to the subaward and other Federal awards or subawards. If a subrecipient has a current Single Audit report and has not been excluded from receiving Federal funding (meaning, has not been debarred or suspended), the pass-through entity may rely on the subrecipient's cognizant agency for

audit or oversight agency for audit to perform audit follow-up and make management decisions related to cross-cutting audit findings in accordance with 2 Code of Federal Regulations, section 200.513(a)(4)(viii). Such reliance does not eliminate the responsibility of the pass-through entity to issue subawards that conform to agency and award-specific requirements, to manage risk through ongoing subaward monitoring, and to monitor the status of the findings that are specifically related to the subaward.

6. Depending upon the pass-through entity's assessment of the risk posed by the subrecipient (as described in 2 Code of Federal Regulations, section 200.332, paragraph (c)), the following monitoring tools may be useful for the pass-through entity to ensure proper accountability and compliance with program requirements and achievement of performance goals:

   a. Providing subrecipients with training and technical assistance on program-related matters;

   b. Performing site visits to review the subrecipient's program operations; and

   c. Arranging for agreed-upon-procedures engagements as described in 2 Code of Federal Regulations, section 200.425.

7. Verify that a subrecipient is audited as required by 2 Code of Federal Regulations, part 200, subpart F.

8. Consider whether the results of a subrecipient's audit, site visits, or other monitoring necessitate adjustments to the pass-through entity's records.

9. Consider taking enforcement action against noncompliant subrecipients as described in 2 Code of Federal Regulations, section 200.339 and in program regulations.

XI. CONFLICT OF INTEREST

A. ~~Employee Conflict of Interest.~~ Standards of Conduct

The school district will maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts.

~~A~~B. No employee, officer, ~~or~~ agent, or board member may participate in the selection, award, or administration of a contract supported by a federal award if he or she

has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, ~~or~~ agent, or board member, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The employees, officers, ~~and~~ agents, and board members of the school district may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, the school district may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by employees, officers, ~~or~~ agents, or board members of the school district. Disciplinary actions may be undertaken pursuant to the school district's Discipline, Suspension, and Dismissal of School Employees policy.

[Note: The Minnesota Department of Education confirmed that the "written standards of conduct" required under 2 Code of Federal Regulations, section 200.318(c)(1) may appear in this policy, another policy and/or in an employee handbook. School boards may decide whether to adopt this section or address written standards of conduct elsewhere.]

~~B~~C. Organizational Conflicts of Interest~~.~~

If the school district has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, the school district must maintain written standards concerning organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, ~~T~~the school district is unable or appears to be unable to be impartial in conducting a procurement action involving the related organization. ~~because of relationships with a parent company, affiliate, or subsidiary organization.~~

~~C~~D. Disclosing Conflicts of Interest~~.~~

The school district ~~must~~ will disclose in writing any potential conflict of interest to MDE in accordance with ~~applicable~~ established federal awarding agency policy.

Legal References:
Minn. Stat. § 15.054 (Sale or Purchase of State Property; Penalty)
Minn. Stat. § 16C.28 (Contracts; Awards)
Minn. Stat. § 118A.01-.06 (Deposit and Investment of Local Public Funds)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. § 471.38 (Claims)

Minn. Stat. § 471.391 (Declaration Form)
Minn. Stat. § 471.392 (Penalty)
Minn. Stat. § 471.425 (Prompt Payment of Local Government Bills)
18 U.S.C. (Crimes and Criminal Procedures)
31 U.S.C. §§ 3729-3733 (False Claims)
2 C.F.R. § 180.215 (Which Nonprocurement Transactions are Not Covered Transactions)
2 C.F.R. § 180.300 (What Must I Do before I Enter Into a Covered Transaction with Another Person at the Next Lower Tier?)
2 C.F.R. § 200 Subpart E (Cost Principles)
2 C.F.R. § 200 Subpart F (Audit Requirements)
2 C.F.R. § 200.1 (Definitions~~; Capital Assets~~)
2 C.F.R. § 200.101 (Applicability)
2 C.F.R. § 200.112 (Conflict of Interest)
2 C.F.R. § 200.113 (Mandatory Disclosures)
2 C.F.R. § 200.205 (d) (Federal Awarding Agency Review of Merit of Proposals)
2 C.F.R. § 200.208 (Specific Conditions)
2 C.F.R. § 200.214 (Suspension and Debarment)
2 C.F.R. § 200.300(b) (Statutory and National Policy Requirements)
2 C.F.R. § 200.302 (Financial Management)
2 C.F.R. § 200.303 (Internal Controls)
2 C.F.R. § 200.305(b)(1) (Federal Payment)
2 C.F.R. § 200.310 (Insurance Coverage)
2 C.F.R. § 200.311 (Real Property)
2 C.F.R. § 200.312 (Federally-owned and Exempt Property)
2 C.F.R. § 200.313(d) (Equipment)
2 C.F.R. § 200.314 (Supplies)
2 C.F.R. § 200.315 (Intangible Property)
2 C.F.R. § 200.318 (General Procurement Standards)
2 C.F.R. § 200.319~~(c)~~ (Competition)
2 C.F.R. § 200.320 (Methods of Procurement to be Followed)
2 C.F.R. § 200.321 (Contracting with Small and Minority Businesses, Women's Business Enterprises, and Labor Surplus Area Firms)
2 C.F.R. § 200.328 (Financial Reporting)
2 C.F.R. § 200.332 (Requirements for Pass-Through Entities)
2 C.F.R. § 200.339 (Remedies for Noncompliance)
2 C.F.R. § 200.403(c) (Factors Affecting Allowability of Costs)
2 C.F.R. § 200.413 (Direct Costs)
2 C.F.R. § 200.414 (Indirect Costs)
2 C.F.R. § 200.415 (Required Certifications)
2 C.F.R. § 200.425 (Audit Services)
2 C.F.R. § 200.430 (Compensation – Personal Services)
2 C.F.R. § 200.431 (Compensation – Fringe Benefits)
2 C.F.R. § 200.447 (Insurance and Indemnification)
2 C.F.R. § 200.463 (Recruiting Costs)
2 C.F.R. § 200.464 (Relocation Costs of Employees)

2 C.F.R. § 200.474 (Transportation Costs)
2 C.F.R. § 200.475 (Travel Costs)
2 C.F.R. § 200.513 (Responsibilities)
2 C.F.R. § 200.521 (Management Decisions)
45 C.F.R. § 75.2 (Definitions)
45 C.F.R. § 75.317 (Insurance Coverage)
45 C.F.R. § 75.320 (Equipment)
48 C.F.R. § Subpart 2.1 (Definitions)

Cross References:
MSBA/MASA Model Policy 208 (Development, Adoption, and Implementation of Policies)
MSBA/MASA Model Policy 210 (Conflict of Interest – School Board Members)
MSBA/MASA Model Policy 412 (Expense Reimbursement)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)

Resources:
Minnesota Department of Education (MDE): Procurement Handbook [January 8, 2025] (accessed 01/07/26)
MDE: Competitive Proposal Method [April 2020] (accessed 01/07/26)
Office of Management and Budget: OMB Guidance for Federal Financial Assistance (Uniform Guidance) (accessed 01/09/26)
U.S. DOE: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (accessed 01/09/26)

Policy Adopted: September 2017
Revised: August 2020, January 2024, February 2025

Independent School District No. 110

Waconia, MN

8.A.1.d. 807 Health and Safety Policy

Presenter: Pam Carman, Director of Finance and Operations

807 HEALTH AND SAFETY POLICY

[Note: ~~To receive health and safety revenue for any fiscal year, school districts must submit an application to the Minnesota Commissioner of Education, along with a health and safety budget adopted and confirmed by the school board as being consistent with the school district's health and safety policy.~~ This policy has been approved by the Minnesota Department of Education.

~~The subdivisions of Minnesota Statutes Section 123B.57 that relate to a school district's ability to apply for health and safety revenue have been repealed effective fiscal year 2017.~~ The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

The purpose of this policy is to assist the school district in promoting health and safety, reducing injuries, and complying with federal, state, and local health and safety laws and regulations.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to implement a health and safety program that includes plans and procedures to protect employees, students, volunteers, and members of the general public who enter school district buildings and grounds. The objective of the health and safety program will be to provide a safe and healthy learning environment; to increase safety awareness; to help prevent accidents, illnesses, and injuries; to reduce liability; to assign duties and responsibilities to school district staff to implement and maintain the health and safety program; to establish written procedures for the identification and management of hazards or potential hazards; to train school district staff on safe work practices; and to comply with all health and safety, environmental, and occupational health laws, rules, and regulations.

B. All school district employees have a responsibility for maintaining a safe and healthy environment within the school district and are expected to be involved in the health and safety program to the extent practicable. For the purpose of implementing this policy, the school district may form a health and safety advisory committee to be appointed by the superintendent. The health and safety advisory committee will be composed of employees and other individuals with specific knowledge of related issues. The advisory committee will provide recommendations to the administration regarding plans and procedures to implement this policy and to establish procedures for identifying, analyzing, and controlling hazards, minimizing risks, and training school district staff on safe work practices. The committee will also recommend procedures for investigating accidents and enforcement of workplace safety rules. Each recommendation shall include estimates of annual costs of implementing and maintaining that proposed recommendation. The superintendent may request that the safety committee established under Minnesota Statutes section 182.676 carry out all or part of the

duties of the advisory committee or the advisory committee may consider recommendations from a separate safety committee established under Minnesota Statutes section 182.676.

III. PROCEDURES

A. Based upon recommendations from the health and safety advisory committee and subject to the budget adopted by the school board to implement or maintain these recommendations, the administration will adopt and implement written plans and procedures for identification and management of hazards or potential hazards existing within the school district in accordance with federal, state, and local laws, rules, and regulations. Written plans and procedures will be maintained, updated, and reviewed by the school board on an annual basis and shall be an addendum to this policy. The administration shall identify in writing a contact person to oversee compliance with each specific plan or procedure.

B. To the extent that federal, state, and local laws, rules, and regulations do not exist for identification and management of hazards or potential hazards, the health and safety advisory committee shall evaluate other available resources and generally accepted best practice recommendations. Best practices are techniques or actions which, through experience or research, have consistently proven to lead to specific positive outcomes.

C. The school district shall monitor and make good faith efforts to comply with any new or amended laws, rules, or regulations to control potential hazards.

IV. PROGRAM AND PLANS

A. For the purpose of implementing this policy, the administration will, within the budgetary limitations adopted by the school board, implement a health and safety program that includes specific plan requirements in various areas as identified by the health and safety advisory committee. Areas that may be considered include, but are not limited to, the following:

1. Asbestos
2. Fire and Life Safety
3. Employee Right to Know
4. Emergency Action Planning
5. Combustible and Hazardous Materials Storage
6. Indoor Air Quality
7. Mechanical Ventilation
8. Mold Cleanup and Abatement
9. Accident and Injury Reduction Program: Model AWAIR Program for Minnesota Schools
10. Infectious Waste/Bloodborne Pathogens
11. Community Right to Know
12. Compressed Gas Safety
13. Confined Space Standard

14. Electrical Safety
15. First Aid/CPR/AED
16. Food Safety Inspection
17. Forklift Safety
18. Hazardous Waste
19. Hearing Conservation
20. Hoist/Lift/Elevator Safety
21. Integrated Pest Management
22. Laboratory Safety Standard/Chemical Hygiene Plan
23. Lead
24. Control of Hazardous Energy Sources (Lockout/Tagout)
25. Machine Guarding
26. Safety Committee
27. Personal Protection Equipment (PPE)
28. Playground Safety
29. Radon
30. Respiratory Protection
31. Underground and Above Ground Storage Tanks
32. Welding/Cutting/Brazing
33. Fall Protection
34. National Emission Standards for Hazardous Air Pollutants for School Generators established by the United States E.P.A.
35. Other areas determined to be appropriate by the health and safety advisory committee.

If a risk is not present in the school district, the preparation of a plan or procedure for that risk will not be necessary.

B. The administration shall establish procedures to ensure, to the extent practicable, that all employees are properly trained and instructed in job procedures, crisis response duties, and emergency response actions where exposure or possible exposure to hazards and potential hazards may occur.

C. The administration shall conduct or arrange safety inspections and drills. Any identified hazards, unsafe conditions, or unsafe practices will be documented and corrective action will be taken to the extent practicable to control that hazard, unsafe condition, or unsafe practice.

D. Communication from employees regarding hazards, unsafe or potentially unsafe working conditions, and unsafe or potentially unsafe practices is encouraged in either written or oral form. No employee will be retaliated against for reporting hazards or unsafe or potentially unsafe working conditions or practices.

E. The administration shall conduct periodic workplace inspections to identify potential hazards and safety concerns.

F. In the event of an accident or a near miss, the school district shall promptly cause an accident investigation to be conducted in order to determine the cause of the

incident and to take action to prevent a similar incident. All accidents and near misses must be reported to an immediate supervisor as soon as possible.

V. BUDGET

The superintendent shall be responsible to provide for periodic school board review and approval of the various plan requirements of the health and safety program, including current plan requirements and related written plans and procedures and recommendations for additional plan requirements proposed to be adopted. The superintendent, or such other school official as designated by the superintendent, each year shall prepare preliminary revenue and expenditure budgets for the school district's health and safety program. The preliminary budgets shall be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the school board and the public. The school board shall review the projected revenues and expenditures for this program and make such adjustments within the expenditure budget to carry out the current program and to implement new recommendations within the revenues projected and appropriated for this purpose. No funds may be expended for the health and safety program in any school year prior to the adoption of the budget document authorizing that expenditure for that year, or prior to the adoption of an amendment to that budget document by the school board to authorize that expenditure for that year. The health and safety program shall be implemented, conducted, and administered within the fiscal restraints of the budget so adopted.

VI. ENFORCEMENT

Enforcement of this policy is necessary for the goals of the school district's health and safety program to be achieved. Within applicable budget limitations, school district employees will be trained and receive periodic reviews of safety practices and procedures, focusing on areas that directly affect the employees' job duties. Employees shall participate in practice drills. Willful violations of safe work practices may result in disciplinary action in accordance with applicable school district policies.

Legal References: Minn. Stat. § 123B.56 (Health, Safety, and Environmental Management)
Minn. Stat. § 123B.57 (Health and Safety Projects)
Minn. Stat. § 182.676 (Safety Committees)
Minn. Rules Part 5208.0010 (Accident and Injury Reduction Program; Applicability)
Minn. Rules Part 5208.0070 (Accident and Injury Reduction Program; Alternative Forms of Committee)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know - Exposure to Hazardous Substances)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 806 (Crisis Management Policy)

Policy Adopted: July 2012 / June 2013/ June 2014/June 2015/June 2018

Revised: Dec 2020, revised September 2023
Independent School District No. 110
Waconia, MN

8.A.2.	**3 Year Review**	
8.A.2.a. Budget	701.1 Modification of School District	**Presenter:** Pam Carman, Director of Finance and Operations

701.1 MODIFICATION OF SCHOOL DISTRICT BUDGET

[Note: The provisions of this policy substantially reflect the requirements of Minnesota Statutes.]

I. PURPOSE

The purpose of this policy is to establish procedures for the modification of the school district's adopted revenue and expenditure budgets.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to modify its revenue and expenditure budgets in accordance with the applicable provisions of law.

III. REQUIREMENT

A. The school district's adopted expenditure budget shall be considered the school board's expenditure authorization for that school year.

B. If revisions or modifications in the adopted expenditure budget are determined to be advisable by the administration, the superintendent shall recommend the proposed changes to the school board. The proposed changes shall be accompanied by sufficient and appropriate background information on the revenue and policy issues involved to allow the school board to make an informed decision. A school board member may also propose modifications on that board member's own motion, provided, however, the school board member is encouraged to review the proposed modifications with the superintendent prior to their being proposed so that the administration may prepare necessary background materials for the school board prior to its consideration of those proposed modifications.

C. If sufficient funds are not included in the expenditure budget in a particular fund to allow the proposed expenditure, funds for this purpose may not be expended from that fund prior to the adoption of an expenditure budget amendment by the school board to authorize that expenditure for that school year. An amended expenditure shall not exceed the projected revenues available for that purpose in that fund.

D. The school district's revenue budget shall be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent shall make recommendations to the school board for appropriate revisions. If necessary, the school board shall also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances in a fund.

Legal References: Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting

Requirement)

Cross References: MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)

Policy Adopted: September 2004
Reviewed November 2006, revised August 2020, revised September 2023
Independent School District #110 Waconia, MN

8.A.2.b.	702 Accounting	**Presenter:** Pam Carman, Director of Finance and Operations

702 ACCOUNTING

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in guidelines adopted by the Minnesota Department of Education.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

III. MAINTENANCE OF BOOKS AND ACCOUNTS

The school district shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) provided for in the guidelines adopted by the Minnesota Department of Education and in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

IV. PERMANENT FUND TRANSFERS

Unless otherwise authorized pursuant to Minnesota Statutes section 123B.80, as amended, or any other law, fund transfers shall be made in compliance with UFARS and permanent fund transfers shall only be made in compliance with Minnesota Statutes section 123B.79, as amended, or other applicable statute.

V. REPORTING

The school board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. Each year, the school district shall also provide for the publication of the financial information specified in Minnesota Statutes section 123B.10 in the manner specified therein.

Legal References:
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.10 (Publication of Financial Information)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.75 (Revenue; Reporting)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting and Reporting Requirements)

Minn. Stat. § 123B.78 (Cash Flow; School District Revenues; Borrowing for Current Operating Costs; Capital Expenditure Deficits)
Minn. Stat. § 123B.79 (Permanent Fund Transfers)
Minn. Stat. § 123B.80 (Exceptions for Permanent Fund Transfers)

Cross References: MSBA/MASA Model Policy 703 (Annual Audit)

Policy Adopted: June 2004
Reviewed November 2006, revised August 2020, September 2023
Independent School District #110 Waconia, MN

8.A.2.c. 703 Annual Audit

Presenter: Pam Carman, Director of Finance and Operations

703 ANNUAL AUDIT

[Note: The provisions of this policy reflect the applicable statutes and are not discretionary in nature.]

I. PURPOSE

The purpose of this policy is to provide for an annual audit of the books and records of the school district in order to comply with law, to provide a permanent record of the financial position of the school district, and to provide guidance to the school district to correct any errors and discrepancies in its practices.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all laws relating to the annual audit of the books and records of the school district.

III. REQUIREMENT

A. The school board shall appoint independent certified public accountants to audit, examine, and report upon the books and records of the school district. The school board may enter into a contract with a person or firm to provide the agreed upon services.

B. After the close of each fiscal year, the books, records, and accounts of the school district shall be audited by said independent certified public accountants in accordance with applicable standards and legal requirements. The superintendent and members of the administration shall cooperate with the auditors.

C. The school district shall, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Minnesota Commissioner of Education (Commissioner) on forms prescribed by the Commissioner. The report shall also include those items required by Minnesota Statutes section 123B.14, subdivision 7.

D. The school district shall, prior to November 30 of each year, provide to the Commissioner audited financial data for the preceding fiscal year. The school district shall, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter submitted to the school district by its auditor.

E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Audit Guide for School Districts issued by the Office of the State

Auditor.

F. The school board must approve the audit report by resolution or require a further or amended report.

G. The administration shall report to the school board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.

H. The accounts and records of the school district shall also be subject to audit and inspection by the State Auditor to the extent provided in Minnesota Statutes chapter 6.

Legal References: Minn. Stat. Ch. 6 (State Auditor)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.77, Subds. 2 and 3 (Accounting, Budgeting, and Reporting Requirement)

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

Policy Adopted: June 2004, November 2006
Revised: August 2020, September 2023
Independent School District #110 Waconia, MN

8.A.2.d.	705 Investments	**Presenter:** Pam Carman, Director of Finance and Operations

705 INVESTMENTS

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

I. PURPOSE

The purpose of this policy is to establish guidelines for the investment of school district funds.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with all state laws relating to investments and to guarantee that investments meet certain primary criteria.

III. SCOPE

This policy applies to all investments of the surplus funds of the school district, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the school board through formal action.

IV. AUTHORITY; OBJECTIVES

A. The funds of the school district shall be deposited or invested in accordance with this policy, Minn. Stat. Ch. 118A and any other applicable law or written administrative procedures.

B. The primary criteria for the investment of the funds of the school district, in priority order, are as follows

1. Safety and Security. Safety of principal is the first priority. The investments of the school district shall be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.

2. Liquidity. The funds shall be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable, and debt service.

3. Return and Yield. The investments shall be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment portfolio and taking into account constraints on risk and cash flow requirements.

V. DELEGATION OF AUTHORITY

A. The Finance Director of the school district is designated as the investment officer of the school district and is responsible for investment decisions and activities under the direction of the school board. The investment officer shall operate the

school district's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees but shall remain responsible for the operation of the program.

B. All officials and employees that are a part of the investment process shall act professionally and responsibly as custodians of the public trust and shall refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer shall avoid any transaction that could impair public confidence in the school district.

VI. STANDARD OF CONDUCT

The standard of conduct regarding school district investments to be applied by the investment officer shall be the "prudent person standard." Under this standard, the investment officer shall exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion, and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard shall be applied in the context of managing the overall investment portfolio of the school district. The investment officer, acting in accordance with this policy and exercising due diligence, judgment, and care commensurate with the risk, shall not be held personally responsible for a specific security's performance or for market price changes. Deviations from expectations shall be reported in a timely manner and appropriate actions shall be taken to control adverse developments.

VII. MONITORING AND ADJUSTING INVESTMENTS

The investment officer shall routinely monitor existing investments and the contents of the school district's investment portfolio, the available markets, and the relative value of competing investment instruments.

VIII. INTERNAL CONTROLS

The investment officer shall establish a system of internal controls which shall be documented in writing. The internal controls shall be reviewed by the school board and shall be annually reviewed for compliance by the school district's independent auditors. The internal controls shall be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes, or imprudent actions by officers, employees, or others. The internal controls may include, but shall not be limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

IX. PERMISSIBLE INVESTMENT INSTRUMENTS

The school district may invest its available funds in those instruments specified in Minnesota Statute sections 118A.04 and 118A.05, as these sections may be amended from time to time, or any other law governing the investment of school district funds. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minnesota Statutes section 471.6175 to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minnesota Statutes chapter 118A or § 356A.06, subdivision 7. Investment of funds in an OPEB trust account under Minnesota Statutes 356A.06, subdivision 7, as well as the overall asset allocation strategy for OPEB investments, shall be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designed herein, and the trust administrator.

X. PORTFOLIO DIVERSIFICATION; MATURITIES

A. Limitations on instruments, diversification, and maturity scheduling shall depend on whether the funds being invested are considered short-term or long-term funds. All funds shall normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.

B. The school district shall diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.

1. The investment officer shall prepare and present a table to the school board for review and approval. The table shall specify the maximum percentage of the school district's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc. The approved table shall be attached as an exhibit to this policy and shall be incorporated herein by reference.

2. The investment officer shall prepare and present to the school board for its review and approval a recommendation as to the maximum percentage of the total investment portfolio that may be held in any one depository. The approved recommendation shall be attached as an exhibit or part of an exhibit to this policy and shall be incorporated herein by reference.

3. Investment maturities shall be scheduled to coincide with projected school district cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments shall be timed according to anticipated need. Within these parameters, portfolio maturities shall be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected shall provide for stability

of income and reasonable liquidity.

XI. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS

Before the school district invests any surplus funds in a specific investment instrument, a competitive bid or quotation process shall be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids shall be requested for instruments which meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids shall be requested for various options with regard to term and instrument. The school district will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted, and a brief explanation of the decision that was made regarding the investment. If the school district contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

XII. QUALIFIED INSTITUTIONS AND BROKER-DEALERS

A. The school district shall maintain a list of the financial institutions that are approved for investment purposes.

B. Prior to completing an initial transaction with a broker, the school district shall provide to the broker a written statement of investment restrictions which shall include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the school district's account in accordance with these restrictions. The school district may not enter into a transaction with a broker until the broker has provided this annual written agreement to the school district. The notification form to be used shall be that prepared by the State Auditor. A copy of this investment policy, including any amendments thereto, shall be provided to each such broker.

XIII. SAFEKEEPING AND COLLATERALIZATION

A. All investment securities purchased by the school district shall be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any Federal Reserve Bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined in Minnesota Statutes section 118A.06. The institution or dealer shall issue a safekeeping receipt to the school district listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.

B. Deposit-type securities shall be collateralized as required by Minnesota Statutes section 118A.03 for any amount exceeding FDIC, SAIF, BIF, FCUA, or other federal deposit coverage.

C. Repurchase agreements shall be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The school district may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than $1,000,000.

XIV. REPORTING REQUIREMENTS

A. The investment officer shall generate daily and monthly transaction reports for management purposes. In addition, the school board shall be provided a monthly report that shall include data on investment instruments being held as well as any narrative necessary for clarification.

B. The investment officer shall prepare and submit to the school board a quarterly investment report that summarizes recent market conditions, economic developments, and anticipated investment conditions. The report shall summarize the investment strategies employed in the most recent quarter and describe the investment portfolio in terms of investment securities, maturities, risk characteristics, and other features. The report shall summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter. The report shall explain the quarter's total investment return and compare the return with budgetary expectations. The report shall include an appendix that discloses all transactions during the past quarter. Each quarterly report shall indicate any areas of policy concern and suggested or planned revisions of investment strategies. Copies of the report shall be provided to the school district's auditor.

C. Within ninety (90) days after the end of each fiscal year of the school district, the investment officer shall prepare and submit to the school board a comprehensive annual report on the investment program and investment activity of the school district for that fiscal year. The annual report shall include 12-month and separate quarterly comparisons of return and shall suggest revisions and improvements that might be made in the investment program.

D. If necessary, the investment officer shall establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system shall be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

XV. DEPOSITORIES

The school board shall annually designate one or more official depositories for school district funds. The treasurer or the chief financial officer of the school district may also exercise the power of the school board to designate a depository. The school board shall be provided notice of any such designation by its next regular meeting. The school district and the depository shall each comply with the provisions of ~~Minn. Stat. §~~ Minnesota Statutes section 118A.03 and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition, and withdrawal of collateral.

XVI. ELECTRONIC FUNDS TRANSFER OF FUNDS FOR INVESTMENT

The school district may make electronic fund transfers for investments of excess funds upon compliance with Minn. Stat. § 471.38.

Legal References:
Minn. Stat. § 118A.01 (Definitions)
Minn. Stat. § 118A.02 (Depositories; Investing; Sales, Proceeds, Immunity)
Minn. Stat. § 118A.03 (When and What Collateral Required)
Minn. Stat. § 118A.04 (Investments)
Minn. Stat. § 118A.05 (Contracts and Agreements)
Minn. Stat. § 118A.06 (Safekeeping; Acknowledgements)
Minn. Stat. § 356A.06, Subd. 7 (Investments; Additional Duties)
Minn. Stat. § 471.38 (Claims)
Minn. Stat. § 471.6175 (Trust for Postemployment Benefits)

Cross References:
MSBA/MASA Model Policy 703 (Annual Audit)
Minnesota Legal Compliance Audit Guide for School Districts Prepared by the Office of the State Auditor

Policy Adopted: September 2004, November 2006
Revised September 2008, April 2009, September 2020, September 2023
Independent School District 110
Waconia, MN 55387

8.A.2.e. 706 Acceptance of Gifts

Presenter: Pam Carman, Director of Finance and Operations

706 ACCEPTANCE OF GIFTS

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

I. PURPOSE

The purpose of this policy is to provide guidelines for the acceptance of gifts by the school board.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to accept gifts only in compliance with state law.

III. ACCEPTANCE OF GIFTS GENERALLY

The school board may receive, for the benefit of the school district, bequests, donations or gifts for any proper purpose. The school board shall have the sole authority to determine whether any gift or any precondition, condition, or limitation on use included in a proposed gift furthers the interests of or benefits the school district and whether it should be accepted or rejected.

IV. GIFTS OF REAL OR PERSONAL PROPERTY

The school board may accept a gift, grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members. The resolution must fully describe any conditions placed on the gift. The real or personal property so accepted may not be used for religious or sectarian purposes.

[Note: This voting requirement and gift use provision is specified by Minn. Stat. § 465.03.]

V. ADMINISTRATION IN ACCORDANCE WITH TERMS

If the school board agrees to accept a bequest, donation, gift, grant or devise which contains preconditions, conditions or limitations on use, the school board shall administer it in accordance with those terms. Once accepted, a gift shall be the property of the school district unless otherwise provided in the agreed upon terms.

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)

Minn. Stat. § 465.03 (Gifts to Municipalities)

Cross References: None

Policy Adopted: June 2004, March 2007
Revised: August 2020, September 2023
Independent School District #110 Waconia, MN

8.A.2.f.	711 Videotaping on School Buses	**Presenter:** Pam Carman, Director of Finance and Operations

711 VIDEO RECORDING ON SCHOOL BUSES

I. PURPOSE

The transportation of students to and from school is an important function of the school district, and transportation by the school district is a privilege and not a right for an eligible student. The behavior of students and employees on the bus is a significant factor in the safety and efficiency of school bus transportation. Student and employee misbehavior increases the potential risks of injury. Therefore, the school district believes that video recording student passengers and employees on the school bus will encourage good behavior and, as a result, promote safety. The purpose of this policy is to establish a school bus video recording system.

II. GENERAL STATEMENT OF POLICY

A. Placement

1. Each and every school bus owned, leased, contracted, and/or operated by the school district shall be equipped with a fully enclosed box for placement and operation of a video camera and conspicuously placed signs notifying riders that their conversations or actions may be recorded.

2. A video camera will not necessarily be installed in each and every school bus owned, leased, contracted, and/or operated by the school district, but cameras may be rotated from bus to bus without prior notice to students.

3. Video cameras will be placed on a particular school bus, to the extent possible, where the school district has received complaints of inappropriate behavior.

B. Use of Video Recordings

1. A video recording of the actions of student passengers and/or employees may be used by the school district as evidence in any disciplinary action brought against any student or employee arising out of the student's or employee's conduct on the bus.

2. A video recording will be released only in conformance with the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13 and the Family Educational Rights and Privacy Act, 20 United States Code section 1232g and the rules and/or regulations promulgated thereunder.

3. Video recordings will be viewed by school district personnel on a random basis and/or when discipline problems on the bus have been brought to the attention of the school district.

4. A video recording will be retained by the school district until relooped or until the conclusion of disciplinary proceedings in which the video recording is used for evidence.

[Note: School districts should review their record retention policies/schedules as to the stated retention period for school bus video recordings. The retention time period in the retention schedule should be consistent with the retention time period set forth in this policy. The January 2000 School District General Records Retention Schedule, adopted by many school districts, provides that building security/transportation video recordings are to be retained until relooped.]

Legal References:
Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 121A.585 (Notice of Recording Device)
Minn. Stat. § 138.17 (Government Records, Administration)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Family Educational Rights and Privacy)

Cross References:
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Policy Adopted: April 2004, April 2007
Amended: October 2020, September 2023
Independent School District #110 Waconia, MN

8.A.2.g. 713 Student Activity Accounting

Presenter: Pam Carman, Director of Finance and Operations

713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

[Note: The school board is required by Minnesota Statutes section 123B.49, subdivision 2, to take charge of and control over all cocurricular activities, including all money received for such activities.]

B. Extracurricular Activities

The school board shall take charge of and control over all student activity accounting that relates to extracurricular activities.

[Note: The school board is required by Minnesota Statutes section 123B.49, subdivision 4, to take charge of and control over all extracurricular activities, including all money received for such activities.]

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A "cocurricular activity" means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public

events, for improvement of skills (i.e., interscholastic sports, band, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;

2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and

3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A "curricular activity" means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An "extracurricular (noncurricular/supplementary) activity" means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;

2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;

3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A "public purpose expenditure" is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. MANAGEMENT AND CONTROL OF ACTIVITY FUNDS

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.

2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS) and school district policies and procedures.

B. Extracurricular Activities

1. Any and all costs of extracurricular activities may be provided from school revenues.

2. All money received or expended for extracurricular activities shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.

3. The treasurer shall account for all revenues and expenditures related to extracurricular activities in accordance with UFARS and school district policies and procedures.

4. All student activity funds will be collected and expended:

   a. in compliance with school district policies and procedures;

   b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;

   c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;

   d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and

   e. in a manner which meets a public purpose.

5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will remain in the general fund and may be

used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

V. DEMONSTRATION OF ACCOUNTABILITY

A. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

B. Fundraising Proposals

The superintendent will present fundraising proposals which will be reviewed by the school board. The proposals will list the activity, type of fundraisers, timing, purpose, and estimated results.

[Note: The school board should conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board.]

Legal References:

Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References:

Uniform Financial Accounting and Reporting Standards (UFARS)
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)

MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)

Policy Adopted: August 2021
Revised: September 2023

Waconia Public Schools
Waconia, MN

8.A.2.h.	714 Fund Balances	**Presenter:** Pam Carman, Director of Finance and Operations

714 FUND BALANCES

[Note: The provisions of this policy include the provisions of Statement No. 54 of the Governmental Accounting Standards Board (GASB).]

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

The school district will strive to maintain a minimum unassigned general fund balance of 5% percent of the annual budget.

[Note: School districts need to select one of the bracketed choices above and fill in the blank. The other bracketed choice should be deleted. If a minimum fund balance is specified, a stabilization arrangement such as that specified in Part IX below that sets aside specific stabilization amounts may not be necessary.]

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

[Note: The school board determines this order.]

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: Director of Finance and Operations. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. STABILIZATION ARRANGEMENTS

[Note: If the school board has established any arrangement(s) for emergencies and other contingencies, the description(s) should be included in this section. The school board needs to specifically define the circumstances or conditions when these amounts may be used, which must be unanticipated adverse financial or economic circumstances. These circumstances or conditions cannot be situations that are expected to or which occur routinely. Stabilization arrangements should be reported as restricted or committed if they meet the criteria or, otherwise, should be reported as unassigned. They should not be reported as assigned. If the school board does not have any such arrangements, this section should be deleted.]

X. REVIEW

The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

[Note: The school board should determine the review period adequate for their school district and change "an annual" to "a quarterly" or "a monthly" or some other time frame if appropriate.]

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References:

Policy Adopted: June 2011
Revised: September 2020, September 2023
Independent School District 110
Waconia, MN

8.A.2.i. 724 Purchasing Policy

Presenter: Pam Carman, Director of Finance and Operations

724 PURCHASING POLICY

I. Purpose

This policy outlines and defines the process for purchasing supplies, equipment, materials, and services that will be used to meet the needs and purpose of Waconia Public Schools Independent School District 110. The policy is to assist Waconia Public Schools' purchases and adhere to all applicable state and federal regulations and guidelines.

II. General Statement of Policy

Waconia Public Schools' purchasing process will adhere to state and federal guidelines as well as statutes with the Minnesota Department of Education in partnership with Waconia Public Schools' best practices. This process will be subject to Waconia Public Schools' annual financial audit.

III. Requisition and Purchase Order Process

Any orders that are of material value will follow the Waconia Public Schools' requisition and purchase order process established by the Director of Finance and Operations. In the event there is an emergency and time is of the essence, this process may be modified with a pre-approval by the Director of Finance and Operations. Payments to vendors are to follow the process of creating a purchase order with the approval workflow. In the event a request for payment is not followed by the receivable process in no such terms will payment be approved. Every purchase order must be signed and dated including an indication of receipt of merchandise and forwarded to the Waconia Public School District Finance office for payment.

IV. Orders, Quotations, Bids, and Request for Proposal (RFP) Requirements

All products, equipment, and services purchases must conform to Waconia Public Schools guidelines and protocol established by the Director of Finance and Operations including purchases of $25,000 and/or less must be completed through quotations in the open market. Departments are required to request quotes at a minimum from two vendors, three or more when funding is from Federal Grants that exceed $3,000. When contracts reach a $25,000 cumulative total, SAM.gov (https://www.sam.gov/portal/SAM/#11) will be utilized to confirm that vendors have not been debarred or suspended.

For purchases that are $25,000 to $175,000 two quotes at the minimum must be obtained. NO exception to this rule. Quotes will be awarded based on the needs of Waconia Public Schools. Consideration will be given to qualified vendors based on experience, price, and responsibility for quality products or services that will perform to the needs of Waconia Public Schools.

Purchases over $175,000 within a year require one of the following actions:

1. Awarded via sealed bid process in accordance with state and federal procurement statutes

2. Purchased with the use of a current, valid Joint-Powers-eligible cooperative agreement held by the selected vendor or service provider

Waconia Public School will make every effort to utilize a formal procurement process for items over $175,000. Exceptions to the procurement process could be granted in writing by both the Director of Finance and Operations, and the Superintendent in such rare cases for conditions set forth below.

1. Purchase of copyrighted materials

2. Awarding of professional services agreements

3. Technology-related purchases in which proprietary technology is required for purposes of continuity and/or integration

Any requests for proposals of services must include a document detailing the rationale of services being sought, criteria for the selection process, and the application. In the spirit of best practice, Waconia Public School holds the right every three to five years to seek RFPs for services such as administrative service, waste management, legal services, and insurance carriers.

Legal References:

Minn. Stat. § 471.345 (Uniform Municipal Contracting Law)
Minn. Stat. 471.345 Subd. 3 (Contracts Over $175,000)
Minn. Stat. 471.345 Subd. 4 (Contracts Exceeding $25,000 But Not $175,000)
Minn. Stat. 471.345 Subd. 5 (Contracts $25,000 Or Less)
Minn. Stat. 471.345 Subd. 15 (Cooperative Purchasing)

Cross References:

Policy Adopted: December 2022
Independent School District No. 110
Waconia, MN

8.A.2.j.	801 Equal Access to Facilities	**Presenter:** Pam Carman, Director of Finance and Operations

801 EQUAL ACCESS TO SCHOOL FACILITIES

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

I. PURPOSE

The purpose of this policy is to implement the Equal Access Act by granting equal access to secondary school facilities for students who wish to conduct a meeting for religious, political, or philosophical purposes during noninstructional time.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is not to deny equal access or a fair opportunity to, or to discriminate against, any students who wish to conduct a meeting, on the basis of the religious, political, philosophical, or other content of the speech at such meetings.

B. The school board has created a limited open forum for students enrolled in secondary schools during which noncurriculum-related student groups shall have equal access and a fair opportunity to conduct meetings during noninstructional time.

C. Student use of facilities under this policy does not imply school district sponsorship, approval, or advocacy of the content of the expression at such meetings.

D. The school district retains its authority to maintain order and discipline on school premises, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

E. In adopting and implementing this equal access policy, the school district will NOT:

1. influence the form or content of any prayer or other religious activity;

2. require any person to participate in prayer or other religious activity;

3. expend public funds beyond the incidental cost of providing the space for student-initiated meetings;

4. compel any school agent or employee to attend a school meeting if the content of the speech at the meeting is contrary to the beliefs of the agent or employee;

5. sanction meetings that are otherwise unlawful;

6. limit the rights of groups of students based on the size of the group;

7. abridge the constitutional rights of any person.

III. DEFINITIONS

A. "Limited open forum" means that the school grants an offering to or opportunity for one or more noncurriculum related student groups to meet on school premises during noninstructional time.

B. "Secondary school" means any school with enrollment of pupils ordinarily in grades 7 through 12 or any portion thereof.

C. "Sponsorship" includes the act of promoting, leading, or participating in a meeting. The assignment of a school employee for custodial, observation, or maintenance of order and discipline purposes does not constitute sponsorship of the meeting.

D. "Meeting" includes activities of student groups which are permitted under a limited open forum and are not directly related to the school curriculum. Distribution of literature does not constitute a meeting protected by the Equal Access Act.

E. "Noninstructional time" means time set aside by the school before actual classroom instruction begins or after actual classroom instruction ends, including such other periods that occur during the school day when no classroom instruction takes place.

IV. FAIR OPPORTUNITY CRITERIA

Schools in this school district shall uniformly provide that:

A. A meeting held pursuant to this policy is voluntary and student-initiated;

B. There is no sponsorship of the meeting by the school or its agents or employees;

C. Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;

D. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and

E. Nonschool persons may not direct, control, or regularly attend activities of student groups.

V. PROCEDURES

A. Any student who wishes to initiate a meeting under this policy shall apply to the principal of the building at least 48 hours in advance of the time of the activity or meeting. The student must agree to the following:

1. All activities or meetings must comply with existing policies, regulations, and procedures that govern operation of school-sponsored activities.

2. The activities or meetings are voluntary and student-initiated. The principal may require assurances of this fact.

B. Student groups meeting under this policy must comply with the following rules:

1. Those attending must not engage in any activity that is illegal, dangerous, or which materially and substantially interferes with the orderly conduct of the educational activities of the school. Such activities shall be grounds for discipline of an individual student and grounds for a particular group to be denied access.

2. The groups may not use the school name, school mascot name, school emblems, the school district name, or any name that might imply school or district sponsorship or affiliation in any activity, including fundraising and community involvement.

3. The groups must comply with school policies, regulations and procedures governing school-sponsored activities.

C. Students applying for use of school facilities under this policy must provide the following information to the principal: time and date of meeting, estimated number of students in attendance, and special equipment needs.

D. The building principal has responsibility to:

1. Keep a log of application information.

2. Find and assign a suitable room for the meeting or activity. The number of students in attendance will be limited to the safe capacity of the meeting space.

3. Note the condition of the facilities and equipment before and after use.

4. Assure proper supervision. Assignment of staff to be present in a supervisory capacity does not constitute school district sponsorship of the meeting or activity.

5. Assure that the meeting or activity does not interfere with the school's regular instructional activities.

E. The school district shall not expend public funds for the benefit of students meeting pursuant to this policy beyond the incidental cost of providing space. The school district will provide no additional or special transportation.

F. Nonschool persons may not direct, conduct, control, or regularly attend meetings

and activities held pursuant to this policy.

G. School district employees or agents may not promote, lead, participate in, or otherwise sponsor meetings or activities held pursuant to this policy.

H. A copy of this policy and procedures shall be made available to each student who initiates a request to use school facilities.

Legal References: 20 U.S.C. §§ 4071-74 (Equal Access Act)
20 U.S.C. § 7905 (Boy Scouts of America Equal Access Act)
Board of Educ. of Westside Community Schools v. Mergens, 496 U.S. 226, (1990)
Good News Club v. Milford Central School (2001)
Child Evangelism Fellowship of Minnesota v. Special Sch. Dist. 1, 690 F.3d 996 (8th Cir. 2012)
Child Evangelism Fellowship of Minnesota v. Elk River Area School Dist. 728, 599 F.Supp. 2d 1136 (D. Minn. 2009)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

The Purpose, General Statement of Policy, Definitions, and Fair Opportunity Criteria sections reflect the language and requirements of the Equal Access Act and so should be adopted as written. School Boards have discretion to adopt reasonable procedures to implement the Act, however. We have provided a section on Procedures as a model.

Policy Adopted: September 2004, April 2007, June 2018, August 2020, revised September 2023
Independent School District #110
Waconia, MN

8.A.2.k. 805 Waste Reduction and Recycling

Presenter: Pam Carman, Director of Finance and Operations

805 WASTE REDUCTION AND RECYCLING

[Note: The obligations stated in this policy are substantial and virtually all are governed by statute. Obviously a school district may choose to add obligations by policy.]

I. PURPOSE

The purpose of this policy is to establish a resource recovery program to promote the reduction of waste, the separation and recovery of recyclable and reusable commodities, the procurement of recyclable commodities and commodities containing recycled materials, the disposition of waste materials and surplus property, and the establishment of a program of education to develop an awareness of environmentally sound waste management.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to comply with all state laws relating to waste management and to make resource conservation an integral part of the physical operations and curriculum of the school district.

III. DEFINITIONS

A. "Lamp recycling facility" means a facility operated to remove, recover, and recycle for reuse mercury or other hazardous materials from fluorescent or high intensity discharge lamps.

B. "Mixed municipal solid waste" means garbage, refuse, and other solid waste that is aggregated for collection but does not include auto hulks, street sweepings, ash, construction debris, mining waste, sludges, tree and agricultural wastes, tires, lead acid batteries, motor and vehicle fluids and filters, and other materials collected, processed, and disposed of as separate waste streams.

C. "Packaging" means a container and any appurtenant material that provide a means of transporting, marketing, protecting, or handling a product and includes pallets and packing such as blocking, bracing, cushioning, weatherproofing, strapping, coatings, closures, inks, dyes, pigments, and labels

D. "Postconsumer materials" means a finished material that would normally be discarded as a solid waste having completed its life cycle as a consumer item.

E. "Rechargeable battery" means a sealed nickel-cadmium battery, a sealed lead acid battery, or any other rechargeable battery, except certain dry cell batteries or a battery exempted by the Commissioner of the Minnesota Pollution Control Agency (PCA) (Commissioner).

F. "Recyclable commodities" means materials, pieces of equipment, and parts which are not reusable but which contain recoverable resources.

G. "Recyclable materials" means materials that are separated from mixed municipal solid waste for the purpose of recycling or composting, including paper, glass, plastics, metals, automobile oil, batteries, source-separated compostable materials, and sole source food waste streams that are managed through biodegradative processes. Refuse-derived fuel or other material that is destroyed by incineration is not a recyclable material.

H. "Recycling" means the process of collecting and preparing recyclable materials and reusing the materials in their original form that do not cause the destruction of recyclable materials in a manner that precludes further use.

I. "Resource conservation" means the reduction in the use of water, energy, and raw materials. (Minn. Stat. § 115A.03, Subd. 26a)

J. "Reusable commodities" means materials, pieces of equipment, parts, and used supplies which can be reused for their original purpose in their existing condition.

K. "Source-separated compostable materials" means materials that:

1. are separated at the source by waste generators for the purpose of preparing them for use as compost;

2. are collected separately from mixed municipal solid waste and are governed by state licensing provisions;

3. are comprised of food wastes, fish and animal waste, plant materials, diapers, sanitary products, and paper that is not recyclable because the Commissioner has determined that no other person is willing to accept the paper for recycling;

4. are delivered to a facility to undergo controlled microbial degradation to yield a humus-like product meeting the PCA's class I or class II, or equivalent, compost standards and where process rejects do not exceed 15 percent by weight of the total material delivered to the facility; and

5. may be delivered to a transfer station, mixed municipal solid waste processing facility, or recycling facility only for the purposes of composting or transfer to a composting facility, unless the Commissioner determines that no other person is willing to accept the materials.

L. "Waste reduction" or "source reduction" means an activity that prevents generation of waste or the inclusion of toxic materials in waste, including:

1. reusing the product in its original form;

2. increasing the life span of a product;

3. reducing material or the toxicity of material used in production or packaging; or

4. changing procurement, consumption, or waste generation habits to result in smaller quantities or lower toxicity of waste generated.

IV. WASTE DISPOSAL

A. The school district will attempt to decrease the amount of waste consumable materials by:

1. reduction of the consumption of consumable materials whenever practicable;

2. full utilization of materials prior to disposal;

3. minimization of the use of non-biodegradable products whenever practicable.

B. Each school district facility shall also collect at least three recyclable materials, such as, but not limited to, the following: paper, glass, plastic, and metal.

C. The school district will transfer all recyclable materials collected to a recycler and, to the extent practicable, cooperate with, and participate in, recycling efforts being made by the city and/or county where the school district is located.

D. Prior to entering into a contract for the management of mixed municipal solid waste, the school district will determine whether the disposal method provided for in the contract is equal to or better than the waste management practices currently employed in the county or district plan in the county where the school district is located and whether the contract is consistent with the solid waste plan. If the waste management method provided for in the contract is ranked lower than the waste management practices employed by the county or district, the school district will:

1. determine the potential liability to the school district and its taxpayers for managing waste in this manner;

2. develop and implement a plan for managing the potential liability; and

3. submit the information in (1) and (2) above to the PCA.

If the contract is inconsistent with the county plan or if the school district's waste management activities are inconsistent with the county plan, the school district should obtain the consent of the county prior to entering into a binding contract or developing or implementing inconsistent solid waste management activities.

E. The school district may not knowingly place motor oil, brake fluid, power steering fluid, transmission fluid, motor oil filters, or motor vehicle antifreeze (other than small amounts of antifreeze contained in water used to flush the cooling system of a vehicle after the antifreeze has been drained and does not include de-icer that has been used on the exterior of a vehicle) in or on:

1. solid waste or solid waste management facilities other than a recycling facility or household hazardous waste collection facility;

2. the land unless approved by the PCA; or

3. the waters of the state, an individual sewage treatment system, or in a storm water or waste water collection or treatment system unless:

   a. permitted to do so by the operator of the system and the PCA;

   b. the school district generates an annual average of less than 50 gallons of waste motor vehicle antifreeze per month; and

   c. the school district keeps records of the amount of waste antifreeze generated, maintains these records on site and makes the records available for inspection for a minimum of three years following generation of the waste antifreeze.

F. The school district may not place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in solid waste; or

2. in a wastewater disposal system.

G. The school district may not knowingly place mercury or a thermostat, thermometer, electric switch, appliance, gauge, medical or scientific instrument, fluorescent or high-intensity discharge lamp, electric relay, or other electrical device from which the mercury has not been removed for reuse or recycling:

1. in a solid waste processing facility; or

2. in a solid waste disposal facility.

H. The school district will recycle a fluorescent or high-intensity discharge lamp by delivery of the lamp to a lamp recycling facility or to a facility that collects and stores lamps for the purpose of delivering them to a lamp recycling facility, including, but not limited to, a household hazardous waste collection or recycling

facility, retailer take-back and utility provider program sites, or other sites designated by an electric utility under Minnesota Statutes section 216B.241, subdivisions 2 and 4.

I. The school district may not place a lead acid battery in mixed municipal solid waste or dispose of a lead acid battery. The school district also may not place in mixed municipal solid waste a dry cell battery containing mercuric oxide electrode, silver oxide electrode, nickel-cadmium, or sealed lead-acid that was purchased for use or used by the school district. The school district also may not place in mixed municipal solid waste a rechargeable battery, a rechargeable battery pack, a product with a nonremovable rechargeable battery, or a product powered by rechargeable batteries or rechargeable battery pack, from which all batteries or battery packs have not been removed.

J. The school district may not place yard waste:

1. in mixed municipal solid waste;

2. in a disposal facility;

3. in a resource recovery facility, except for the purposes of reuse, composting, or cocomposting; or

4. in a plastic bag unless exempt as specified in Minnesota Statutes section 115A.931(c), (d), or (e).

K. The school district may not place a telephone directory:

1. in solid waste;

2. in a disposal facility; or

3. in a resource recovery facility, except a recycling facility.

L. The school district may not:

1. place major appliances in mixed municipal solid waste; or

2. dispose of major appliances in or on the land or in a solid waste processing or disposal facility.

M. The school district may not place in mixed municipal solid waste an electronic product containing a cathode-ray tube.

N. The school district, on its own or in cooperation with others, may implement a program to collect, process, or dispose of household batteries. The school district

may provide financial incentives to any person, including public or private civic groups, to collect the batteries.

V. PROCUREMENT OF RECYCLED COMMODITIES AND MATERIALS

A. When practicable and when the price of recycled materials does not exceed the price of nonrecycled materials by more than 10 percent, the school district may purchase recycled materials. In order to maximize the quantity and quality of recycled materials purchased, the school district may also use other appropriate procedures to acquire recycled materials at the most economical cost to the school district.

B. When purchasing commodities and services, the school district will apply and promote waste management practices with special emphasis on the reduction of the quantity and toxicity of materials in waste.

C. Whenever practicable, the school district will:

1. purchase uncoated copy paper, office paper, and printing paper unless the coated paper is made with at least 50 percent postconsumer material;

2. purchase recycled content copy paper with at least 30 percent postconsumer material by weight and purchase office and printing paper with at least 10 percent postconsumer material by weight;

3. purchase paper which has not been dyed with colors, excluding pastel colors;

4. purchase recycled content copy, office, and printing paper that is manufactured using little or no chlorine bleach or chlorine derivatives;

5. use reusable binding materials or staples and bind documents by methods that do not use glue;

6. use soy-based inks;

7. purchase printer or duplication cartridges that:

   a. have 10 percent post-consumer material; or

   b. are purchased as remanufactured; or

   c. are backed by a vendor-offered program that will take back the printer cartridges after their useful life, ensure that the cartridges are recycled, and comply with the definition of recycling in Minnesota Statutes section 115A.03, subdivision 25b;

8. produce reports, publications, and periodicals that are readily recyclable;

9. purchase paper which has been made on a paper machine located in Minnesota; and

10. print documents on both sides of the paper where commonly accepted publishing practices allow.

D. The school district may not use a specified product included on the prohibited products list published in the State Register.

E. In developing bid specifications, the school district will consider the extent to which a commodity or product is durable, reusable or recyclable, and marketable through applicable local or regional recycling programs and the extent to which the commodity or product contains postconsumer material.

F. When a project involves the replacement of carpeting, the school district may require all persons who wish to bid on the project to designate a carpet recycling company in their bids.

VI. OTHER

The policy of the school district is to actively advocate, where appropriate, for resource conservation practices to be adopted at the local, regional, and state levels.

Legal References:
Minn. Stat. § 16C.073 (Purchase and Use of Paper Stock; Printing)
Minn. Stat. § 115A.03 (Definitions)
Minn. Stat. § 115A.15 (State Government Resource Recovery)
Minn. Stat. § 115A.151 (Recycling Requirements; Public Entities; Commercial Buildings; Sports Facilities)
Minn. Stat. § 115A.46 (Regional and Local Solid Waste Management Plan; Requirements)
Minn. Stat. § 115A.471 (Public Entities; Managing Solid Waste)
Minn. Stat. § 115A.915 (Lead Acid Batteries; Land Disposal Prohibited)
Minn. Stat. § 115A.9155 (Disposing of Certain Dry Cell Batteries)
Minn. Stat. § 115A.9157 (Rechargeable Batteries and Products)
Minn. Stat. § 115A.916 (Motor Vehicle Fluids and Filters; Prohibitions)
Minn. Stat. § 115A.931 (Yard Waste Prohibition)
Minn. Stat. § 115A.932 (Mercury Prohibition)
Minn. Stat. § 115A.951 (Telephone Directories)
Minn. Stat. § 115A.9561 (Major Appliances)
Minn. Stat. § 115A.9565 (Cathode-Ray Tube Prohibition)
Minn. Stat. § 115A.961, Subd. 3 (Household Batteries; Collection, Processing, and Disposal)
Minn. Stat. § 115A.9651 (Listed Metals in Specified Products; Enforcement)
Minn. Stat. § 116.93, Subd. 1 (Lamp Recycling Facilities)
Minn. Stat. § 216B.241, Subds. (Public Utilities; Energy Conservation and

Optimization)
Minn. Stat. § 458D.07 (Sewage Collection and Disposal)
National Solid Waste Management Ass'n v. Williams, et al., 966 F.Supp. 844 (D. Minn. 1997)

Cross References: None

Policy Adopted: June 2004, April 2007, May 2010, June 2013, June 2018
Revised: August 2020, revised September 2023
Independent School District #110
Waconia, MN

8.A.2.1.	809 Naming Rights Policy	**Presenter:** Superintendent Gersich

809 NAMING RIGHTS POLICY

I. PURPOSE

The purpose of this policy is to establish the criteria and procedures for granting Naming Rights in relation to District facilities. This policy does not cover scholarships or research grants. The Naming Rights Policy applies district-wide.

II. GENERAL STATEMENT OF POLICY

It is the policy of this school district to recognize persons who have either supported the district through distinguished effort or substantial financial contributions by naming facilities in their honor.

III. REQUIREMENT

A. Facilities included in the Naming Rights Policy include:
   1. Buildings or parts of a building such as wings where the identification focuses on the external feature.

   2. Parts of buildings, such as theatres, laboratories, gymnasiums, or classrooms.

   3. Outdoor areas, which may be gardens, courtyards, stadiums, playing fields, roads or walkways.

   4. Other facilities may be recommended for naming after consultation with the school board.

B. "Naming Rights in Consideration" is in consideration of financial contributions, sponsorships or other commercial transactions.

C. "Naming Rights in Recognition" is in recognition of any significant contributions to the district that it wishes to honor.

   1. Recognition of outstanding services to the district while serving in an academic or administrative capacity.

   2. Recognition of the achievement of distinguished alumni.

   3. Recognition of a financial contribution or other contribution from a donor.

IV. GRANTING NAMING RIGHTS

A. The granting of Naming Rights must be consistent with the District 110 Mission and Core Values.

B. For the purposes of this policy, a significant financial contribution is set at a minimum of $100,000.00.

C. All requests for Naming Rights must be submitted in writing to the board of education.

D. The board of education will designate the superintendent or designee to form a committee to review and make recommendations for naming opportunities.

E. The committee will review and research each submitted facility-naming nomination on its individual merits.

F. The committee will make its recommendation to the superintendent.

G. The superintendent will submit her/his recommendation to the board of education for review and action.

H. The physical display of the Naming Rights shall be decided or negotiated on a case-by-case basis.

V. GUIDELINES

The superintendent will decide the monetary valuation of each naming right after receiving a recommendation from the director of business services who may take advice from such persons or other professionals, as needed. Each case should take into account market comparisons for naming rights for which professional advice may be sought.

VI. DURATION OF NAMING RIGHTS

A. The duration of naming rights is decided or negotiated on a case-by-case basis.

B. Naming Rights will normally remain in place for a period of no longer than twenty-five [25] years.

C. Exceptions to the duration may be granted with the approval of the board of education.

VII. EARLY TERMINATION OF NAMING RIGHTS

A. The Naming Rights agreement may be terminated under the following conditions:

1. Termination by the District – The district reserves the right, at its sole discretion, to terminate Naming Rights without refund of consideration, prior to the scheduled

termination date, should it feel it is necessary to do so to avoid the district being brought into a disrepute.

2. Termination by the Named Party – The Named Party without refund of consideration, at its sole discretion, may terminate its acceptance of the Naming Rights prior to the scheduled termination date, in the event that the district directly brings the Named Party into disrepute.

VIII. TRANSFERABILITY OF NAMING RIGHTS

A. Naming Rights may only be transferred to any other Named Party by mutual agreement between all named parties.

B. "Naming Rights in Consideration" may be traded by mutual agreement between all parties. Traded is defined as "to exchange one naming right for another" as in the case where a company changes its name, the naming right might be "traded" to reflect the new name.

IX. RENEWABILITY OF NAMING RIGHTS

A. Naming Rights may be renewed by the mutual agreement between all the parties.

X. LIMIT OF NAMING RIGHTS

A. On the Part of the District
The school district's right to use the name and other brand elements of the named party is permitted by express agreement with the named party.

B. On the Part of the Named Party
The named party, after whom a building or part of a building is named, has no decision-making rights as to the purpose of the building or part of the building unless specifically provided for in the written agreement between the parties. The school district will not agree to any condition in an agreement that could unnecessarily limit progress toward the district's mission and purpose, statutory obligations, or the local authority of the school board. In turn, the named party has no liability in respect of that building or part of a building unless provided for in a specific contract between the parties. Any such limits must be included in any naming rights' agreement.

Policy Adopted: June 2015, June 2018, September 2020, September 2023
Waconia Public Schools ISD 110
Waconia, MN

8.A.2.m. 901 Community Education

Presenter: Steven Jensen, Director of Community Ed

901 COMMUNITY EDUCATION

I. PURPOSE

The purpose of this policy is to convey to employees and to the general public the important role of community education within the school district.

II. GENERAL STATEMENT OF POLICY

The school board affirms a strong commitment to the community education program. The school board welcomes, and strongly encourages use of school buildings and activity areas by the community when not used for regularly scheduled elementary and secondary programs. The school administration should strive to accomplish the following objectives:

A. Maximum use should be made of public school facilities within the school district service area.

B. Educational needs and interest of area residents should be determined periodically.

C. Community resources and expertise of residents should be utilized to develop a vibrant, well-rounded community education program.

D. Area residents should be encouraged to actively participate in program opportunities.

III. COMMUNITY EDUCATION ADVISORY COUNCIL

A. The council shall assist in promoting the goals and objectives of the program.

B. The membership of the community education advisory will consist of members who represent: various service organizations; churches; public and nonpublic schools; local government including elected officials; public and private nonprofit agencies serving youth and families; parents; youth; park, recreation or forestry services of municipal or local government units located in whole or in part within the boundaries of the school district; and any other groups participating in the community education program in the school district.

C. Bylaws of the community education advisory council shall provide the framework for the organization including criteria pertaining to membership, officers' duties, frequency and structure of meetings and such other matters as deemed necessary and appropriate.

D. The council will adopt a policy to reduce and eliminate program duplication within the school district.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Uses for School and Nonschool Purposes; Closings)
Minn. Stat. § 124D.19, Subd. 1 (Community Education Programs; Advisory Council)
Minn. Stat. § 124D.20, Subd. 1 (Community Education Revenue)

Cross References: MSBA/MASA Model Policy 902 (Use of School District Facilities and Equipment)

Policy Adopted: October 13, 1997
Revised: June 2004, September 2020, revised September 2023
Independent School District 110
Waconia, MN

8.A.2.n.	902 Facility Use Policy	**Presenter:** Steven Jensen, Director of Community Ed

902 FACILITY USE POLICY

I. PHILOSOPHY

ISD 110 Waconia Public Schools (Serving the communities of Minnetrista, New Germany, St. Bonifacius, Victoria, and Waconia) believes that the public schools are owned and operated by and for community residents. The schools are an integral part of the community. The School Board welcomes and encourages the public use of the school facilities. This policy is in effect until any revision is ratified by the board of education.

Authorization for use of school facilities shall not be considered as an endorsement or approval of the activity, group or organization, nor the purposes they may represent. The right to authorize use of school facilities shall be retained by the School Board through the Director of Community Education.

II. REGULATION A: ADMINISTRATIVE RESPONSIBILITY

A. Administrators shall be responsible for providing information to the Community Education office on K-12 activities scheduled in their building after regular school hours 7:00 a.m. - 3:00 p.m. Major activities for the upcoming year should generally be scheduled by June 30; Additional school activities remaining to be scheduled during the year are to be scheduled at least 10 days prior to the event in the Community Education office.

B. The Community Education office shall be responsible for scheduling the use of school facilities outside the regular school day.

C. The Community Education office shall keep a master calendar of all activities held in the schools and provide public access to view the facility calendar.

III. REGULATION B: VISITORS AND GUESTS

All visitors must report to the building office during school hours for building passes. District personnel have the authority to remove an unwelcome guest from school grounds. All visitors and guests after school hours will be monitored by either school authorities, or the responsible representative using/renting school facilities. School authorities may contact law enforcement if an unwelcome guest is unwilling to leave school grounds.

IV. REGULATION C: APPLICATION AND USAGE PROCEDURE

A. Facility User groups or individuals interested in using district facilities are required to obtain prior approval. Request forms are available online at

www.waconiacommunityed.org or by contacting the district facility scheduler at (952) 442-0610.

Forms can be submitted through:

1. Mail to: Community Education, 516 Industrial Blvd, Waconia, MN 55387.
2. Fax to: (952) 442-0619
3. Drop off at the Community Education office
4. Submit online

B. An application for the use of facilities shall be completed before using the space. There is a $5 non-refundable facility reservation fee. One application may be used for a series of meetings or practices. Applications will be processed on a first-come first-served basis according to the priority schedule stated in Regulation D.

C. Every application for the use of a school district facility shall state the general nature and purpose of the meeting. The application must be signed by an authorized adult representative (18 years or older) of the group applying for the use and must list the person(s) responsible. All groups must be supervised by responsible adults.

D. Permission for using the facility will not be granted for any meeting which, in the judgment of the School District, conflict(s) with the District's belief and mission, or for which satisfactory sponsorship or adequate adult supervision is not provided. Facilities shall be used strictly for purposes for which the space was designed.

E. All facility rental fees are due after the event takes place. The Community Education office will bill the user after the event for fees; i.e. custodial, cooks, refuse and building supervisors, etc. There are exceptions to this. If renting the Performing Arts Center, fees may be required upfront depending on the event.

F. The Community Education office will arrange for custodial service, food service, auditorium manager supervision if required, and an appropriate building supervisor may be necessary. If and when the additional services are needed, and/or the nature of the activity indicates such staffing fees will be assessed. (See Regulation G for a detailed description) Fees will be assessed after the event. Qualified food service personnel as determined by the District will be staffed if the request includes use of a kitchen. Staffing costs are the responsibility of the user. All groups and organizations using school facilities must have authorized building supervisory personnel on duty, approved by the Director of Community Education.

G. Requests for the use of school district equipment (recreation, audio visual etc.) must be included on the application. Some equipment is not available to the public, and no district

equipment can be taken from the premises.

H. Application for school facilities shall constitute acceptance by the applicant of the responsibilities stated and willingness to comply with all rules and regulations regarding the use of school facilities as prescribed by the School District. See Regulation H, Rules for Buildings and Grounds.

V. REGULATION D: CATEGORIES AND PRIORITY FOR USE OF FACILITIES

A. Group 1

In all cases, District 110 School sponsored events and activities, including community education programming, shall have scheduling priority. School District sponsored activities shall not be assessed rental fees. Group I activities requiring special custodial services or building supervisor services after hours shall be charged for these services, if occurring on weekends and non-school times.

Booster Clubs Defined:

The District 110 Foundation and recognized Booster Clubs (e.g. Music and Wildcat) providing support to District 110 programs will be able to use district facilities (for meetings and activities meeting broad student needs) under Group 1.

A recognized Booster Club:

1. Exists solely for the purpose of supporting/promoting District 110 programs.
2. Has a mission statement and written constitution
3. Has clear financial standards and accounting procedures
4. Has met the requirements to be a 501C-3
5. Works to enrich student lives through a strong and recognizable commitment to the Mission and Vision statements of District 110.

B. Group 2

Second priority will go to local youth, adults, government, service groups and charitable organizations, non-school youth groups, local AAU teams, scouts, 4-H, precinct caucuses and elections etc., local religious organizations for worship or instruction, local private agencies, local companies, local political groups. (Local refers to, in the school district boundaries) If the function is held during normal custodial hours, there will only be a custodial fee assessed if cleaning services required go beyond the normal routine. If the function is after normal custodial hours or is held on weekends or holidays, there will be a one and a half-

time custodial fee billed to the user. This includes kitchen help if the kitchen is requested, and a building supervisor or administrator. All Group 2 users will be assessed appropriate charges per each use. See rental fee sheet for rates.

C. Group 3

Third priority will go commercial business groups that serve a regional, state or national clientele, and vendors (based outside District 110). Non local political and non-local religious groups, out of District 110 youth or adult teams/individuals. All Group 3 users will be assessed appropriate charges per each use. See rental fee sheet for rates.

D. Other Users

1. The use of school facilities by District 110 staff for private tutoring, either music, athletic, or academic, shall be allowed if the following criteria are met:

   a. The tutoring is approved by the appropriate building principal.
   b. The tutoring takes place during normal school/custodian hours.
   c. A seasonal fee is paid, per ISD 110 staff member, per year.

* Occasionally, non-school scheduled activities may conflict with a school program. If a conflict occurs, every effort will be made to find an alternate facility for the non-school group.

VI. REGULATION E: BUILDING HOURS

District 110 Buildings are open weekdays from 6:00 a.m. to 10:30 p.m.

Groups considering an activity in District 110 buildings beyond these previously mentioned times, must receive approval from the Community Education Office. Weekend reservations may include a custodial fee.

VII. REGULATION F: FEE AMOUNTS

The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and payment procedure shall be presented for review and approval by the school board.

VIII. REGULATION G: SUPERVISION

A. All groups and organizations using school facilities must have their own authorized

supervisor on duty, approved by the Director of Community Education or Building Principal.

B. Adult supervision is required at all activities. The group's authorized supervisor must be in attendance at all times to accept responsibility for the conduct of the group, care of the building and equipment.

C. Authorized School District personnel must be present at all times to supervise the building during any use outside of the normal school day.

D. Groups or organizations using district 110 facilities shall assume the cost of supervision for the use of the school during hours after the designated duty hours as set by the Community Education Director.

E. Supervision by law enforcement may be required for some activities by the Director of Community Education. Costs associated with police coverage shall be paid by the group.

F. Certain events must also pay for a district administrator or designee to assist with building supervision. This determination will be made by the Community Education Director, and the additional fee is the responsibility of the user group. The decision to add a district supervisor(s), is dependent upon the type of activity, number of participants, square footage requested and/or type of rooms/area requested. The role of the Administrator or ~~his/her~~ designee, for your event is to:

1. Meet and greet the user.
2. Make sure all areas are ready to handle your needs.
3. Ensure a safe traffic flow.
4. Handle or direct staff in regards to emergencies that may arise.

G. Certain building use may warrant a custodian and in addition a site designee pending a decision by the Community Education Director. The role of the custodian for your event is to:

1. Open and close the building/ rooms of use.
2. Troubleshooting throughout the day.
3. Building security and cleanliness during your use.

4. Auto/scrub/vacuum/sweep the floors at the end of your use.

5. Clean and restock restrooms.

6. Set up and take down chairs/tables.

7. Remove all refuse.

IX. REGULATION H: RULES FOR BUILDINGS AND GROUNDS

A. The following rules must be observed in the use of school facilities, and the group leader will be held responsible for compliance.

B. All groups or organizations, that are not School District 110 based, must provide Proof of Liability Insurance to use District facilities. This may be in the form of a "blanket" policy or of a certificate for one-time events. The Certificate of Liability must be on file in the Community Education office prior to the event.

1. The applicant and/or organization agrees to assume all responsibility for damage or liability of any kind and further agrees to hold harmless School District 110 from any liability and/or expense occurring as a result of the use of the school facilities. The Board of Education requires the applicant and/or organization to furnish a Certificate of Liability Insurance in the amount of $1,000,000/occurrence and $3,000,000/aggregate which names District 110 as an additional insured.

2. Certificates of Liability Insurance are required for large groups, groups serving food, athletic events not sponsored by District 110 and any other event for which the district or its agent deem it necessary.

3. The individual names on the permit, and the group in whose name the permit is issued, are jointly required to assume full responsibility for personal injury to any participants or spectators.

C. The applicant must exercise the utmost care in the use of school premises and agree to protect, indemnify and hold harmless Independent School District 110 and its officers and employees from any and all claims, liabilities, damages or rights of action, directly or indirectly, growing out of the use of the premises covered by the permit.

D. Any loss, breakage or need of repairs of facilities or equipment must be reported to the Community Education office immediately by the leader in charge of the scheduled activity. If damage is not reported, it may result in revocation of future building usage. Any loss, breakage, or damage to facilities or equipment is the responsibility of the contracting organization, as determined by the School District.

E. Facility Use reservations are non-transferable.

F. All activities must be under adult supervision by the organization using the facilities. Members of this group should not begin their activity until the group authorized supervisor is present.

G. Gambling and the use of tobacco in any form is prohibited in school district facilities.

H. Possession or consumption of intoxicating beverages or illegal drugs in any form in or on school premises is prohibited.

I. Disorderly conduct is prohibited and punishable by removal from school buildings or grounds and involvement of law enforcement.

J. Food and drink in appropriate areas only. Each group is responsible for cleaning up the area used prior to leaving. There is no eating or drinking in either the Auditorium or the Performing Arts Center.

K. Building must be vacated by the time indicated on the user's facility use application. Additional charges may be otherwise assessed.

L. Rooms and areas used must be left as you found it. Put all furniture and equipment back where you found it.

M. The Community Education Director is authorized to act in any case not covered by the rules and regulations of this policy.

N. The Community Education Director may cancel a permit effective immediately if, in ~~his or her~~ the Community Ed Diretor's judgment, continuation would be potentially harmful and/or dangerous or that the program and/or participants' actions are not of a moral standard.

O. The school district assumes no liability or responsibility for non-district equipment, owned or leased by the permit holder, which is used or stored on District property.

P. Groups using school facilities need to follow school district recycling procedures.

Q. School district policy prohibits all forms of sexual, racial or religious harassment and violence. This school district policy applies to anyone using school facilities. Individuals who believe they have been the victim of sexual, racial or religious harassment or violence on school premises should report the alleged acts immediately to the Human Rights Officer of their organization or to the Director of Community Education. A complete copy of the school district's policy is available in the District Office or in the

Community Education office.

R. Groups having special needs, such as extra-electrical, generators, dry-ice, or re-configuration of standard District 110 equipment and facilities may be required to seek prior plan approval from the Director of Community Education. Subsequent approval may also be required from the: Local Fire Inspector, Building Inspector, Health Inspector, etc. Any and all expenses incurred through these approvals and licenses are all to be paid by the facility user group(s).

X. REGULATION I: LEASES

A. The school district may lease facilities to organizations that are nonprofit and provide a general service to the majority of the residents of the school district.

B. All leases should be for a period not to exceed one year.

C. Leases generally involve physical facilities that are not otherwise used and/or needed by the school district.

D. All leases shall be coordinated through Community Education and approved by the School Board.

E. The lease shall be defined as a written agreement between the school district and another party for the purpose of exclusive use of school facilities and/or land for a specified period of time.

F. Long-Term User: Groups renting District 110 facilities on a long-term basis will be given a 33% break in their facility use rental fees. This discount does not apply to personnel: custodial fees, building supervisor fees, kitchen staff. * Long-term user refers to those groups renting facilities for twelve months (or more) continuously from July through June, or any twelve month period.

XI. REGULATION J: STUDENTS – EQUAL ACCESS TO FACILITIES

Secondary school students (grades 9-12) may hold meetings in school facilities during non-instructional time for non-curriculum-related purposes which are not sponsored by the school upon prior notice to the building principal. Such meetings shall be subject to the following:

A. The meeting must be voluntary and student-initiated.

B. The meeting must not materially and substantially interfere with the orderly conduct of

educational activities within the school.

C. The meeting must not require the expenditure of public funds beyond the incidental cost of providing the space for the meeting.

D. Non-school persons may not direct, conduct, control or regularly attend activities of student groups.

E. School employees or agents shall not stay in or be present at such meetings except for custodial purposes, to maintain order and discipline, or to assure that the attendance of students at meetings is voluntary.

F. The Principal or Principal's designee shall be notified in writing 48 hours in advance of the meeting by the student who is initiating the meeting.

G. The Principal may assign a specific space to be used for the meeting and may designate a member of the school staff to be present at such meetings for the purposes set forth in item F above.

H. The Principal or designee shall notify the Community Education Office of space assigned.

I. Appropriate notices of such meetings may be posted in places designated by the Principal for student notices.

J. Meetings shall not begin prior to one hour before the instructional day nor continue more than two hours beyond the instructional day.

XII. REGULATION K: PUBLICITY

When any organization is granted use of a school facility, and when publicity of the meeting is disseminated by press, radio, leaflets, or other means, the organization or association must, at all times, fully identify itself, the person who is the official organizational representative and contact information in/on all such publicity.

XIII. REGULATION L: PUBLIC FACILITIES AVAILABLE FOR ELECTIONS

District 110 facilities are available for the holding of city, county, school district, state and federal elections subject to the approval of local election official(s). Facilities designated for the election are up to the Superintendent or ~~his/her~~ designated representative.

A charge for the use of the facilities may be imposed by law. The fee cannot exceed the lowest amount charged to any user group.

XIV. REGULATION M: CANCELLATION OF FACILITY RESERVATIONS

A. The applicant shall notify the Community Education Office of any cancellation of previously scheduled facilities at least twenty-four (24) hours prior to the scheduled use. In case of failure to do so, the District may invoice for expenses incurred in preparation for use of the facility requested.

B. An approved reservation shall not be considered by the applicant as a lease, and the school district reserves the right to cancel or revoke any reservation at any time with or without cause. In the event of such cancellation or revocation, there shall be no claim or right by the use to damages or compensation.

C. Facility reservation may be canceled by the school district for any of the following reasons:

1. Inadequate group supervision as determined by the authorized building supervisory personnel or Community Education Director.

2. Misuse of equipment or facilities.

3. Group conduct of an inappropriate or unacceptable nature as determined by the authorized building supervisor or the Community Education Director.

4. The Community Education Director may cancel a reservation effective immediately if, in ~~his or her~~ the Community Education Director's judgment, continuation would be potentially harmful and/or dangerous or that the program and/or participants' actions are not of a moral standard.

5. When school is canceled or closes early due to inclement weather or physical problems, all after school and evening youth activities will be canceled. Adult evening activities may or may not be canceled, pending a decision by the Community Education Director.

XV. WACONIA PERFORMING ARTS CENTER

In addition to procedures that apply to use of all District 110 facilities, the following apply to the use of the Waconia Performing Arts Center.

A. Scheduling

Community Education is responsible for scheduling the Performing Arts Center after school hours and on weekends.

B. Fees

1. The application process outlined in Policy 902 must be followed for PAC usage.

2. A damage deposit of $200 will be required for groups using the PAC. An additional $200 deposit may be required if technical equipment or musical equipment instruments are used. A separate check should be submitted for the deposit. The deposit check will be held until after the final performance. If damage to the facility, equipment, or instruments exceeds the deposit, the user group will be billed for the balance of the cost.

3. When renting the Performing Arts Center. There will be some fees that are due up front at the time of the reservations.

C. Staff Required for Use of PAC

1. A custodian and/or approved building supervisor or Auditorium manager must be available in the building whenever the PAC is used.

2. Whenever technical light, sound or fly systems are to be used, the systems will be operated only by technicians hired and trained by District 110 or by the Auditorium manager. User groups will be billed by Community Education for the technician time on an hourly basis.

D. Event Management

Event Management includes but is not limited to: event supervision, parking, ticket sellers, and takers, ushers, some set-up arrangements, general clean up (post event), etc. In general, event management will be the responsibility of the user group with approval from the Auditorium Manager. In some instances, the district may elect to provide event management and appropriate fees will be assessed.

E. General Reservation Holder Responsibilities

1. The reservation holder is solely responsible for arranging for and paying for all performance rights, licensing fees and other applicable fees associated with their production.

2. The reservation holder must enforce any restrictions on recording, broadcasting, televising, or photographing their production as outlined in relevant contractual agreements. The reservation holder must inform the audience and the school district of such restrictions.

XVI. PAC BACKSTAGE FACILITIES AND EQUIPMENT/INSTRUMENT USE

A. Dressing rooms and the make-up room are available for use by performers. The props/costumes and scene storage rooms are available for the school district use only.

B. Groups preparing for a play or musical performance may leave sets, props, and costumes overnight for a period of up to 2 weeks prior to the scheduled performance or as determined by the auditorium manager. The District does not provide permanent storage to user groups. At the end of each rehearsal, all items left behind must be put into a designated area, as there may be other users in between scheduled rehearsals and performances. The stage must be struck within one day of the final performance. Anything left behind will be disposed of by the District at the users group expense. The District is not responsible for theft or damage to items left in the facility.

C. User groups will be responsible for properly disposing of unused paint and other substances or disposal cost will be deducted from the damage deposit. Only non-toxic materials may be used.

D. The District regularly tunes the piano in the PAC. There may be an extra charge to the group if an additional tuning is requested.

E. The band room is available for use if needed to accommodate performers for an event. Standard usage of the band room includes chairs and the music stands only. The band room must be put back exactly as it is found.

F. The music commons area and the practice rooms are not available for use.

G. District owned instruments (percussion, etc.) are available only by special arrangement and a fee will be assessed for their usage.

XVII. RULES

A. No food or beverages are allowed in the PAC or sound/lighting area. Plain, non-carbonated water is allowed on stage and back stage only.

B. No candy or gum is allowed anywhere in the PAC.

C. No adhesive tape may be placed on the carpet, walls, or curtains in the PAC. Approved gaffers, tape and spike tape.

D. Posters and other signage for events in the PAC may be hung only in designated areas after obtaining approval from the district.

Policy adopted: November 2004
Policy revised: September 2017, December 2023
Independent School District No. 110
Waconia, MN

8.A.2.o. Facility Use Rates

Presenter: Steven Jensen, Director of Community Ed

Facility Use Rental Fees 2023-2024
ISD 110 Community Education & Recreation

Southview Facility	Group 1	Group 2 Hourly	Group 3 Hourly
Gym, Small/ Cafeteria	School/ CE are Group 1 users	10 $20	15 $25
Gym, Large		$20	$25
Kitchen *		$20	$25
Computer Lab *		$20	$25
Media Center		$15	$20
Commons		20 $15	15 $20
Classroom		$10	$15

Bayview Facility	Group 1	Group 2 Hourly	Group 3 Hourly
Gym	School/ CE are Group 1 users	$20	$25
Cafeteria/Flex		$20	$25
Kitchen *		$20	$25
Computer Lab *		$20	$25
Media Center		$15	$25
Classroom		$10	$15
Choir Room		$15	$15
Football Field		$75	$125
Track		$10	$20
Commons		20 $15	15 $20
Football Press Box		$10	$15

Laketown Facility	Group 1	Group 2 Hourly	Group 3 Hourly-
Choir Room	School/ CE are Group 1 users	$15	$15
Gym		$20	$25
Kitchen *		$20	$25
Computer Lab *		$20	$25
Media Center		$15	$25
Cafeteria		$20	$25
Commons		$20	$25
Classroom		$10	$15

Waconia Middle School Facility	Group 1	Group 2 Hourly	Group 3 Hourly
Main Gym 1 Court	School/ CE are Group 1 users	$20	$25
Main Gym 2 Courts		$40	$50
Main Gym 3 Courts		$60	$75
Auditorium		$25	$40
Commons		$30	$35
Kitchen		$20	$25
Computer Lab*		$20	$25
Media Center		$15	$25
Choir Room		$15	$25
Classroom		$10	$15
Band Room		$15	$25
Group Space D110		$15	$25
Conference Room		$15	$20
Weight Room		$25	$30
Wreslting Room		$15	$25

Waconia Middle School Auditorium Facility	Group 1	Group 2 Hourly/Daily		Group 3 Hourly/Daily	
Auditorium**	School/ CE are Group 1 users	$25 **$35**	**$250**	$40 **$45**	**$350**
Equipment Fees					
Projector			$25		$35
Sound Board			$30		$30
Additional Microphone per use			$10		$10
Stage Lighting System			$30		$30
Stage Monitor			$10		$10
Wired Intercom Pack			$10 each		$15 each
Choir/Band Risers per section			$25*		$25*
Band/Choir Shells			$65*		$65*

Additional equipment rental is available. Please inquire.

* Fees do not include custodian time or Auditorium technician time for set up

** Standard rental includes: (2) wireless microphones and (2) microphone stands.

Waconia High School Facility	Group 1	Group 2 Hourly	Group 3 Hourly
Main Gym 1 Court		$20	$25

Main Gym 2 Courts		$40	$50
Main Gym 3 Courts		$60	$75
Field House 1 Court		$20	$25
Field House 2 Courts		$40	$50
Field House 3 Courts		$60	$75
Field House 4 Courts		$80	$100
Band Room		$15	$25
Gymnastics Room		$15	$15
Commons		$30	$35
Kitchen*		$20	$25
Computer Lab*		$20	$25
Locker Room		$15	$25
Dressing Room		$50	$75
Media Center		$15	$25
Choir Room		$15	$25
Classroom	School/ CE are Group 1 users	$10	$15
Wrestling Room		$15	$25

Waconia High School PAC		**Group 2**		**Group 3**	
Facility	**Group 1**	**Hourly**	**/ Full Day**	**Hourly**	**/ Full Day**
Performing Arts Center**					
1. Meetings/Rehearsals		$50	$300	$100	500 $600
2. Performaces		$100	500 $600	$200	800 $1,200
Equipment Fees					
Projector			$50		$75
Sound Board			$50*		$50*
Additional Microphone per use			$10		$10
Stage Monitor			$10 each		$10 each
Clear Com			$10 each		$20 each
Grand Piano			$50***		$50***
Choir/Band Risers per section			$25*		$25*
Orchestra Shells and Clouds			100*		100*
Dressing/Makeup Room	School/ CE are Group 1 users	$25		$30	

Additional equipment rental is available. Please inquire.

*Fees do not include custodian time or Auditorium technician time for setup

** Standard PAC rental includes: (2) microphones, (2) 25 foot cords, and (2) microphone stands.

*** Piano tuning is done in October and April. If you want additional tuning, groups would cover that cost.

Associated Equipment and Operational Fees Are Charged as Follows

ITEM	DESCRIPTION	FEE
Equipment/Fields		
	Waconia Middle Portable Stage - Full Stage	$100.00
	Waconia Middle School Portable Stage - Half Stage	$50.00
	(No outside building rental is permitted of the portable stage. If rented by any group, the WHS custodians must assemble. Your group will be billed for the custodial time.)	
	Waconia Middle School Gym Floor Tarp - Per Section	$25.00
	(If rented by any group, the WHS custodians must place for you. Your group will be billed for the custodial time. Chamber of Commerce is exempt of all fees associated with the gym floor tarps)	
	Risers or Band Shells	$25.00
	(If rented by any group, the building custodians must assemble for you. Your group will be billed for the actual custodial time.)	
	Scoreboard Use (Per board)	$25.00
	Sound System Use	$25.00
	Spot Lights (2)	$25.00
	LCD Projector per use	$25.00
	Portable Bleachers(WMS) - Per section	$15.00
	Grand Piano @ WHS	$50.00
	Standard Upright Piano	$30.00
	Field Lights (Group 2)	$50.00
	Field Lights (Group 3 & 4)	$100.00
	Tennis Courts (Individual per court)	$10. per hour
	Tennis Courts (Whole Complex per day)	$150. per day
	Turf Field Use; Per Field	$175. per hour

	Sand Peet Field Use; Per Field	$50. per hour		
	Grass Field Use; Per Field	$25. per hour		
All Buildings	* Denotes that either Kitchen Staff or Auditorium Technical manager must supervise the rental of this space. This cost is paid for by the renter of the facility.			
Operational Fees				
	ISD 110 Staff Tutors	$20.00		
	Scheduling Fee (Per use, or a series of meetings, or a series of practices per team)	$25.00		
	Team Fee for practices for outside groups (WBA & JO, WWA)	$75. per team		
	Utility Fees	$15.00		
	Weekend Refuse Fee*	$25. or $200.		
	(If an event is likely to generate extra refuse/recycling, an additional fee may be added. The determining criteria are the number of people, length of event, type of event. This determination will be made by the Community Education Director.)*			
	Administrator on duty per Regulation H & I #8	$35. per hour		
	Kitchen Staff - ~~Time and a half~~	$35. per hour	Holiday Rate - $45. per hour	
	Custodial Staff - ~~Time and a half~~	$45. per hour	Holiday Rate - $50. per hour	
	Auditorum Manager - ~~Time and a half~~	$40. per hour $50/hr	Holiday Rate - $50. per hour $75/hr	
	Auditorium Tech	$20/hr		
	** If an event is likely to generate extra refuse/recycling, an additional fee may be added. The determining criteria are the number of people, length of event, type of event. This determination will be made by the Community Education Director.*			
Cancellation Policy				
	In the event a cancellation by the user group is made:			
	1. If the cancellation is made to Community Education with 10 or more days notice there will be a full refund, minus an administrative fee of either 25% or $40 whichever is less.			
Long Term User:				
	Groups renting District #110 facilities on a long term basis will be given a 33% break in their facility use rental fees. This discount does not apply to personnel: custodial fees, building supervisor fees, kitchen staff or the facility use permit fee.			
	** Long term user refers to those groups renting facilities for 12 months (or more) continuously from July through June, or any 12 month period.*			

8.A.2.p. 903 Visitors & Volunteers to School Buildings and Sites	**Presenter:** Superintendent Gersich

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.

B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.

B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

IV. RESPONSIBILITY

A. The school district administration shall present recommended visitor and post-secondary enrollment options student procedures and requirements to the school board for review and approval. The procedures should reflect input from employees, students and advisory groups, and shall be communicated to the school community and the general public. Upon approval by the school board, such procedures and requirements shall be an addendum to this policy.

B. The superintendent shall be responsible for providing coordination that may be needed throughout the process and providing for periodic school board review and approval of the procedures.

V. VISITOR LIMITATIONS

A. An individual, post-secondary enrollment options student, or group may be denied permission to visit a school or school property or such permission may be revoked

if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.

B. Visitors, including post-secondary enrollment options students, are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:

1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or

2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

C. An individual, post-secondary enrollment options student, or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-secondary Enrollment Options Act)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespass)

Cross References:

Policy Adopted: September 2004 Revised: April 2017/ November 2017
Revised: August 2020, September 2023
Independent School District #110
Waconia, MN

8.A.2.q. 903.1 AR School District Visitor/Volunteer Regulations

Presenter: Superintendent Gersich

903 ADMINISTRATIVE REGULATIONS

SCHOOL DISTRICT VISITOR/VOLUNTEER REGULATIONS

I. VISITOR/VOLUNTEER REGULATIONS

A. During designated hours, visitors/volunteers to a school building must register at the main office or designated site by providing: (1) name, (2) time of entry, (3) name of person visiting or reason for visit, and (4) other information deemed appropriate by the building principal. Visitors may be asked to submit their driver's license or other valid form of government-issued identification containing a photograph to obtain a visitor pass. While in the school building, a visitor must wear the visitor pass provided at registration at all times. The visitor pass must be worn so that it is readily visible to other individuals in the building. Before exiting the school, the visitor must sign out and return the visitor pass.

B. The school district administration reserves the right to select and determine the use of each volunteer based on the best interest of school building operations and the needs of students.

C. The school district administration reserves the right to conduct a criminal background check on a volunteer before a volunteer's services are used. Background checks are required for any volunteer working with students outside of the direct supervision of a school employee. The school district administration further reserves the right to dismiss a volunteer from their services for failure to meet the guidelines established by the school district.

D. An individual or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Stat. § 123B.03, Subd. 1(c) (Background Checks for School Volunteers)

Cross References: ISD 110 School Board Policy No. 903 (Visitors/Volunteers)
ISD 110 School Board Policy No. 404 (Employment Background Checks)

Regulations Approved: April 2017, September 2020, September 2023
Independent School District #110
Waconia, Minnesota

8.A.2.r. 904 Distribution of Materials on School District Property by Nonschool Persons	**Presenter:** Superintendent Gersich

904 DISTRIBUTION OF MATERIALS ON SCHOOL DISTRICT PROPERTY BY NONSCHOOL PERSONS

I. PURPOSE

The purpose of this policy is to provide for distribution of materials appropriate to the school setting by nonstaff and nonstudents on school district property in a reasonable time, place, and manner which does not disrupt the educational program nor interfere with the educational objectives of the school district.

II. GENERAL STATEMENT OF POLICY

A. The school district intends to provide a method for nonschool persons and organizations to distribute materials appropriate to the school setting within the limitations and provisions of this policy.

B. To provide for orderly and nondisruptive distribution of materials, the school board adopts the following regulations and procedures.

III. DEFINITIONS

A. "Distribution" means circulation or dissemination of materials by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, posting or displaying materials, or placing materials in internal staff or student mailboxes.

B. "Materials" includes all materials and objects intended by nonschool persons or nonschool organizations for distribution. Examples of nonschool-sponsored materials include, but are not limited to, leaflets, brochures, buttons, badges, flyers, petitions, posters, underground newspapers whether written by students, employees or others, and tangible objects.

C. "Nonschool person" means any person who is not currently enrolled as a student in or employed by the school district.

D. "Obscene to minors" means:

1. The average person, applying contemporary community standards, would find that the material, taken as a whole, appeals to the prurient interest of minors of the age to whom distribution is requested;

2. The material depicts or describes, in a manner that is patently offensive to prevailing standards in the adult community concerning how such conduct should be presented to minors of the age to whom distribution is requested, sexual conduct such as intimate sexual acts (normal or perverted), masturbation, excretory functions, and lewd exhibition of the

genitals; and

3. The material, taken as a whole, lacks serious literary, artistic, political, or scientific value for minors.

E. "Minor" means any person under the age of eighteen (18).

F. "Material and substantial disruption" of a normal school activity means:

1. Where the normal school activity is an educational program of the school district for which student attendance is compulsory, "material and substantial disruption" is defined as any disruption which interferes with or impedes the implementation of that program.

2. Where the normal school activity is voluntary in nature (including school athletic events, school plays and concerts, and lunch periods) "material and substantial disruption" is defined as student rioting, unlawful seizures of property, conduct inappropriate to the event, participation in a school boycott, demonstration, sit-in, stand-in, walk-out, or other related forms of activity.

In order for expression to be considered disruptive, specific facts must exist upon which the likelihood of disruption can be forecast including past experience in the school, current events influencing student activities and behavior, and instances of actual or threatened disruption relating to the written material in question.

G. "School activities" means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, other theatrical productions, and in-school lunch periods.

H. "Libelous" is a false and unprivileged statement about a specific individual that tends to harm the individual's reputation or to lower him or her in the esteem of the community.

IV. GUIDELINES

A. Nonschool persons and organizations may, within the provisions of this policy, be granted permission to distribute, at reasonable times and places as set forth in this policy, and in a reasonable manner, materials and objects which are appropriate to the school setting.

B. Requests for distribution of materials will be reviewed by the administration on a case-by-case basis. However, distribution of the following materials is always prohibited. Material is prohibited that:

1. is obscene to minors;

2. is libelous;

3. is pervasively indecent or vulgar or contains any indecent or vulgar language or representations, with a determination made as to the appropriateness of the material for the age level of students to which it is intended;

4. advertises any product or service not permitted to minors by law;

5. advocates violence or other illegal conduct;

6. constitutes insulting or fighting words, the very expression of which injures or harasses other people (e.g., threats of violence, defamation of character or of a person's race, religious, or ethnic origin);

7. presents a clear and present likelihood that, either because of its content or the manner of distribution, it will cause a material and substantial disruption of the proper and orderly operation and discipline of the school or school activities, will cause the commission of unlawful acts or the violation of lawful school regulations.

C. Permission for nonschool persons to distribute materials on school district property is a privilege and not a right. In making decisions regarding permission for such distribution, the administration will consider factors including, but not limited to, the following:

1. whether the material is educationally related;

2. the extent to which distribution is likely to cause disruption of or interference with the school district's educational objectives, discipline, or school activities;

3. whether the materials can be distributed from the office or other isolated location so as to minimize disruption of traffic flow in hallways;

4. the quantity or size of materials to be distributed;

5. whether distribution would require assignment of school district staff, use of school district equipment, or other resources;

6. whether distribution would require that nonschool persons be present on the school grounds;

7. whether the materials are a solicitation for goods or services not requested by the recipients.

V. TIME, PLACE, AND MANNER OF DISTRIBUTION

If permission is granted pursuant to this policy for the distribution of any materials, the time, place, and manner of distribution will be solely within the discretion of the administration, consistent with the provisions of this policy.

VI. PROCEDURES

A. Any nonschool person wishing to distribute materials must first submit for approval a copy of the materials to the administration at least five days in advance of desired distribution time, together with the following information:

1. Name and phone number of the person submitting the request.

2. Date(s) and time(s) of day of requested distribution.

3. If material is intended for students, the grade(s) of students to whom the distribution is intended.

4. The proposed method of distribution.

B. The administration will review the request and render a decision. The administration will assign a location and method of distribution and will inform the persons submitting the request whether nonschool persons may be present to distribute the materials. In the event that permission to distribute the materials is denied or limited, the person submitting the request should be informed in writing of the reasons for the denial or limitation.

C. Permission or denial of permission to distribute material does not imply approval or disapproval of its contents by either the school, the administration of the school, the school board, or the individual reviewing the material submitted.

D. In the event that permission to distribute materials is denied, the nonschool person or organization may request reconsideration of the decision by the superintendent. The request for reconsideration must be in writing and must set forth the reasons why distribution is desirable and in the interest of the school community.

VII. VIOLATION OF POLICY

Any party violating this policy or distributing materials without permission will be directed to leave the school property immediately and, if necessary, the police will be called.

VIII. IMPLEMENTATION

The school district administration may develop any additional guidelines and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.

[Note: School districts are encouraged to consider additional guidelines which reflect varied local practices relating to this subject matter including addressing the subject of consistency and uniformity for approving or disapproving practices under this policy.]

Legal References: U. S. Const., amend. I
Hazelwood School District v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Doe v. South Iron R-1 School District, 498 F.3d 878 (8th Cir. 2007)
Bystrom v. Fridley High School, 822 F.2d 747 (8th Cir. 1987)
Cornelius v. NAACP Legal Defense and Educational Fund, Inc., 473 U.S. 788, 105 S.Ct. 3439, 87 L.Ed.2d 567 (1985)
Perry Education Ass'n v. Perry Local Educators' Ass'n, 460 U.S. 37, 103 S.Ct. 948, 74 L.Ed.2d 794 (1983)
Roark v. South Iron R-1 School Dist., 573 F.3d 556 (8th Cir. 2009)
Victory Through Jesus Sports Ministry Foundation v. Lee's Summit R-7 School Dist., 640 F.3d 329 (8th Cir. 2011), cert. denied ___U.S. ___, 132 S.Ct. 592 (2011)

Cross References: MSBA/MASA Model Policy 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
MSBA/MASA Model Policy 512 (School-Sponsored Student Publications)

Policy Adopted: September 2004
Policy Revised: September 2017, reviewed September 2023
Independent School District #110
Waconia, MN

8.A.2.s. 905 Advertising

Presenter: Pam Carman, Director of Finance and Operations

905 ADVERTISING

[Note: School districts should carefully consider whether they wish to allow advertising in school district facilities or publications. Once advertisements are accepted, First Amendment Rights may limit the school district's ability to reject specific advertisements or to regulate the content of advertisements.]

I. PURPOSE

The purpose of this policy is to provide guidelines for the advertising or promoting of products or services to students and parents in the schools.

II. GENERAL STATEMENT OF POLICY

The school district's policy is that the name, facilities, staff, students, or any part of the school district shall not be used for advertising or promoting the interests of a commercial or nonprofit agency or organization except as set forth below.

III. ADVERTISING GUIDELINES

A. School publications, including publications such as programs and calendars, may accept and publish paid advertising provided they receive advance approval from the appropriate administrator. In no instance shall publications accept advertising or advertising images for alcohol, tobacco, drugs, drug paraphernalia, weapons, or obscene, pornographic, or illegal materials. Advertisements may be rejected by the school district if determined to be inconsistent with the educational objectives of the school district or inappropriate for inclusion in the publication. For example, advertisements may be rejected if determined to be false, misleading, or deceptive, or if they relate to an illegal activity or antisocial behavior. The faculty advisor is responsible for screening all such advertising for appropriateness, including compliance with the school district policy prohibiting sexual, racial, and religious harassment.

B. The school board may approve advertising in school district facilities or on school district property. Any approval will state precisely where such advertising may be placed. The restrictions listed in Section A. above will apply. Advertising will not be allowed outside the specific area approved by the school board. Specific advertising must be approved by the superintendent or designee. In no instance will an advertising device be erected or maintained within 100 feet of a school that is visible to and primarily intended to advertise and inform or to attract or which does attract the attention of operators and occupants of motor vehicles.

C. Donations which include or carry advertisements must be approved by the school board.

D. The school district or a school may acknowledge a donation it has received from an organization by displaying a "donated by," "sponsored in part by," or a similar by-line with the organization's name and/or symbol on the item. Examples include

activity programs or yearbooks.

E. Nonprofit entities and organizations may be allowed to use the school district name, students, or facilities for purposes of advertising or promotion if the purpose is determined to be educationally related and prior approval is obtained from the school board. Advertising will be limited to the specific event or purpose approved by the school board.

F. Contracts for computers or related equipment or services that require advertising to be disseminated to students will not be entered into or permitted unless done pursuant to and in accordance with state law.

G. The inclusion of advertisements in school district publications, in school district facilities, or on school district property does not constitute approval and/or endorsement of any product, service, organization, or activity. Approved advertisements will not imply or declare such approval or endorsement.

IV. ACCOUNTING

Advertising revenues must be accounted for and reported in compliance with UFARS. A periodic report shall be made to the school board by the superintendent regarding the scope and amount of such revenues.

Legal References: Minn. Stat. § 123B.93 (Advertising on School Buses)
Minn. Stat. § 125B.022 (Contracts for Computers or Related Equipment or Service)
Minn. Stat. § 173.08 (Excluded Road Advertising Devices)

Cross References: MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 702 (Accounting)

Policy Adopted: August 2020, reviewed September 2023
Independent School District 110
Waconia, MN

8.A.2.t.	907 Rewards	**Presenter:** Superintendent Gersich

907 REWARDS

I. PURPOSE

The purpose of this policy is to authorize the school board to offer rewards to persons who provide accurate and reliable information leading to the conviction of a person who has committed or conspired to commit a crime against students or school employees, volunteers, or school board members as a result of their affiliation with the school district, or against school district property.

II. GENERAL STATEMENT OF POLICY

The school board believes that, in certain circumstances, the offering of a reward may lead to the receipt of information that would solve or prevent a crime against students, school employees, volunteers, school board members, or school district property. The school board also believes that the fact that the school board may offer a reward may have a deterrent effect on the commission of such crimes.

III. APPROVAL OF OFFERING OF REWARDS

The school board shall approve the offering of any rewards by the school district. The approval shall specify the amount of the reward and the crime to which it is applicable. The approval may relate to a specific incident or to a continuing category of crime, i.e., assault of a teacher, damage to school property, etc.

IV. ESTABLISHMENT OF PROCEDURES

The superintendent shall approve the timing and method of payment of any reward earned by an information provider. The information provided must have led to the conviction of the person who committed or conspired to commit the crime for which the reward was offered.

Legal References: Minn. Stat. § 123B.02, Subd. 22 (General Powers of Independent School Districts)

Cross References:

PolicyAdopted: May 2006
Policy Reviewed: September 2017, Dec 2020, revised September 2023
Independent School District No. 110
Waconia, MN

8.A.2.u. 998 Memorials of Deceased Students and Staff

Presenter:
Superintendent Gersich

998 MEMORIALS FOR DECEASED STUDENTS OR STAFF

I. PURPOSE

It is recognized that the loss of a member of the school community is deeply felt by students, staff, and families. The purpose of this policy is to ensure that ISD110 will support staff, students, and families impacted by death by assisting them with connections to appropriate school and community resources. Because it is recognized that memorial decisions made immediately in the aftermath of a crisis or death may be made without full consideration of the potential implications for students, staff, families, and the community, ISD110 will provide a process for memorial decision-making.

II. DEFINITIONS

A. **Memorials:** Objects, activities, or donations to remember an event or deceased person(s).

B. **Building Crisis Team:** A designated group of staff members within each school building who plan and implement support specific to the crisis event.

C. **Crisis:** Any natural disaster or unexpected event that is perceived as extremely negative, generates feelings of helplessness, powerlessness, and/or entrapment, and may occur suddenly, unexpectedly, and without warning.

D. **Impact:** The magnitude of the potential loss or seriousness of the crisis.

E. **District Support Team:** A designated group of staff members who develop and execute district-wide procedures specific to the crisis event.

III. GENERAL STATEMENT OF POLICY

A. Memorial activities expressed at school need to be coordinated and approved through the Building Crisis Team. The Building Crisis Team will assist families and students in selecting memorial activities that are appropriate and assist students in healthy bereavement.

B. In recognition that schools are designed primarily to support learning, school sites should not serve as the main venue for the memorializing of students or staff. Schools should focus on maintaining the regular schedule, structure, and routine.

C. Temporary school memorials, as approved by school administration who will consult with the Director of Buildings and Grounds. The memorials may be displayed for one week or until the day of the funeral, whichever is sooner and will then be offered to the family. Selling of memorabilia items on school grounds is prohibited. Allowable temporary memorials are banners and pictures displayed in an area accessible to all students but not in an area where all students will have to view the memorial. Viewing of the memorial needs to be optional. Memorials that may spontaneously arise on lockers and desks should be transferred to the designated area. Memorial symbols displayed by individual students or staff on school grounds will be limited to one week after death, or to the day after the funeral, whichever is sooner and will then be offered to the family.

D. Permanent memorials for deceased students and staff will be limited to endowments, scholarships, and books or items with educational significance. Scholarship and endowment memorials may be established one time, or in the form of a perpetual award, with a description of the purpose of the endowment or scholarship. Existing memorials established prior to the implementation of this policy will not be affected.

E. Schools should strive to treat all deaths in the same way. Having a different approach for death by suicide reinforces prejudice associated with suicide and may be deeply painful to the deceased's family and friends. However, memorials following suicide are particularly important to monitor. Schools can play an important role in channeling the energy and passion of the students (and greater community) in a positive direction, balancing the community's need to grieve with the impact that the proposed activity will likely have on students, particularly on those who might be vulnerable to suicide contagion.

F. Whenever possible, schools should communicate with the student's family and friends to coordinate memorialization with the family in the interest of identifying a meaningful, safe approach to acknowledging the loss. Make sure to be sensitive to the cultural needs of the deceased and family.

G. School district facilities will not be used for memorial services or funerals. However, the superintendent, in consultation with the District Support Team, has the discretion to consider school-wide memorial activities when a crisis event has a significant impact on a majority of students, staff, and community.

H. Other possible memorial activities include:

1. **Yearbooks:** A student or staff member who has died may be acknowledged the year the death occurred. Information shall be limited to the student's name, photo, dates of birth and death, and school activities in which the student participated.

2. **Commemorative Events:** A commemorative event may be established and held in the name of the deceased student or staff member. Activities cannot be held during the school day and should be sponsored by a class, club, or activity in which the deceased student or staff member participated. Advertisements of events must occur outside the school day. It is recommended that commemorative events utilize community partners (e.g., employers of the deceased, faith communities, etc.)

3. **Graduation Recognition:** One symbol representing all deceased members of a graduating class, such as a plant or bouquet of flowers, may be present on stage. A member of the school administration can also direct the audience in a moment of silence to collectively recognize deceased members of the graduating class.

4. **Moment of Silence Recognition:** A 'moment of silence' may be used following the death of a student or staff member to honor their memory. School-wide moments of silence should occur within 2 school days following notification of the death. Moments of silence are also approved for use at ISD110 Board of Education meetings, co-curricular events in which the deceased participated, and community-based events.

Legal References:

Cross References: MSBA/MASA Model Policy 706 (Acceptance of Gifts)
MSBA/MASA Model Policy 801 (Equal Access to School Facilities)
MSBA/MASA Model Policy 806 (Crisis Management)
ISD 110 Policy 809 (Naming Rights)

Policy Adopted: January 2023
Waconia Public Schools ISD 110
Waconia, MN

8.A.3.	**MDE Audit Recommendations**	
8.A.3.a.	533 Wellness Policy	**Presenter:** Pam Carman, Director of Finance and Operations

533 WELLNESS

[Note: All school districts that participate in the National School Lunch and School Breakfast Programs are required by the Healthy, Hunger-Free Kids Act of 2010 (Act) to have a wellness policy that includes standards and nutrition guidelines for foods and beverages made available to students on campus during the school day, as well as specific goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness. The Act requires the involvement of parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrators, and the public in the development, implementation, and periodic review and update of the wellness policy. The Act also requires a plan for measuring implementation of the policy and reporting wellness policy content and implementation issues to the public, as well as the designation of at least one person charged with responsibility for the implementation and oversight of the wellness policy to ensure the school district is in compliance with the policy.]

I. PURPOSE

The purpose of this policy is to set forth methods that promote student wellness, prevent and reduce childhood obesity, and assure that school meals and other food and beverages sold and otherwise made available on the school campus during the school day are consistent with applicable minimum local, state, and federal standards.

II. GENERAL STATEMENT OF POLICY

A. The school board recognizes that nutrition promotion and education, physical activity, and other school-based activities that promote student wellness are essential components of the educational process and that good health fosters student attendance and learning.

B. The school environment should promote students' health, well-being, and ability to learn by encouraging healthy eating and physical activity.

C. The school district encourages the involvement of parents, students, representatives of the school food authority, teachers, school health professionals, the school board, school administrators, and the general public in the development, implementation, and periodic review and update of the school district's wellness policy.

D. Children need access to healthy foods and opportunities to be physically active in order to grow, learn, and thrive.

E. All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

F. Qualified food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.

III. WELLNESS GOALS

A. <u>Nutrition Promotion and Education</u>

1. The school district will encourage and support healthy eating by students and engage in nutrition promotion that is:

    a. offered as part of a comprehensive program designed to provide students with the knowledge and skills necessary to promote and protect their health;

    b. part of health education classes, as well as classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects, where appropriate; and

    c. enjoyable, developmentally appropriate, culturally relevant, and includes participatory activities, such as contests, promotions, taste testing, and field trips.

2. The school district will encourage all students to make age appropriate, healthy selections of foods and beverages, including those sold individually outside the reimbursable school meal programs, such as through a la carte/snack lines, vending machines, fundraising events, concession stands, and student stores.

B. Physical Activity

1. Students need opportunities for physical activity and to fully embrace regular physical activity as a personal behavior. Toward that end, health and physical education will reinforce the knowledge and self-management skills needed to maintain a healthy lifestyle and reduce sedentary activities, such as watching television;

2. Opportunities for physical activity will be incorporated into other subject lessons, where appropriate; and

3. Classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

C. Communications with Parents

1. The school district recognizes that parents and guardians have a primary role in promoting their children's health and well-being.

2. The school district will support parents' efforts to provide a healthy diet and daily physical activity for their children.

3. The school district encourages parents to pack healthy lunches and snacks and refrain from including beverages and foods without nutritional value.

4. The school district will provide information about physical education and other school-based physical activity opportunities and will support parents' efforts to provide their children with opportunities to be physically active outside of school.

IV. STANDARDS AND NUTRITION GUIDELINES

A. School Meals

1. The school district will provide healthy and safe school meal programs that comply with all applicable federal, state, and local laws, rules, and regulations.

2. Food service personnel will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students.

3. Food service personnel will try to accommodate the religious, ethnic, and cultural diversity of the student body in meal planning.

4. Food service personnel will provide clean, safe, and pleasant settings and adequate time for students to eat.

5. Food service personnel will take every measure to ensure that student access to foods and beverages meets or exceeds all applicable federal, state, and local laws, rules, and regulations and that reimbursable school meals meet USDA nutrition standards.

6. Food service personnel shall adhere to all applicable federal, state, and local food safety and security guidelines.

7. The school district will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals.

8. The school district will provide students access to hand washing or hand sanitizing before they eat meals or snacks.

9. The school district will make every effort to provide students with sufficient time to eat after sitting down for school meals and will schedule meal periods at appropriate times during the school day.

10. The school district will discourage tutoring, club, or organizational meetings or activities during mealtimes unless students may eat during such activities.

B. School Food Service Program/Personnel

1. The school district shall designate an appropriate person to be responsible for the school district's food service program, whose duties shall include the creation of nutrition guidelines and procedures for the selection of foods and beverages made available on campus to ensure food and beverage choices are consistent with current USDA guidelines.

2. As part of the school district's responsibility to operate a food service program, the school district will provide continuing professional development for all food service personnel in schools.

C. Competitive Foods and Beverages

1. All foods and beverages sold on school grounds to students, outside of reimbursable meals, are considered "competitive foods." Competitive foods include items sold a la carte in the cafeteria, from vending machines, school stores, and for in-school fundraisers.

2. All competitive foods will meet the USDA Smart Snacks in School (Smart Snacks) nutrition standards and any applicable state nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day, and create an environment that reinforces the development of healthy eating habits.

3. Before and Aftercare (child care) programs must also comply with the school district's nutrition standards unless they are reimbursable under USDA school

meals program, in which case they must comply with all applicable USDA standards.

D. Other Foods and Beverages Made Available to Students

1. Student wellness will be a consideration for all foods offered, but not sold, to students on the school campus, including those foods provided through:

   a. Celebrations and parties. The school district will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.

   b. Classroom snacks brought by parents. The school district will provide to parents a list of suggested foods and beverages that meet Smart Snacks nutrition standards.

2. Rewards and incentives. Schools will not use foods or beverages as rewards for academic performance or good behavior (unless this practice is allowed by a student's individual education plan or behavior intervention plan) and will not withhold food or beverages as punishment.

3. Fundraising. The school district will make available to parents and teachers a list of suggested healthy fundraising ideas.

E. Food and Beverage Marketing in Schools

1. School-based marketing will be consistent with nutrition education and health promotion.

2. Schools will restrict food and beverages marketing to the promotion of only those foods and beverages that meet the Smart Snacks nutrition standards.

V. WELLNESS LEADERSHIP AND COMMUNITY INVOLVEMENT

A. Wellness Coordinator

1. The District designates the Health Coordinator and the Director of Nutrition Services as the leaders responsible for ensuring compliance with and coordination of the Local School Wellness Policy. These positions will jointly oversee implementation, assessment, and updates of the policy, and will work collaboratively with district staff and stakeholders to support wellness initiatives across all schools.

~~The superintendent will designate a school district official to oversee the school district's wellness-related activities (Wellness Coordinator). The Wellness Coordinator will ensure that each school implements the policy.~~

~~2. The principal of each school, or a designated school official, will ensure compliance within the school and will report to the Wellness Coordinator regarding compliance matters upon request.~~

B. Public Involvement

1. The Wellness Coordinator will permit parents, students, representatives of the school food authority, teachers of physical education, school health

professionals, the school board, school administrators, and the general public to participate in the development, implementation, and periodic review and update of the wellness policy.

2. The Wellness Coordinator will hold meetings, from time to time, for the purpose of discussing the development, implementation, and periodic review and update of the wellness policy. All meeting dates and times will be posted on the school district's website and will be open to the public.

VI. POLICY IMPLEMENTATION AND MONITORING

A. Implementation and Publication

1. After approval by the school board, the wellness policy will be implemented throughout the school district.

2. The school district will post its wellness policy on its website, to the extent it maintains a website.

B. Annual Reporting

The Wellness Coordinator will annually inform the public about the content and implementation of the wellness policy and make the policy and any updates to the policy available to the public.

C. Triennial Assessment

1. At least once every three years, the school district will evaluate compliance with the wellness policy to assess the implementation of the policy and create a report that includes the following information:

   a. the extent to which schools under the jurisdiction of the school district are in compliance with the wellness policy;

   b. the extent to which the school district's wellness policy compares to model local wellness policies; and

   c. a description of the progress made in attaining the goals of the school district's wellness policy.

2. The Wellness Coordinator will be responsible for conducting the triennial assessment.

3. The triennial assessment report shall be posted on the school district's website or otherwise made available to the public.

D. Recordkeeping

The school district will retain records to document compliance with the requirements of the wellness policy. The records to be retained include, but are not limited to:

1. The school district's written wellness policy.

2. Documentation demonstrating compliance with community involvement requirements, including requirements to make the local school wellness policy and triennial assessments available to the public.

3. Documentation of the triennial assessment of the local school wellness policy for each school under the school district's jurisdiction efforts to review and update the wellness policy (including an indication of who is involved in the update and methods the school district uses to make stakeholders aware of their ability to participate on the Wellness Committee).

Legal References:
Minn. Stat. § 121A.215 (Local School District Wellness Policy; Website)
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
42 U.S.C. § 1758b (Local School Wellness Policy)
42 U.S.C. § 1771 *et seq.* (Child Nutrition Act)
7 U.S.C. § 5341 (Establishment of Dietary Guidelines)
7 C.F.R. § 210.10 (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)

Local Resources:
Minnesota Department of Education, www.education.state.mn.us
Minnesota Department of Health, www.health.state.mn.us
County Health Departments
Action for Healthy Kids Minnesota, www.actionforhealthykids.org
United States Department of Agriculture, www.fns.usda.gov

POLICY ADOPTED: JULY 2006
Revised: November 2013 / June 2021 / May 2023

Independent School District No. 110
Waconia, MN

8.A.3.b.	534 School Meals Policy	**Presenter:** Pam Carman, Director of Finance and Operations

534 SCHOOL MEALS POLICY

[Note: In 2021, the Minnesota legislature amended Minnesota Statutes, section 124D.111, to require that Minnesota school districts that participate in the national school lunch program adopt a school meals policy. In 2023, the Minnesota legislature amended the statute to create the free school meals program].

[Note: This MSBA/MASA model policy is drafted to be consistent for all grade levels. However, local school districts may vary the meal charge policy for elementary, middle, and high schools.]

[Note: School districts must follow appropriate debt collection practices when attempting to recover unpaid a la carte items or second meal charges.]

I. PURPOSE

The purpose of this policy is to ensure that students receive healthy and nutritious meals through the school district's nutrition program and that school district employees, families, and students have a shared understanding of expectations regarding meal charges. The policy of the school district is to provide meals to students in a respectful manner and to maintain the dignity of students by prohibiting lunch shaming or otherwise ostracizing the student. The policy seeks to allow students to receive the nutrition they need to stay focused during the school day and minimize identification of students with insufficient funds to pay for a la carte items or second school meals as well as to maintain the financial integrity of the school nutrition program.

II. PAYMENT OF MEALS

A. Students have use of a meal account. When the balance reaches zero, a student may charge no more than $25.00 to this account. When an account reaches this limit, a student shall not be allowed to charge second meals or a la carte items until the negative account balance is paid. Families may add money to students' accounts by electronic payment, pay at the school office, or pay cashier.

If the school district participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage below the federal percentage determined for all meals to be reimbursed at the free rate via the Community Eligibility Provision must participate in the free school meals program.

B. Free School Meals Program

1. The free school meals program is created within the Minnesota Department of Education

2. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage

at or below the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

3. Each school that participates in the United States Department of Agriculture National School Lunch program and has an Identified Student Percentage at or above the federal percentage determined for all meals to be reimbursed at the free rate must participate in the federal Community Eligibility Provision in order to participate in the free school meals program.

4. Each school that participates in the free school meals program must:

   a. participate in the United States Department of Agriculture School Breakfast Program and the United States Department of Agriculture National School Lunch Program; and

   b. provide to all students at no cost up to two federally reimbursable meals per school day, with a maximum of one free breakfast and one free lunch.

   c. serve a reimbursable meal to any student eligible for free or reduced price meals even if that student has an outstanding debt.

[NOTE: While subparagraph 3. Above is inherent given subparagraph 2., MSBA recommends that school boards consider including subparagraph 3., which is stated in Minnesota Statutes, section 124D.111.]

C. ~~The school district may provide an alternate meal that meets federal and state requirements to a student who does not have sufficient funds in the student's account or cannot pay cash for a meal. The school district will accommodate special dietary needs with respect to alternate meals. The cost of the alternative meal $*0.00* will be charged to the student's account or otherwise charged to the student.~~ Once a meal has been placed on a student's tray or served, it will not be taken away by the cashier or any school official, regardless of the students meal account status. All reimbursable meals offered meet state and federal guidelines. We will not provide an alternative meal unless related to a dietary need.

D. A student may purchase a second breakfast at the nonprogram price if the student has already selected a reimbursable breakfast.

E. A student may purchase a second lunch at the nonprogram price if the student has already selected a reimbursable lunch.

[NOTE: New paragraphs D and E apply if a school district receives school breakfast aid under Minnesota Statutes, section 124D.111 or school lunch aid under Minnesota Statutes, section 124D.111 respectively.]

III. LOW OR NEGATIVE ACCOUNT BALANCES – NOTIFICATION

A. The school district will make reasonable efforts to notify families when meal account balances are low or fall below zero.

B. Families will be notified of an outstanding negative balance once the negative balance reaches a set family preference. Families will be notified by calling, email, letters sent home.

C. Reminders for payment of outstanding student meal balances will not demean or stigmatize any student participating in the school lunch program.

IV. UNPAID MEAL CHARGES

A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free or reduced-price meals for their children.

B. The school district will make reasonable efforts to collect unpaid meal charges classified as delinquent debt. Unpaid meal charges are designated as delinquent debt when payment is overdue, the debt is considered collectable, and efforts are being made to collect it.

C. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

D. The school district will not impose any other restriction prohibited under Minnesota Statutes section 123B.37 due to unpaid student meal balances. The school district will not limit a student's participation in any school activities, graduation ceremonies, field trips, athletics, activity clubs, or other extracurricular activities or access to materials, technology, or other items provided to students due to an unpaid student meal balance.

E. Once an unpaid meal account is determined to be uncollectable, the district does not use a collections agency to collect the funds.

[NOTE: School districts that use a collection agency to collect unpaid school meals debt must address this in this policy. A new paragraph E can be added to address the use of a collection agency.]

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back-to-school packet, student handbook, etc.) to:

1. all households at or before the start of each school year;

2. students and families who transfer into the school district, at the time of enrollment; and

3. all school district personnel who are responsible for enforcing this policy.

B. The school district will post this policy on the school district's website, or the website of the organization where the meal is served, in addition to providing the required written notification described above.

Legal References: Minn. Stat. § 124D.111, Subd. 4
42 U.S.C. § 1751 *et seq.* (Healthy and Hunger-Free Kids Act)
7 C.F.R. § 210 *et seq.* (School Lunch Program Regulations)
7 C.F.R. § 220.8 (School Breakfast Program Regulations)
USDA Policy Memorandum SP 46-2016, Unpaid Meal Charges: Local Meal Charge Policies (2016)
USDA Policy Memorandum SP 47-2016, Unpaid Meal Charges: Clarification on Collection of Delinquent Meal Payments (2016)
USDA Policy Memorandum SP 23-2017, Unpaid Meal Charges: Guidance and Q&A
Minn. Op. Atty. Gen. 169j (May 14, 2019) (*Letter to Ricker*)

Policy Adopted: February 2020, revised December 2021, revised September 2023, revised Dec 2025
Waconia Public Schools ISD 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**

11. **ADJOURNMENT**