

ISD 110 School Board Regular Meeting

Monday, October 26, 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
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2. ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE	Presenter: Chair Amott
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2.A. Upcoming Meetings:

3. PUBLIC COMMENT

4. MINUTES OF PREVIOUS MEETING

ISD 110 School Board Regular Meeting
Monday, September 28, 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

Call to order by Chair Amott 7:00 PM

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

Members absent: none

Motion by Bergstrom to adopt agenda

Wilson second

All in favor

Motion carried

2. ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE

2.A. National Community Service Awards

- Ezra Glieden - Honor Award
- Avery Gelschus - Honor Award
- Riley Collins - Merit Award
- Evelyn Gilkey - Merit Award
- Cameron Schneider - Merit Award
- Abigail Foss - Merit Award

Presenter: Michael Peterson, Youth Service & Performing Arts

2.B. 2026 Essence Award Recipients

- Julie Kendrick, SPED Teacher, Bayview Elementary
- Jen Deming, Educational Assistant, Laketown Elementary
- Brittany Rider, Educational Assistant, Southview Elementary
- Carly Haskins, Licensed School Nurse, Waconia Middle School
- Michael Peterson, Youth Service & Performing Arts, Waconia High School
- Chris Thole, Dispatch, Koch Bus Co.

Presenter: Jeni Super, Director of Human Resources

2.C. 2026 Accomplished Waconia Educators

- Nick Hansberry, Music/Band, Waconia High School
- Ali Weber, SPED/DCD, Southview Elementary
- Corey Wedge, 5th Grade, Laketown Elementary

Presenter: Jeni Super, Director of Human Resources

2.D. September is School Board Recognition Month

Presenter: Superintendent Gersich

2.E. Upcoming Meetings:

3. **PUBLIC COMMENT** none

4. **MINUTES OF PREVIOUS MEETING**

Motion by Rosin to approve minutes of the August 24 meeting

Wilson second

All in favor

Motion carried

5. **CONSENT AGENDA**

Presenter: Chair Amott

Motion by Arnita to approve consent agenda

Kelzer-Breedon second

All in favor

Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

Presenter: Jeni Super, Director of Human Resources

Employment

Anderson, Kathleen	Math Teacher	WMS
Replacement	Long Term Substitute	
Blilie, Heidi	Educational Assistant	ECFE
Replacement	Long-Term Substitute	
Bogema, Makayla	Educational Assistant (SPED)	WMS
Replacement	6.5 hours/day; 175 days	
Larson, Jacob	Educational Assistant (SPED)	WMS
Replacement	7.5 hours/day; 175 days	
Menning, Katharine	Educational Assistant (SPED)	WMS
Replacement	7 hours/day; 175 days	
Noland, Celeste	Nutritional Assistant	BV
Replacement	4.5 hours/day; 176 days	
Tangen, Oray	Substitute Educational Assistant	BV
Replacement	Long Term Substitute Attach K	

Employee Status Changes

Jones, Lynda, Educational Assistant (SPED), from 7.5 hours/day to 7.75 hours/day

Kester, Amy, Educational Assistant (SPED), from 7.75 hours/day to 8.5 hours/day

Sorensen, Michelle, Health Associate, from 4.25 hours/day to 7 hours/day

Retirements/Resignations/Terminations

Thulin, Whitney, Health Associate at SV

5.C. Receipts of Donation

6. REPORTS

6.A. Student Representative Report

Presenter: Mia Tiller

6.B. Administrative Presentation: WHS Marching Band

Presenter: Nick Hansberry, WHS Instrumental Music Teacher and Phyl Snyder, WMS Instrumental Music Teacher

7. ACTION ITEMS

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

Presenter: Pam Carman, Director of Finance and Operations

Motion by Kelzer-Breeden to Certify Proposed Property Tax Levy/Designate Truth in Taxation Hearing Date

Hagen second

All in favor

Motion carried

7.B. Permanent Fund Transfer - General Fund to Food Service Fund

Presenter: Pam Carman, Director of Finance & Operations

Motion by Bergstrom to approve Permanent Fund Transfer - General Fund to Food Service Fund

Rosin second

All in favor

Motion carried

7.C. Waconia High School Industrial Technology Ventilation - CNC Table

Motion by Kelzer-Breeden to approve Waconia High School Industrial Technology Ventilation - CNC Table

Wilson second

All in favor

Motion carried

8. DISCUSSION ITEMS none

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

Bergstrom reports the committee has met and policies will be brought for a first read in October.

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

9.E. Southwest Metro Intermediate District 288 Representative

9.F. MSHSL Representative

9.G. Special Education Advisory Council

9.H. Community Education Advisory Council Representative

9.I. Teaching & Learning Advisory Council Representative

9.J. City of Waconia Liaison

10. ADJOURNMENT

Motion by Kelzer-Breeden to adjourn

Wilson second

All in favor

Motion carried

Meeting adjourned at 7:48 PM

5. **CONSENT AGENDA**

Presenter: Chair
Amott

5.A. Bills and Wire Transfers

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
619748	BNR IRRIGATION SERVICES INC	08/06/2026	R	8,858.57	August
619749	CARVER COUNTY SPORTSMEN CLUB	08/06/2026	R	4,136.00	August
619750	CHOICE ELECTRIC	08/06/2026	R	10,930.67	August
619751	CUSHMAN, JODY	08/06/2026	R	282.75	August
619752	IEA, INC	08/06/2026	R	625.19	August
619753	INDIANHEAD FS DISTRIBUTOR, INC	08/06/2026	R	6,582.76	August
619754	JENCO PROPERTY MAINTENANCE	08/06/2026	R	10,557.00	August
619755	JOHNSON FITNESS & WELLNESS	08/06/2026	R	5,000.00	August
619756	KENNEDY & GRAVEN, CHARTERED	08/06/2026	R	79.50	August
619757	LUESSENHEIDE, RYAN	08/06/2026	R	97.00	August
619758	MN HISTORICAL SOCIETY	08/06/2026	R	680.00	August
619759	SONOVA USA INC	08/06/2026	R	20.99	August
619760	STORMS WELDING & MFG	08/06/2026	R	164.70	August
619761	TRUE MECHANICAL LLC	08/06/2026	R	3,954.73	August
619762	WINSTED SOLAR LLC	08/06/2026	R	7,948.92	August
619763	ACCURATE LABEL DESIGNS INC	08/07/2026	R	224.95	August
619764	ADAMS PEST CONTROL CO INC	08/07/2026	R	726.48	August
619765	ALL IN ATHLETICS LLC	08/07/2026	R	1,381.25	August
619766	AMAZING ATHLETES OF CENTRAL MN	08/07/2026	R	400.00	August
619767	APPLE INC	08/07/2026	R	429.00	August
619768	AVIBEN	08/07/2026	R	267.86	August
619769	BEHRENS, CHARLES	08/07/2026	R	100.00	August
619770	BISCHOFF, KOLETON	08/07/2026	R	180.00	August
619771	BRESNAHAN, CORA	08/07/2026	R	135.00	August
619772	CDW GOVERNMENT LLC	08/07/2026	R	5,414.29	August
619773	CENTERPOINT ENERGY	08/07/2026	R	52.46	August
619774	DAIKIN APPLIED AMERICAS INC	08/07/2026	R	3,160.00	August
619775	DAVIS, BENJAMIN	08/07/2026	R	50.00	August
619776	EDER, NOLAN	08/07/2026	R	230.00	August
619777	EDUTRAK LLC	08/07/2026	R	3,506.50	August
619778	ERKKILA, PARKER	08/07/2026	R	45.00	August
619779	EVERWAY LLC	08/07/2026	R	5,387.94	August
619780	EVERYDAY SPEECH LLC	08/07/2026	R	3,419.94	August
619781	GELSCHUS, BEAU	08/07/2026	R	50.00	August
619782	GELSCHUS, BROOKLYNN	08/07/2026	R	45.00	August
619783	GENESIS, INC.	08/07/2026	R	135.50	August
619784	GREGG, LOGAN	08/07/2026	R	50.00	August
619785	GROGAN, MICHAEL	08/07/2026	R	500.00	August
619786	GUNDERSON, JACOB	08/07/2026	R	70.00	August
619787	HANSON SPORTS LLC	08/07/2026	R	1,417.80	August
619788	HEINEMANN	08/07/2026	R	27,147.04	August
619789	HIGH POINT NETWORKS, LLC	08/07/2026	R	16,992.00	August
619790	HOUGHTON MIFFLIN	08/07/2026	R	50,375.77	August
619791	HOUSE OF PRINT	08/07/2026	R	7,798.22	August
619792	INDIANHEAD FS DISTRIBUTOR, INC	08/07/2026	R	5,025.69	August
619793	INNOVATIVE OFFICE SOLUTIONS LL	08/07/2026	R	24.24	August
619794	JOHNSON, CHASE	08/07/2026	R	380.00	August
619795	JOHNSON, CLAYTON	08/07/2026	R	90.00	August
619796	KIDCREATE STUDIO	08/07/2026	R	3,240.00	August
619797	KINGSTON, SAM	08/07/2026	R	45.00	August
619798	KIRKPATRICK, GEHRIG	08/07/2026	R	60.00	August
619799	LANO EQUIPMENT INC	08/07/2026	R	662.22	August
619800	LOFFLER COMPANIES	08/07/2026	R	141.54	August
619801	LVC COMPANIES INC	08/07/2026	R	640.00	August
619802	MCTM	08/07/2026	R	100.00	August
619803	METRONET	08/07/2026	R	1,869.95	August

CHECK NUMBER	CHECK VENDOR	CHE DATE	CHE TYP	POST AMOUNT	POST MONTH
619804	MEYER, WALTER	08/07/2026	R	100.00	August
619805	MN SOFTBALL	08/07/2026	R	5,440.00	August
619807	MUELLER, AMANDA	08/07/2026	R	60.00	August
619808	NAUGHTON, WILLIAM	08/07/2026	R	50.00	August
619809	NOTERMANN, MARK	08/07/2026	R	25.03	August
619810	OLSON, THEODORE	08/07/2026	R	50.00	August
619811	PACYNIA, EVERETT	08/07/2026	R	90.00	August
619812	PLATZKE, JEFFREY	08/07/2026	R	2,000.00	August
619813	PLEASANT VALLEY 4-H	08/07/2026	R	1,820.00	August
619814	POSITIVE PHYSICS LLC	08/07/2026	R	1,155.00	August
619815	PREP TIME PRINTING	08/07/2026	R	60.00	August
619816	RABE, CARSON	08/07/2026	R	145.00	August
619817	RAINBOW of MINNESOTA, LLC	08/07/2026	R	17,284.00	August
619818	REALLY GOOD STUFF LLC	08/07/2026	R	219.38	August
619819	RIECK, COLTON	08/07/2026	R	130.00	August
619820	SCHOLASTIC, INC	08/07/2026	R	413.82	August
619821	SCHOOL SPECIALTY, LLC	08/07/2026	R	271.80	August
619822	SCHOOLMATE	08/07/2026	R	527.25	August
619823	SENROR WOOLY	08/07/2026	R	567.15	August
619824	SOUTH CENTRAL SERVICE COOP	08/07/2026	R	400.00	August
619825	STEFFEN, ALEX	08/07/2026	R	1,500.00	August
619826	SUPREME SCHOOL SUPPLY	08/07/2026	R	190.31	August
619827	T-MOBILE	08/07/2026	R	300.00	August
619828	TCI-TEACHERS' CURRICULUM INSTI	08/07/2026	R	19,611.70	August
619829	TECH ACADEMY/THOMSEN SYSTEMS	08/07/2026	R	1,104.00	August
619830	TINTES, MATTHEW	08/07/2026	R	646.00	August
619831	TRUE FRIENDS	08/07/2026	R	4,187.63	August
619832	VENDNOVATION LLC	08/07/2026	R	1,200.00	August
619833	W.W. NORTON & COMPANY, INC.	08/07/2026	R	2,205.22	August
619834	WILLKOMM, RITTER	08/07/2026	R	230.00	August
619835	YOUTH ENRICHMENT LEAGUE	08/07/2026	R	452.00	August
619836	AMAZON CAPITAL SERVICES	08/10/2026	R	3,635.40	August
619837	AMPION PBC	08/13/2026	R	19,209.28	August
619838	ANTHEM SPORTS, LLC	08/13/2026	R	976.03	August
619839	BOELTER COMPANIES INC.	08/13/2026	R	5,696.44	August
619840	GRACIOUS HENNA LLC	08/13/2026	R	60.00	August
619841	SQUIRES,WALDSPURGER & MACE PA	08/13/2026	R	621.00	August
619842	ST LOUIS PARK SCHOOLS	08/13/2026	R	1,544.32	August
619843	STORMS WELDING & MFG	08/13/2026	R	349.82	August
619844	TRUE MECHANICAL LLC	08/13/2026	R	2,669.71	August
619845	ABRAKADOODLE	08/14/2026	R	1,550.00	August
619846	ACCURATE LABEL DESIGNS INC	08/14/2026	R	155.95	August
619847	ALL IN ATHLETICS LLC	08/14/2026	R	3,293.75	August
619848	AMPLIFY EDUCATION INC	08/14/2026	R	6,767.63	August
619849	BATTERIES R US	08/14/2026	R	199.98	August
619850	BEST VERSION MEDIA	08/14/2026	R	751.80	August
619851	BLUUM OF MINNESOTA LLC	08/14/2026	R	11,035.04	August
619852	BYTESPEED	08/14/2026	R	600.00	August
619853	BYWATER BUSINESS SOLUTIONS LLC	08/14/2026	R	40.00	August
619854	CDW GOVERNMENT LLC	08/14/2026	R	6,843.64	August
619855	COLONY PLAZA LLC	08/14/2026	R	633.02	August
619856	FRATTALLONES	08/14/2026	R	798.61	August
619857	HAMLIN UNIVERSITY	08/14/2026	R	500.00	August
619858	HEGER'S DAIRY LLC	08/14/2026	R	1,064.05	August
619859	HUSTLE & HEART SPORTS	08/14/2026	R	315.00	August
619860	INDIANHEAD FS DISTRIBUTOR, INC	08/14/2026	R	753.73	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
619861	ISD 911 CAMBRIDGE-ISANTI SCHOO	08/14/2026	R	2,290.75	August
619862	ISENSEE, SAMANTHA	08/14/2026	R	500.00	August
619863	JUREK, DANIEL	08/14/2026	R	1,000.00	August
619864	JUREK, JOSHUA	08/14/2026	R	1,000.00	August
619865	KEEGAN, KEVIN	08/14/2026	R	1,000.00	August
619866	LOFFLER COMPANIES	08/14/2026	R	542.85	August
619867	MASSP	08/14/2026	R	195.00	August
619868	MAYER LUMBER CO, INC	08/14/2026	R	511.41	August
619869	MN DEPT LABOR & INDUSTRY	08/14/2026	R	145.00	August
619870	MPS	08/14/2026	R	3,642.20	August
619871	MUSIC MART	08/14/2026	R	662.30	August
619872	PEREZ, JOSEPH	08/14/2026	R	812.50	August
619873	PLYMOLD INC.	08/14/2026	R	144,051.11	August
619874	POLLEY, BENJAMIN	08/14/2026	R	500.00	August
619875	POZEGA, JUSTIN	08/14/2026	R	1,000.00	August
619876	RED ROVER TECHNOLOGIES, LLC	08/14/2026	R	29,600.00	August
619877	ROCHESTER 100, INC	08/14/2026	R	1,714.55	August
619878	SCHOOL SPECIALTY, LLC	08/14/2026	R	683.78	August
619879	SCHOOLMATE	08/14/2026	R	855.00	August
619880	SEIM, ELIJAH	08/14/2026	R	100.00	August
619881	SHRED-N-GO - 446138	08/14/2026	R	146.02	August
619882	WM CORPORATE SERVICES INC	08/14/2026	R	2,011.93	August
619883	WOYNO & ASSOCIATES LLC	08/14/2026	R	1,000.00	August
619884	YOUNGSTEDT, INC.	08/14/2026	R	1,340.35	August
619885	BUNKER HILLS GOLF CLUB	08/19/2026	R	40.00	August
619886	LEE'S REFRIGERATION LLC	08/19/2026	R	392.46	August
619887	HELEN SOLAR LLC	08/20/2026	R	7,779.60	August
619888	SCHNEIDER EXCAVATING & GRADING	08/21/2026	R	14,135.00	August
619889	TRUE MECHANICAL LLC	08/21/2026	R	11,287.42	August
619890	ABRAKADOODLE	08/21/2026	R	1,112.00	August
619891	ADAMS PEST CONTROL CO INC	08/21/2026	R	399.70	August
619892	AFFINITY SOLUTIONS, INC	08/21/2026	R	275.00	August
619893	ALPHA WIRELESS COMMUNICATIONS	08/21/2026	R	378.00	August
619894	AMPLIFY EDUCATION INC	08/21/2026	R	2,560.62	August
619895	ANOKA HENNEPIN ISD#11	08/21/2026	R	650.00	August
619896	AQUA NORTH SOLUTIONS LLP	08/21/2026	R	948.00	August
619897	ASPI SOLUTIONS INC	08/21/2026	R	1,396.00	August
619898	AVIBEN	08/21/2026	R	583.87	August
619899	BARNES & NOBLE	08/21/2026	R	103.87	August
619900	BERG, MELVIN	08/21/2026	R	979.58	August
619901	BOOTLACE CONSTRUCTION	08/21/2026	R	31,050.00	August
619902	BREITER, ADAM	08/21/2026	R	24.42	August
619903	CANON FINANCIAL SERVICES INC	08/21/2026	R	890.18	August
619904	CENTERPOINT ENERGY	08/21/2026	R	18,001.15	August
619905	CENTRAL UNITED COOPERATIVE	08/21/2026	R	18,396.77	August
619906	CITY OF WACONIA	08/21/2026	R	8,381.21	August
619907	DIVERSIFIED PLUMBING & HEATING	08/21/2026	R	208.06	August
619908	ELITE BRANDING SOLUTIONS	08/21/2026	R	401.73	August
619909	FRANKLIN PRINTING INC	08/21/2026	R	725.50	August
619910	GRAND, TAYLOR	08/21/2026	R	408.00	August
619911	HAPPY FEET SOCCER TWIN CITIES	08/21/2026	R	1,992.00	August
619912	HILLYARD/HUTCHINSON	08/21/2026	R	2,653.30	August
619913	INDIANHEAD FS DISTRIBUTOR, INC	08/21/2026	R	3,511.28	August
619914	INNOVATIONAL WATER SOLUTIONS I	08/21/2026	R	573.00	August
619915	ITALIAN QUALITY PRODUCTS INC	08/21/2026	R	5,670.00	August
619916	JOSTENS INC	08/21/2026	R	18.90	August

CHECK		CHECK	CHE	POST	
NUMBER	VENDOR	DATE	TYP	AMOUNT	MONTH
619917	JT FLOOR COVERING INSTALL LLC	08/21/2026	R	14,178.00	August
619918	KLEIN, DAN	08/21/2026	R	24.42	August
619919	KULLY SUPPLY COMPANY	08/21/2026	R	213.46	August
619920	KUTZKE CONSTRUCTION INC	08/21/2026	R	2,054.63	August
619921	LANO EQUIPMENT INC	08/21/2026	R	1,964.21	August
619922	LEE'S REFRIGERATION LLC	08/21/2026	R	8,193.25	August
619923	LEVATA US LLC	08/21/2026	R	94.99	August
619924	MACKENTHUN'S FINE FOODS	08/21/2026	R	225.69	August
619925	MASSP	08/21/2026	R	2,018.00	August
619926	MATH MEDIC	08/21/2026	R	1,723.03	August
619927	MEI TOTAL ELEVATOR SOLUTIONS	08/21/2026	R	1,722.05	August
619928	MERRITT, GEDRIC	08/21/2026	R	100.00	August
619929	MERRITT, MAKENZIE	08/21/2026	R	100.00	August
619931	MN DEPT OF HEALTH	08/21/2026	R	2,355.00	August
619932	MN HISTORICAL SOCIETY	08/21/2026	R	704.00	August
619933	NCS PEARSON, INC	08/21/2026	R	4,600.20	August
619934	NICE SHIRT CO.	08/21/2026	R	960.00	August
619935	NORTHSTAR APPAREL CO	08/21/2026	R	1,079.94	August
619936	PERRY WEATHER	08/21/2026	R	2,730.00	August
619937	PUELSTON, DANIEL	08/21/2026	R	24.42	August
619938	ROSEMOUNT SAW & TOOL CO	08/21/2026	R	181.90	August
619939	SCHOOL SPECIALTY, LLC	08/21/2026	R	353.49	August
619940	SECURLY, INC.	08/21/2026	R	4,468.80	August
619941	SELTZ, ANDREW	08/21/2026	R	65.97	August
619942	SFM	08/21/2026	R	46,608.00	August
619943	SOCIAL CLUB SIMPLE	08/21/2026	R	20.00	August
619944	STAPLES ADVANTAGE	08/21/2026	R	131.58	August
619945	STUDIES WEEKLY	08/21/2026	R	17,850.62	August
619946	SUCCESS BY DESIGN, INC	08/21/2026	R	878.03	August
619947	TEAMGENIUS	08/21/2026	R	5,550.37	August
619948	TEC21 EDUCATIONAL SERV	08/21/2026	R	2,500.00	August
619949	TERRAFORM PHOENIX II ARCADIA	08/21/2026	R	420.07	August
619950	THOMPSON, CASEY	08/21/2026	R	24.42	August
619951	TINTES, MATTHEW	08/21/2026	R	374.00	August
619952	TOTAL OUTDOOR MANAGEMENT	08/21/2026	R	16,000.00	August
619953	WEX BANK	08/21/2026	R	752.77	August
619954	WIMMER, CHAD	08/21/2026	R	24.42	August
619955	WOYNO & ASSOCIATES LLC	08/21/2026	R	8,560.32	August
619956	BRAUN, JENNIFER	08/27/2026	R	31.35	August
619957	CESO FINANCE LLC	08/27/2026	R	865.00	August
619958	INTERMEDIATE DIST #287	08/27/2026	R	5,551.80	August
619959	LAKESHORE LEARNING MATERIALS L	08/27/2026	R	37.99	August
619960	LEE'S REFRIGERATION LLC	08/27/2026	R	5,293.50	August
619961	OHNSORG, KRISSY	08/27/2026	R	10.60	August
619962	PMA SECURITIES LLC	08/27/2026	R	2,000.00	August
619963	212 EQUIPMENT	08/27/2026	R	125.00	August
619964	APPLE INC	08/27/2026	R	1,199.00	August
619965	BIFFS, INC	08/27/2026	R	2,809.00	August
619966	BRAINPOP LLC	08/27/2026	R	12,953.25	August
619967	BSN SPORTS LLC	08/27/2026	R	2,415.44	August
619968	CDW GOVERNMENT LLC	08/27/2026	R	3,100.00	August
619969	CENGAGE LEARNING INC/GALE	08/27/2026	R	2,197.14	August
619970	CENTERPOINT ENERGY	08/27/2026	R	63.86	August
619971	CESO FINANCE LLC	08/27/2026	R	8,000.00	August
619972	CHARMTECH LABS LLC	08/27/2026	R	4,500.00	August
619973	COMMUNITY CLUB TOURS	08/27/2026	R	198.00	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
619974	CONCRETE CUTTING SERVICES, LLC	08/27/2026	R	2,650.00	August
619975	CONSORTIUM ON REACHING EXCELLE	08/27/2026	R	132.16	August
619976	COR ROBOTICS LLC	08/27/2026	R	800.00	August
619977	DIVERSIFIED PLUMBING & HEATING	08/27/2026	R	3,593.73	August
619978	EXPLOREK12, INC	08/27/2026	R	5,436.76	August
619979	FLINN SCIENTIFIC	08/27/2026	R	858.00	August
619980	FRANKLIN PRINTING INC	08/27/2026	R	291.75	August
619981	GAME ONE	08/27/2026	R	20,046.43	August
619982	GRAINGER	08/27/2026	R	1,355.99	August
619983	HAYES, JACKSON	08/27/2026	R	600.00	August
619984	HEIDISONGS	08/27/2026	R	299.88	August
619985	HERD OF HOPE	08/27/2026	R	960.00	August
619986	HILLYARD/HUTCHINSON	08/27/2026	R	4,716.52	August
619987	HUSTLE & HEART SPORTS	08/27/2026	R	262.50	August
619988	INDIANHEAD FS DISTRIBUTOR, INC	08/27/2026	R	3,802.82	August
619989	INFINITE HEALTH COLLABORATIVE	08/27/2026	R	56,820.00	August
619990	INNOVATIVE GRAPHICS	08/27/2026	R	337.50	August
619991	INNOVATIVE OFFICE SOLUTIONS LL	08/27/2026	R	71.58	August
619992	JENSEN, ERIN	08/27/2026	R	24.42	August
619993	KOCH SCHOOL BUS SERVICE, INC	08/27/2026	R	41,601.59	August
619994	LANO EQUIPMENT INC	08/27/2026	R	89.01	August
619995	LOFFLER COMPANIES	08/27/2026	R	156.93	August
619996	MAGIC PARTY MN LLC	08/27/2026	R	1,130.00	August
619997	MARSHALL, JENNIFER	08/27/2026	R	70.00	August
619998	MRI SOFTWARE LLC	08/27/2026	R	20.00	August
619999	MSHSL	08/27/2026	R	5,679.00	August
620000	NATIONAL BUSINESS FURNITURE LL	08/27/2026	R	1,874.88	August
620001	NEVER BORED ADVENTURE LLC	08/27/2026	R	550.00	August
620002	ORTMEIER, SOPHIA	08/27/2026	R	2,500.00	August
620003	PEARSON EDUCATION	08/27/2026	R	2,760.00	August
620004	PLANSOURCE BENEFITS ADMIN INC	08/27/2026	R	3,544.49	August
620005	REALLY GOOD STUFF LLC	08/27/2026	R	355.12	August
620006	ROCHESTER 100, INC	08/27/2026	R	1,029.40	August
620007	ROSEMOUNT SAW & TOOL CO	08/27/2026	R	67.60	August
620008	SASC LLC	08/27/2026	R	11,000.19	August
620009	SCHOOL SPECIALTY, LLC	08/27/2026	R	59.79	August
620010	STAPLES ADVANTAGE	08/27/2026	R	2,527.04	August
620011	STEP SAVER, INC	08/27/2026	R	301.71	August
620012	SUPER TEACHER WORKSHEETS	08/27/2026	R	375.00	August
620013	TOTAL OUTDOOR MANAGEMENT	08/27/2026	R	20,000.00	August
620014	TRIO SUPPLY COMPANY	08/27/2026	R	248.00	August
620015	ULINE	08/27/2026	R	700.50	August
620016	WACONIA PATRIOT	08/27/2026	R	153.00	August
620018	BCI CONSTRUCTION INC	08/28/2026	R	56,030.30	August
620019	TRUE MECHANICAL LLC	08/28/2026	R	1,751.11	August
620020	SHED & FENCE COMPANY	08/31/2026	R	36,146.60	August
620021	EYE MED-FIDELITY SECURITY LIFE	08/31/2026	R	2,112.67	August
620022	MESSERLI & KRAMER PA	08/31/2026	R	919.83	August
620023	NCPERS GROUP LIFE INS	08/31/2026	R	64.00	August
620024	SCHOOL SERVICE EMPLOYEES	08/31/2026	R	513.42	August
202600043	INTERNAL REVENUE SERVICE	08/14/2026	W	165,731.42	August
202600044	LIFE INS CO OF NORTH AMERICA	08/14/2026	W	5,546.09	August
202600045	MN DEPT OF REVENUE	08/14/2026	W	27,056.73	August
202600046	MN TEACHERS RETIREMENT ASSN	08/14/2026	W	133,576.71	August
202600047	PERA	08/14/2026	W	10,075.47	August
202600048	AVIBEN	08/14/2026	W	44,240.19	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	POST AMOUNT	MONTH
202600049	ONEBRIDGE BENEFITS, INC.	08/14/2026	W	666.72	August
202600053	INTERNAL REVENUE SERVICE	08/14/2026	W	92,326.60	August
202600054	LIFE INS CO OF NORTH AMERICA	08/14/2026	W	1,132.51	August
202600055	MN DEPT OF REVENUE	08/14/2026	W	15,822.72	August
202600056	MN TEACHERS RETIREMENT ASSN	08/14/2026	W	26,432.34	August
202600057	PERA	08/14/2026	W	27,729.66	August
202600058	AVIBEN	08/14/2026	W	9,806.42	August
202600059	ONEBRIDGE BENEFITS, INC.	08/14/2026	W	3,006.03	August
202600063	INTERNAL REVENUE SERVICE	08/31/2026	W	165,721.91	August
202600064	LIFE INS CO OF NORTH AMERICA	08/31/2026	W	2,858.91	August
202600065	MN DEPT OF REVENUE	08/31/2026	W	27,054.88	August
202600066	MN TEACHERS RETIREMENT ASSN	08/31/2026	W	133,604.14	August
202600067	PERA	08/31/2026	W	10,074.64	August
202600068	AVIBEN	08/31/2026	W	44,240.19	August
202600069	ONEBRIDGE BENEFITS, INC.	08/31/2026	W	666.72	August
202600073	INTERNAL REVENUE SERVICE	08/31/2026	W	88,817.46	August
202600074	LIFE INS CO OF NORTH AMERICA	08/31/2026	W	1,122.45	August
202600075	MN DEPT OF REVENUE	08/31/2026	W	14,607.61	August
202600076	MN TEACHERS RETIREMENT ASSN	08/31/2026	W	26,610.93	August
202600077	PERA	08/31/2026	W	27,792.85	August
202600078	AVIBEN	08/31/2026	W	9,806.42	August
202600079	ONEBRIDGE BENEFITS, INC.	08/31/2026	W	3,006.03	August
202600100	AAA Trainers LLC	08/10/2026	W	119.95	August
202600102	ALDI	08/10/2026	W	102.75	August
202600103	WACONIA CHAMBER OF COMMERCE	08/10/2026	W	170.00	August
202600104	MN VALLEY ELECTRIC CORP	08/10/2026	W	52,377.17	August
202600105	TRACTOR SUPPLY	08/10/2026	W	421.96	August
202600106	DOLLAR TREE	08/10/2026	W	85.25	August
202600107	BOULDER BIBS	08/10/2026	W	530.15	August
202600108	MASA/MASE	08/10/2026	W	289.00	August
202600109	TWINS BALLPARK, LLC	08/10/2026	W	1,098.00	August
202600110	ZERO GRAVITY TRAMPOLINE PARK L	08/10/2026	W	1,710.00	August
202600111	SNOM-SCHOOL NURSES ORG OF MN	08/10/2026	W	199.00	August
202600112	SPEEDYBUTTONS.COM	08/10/2026	W	129.21	August
202600113	PYRAMID MODEL CONSORTIUM	08/10/2026	W	69.00	August
202600114	MN DEPT OF HEALTH	08/10/2026	W	360.00	August
202600116	VALLEYFAIR	08/10/2026	W	2,325.00	August
202600117	JUMP START ADVENTURE PARK CHAN	08/10/2026	W	1,273.08	August
202600119	AG PARTNERS	08/10/2026	W	448.99	August
202600120	CARVER COUNTY PARKS & RECREATI	08/10/2026	W	145.00	August
202600121	HUTCH PARK & REC	08/10/2026	W	1,400.00	August
202600122	STAGES THEATRE COMPANY	08/10/2026	W	690.00	August
202600124	MASE	08/10/2026	W	1,040.00	August
202600126	TEAMSIDELINE	08/10/2026	W	2,498.00	August
202600127	TARGET BANK	08/10/2026	W	24.98	August
202600129	HOME DEPOT	08/10/2026	W	111.56	August
202600131	MASBO	08/10/2026	W	618.00	August
202600132	SPORTS ENDEAVORS, LLC	08/10/2026	W	248.68	August
202600134	CE TRAINING WORKSHOPS	08/10/2026	W	135.00	August
202600135	ROCKET SCIENCE GROUP, LLC	08/10/2026	W	334.00	August
202600136	SQUARESPACE INC	08/10/2026	W	20.00	August
202600161	ONEBRIDGE BENEFITS, INC.	08/15/2026	W	990.50	August
202600169	MEDICA INSURANCE CO	08/03/2026	W	797,654.01	August
202600171	SECURITY BANK & TRUST CO	08/31/2026	W	91.95	August
202600172	EDUTRAK LLC	08/31/2026	W	3,681.94	August
202600173	BRI PARENT, INC	08/30/2026	W	401.75	August

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202600174	MN UNEMPLOY INS	08/25/2026	W	41,720.38	August
202600175	XCEL ENERGY	08/28/2026	W	132.07	August
202600176	QUADIENT FINANCE USA, INC	08/24/2026	W	702.75	August
202600177	PMA SECURITIES LLC	08/31/2026	W	286.20	August
202600178	MN DEPT OF REVENUE	08/20/2026	W	381.00	August

Totals for checks 3,198,343.51

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	1,822,282.12	0.00	695,011.84	2,517,293.96
02	Food Service	62,499.51	0.00	181,636.67	244,136.18
04	Community Service	131,284.41	0.00	244,678.01	375,962.42
06	Building Construction	0.00	0.00	58,664.75	58,664.75
07	Debt Redemption	0.00	0.00	2,000.00	2,000.00
45	OPEB Irrevocable Trust Fund	0.00	0.00	286.20	286.20
***	Fund Summary Totals ***	2,016,066.04	0.00	1,182,277.47	3,198,343.51

***** 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 – October 26, 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

Harmon, Kelley Replacement	Health Associate 7 hours/day; 175 days	WHS
Remmert, William Replacement	Director of Human Resources 8 hours/day; 261 days	ESC
Strautz, Anne Replacement	Health Associate 7.5 hours/day, 175 days	SV
Weber, Karlie Replacement	Educational Assistant (SPED) 6.5 hours/day; 175 days	WHS
Wilson, Reid Replacement	Educational Assistant (SPED) 7.25 hours/day; 175 days	WMS

Employee Status Changes

Bogema, Makayla, Educational Assistant (SPED) from 6.5 hours/day to 6.75 hours/day at WMS
Gilbert, John, Educational Assistant (SPED) from 6.75 hours/day to 7.25 hours/day at WMS
Menning, Katharine, Educational Assistant (SPED) from 7.25 hours/day to 8 hours/day at WMS

Retirements/Resignations/Terminations

Buck, Dawn, Head Cook at WHS
Heuer, Debra, Educational Assistant (SPED) at WMS

Hodzic, Seherzada, Educational Assistant (SPED) at SV

Super, Jeni, Director of Human Resources at ESC

Torgeson, Julie, Educational Assistant (SPED) at BV

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

5.C. MSHSL Foundation Grant Application Form A and B

FORM A
RESOLUTION OF GOVERNING BOARD SUPPORTING
FORM A APPLICATION TO MINNESOTA
STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Waconia High School recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools in recognizing, promoting and funding extracurricular participation by high school students in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of Waconia Schools supports the school's application to the Minnesota State High School League Foundation for a FORM A grant to offset student activity fees.

Date

Date

Board Chair/Head of School

Board Clerk - Treasurer/ Finance Director

FORM B

RESOLUTION OF SCHOOL BOARD/GOVERNING BOARD SUPPORTING FORM B APPLICATION TO MINNESOTA STATE HIGH SCHOOL LEAGUE FOUNDATION

WHEREAS, the Minnesota State High School League Foundation was formed to provide support for Minnesota's high school youth to participate in athletics and fine arts;

WHEREAS, the Governing Board of Waconia High School recognizes the value of student participation in extracurricular activities; and

WHEREAS, the MSHSL Foundation is offering grants and funding to assist schools to provide seminars/training opportunities or support for specific school functions for students/faculty members/officials and others who are involved in athletic and fine arts programs.

THEREFORE, BE IT RESOLVED, that the Governing Board of, Waconia High School supports the school's application to the Minnesota State High School League Foundation for a FORM B grant.

Date

Date

Board Chair/Head of School

Board Clerk - Treasurer

A RESOLUTION submitted by an Activity Conference or Region Committee must adhere to the same form and context of the School Board Resolution above.

WACONIA HIGH SCHOOL • ISD 110

SUPPORTING INFORMATION

MSHSL Foundation Grant Applications — 2026–2027 Academic Year

FORM A DATA

Student Activity Fees & Financial Need Documentation

Free & Reduced Meal Program Data

Grade Level	Eligible Students
Grade 9	53
Grade 10	38
Grade 11	33
Grade 12	40
Total Free & Reduced	164

761

UNDUPLICATED MSHSL PARTICIPANTS

Total number of unique students participating in MSHSL athletics and fine arts activities across Grades 9–12.

Note: Excludes Non-MSHSL activities such as Show Choir, Marching Band, and student clubs.

FORM B PROPOSAL

Grant Request & Line Item Budget (2026–2027)

Grant Request Objective: Purchase 1 Zoll AED Trainer (identical to district AED machines), 1 Outdoor Cabinet for Softball Fields, and 6 sets of safety/facility signage.

Line Item Description	Qty	Cost
Zoll AED Trainer (Matches district standard AED machines)	1	\$885.00
Outdoor Weatherproof Cabinet (Softball Fields)	1	\$565.00
Safety & Facility Signage Sets	6	\$125.00

TOTAL FORM B GRANT REQUEST

\$1,575.00

5.D. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report

Presenter: Mia Tiller
and Zayda Butler

6.B. Administrative Presentation: Career and College
Readiness Report

Presenter: Erika
Nesvig, Director of
Educational Services



Comprehensive and Civic Readiness Goals

Oct 26, 2026

Erika Nesvig, Director of Educational Services

Comprehensive and Civic Readiness

World's Best Workforce- 2013 - Established to ensure school districts enhance student achievement through teaching and learning supports.

CACR - 2024 - Supporting students in academic achievement as well as *prepare them to be active members of their community after graduation.*

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners.



WACONIA PUBLIC SCHOOLS 2024–2028 Strategic Plan



OUR MISSION

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



OUR VISION

ISD 110 commits to:

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

OUR STRATEGIC DIRECTIONS

OUR CORE VALUES

Respect

We honor and listen to all voices to ensure everyone feels valued.

Collaboration

We achieve our common goals through trust, teamwork, and partnership.

Inclusiveness

We welcome all and seek multiple perspectives to create one connected community.

Empathy

We listen and act with genuine care.

Resilience

We empower one another and persevere with courage, determination, and optimism.



Student Outcomes

- Elementary student performance on MCAs
- Middle school student performance on MCAs
- High school student readiness for post-high school success



Student & Staff Experience

- Physically and emotionally safe at school
- Recognize & respond to cultural commonalities and differences. Feel welcomed, respected, and heard
- Access to inclusive academic, leadership, service and social experiences



Systems & Structures

- Management of financial resources
- Proactive planning for and management of facilities
- Monitor & promote student enrollment

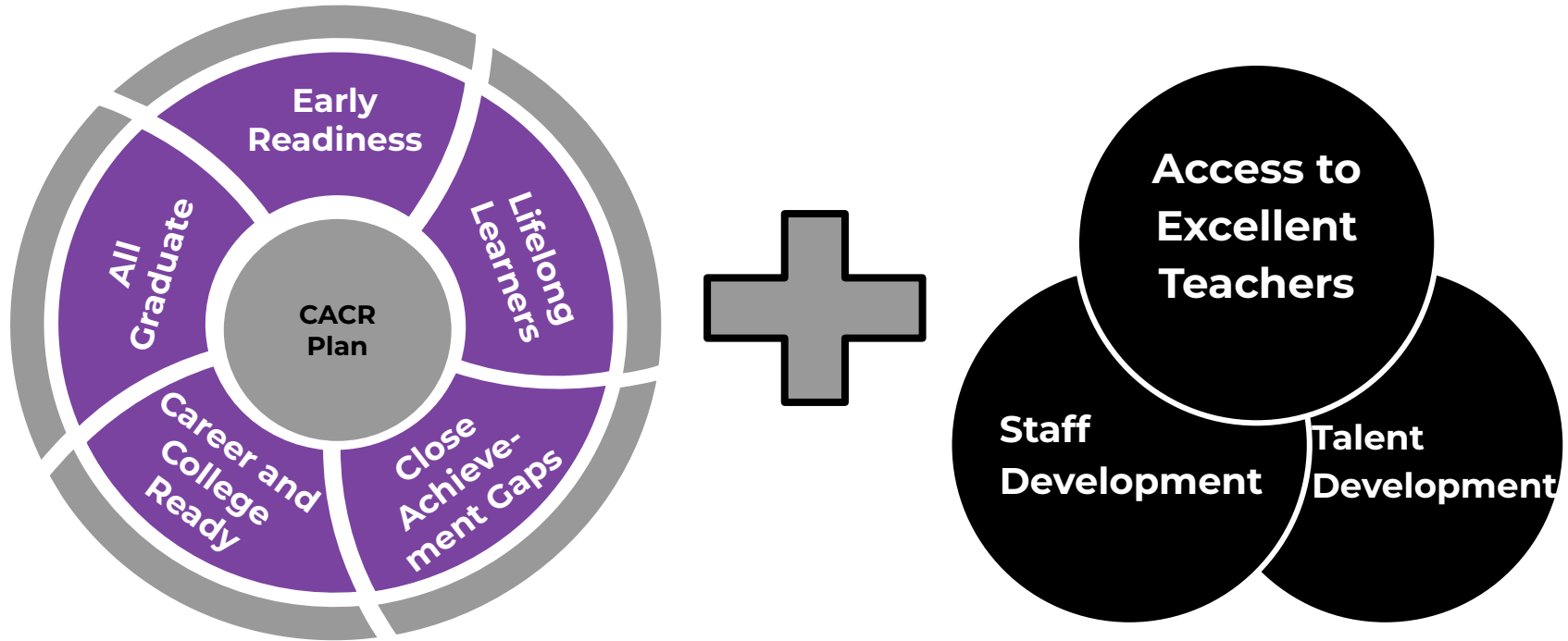
Strategic Direction

Delivering high-quality instruction that advances academic excellence.

Elementary student performance on MCA	Percentage of 3rd-5th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	Percentage of 3rd-5th grade students who meet or exceed proficiency in math.	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
Middle school student performance on MCA	Percentage of 6th-8th grade students who meet or exceed proficiency in reading.	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	Percentage of 6th-8th grade students who meet or exceed proficiency in math.	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
High school student readiness for post-high school success	Percent of students meeting 3 out of 4 benchmarks for the ACT.	34% or below	35%-39%	40%-44%	45%-49%	50% or higher
	Percent of students taking at least one course designated for higher ed and future careers at WHS.	65%-69%	70%-74%	75%-79%	80%-84%	85% or higher



Comprehensive and Civic Readiness



ISD 110

Demographics		
	ISD110 2024-25	ISD110 2025-26
Total Enrollment	4,000	3,917
Special Ed	784 19.6%	749 19.1%
Free/ Reduced Lunch	518 12.9%	567 14.5%
Students of Color	461 11.5%	498 12.5%
EL	73 1.8%	81 2.1%



CACR Goals

All children are ready for school.

The number of kindergarten students demonstrating readiness skills will grow by 3% from fall to spring as measured by the FASTBridge Early Literacy Composite.



CACR Goals

All children are ready for school.

FASTBridge Early Literacy Grade Kindergarten <i>% of students Meeting Spring Benchmark</i>				
Student Group	ISD110 2022-23	ISD110 2023-2024	ISD110 2024-2025	ISD110 2025-2026
All Kindergarten Tested students - Fall	81%	73%	76.9%	76.6%
All Kindergarten Tested students - Spring	80%	71.2%	74.5%	73.5%

Fall Assessments

- Concepts of Print
- Onset Sounds
- Letter Names
- Letter Sounds

Spring Assessments

- Letter Sounds
- Word Segmenting
- Nonsense Words
- Sight Words



CACR Goals

All racial and economic achievement gaps between students are closed.

The gap between subgroups of students in 3rd through 8th grade, as measured by statewide MCA Reading, will be 15% or less as compared to all students tested.



CACR Goals

MCA-IV Reading 3rd - 8th Grades 202-2026 <i>% of students meeting or exceeding the state standards</i>		
Student Group	ISD110 2025-26	Statewide
All 3-8 Tested students	64.7%	49.5%
Special Ed District Gap	44.6% -20.1%	26.0% -23.5%
Free/ Reduced Lunch District Gap	45.8% -18.9%	32.2% -17.3%
Students of Color District Gap	49.0% -15.7%	35.4% -14.1%
EL District Gap	19.1% -45.6%	10.2% -39.3%

All racial and economic achievement gaps between students are closed.



CACR Goals

All students are ready for career and college.

46.7% of all students that take the ACT at Waconia High School will meet the benchmark score in at least 3 college and career readiness areas (Reading, Math, Language Arts or Science) as measured by the ACT.



CACR Goals

**All students are
ready for career
and college.**

ACT - National Test day Results 11th Grade				
Student Group	ISD110 2022-23	ISD110 2023-24	ISD110 2024-25	ISD110 2025-26
ACT Average Composite Score	21.2	21.9	21.1	22.5
% of students that met at least 3 college and career readiness benchmarks (English, Math, Reading & Science)	39%	45%	43.7%	56.0%
% of students meeting English Benchmark (18) & Avg score	63% 19.6	69% 20.1	65% 19.6	68% 20.6
% of students meeting Math (22) Benchmark & Avg score	45% 21.1	58% 22.5	48% 21.5	67% 24
% of students meeting Reading Benchmark (22) & Avg score	52% 22.0	52% 22.6	50% 21.7	59% 23.0
% of students meeting Science Benchmark (23) & Avg score	41% 21.5	44% 21.8	41% 20.3	56% 23.1



CACR Goals

All students graduate from high school.

Waconia High School students will meet or exceed the Graduation Rate from the 2023-2024 school year.



CACR Goals

High School Graduation Rates				
Student Group	ISD110 2021-22	ISD110 2022-23	ISD110 2023-24	ISD110 2024-25
4-yr Graduation rate	96.4%	95.6%	96.2%	97.0%
Statewide Graduation rate	83.6%	83.3%	84.2%	84.9%
4-yr Graduation rate for special education	77.5%	88.4%	83.9%	84.6%
4-yr Graduation rate for Free/Reduced Lunch	89.7%	84.3%	84.5%	88.1%
4-yr Graduation rate for students of color	97.4%	81.1%	87.5%	97.5%
4-yr Graduation rate for EL	Too Small	Too Small	Too Small	Too Small

**All students
graduate from
high school.**



CACR Goals

Prepare students to be lifelong learners.

The percent of High School students involved in academic, leadership, service, social, fine arts, and athletic clubs or activities will increase from 80% to 85% according to the 2026 Spring Student Survey.



CACR Goals

Prepare students to be lifelong learners.

End of Year Students Survey I participate in at least one extracurricular activity, student club, and/or sport that is connected to school.		
Student Group	ISD110 2024-2025	ISD110 2025-2026
9th-12th grade	80%	82.6%



Action Steps

2025-2026 School Year	2026-2027 School Year
Implemented new elementary ELA Curriculum	Implementing new WMS ELA curriculum
Shifts in intervention supports for primary students based on Science of Reading.	Focus on 4th -12th graders reading intervention instruction.
Administered new reading assessment for 4th-12th graders reading below grade level.	Elementary implementation of new Social Studies curriculum.
Secondary professional development focused on supporting Multilingual Learners.	WMS and WHS math curriculum and standards review process.
High School focus on rigor of ACT standards within instruction.	Secondary professional development focused on Science of Learning and brain research.





Questions?

6.C.WMS IAQ Project Funding Discussion w/Michael
Hart, PMA



PMA Securities part of:

PTMA
FINANCIAL SOLUTIONS

ISD 110 WACONIA PUBLIC SCHOOLS FACILITIES FINANCIAL PLANNING



October 26, 2026

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Looking Ahead: Facilities and Finance Timeline



Why We Are Looking Ahead

- The District will be navigating several significant facilities and financial planning decisions over the next several years.
- Some of these decisions have separate timelines, but they may overlap and should be considered together.
- This timeline helps the Board see the broader picture and potential decision points.



Middle School IAQ / HVAC

- The Middle School HVAC/IAQ system is the District's highest-priority facilities need.
- Near-term decisions will be required regarding interim measures, project scope, design, funding, and implementation.
- This work includes the MDE process, design and bidding, potential 2027 pull-forward work, and a full project implementation in 2028.



Capital Referendum Planning

- Facility assessments have identified additional capital needs beyond the Middle School project.
- Planning for a potential future capital referendum will require time for prioritization, scope development, community engagement, financial analysis, and Board discussion.
- The current facilities planning work anticipates approximately 12–18 months for that process.
- The timing of a future referendum would be a Board decision based on refined information and analysis.



Operating Referendum Renewals

- The District has two existing voter-approved operating referendum authorities with future expiration and renewal considerations.
- Understanding those timelines alongside capital and debt planning will help the Board evaluate the District's broader financial landscape.
- Renewal options, timing, and eligibility will require further analysis and Board direction.



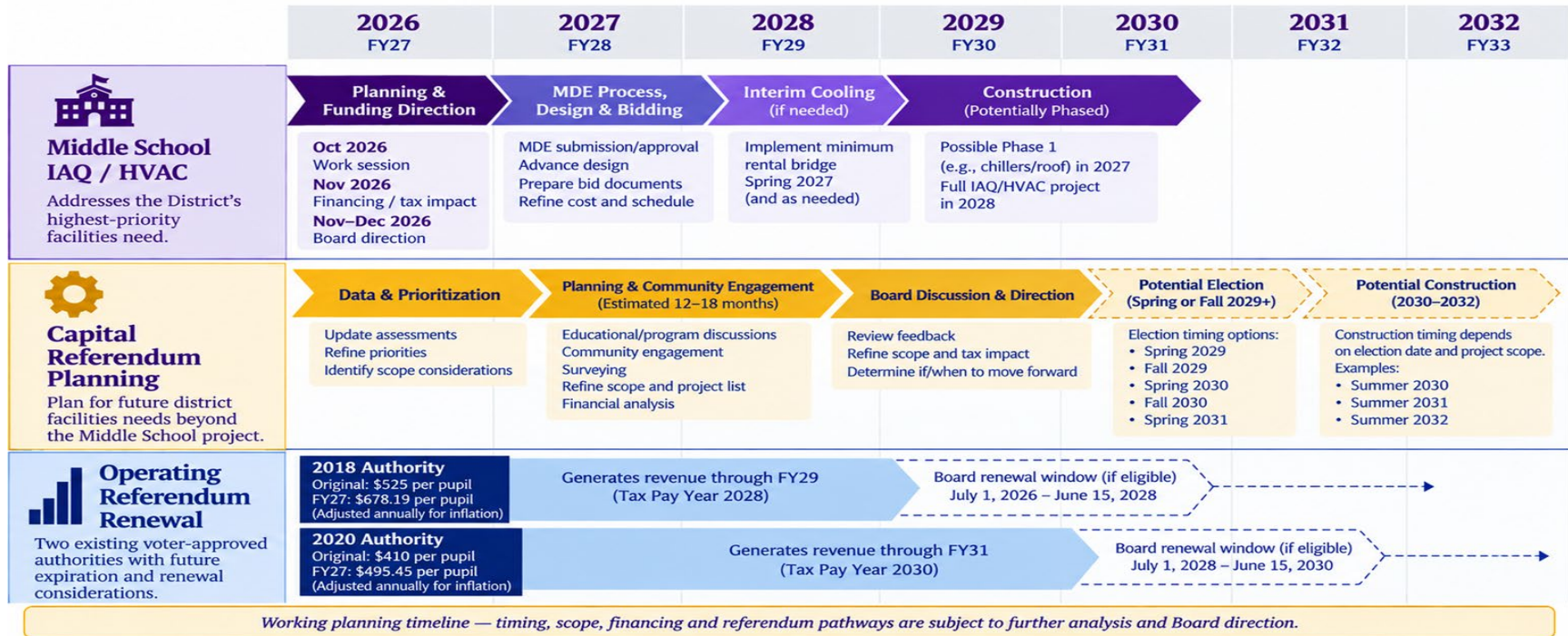
Purpose of the Timeline

The following timeline is intended to identify known and anticipated decision points, potential planning windows, and areas requiring further analysis. *It is a planning framework — not a recommendation or commitment to a particular project scope, financing approach, referendum date, or renewal strategy.*





Long-Range Board Planning Timeline

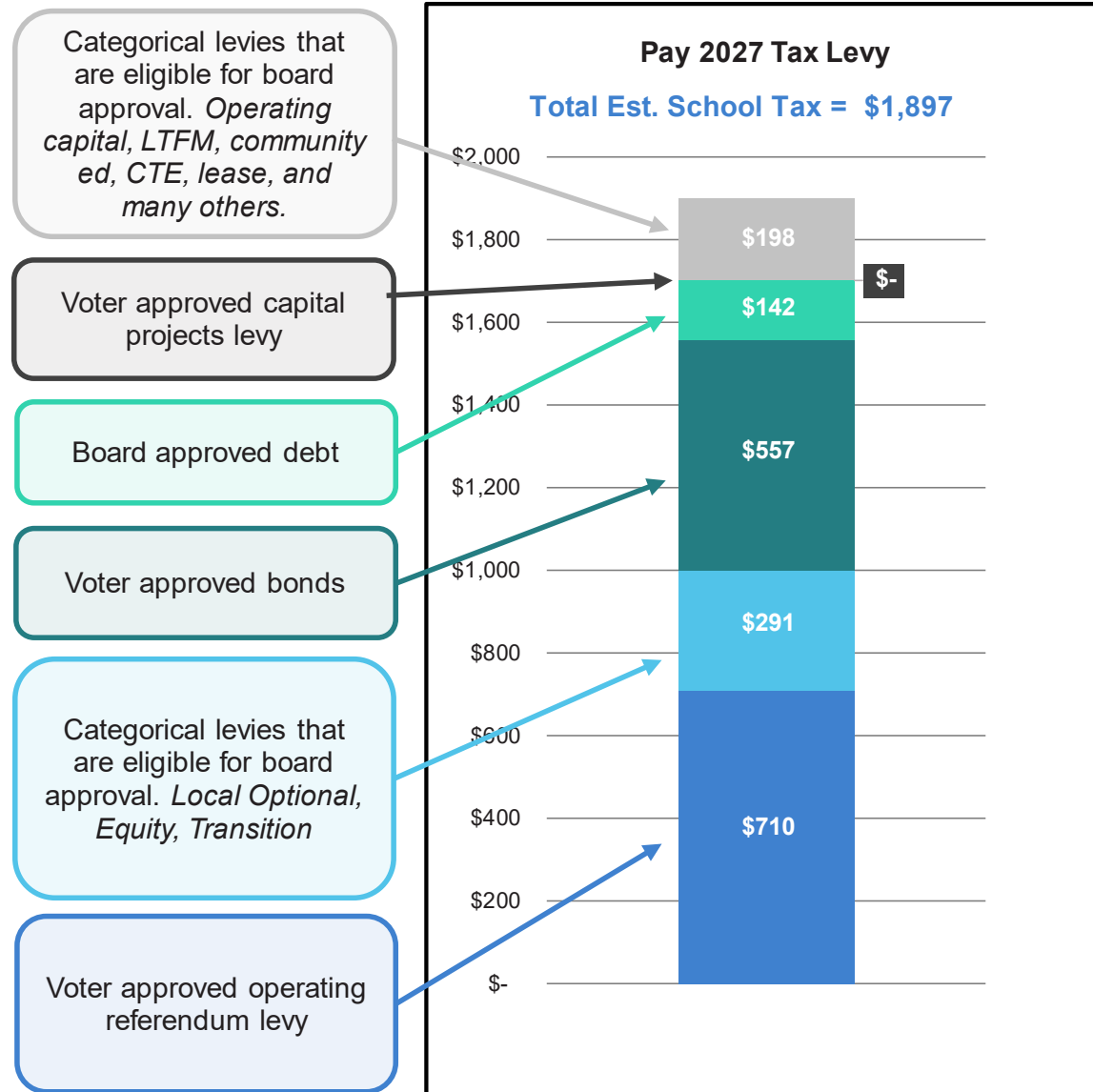




Waconia Public School District

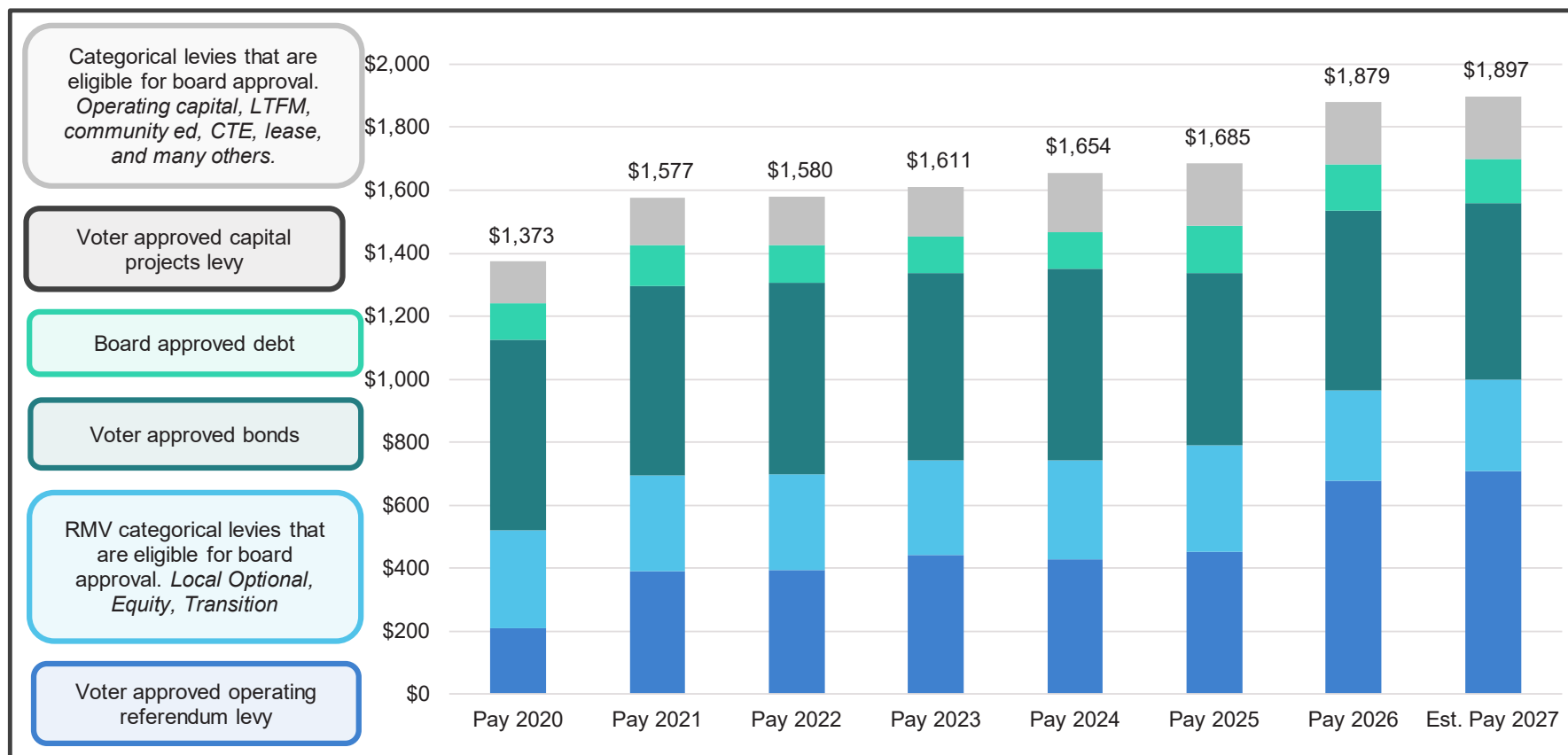
Estimated Pay 2027 Total School Taxes for Residential Homestead

Home Value = \$450,000





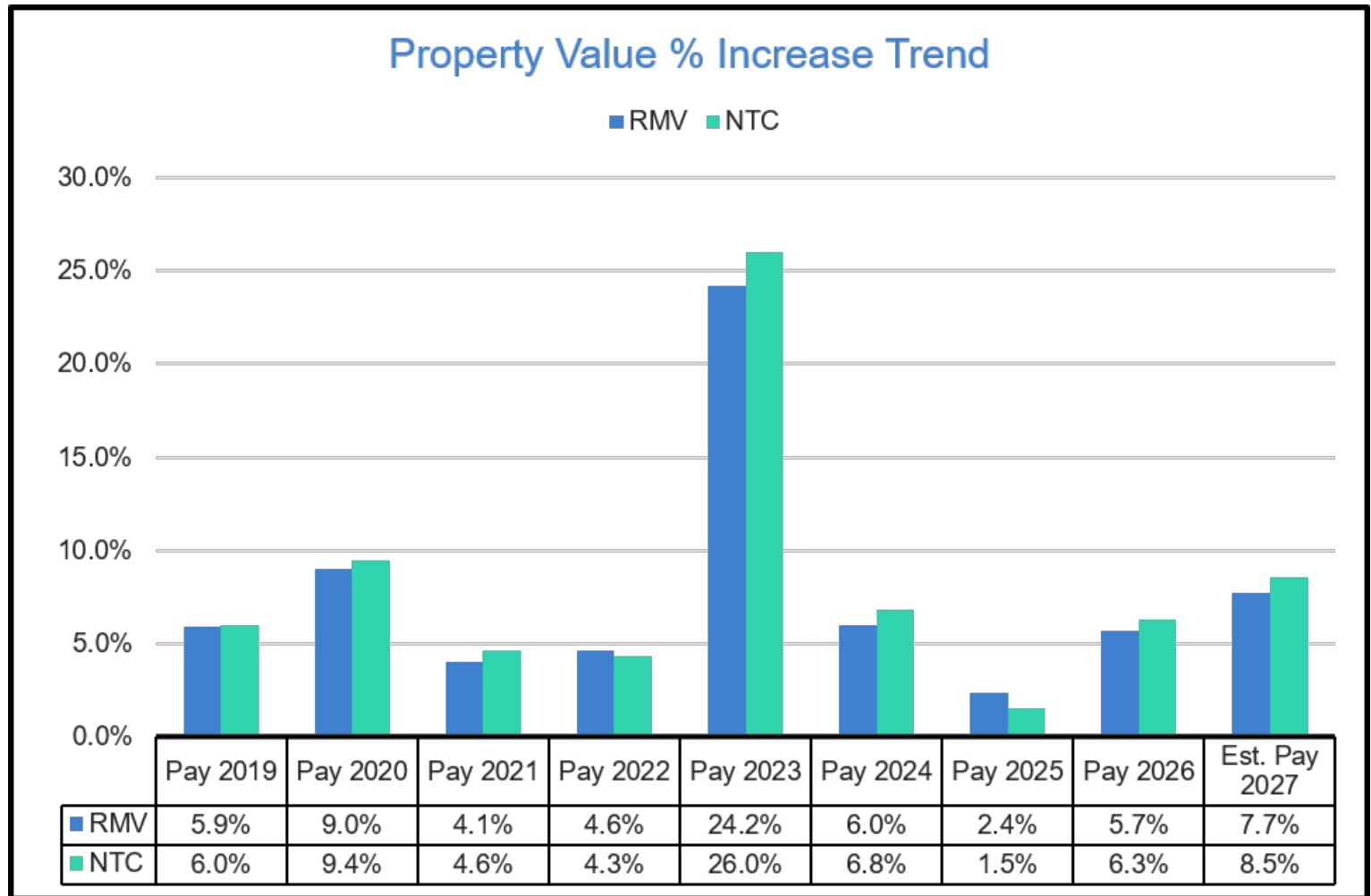
Waconia Public School District Residential Homestead School Tax Trend



	Pay 2020	Pay 2021	Pay 2022	Pay 2023	Pay 2024	Pay 2025	Pay 2026	Est. Pay 2027
Home Value*	276,400	284,700	293,200	364,200	386,000	395,300	417,800	450,000



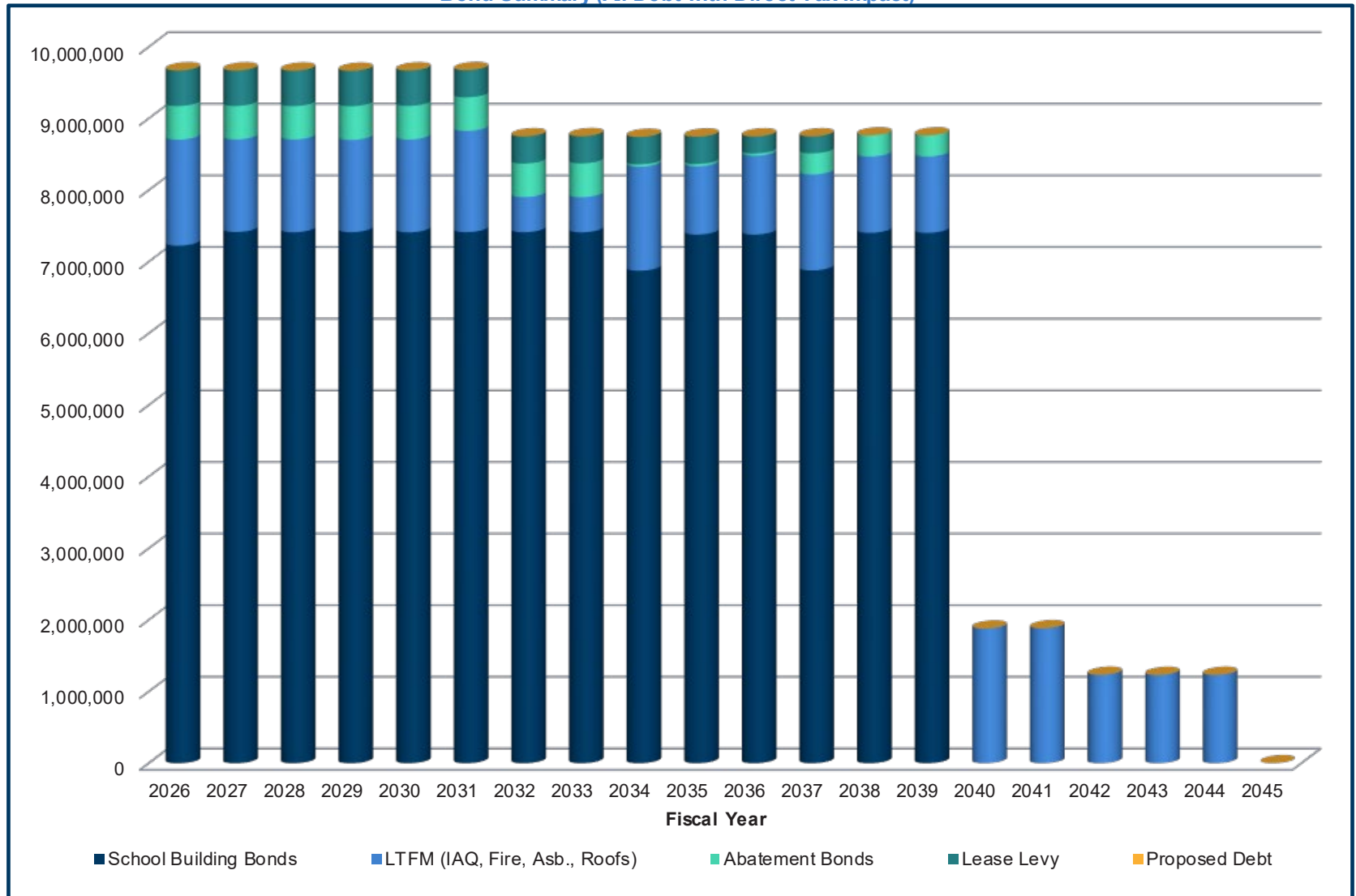
DISTRICTWIDE VALUATIONS





CURRENT OUTSTANDING DEBT WITH TAX IMPACT

ISD No. 110, Waconia
Bond Summary (All Debt with Direct Tax Impact)





HIGH SCHOOL IAQ PROJECT FUNDING

PROJECT STATUS

ESTIMATED REMAINING FUNDS

\$1 million

Due to unused contingency and additional interest earnings



Nearing completion

Few remaining expenses on the project

OPTIONS FOR REMAINING FUNDS



OPTION 1

Apply to a future project

Must be used for an indoor air quality project



OPTION 2

Debt service fund balance

One-time reduction to the debt service levy



FACILITIES PLANNING

PROJECT COSTS

\$12 million

Estimated indoor air quality cost
\$1,000,000 rollover from 2026 project

\$5 million

Roofing cost

SPLIT FUNDING INTO 2 BOND ISSUANCES

1

FIRST HALF

Late Winter/Spring 2027

Funds project costs through Summer
2028



2

SECOND HALF

Late Winter/Spring 2028

Funds remainder of project costs



WHY 2 BOND SALES?

BENEFITS



Initial design funding

Provides funding to begin design work



Firm costs before the second sale

Construction bids are in hand, which helps avoid over-issuance



No interest until 2028

No interest cost on the Series 2028A Bonds until they are issued



Bank qualified

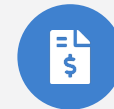
Under \$10 million per calendar year, for potential interest rate savings

TRADE-OFFS



Risk

Interest rates may rise before the 2028 sale



Cost

Higher issuance fees from two sales



TAX IMPACTS

- **Tax Impact will be seen for first time for taxes payable in 2028**
- 2027 issue assumes estimated interest rates as of October 19, 2026 plus 0.50%.
- 2028 issue assumes estimated interest rates as of October 19, 2026 plus 1.00%.
- 3% growth assumed in net tax capacity for Pay 2028.

Project Amount

LTFM(+) Bonds
\$17,000,000

Property
Type

Est. Market Value

Estimated Annual Tax
Increase

Residential Homestead	\$200,000	\$48
	300,000	79
	400,000	109
	450,000	125
	500,000	140
	600,000	176
	800,000	246

Commercial - Industrial	\$250,000	\$74
	500,000	162
	750,000	249
	1,000,000	336

Agricultural Homestead*	\$10,000	\$0.42
	12,000	0.51
	14,000	0.59

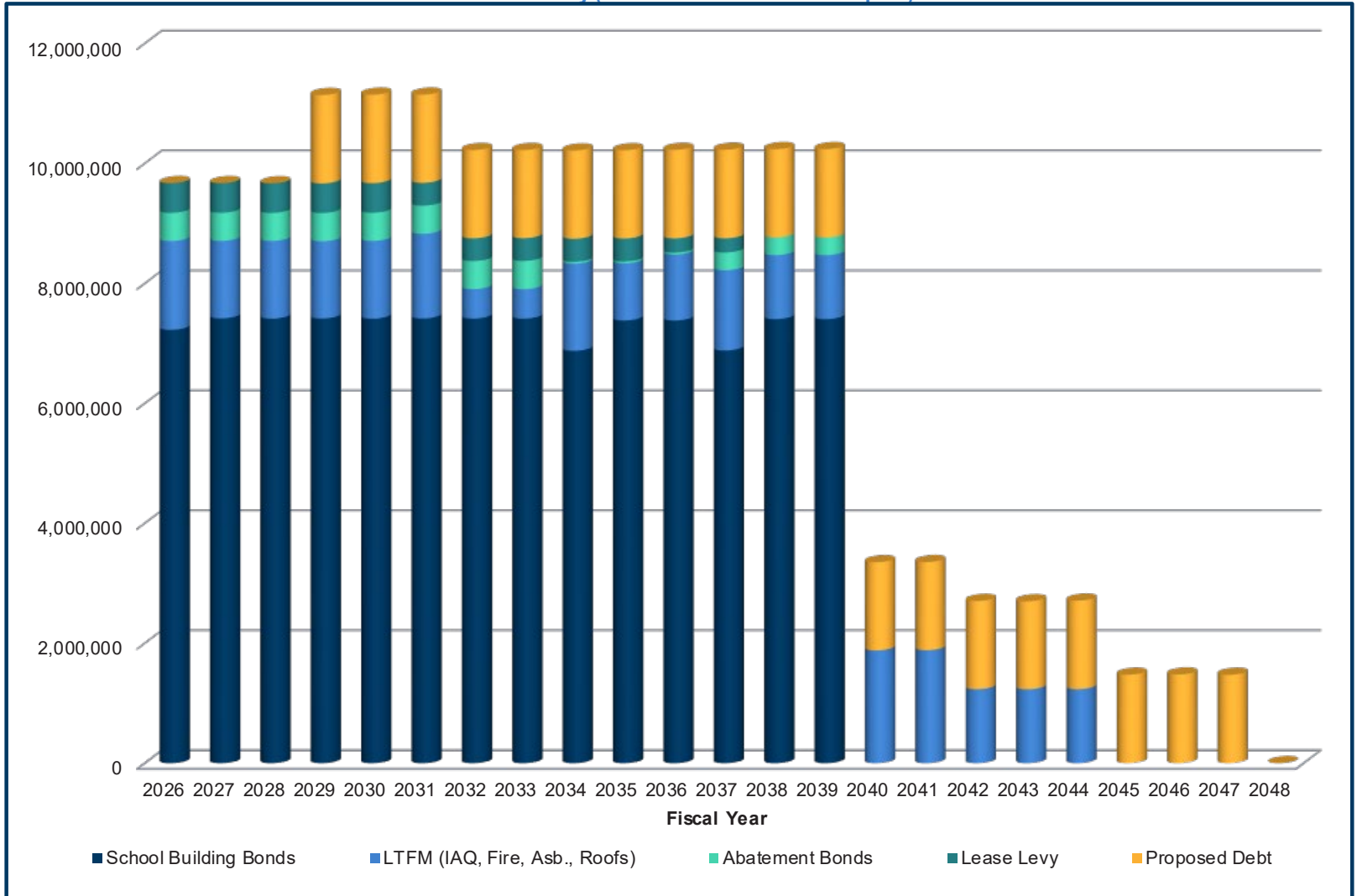
* Homestead land limited to first \$3,840,000 in value. All additional land taxed like Ag non-homestead land.

Agricultural Non Homestead	\$10,000	\$0.84
	12,000	1.01
	14,000	1.18



DEBT STRUCTURE

Bond Summary (All Debt with Direct Tax Impact)





TENTATIVE TIMELINE

Date	Action Item
November 9, 2026	Resolution to approve 10 yr. LTFM plan and intent to issue LTFM Bonds
December 2026	Receive approval on LTFM Plan from MDE
Late Winter/Early Spring 2027	Sale of 2027A Bonds
Late Summer/Fall 2027	Receive construction bids on final elements of Indoor Air Quality and Roofing Projects
Late Winter/Early Spring 2028	Proceed with sale of 2028A Bonds to fund remainder of Project



NOVEMBER 9 POTENTIAL ACTION

POTENTIAL BOARD ACTIONS

1

Approve revised FY 2028 LTFM Plan

Long-Term Facilities Maintenance plan update

2

Intent to sell Facilities Maintenance Bonds

NOT TO EXCEED

\$16,750,000

3

Reimbursement language

Maintains compliance with IRS regulations



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The analysis or information presented herein is based upon hypothetical projections and/or past performance that have certain limitations. No representation is made that it is accurate or complete or that any results indicated will be achieved. In no way is past performance indicative of future results. Changes to any prices, levels, or assumptions contained herein may have a material impact on results. Any estimates or assumptions contained herein represent our best judgment as of the date indicated and are subject to change without notice. Examples are merely representative and are not meant to be all-inclusive.

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6.D. October 1 Enrollment Report



2026-27 Enrollment Update

Pam Carman, Director of Finance & Operations
October 26, 2026

FY27 Enrollment Update

Grade Level	FY27 Projection	10/1 Enrollment	Variance	% Variance
Elementary (K–5)	1,536	1,553	17	1.1%
Middle School (6–8)	868	864	(4)	-0.5%
High School (9–12)	1,327	1,325	(2)	-0.2%
Total K–12	3,731	3,742	11	0.3%



October 1 K–12 enrollment is **3,742** students,
11 students (**0.3%**) above the FY27 projection.



Elementary enrollment is 17 students above projection,
driven in part by Kindergarten enrollment of **256** compared with a projection of **225 (+31)**.

Note: Enrollment totals exclude shared-time students, as reflected in the "Totals by Grade" worksheet.



2026-27 10/1 Enrollment by Grade

Elementary (K–5)

Grade	FY27 Projection	10/1 Enrollment	Variance
Kindergarten	225	256	31
Grade 1	235	232	(3)
Grade 2	251	250	(1)
Grade 3	273	278	5
Grade 4	256	243	(13)
Grade 5	296	294	(2)
Total K–5	1,536	1,553	17

Middle School (6–8)

Grade	FY27 Projection	10/1 Enrollment	Variance
Grade 6	303	297	(6)
Grade 7	304	297	(7)
Grade 8	261	270	9
Total 6–8	868	864	(4)

High School (9–12)

Grade	FY27 Projection	10/1 Enrollment	Variance
Grade 9	333	344	11
Grade 10	322	321	(1)
Grade 11	354	350	(4)
Grade 12	318	310	(8)
Total 9–12	1,327	1,325	(2)



EOY ADM History & Forecast Accuracy



Fiscal Year	Revised Forecast	Actual / Preliminary ADM	Variance	% Variance
2016-17	3,968	3,899	(69)	(1.7%)
2017-18	3,990	4,039	49	1.2%
2018-19	4,105	4,051	(54)	(1.3%)
2019-20	4,145	4,071	(74)	(1.8%)
2020-21	4,088	3,972	(116)	(2.8%)
2021-22	4,050	4,017	(33)	(0.8%)
2022-23	4,000	3,979	(21)	(0.5%)
2023-24	3,950	3,921	(29)	(0.7%)
2024-25	3,888	3,878	(10)	(0.3%)
2025-26*	3,817	3,809	(8)	(0.2%)



EOY ADM decreased by
69 students (1.8%)
 from 3,878 in FY25 to 3,809
 (preliminary) in FY26.



**First two years using the current
 enrollment projection methodology.**
 Forecast variance: **less than 0.3%**
 in each year.

Note: EOY ADM for 2025-26 is preliminary as of September 14, 2026. The District continues to review and correct enrollment reporting errors. Final FY26 ADM is expected in late December 2026/early January 2027.



Enrollment Context and Next Steps



October 1 Enrollment

Compare to budget/forecast assumptions, including grade-level trends and building enrollment.



Fall to EOY ADM

Analyze the conversion from fall seat count to year-end ADM, including historical trends and assumptions.



Kindergarten & Early-Learning Pipeline

Monitor kindergarten enrollment trends and preschool-to-kindergarten retention.



Grade-to-Grade Cohort Retention

Track cohort retention and transitions between grade levels (K–5, 6–8, 9–12).



Resident Enrollment & Capture Rates

Monitor resident enrollment, capture-rate trends, housing market activity, and yield per household within District boundaries.



Choice Enrollment

Monitor open enrollment to and from the District, including public, charter, and non-public/parochial schools.



PSEO Enrollment

Monitor Postsecondary Enrollment Options (PSEO) trends and impacts.



Implications for FY28 Forecast & Budget

Use enrollment trends and analysis to inform the FY28 enrollment forecast and budget development.



October 1 enrollment is an early indicator; final Average Daily Membership (ADM) will continue to change throughout the year.





Questions?

Headline

Subhead

Text



7. **ACTION ITEMS**

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 624 Online Instruction

Presenter: Erika
Nesvig, Director of
Educational Services

624 ONLINE INSTRUCTION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. DEFINITIONS

- A. "Blended instruction" means a form of digital instruction that occurs when a student learns part-time in a supervised physical setting and part-time through online instruction under paragraph ~~(E)~~. below.
- B. "Digital instruction" means instruction facilitated by technology that offers students an element of control over the time, place, path, or pace of learning and includes blended and online instruction.
- C. "Enrolling district" means the school district in which a student is enrolled under Minnesota Statutes, section 120A.05 subdivision 8, or chapter 124E.
- D. "Online course syllabus" means a written document that identifies the state academic standards taught and assessed in a supplemental online course under paragraph ~~(I)~~; course content outline; required course assessments; instructional methods; communication procedures with students, guardians, and the enrolling district under paragraph ~~(C)~~. above; and supports available to the student.
- E. "Online instruction" means a form of digital instruction that occurs when a student learns primarily through digital technology away from a supervised physical setting.
- F. "Online instructional site" means a site that offers courses using online instruction under paragraph ~~(E)~~ and may enroll students receiving online instruction under paragraph ~~(E)~~. above.
- G. "Online teacher" means an employee of the enrolling district under paragraph ~~(C)~~. above or the supplemental online course provider under paragraph ~~(J)~~ who holds the appropriate licensure under Minnesota Rules, chapter 8710, and is trained to provide online

instruction under paragraph ~~(E)~~. above.

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

IV. DIGITAL INSTRUCTION

- A. An enrolling district may provide digital instruction, including blended instruction and online instruction, to the district's own enrolled students. Enrolling districts may establish agreements to provide digital instruction, including blended instruction and online instruction, to students enrolled in the cooperating schools.
- B. When online instruction is provided, an online teacher shall perform all duties of teacher of record under Minnesota Rules, part 8710.0310. Unless the Commissioner of MDE grants a waiver, a teacher providing online instruction shall not instruct more than 40 students in any one online learning course or section.
- C. Students receiving online instruction full time shall be reported as enrolled in an online instructional site.
- D. Curriculum used for digital instruction shall be aligned with Minnesota's current academic standards and benchmarks.
- E. Digital instruction shall be accessible to students under section 504 of the federal Rehabilitation Act and Title II of the federal Americans with Disabilities Act.
- F. An enrolling district providing digital instruction and a supplemental online course provider shall assist an enrolled student whose family qualifies for the education tax credit under Minnesota Statutes, section 290.0674 to acquire computer hardware and educational software so they may participate in digital instruction. Funds provided to a family to support digital instruction or supplemental online courses may only be used for qualifying expenses as determined by the provider. Nonconsumable materials purchased with public education funds remain the property of the provider. Records for any funds provided must be available for review by the public or MDE.
- G. An enrolling district providing digital instruction shall establish and document procedures for determining attendance for membership and keep accurate records of daily attendance under Minnesota Statutes, section 120A.2~~1~~2.

V. SUPPLEMENTAL ONLINE COURSES

- A. Notwithstanding Minnesota Statutes, sections 124D.03 and 124D.08 and Minnesota Statutes, chapter 124E, procedures for applying to take supplemental online courses other than those offered by the student's enrolling district are as provided in this subdivision.
- B. Any kindergarten through grade 12 student may apply to take a supplemental online course. The student, or the student's parent or guardian for a student under age 17, must submit an application for the proposed supplemental online course or courses. A student may:
 - 1. apply to take an online course from a supplemental online course provider that meets or exceeds the academic standards of the course in the enrolling district they are replacing;
 - 2. apply to take supplemental online courses for up to 50 percent of the student's scheduled course load;
 - 3. apply to take supplemental online courses no later than 15 school days after the student's enrolling district's term has begun. An enrolling district may waive the 50 percent course enrollment limit or the 15-day time limit; and
 - 4. enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

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

- C. A student taking a supplemental online course must have the same access to the computer hardware and education software available in a school as all other students in the enrolling district.
- D. A supplemental online course provider must have a current, approved application to be listed by MDE as an approved provider. The supplemental online course provider must:
 - 1. use an application form specified by MDE;
 - 2. notify the student, the student's guardian if they are age 17 or younger, and enrolling district of the accepted application to take a supplemental online course within ten days of receiving a completed application;
 - 3. notify the enrolling district of the course title, credits to be awarded, and the start date of the online course. A supplemental online course provider must make the online course syllabus available to the enrolling district;
 - 4. request applicable academic support information for the student, including a copy of the IEP, EL support plan, or 504 plan; and
 - 5. track student attendance and monitor academic progress and communicate with the student, the student's guardian if they are age 17 or younger, and the enrolling district's designated online learning liaison.
- E. A supplemental online course provider may limit enrollment if the provider's school board or board of directors adopts by resolution specific standards for accepting and

rejecting students' applications. The provisions may not discriminate against any protected class or students with disabilities.

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

VI. ENROLLING DISTRICT

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

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

VII. REPORTING

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

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

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

Policy Adopted: October 2023
Revised: October 2024, October 2025
Independent School District 110
Waconia, MN 55387

8.A.2. 402 Disability Nondiscrimination

Presenter: Jeni
Super, Director of
Human Resources

402 DISABILITY NONDISCRIMINATION 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 a fair employment setting for all persons and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. The school district shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. The school district shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. The school district shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Jeni Super, Human Resources Director, Waconia Public Schools 512 Industrial Blvd, Waconia, MN 55387 or email: jsuper@isd110.org or call (952) 442-0600. This individual is the school district's appointed ADA/Section 504 coordinator.

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in employment may be an unfair discriminatory practice under the Minnesota Human Rights Act.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 794 *et seq.* (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. § 12101 (Americans with Disabilities Act)
29 C.F.R. Part 32 Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance
34 C.F.R. Part 104 Nondiscrimination on the Basis of Handicap in Programs or Activities Receiving Federal Financial Assistance

Cross References: MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)

Policy Adopted: May 1998

Amended: February 2002/ March 2008 / May 2010 / December 2017 / December 2019/March 2023/April 2026

Independent School District No. 110
Waconia, MN

8.A.3. 507.5 School Resource Officer

Presenter:
Superintendent
Gersich

507.5 SCHOOL RESOURCE OFFICERS

[Note: The provisions of this policy substantially reflect statutory requirements. School districts utilizing school resource officers may choose to adopt this policy.]

I. PURPOSE

The purpose of this policy is to establish the contractual duties and training requirements of a school resource officer.

II. GENERAL STATEMENT OF POLICY

The school district, upon securing the services of one or more school resource officers, is committed to establishing the qualifications and duties required of these officers. Any contract for the services of a school resources officer with the school district must meet the requirements of this policy.

III. DEFINITIONS

- A. "School" means an elementary school, middle school or secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9, 11, and 13.
- B. "School Resource Officer" means a peace officer who is assigned to work in an elementary school, middle school, or secondary school during the regular instructional school day as one of the officer's regular responsibilities through the terms of a contract entered between the peace officer's employer and the designated school district or charter school.

IV. CONTRACTUAL DUTIES

- A. A school resource officer's contractual duties with the school district shall include:
 - 1. fostering a positive school climate through relationship building and open communication;
 - 2. protecting students, staff, and visitors to the school grounds from criminal activity;
 - 3. serving as a liaison from law enforcement to school officials;
 - 4. providing advice on safety drills;
 - 5. identifying vulnerabilities in school facilities and safety protocols;
 - 6. educating and advising students and staff on law enforcement topics; and,
 - 7. enforcement of criminal laws.
- B. The school district may contract with a school resource officer's employer for the officer to perform additional duties to those described in Paragraph IV.A.
- C. A school resource officer must not use force or the authority of their office solely to enforce school rules or policies or participate in the enforcement of discipline for violations of school rules.
- D. Nothing in this Article limits any other duty or responsibility imposed on peaceofficers; limits the expectation that peace officers will exercise professional judgment and discretion to protect the health, safety, and general welfare of the public when carrying out their duties; or creates a duty for school resource officers to protect students,

staff, or others on school grounds that is different from the duty to protect the public as a whole.

V. TRAINING

- A. Except as provided for in Paragraph s V.B., V.C., and V.D. below, ~~beginning September 1, 2025,~~ a peace officer assigned to serve as a school resource officer must complete a training course that provides instruction on the learning objectives identified in Minnesota Statutes, section 626.8482, subdivision 4 prior to assuming the duties of a school resource officer.
- B. A peace officer who has completed either the School Safety Center standardized Basic School Resource Officer Training or the National School Resource Officer Basic School Resource Officer course prior to September 1, 2025, must complete the training mandated under Paragraph V.A. above before June 1, 2027. A peace officer covered under this paragraph may complete a supplemental training course approved by the board pursuant to Minnesota Statutes, section 626.8482, subdivision 4, paragraph (b), to satisfy the training requirement.
- C. If an officer's employer is unable to provide the required training course to the officer prior to the officer assuming the duties of a school resource officer, the officer must complete the required training within six months of assuming the duties of a school resource officer. The officer is not required to perform the duties described in Minnesota Statutes, section 626.8482, subdivision 2, paragraph (a), clause (4) or (5), until the officer has completed the required training course. The officer must review any policy adopted by the officer's employer pursuant to section 626.8482, subdivision 6 before assuming the other duties of a school resource officer and must comply with that policy.
- D. An officer who is serving as a substitute school resource officer for fewer than sixty (60) student contact days within a school year is not obligated to complete the required training or perform the duties described in Minnesota Statutes, section 626.8482 subdivision 2, paragraph (a), clause (4) or (5), but must review and comply with any policy adopted pursuant to subdivision 6 by the law enforcement agency that employs the substitute school resource officer.
- E. For each school resource officer employed by an agency, the chief law enforcement officer must maintain a copy of the most recent training certificate issued to the officer for completion of the training mandated under this section.

VI. DUTY TO IDENTIFY

A. A law enforcement officer must identify the law enforcement agency or other entity employing the individual, the individual's last name, and the individual's identification number if the individual is:

1. licensed by the Board of Peace Officer Standards and Training; or

2. an officer employed by a federally recognized Tribe, as defined in 25 United States Code, section 450b(e).

B. A law enforcement officer satisfies the requirements of Paragraph A. above if:

1. the officer wears a uniform that clearly identifies the law enforcement agency or other entity employing the officer and displays any combination of a badge,

nameplate, identification patch, or other label that clearly identifies the officer's last name and identification number;

2. the officer wears body armor or a protective suit for the purposes of crowd control or participation as a member of a special weapons and tactics team, and displays any combination of a badge, nameplate, identification patch, or other label that clearly identifies the law enforcement agency or other entity employing the officer and the officer's identification number; or
3. upon request, the officer states the required information or provides a card that includes the required information.

VII. USE OF CHEMICAL IRRITANTS

The school district must provide information about the use of any chemical irritant, smoke screen, or diversionary device deployed within a building as required under Minnesota Statutes, section 626.745.

Legal References: Minn. Stat. § 120A.05, subds. 9, 11, and 13 (Definitions)
Minn. Stat. § 123B.02, subd. 25 (General Powers of Independent School Districts – School Resource Officers)
Minn. Stat. § 626.8482 (School Resource Officers; Duties; Training; Model Policy)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 506 (Student Discipline)

Resources: MN House of Representatives: School Resource Officers (accessed 10/02/25)
MN Department of Public Safety; School Resource Officer Training (accessed 10/02/25)
MN Department of Public Safety: FAQs for Mandated School Resource Officer (SRO) Requirements (accessed 10/02/25)
U.S. Department of Education: FAQs on Photos and Videos under FERPA (accessed 10/02/25)
U.S. Department of Education: School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA) (accessed 10/02/25)
U.S. Department of Education: Does FERPA distinguish between School Resource Officers (SROs) and other local police officers who work in a school? (accessed 10/02/25)

Policy Adopted: July 2024

Revised: January 2026

Independent School District 110

Waconia, MN

8.A.4. 509 Enrollment of Nonresident Students

Presenter:
Superintendent
Gersich

509 ENROLLMENT OF NONRESIDENT STUDENTS

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

III. OPEN ENROLLMENT PROCESS

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

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

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

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

[NOTE: MDE's Birth up to Kindergarten Enrollment, Legislative Changes offers the following recommendation: "the non-resident district may elect to allow the child's enrollment status to continue without completing another application. ~~We~~ MDE recommends that districts create policies around this election which must be non-discriminatory and in writing." A district may choose to insert applicable local provisions here.]

IV. BASIS FOR DECISIONS

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

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

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;
3. selling or soliciting the sale of a controlled substance while at school or a school function; or
4. committing a third-degree assault as described in Minnesota Statutes, section 169.223, subdivision 1. ~~involving assaulting another and inflicting substantial bodily harm.~~

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

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

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

C. Application

The ~~student and~~ parent or guardian must complete and submit the "General Statewide

Enrollment Options Application for K-12 and Early Childhood Special Education” (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) Application if applicable) developed by the Minnesota Department of Education and available on their website (education.mn.gov). The signed application must be submitted by January 15 for initial enrollment beginning the following school year.

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section ~~142D.08+24D.151~~ to follow the application procedures under Minnesota Statutes, section 124D.03, subdivision 3 ~~this subdivision~~ to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section ~~124D.08+24D.151~~ or to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under Minnesota Statutes, section 124D.03, subdivision 12.

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

D. Lotteries

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

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

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

E. Exclusion

1. Administrator's initial determination

If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the

administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.

2. Superintendent's review

The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, the superintendent will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant under Minnesota Statutes, section 260C.007, subdivision 19, the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court.

A "habitual truant" is a child who is at least twelve (12) years old and less than eighteen (18) years old ~~under 17 years of age~~ who is absent from attendance at school without lawful excuse ~~for seven school days in a school year if the child is in elementary school or~~ for one (1) or more class periods on seven (7) school days in a school year if the child is in middle school, junior high school, or high school, or a child who is seventeen (17) years of age who is absent from attendance at school without lawful excuse for one (1) or more class periods on seven (7) school days in a school year and who has not lawfully withdrawn from school. ~~under Minnesota Statutes section 120A.22, subdivision 8. Pursuant to Minnesota Statutes, section 260C.163, subdivision 11, "habitual truant" also means a child under age twelve (12) who has been absent from school for seven (7) school days without lawful excuse, based on a showing by clear and convincing evidence that the child's absence is not due to the failure of the child's parent, guardian, or custodian to comply with compulsory instruction laws.~~

The school district may also terminate the enrollment of a nonresident student over seventeen (17) years of age if the student is absent without lawful excuse for one (1) or more periods on fifteen (15) school days and has not lawfully withdrawn from school under Minnesota Statutes, section 120A.22, subdivision 8.

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

Notwithstanding the requirement that an application must be approved by the board of

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

- Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)
- Minn. Stat. § 124D.03 (Enrollment Options Program)
- Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)
- Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
- Minn. Stat. § 124D.68 (Graduation Incentives Program)
- Minn. Stat. § 125A.13 (School of Parents' Choice)
- [Minn. Stat. § 142D.08 \(Voluntary Prekindergarten Program for Eligible Four-Year-Old Children\)](#)
- Minn. Stat. Ch. 260A (Truancy)
- Minn. Stat. § 260C.007, Subd. 19 (Definitions)
- [Minn. Stat. § 260C.163, Subd. 11 \(Hearing\)](#)
- [Minn. Stat. § 609.233, Subd. 1 \(Assault in the Third Degree\)](#)
- Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
- Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)
- 18 U.S.C. 930, para. (g)(2) (Definition of weapon)
- Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)
- MSBA/MASA Model Policy 517 (Student Recruiting)
- Resources:** [Minnesota Department of Education: Open Enrollment \(accessed 03/18/26\)](#)

Policy Adopted: March 8, 1971

Revised July 8, 1996, revised June 2003, revised July 2006, reviewed November 2013, reviewed May 2016, reviewed October 2017, revised February 2020, revised July 2023, revised September 2023, revised January 2025

Independent School District 110

Waconia, MN

8.A.5. 521 Student Disability Nondiscrimination

Presenter:
Superintendent
Gersich

521 STUDENT DISABILITY NONDISCRIMINATION

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

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

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

E. Failure to engage in the process to determine if a reasonable accommodation exists that would allow people with disabilities as defined in Minnesota Statutes, section 363A.03, subdivision 12, to participate fully in education may be an unfair discriminatory practice under the Minnesota Human Rights Act.

III. COORDINATOR

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

Legal References: Minn. Stat. § 363A.03, Subd. 12 (Definitions)
Minn. Stat. § 363A.02, Subd. 1 (Public Policy)
42 U.S.C. Ch. 126 (Equal Opportunity for Individuals with Disabilities)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)

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

Policy Adopted: July 2003 / December 19, 2005 / May 2010 / January 2013 / revised June 2023 /
revised October 2024
Independent School District #110
Waconia, MN

8.A.6. 425 Staff Development and Mentoring

Presenter: Erika
Nesvig, Director of
Educational Services

425 STAFF DEVELOPMENT AND MENTORING

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

I. PURPOSE

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

II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

- A. The school board directs the superintendent or designee to establish an Advisory Staff Development Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the District Plan, and evaluate staff development efforts at the site level.
 - 1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, and administrators.
- B. The school board directs the superintendent or designee to approve the guidelines for member representation of the Site Professional Development Teams.
 - 1. Members of the Site Professional Development Teams will be established by building administration based on site and staff needs.
 - 2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

- A. The District Staff Development Plan must contain the following elements:
 - 1. Goals and desired outcomes that are aligned with the district's strategic plan;
[Note: The board-determined education outcomes for your district could be inserted here.]
 - 2. The means to achieve the goals and desired outcomes;
 - 3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
 - 4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;

- c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
- a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
 - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
 - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
 - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
 - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:
- a. Focus on the school classroom and research-based strategies that improve student learning;
 - b. Provide opportunities for teachers to practice and improve the teacher's instructional skills over time;
 - c. Provide opportunities for teachers to use student data as part of the teacher's daily work to increase student achievement;
 - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
 - e. Align with state and local academic standards;
 - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
 - g. Align with the plan, if any, of the district or site for an alternative

teacher professional pay system;

- h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
 - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
- 7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
 - 8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

[Note: To the extent, the school board offers K-12 teachers the opportunity for more staff development training under Minnesota Statutes section 122A.40, Subdivisions 7 and 7a, or Minnesota Statutes section 122A.41, Subdivisions 4 and 4a, such additional days of staff development should include peer mentoring, peer gathering, continuing education, professional development, or other training which enable teachers to achieve the staff development outcomes enumerated above in Section III.B.4.]

- B. The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the District Staff Development Plan.
- C. The Advisory Staff Development Committee will evaluate staff development efforts at the site level and will report to the school board annually^{1*} the extent to which staff at the site have met the outcomes of the Staff Development Plan.
- D. In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes sections 122A.40, subdivision 8 or 122A.41, subdivision 5.
- E. The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan biannually or as requested.
- B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.
- C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

V. STAFF DEVELOPMENT FUNDING

- A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and educational support professionals, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes section 122A.61.
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes sections 124D.861, may include:
 - 1. additional stipends as incentives to mentors who are of color or who are American Indian;
 - 2. financial supports for professional learning community affinity groups across

schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;

3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
- ~~4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.~~
4. for teachers of color and American Indian teachers, graduate courses toward a first master's degree in a field related to their licensure or toward an additional license.

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

VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS

- A. On a yearly^{2*} basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on an annual basis.
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

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

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all educational support professionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.

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

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

VIII. REPORTING

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

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).
 - 3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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

Cross References: None.

Policy Adopted: May 12, 2008

Revised: June 2011, August 2015, February 2020, March 2023, September 2023, January 2025

Independent School District No. 110

Waconia, MN

8.A.7. 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 Statutes, 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 ~~and. Said person~~ shall be in charge of all test procedures and shall bring recommendations to the school board ~~annually~~ as needed 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 Minnesota Statutes, section 120B.307, subdivision 4,

paragraph (d), 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 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.

B. Targeted Instruction Plan

1. A student under Subparagraph V.A.1. above 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, 120B.30, 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.

- 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;
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: 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.

[NOTE:]* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs¹.
- C. All students must satisfactorily complete the following required 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.

IX. HIGH SCHOOL DIPLOMA FOR VETERANS

A. Diploma

The school district must, upon a request under Paragraph B. below issue a high school diploma to a veteran as defined in Minnesota Statutes, section 197.447 who was unable to complete their high school education for reasons related or unrelated to their military service, and who served:

1. during the Korean Conflict; or

2. during the Vietnam War.

B. Request

A veteran may request a diploma on their own behalf, or a family member may make a posthumous request on behalf of a deceased veteran or service member. The high school diploma is awarded based on the veteran's knowledge and experience gained while in service, or the veteran's other relevant lived experience. The school district may require the veteran or veteran's requestor to provide evidence that the veteran was a Minnesota public school student or is a current Minnesota resident.

C. No Report Required

The school district is not required to report on diplomas issued under Minnesota Statutes, section 127A.135.

D. Assistance

The Minnesota Department of Veteran's Affairs and county veteran service officers may provide assistance to district fulfilling diploma requests, including but not limited to verification of discharge paperwork.

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.251 \(Ethnic Studies Requirements\)](#)
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. Stat. § 127A.135 \(High School Diploma for Veterans\)](#)
Minn. Rules Part 3501.0660 (Academic Standards for Kindergarten through Grade 12 [Language Arts])
Minn. Rules Parts 3501.0750 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0955 (Academic Science Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1350 (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, June 2026

Independent School District No. 110

Waconia MN

8.A.8. 524 Internet and Technology Acceptable
Use and Safety Policy

Presenter: Tim
Koschinska, Director
of Technology

524 INTERNET, TECHNOLOGY, AND CELL PHONE ACCEPTABLE USE AND SAFETY POLICY

I. PURPOSE

The purpose of this policy is to set forth policies and guidelines for access to the school district computer system and acceptable and safe use of the Internet, including electronic communications.

II. GENERAL STATEMENT OF POLICY

In making decisions regarding student and employee access to the school district computer system and the Internet, including electronic communications, the school district considers its own stated educational mission, goals, and objectives. Electronic information research skills are now fundamental to preparation of citizens and future employees. Access to the school district computer system and to the Internet enables students and employees to explore thousands of libraries, databases, bulletin boards, and other resources while exchanging messages with people around the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet throughout the curriculum and will provide guidance and instruction to students in their use.

III. LIMITED EDUCATIONAL PURPOSE

The school district is providing students and employees with access to the school district computer system, which includes Internet access. The purpose of the system is more specific than providing students and employees with general access to the Internet. The school district system has a limited educational purpose, which includes use of the system for classroom activities, educational research, and professional or career development activities. Users are expected to use Internet access through the district system to further educational and personal goals consistent with the mission of the school district and school policies. Uses which might be acceptable on a user's private personal account on another system may not be acceptable on this limited-purpose network.

IV. USE OF SYSTEM IS A PRIVILEGE

The use of the school district system and access to use of the Internet is a privilege, not a right. Depending on the nature and degree of the violation and the number of previous violations, unacceptable use of the school district system or the Internet may result in one or more of the following consequences: suspension or cancellation of use or access privileges; payments for damages and repairs; discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment; or civil or criminal liability under other applicable laws.

V. UNACCEPTABLE USES

- A. While not an exhaustive list, the following uses of the school district system and Internet resources or accounts are considered unacceptable:
 - 1. Users will not use the school district system to access, review, upload, download, store, print, post, receive, transmit, or distribute:
 - a. pornographic, obscene, or sexually explicit material or other visual depictions that are harmful to minors;
 - b. obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language;
 - c. materials that use language or images that are inappropriate in the education setting or disruptive to the educational process;

- d. information or materials that could cause damage or danger of disruption to the educational process;
 - e. materials that use language or images that advocate violence or discrimination toward other people (hate literature) or that may constitute harassment or discrimination.
- 2. Users will not use the school district system to knowingly or recklessly post, transmit, or distribute false or defamatory information about a person or organization, or to harass another person, or to engage in personal attacks, including prejudicial or discriminatory attacks.
- 3. Users will not use the school district system to engage in any illegal act or violate any local, state, or federal statute or law.
- 4. Users will not use the school district system to vandalize, damage, or disable the property of another person or organization, will not make deliberate attempts to degrade or disrupt equipment, software, or system performance by spreading computer viruses or by any other means, will not tamper with, modify, or change the school district system software, hardware, or wiring or take any action to violate the school district's security system, and will not use the school district system in such a way as to disrupt the use of the system by other users.
- 5. Users will not use the school district system to gain unauthorized access to information resources or to access another person's materials, information, or files without the implied or direct permission of that person.
- 6. Users will not use the school district system to post private information about another person, personal contact information about themselves or other persons, or other personally identifiable information, including, but not limited to, addresses, telephone numbers, school addresses, work addresses, identification numbers, account numbers, access codes or passwords, labeled photographs, or other information that would make the individual's identity easily traceable, and will not repost a message that was sent to the user privately without permission of the person who sent the message.
 - a. This paragraph does not prohibit the posting of employee contact information on school district webpages or communications between employees and other individuals when such communications are made for education-related purposes (i.e., communications with parents or other staff members related to students).
 - b. Employees creating or posting school-related webpages may include personal contact information about themselves on a webpage. However, employees may not post personal contact information or other personally identifiable information about students unless:
 - (1) such information is classified by the school district as directory information and verification is made that the school district has not received notice from a parent/guardian or eligible student that such information is not to be designated as directory information in accordance with Policy 515; or
 - (2) such information is not classified by the school district as directory information but written consent for release of the information to be posted has been obtained from a parent/guardian or eligible student in accordance with Policy 515.

In addition, prior to posting any personal contact or personally identifiable information on a school-related webpage, employees shall obtain written approval of the content of the postings from the building administrator.

- c. These prohibitions specifically prohibit a user from utilizing the school district system to post personal information about a user or another individual on social networks, including, but not limited to, social networks such as "Facebook," "Twitter," "Instagram," "Snapchat," "TikTok," "Reddit," and similar websites or applications.
 7. Users will not attempt to gain unauthorized access to the school district system or any other system through the school district system, attempt to log in through another person's account, or use computer accounts, access codes, or network identification other than those assigned to the user. Messages and records on the district system may not be encrypted without the permission of appropriate school authorities.
 8. Users will not use the school district system to violate copyright laws or usage licensing agreements, or otherwise to use another person's property without the person's prior approval or proper citation, including the downloading or exchanging of pirated software or copying software to or from any school computer, and will not plagiarize works they find on the Internet.
 9. Users will not use the school district system for conducting business, for unauthorized commercial purposes, or for financial gain unrelated to the mission of the school district. Users will not use the school district system to offer or provide goods or services or for product advertisement.
- Staff may use the district system for limited personal use provided there is no additional cost to the district and use shall not cause disruption or loss of productivity and avoids distraction or interference with other staff or students
10. Users will not use the school district system to engage in bullying or cyberbullying in violation of the school district's Bullying Prohibition Policy. This prohibition includes using any technology or other electronic communication off school premises to the extent that student learning or the school environment is substantially and materially disrupted.

11. Users will not access, download, or use a school district website, application, software, program, or other service (1) to nudify an image or video; or (2) nudify an image or video on behalf of a user.

a. "Identifiable individual" means a person that is identifiable:

(1) from the image itself, by the person depicted in the image, or by another person; or

(2) from personal information displayed in connection with the image.

b. "Intimate part" has the meaning given in Minnesota Statutes, section 609.341, subdivision 5.

c. "Nudify" or "nudified" means the process by which:

(1) an image or video is altered or generated to depict an intimate part not depicted in an original unaltered image or video of an identifiable individual; and

(2) the altered or generated image or video is so realistic that a reasonable person would believe that the intimate part belongs to the identifiable individual.

- B. The school district has a special interest in regulating off-campus speech that materially disrupts classwork or involves substantial disorder or invasion of the rights of others. A student or employee engaging in the foregoing unacceptable uses of the Internet when off school district premises also may be in violation of this policy as well as other school district policies. Examples of such violations may include, but are not limited to, serious or severe bullying or harassment targeting particular individuals, threats aimed at teachers or other students, failure to follow rules concerning lessons, the writing of papers, the use of computers, or participation in other online school activities, and breaches of school security devices. If the school district receives a report of an unacceptable use originating from a non-school computer or resource, the school district may investigate such reports to the best of its ability. Students or employees may be subject to disciplinary action for such conduct, including, but not limited to, suspension or cancellation of the use or access to the school district computer system and the Internet and discipline under other appropriate school district policies, including suspension, expulsion, exclusion, or termination of employment.
- C. If a user inadvertently accesses unacceptable materials or an unacceptable Internet site, the user shall immediately disclose the inadvertent access to an appropriate school district official. In the case of a school district employee, the immediate disclosure shall be to the employee's immediate supervisor and/or the building administrator. This disclosure may serve as a defense against an allegation that the user has intentionally violated this policy. In certain rare instances, a user also may access otherwise unacceptable materials if necessary to complete an assignment and if done with the prior approval of and with appropriate guidance from the appropriate teacher or, in the case of a school district employee, the building administrator.

VI. FILTER

- A. With respect to any of its computers with Internet access, the school district will monitor the online activities of both minors and adults and employ technology protection measures during any use of such computers by minors and adults. The technology protection measures utilized will block or filter Internet access to any visual depictions that are:
1. Obscene;
 2. Child pornography; or
 3. Harmful to minors.
- B. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or
 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

- C. Software filtering technology shall be narrowly tailored and shall not discriminate based on viewpoint.
- D. An administrator, supervisor, or other person authorized by the Superintendent may disable the technology protection measure, during use by an adult, to enable access for bona fide research or other lawful purposes.
- E. The school district will educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

VII. CONSISTENCY WITH OTHER SCHOOL POLICIES

Use of the school district computer system and use of the Internet shall be consistent with school district policies and the mission of the school district.

VIII. LIMITED EXPECTATION OF PRIVACY

- A. By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should expect only limited privacy in the contents of personal files on the school district system.
- B. Routine maintenance and monitoring of the school district system may lead to a discovery that a user has violated this policy, another school district policy, or the law.
- C. An individual investigation or search will be conducted if school authorities have a reasonable suspicion that the search will uncover a violation of law or school district policy.
- D. Parents may have the right at any time to investigate or review the contents of their child's files and e-mail files in accordance with the school district's Protection and Privacy of Pupil Records Policy. Parents have the right to request the termination of their child's individual account at any time.
- E. School district employees should be aware that the school district retains the right at any time to investigate or review the contents of their files and e-mail files. In addition, school district employees should be aware that data and other materials in files maintained on the school district system may be subject to review, disclosure, or discovery under Minnesota Statutes chapter 13 (Minnesota Government Data Practices Act).
- F. The school district will cooperate fully with local, state and federal authorities in any investigation concerning or related to any illegal activities or activities not in compliance with school district policies conducted through the school district system.

IX. INTERNET USE AGREEMENT

- A. The proper use of the Internet, and the educational value to be gained from proper Internet use, is the joint responsibility of students, parents, and employees of the school district.
- B. This policy requires the permission of and supervision by the school's designated professional staff before a student may use a school account or resource to access the Internet.

- C. The Internet Use Agreement form for students must be read and signed by the user, the parent or guardian, and the supervising teacher. The Internet Use Agreement form for employees must be signed by the employee. The form must then be filed at the school office. As supervising teachers change, the agreement signed by the new teacher shall be attached to the original agreement.

X. LIMITATION ON SCHOOL DISTRICT LIABILITY

Use of the school district system is at the user's own risk. The system is provided on an "as is, as available" basis. The school district will not be responsible for any damage users may suffer, including, but not limited to, loss, damage, or unavailability of data stored on school district diskettes, tapes, hard drives, or servers, or for delays or changes in or interruptions of service or misdeliveries or nondeliveries of information or materials, regardless of the cause. The school district is not responsible for the accuracy or quality of any advice or information obtained through or stored on the school district system. The school district will not be responsible for financial obligations arising through unauthorized use of the school district system or the Internet.

XI. USER NOTIFICATION

- A. All users shall be notified of the school district policies relating to Internet use.
- B. This notification shall include the following:
1. Notification that Internet use is subject to compliance with school district policies.
 2. Disclaimers limiting the school district's liability relative to:
 - a. Information stored on school district diskettes, hard drives, or servers.
 - b. Information retrieved through school district computers, networks, or online resources.
 - c. Personal property used to access school district computers, networks, or online resources.
 - d. Unauthorized financial obligations resulting from use of school district resources/accounts to access the Internet.
 3. A description of the privacy rights and limitations of school sponsored/managed Internet accounts.
 4. Notification that, even though the school district may use technical means to limit student Internet access, these limits do not provide a foolproof means for enforcing the provisions of this acceptable use policy.
 5. Notification that goods and services can be purchased over the Internet that could potentially result in unwanted financial obligations and that any financial obligation incurred by a student through the Internet is the sole responsibility of the student and/or the student's parents.
 6. Notification that the collection, creation, reception, maintenance, and dissemination of data via the Internet, including electronic communications, is governed by Public and Private Personnel Data Policy, and Protection and Privacy of Pupil Records Policy.
 7. Notification that, should the user violate the school district's acceptable use policy, the user's access privileges may be revoked, school disciplinary action may be taken and/or appropriate legal action may be taken.

8. Notification that all provisions of the acceptable use policy are subordinate to local, state, and federal laws.

XII. PARENTS' RESPONSIBILITY; NOTIFICATION OF STUDENT INTERNET USE

- A. Outside of school, parents bear responsibility for the same guidance of Internet use as they exercise with information sources such as television, telephones, radio, movies, and other possibly offensive media. Parents are responsible for monitoring their student's use of the school district system and of the Internet if the student is accessing the school district system from home or a remote location.
- B. Parents will be notified that their students will be using school district resources/accounts to access the Internet and that the school district will provide parents the option to request alternative activities not requiring Internet access. This notification should include:
 1. A copy of the user notification form provided to the student user.
 2. A description of parent/guardian responsibilities.
 3. A notification that the parents have the option to request alternative educational activities not requiring Internet access and the material to exercise this option.
 4. A statement that the Internet Use Agreement must be signed by the user, the parent or guardian, and the supervising teacher prior to use by the student.
 5. A statement that the school district's acceptable use policy is available for parental review.

XIII. NOTIFICATION REGARDING TECHNOLOGY PROVIDERS

- A. "Technology provider" means a person who:
 1. contracts with the school district, as part of a one-to-one program or otherwise, to provide a school-issued device for student use; and
 2. creates, receives, or maintains educational data pursuant or incidental to a contract with the school district.
- B. "Parent" means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.
- C. Within 30 days of the start of each school year, the school district must give parents and students direct and timely notice, by United States mail, e-mail, or other direct form of communication, of any curriculum, testing, or assessment technology provider contract affecting a student's educational data. The notice must:
 1. identify each curriculum, testing, or assessment technology provider with access to educational data;
 2. identify the educational data affected by the curriculum, testing, or assessment technology provider contract; and
 3. include information about the contract inspection and provide contact information for a school department to which a parent or student may direct questions or concerns regarding any program or activity that allows a curriculum, testing, or assessment technology provider to access a student's educational data.

- D. The school district must provide parents and students an opportunity to inspect a complete copy of any contract with a technology provider.
- E. A contract between a technology provider and the school district must include requirements to ensure appropriate security safeguards for educational data. The contract must require that:
 - 1. the technology provider's employees or contractors have access to educational data only if authorized; and
 - 2. the technology provider's employees or contractors may be authorized to access educational data only if access is necessary to fulfill the official duties of the employee or contractor.
- F. All educational data created, received, maintained, or disseminated by a technology provider pursuant or incidental to a contract with a public educational agency or institution are not the technology provider's property.

XIV. SCHOOL-ISSUED DEVICES

- A. "School-issued device" means hardware or software that the school district, acting independently or with a technology provider, provides to an individual student for that student's dedicated personal use. A school-issued device includes a device issued through a one-to-one program.
- B. Except as provided in paragraph C, the school district or a technology provider must not electronically access or monitor:
 - 1. any location-tracking feature of a school-issued device;
 - 2. any audio or visual receiving, transmitting, or recording feature of a school-issued device; or
 - 3. student interactions with a school-issued device, including but not limited to keystrokes and web-browsing activity.
- C. The school district or a technology provider may only engage in activities prohibited by paragraph B if:
 - 1. the activity is limited to a noncommercial educational purpose for instruction, technical support, or exam-proctoring by school district employees, student teachers, staff contracted by the school district, a vendor, or the Minnesota Department of Education, and notice is provided in advance;
 - 2. the activity is permitted under a judicial warrant;
 - 3. the school district is notified or becomes aware that the device is missing or stolen;
 - 4. the activity is necessary to respond to an imminent threat to life or safety and the access is limited to that purpose;
 - 5. the activity is necessary to comply with federal or state law, including but not limited to Minnesota Statutes section 121A.031; or
 - 6. the activity is necessary to participate in federal or state funding programs, including but not limited to the E-Rate program.
- D. If the school district or a technology provider interacts with a school-issued device as provided in paragraph C, clause 4, it must, within 72 hours of the access, notify the

student to whom the school-issued device was issued or that student's parent and provide a written description of the interaction, including which features of the device were accessed and a description of the threat. This notice is not required at any time when the notice itself would pose an imminent threat to life or safety, but must instead be given within 72 hours after that imminent threat has ceased.

XV. CELL PHONE USE

The school board directs the superintendent and school district administration to establish rules and procedures regarding student possession and use of cell phones in schools. These rules and procedures should seek to minimize the impact of cell phones on student behavior, mental health, and academic attainment. These rules and procedures may be designed for specific school buildings, grade levels, or similar criteria.

[NOTE: In 2024, the Minnesota legislature enacted a law requiring that school districts adopt a policy on students' possession and use of cell phones in school by March 15, 2025. This law does not state that school districts must incorporate specific language or provisions in the school district policy.]

MSBA recognizes the common practice of setting forth cell phone rules in a student handbook or similar document. This Article directs school administration to establish cell phone rules, which the school board may require be presented to the board for approval. This approach enables administrators to craft flexible and specific rules that are specific to grade levels and buildings. The school board may choose to set forth general principles regarding cell phone use in this Article.

Under the new law, the Minnesota Elementary School Principals Association and the Minnesota Association of Secondary School Principals will collaborate to make best practices available to schools on a range of different strategies to achieve the goals stated above.]

XVI. LIMIT ON SCREEN TIME FOR CHILDREN IN PRESCHOOL AND KINDERGARTEN

A child in a publicly funded preschool or kindergarten program may not use an individual-use screen, such as a tablet, smartphone, or other digital media, without engagement from a teacher or other students. This section does not apply to a child for whom the school has an individualized family service plan, an individualized education program, or a 504 plan in effect.

XVII. IMPLEMENTATION; POLICY REVIEW

- A. The school district administration may develop appropriate user notification forms, guidelines, and procedures necessary to implement this policy for submission to the school board for approval. Upon approval by the school board, such guidelines, forms, and procedures shall be an addendum to this policy.
- B. The administration shall revise the user notifications, including student and parent notifications, if necessary, to reflect the adoption of these guidelines and procedures.
- C. The school district Internet policies and procedures are available for review by all parents, guardians, staff, and members of the community.
- D. Because of the rapid changes in the development of the Internet, the school board shall conduct an annual review of this policy.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. § 121A.73 (School Cell Phone Policy)

Minn. Stat. § 124D.166 (Limit on Screen Time for Children in Preschool and Kindergarten)
 Minn. Stat. § 125B.15 (Internet Access for Students)
 Minn. Stat. § 125B.26 (Telecommunications/Internet Access Equity Act)
[Minn. Stat. § 325E.91 \(Prohibition on Nudification Technology\)](#)
[Minn. Stat. § 609.341, Subd. 5 \(Definitions\)](#)
 15 U.S.C. § 6501 *et seq.* (Children's Online Privacy Protection Act)
 17 U.S.C. § 101 *et seq.* (Copyrights)
 20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
 47 U.S.C. § 254 (Children's Internet Protection Act of 2000 (CIPA))
 47 C.F.R. § 54.520 (FCC rules implementing CIPA)
Mahanoy Area Sch. Dist. v. B.L., 594 U.S. ___, 141 S. Ct. 2038 (2021)
Tinker v. Des Moines Indep. Cmty. Sch. Dist., 393 U.S. 503 (1969)
United States v. Amer. Library Assoc., 539 U.S. 194 (2003)
Sagehorn v. Indep. Sch. Dist. No. 728, 122 F.Supp.2d 842 (D. Minn. 2015)
R.S. v. Minnewaska Area Sch. Dist. No. 2149, 894 F.Supp.2d 1128 (D. Minn. 2012)
Tatro v. Univ. of Minnesota, 800 N.W.2d 811 (Minn. App. 2011), *aff'd* on other grounds 816 N.W.2d 509 (Minn. 2012)
S.J.W. v. Lee's Summit R-7 Sch. Dist., 696 F.3d 771 (8th Cir. 2012)
Parents, Families and Friends of Lesbians and Gays, Inc. v. Camdenton R-III Sch. Dist., 853 F.Supp.2d 888 (W.D. Mo. 2012)
M.T. v. Cent. York Sch. Dist., 937 A.2d 538 (Pa. Commw. Ct. 2007)

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 505 (Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees)
 MSBA/MASA Model Policy 506 (Student Discipline)
 MSBA/MASA Model Policy 514 (Bullying Prohibition Policy)
 MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
 MSBA/MASA Model Policy 519 (Interviews of Students by Outside Agencies)
 MSBA/MASA Model Policy 521 (Student Disability Nondiscrimination)
 MSBA/MASA Model Policy 522 (Title IX Sex Nondiscrimination Grievance Procedures and Process)
[Policy 524.5 \(Personal Electronic Communication Devices\)](#)
 MSBA/MASA Model Policy 603 (Curriculum Development)
 MSBA/MASA Model Policy 604 (Instructional Curriculum)
 MSBA/MASA Model Policy 606 (Textbooks and Instructional Materials)
 MSBA/MASA Model Policy 806 (Crisis Management Policy)
 MSBA/MASA Model Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

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Reviewed: June 2022

Independent School District No. 110

Waconia, MN

8.A.9. 621 Literacy and the Read Act

Presenter: Erika
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Educational Services

621 LITERACY AND THE READ ACT

[Note: By the 2026-2027 school year, the school district must provide evidence-based reading instruction through a focus on student mastery of the foundational reading skills of phonemic awareness, phonics, and fluency, as well as the development of oral language, vocabulary, and reading comprehension skills. Students must receive evidence-based instruction that is proven to effectively teach children to read, consistent with Minnesota Statutes, sections 120B.118 to 120B.124.]

[NOTE: The 2024 Minnesota legislature renumbered the Read Act statutes to 120B.118 and 120B.119.]

I. PURPOSE

This policy aligns with Minnesota law established in the Read Act and on other topics related to reading.

II. GENERAL STATEMENT OF POLICY

The school district recognizes the centrality of reading in a student's educational experience.

III. DEFINITIONS

- A. "Evidence-based" means the instruction or item described is based on reliable, trustworthy, and valid evidence and has demonstrated a record of success in increasing students' reading competency in the areas of phonological and phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Evidence-based literacy instruction is explicit, systematic, and includes phonological and phonemic awareness, phonics and decoding, spelling, fluency, vocabulary, oral language, and comprehension that can be differentiated to meet the needs of individual students. Evidence-based instruction does not include the three-cueing system, as defined in subdivision 16.
- B. "Fluency" means the ability of students to read text accurately, automatically, and with proper expression.
- C. "Foundational reading skills" includes phonological and phonemic awareness, phonics and decoding, and fluency. Foundational reading skills appropriate to each grade level must be mastered in kindergarten, grade 1, grade 2, and grade 3. Struggling readers in grades 4 and above who do not demonstrate mastery of grade-level foundational reading skills must continue to receive explicit, systematic instruction to reach mastery.
- D. "Literacy specialist" means a person licensed by the Professional Educator Licensing and Standards Board ~~as a teacher of reading, a special education teacher, or a kindergarten through grade 6 teacher,~~ who has completed professional development approved by the Minnesota Department of Education (MDE) in structured literacy. ~~A literacy specialist employed by the department under Minnesota Statutes, section 120B.123, subdivision 7, or by a district as a literacy lead, is not required to complete the approved training before August 30, 2025.~~

- E. "Literacy lead" means a literacy specialist with expertise in working with educators as adult learners. A district literacy lead must support the district's implementation of the Read Act; provide support to school-based coaches; support the implementation of structured literacy, interventions, curriculum delivery, and teacher training; assist with the development of personal learning plans; and train paraprofessionals and other support staff to support classroom literacy instruction. A literacy lead may be employed by one (1) district, jointly by two (2) or more districts, or may provide services to districts through a partnership with the regional service cooperatives or another district.
- F. "Multi-tiered system of support" or "MTSS" means a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student. The MTSS framework provides access to layered tiers of culturally and linguistically responsive, evidence-based practices and relies on the understanding and belief that every student can learn and thrive. Through a MTSS at the core (Tier 1), supplemental (Tier 2), and intensive (Tier 3) levels, educators provide high quality, evidence-based instruction and intervention that is matched to a student's needs; progress is monitored to inform instruction and set goals and data is used for educational decision making.
- G. "Oral language," also called " expressive language" ~~or~~ and "receptive language," includes speaking and listening, and consists of five (5) components: phonology, morphology, syntax, semantics, and pragmatics. Oral language also includes sign language, in which speaking and listening skills are defined as expressive and receptive skills, and consists of phonology, including sign language phonological awareness, morphology, syntax, semantics, and pragmatics.
- H. "Parent" means a student's parent or legal guardian.
- I. "Phonemic awareness" means the ability to notice, think about, and manipulate individual sounds in spoken syllables and words.
- J. "Phonics instruction" means the explicit, systematic, and direct instruction of the relationships between letters and the sounds they represent and the application of this knowledge in reading and spelling.
- K. "Progress monitoring" means using data collected to inform whether interventions are working. Progress monitoring involves ongoing monitoring of progress that quantifies rates of improvement and informs instructional practice and the development of individualized programs using state-approved screening that is reliable and valid for the intended purpose.
- L. "Reading comprehension" means a function of word recognition skills and language comprehension skills. It is an active process that requires intentional thinking during which meaning is constructed through interactions between the text and reader. Comprehension skills are taught explicitly by demonstrating, explaining, modeling, and implementing specific cognitive strategies to help beginning readers derive meaning through intentional, problem-solving thinking processes.
- M. "Structured literacy" means an approach to reading instruction in which teachers carefully structure important literacy skills, concepts, and the sequence of instruction to facilitate children's literacy learning and progress. Structured literacy is characterized by the

provision of systematic, explicit, sequential, and diagnostic instruction in phonemic awareness, phonics, fluency, vocabulary and oral language development, and reading comprehension. This approach is consistent with the principles identified in the science of reading and is designed to ensure all students develop strong foundational literacy skills.

- N.** "Three-cueing system," also known as "meaning structure visual (MSV)," means a method that teaches students to use meaning, structure and syntax, and visual cues when attempting to read an unknown word.
- O.** "Vocabulary development" means the process of acquiring new words. A robust vocabulary improves all areas of communication, including listening, speaking, reading, and writing. Vocabulary growth is directly related to school achievement and is a strong predictor for reading success.

IV. READING SCREENER; PARENT NOTIFICATION AND INVOLVEMENT

- A.** The school district must administer an approved reading screener to students in kindergarten through grade 3 within the first six (6) weeks of the school year, by February 15 each year, and again within the last six (6) weeks of the school year. A district must provide vendor-approved screening accommodations to students with documented accommodation plans.
A district must administer an approved reading screener to students in grades 4 and above who are not reading at grade level at least once per year until the student reaches grade-level proficiency. The screener must be one of the screening tools approved by the MDE.
- B.** The school district must identify any screener it uses in the district's annual literacy plan, and submit screening data with the annual literacy plan by June 15.
- C.** Schools, after administering each screener, must follow the language access plan under Minnesota Statutes, section 123B.32 and give the parent of each student who is not reading at or above grade level information from the screener about:
 - 1. the student's reading proficiency as measured by a screener approved by MDE;
 - 2. reading-related services currently being provided to the student and the student's progress; and
 - 3. strategies for parents to use at home in helping their student succeed in becoming grade-level proficient in reading in English and in their native language.
- D.** For students enrolled in dual language immersion programs, the school district must measure the student's reading proficiency in English or in the program's partner language, if available, according to Article V below. Following its language access plan under Minnesota Statutes, section 123B.32, the school district must notify families with timely information about students' reading proficiency, including how the student's reading proficiency is assessed, any reading-related services or supports provided to the student and the student's progress, and strategies for families to use at home in helping students succeed in becoming grade-level proficient in reading in English or the partner language. The dual language immersion program may provide information about national

research on reading proficiency for students in dual language immersion programs in the parent notification.

- E. The school district may not use this section to deny a student's right to a special education evaluation.

V. IDENTIFICATION AND REPORT

- A. Students enrolled in kindergarten, grade 1, grade 2, and grade 3, including multilingual learners and students receiving special education services, and students enrolled in dual language immersion programs, must be universally screened for mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, oral language, and for characteristics of dyslexia as measured by a screening tool approved by MDE. The screening for characteristics of dyslexia may be integrated with universal screening for mastery of foundational skills and expressive or receptive language mastery. The screening tool used must be a valid and reliable universal screener that is highly correlated with foundational reading skills. ~~For students reading at grade level, beginning in the winter of grade 2, the oral reading fluency screener may be used to assess reading difficulties, including characteristics of dyslexia, without requiring a separate screening of each subcomponent of foundational reading skills.~~
- B. The school district must submit data on student performance in kindergarten, grade 1, grade 2, and grade 3 on foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language to MDE in the annual local literacy plan submission due on June 15.
- C. For students enrolled in dual language immersion programs:
 - 1. if students are screened in the partner language, they must be screened at the same interval as the screenings in English under paragraph A above;
 - 2. if the program provides instruction in foundational reading skills in English, the students receiving that instruction must be screened in English;
 - 3. if the program provides instruction in foundational reading skills in the partner language, the students receiving that instruction must be screened in the partner language;
 - 4. if no screener is available in the partner language, the school district must identify how students' reading proficiency is assessed and how the school district determines and provides targeted reading instruction in the partner language and supports to students identified as needing additional support in developing mastery of foundational reading skills; and
 - 5. the partner language screening tool must be approved by the school district for kindergarten through grade 3 students.
- D. Students in grades 4 and above, including multilingual learners and students receiving special education services, are not reading at grade level must be screened for reading difficulties, including characteristics of dyslexia, using a screening tool approved by MDE and must continue to receive evidence-based instruction, interventions, and

progress monitoring until the students achieve grade-level proficiency. A parent, in consultation with a teacher, may opt a student out of the literacy screener if the parent and teacher decide that continuing to screen would not be beneficial to the student. In such limited cases, the student must continue to receive progress monitoring and literacy interventions.

- E. Reading screeners in English, and in the predominant languages of school district students where practicable, must identify and evaluate students' areas of academic need related to literacy. The school district also must monitor the progress and provide reading instruction appropriate to the specific needs of multilingual learners. The school district must use an approved, developmentally appropriate, and culturally responsive screener and annually report summary screener results to the MDE Commissioner ("Commissioner") by June 15 in the form and manner determined by the Commissioner.

F. An English language learner must be screened for characteristics of dyslexia according to the vendor's assessment guidelines.

- G. The school district must include in its local literacy plan a summary of the district's efforts to screen, identify, and provide interventions to students who demonstrate characteristics of dyslexia as measured by a screening tool approved by MDE. With respect to students screened or identified under Minnesota Statutes, section 120B.12, subdivision 2, paragraph (a), the report must include:

1. a summary of the school district's efforts to screen for characteristics of reading difficulties, including dyslexia;
2. the number of students universally screened for that reporting year;
3. the number of students demonstrating characteristics of dyslexia for that year; and
4. an explanation of how students identified under this subdivision are provided with alternate instruction and interventions under Minnesota Statutes, section 125A.56, subdivision 1.

VI. INTERVENTION

- A. For each student identified under the screening identification process, the school district shall provide aligned and targeted reading intervention to accelerate student growth and reach the goal of reading at or above grade level by the end of the current grade and school year.
- B. The school district must implement progress monitoring, as defined in Minnesota Statutes, section 120B.119, for a student not reading at grade level.
- C. The school district must use evidence-based curriculum and intervention materials at each grade level that are designed to ensure student mastery of phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. If the school district purchases new literacy curriculum, or literacy intervention or supplementary materials, the curriculum or materials must be evidence-based as defined in Minnesota

Statutes, section 120B.119.

[NOTE: Starting in the 2026-2027 school year, a school district must use only evidence-based literary interventions. The 2025 Minnesota legislature amended Minnesota Statutes, section 120B.12, subdivision 3, to delay the 2025-26 requirement for one school year.]

- D. If a student does not read at or above grade level by the end of the current school year, the school district must continue to provide aligned and targeted reading intervention as defined by the MTSS framework until the student reads at grade level. School district intervention methods shall encourage family engagement and, where possible, collaboration with appropriate school and community programs that specialize in evidence-based instructional practices and measure mastery of foundational reading skills, including phonemic awareness, phonics, decoding, fluency, and oral language.
- E. By the 2025-2026 school year, intervention programs must be taught by an intervention teacher or special education teacher who has successfully completed training in evidence-based reading instruction approved by MDE. Intervention may include but is not limited to requiring student attendance in summer school, intensified reading instruction that may require that the student be removed from the regular classroom for part of the school day, extended-day programs, or programs that strengthen students' cultural connections.
- F. The school district must determine the format of the personal learning plan in collaboration with the student's educators and other appropriate professionals. The school must develop the learning plan in consultation with the student's parent or guardian. The personal learning plan must include targeted instruction that is evidence-based and ongoing progress monitoring, and address knowledge gaps and skill deficiencies through strategies such as specific exercises and practices during and outside of the regular school day, group interventions, periodic assessments or screeners, and reasonable timelines. The personal learning plan may include grade retention, if it is in the student's best interest; a student may not be retained solely due to delays in literacy or not demonstrating grade-level proficiency. A school must maintain and regularly update and modify the personal learning plan until the student reads at grade level. This paragraph does not apply to a student under an individualized education program.

VII. LOCAL LITERACY PLAN

- A. The school district must adopt a local literacy plan to have every child reading at or above grade level every year beginning in kindergarten and to support multilingual learners and students receiving special education services in achieving their individualized reading goals. The school district must update and submit the plan to the Commissioner by June 15 each year. The plan must be consistent with the Read Act, and include the following:
 - 1. a process to assess students' foundational reading skills, oral language, and level of reading proficiency and the screeners used, by school site and grade level, under Minnesota Statutes, section 120B.123;
 - 2. a process to notify and involve parents;

3. a description of how schools in the school district will determine the targeted reading instruction that is evidence-based and includes an intervention strategy for a student and the process for intensifying or modifying the reading strategy in order to obtain measurable reading progress;
4. evidence-based intervention methods for students who are not reading at or above grade level and progress monitoring to provide information on the effectiveness of the intervention;
5. identification of staff development needs, including a plan to meet those needs;
6. the curricula used by school site and grade level and, if applicable, the district plan and timeline for adopting evidence-based curricula and materials starting in the 2025-2026 school year;
7. a statement of whether the school district has adopted an MTSS framework;
8. student data using the measures of foundational literacy skills and mastery identified by MDE for the following students:
 - a. students in kindergarten through grade 3;
 - b. students who demonstrate characteristics of dyslexia; and
 - c. students in grades 4 to 12 who are identified as not reading at grade level.
9. the number of teachers and other staff that have completed training approved by the department.
10. the number of teachers and other staff proposed for training in structured literacy;
11. how the district used funding provided under the Read Act to implement the requirements of the Read Act;
12. beginning as soon as practicable after the end of fiscal year 2026, how the district used literacy aid funding received under Minnesota Statutes, section 124D.98;
13. beginning on December 31, 2025, for a district with a dual language immersion program:
 - a. the program's partner language;
 - b. grade levels included in the program;
 - c. the language used to screen students' foundational reading skills;
 - d. the percentage of grade 3 students taking the Minnesota Comprehensive Assessments; and

- e. the number of students in the program in grades 4 to 12 who are identified as not reading at grade level-and

14. beginning with the 2026-2027 school year, a description of how schools in the district will use the school library media center to complement students' foundational reading skills.

- B. Annually by June 15, the school district must post its literacy plan on the official school district website and submit it to the Commissioner using the template developed by the Commissioner.
- C. The school district must use a streamlined template developed by the Commissioner for local literacy plans that meets the requirements of Minnesota Statutes, section 120B.12, subdivision 4a, and requires all reading instruction and teacher training in reading instruction to be evidence-based.

VIII. STAFF TRAINING

- A. The district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:
 - 1. reading intervention teachers working with students in kindergarten through grade 12;
 - 2. all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
 - 3. kindergarten through grade 12 special education teachers responsible for foundational reading instruction;
 - 4. curriculum directors;
 - 5. instructional support staff, contractors, and volunteers who assist in providing reading interventions under the oversight and monitoring of a trained licensed teacher;
 - 6. employees who select literacy instructional materials for a district; and
 - 7. teachers holding English as a second language teaching licenses.
- B. The school district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:
 - 1. teachers who provide foundational reading instruction to students in grades 4 to 12;
 - 2. teachers who provide instruction to students in a state-approved alternative program; and
 - 3. teachers who provide instruction to students in dual language immersion programs.

The Commissioner may grant a school district an extension to these deadlines.

- C. By August 30, 2025, the school district must employ or contract with a literacy lead, or be actively supporting a designated literacy specialist through the process of becoming a literacy lead. The school board may satisfy the requirements of this subdivision by contracting with another school board or cooperative unit under Minnesota Statutes, section 123A.24 for the services of a literacy lead by August 30, 2025. The school district literacy lead must collaborate with school district administrators and staff to support the school district's implementation of requirements under the Read Act.
- D. Training provided by the following may satisfy the professional development requirements under this Article:
1. a certified trained facilitator; or
 2. a training program that MDE has determined meets the professional development requirements under the Read Act.
- E. Beginning July 1, 2027, an educator required to receive training under Minnesota Statutes, section 120B.23, subdivision 5, paragraph (a), who is new to the state of Minnesota or is a newly licensed teacher who did not receive instruction in the teaching of foundational reading skills based on structured literacy, must complete one (1) of the approved required trainings. Training must be offered through the regional literacy network and facilitated by a local certified trained facilitator. MDE must review district literacy lead waiver requests and grant waivers to educators new to the state or educators who provide reading instruction exclusively using alternatives to sound-based approaches, and who have completed the professional development requirements consistent with this subdivision.
- F. For the 2024-2025, 2025-2026, and 2026-2027 school years only, the hours of instruction requirement under Minnesota Statutes, section 120A.41 for students in elementary and secondary school, as defined in Minnesota Statutes, section 120A.05, subdivisions 9 and 13, is reduced by 5-1/2 hours for a district that enters into an agreement with the exclusive representative of the teachers that requires teachers to receive at least 5-1/2 hours of approved evidence-based training required under this subdivision, on a day when other students in the district receive instruction.
- The hours of instruction reduction for secondary school students is applicable only for the 2025-2026 and 2026-2027 school years.
- G. An educator who was first enrolled in an elementary, special education, or early childhood education Minnesota-approved teacher preparation program on or after June 1, 2026, does not need to receive additional training according to Minnesota Statutes, section 120B.123, subdivision 5, paragraph (a).
- H. All professional development and digital curriculum resources must comply with the accessibility standards developed according to Minnesota Statutes, section 16E.03, subdivision 9. Professional development provided in accordance with the Read Act is subject to the requirements of Minnesota Statutes, section 363A.43.

IX. STAFF DEVELOPMENT

- A. The school district must provide training programs on evidence-based reading instruction to teachers and instructional staff in accordance with Minnesota Statutes, section 120B.12, subdivision 1, paragraphs (b) and (c). The training must include teaching in the areas of phonemic awareness, phonics, vocabulary development, reading fluency, reading comprehension, and culturally and linguistically responsive pedagogy.
- B. The school district shall use the data under Article V. above to identify the staff development needs so that:
 - 1. elementary teachers are able to implement explicit, systematic, evidence-based instruction in the five reading areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension with emphasis on mastery of foundational reading skills as defined in Minnesota Statutes, section 120B.1118 and other literacy-related areas including writing until the student achieves grade-level reading and writing proficiency;
 - 2. elementary teachers have sufficient training to provide students with evidence-based reading and oral language instruction that meets students' developmental, linguistic, and literacy needs using the intervention methods or programs selected by the school district for the identified students;
 - 3. licensed teachers employed by the school district have regular opportunities to improve reading and writing instruction;
 - 4. licensed teachers recognize students' diverse needs in cross-cultural settings and are able to serve the oral language and linguistic needs of students who are multilingual learners by maximizing strengths in their native languages in order to cultivate students' English language development, including academic language development, and build academic literacy; and
 - 5. licensed teachers are well trained in culturally responsive pedagogy that enables students to master content, develop skills to access content, and build relationships.
- C. The school district must provide staff in early childhood programs sufficient training to provide children in early childhood programs with explicit, systematic instruction in phonological and phonemic awareness; oral language, including listening comprehension; vocabulary; and letter-sound correspondence.

X. LITERACY AID USES

The school district must use its literacy aid to meet the requirements and goals adopted in the school district's local literacy plan.

[NOTE: The 2025 Minnesota legislature amended Minnesota Statutes, section 124D.98 to enact these changes.]

Legal References: Minn. Stat. § 120B.119 (Read Act Definitions)
Minn. Stat. § 120B.12 (Read Act Goal and Interventions)

Minn. Stat. § 120B.123 (Read Act Implementation)
Minn. Stat. § 123A.24 (Withdrawing from a Cooperative Unit; Appealing Denial of Membership)
Minn. Stat. § 124D.68 (Graduation Incentives Program)
Minn. Stat. § 124D.98 (Literacy Incentive Aid)
Minn. Stat. § 125A.56 (Alternate Instruction Required before Assessment Referral)
[Minn. Stat. § 363A.43 \(Continuing Education; Accessibility\)](#)

Cross References: None

Policy Adopted: October 2023/ revised June 2025 / revised October 2025 / revised January 2026
Independent School District 110
Waconia, MN

8.A.10. 423 Employee Student Relationships

Presenter: Jeni
Super, Director of
Human Resources

423 EMPLOYEE-STUDENT RELATIONSHIPS

I. PURPOSE

The school district is committed to an educational environment in which all students are treated with respect and dignity. Every school district employee is to provide students with appropriate guidance, understanding, and direction while maintaining a standard of professionalism and acting within accepted standards of conduct.

II. GENERAL STATEMENT OF POLICY

- A. This policy applies to all school district employees at all times, whether on or off duty and on or off of school district locations.
- B. At all times, students will be treated by teachers and other school district employees with respect, courtesy, and consideration and in a professional manner. Each school district employee is expected to exercise good judgment and professionalism in all interpersonal relationships with students. Such relationships must be and remain on a teacher-student basis or an employee-student basis.
- C. Teachers must be mindful of their inherent positions of authority and influence over students. Similarly, other school district employees also may hold positions of authority over students of the school district and must be mindful of their authority and influence over students.
- D. Sexual relationships between school district employees and students, without regard to the age of the student, are strictly forbidden and may subject the employee to criminal liability.
- E. Other actions that violate this policy include, but are not limited to, the following:
 - 1. Dating students.
 - 2. Having any interaction/activity of a sexual nature with a student.
 - 3. Committing or attempting to induce students or others to commit an illegal act or act of immoral conduct which may be harmful to others or bring discredit to the school district.
 - 4. Supplying alcohol or any illegal substance to a student, allowing a student access to such substances, or failing to take reasonable steps to prevent such access from occurring.
 - 5. Grooming as prohibited under Minnesota Statutes, section 609.352.
- F. School district employees shall, whenever possible, employ safeguards against improper relationships with students and/or claims of such improper relationships.

~~[Note: Such safeguards may include the following: avoiding altogether or minimizing physical contact, keeping doors open when talking or meeting with students one-on-one, and/or making sure that such meetings with a student take place in rooms with windows and/or others nearby.]~~
- G. Excessive informal and social involvement with individual students is unprofessional, is not compatible with employee-student relationships, and is inappropriate.
- H. School district employees will adhere to applicable standards of ethics and professional conduct in Minnesota law.

III. REPORTING AND INVESTIGATION

- A. Complaints and/or concerns regarding alleged violations of this policy shall be handled in accordance with ~~the school district's MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons policy)~~ unless other specific complaint procedures are provided within any other policy of the school district.
- B. All employees shall cooperate with any investigation of alleged acts, conduct, or communications in violation of this policy.

IV. SCHOOL DISTRICT ACTION

Upon receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. It also may include reporting to appropriate state or federal authorities, including the Minnesota Professional Educator Licensing and Standards Board or the appropriate licensing authority and appropriate agencies responsible for investigating reports of maltreatment of minors and/or vulnerable adults. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and school district policies.

V. SCOPE OF LIABILITY

Employees are placed on notice that if an employee acts outside the performance of the duties of the position for which the employee is employed or is guilty of malfeasance, willful neglect of duty, or bad faith, the school district is not required to defend and indemnify the employee for damages in school-related litigation.

Legal References: Minn. Stat. § 13.43, Subd. 16 (Personnel Data)
Minn. Stat. § 122A.20, Subd. 2 (Suspension or Revocation of Licenses)
Minn. Stat. § 122A.40, Subds. 5(b) and 13(b) (Employment; Contracts; Termination)
Minn. Stat. §§ 609.341-609.352 (Definitions)
Minn. Stat. Ch. 260E (Reporting of Maltreatment of Minors)
Minn. Stat. § 626.557 (Reporting of Maltreatment of Vulnerable Adults)
Minn. Rules Part 3512.5200 (Code of Ethics for School Administrators)
Minn. Rules Part 8710.2100 (Code of Ethics for Minnesota Teachers)

Cross References: MSBA/MASA Model Policy 103 (Complaints – Students, Employees, Parents, Other Persons)
MSBA/MASA Model Policy 211 (Criminal or Civil Action Against School District, School Board Member, Employee, or Student)
MSBA/MASA Model Policy 306 (Administrator Code of Ethics)
MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
MSBA/MASA Model Policy 421 (Gifts to Employees and School Board Members)
MSBA/MASA Model Policy 507 (Corporal Punishment)

Policy Adopted: May 12, 2008

Revised: April 2009, June 2011, Oct. 2016, December 2018, December 2019, April 2023

Independent School District No. 110

Waconia, MN

8.A.11. 709 Student Transportation Safety

Presenter: Pam
Carman, Director of
Finance and
Operations

709 STUDENT TRANSPORTATION SAFETY POLICY

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

I. PURPOSE

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

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. School Bus Safety Week

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

B. Student School Bus Safety Training

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

safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

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

C. Active Transportation Safety Training

1. Training required
 - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
 - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:

- (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and
- (2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.
- (3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

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

2. 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 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 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 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 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 Model School Bus Driver Training Program.
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 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:

“School bus” means a motor vehicle used to: (1) transport pupils to or from a school defined in Minnesota Statutes, section 120A.22, or to or from school-related activities, by the school or a school district, or by someone under an agreement with the school or a school district; or (2) provide training on the operation of the school, school district, or a person under agreement with the school or school district.

A school bus does not include a motor vehicle transporting children to or from school for which parents or guardians receive direct compensation from a school district, a motor coach operating under charter carrier authority, a transit bus providing services as defined in Minnesota Statutes,

section 174.22, subdivision 7, or a vehicle otherwise qualifying as a type III vehicle under Minnesota Statutes, section 169.11, subdivision 71, paragraph (h), when the vehicle is properly registered and insured and being driven by an employee or agent of a school district for nonscheduled or nonregular transportation.

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~~ The kit must be contained in a removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate ~~their~~ the kit's identity, ~~and location~~.

- c. First Aid Kit

A first aid kit meeting the requirements as defined in the current version of the National School Transportation Specifications and Procedures (NSTSP) must be provided in vehicles model year 2027 and newer. All other vehicles may contain a minimum of a ten-unit first aid kit, as specified in Minnesota Rules 1993, part 3520.5120, or a first aid kit meeting the requirements of the NSTSP. After January 1, 2030, all type III vehicles must be equipped with a first aid kit meeting the requirements of the NSTSP.

- d. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled

transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
 - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
 - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
 - (1) safe operation of a type III vehicle;
 - (2) understanding student behavior, including issues relating to students with disabilities;
 - (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
 - (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
 - (5) handling emergency situations;
 - (6) proper use of seat belts and child safety restraints;
 - (7) performance of pretrip vehicle inspections;

(8) safe loading and unloading of students, including, but not limited to:

- (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
- (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
- (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
- (d) placing the type III vehicle in “park” during loading and unloading;
- (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and

(9) compliance with Paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minnesota Statute section 122A.18, subdivision 8, or Minnesota Statute section 123B.03 for school district employees; Minnesota Statute section 144.057 or Minnesota Statute Chapter 245C for day care employees; or Minnesota Statute section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.
- d. Operators shall submit to a physical examination as required by Minnesota Statute section 171.321, subdivision 2.
- e. The operator’s employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer’s policy under Minnesota Statute section

181.951, subdivision 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.

- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statute section 171.321, subdivision 5.
 - g. A person who sustains a conviction, as defined under Minnesota Statute section 609.02, of violating Minnesota Statute section 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statute sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
 - h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota 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 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 Model School Bus Driver Training Program. 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 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. 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)
[Minnesota Rules 1993, part 3520.5120](#)
 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, 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, July 2026
Independent School District 110
Waconia, MN

8.A.12. 722 Public Data Requests

Presenter: Pam
Carman, Director of
Finance and
Operations

722 PUBLIC DATA AND DATA SUBJECT REQUESTS

[Note: School districts are required by statute to establish procedures consistent with the Minnesota Government Data Practices Act for public data requests and data subject requests.]

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minnesota Statutes chapter 13 (MGDPA), and Minnesota Rules parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Confidential Data on Individuals

Data made not public by statute or federal law applicable to the data and are inaccessible to the individual subject of those data.

B. Data on Individuals

All government data in which any individual is or can be identified as the subject of that data, unless the appearance of the name or other identifying data can be clearly demonstrated to be only incidental to the data and the data are not accessed by the name or other identifying data of any individual.

C. Data Practices Compliance Officer

The data practices compliance official is the designated employee of the school district to whom persons may direct questions or concerns regarding problems in obtaining access to data or other data practices problems. The responsible authority may be the data practices compliance official.

D. Government Data

All data collected, created, received, maintained or disseminated by any government entity regardless of its physical form, storage media or conditions of use.

E. Individual

"Individual" means a natural person. In the case of a minor or an incapacitated person as defined in Minnesota Statutes section 524.5-102, subdivision 6, "individual" includes a parent or guardian or an individual acting as a parent or guardian in the absence of a parent or guardian, except that the responsible authority shall withhold data from parents or guardians, or individuals acting as parents or guardians in the absence of parents or guardians, upon request by the minor if the responsible authority determines that withholding the data would be in the best interest of the minor.

F. Inspection

"Inspection" means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy

is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public's own computer equipment.

G. Not Public Data

Any government data classified by statute, federal law, or temporary classification as confidential, private, nonpublic, or protected nonpublic.

H. Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data: (a) not accessible to the public; and (b) accessible to the subject, if any, of the data.

I. Private Data on Individuals

Data made by statute or federal law applicable to the data: (a) not public; and (b) accessible to the individual subject of those data.

J. Protected Nonpublic Data

Data not on individuals made by statute or federal law applicable to the data (a) not public and (b) not accessible to the subject of the data.

K. Public Data

All government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

L. Public Data Not on Individuals

Data accessible to the public pursuant to Minnesota Statutes section 13.03.

M. Public Data on Individuals

Data accessible to the public in accordance with the provisions of section 13.03.

N. Responsible Authority

The individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

O. Summary Data

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 an individual is ascertainable. Unless classified pursuant to Minnesota Statutes section 13.06, another statute, or federal law, summary data is public.

IV. REQUESTS FOR PUBLIC DATA

- A. All requests for public data must be made in writing directed to the responsible authority.

1. A request for public data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact the requestor (such as phone number, address, or email address).
 2. Unless specifically authorized by statute, the school district may not require persons to identify themselves, state a reason for, or justify a request to gain access to public government data. A person may be asked to provide certain identifying or clarifying information for the sole purpose of facilitating access to the data.
 3. The identity of the requestor is public, if provided, but cannot be required by the government entity.
 4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- B. The responsible authority will respond to a data request at reasonable times and places as follows:
1. The responsible authority will notify the requestor in writing as follows:
 - a. The requested data does not exist; or
 - b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.

3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.
- C. If the school district notifies the requesting person that responsive data or copies are available for inspection or collection, and the requesting person does not inspect the data or collect the copies within five business days of the notification, the school district may suspend any further response to the request until the requesting person inspects the data that has been made available, or collects and pays for the copies that have been produced.

[NOTE: The 2025 Minnesota legislature enacted Paragraph C.]

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the responsible authority.
1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).
- B. The responsible authority will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
1. The estimated costs of preparing the summary data, if any; and
 2. The summary data requested; or
 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.
- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. DATA BY ABOUT AN INDIVIDUAL DATA SUBJECT

- A. Collection and storage of all data on individuals and the use and dissemination of private and confidential data on individuals shall be limited to that necessary for the

administration and management of programs specifically authorized by the legislature or local governing body or mandated by the federal government.

- B. Private or confidential data on an individual shall not be collected, stored, used, or disseminated by the school district for any purposes other than those stated to the individual at the time of collection in accordance with Minnesota Statutes section 13.04, except as provided in Minnesota Statutes section 13.05, subdivision 4.
- C. Upon request to the responsible authority or designee, an individual shall be informed whether the individual is the subject of stored data on individuals, and whether it is classified as public, private or confidential. Upon further request, an individual who is the subject of stored private or public data on individuals shall be shown the data without any charge and, if desired, shall be informed of the content and meaning of that data.
- D. After an individual has been shown the private data and informed of its meaning, the data need not be disclosed to that individual for six (6) months thereafter unless a dispute or action pursuant to this section is pending or additional data on the individual has been collected or created.
- E. The responsible authority or designee shall provide copies of the private or public data upon request by the individual subject of the data. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.
- F. The responsible authority or designee shall comply immediately, if possible, with any request made pursuant to this subdivision, or within ten (10) days of the date of the request, excluding Saturdays, Sundays and legal holidays, if immediate compliance is not possible.
- G. An individual subject of the data may contest the accuracy or completeness of public or private data. To exercise this right, an individual shall notify in writing the responsible authority describing the nature of the disagreement. The responsible authority shall within ~~thirty~~ (30) days either: (1) correct the data found to be inaccurate or incomplete and attempt to notify past recipients of inaccurate or incomplete data, including recipients named by the individual; or (2) notify the individual that the authority believes the data to be correct. Data in dispute shall be disclosed only if the individual's statement of disagreement is included with the disclosed data.
- H. The determination of the responsible authority may be appealed by a data subject pursuant to the provisions of the Administrative Procedure Act relating to contested cases. Upon receipt of an appeal by an individual, the Commissioner of the Minnesota Department of Administration ("Commissioner") shall, before issuing the order and notice of a contested case hearing required by Minnesota Statutes chapter 14, try to resolve the dispute through education, conference, conciliation, or persuasion. If the parties consent, the commissioner may refer the matter to mediation. Following these efforts, the commissioner shall dismiss the appeal or issue the order and notice of hearing.
- I. Data on individuals that have been successfully challenged by an individual must be completed, corrected, or destroyed by a government entity without regard to the requirements of Minnesota Statutes section 138.17.

- J. After completing, correcting, or destroying successfully challenged data, the school district may retain a copy of the Commissioner's order issued under Minnesota Statutes chapter 14 or, if no order were issued, a summary of the dispute between the parties that does not contain any particulars of the successfully challenged data.

VII. REQUESTS FOR DATA BY AN INDIVIDUAL SUBJECT OF THE DATA

- A. All requests for individual subject data must be made in writing directed to the responsible authority.
- B. A request for individual subject data must include the following information:
 - 1. Statement that one is making a request as a data subject for data about the individual or about a student for whom the individual is the parent or guardian;
 - 2. Date the request is made;
 - 3. A clear description of the data requested;
 - 4. Proof that the individual is the data subject or the data subject's parent or guardian;
 - 5. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - 6. Method to contact the requestor (such as phone number, address, or email address).
- C. The identity of the requestor of private data is private.
- D. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.
- E. Policy 515 (Protection and Privacy of Pupil Records) addresses requests of students or their parents for educational records and data.

VIII. COSTS

- A. Public Data
 - 1. The school district will charge for copies provided as follows:
 - a. One hundred (100) or fewer pages of black and white, letter or legal sized paper copies will be charged at twenty five (25) cents for a one-sided copy or 50 cents for a two-sided copy.
 - b. More than one hundred (100) pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
 - 2. All charges must be paid for by check in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

C. Data Belonging to an Individual Subject

1. The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies.

The responsible authority shall not charge the data subject any fee in those instances where the data subject only desires to view private data.

The responsible authority or designee may require the requesting person to pay the actual costs of making and certifying the copies. Based on the factors set forth in Minnesota Rule 1205.0300, subpart 4, the school district determines that a reasonable fee would be the charges set forth in section VIII.A of this policy that apply to requests for data by the public.

2. The school district may not charge a fee to search for or to retrieve educational records of a child with a disability by the child's parent or guardian or by the child upon the child reaching the age of majority.

IX. Safe at Home Participants and Data Privacy

Prohibition of Discrimination

The school district must not, on the basis of an individual's status as an Address Confidentiality Program participant where a reasonable person, considering all the circumstances, would conclude that the refusal, different terms or requirements, or other action was motivated by the individual's status as a program participant rather than by a legitimate, nondiscriminatory business purpose, safety or operational concern, or a requirement of federal or state law:

- A. refuse to provide education services to an individual:
- B. provide services to an individual on different terms or with different requirements than an individual who is not a program participant: or
- C. otherwise discriminate against an individual

X. Annual Review and Posting

- A. The responsible authority shall prepare a written data access policy and a written policy for the rights of data subjects (including specific procedures the school district uses for access by the data subject to public or private data on individuals). The responsible authority shall update the policies no later than August 1 of each year, and at any other time as necessary to reflect changes in personnel, procedures, or other circumstances that impact the public's ability to access data.
- B. Copies of the policies shall be easily available to the public by distributing free copies to the public or by posting the policies in a conspicuous place within the school district that is easily accessible to the public or by posting them on the school district's website.

Data Practices Contacts

Responsible Authority:

Dr. Brian Gersich, Superintendent
Educational Services Center
512 Industrial Blvd
Waconia, MN 55387
(952) 442-0600 bgersich@isd110.org

Data Practices Compliance Official:

Pam Carman, Director of Finance and Operations
Educational Services Center
512 Industrial Blvd
Waconia, MN 55387
(952) 442-0600 pcarman@isd110.org

Data Practices Designee(s):

Type of Data Requested	Name	Position	Email Address	Telephone Number
Public Personnel Data	Jeni Super	Director of Human Resources	jsuper@isd110.org	952-442-0600
Public Financial Data	Pam Carman	Director of Finance and Operations	pcarman@isd110.org	952-442-0600

Legal References:

Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.01 (Government Data)
Minn. Stat. § 13.02 (Definitions)
Minn. Stat. § 13.025 (Government Entity Obligation)
Minn. Stat. § 13.03 (Access to Government Data)
Minn. Stat. § 13.04 (Rights of Subjects to Data)
Minn. Stat. § 13.05 (Duties of Responsible Authority)
Minn. Stat. § 13.32 (Educational Data)
Minn. Rules Part 1205.0300 (Access to Public Data)
Minn. Rules Part 1205.0400 (Access to Private Data)

Cross References:

MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Resources:

MN Department of Administration: *Actual Cost*
MN Department of Administration: *Copy Costs*
MN Department of Administration: *Education Data*

Policy adopted: Nov 2020

Revised: December 2022, July 2024, March 2026

Independent School District No. 110

Waconia, MN 55387

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

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

9.E. Southwest Metro Intermediate District 288
Representative

9.F. MSHSL Representative

9.G. Special Education Advisory Council

9.H. Community Education Advisory Council
Representative

9.I. Teaching & Learning Advisory Council
Representative

9.J. City of Waconia Liaison

10. ADJOURNMENT