

Regular Meeting

Monday, August 9, 2021 7:00 PM

Waconia City Hall, 201 S Vine Street, Waconia, MN 55387

1. **CALL TO ORDER, ADOPTION OF AGENDA, NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE** **Presenter:** Chair Geller

2. **PUBLIC COMMENT**

Comments are not recorded and will not be live-streamed.

3. **ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE**

3.A. Upcoming Meetings:

- Aug. 23 Work Session 7pm @ LT Media Center
- TBD Finance & Facilities Committee
- Sept. 13 Policy Committee 6pm @ City Hall
- Sept. 13 Regular Meeting 7pm @ City Hall
- Sept. 27 Work Session 7pm TBD

4. **MINUTES OF PREVIOUS MEETING**

ISD 110 School Board Special Meeting
RE: Superintendent's Evaluation
Wednesday, July 7, 2021 6:00 PM

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

Agenda

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

Presenter: Chair Geller

Call to order by Chair Geller at 6:00PM

Members present: Geller, Johnson, Weinand, A.Myers, DeBoer, Bullis, R.Myers (via Zoom)

Members absent: none

2. ACTION ITEMS

2.A. Enter into Closed Session

This meeting will be called to order and then move into closed session for evaluation of the superintendent, a summary of the evaluation will be read following the closed session.

Motion by Weinand to enter closed session

Bullis second

All in favor

Motion carried

3. ADJOURNMENT

Motion by Weinand to adjourn

A.Myers second

All in favor

Motion carried

Meeting adjourned at 8:00PM

ISD 110 School Board Meeting
Monday, July 19, 2021 7:00 PM Central

Waconia High School - Room B107
1650 Community Drive
Waconia, MN 55387

1. PUBLIC COMMENT

first 10 minutes will be available for public comment, if no comments, meeting will be called to order

2. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE

Call to order by Chair Geller at 7:14 PM

Members present: Geller, Johnson, Weinand, DeBoer, Bullis

Members absent: A. Myers, R. Myers

Motion by Weinand to adopt agenda

Bullis second

All in favor

Motion carried

3. ANNOUNCEMENTS, ACKNOWLEDGEMENTS, AND CORRESPONDENCE

3.A. Upcoming Meetings:

July 26 Forecast 5 Training 6pm WHS B107 (optional)

July 26 Work Session 7pm WHS B107

Aug 2 Finance Committee 6pm District Office

Aug 9 Policy Committee 6pm Waconia City Hall

Aug 9 Regular Meeting 7pm Waconia City Hall

Aug 23 Work Session 7pm WHS B107

4. MINUTES OF PREVIOUS MEETING

Approve minutes of the June 14 regular meeting, June 28 work session, and June 28 special meeting

Motion by Weinand to approve minutes of the June 14 regular meeting, June 28 work session, and June 28 special meeting

Bullis second

All in favor

Motion carried

5. CONSENT AGENDA

Motion by Weinand to approve consent agenda

Bullis second

All in favor

Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

Employment

Compton, Brooke Replacement	Business Education Teacher 1.0 FTE; 184 days	WHS
Dustin, Kristie Replacement/New	Academic & Behavioral Strategist Teacher 0.7 FTE; 184 days	SV
Grant, Rachel Replacement	Learning Disabilities Teacher 1.0 FTE; 184 days	WHS
Hansberry, Nicholas Replacement	Instrumental Music Teacher 1.0 FTE; 184 days	WHS
Haskins, Carly Replacement	Licensed School Nurse 1.0 FTE; 184 days	WMS
Jensen, Jenny New Position	Wildcat Preschool Teacher Part-time; 147 days	Comm Ed
Johnson, Christopher Replacement	Grade 6 Teacher 1.0 FTE; 184 days	WMS
Kendrick, Julie Replacement	Learning Disabilities Teacher 1.0 FTE; 184 days	BV
Larson, Megan Replacement/New	Speech Language Pathologist 1.0 FTE; 184 days	BV/SV/WEC
Losure, Morgan Replacement	Visual Arts Teacher 1.0 FTE; 184 days	WMS
Nenovich, Katelyn New Position	Kids' Company Aide Part-time; hours will vary	Comm Ed
Schulte, Sarah Replacement	Speech Assistant Long-Term Substitute	BV
Stehlik, Olivia Replacement	Grade 6 Teacher 1.0 FTE; 184 days	WMS

Strack, Alissa
Replacement

Grade 6 Teacher
1.0 FTE; 184 days

WMS

Employee Status Changes

Buck, Dawn, from Assistant Head Cook to Head Cook at WHS.

Lehner-Hanson, Corrine, Language Arts Teacher from 0.5556 FTE to 1.0 FTE at WMS.

Shirk, Abbey, from Kids' Company Aide to Kids' Company Lead in Community Education.

Thomson, Megumi, Teacher Assistant from 673 hours/year to 919 hours/year in Community Education.

Threlkeld, Joshua, Social Studies and EBD Teacher from 0.75 FTE to 1.0 FTE at WLC.

Van Eyll, Toni, Occupational Therapist from 0.6 FTE to 1.0 FTE in Special Services.

Wolter, Sara, Educational/Media Assistant from 6.75 hours per day to 7.75 hours per day.

Extended Contracts

Alger, Lynette, Guidance Counselor, up to 17 additional duty days.

Bettcher, James, Guidance Counselor, up to 17 additional duty days.

Finke, Cindy, WLC/Targeted Services Coordinator, up to 10 additional duty days.

Henn, Dana, Guidance Counselor, up to 8 additional duty days.

Leaves of Absence

Hunt, Benjamin, Technology Support Specialist at WHS.

Schmit, Katherine, Grade 1 Teacher at SV.

Vanderlinde, Lee, Groundskeeper at WMS.

Retirements/Resignations/Terminations

Dustin, Kristie, Special Education Educational Assistant at SV.

Hockinson, Sally, Kindergarten Teacher at BV.

Melsha, Crystal, Special Education Educational Assistant at WEC.

Niemela, Laura, Occupational Therapist at WMS.

Otto, Melissa, Preschool Teacher in Community Education.

Rist, Michelle, Preschool Teacher in Community Education.

Talton, Avery, Kids' Company Lead in Community Education.

5.C. Receipts of Donation

5.D. Joint Powers Agreement with Crown College for PSEO Tuition

6. REPORTS

6.A. Finance Report

6.B. Superintendent's Report

6.B.1. Retiree Exit Interview Summary

6.B.2. Preliminary Budget Update Report

7. ACTION ITEMS

7.A. Apple iPad Lease Agreement

Motion by Bullis to approve Apple iPad Lease Agreement

Weinand second

All in favor

Motion carried

7.B. Long Term Facilities Maintenance 10-year Plan

Motion by Weinand to approve Long Term Facilities Maintenance 10-year Plan

Bullis second

All in favor

Motion carried

7.C. Second Read Board Policies

Motion by Weinand to approve second read board policies

Bullis second

All in favor

Motion carried

7.C.1. 404 Employment Background Checks

7.C.2. 428 Assignment and Transfer of Personnel

7.C.3. 436 Substitute Teaching

7.C.4. 523 Policies Incorporated by Reference

7.C.5. 601 School District Curriculum

7.C.6. 607 Organization of Grade Levels

7.D. Approve Addendum to Resolution for Administration to obtain prior authorization from the School Board, through a School Board vote at an open meeting, for any expenditures that have not already been budgeted for and approved by the School Board through a formal vote.

Motion by Weinand to approve addendum to Resolution for Administration to obtain prior authorization from the School Board, through a School Board vote at an open meeting, for any expenditures that have not already been budgeted for and approved by the School Board through a formal vote.

Bullis second

All in favor

Motion carried

7.D.1. Authority to Hire Special Education Paraprofessionals Needed to Meet IEP Requirements

Motion by Weinand to approve allowing authority for administration to Hire Special Education Paraprofessionals Needed to Meet IEP Requirements

Bullis second

All in favor

Motion carried

8. DISCUSSION ITEMS

8.A. MSBA School Board Meeting Guidance for Post-Pandemic

8.B. First Read Board Policies

8.B.1. 438 Nepotism

8.B.2. 439 Tutoring by District Staff

8.B.3. 511 Fundraising

8.B.4. 516 Student Medication

8.B.5. 610 Fieldtrips

8.B.6. 806 Crisis Management

Committee requested additional language be added for debriefing the school board about crisis impact (physical, financial, etc.)

see green highlight for newest language

8.B.7. 713 Student Activity Accounting

8.B.8. 910 Admission to Extra Curricular Events

8.B.9. 911 School and Booster Club Communications

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations Committee

9.A.1. Superintendent Evaluation Update

9.B. Leadership & District Service Committee

9.C. Finance & Facilities Committee

DeBoer reported on search for forensic audit firms – met with one this week. Will continue search.

9.D. Policy & Advocacy Committee

Johnson reports student handbooks will be reviewed at next policy committee meeting and brought for board review on Aug.9 agenda

9.E. Southwest Metro Intermediate District 288 Representative

9.F. Teaching & Learning Advisory Council Representative

9.G. Community Education Advisory Council Representative

9.H. MSHSL Representative

9.I. Technology Committee Representative

9.J. District 110 Foundation Representative

9.K. Schools for Equity in Education (SEE) Representative

9.L. Carver County Elected Leaders Representative

9.M. City of Waconia Liaison

9.N. City of Minnetrista Liaison

9.O. City of Victoria Liaison

9.P. City of St. Bonifacius Liaison

9.Q. City of New Germany Liaison

10. **ADJOURNMENT**

Motion by Weinand to adjourn

Bullis second

All in favor

Motion carried

Meeting adjourned at 8:29PM

5. **CONSENT AGENDA**

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

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

BOARD OF EDUCATION

Regular Meeting – August 9, 2021

AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS

AGENDA ITEM: Human Resource Recommendations

ITEM ADDED BY: Sonya Sailer, Director of Human Resources

Employment

Flygare, Abagael Replacement	Grade 3 Teacher 1.0 FTE; 184 days	SV
Gaffy, James Replacement	Language Arts Teacher Long-Term Substitute	WMS
Gillmore, Mary Ellen Replacement	Educational Assistant 4 hours/day; 175 days	SV
Hackman, Lindsay Replacement	Preschool Teacher 8 hours/day; 177 days	Comm Educ
Heppner, Brionna Replacement	Occupational Therapist 0.6 FTE; 184 days	DW
Johnson, Tatum Replacement	Grade 1 Teacher Long-Term Substitute	SV
Korthals, Lisa Replacement	SPED Educational Assistant 6.5 hours/day; 175 days	SV
Kuhn, Ginger Replacement	Title I Educational Assistant 5 hours/day; 161 days	SV
Jaede, Laura Replacement	Preschool Teacher 7.5 hours/day; 177 days	Comm Educ

Larson, Olivia Replacement	Grade 1 Teacher Long-Term Substitute	LT
Laumann, Tabitha New Position	SPED Educational Assistant 3 hours/day; 175 days	WEC
Lee, Heather New Position	SPED Educational Assistant 6.5 hours/day; 175 days	LT
Miller, Kimberly Replacement	Administrative Assistant I 4 hours/day; 175 days	SV
Schuette, Bryanna Replacement	Health Associate 7 hours/day; 180 days	BV
Thorpe, Kayla Replacement	SPED Educational Assistant 6.5 hours/day; 175 days	BV
Yotter, Rachel Replacement	SPED Educational Assistant 6.5 hours/day; 175 days	BV

Employee Status Changes

Braunwarth, Christine, from Nutritional Assistant to Assistant Head Cook at WHS.

Extended Contracts

DeYoung, Stephanie, EBD Teacher, up to 6 additional duty days.

Hockinson, Jacob, Instructional Coach, up to 3 additional duty days.

Raether, Kelly Jo, Work Experience Coordinator, up to 7 additional duty days.

Leaves of Absence

Sybrant, Leah, Grade 4 Teacher at BV.

Retirements/Resignations/Terminations

Hoxie, Gretchen, Educational Assistant at BV.

Paulson, Tessa, Kids' Company Aide for Community Ed.

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

5.C. Receipts of Donation

5.D. PSEO Administration Contract with Ridgewater
College

Ridgewater College
PSEO ADMINISTRATION CONTRACT
Fiscal Year 2022

Ridgewater College and School District 110 Waconia High School have determined that secondary students who have attained the Sophomore, Junior or Senior rank benefit from a post-secondary educational experience and, therefore, have entered into this contract for services. It is understood that this contract in no way limits the liability of the high school as the primary educational provider.

The cost to provide this educational service will be determined as follows:

1. The School District shall be invoiced at the rate of \$230.00 per semester credit, (which includes tuition, fees, textbooks and standard course fees)
2. I.S.D. will be invoiced on a semester basis and shall remit payment within 30 days of invoice date.
3. The school district will ensure that any student taking courses that require a laptop computer will have adequate computing resources provided to them by the I.S.D. or through their own resources to meet the course requirement.
4. Students may not register for a number of credits that would cause an overload status.
5. Expenses associated with providing disability accommodations are not reflected in the above costs. The cost of providing these accommodations will be handled on a student-by-student basis via a separate agreement.
6. Students will be subject to the policies and procedures of Ridgewater College.
7. The student must complete the POST-SECONDARY ENROLLMENT OPTIONS PROGRAM FORM with the assistance of the appropriate high school staff and submit the form to the Admissions Office at the appropriate Ridgewater College Campus.

The above named school district authorizes Ridgewater College to provide educational services for the school year beginning July 1, 2021 and ending June 30, 2022.

School District Authorized Representative:

Print Name

Ridgewater College Representative

Sign Name

Date

Date

RETURN TO: Ridgewater College
Business Services
2101 15th Avenue NW
Willmar, MN 56201

moverby@isd110.org
Billing E-mail Address

6. **REPORTS**

6.A. Finance Report

Presenter: Todd
Swanson, Director of
Finance & Operations

Budget and Finance Report

August 9, 2021

Discussion Items:

1.0 – Monthly Financial Reports

District staff has gathered information for the monthly financial reporting process.

2.0 – Review of Enrollment Numbers

District staff has prepared preliminary enrollment information for the board's review.

3.0 – Construction Projects Update – Safari Island Wall Project and Middle School Gym Floor

4.0 – ASBO Certificate of Excellence

The District was awarded ASBO's Certificate of Excellence in Financial reporting recently. This is the tenth year in a row that the district has been able to achieve this award.

Other items:

Future Items:

September Board meeting –

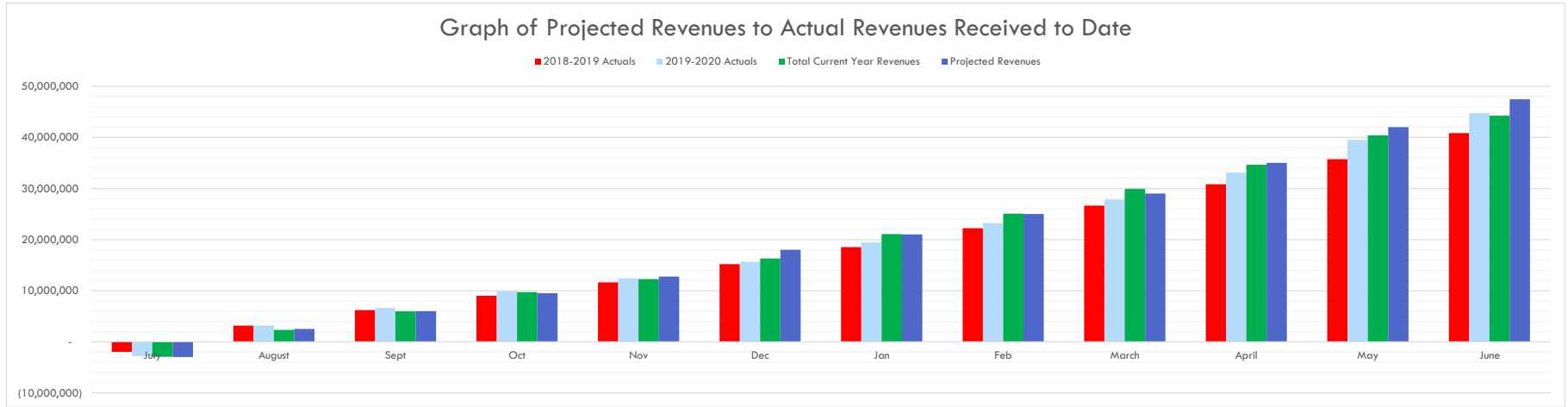
Finance Committee Meeting scheduled for September 13 at 6:30
Preliminary Levy Certification
Annual Audit Update

October Board Meeting –

Annual Audit Update

ISD #110 - Waconia Public Schools
Explore Your Passions - Create Your Success
2020-2021 School Year

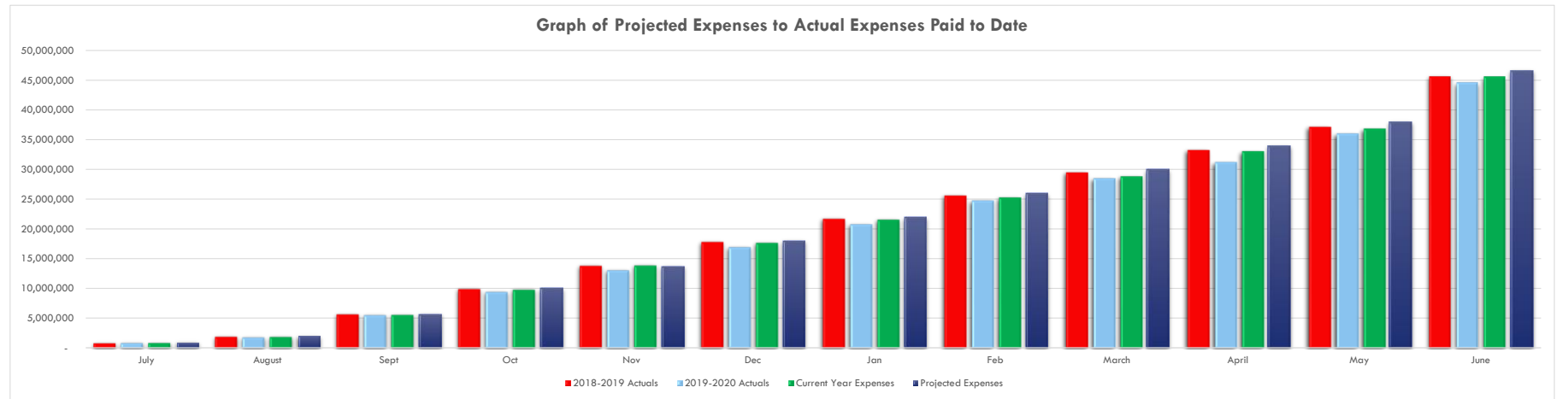
Source	YTD Revenues											
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2018-2019 Actuals	(1,995,130)	3,163,217	6,205,142	8,993,980	11,607,006	15,200,034	18,523,655	22,196,679	26,620,732	30,808,162	35,723,913	40,814,659
2019-2020 Actuals	(2,815,869)	3,188,108	6,610,684	9,864,322	12,416,692	15,640,727	19,434,320	23,205,721	27,839,554	33,109,276	39,482,367	44,733,092
Total Current Year Revenues	(2,932,099)	2,317,584	5,947,942	9,701,163	12,262,567	16,301,851	21,071,392	25,065,497	29,910,420	34,624,609	40,401,194	44,225,554
Projected Revenues	(3,000,000)	2,500,000	6,000,000	9,500,000	12,750,000	18,000,000	21,000,000	25,000,000	29,000,000	35,000,000	42,000,000	47,432,082



Note: Does not include Revenues for the Long Term Facilities Maintenance Program or the Operating Capital Program.

ISD #110 - Waconia Public Schools
 Explore Your Passions - Create Your Success
 2020-2021 School Year

Source	YTD Expenses											
	July	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
2018-2019 Actuals	846,299	1,936,091	5,704,035	9,965,592	13,872,060	17,863,072	21,738,004	25,634,903	29,514,153	33,281,658	37,154,487	45,608,323
2019-2020 Actuals	870,799	1,810,173	5,570,238	9,463,995	13,096,806	16,978,666	20,803,404	24,770,335	28,507,593	31,196,971	35,966,336	44,514,903
Current Year Expenses	885,376	1,917,344	5,645,664	9,899,193	13,967,930	17,737,007	21,621,686	25,334,072	28,865,040	33,053,754	36,834,277	45,519,068
Projected Expenses	950,000	2,000,000	5,650,000	10,000,000	13,750,000	18,000,000	22,000,000	26,000,000	30,000,000	34,000,000	38,000,000	46,596,091



ISD #110 - Waconia Public Schools
Explore Your Passions - Create Your Success

General Fund Revenues - 2020 - 2021 Fiscal Year
For Period Ending June 30, 2021

Source	Month to Date Received	Year to Date Received	Current Full Year Projection	% Received to Date
Local Revenues	1,847,571	7,613,234	7,013,528	108.55%
State Revenues	1,712,795	34,877,067	38,227,273	91.24%
Federal Aids & Grant	265,619	1,725,797	2,174,026	79.38%
Local Sources & Other Financing Sources	(1,625)	9,456	17,255	54.80%
Totals	3,824,360	44,225,554	47,432,082	93.24%
Capital Outlay	-	65,712	1,408,331	4.67%
Long-Term Facilities Maintenance	118,205	109,513	332,275	32.47%

General Fund Expenditures - 2020 - 2021 Fiscal Year
For Period Ending June 30, 2021

Source	Month to Date Expended	Year to Date Expended	Current Full Year Projection	% Expended to Date
Salaries and Wages	5,578,394	27,545,572	27,689,307	99.48%
Employee Benefits	1,891,168	10,703,474	10,542,945	101.52%
Purchased Services	771,382	5,172,015	5,726,405	90.32%
Supplies and Materials	385,552	1,811,768	2,148,417	84.33%
Capital Expenditures	(876)	103,091	118,946	86.67%
Other Expenditures & Other Financing Sources	59,171	183,148	370,071	49.49%
Totals	8,684,791	45,519,068	46,596,091	97.69%
Capital Outlay	640,023	1,349,292	1,552,357	86.92%
Long-Term Facilities Maintenance	54,832	277,204	329,310	84.18%



MN TRUST Monthly Statement

(30553-301) 2008 OPEB BONDS (Municipal Advisory Account)

Statement Period
Jun 1, 2021 to Jun 30, 2021

Statement for the Account of:
WACONIA ISD 110

ACTIVITY SUMMARY

INVESTMENT POOL SUMMARY

	IS
Beginning Balance	\$250,101.38
Dividends	\$1.08
Credits	\$351,045.14
Checks Paid	\$0.00
Other Debits	(\$250,020.83)
Ending Balance	\$351,126.77
Average Monthly Rate	0.01%

*PLEASE NOTE: THE FUND WILL BE CLOSED JULY 5TH
IN OBSERVANCE OF THE INDEPENDENCE DAY
HOLIDAY*

TOTAL IS **\$351,126.77**

TOTAL FIXED INCOME **\$1,394,500.00**

ACCOUNT TOTAL **\$1,745,626.77**

WACONIA ISD 110
MARY OVERBY
512 INDUSTRIAL BLVD
WACONIA, MN 55387



WACONIA ISD 110

Statement Period

Jun 1, 2021 to Jun 30, 2021

TRANSACTION ACTIVITY

BEGINNING BALANCE

\$250,101.38

MN TRUST PORTFOLIO

Transaction	Trade Date	Settle Date	Description	Redemption/Debit	Purchase/Credit	Share Price	Shares this Transaction
734482	06/15/21	06/15/21	Phone Transfer Redemption To Sub-Account - 101	(\$250,000.00)		\$1.00	(250,000.000)
734615	06/16/21	06/16/21	Associated Banking Fee Redemption OPEB account maintenance - April 2021	(\$20.83)		\$1.00	(20.830)
736305	06/30/21	06/30/21	Fund Purchase from FRI Maturity CD-284073-1 TEXAS CAPITAL BANK, TX		\$249,500.00	\$1.00	249,500.000
736306	06/30/21	06/30/21	Fund Purchase from FRI Maturity CD-286687-1 CIBC BANK USA / PRIVATE BANK - MI, MI		\$101,000.00	\$1.00	101,000.000
736333	06/30/21	06/30/21	Fund Purchase from FRI Interest CD-284073-1 TEXAS CAPITAL BANK, TX		\$496.96	\$1.00	496.960
736334	06/30/21	06/30/21	Fund Purchase from FRI Interest CD-286687-1 CIBC BANK USA / PRIVATE BANK - MI, MI		\$48.18	\$1.00	48.180
736679	06/30/21	06/30/21	Dividend Reinvest		\$1.08	\$1.00	1.080
TOTALS FOR PERIOD				(\$250,020.83)	\$351,046.22		101,025.390
ENDING BALANCE							\$351,126.77



WACONIA ISD 110

Statement Period

Jun 1, 2021 to Jun 30, 2021

FIXED INCOME INVESTMENTS

MATURITIES

Type	M	Holding ID	Settle Date	Transaction Date	Maturity Date	Description	Cost	Face/Par
CD	M	284073-1	07/02/20	06/30/21	06/30/21	CD-284073-1 TEXAS CAPITAL BANK, TX	\$249,500.00	\$249,996.96
CD	M	286687-1	12/01/20	06/30/21	06/30/21	CD-286687-1 CIBC BANK USA / PRIVATE BANK - MI, MI	\$101,000.00	\$101,048.18
Totals for Period:							\$350,500.00	\$351,045.14



WACONIA ISD 110

Statement Period

Jun 1, 2021 to Jun 30, 2021

FIXED INCOME INVESTMENTS

INTEREST

Type	Holding ID	Transaction Date	Description	Interest
CD	284073-1	06/30/21	CD-284073-1 TEXAS CAPITAL BANK, TX	\$496.96
CD	286687-1	06/30/21	CD-286687-1 CIBC BANK USA / PRIVATE BANK - MI, MI	\$48.18
Totals for Period:				\$545.14



WACONIA ISD 110

Statement Period

Jun 1, 2021 to Jun 30, 2021

CURRENT PORTFOLIO

Type	Code	Holding ID	Trade	Settle	Maturity	Description	Cost	Rate	Face/Par	Market Value
IS				06/30/21		IS Account Balance	\$351,126.77	0.010%	\$351,126.77	\$351,126.77
CD	N	284049-1	07/01/20	07/01/20	07/01/21	THIRD COAST BANK, SSB	\$248,900.00	0.411%	\$249,922.46	\$248,900.00
CD	N	284050-1	07/01/20	07/01/20	07/01/21	SERVISFIRST BANK	\$248,700.00	0.500%	\$249,943.50	\$248,700.00
CD	N	284051-1	07/01/20	07/01/20	07/01/21	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$147,400.00	0.151%	\$147,622.57	\$147,400.00
CD	N	284817-1	08/12/20	08/12/20	08/12/21	PREFERRED BANK	\$249,500.00	0.104%	\$249,758.25	\$249,500.00
CD	N	286278-1	11/04/20	11/04/20	11/04/21	BANK 7	\$200,000.00	0.101%	\$200,202.00	\$200,000.00
CD	N	286685-1	12/01/20	12/01/20	12/01/21	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$100,000.00	0.154%	\$100,154.00	\$100,000.00
CD	N	286686-1	12/01/20	12/01/20	12/01/21	FIRST BANK OF OHIO	\$200,000.00	0.123%	\$200,245.00	\$200,000.00
Totals for Period:							\$1,745,626.77		\$1,748,974.55	\$1,745,626.77

Weighted Average Portfolio Yield: 0.122 %

Weighted Average Portfolio Maturity: 59.50 Days

Deposit Codes:

N) Single FEIN

Portfolio Summary:

Type	Allocation (%)	Allocation (\$)	Description
IS	20.11%	\$351,126.77	IS Activity
CD	79.89%	\$1,394,500.00	Certificate of Deposit

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated using "Market Value" and are only based on the fixed rate investments (excluding SDA investments).

"Cost" is comprised of the total amount you paid for the investment including any fees and commissions.

"Rate" is the Net Yield to Maturity.

"Face/Par" is the amount received at maturity.

"Market Value" reflects the market value as reported by an independent third-party pricing service. Certificates of Deposit and Commercial Paper and other assets for which market pricing is not readily available from a third-party pricing service are listed at "Cost".



MN TRUST Monthly Statement



About Your Account and Statement

Securities and municipal advisory brokerage services (investments purchased with proceeds from a municipal securities issuance), and investments cleared through our clearing firm, Pershing LLC, are offered through PMA Securities, LLC, a broker-dealer and municipal advisor registered with the SEC and MSRB, and a member of FINRA and SIPC. All other products and brokerage services are generally provided by PMA Financial Network, LLC. Thus, certificates of deposit ("CD"), savings deposit accounts ("SDA") and commercial paper ("CP") may be executed through either PMA entity, as applicable, depending on whether the investment was purchased with proceeds derived from municipal securities. PMA Securities, LLC and PMA Financial Network, LLC are operated under common ownership and are affiliated with Prudent Man Advisors, LLC.

Fixed Rate Investment Activity

This section shows all of the fixed term investments purchased and sold, maturities, interest received, and activity. This will include all CD, SDA, CP, securities and money market funds purchased through PMA Financial Network, LLC or PMA Securities, LLC as applicable. It also shows the approximate market value of each security whose price is obtained from an independent source believed to be reliable. However, PMA cannot guarantee their accuracy. This data is provided for informational purposes only. Listed values should not be interpreted as an offer to buy or sell at a specific price. CD's and CP are listed at their original cost. Redemption of a CD prior to maturity may result in early withdrawal penalties. Market values are based on the last day of the month for which this report date range is ending. If the run date of this report is prior to the end of the current month, the market values are listed as equivalent to the cost values.

MN Trust Activity

This section shows all of the activity in the MN Trust Investment Shares. The Average Rate represents the average net interest rate over the previous month which is then annualized. Income Summary represents the interest earned for the Month and Fiscal Year to Date.

Information regarding the MN Trust investment objectives, risks, charges and expenses can be found in the MN Trust information statement, which can be obtained at www.investmntrust.com or by calling PMA at the phone number listed.

An investment in the Investment Shares or any Term Series is not a bank deposit and it is not insured or guaranteed by the Federal Deposit Insurance Corporation or any other governmental or private agency. Although the Investment Shares each seeks to maintain a stable value of \$1.00 per share, it is possible to lose money by investing in a Term Series, which may impose a substantial penalty for redemption prior to the full term of the Series.

Money Market Fund

The Rate shown for the money market fund represents the average net interest rate over the previous month which is then annualized. Information regarding the money market fund's investment objectives, risks, charges and expenses can be found in the money market fund's prospectus, which can be obtained by calling PMA at the phone numbers listed. The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

The performance data featured represents past performance, which is no guarantee of future results. Investment returns will fluctuate. Current performance may be higher or lower than the performance data quoted. Please call PMA for the most recent performance figures.

Additional Disclosures

All funds, and/or securities are located and safe kept in an account under the client's name at their custodial bank. Any certificates of deposit listed are located in the client's name at the respective bank. Any money market fund shares are held directly with the money market fund. It is recommended that any oral communications be re-confirmed in writing to further protect your rights, including rights under the Securities Investor Protection Act.

Debt Securities

Some debt securities are subject to redemption prior to maturity. In the event of a partial or whole call of a security, the securities call will be automatically selected on a random basis as is customary in the securities industry. The probability that your securities will be selected is proportional to the amount of your holdings relative to the total holdings. Redemption prior to maturity could affect the yield represented. Additional information is available upon request.

A financial statement of PMA Securities, LLC is available for inspection at its office or a copy will be mailed to you upon written request.

PLEASE ADVISE PMA AND OUR CLEARING FIRM, PERSHING LLC, IMMEDIATELY OF ANY INACCURACY OR DISCREPANCY ON YOUR STATEMENT. FOR A CHANGE OF ADDRESS OR QUESTIONS REGARDING YOUR ACCOUNT, PLEASE NOTIFY YOUR PMA REPRESENTATIVE. ANY ORAL COMMUNICATIONS SHOULD BE RE-CONFIRMED IN WRITING.

How to Contact PMA

Please call (630) 657-6400 or write to us at PMA, 2135 CityGate Lane, 7th Floor, Naperville, Illinois 60563.

How to Contact Pershing, LLC

Please call (201) 413-3530 or write to Pershing, LLC, One Pershing Plaza, Jersey City, New Jersey, 07399

In accordance with FINRA Rule 2267, PMA Securities, LLC is providing the following information in the event you wish to contact FINRA. You may call (301) 590-6500 or write to FINRA at 1735 K Street NW, Washington, D.C. 20006-1500. In addition to the public disclosure number (800) 289-9999, FINRA provides an investor brochure which describes their Public Disclosure Program. Additional information is also available at www.finra.org.

Waconia Public Schools
Budget / Projected ADM Served - 7-23-2021

Grade Level	ADM Served 2018-2019	ADM Served 2019-2020	ADM Served 2020-2021	ADM as of 7/23/2021	Budget 2021-2022
ECSE	34	31	28	25	30
K	277	284	257	273	285
1	298	278	275	263	280
2	283	306	262	279	285
3	314	288	302	264	280
4	290	321	282	303	305
5	291	290	320	293	295
Subtotal - K-5	1,753	1,767	1,698	1,675	1,730
6	320	307	291	334	335
7	324	328	308	300	295
8	305	323	329	310	310
Subtotal - 5-8	949	958	928	944	940
9	318	339	358	351	335
10	320	321	330	358	340
11	301	275	287	324	315
12	284	279	261	293	280
Subtotal - 9-12	1,223	1,214	1,236	1,326	1,270
WLC	65	71	60	50	45
Extended Day Programs	21	17	15	15	15
Special Ed - Tuition	27	31	24	20	20
Total	4,072	4,089	3,989	4,055	4,050



July 21, 2021

Mr. Todd Swanson
Director of Finance & Operations
Waconia Public Schools, ISD 110
512 Industrial Blvd.
Waconia, MN 55387

Mr. Swanson:

Attached you will find separate proposals to demo your current gym floor, provide materials for the new gym floor, provide labor for the new gym floor installation and a proposal for striping the new gym floor. I also have included a purchasing agent agreement that we will need to purchase materials separately.

The new gym floor is a premium gym floor produced by our supplier Robbins Sports Surfaces. The Robbins Hybrid MVP gym floor incorporates the Robbins ZeroG Shock pad which is a continuous contact 3/4" cushioned shock pad which offers great shock absorption and vibration control. The engineered subfloor provides more stability than lumber and an even playing surface with no voids that can produce dead spots and inconsistencies.

Robbins XLPLus long-length 2nd & Better grade maple plank flooring incorporates factory finger-jointed maple with a built-in pressure ridge for expansion and contraction. Longer planks mean 70% less end joints and stronger, straighter boards.

H2I Group will professionally remove the bleachers from the wall onto the new floor completing the demo in that area. We will install the flooring in the area and professionally reinstall the bleacher sets to the wall. The bleachers will be inspected for any operational issues at that time.

H2I Group will produce high quality shop drawings for your review and will make any corrections prior to the finishing of the gym floor.

All wall cove base and thresholds will be professionally installed with onsite placement and all inside corners professionally miter cut.

For the schedule H2I Group will begin the demo of the current gym floor July 22, 2021. From the time we are given the notice to proceed on the installation of the new gym flooring we are committing to a 6-8 week install schedule. H2I Group will extend standard warranties to a 5-year warranty on materials and workmanship, extending an additional year for each consecutive year H2I Group performs annual floor maintenance.

Please let me know if there is any other information you need.

Sincerely,

John Plumhoff
H2I Group



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com





430 Industrial Blvd. | Minneapolis, MN 55413 | Ph: 612.331.4880 | Fax: 612.378.2236 | Toll Free: 800.795.0696

PROPOSAL 91067

To: **Todd Swanson** Date: **7/21/2021**
Director Finance & Operations Project: **Waconia MS new gym floor game lines & graphics**
ISD 110 Location: **Waconia, MN**

We propose to paint game lines and graphics for the new gym floor at Waconia Middle School

Install **\$13,800.00**

Pricing Includes installing:

1. Specialized game lines and floor graphics painting to be same or similar to what is on existing floor.

Excludes:

1. Any Liquidated, Consequential and/or Actual Damages clauses.

SEE PAGE 2 for Terms & Conditions

This proposal is based upon usage of the AGC/ASA/ASC "Standard Form Construction Subcontract", 1996 Edition or a subcontract form otherwise acceptable to H2I Group, Inc.

TERMS: Net 30 Days

ACCEPTED: Company ISD #110
 Name TODD SWANSON
 Date 7/30/2021

RESPECTFULLY,
H2I Group, Inc.
 By John Plumhoff
 612-718-3644
 jplumhoff@h2igroup.com

Note: This quotation is offered for acceptance within 15 days and is subject to revision beyond that time.

DIR# PW-LR-1000537618

Contractors Licenses: Arizona # 327293 | California # 1060739 | Nevada C3#0084853, C26#00845851



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com



Serving all 50 states, Offices located:

Atlanta | Austin | Baltimore | Chicago | Cedar Falls | Columbia | Dallas | Denver | Des Moines | Kansas City | Houston | Madison | Miami | Minneapolis | Salt Lake City | Omaha | Seattle



PROPOSAL 91067

H2I Group Inc. Terms and Conditions

General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between H2I Group Inc. (hereinafter H2I). By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by H2I. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by H2I. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of H2I shall entitle H2I to an equitable adjustment of time and contract price.

Acceptance

This proposal may be accepted within 15 days subject to credit approval. H2I reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with H2I and its subsidiaries. H2I and its subsidiaries may, if payment for work performed by H2I will pass thru from a third party require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, and/or a personal guarantee, as a condition of credit approval. Customer agrees that payments received from a third party for services performed by H2I shall be held in trust and first paid to H2I for material and labor costs paid by H2I.

Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide H2I with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to H2I. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

Engineering

All engineering, proposal drawings, specifications shall represent H2I's investment in engineering skill and development and remain the property of H2I. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to H2I's interests.

Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from H2I and Customer.

Liability

H2I shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. H2I shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. H2I indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman Homme Holdings, its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle H2I, in addition to all other rights, to suspend all work and shipments and shall further entitle H2I to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against H2I due to causes for which H2I is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due H2I may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. H2I reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

We impose a 2% surcharge on all Credit Card Transactions, which is not greater than our cost of acceptance. A surcharge will not be applied to any debit card transaction.

Disputes

Customer and H2I hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

Cancellation

An officer of H2I must approve cancellation requests in writing. In order to compensate H2I for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by H2I.

Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY H2I.

Insurance

H2I maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. H2I does not provide professional liability or pollution insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: 

Name: TODD SWANSON,
(Please Print)

Date: 7/30/2021

*DEIRECTOR OF FINANCE
AND OPERATIONS*



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com



Serving all 50 states, Offices located:

Atlanta | Austin | Baltimore | Chicago | Cedar Falls | Columbia | Dallas | Denver | Des Moines | Kansas City | Houston | Madison | Miami | Minneapolis | Salt Lake City | Omaha | Seattle



PROPOSAL 91604 Change Order 1 concrete corrections

H2I Group Inc. Terms and Conditions

General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between H2I Group Inc. (hereinafter H2I). By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by H2I. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by H2I. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of H2I shall entitle H2I to an equitable adjustment of time and contract price.

Acceptance

This proposal may be accepted within 15 days subject to credit approval. H2I reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with H2I and its subsidiaries. H2I and its subsidiaries may, if payment for work performed by H2I will pass thru from a third party require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, and/or a personal guarantee, as a condition of credit approval. Customer agrees that payments received from a third party for services performed by H2I shall be held in trust and first paid to H2I for material and labor costs paid by H2I.

Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide H2I with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to H2I. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

Engineering

All engineering, proposal drawings, specifications shall represent H2I's investment in engineering skill and development and remain the property of H2I. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to H2I's interests.

Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from H2I and Customer.

Liability

H2I shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. H2I shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. H2I indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman Homme Holdings, its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle H2I, in addition to all other rights, to suspend all work and shipments and shall further entitle H2I to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against H2I due to causes for which H2I is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due H2I may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. H2I reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

We impose a 2% surcharge on all Credit Card Transactions, which is not greater than our cost of acceptance. A surcharge will not be applied to any debit card transaction.

Disputes

Customer and H2I hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

Cancellation

An officer of H2I must approve cancellation requests in writing. In order to compensate H2I for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by H2I.

Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY H2I.

Insurance

H2I maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. H2I does not provide professional liability or pollution insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: 

Name: Todd Swanson

(Please Print)

DIRECTOR OF FINANCE
& OPERATIONS

Date: 7/30/2021



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com



#h2igroup

Serving all 50 states, Offices located:

Atlanta | Austin | Baltimore | Chicago | Cedar Falls | Columbia | Dallas | Denver | Des Moines | Kansas City | Houston | Madison | Miami | Minneapolis | Salt Lake City | Omaha | Seattle



430 Industrial Blvd. | Minneapolis, MN 55413 | Ph: 612.331.4880 | Fax: 612.378.2236 | Toll Free: 800.795.0696

PROPOSAL 91604

H2I Group Inc. Terms and Conditions

General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between H2I Group Inc. (hereinafter H2I). By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by H2I. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by H2I. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of H2I shall entitle H2I to an equitable adjustment of time and contract price.

Acceptance

This proposal may be accepted within 15 days subject to credit approval. H2I reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with H2I and its subsidiaries. H2I and its subsidiaries may, if payment for work performed by H2I will pass thru from a third party require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, and/or a personal guarantor, as a condition of credit approval. Customer agrees that payments received from a third party for services performed by H2I shall be held in trust and first paid to H2I for material and labor costs paid by H2I.

Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide H2I with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to H2I. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

Engineering

All engineering, proposal drawings, specifications shall represent H2I's investment in engineering skill and development and remain the property of H2I. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to H2I's interests.

Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from H2I and Customer.

Liability

H2I shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. H2I shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. H2I indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman Homme Holdings, its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle H2I, in addition to all other rights, to suspend all work and shipments and shall further entitle H2I to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against H2I due to causes for which H2I is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due H2I may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. H2I reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

We impose a 2% surcharge on all Credit Card Transactions, which is not greater than our cost of acceptance. A surcharge will not be applied to any debit card transaction.

Disputes

Customer and H2I hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

Cancellation

An officer of H2I must approve cancellation requests in writing. In order to compensate H2I for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by H2I.

Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY H2I.

Insurance

H2I maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. H2I does not provide professional liability or pollution insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: Todd Swanson Name: TODD SWANSON, Date: 7/30/2021
(Please Print) DIRECTOR OF FINANCE AND OPERATIONS



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com



Serving all 50 states, Offices located:

Atlanta | Austin | Baltimore | Chicago | Cedar Falls | Columbia | Dallas | Denver | Des Moines | Kansas City | Houston | Madison | Miami | Minneapolis | Salt Lake City | Omaha | Seattle



Choose an item.

PROPOSAL 91063

To: **Todd Swanson** Date: **7/21/2021**
Director Finance & Operations Project: **Waconia MS new gym floor materials**
ISD 110 Location: **Waconia, MN**

We propose to act as Purchasing Agent and supply all materials for the a new Robbins Hybrid MVP maple gym floor system at Waconia Middle School.

Materials & Freight **\$103,400.00**

Pricing Includes the following materials:

1. Robbins Sports Surfaces 25/32" x 2-1/4" XLPlus long-length northern hard maple plank flooring\
2. 2 layers 1/2" 4-ply plywood
3. Robbins Sports Surfaces Zero/G® Shockpad

Zero/G Shockpad is the ultimate in vibration control and features an open cell foam technology that prevents pad compression to ensure consistent floor performance after years of continuous use. Zero/G Shockpad works well in areas that are prone to natural water disasters and is designed to absorb and contain water to one area of the floor during a disaster. It also has a built in anti-bacterial additive to prevent fungus growth from exposure to moisture.

4. 10m poly vapor barrier
5. Oil based seal and finish
6. Vent Cove wall base
7. Interior thresholds
8. Professionally engineered shop drawings

Excludes:

1. Any Liquidated, Consequential and/or Actual Damages clauses.
2. Use Tax
3. Installation Labor
4. Paints and stencils

SEE PAGE 2 for Terms & Conditions

This proposal is based upon usage of the AGC/ASA/ASC "Standard Form Construction Subcontract", 1996 Edition or a subcontract form otherwise acceptable to H2I Group, Inc.

TERMS: Net 30 Days

ACCEPTED: Company ISD #110
Name TODD SWANSON
Date 7/30/2021

RESPECTFULLY,
H2I Group, Inc.
By John Plumhoff

612-718-3644
jplumhoff@h2igroup.com

Note: This quotation is offered for acceptance within 15 days and is subject to revision beyond that time.



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com



PROPOSAL 91063**H2I Group Inc. Terms and Conditions****General**

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between H2I Group Inc. (hereinafter H2I). By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by H2I. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by H2I. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of H2I shall entitle H2I to an equitable adjustment of time and contract price.

Acceptance

This proposal may be accepted within 15 days subject to credit approval. H2I reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with H2I and its subsidiaries. H2I and its subsidiaries may, if payment for work performed by H2I will pass thru from a third party require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, and/or a personal guarantee, as a condition of credit approval. Customer agrees that payments received from a third party for services performed by H2I shall be held in trust and first paid to H2I for material and labor costs paid by H2I.

Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide H2I with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to H2I. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

Engineering

All engineering, proposal drawings, specifications shall represent H2I's investment in engineering skill and development and remain the property of H2I. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to H2I's interests.

Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from H2I and Customer.

Liability

H2I shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. H2I shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. H2I indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman Homme Holdings, its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle H2I, in addition to all other rights, to suspend all work and shipments and shall further entitle H2I to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against H2I due to causes for which H2I is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due H2I may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. H2I reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

We impose a 2% surcharge on all Credit Card Transactions, which is not greater than our cost of acceptance. A surcharge will not be applied to any debit card transaction.

Disputes

Customer and H2I hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

Cancellation

An officer of H2I must approve cancellation requests in writing. In order to compensate H2I for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by H2I.

Warranty


THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY H2I.

Insurance

H2I maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. H2I does not provide professional liability or pollution insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature:  Name: Todd Swanson Date: 7/30/2021
(Please Print) **DIRECTOR OF FINANCE AND OPERATIONS**

**Solutions for Industry, Education, and Healthcare Since 1924**

h2igroup.com
info@h2igroup.com





The parties agree that these additional terms and conditions supplement and modify the agreement dated 7-21-2021.

H2I Group hereby agrees to provide the labor for installation of the following real estate construction improvement: Waconia Middle School Gym Floor Replacement

Waconia Independent School District 110 hereby agrees to purchase the following goods and materials to be installed by H2I Group: Materials included for the replacement of the Waconia Middle School gym floor

Waconia Independent School District 110 further agrees that it is the owner of the goods and materials to be installed hereunder and H2I Group shall not be liable for any defects in the building materials and shall have no risk of loss for any building materials but shall only be liable for any negligence or defect in installation of such materials.

H2I Group agrees to act as agent for Waconia Independent School District 110 for the purchase of goods and materials and shall provide notice of such agency to all vendors and suppliers of goods and materials purchased hereunder on behalf of Waconia Independent School District 110.

Agent

Purchaser

H2I Group

Waconia Independent School District 110



By:

By: TODD SWANSON

Its: _____

Its: DIRECTOR OF FINANCE
AND OPERATIONS



Solutions for Industry, Education, and Healthcare Since 1924

h2igroup.com
info@h2igroup.com





ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

**The Certificate of Excellence in Financial Reporting
is presented to**

Waconia Public Schools ISD 110

**for its Comprehensive Annual Financial Report
for the Fiscal Year Ended June 30, 2020.**

The district report meets the criteria established for
ASBO International's Certificate of Excellence.



W. Edward Chabal

W. Edward Chabal
President

David J. Lewis

David J. Lewis
Executive Director



July 30, 2021

Mr. Todd Swanson
Director of Finance and Operations
Waconia Public Schools ISD 110
512 Industrial Boulevard
Waconia, MN 55387

Dear Mr. Swanson:

Congratulations! On behalf of the Association of School Business Officials (ASBO) International, I am pleased to inform you that Waconia Public Schools ISD 110 has received ASBO's Certificate of Excellence in Financial Reporting for the fiscal year ended 2020. This award represents a significant achievement and reflects your commitment to transparency and high-quality financial reporting. We encourage you to use the [COE recipient's logo](#) to share your achievement in emails and marketing materials.

The Certificate of Excellence (COE) Review Team has provided their comments for the improvement of your Comprehensive Annual Financial Report. It is important to review the comments and address them before you prepare next year's report. Your district must include a copy of the original comments and the district's written responses to the comments in next year's application packet.

We hope you will use the attached press release to share this important achievement with your community. Your award certificate is also attached.

Congratulations to you and the members of your staff who worked so hard to earn the COE this year. We look forward to your continued participation in the COE program.

Sincerely,

A handwritten signature in black ink, appearing to read 'David J. Lewis'. The signature is fluid and cursive, with a large initial 'D' and 'L'.

David J. Lewis
Executive Director



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

FOR IMMEDIATE RELEASE

Contact: Susan Lambert
slambert@asbointl.org

School District Awarded for Outstanding Financial Reporting

Ashburn, VA – 2021 – The Association of School Business Officials International (ASBO) is pleased to award Waconia Public Schools ISD 110 the Certificate of Excellence in Financial Reporting (COE). ASBO International's COE recognizes districts that have met the program's high standards for financial reporting and transparency. The school district earned the Certificate of Excellence for its Comprehensive Annual Financial Report for the fiscal year ended 2020.

"The COE's mission is to promote and recognize excellence in financial reporting," ASBO International Executive Director David Lewis says. "The Comprehensive Annual Financial Report informs stakeholders about the financial and economic state of the district, making it an important communications tool for building trust and engaging with the school community."

By participating in the COE program, school districts demonstrate their commitment to financial transparency. Applicants submit their report for review by a team of financial professionals who provide feedback to improve future documents. If the report meets the requirements of the program, it may receive the Certificate of Excellence. A district's participation in the COE program can facilitate bond rating and continuing bond disclosure processes.

The COE is proudly sponsored by ASBO International Strategic Partner American Fidelity.

#

About ASBO International

Founded in 1910, the Association of School Business Officials International (ASBO) is a nonprofit organization that, through its members and affiliates, represents approximately 30,000 school business professionals worldwide. ASBO International is committed to providing programs, services, and a global network that promote the highest standards in school business. Its members support student achievement through effective resource management in various areas ranging from finance and operations to food services and transportation. Learn more at asbointl.org.

About American Fidelity

American Fidelity provides employer cost-savings solutions and supplemental insurance benefits to specific industries. Acting as an extension of the HR department, we educate, enroll, and support the development of robust, competitive insurance packages—all while ensuring seamless administration and employee satisfaction. As experts in employer benefit solutions, our salaried account managers deliver year-round support, help employers overcome benefit administrative challenges, and always offer a different perspective – a different opinion.

ASBO COE RECIPIENTS IN 2019 FOR MINNESOTA

Anoka-Hennepin Independent School District 11
Columbia Heights Public Schools
Eastern Carver County Schools ISD 112
Eden Prairie Independent School District 272
Hopkins Public Schools ISD 270
Independent School District 192 - Farmington Area Public Schools
Independent School District 194 - Lakeville Area Public Schools
Independent School District 196 - Rosemount-Apple Valley-Eagan Public Schools
Independent School District 199 - Inver Grove Heights
Independent School District 278 - Orono Public Schools
Independent School District 279 - Osseo Area Schools
Independent School District 281 - Robbinsdale Area Schools
Independent School District 284 - Wayzata Public Schools
Independent School District 621 - Mounds View Public Schools
Independent School District 728 - Elk River
Independent School District 833 - South Washington County Schools
Independent School District 882 - Monticello Public Schools
ISD 191 Burnsville-Eagan-Savage
ISD 622 North St. Paul - Maplewood - Oakdale Schools
Mahtomedi Public Schools ISD 832
Marshall Public Schools ISD 413
Minnetonka Independent School District 276
Owatonna Public Schools ISD 761
Prior Lake-Savage Area Schools ISD 719
Roseville Area Schools ISD 623
Shakopee Public School District
Spring Lake Park Independent School District 16
St. Anthony-New Brighton Independent School District 282
Stillwater Area Public Schools ISD 834
Waconia Public Schools ISD 110
White Bear Lake Area Schools Independent School District 624

31 Districts

6.B. Superintendent's Report

Presenter: Pat
Devine,
Superintendent

LEADERSHIP HIGHLIGHTS

August 2021

Elementary:

The elementary schools are finalizing class placement, giving daily tours, wrapping up hiring, and planning our start to the 2021-2022 school year. Our elementary numbers are strong! We are looking forward to seeing everyone and celebrating the start of the year at Open House. A huge thank you to our custodial staff and office staff, lots of hard work and energy goes on behind the scenes to get our sites ready. In the elementary world we love a yearly theme. It helps in planning events and building excitement for the year.

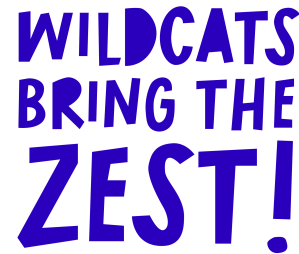
Welcome to the 2021-2022 school year!



Bayview



Laketown



Southview

Activities: www.waconiaathletics.com

Community Ed:

Community Education is busy getting for all of our fall activities and programs! This fall we will be offering youth football, volleyball and soccer. This programming will start mid to late August and run through October.

Kids' Company and our Early Childhood programs are also very busy getting prepared for the upcoming school year. Space is limited for Kids' Company and Preschool so if you are still looking to get into one of these programs. Contact Community Education. Registration for the ECCE classes opens on August 18.

The More Than Pink 5K run takes place on Thursday, August 5 at 6:30 pm. There are 120 girls signed up to run this year along with 50 or so parents/families members.

Human Resources:

Individual teaching contracts have been extended to twenty-four new teachers for the 2021-2022 school year. Our new teachers will begin their time with ISD 110 at our New Faculty Orientation, which is scheduled to begin on Tuesday, August 17. Training sessions will be provided on the topics of instructional technology, student activities, communications, teaching license renewal and recertification, teacher evaluation, probationary status and achieving continuing contract status, and the Marzano instructional framework and resources. New teachers will also have the opportunity to connect with their mentor teachers and meet with their principals and/or department directors and other new members of their building's faculty. School Board members are welcome to join us for the 12:00 PM luncheon on August 17, which will take place in the High School's Commons. Please let Jessica Kilian know if you plan to attend.

Support Services:

The Special Education Extended School Year has wrapped up for the summer except for a few sessions at Bayview in August. Teachers and ESPs did a great job providing the services. It was great having the students in the building. The special education licensed staff is complete with the hiring of a new 0.6 FTE Occupational Therapist! ESP hiring continues to move ahead. Several positions have been filled, while several others remain open. We continue to interview candidates for those positions.

Communications Department:

We are preparing to roll out the crisis communications app called VOLO during workshop week. Administration will be trained before and then all staff will receive training during workshop week. It is an extremely powerful tool that will also tie in the Carver County Sheriff's office along with emergency personnel and first responders.

With the summer CommuniCAT now in circulation, we are in the planning stages of the back-to-school issue. The come back campaign is also in full swing where we are reaching out to those who chose to open enroll out of the district last school year.

We pitched a long list of stories to the Waconia Patriot and they are working pretty much all of them. Look for those to be published in the weeks leading up to the start of the school year and right after we begin. In our efforts to make the website as user friendly as possible, there is now a back to school tab that will contain all of the district level back to school information.

We put together about 1,000 packets of ONE10 information for Donna Hughes of Welcome Neighbor. She will include the marketing materials in packets for those who have just moved to the district.

The Wildcat Media Productions team is growing and we are full for the fall trimester. Look for their thoughtful and creative productions in the weeks to come. To date, Wildcat Media Productions has produced about 150 videos over the past 5 years. These students play a critical role in district communications as they learn the production business.

I am taking a night class in August to become a certified drone pilot. Once certified, students will be able to use the drone with my assistance and oversight. This provides them with yet another learning opportunity and tool to have in their box to produce high end video productions.

Superintendent:

The Excitement of Coming Back to School is Here

I am in hopes that ALL ONE10 students, parents and employees have had a Wonderful Summer Break!! After the incredibly intense school year last year, all of ONE10 deserves to get away, relax and rejuvenate to help us be ready for the upcoming school year. The “Back to School” ads are out the buzz is in the air for the return to school. It is my favorite time of year.....kids and staff are so excited to get school started.....and so are parents. :)

As the Covid-19 pandemic continues to shift and change, so do the recommendations. This summer we were able to have a somewhat normal school setting with the summer guidelines from the state agencies and all went well with no Covid concerns. As we look at the back to school fall Safe Learning Plan protocols, we considered all the data and information we have at our disposal to develop the best educational plan for students. We are recommending our fall Safe Learning Plan for approval at this Monday’s meeting. We fully understand we are in a position where we are unable to meet the desires of all families. Our current plan follows the current data and places student learning as the primary focus.

Thanks to our custodial staff, our buildings are looking great! In the next couple weeks, ONE10 will be welcoming our fantastic new employees for orientation and bringing back all of our excellent ONE10 staff for workshop week. We look forward to meeting all who are joining our ONE10 team and having our entire team back on campus. We are looking forward to getting back to some sort of normalcy and enjoying what we do best...deliver an excellent and caring education to our amazing students.

WE Are ONE10!!

ONE10 will have Tiered Busing this Fall

The past school year, we were able to pilot tiered busing which is something that Brian Koch and I have been wanting to explore for a few years. The timing was right and the results were very positive, so we recommended and have approval to move forward with Tiered Busing for the fall of 2021. Here is some of [our rationale](#) for the change.

Below is the new student school day times:

Previous

New

	start/end times		start/end times
	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Elementary Schools	8:02-2:42	8:25-2:30	7:55-2:30
Waconia Middle School	8:05-3:05	8:05-3:05	8:25-3:10
Waconia High School	8:00-2:55	8:00-2:55	8:30-3:05

New Professional Growth, Reflection, and Evaluation (PGRE) Plan

Ever since my first year at ISD ONE10, I have been given feedback from teachers and administration that when our McREL teacher evaluation contract expires we need to move on to a different professional growth and evaluation system...and I agreed.

I want to thank all those that have taken an in depth look at our options for a new PGRE (Professional Growth, Reflection and Evaluation) Plan for ISD ONE10 over the past two years. The due diligence to deliver the best model for us moving forward is very much appreciated. The WEA and school district have come to a joint agreement and the new PGRE Plan is being recommended for approval at this Monday's school board meeting. This change is exciting to know that we are moving to a better model for our teacher's PRGE.

Flood Damage to the WMS Gym Floor

FYI: For those that haven't heard, on Sunday night, 7/11/21, a pipe in a water fountain at WMS broke and flooded the wrestling room and gym floor. The custodians did a great job of removing all the surface water, yet the damage was too much and the floor was totaled. The floor has been torn up and will be replaced. We are moving as fast as we can to get all repaired and the new floor installed sooner than later. If the contractors deliver on time, we could have the new floor ready by the end of September. We are sorry for the inconvenience to WMS and Community Ed and appreciate your patience.

Safe Learning Plan Recommendation Information

As we plan for the upcoming school year, recommendations regarding the pandemic continue to be ever-changing. We continue to monitor all of the data and information about how the pandemic is impacting us locally.

I believe we all want the same outcome at ONE10...to deliver the best education for our students in the safest way feasible. We know there are many completely different opinions about what our protocols should look like this fall and that we are unable to meet all desires wanted. Over the past year, we have learned a lot, and that information

along with our first-hand experiences will help us form the best decisions for the 2021-2022 school year.

Below is some of the information, data and feedback we are using to determine the best Safe Learning Plan moving forward.

- Zero Positive Covid Cases at ONE10 over summer programs 2021
- [Carver County Covid-19 Dashboard](#) positive case rate is much lower than last year
- Carver and Hennepin County Vaccination Rates: 77% (16+), 75% (12+)
- ISD ONE Student Vaccination Rates: WHS - 51%, WMS (12+) - 42%
- Students and staff 12 year old plus have the opportunity to be vaccinated
- 99.9 percent of Minnesotans who are fully vaccinated have not contracted the virus.
- US Breakthrough Case Rate for those fully vaccinated is 0.08%
- Carver County Youth have a 0.05% of needing to be in hospital with the Covid-19 virus
- E-6 students are less susceptible to getting the virus, their symptoms are not as severe and schools have been shown to be a safe place to protect young children from the virus.
- [MDH Guidelines for MN Schools](#) which came out on 7/28/21.
- Masks are recommended by CDC and MDH and are not mandated, yet are encouraged and welcomed.
- MDH is allowing schools to treat this virus like other virus concerns in school. We notify parents there is a positive case and families can choose to quarantine. So the only quarantine requirements will be the positive case and family members.
- The best academic and social-emotional learning environment for our ONE10 students is In-Person and no mask mandate, yet encouraged and accepted for those who want them.
- Building administrators will work individually with families and/or staff to address special circumstances not covered in our Safe Learning Plan.
- We will do our best to accommodate those with additional health concerns.

ONE10 administration's recommendation for the fall Safe Learning Plan will be presented for school board approval at this Monday's school board meeting.

SWMetro Online School

We are partnering with SWMetro to provide "Distance Learning" Online school to any of our ONE10 students that choose this model of instruction. We continue to partner

where we can, yet SWMetro is in complete control of the delivery of this model for our students. Currently they plan to offer two options for students and enrollment can only happen at grading period breaks. There will be a full time online option for all K-12 students and there will be individual course options for 9-12 students. More information at [SWMetro Online Enterprise](#). [Catalog of Online Courses and Schedule](#)

Continue to Enjoy the Summer Break!
WE Are ONE10!!

6.B.1. Preliminary Budget Update Report

**ISD 110
Preliminary Budget Update Report
8/9/21**

Miscellaneous Wage Rate Proposed Changes:

Each year we review our Miscellaneous Wage Rates to ensure we are paying a competitive wage for employees hired to fulfill a temporary service need for our school district. Below is the financial impact on our preliminary budget for the proposed increases to our miscellaneous wage rates.

The estimated increase in the prelim budget by giving a \$5.00 per day increase in pay for daily and half day substitute teachers would be \$16,222.60

The estimated increase in the prelim budget by giving a \$1.50 per hour increase in pay for educational assistant substitutes would be \$12,279.88.

Total estimated increase = \$28,502.48

Current Enrollment and Class Size Information:

We will be watching the student enrollment and class size increases. We have closed enrollment at some grades at each school, forcing newly enrolled students to attend an elementary school not in the boundary of the household they live in. Currently we have closed enrollment to the grade levels highlighted in blue to help balance class size.

	Bayview Class size	Laketown Class size	Southview Class size
K	22.00	23.00	20.80
1	24.75	25.67	22.25
2	22.50	24.25	23.25
3	23.50	26.00	22.75
4	26.25	26.00	24.50
5	28.00	24.50	28.33

Following the IF-THEN guidelines, we will only recommend adding new staff if the increase meets the criteria outlined:

- If ISD 110 student enrollment increases between scheduled school board meetings at a level that warrants new personnel to keep the average class size at the recommended level as guided by the School Board; [Elementary numbers](#) - Five over Regional Average, WMS-over 32+, WHS-over 34+. And the enrollment increase produces the revenue for the added expense.....

INDEPENDENT SCHOOL DISTRICT #110
Budget Amendments
2021-2022 School Year

	2021-2022	2021-2022	Budget Revisions Following the Adoption of the Preliminary Budget						
	Preliminary Budget	Revised Budget	1 Spec Ed IEP	2 MS Gym Floor	3 Enrollment				
Discussion/Approval Date	6-28-2021	8/9/2021	7/19/2021	7/26/2021	7/19/2021				
Total Revenues and Other Sources	\$ 48,404,073	48,804,073	50,000	350,000	-				
Total Expenditures	\$ 46,661,587	47,163,587	152,000	350,000	-				
Change to Surplus/Deficit			(102,000)	-	-				
Surplus or (Deficit)	\$ 1,742,486	1,640,486							
Projected Fund Balance at the Beginning of the Year	\$ (5,358,352)	(5,358,352)							
Analysis of Projected Equity Balances as of 06-30-2022									
Nonspendable	50,000	50,000							
Restricted/Reserved	22,113	22,113							
Unassigned	(3,687,979)	(3,789,979)							
Projected Fund Balance at the End of the Year	\$ (3,615,866)	(3,717,866)							

Budget Revisions Following the Adoption of the Preliminary Budget	
Descriptions	
1.	Special Education IEP Required Changes - Board Approved 7-19-2021
2.	Middle School Gym Floor Insurance Matter - Board Discussion Date 7-26-2021
3.	Enrollment Increase and Class Size - Board Approved 7-19-2021

- Notes -

The Revised Budget is a summary of all of the Revisions detailed on the columns to the right of the Revised Budget Column.

The Special Education IEP Change included a budget revision to revenue of \$50,000 to account for the additional revenue approved at the legislature that was not included in the preliminary budget.

The insurance claim will result in the District using \$5,000 in currently budgeted funds to cover its deductible.

The enrollment Increase and class size revisions changes have not resulted in any budgetary impact as of yet.

6.B.2. Fundraising Proposals

FUNDRAISING ACTIVITY PROPOSAL

Provide a brief explanation of each activity, include dates, method, fees, product and vendor.

1.) Scarf sale:

Date: July-Sept 2021

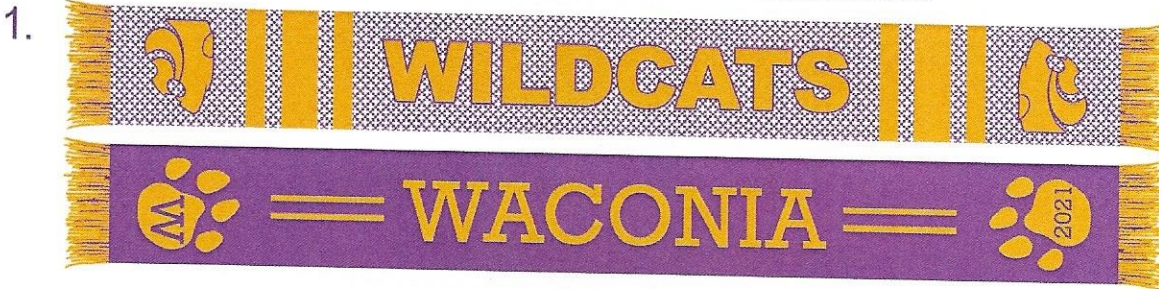
Method: Internet pre-sale via email; direct sale at games

Fees: Varies by qty and method of sale; max \$30/ea

Product/Vendor: Custom Waconia scarf from Ruffneck Scarves

<https://www.ruffneckscarves.com/pages/order-custom-soccer-scarves>

Designs created by **RUFFNECK™** Colors used: 
Ruffneck is not responsible for a slight variation in color, when not provided with official PMS codes by customer.



2.)

3.)

Do any of the activities involve door-to-door sales? Yes No

If yes, is parent notification required?

Do any of the activities require a special permit? Yes No
If yes, please describe:

Are there special food monitoring requirements? Yes No
If yes, please explain:

Projected total group/organization profits from fundraising for each activity:
1.) >\$1500 2.) 3.)

Estimated percent of profits to total sales:
1.) 55% (\$11 profit/\$20 sale) 2.) 3.)

ADMINISTRATIVE REVIEW

Does proposed activity meet one of the following criteria: Yes No

Is a student/organization;

Or community group and is characterized by one of the following:

- a. Takes place during school time
- b. Utilizes school facilities or equipment
- c. Involves school personnel

Does the event require compulsory donations or participation by students? Yes No

Is the group/organization sanctioned by District 110? Yes No

Did the request meet the two week notification limit? Yes No

Is the purpose and need of the fund raising activity appropriate and considerate of District's total education program? Yes No


- Group/organization equity
- Gender equity
- Number of fund raising events
- Fund raising dollars/student involve equity
- Appropriateness of the type of fund raising

If required, did District 110 complete the appropriate review and paperwork for the selection of fund raiser vendor? Yes No

Comments: _____

Approved group/organization profits from event(s): _____

Administrative Approval: Yes No



Administrator Signature

2-16-21

Date

Note: Money raised above the board approved amount will be allocated in a mutually agreed upon method by administration and group/organization representative.

GROUP/ORGANIZATION BACKGROUND

Name of group/organization: ___Girls Swim & Dive_____

Group Advisor / Contact person: ___Ashley Westphal_____

Extension: ___4144_____

How many participants in your group/organization? ___35_____

Briefly identify the group/organization's purpose: ___To develop the whole student athlete by building self-discipline, a strong work ethic, teamwork, sportsmanship, and self-confidence. To follow a team 1st attitude while respecting and having pride in Wildcat Athletics. _____

How often does your group meet? ___Daily in the Fall_____

Does the group/organization have a constitution and bylaws? Yes No

Last revision date: _____

Does the group/organization have an Open Membership? Yes No

Does the group/organization have a democratic operation? Yes No

FUNDRAISING PURPOSE

Purpose and need for a fund raising activity (briefly explain):

___To provide extra funds for needed equipment & team activities_____

FUNDRAISING ACTIVITY PROPOSAL

Provide a brief explanation of each activity, include dates, method, fees, product and vendor.

1.) Culver's - Fall 2021. No fees. We run orders/clean & they donate a percentage of profits during the time we work to our program.

2.)

3.)

Do any of the activities involve door-to-door sales?

Yes

No

If yes, is parent notification required?

Do any of the activities require a special permit? Yes No
If yes, please describe:

Are there special food monitoring requirements? Yes No
If yes, please explain:

Projected total group/organization profits from fundraising for each activity:

1.) \$500 2.) 3.)

Estimated percent of profits to total sales:

1.) %15 2.) 3.)

ADMINISTRATIVE REVIEW

Does proposed activity meet one of the following criteria: Yes No

Is a student/organization;

Or community group and is characterized by one of the following:

- a. Takes place during school time
- b. Utilizes school facilities or equipment
- c. Involves school personnel

Does the event require compulsory donations or participation by students? Yes No

Is the group/organization sanctioned by District 110? Yes No

Did the request meet the two week notification limit? Yes No

Is the purpose and need of the fund raising activity appropriate and considerate of District's total education program? Yes No


- Group/organization equity
- Gender equity
- Number of fund raising events
- Fund raising dollars/student involve equity
- Appropriateness of the type of fund raising

If required, did District 110 complete the appropriate review and paperwork for the selection of fund raiser vendor? Yes No

Comments: _____

Approved group/organization profits from event(s): _____

Administrative Approval: Yes No



Administrator Signature

7-23-21

Date

Note: Money raised above the board approved amount will be allocated in a mutually agreed upon method by administration and group/organization representative.

GROUP/ORGANIZATION BACKGROUND

Name of group/organization: Waconia Choir Boosters

Group Advisor / Contact person: Aaron Olson

Extension: 4107

How many participants in your group/organization? 150

Briefly identify the group/organization's purpose: The Waconia Choir Boosters support the activities of the vocal music program at Waconia High school. This includes curricular and co-curricular Vocal music offerings.

How often does your group meet? Monthly

Does the group/organization have a constitution and bylaws? X Yes No

Last revision date: _____

Does the group/organization have an Open Membership? X Yes No

Does the group/organization have a democratic operation? X Yes No

FUNDRAISING PURPOSE

Purpose and need for a fund raising activity (briefly explain):

The Fundraising helps to provide supplementary funding to support the programming. Funds raised from the coupon Blitz and Hop with Scrip go directly into participating student accounts to help them pay for their activity fees.

FUNDRAISING ACTIVITY PROPOSAL

Provide a brief explanation of each activity, include dates, method, fees, product and vendor.

- 1.) Coupon Blitz - Late July - We will be selling discount coupon cards. The Boosters have created their own cards so students earn 100% of the profits. Students will be divided into teams and assigned areas of the city to sell the cards. All profits will be divided equally amongst those that participate in the Blitz.

- 2.) Premier Night - December 21 - Premier night (formerly known as Spaghetti Dinner) Premier Night is the first performance of the competition season. All of the food has been donated by Mackenthun's and the money raised helps to support the show choirs.

- 3.) Shop With Scrip - This program provides discounted Gift cards with rebates. The rebates go directly to student accounts.

- 4.) Club's Choice Frozen Foods - This fundraiser takes place in the Fall. It is open for all choir students in grades 6-12. This is a typical brochure fundraiser where the students take home a brochure with Club's Choice Frozen foods and families order the products. We typically do this in the early Fall with Delivery in early November. Profits are deposited into student accounts.

Do any of the activities involve door-to-door sales? Yes No
 If yes, is parent notification required?

Do any of the activities require a special permit? Yes No
 If yes, please describe:

Are there special food monitoring requirements? Yes No

If yes, please explain:

Premier Night Food is catered so all licensing is taken care of by the Caterer.

Projected total group/organization profits from fundraising for each activity:

- 1.) \$10,000 2.) \$10,000 3.) Depends on Participation 4.) \$10,000

Estimated percent of profits to total sales:

- 1.) 95% 2.) 95% 3.) Rebates range from 2-10% 4.) 40-45%

ADMINISTRATIVE REVIEW

Does proposed activity meet one of the following criteria:

Yes

No

Is a student/organization;

Or community group and is characterized by one of the following:

- a. Takes place during school time
- b. Utilizes school facilities or equipment
- c. Involves school personnel

Does the event require compulsory donations or participation by students?

Yes

No

Is the group/organization sanctioned by District 110?

Yes

No

Did the request meet the two week notification limit?

Yes

No

Is the purpose and need of the fund raising activity appropriate and considerate of District's total education program?

Yes

No

- Group/organization equity
- Gender equity
- Number of fund raising events
- Fund raising dollars/student involve equity
- Appropriateness of the type of fund raising

If required, did District 110 complete the appropriate review and paperwork for the selection of fund raiser vendor?

Yes

No


Comments: _____

Approved group/organization profits from event(s): _____

Administrative Approval:

Yes

No



Administrator Signature

7-23-21

Date

Note: Money raised above the board approved amount will be allocated in a mutually agreed upon method by administration and group/organization representative.

7. **ACTION ITEMS**

7.A. Safe Learning Plan Update

ISD ONE10
Recommended Safe Learning Plan 2021
Starting: Tuesday, August 10, 2021

ISD ONE10 continues to follow and monitor the ever-changing guidelines and requirements from the MN Department of Education (MDE), MN Department of Health (MDH), Governor Walz, the State of MN and Carver County Public Health (CCPH). The following is the plan, as of today 8/10/21, for the fall of 2021 for our ONE10 buildings and what it means for staff, students, and guests.

As of August 10, 2021, ISD 110 will be using its local authority to implement the following ONE10 Safe Learning Plan.

To start the 2021-2022 school year:

Masks/Face Coverings will not be required inside or outside ONE10 facilities.

- Masks will continue to be recommended for students, teachers, staff and visitors (ages 2 year and older) who are not yet fully vaccinated. Masks will be allowed and encouraged for those who wish to continue wearing them, yet not required at our ONE10 facilities.
- Face coverings are required on all district-provided transportation, regardless of vaccination status. This is a TSA and CDC mandate and is not a local decision.
- In general, people do not need to wear masks when outdoors. However, in areas where there could be substantial/high transmission, CDC recommends that people 2 years and older who are not fully vaccinated wear a mask in crowded outdoor settings or during activities that involve sustained close contact with others who are not fully vaccinated.
- The school district will continue to monitor positive COVID-19 case rates and stay in communication with Carver County Public Health throughout the school year. If any changes are needed, we will communicate to staff and families as soon as possible.

Social Distancing

- Social Distancing is still recommended yet not required. When possible, a 3 foot distance will be maintained between students and a 6 foot distance between adults.

COVID-19 Symptoms and Confirmed Cases

- Health screening protocols will continue. Monitor and look for COVID-19 symptoms. **Anyone with symptoms or feeling ill should stay home.**
- Report any COVID-19 symptoms and/or positive cases immediately.
 - Employees report to your supervisor. If your supervisor is not available, please contact the front office of your school building.
 - Students and families please report COVID-19 Symptoms to the front office of

your school building.

- Confirmed positive COVID-19 cases will continue to be reported to MDH.
- **If a student or staff member tests positive for COVID-19**, ISD ONE10 will require that student/staff member to:
 - Stay home for 10 days after symptom onset or 10 days after specimen collection date
 - AND they must be fever free for at least 24 hours without fever reducing medication
 - AND show that other symptoms of COVID-19 are improving

Contact Tracing and Quarantining

- Only people who test positive for COVID-19 and their unvaccinated household members will be required to quarantine.
- Families and staff will be notified if there is a positive case in one of their classrooms and they can determine, on their own, if they wish to quarantine.
 - If there are three or more positive COVID-19 cases in any classroom over a two week period, mitigation measures will be reviewed in consultation with MDH.
 - Quarantined students will receive instruction similar to other long-term absences and follow student absentee protocols.
- Contact Tracing will only be done if required by MDH.

Cleaning and Sanitizing

- We will continue to follow our district's updated Enhanced Cleaning Plan for daily cleaning and disinfecting high-touch surfaces to reduce the risk of spreading COVID-19 and other infectious diseases.
- Per CDC guidance, cleaning once a day is usually enough to sufficiently remove potential viruses that may be on surfaces. If a school has had an ill person in the building, the space will be cleaned and disinfected.
- Heating, ventilating and air conditioning (HVAC) building systems have been assessed and maintained for proper ventilation and filtration. Systems are continuously evaluated and maintained to ensure healthy indoor air quality that meets industry standards while maximizing fresh air intake along with hospital quality HVAC filtration.

COVID-19 Vaccinations

- COVID-19 vaccines are recommended for eligible individuals by MDH and CDC.
- COVID-19 vaccination is not a requirement to attend school, yet encouraged.

COVID-19 Testing

- MDH and CDC recommend testing for anyone with one of the more common COVID-19 symptoms or two of the less common symptoms
- CDC recommends all those, vaccinated and non-vaccinated, who have been exposed to a person with COVID-19, be tested 3 to 5 days after exposure, even if asymptomatic.

ONE10 Activities and Community Education Programs

- All ONE10 Activities and Community Education Programs will follow the safety protocol expectations established in this Safe Learning Plan and the MSHSL requirements. ONE10 Activities and Community Education is planning to maintain

somewhat normal programming and scheduling for the 2021-22 school year.

Continued Safety Protocols

- Although we are reducing safety mitigations for masks and social distancing from the 2020-21 school year, we are still encouraging the following:
 - Continue with routine hand washing, cleaning and disinfecting.
 - Continue to maintain seating charts and keep students in small common groups as best we can to help mitigate the spread of the virus.
 - Those not vaccinated are encouraged to wear masks.
 - Masks are allowed and encouraged for those who wish to wear them.

Lunch/Cafeteria

- Meals will be served from the kitchen servery and eaten in the cafeteria.
- Seating in the cafeteria will be determined by standard capacity guidelines.
- Cleaning and sanitization will return to standard practice per MDH.
- Return to pre-COVID practices for food distribution and seating.
- We are not able to host lunch visitors at this time.

Monitoring and Responding to COVID-19 Data

- ONE10 will continue to monitor COVID-19 data and trends in the area.
- If requirements or mandates change, we will update our plan and communicate as needed.
- Our goal will continue to be creating the safest environment possible by monitoring guidance from MDE, MDH, the Governor, the State and CCPH.

Taking Care of ALL at ONE10

- Building administrators will work individually with families and/or staff to address special circumstances not covered in this Safe Learning Plan.
- We will do our best to accommodate those with additional health concerns.

Full Time Online Learning Option

In cooperation with more than a dozen school districts, Waconia Public Schools will offer a fully online enrollment option for K-12 families, while maintaining a place for you in your school. This collaborative program called the Southwest Metro e-Learning Enterprise (SEE) will be available throughout the year, offering full-time and part-time curriculum with “live” online teaching of MDE approved courses for all grades K through 12. SWMetro has been offering online courses for more than a decade.

Students will attend school online each day and work with teachers to complete learning activities in real time by video conferencing and private tutorial. Both teacher-guided and independent assignments will mirror the same concepts and curriculum as in-school counterparts; however, the delivery is adapted to help students succeed in an online environment.

ONE10 Online is available for any enrolled ONE10 student. Follow the registration process to receive more info from SWMetro and receive your schedule.

[Register for full time Distance Learning](#)

7.B. Teacher Evaluation and Peer Review Process
Agreement

**INDEPENDENT SCHOOL DISTRICT NO. 110
TEACHER EVALUATION AND PEER REVIEW PROCESS AGREEMENT**

This Agreement is entered into by and between the Waconia Education Association (“Union”) and Independent School District No. 110, Waconia (“District”).

WHEREAS, the Union is the exclusive representative of teachers who are employed by the District;

WHEREAS, Minnesota Statutes section 122A.40, subdivision 8, states that a school board and the exclusive representative of the teachers in a school district “may develop a teacher evaluation and peer review process for probationary and continuing contract teachers through joint agreement,” provided that the process meets the requirements of the statute;

WHEREAS, if the school board and the exclusive representative of teachers in a school district do not agree upon a teacher evaluation and peer review (“TEPR”) process, the school board is obligated to follow the TEPR plan developed by the Minnesota Department of Education (“State Plan”); and

WHEREAS, the Union and the District have developed the attached TEPR process (a/k/a District 110 Professional Growth, Reflection and Evaluation Plan) are entering into the Agreement to memorialize the terms of their joint agreement with respect to that process;

NOW, THEREFORE, the parties agree as follows:

1. The District and the Union jointly agree to follow the attached TEPR process during the 2021-2022, 2022-2023, 2023-2024 and 2024-2025 school years. This Agreement will not automatically renew. If the parties do not agree, in writing, to extend this Agreement before June 30, 2025, the District will implement the State Plan beginning on July 1, 2025. If the legislature repeals Minnesota Statutes section 122A.40, subdivision 8, this Agreement and the attached TEPR process will automatically and immediately become null and void. If this Agreement and the attached TEPR become automatically and immediately null and void, then the Union will have the opportunity to meet and confer with the District regarding a replacement evaluation system prior to school board action for a replacement.
2. The District and the Union jointly agree that minor revisions to the attached TEPR may be made by joint agreement between the members of the teacher evaluation committee. The teacher evaluation committee will be comprised of the Union President, Director of Teaching and Learning, and Director of Human Resources. Approved revisions will be memorialized in writing, signed by all parties, and attached to the TEPR.
3. The District and the Union jointly agree that revisions may be made to the Appendices of the TEPR without the need for joint agreement between the members of the teacher evaluation committee or for such revisions to be memorialized in writing and signed by all parties.

4. The attached TEPR process applies only to members of the bargaining unit who meet the definition of a "teacher" under Minnesota Statutes section 122A.40, subdivision 1.
5. This Agreement and the attached TEPR process are separate from, and not part of, the collective bargaining agreement between the parties. Neither this Agreement nor the attached TEPR process is subject to the grievance process set forth in the collective bargaining agreement between the parties. Upon expiration of this Agreement, neither this Agreement nor the attached TEPR process may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the collective bargaining agreement between the District and the Union.
6. Notwithstanding paragraph 5 above, any discipline resulting from Step 8 of the Teacher Improvement Process for Continuing Contract Teachers found in the TEPR will be in accordance with the terms of Article XIV, section 4 of the teachers' collective bargaining agreement and Minnesota statutes.
7. Neither this Agreement nor the TEPR process increases the substantive rights of teachers in the District or adversely impacts the District's authority to discipline a teacher for misconduct or performance deficiencies.
8. This Agreement and the attached TEPR process constitute the entire agreement between the parties relating to the TEPR process. No party has relied upon any statements, representations, or promises with respect to the TEPR process that are not set forth in this Agreement or the attached document outlining the TEPR process. No changes to this Agreement or the TEPR process are valid unless they are in writing and signed by the parties.

IN WITNESS WHEREOF, the parties have voluntarily entered into this Agreement on the dates shown by their signatures. This Agreement will not become effective unless and until it is approved by the District's School Board and signed by both parties.

INDEPENDENT SCHOOL DISTRICT NO. 110, WACONIA


School Board Chair

Date

School Board Clerk

Date

WACONIA EDUCATION ASSOCIATION



Union President

08/02/21
Date

District 110
Professional
Growth, Reflection
and Evaluation
- PGRE Plan -



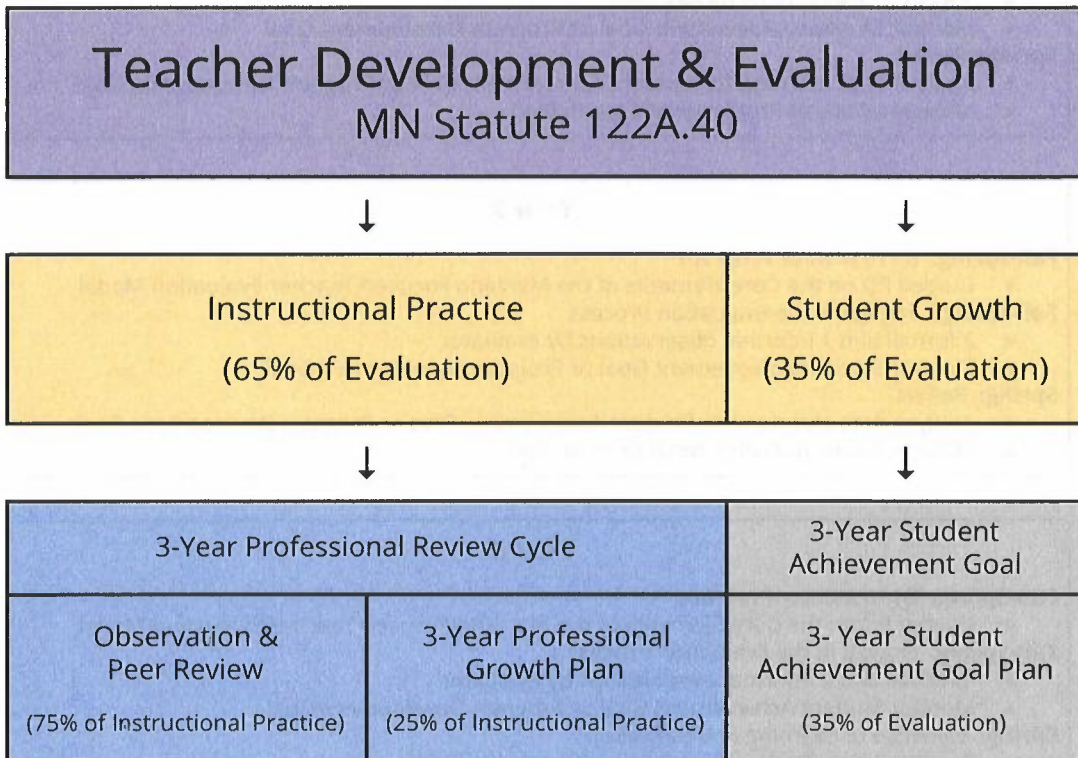
2021-2025 *

Table of Contents

Professional Growth, Reflection and Evaluation	2
Purpose	
Components of the D110 Model	
3-Year Review Cycle for Probationary Faculty	3
3-Year Review Cycle for Continuing Contract Faculty	4
Marzano Core 8 Elements for Classroom Faculty	5
Marzano Self-Selected Elements for Classroom Faculty	6
Marzano Core 6 Elements for Non Classroom Faculty	8
Marzano Self-Selected Elements for Non Classroom Faculty	9
Marzano Focused Teacher Evaluation Model Rating Scale	11
3-Year Professional Growth Cycle for Continuing Contract Teachers	12
Final Evaluation Score	16
Teacher Portfolio/E-folio	17
Teacher Improvement Process for Continuing Contract Teachers	19
Overview	
Improvement Process	
Appendix	24
A. Glossary	25
B. 2021-2022 Transition Year for Continuing Contract Faculty - Classroom	29
C. 2021-2022 Transition Year for Continuing Contract Faculty - Non Classroom ..	30
B. Success Map - Classroom Faculty	31
C. Success Map - Non Classroom Faculty	32
G. Teacher Improvement Plan	33
H. Outcome of Teacher Improvement Process	35

D110 Professional Growth, Reflection and Evaluation

- Why** The purpose of teacher evaluation is to grow and develop teachers
- How** By implementing an evaluation tool and process with fidelity
- Creating cohesive systems
 - Building capacity
 - Encouraging collaboration
 - Maximizing time, energy, and resources
- What** So that...
- All teachers can clearly and commonly understand what strategies impact student learning
 - All teachers can identify their specific needs and be supported in their growth and development
 - All students can learn and grow to their highest potential



3-Year Professional Review Cycle At-a-Glance for Probationary Faculty

Preparing

New Teacher Orientation:

- Overview of the D110 Professional Growth, Reflection and Evaluation Plan (PGRE Plan)
- Marzano Focused Teacher Evaluation Model Training - Classroom and Non Classroom
- With guidance and support, develop a Professional Growth Plan based on the Core Elements of the Marzano Focused Teacher Evaluation Model
 - Core 8 Elements for Classroom Faculty
 - Core 6 Elements for Non Classroom Faculty
- With guidance and support, determine an area of focus and establish baseline data for the Student Achievement Goal (Classroom) or Program Development Goal (Non Classroom)

Year 1

Fall-Spring: D110 Mentor Program

- Guided PD on the Core Elements of the Marzano Focused Teacher Evaluation Model

Fall-Spring: Engage in the Evaluation Process

- 3 formal observations by evaluator
- Monitor Student Achievement Goal or Program Development Goal

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Year 2

Fall-Spring: D110 Mentor Program

- Guided PD on the Core Elements of the Marzano Focused Teacher Evaluation Model

Fall-Spring: Engage in the Evaluation Process

- 2 formal and 1 informal observations by evaluator
- Monitor Student Achievement Goal or Program Development Goal

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Year 3

Fall-Spring: D110 Mentor Program

- Guided PD on the Core Elements of the Marzano Focused Teacher Evaluation Model

Fall-Spring: Engage in the Evaluation Process

- 1 formal and 2 informal observations by evaluator
- Monitor Student Achievement Goal or Program Development Goal

Spring: Evidence of Learning and Reflection

- Present 3-Year Professional Growth Plan to evaluator
- Present 3-Year Student Achievement Goal to evaluator
- Feedback and reflection with evaluator
- Discuss recommendation for continuing contract status

3-Year Professional Review Cycle At-a-Glance for Continuing Contract Faculty

Preparing

Spring: Complete Self-Assessment

- Select 2 Target Elements from the Marzano Focused Teacher Evaluation Model
 - Core 8 + 2 Target Elements for Classroom Faculty
 - Core 6 + 2 Target Elements for Non Classroom Faculty

Summer/Fall: Develop 3-Year Growth Plans

- Develop a 3-Year Professional Growth Plan based on the 2 Target Elements
- Determine an area of focus and establish baseline data for the 3-Year Student Achievement Goal (Classroom) or Program Development Goal (Non Classroom)

Year 1

Fall-Spring: Guided Learning, Self-Directed Learning, and Action

- Professional Growth Plan
- Student Achievement Goal or Program Development Goal

Fall-Spring: Engage in Evaluation Process

- Peer review with an instructional coach
- 3 walkthrough observations by evaluator

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Year 2

Fall-Spring: Guided Learning, Self-Directed Learning, and Action

- Professional Growth Plan
- Student Achievement Goal or Program Development Goal

Fall-Spring: Engage in Evaluation Process

- Peer review with an instructional coach
- 3 walkthrough observations by evaluator

Spring: Reflect

- Analyze data and monitor Student Achievement Goal or Program Development Goal
- Make revisions to Professional Growth Plan

Summative Year 3

Fall-Spring: Guided Learning, Self-Directed Learning, and Action

- Professional Growth Plan
- Student Achievement Goal or Program Development Goal

Fall-Spring: Engage in Summative Evaluation

- 1 formal and 2 informal observations by evaluator

Spring: Evidence of Learning and Reflection

- Present 3-Year Professional Growth Plan to evaluator
- Present 3-Year Student Achievement Goal to evaluator
- Feedback and reflection with evaluator

Marzano Focused Teacher Evaluation Model
Core 8 Elements for Classroom Faculty

Element	Focus Statement
Domain: Standards-Based Planning	
1	<p style="text-align: center;">Planning Standards-Based Lessons/Units</p> <p>Using established content standards, the teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.</p>
2	<p style="text-align: center;">Aligning Resources to Standards(s)</p> <p>Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.</p>
3	<p style="text-align: center;">Planning to Close the Achievement Gap Using Data</p> <p>Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap</p>
Domain: Standards-Based Instruction	
4	<p style="text-align: center;">Identifying Critical Content from the Standards</p> <p>Teacher uses the progression of standards-based learning targets (embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.</p>
Domain: Conditions for Learning	
5	<p style="text-align: center;">Using Engagement Strategies</p> <p>Teacher uses engagement strategies to engage or re-engage students with the content.</p>
Domain: Professional Responsibilities	
6	<p style="text-align: center;">Adhering to School and District Policies and Procedures</p> <p>Teacher adheres to school and district policies and procedures.</p>
7	<p style="text-align: center;">Maintaining Expertise in Content and Pedagogy</p> <p>Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).</p>
8	<p style="text-align: center;">Promoting Teacher Leadership and Collaboration</p> <p>Teacher promotes teacher leadership and a culture of collaboration.</p>

Marzano Focused Teacher Evaluation Model
Self-Selected Target Elements for Classroom Faculty

Element	Focus Statement
Domain: Standards-Based Instruction - Select one for 3-Yr Professional Growth Plan	
Previewing New Content	Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.
Helping Students Process New Content	Teacher systematically engages student groups in processing and generating conclusions about new content.
Using Questions to Help Students Elaborate on Content	Teacher uses a linear sequence of increasingly complex questions that require students to critically think about the content.
Reviewing Content	Teacher engages students in brief review of content that highlights the cumulative nature of the content.
Helping Students Practice Skills, Strategies, and Processes	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.
Helping Students Examine Similarities and Differences	When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.
Helping Students Examine Their Reasoning	Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.
Helping Students Revise Knowledge	Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.
Helping Students Engage in Cognitively Complex Tasks	Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.
Continued on next page . . .	

Domain: Conditions for Learning - Select one for 3-Yr Professional Growth Plan		
	Using Formative Assessment to Track Progress	Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.
	Providing Feedback and Celebrating Progress	Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.
	Organizing Students to Interact with Content	Teacher organizes students into appropriate groups to facilitate the learning of content.
	Establishing and Acknowledging Adherence to Rules and Procedures	Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
	Establishing and Maintaining Effective Relationships in a Student-Centered Classroom	Teacher behaviors foster a sense of classroom community by acknowledgement and respect for the diversity of each student.
	Communicating High Expectations for Each Student to Close the Achievement Gap	Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Marzano Focused Teacher Evaluation Model
Core 6 Elements for Non Classroom Faculty *

Element		Focus Statement
Domain: Planning and Preparing to Provide Support		
1	Establishing and Communicating Clear Goals for Supporting Services	Instructional support member establishes and communicates clearly stated goals, based on area of professional responsibility, to indicate the support and services provided to the school/district.
Domain: Supporting Student Achievement		
2	Demonstrating Knowledge of Students	Instructional support member demonstrates knowledge of the unique needs of students in the school/district.
3	Helping Students Meet Achievement Goals	Instructional support member helps ensure equal access to critical curriculum by helping to remove barriers that impede student achievement.
Domain: Professional Responsibilities		
4	Demonstrating Knowledge of Professional Practice (Area of Expertise)	Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.
5	Promoting Positive Interactions with Colleagues and Community	Instructional support member interacts with colleagues and the school community in a positive manner to promote positive home/school relationships that support learning.
6	Adhering to School and District Policies and Procedures	Instructional support member is knowledgeable about and adheres to school and district policies and procedures.

* The Marzano Focused Non-Classroom Evaluation Model is best suited for staff members who support instruction at the school or district level, but who do not have day-to-day teaching schedules with specific groups of students. In District 110, these groups include: Media & Technology Integrationists, School Nurses, Instructional Coaches, School Counselors, Speech & Language Pathologists, Special Education Center-based Specialists, School Psychologists, Occupational Therapists, Physical Therapists, Social Workers, Full-time DAPE, DHH Specialist, Special Education Assessment Team, and Early Childhood Family Educators.

Marzano Focused Teacher Evaluation Model
Self-Selected Target Elements for Non Classroom Faculty

Element	Focus Statement
Non-classroom faculty will select two elements for 3-Yr Professional Growth Plan	
Helping the School/District Achieve Goals	Instructional support member uses expert knowledge of established standards and procedures from his/her area of expertise to support the school/district in achieving goals.
Using Available Resources	Instructional support member identifies and uses available resources (to include traditional materials, technology, school, community, and district sources) to provide supporting services to the school/district
Planning Standards-Based Lessons/Units	Using established content standards, the instructional support member/teacher plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.
Identifying Critical Content	Instructional support member/teacher identifies critical content in a lesson or activity to which participants should pay particular attention.
Using Questioning Strategies	Instructional support member/teacher uses a sequence of increasingly complex questions that require students to critically think about the content.
Facilitating Groups	Instructional support member/teacher organizes students into appropriate groups to facilitate the learning of content.
Managing Student Behavior	Instructional support member/teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledge students who adhere to rules and procedures.
Using Engagement Strategies	Instructional support member/teacher uses engagement strategies to engage or re-engage students with the content.
Reflecting and Evaluating Personal Performance	Instructional support member reflects and evaluates the effectiveness of specific practices and behaviors
Continued on next page . . .	

	Using Data and Feedback to Support Changes to Professional Practice	Instructional support member uses data and feedback to develop and implement a professional growth plan with specific and measurable goals, action steps, and timelines for measuring progress.
	Supporting and Participating in School and District Initiatives	Instructional support member demonstrates knowledge of professional practice related to his/her area of expertise.

Marzano Focused Teacher Evaluation Model
Classroom and Non Classroom Rating Scale

Teacher performance on the Marzano Focused Teacher Evaluation Model will be noted using the following performance scale:

Not Using - 0	Beginning - 1	Developing - 2	Applying - 3	Innovating - 4
---------------	---------------	----------------	--------------	----------------

3-Yr Professional Growth Cycle for Continuing Contract Faculty
 Longitudinal Data on Student Learning and Engagement

Preparing - Prior to Fall of Year 1

Timeline	Task	Means	Supporting Documents
May	Complete Self-Assessment	Individual activity	iObservation - Self-Assessment Evaluation Rubric: Marzano Focused Teacher Evaluation Model
June An alternate date will also be established during Back-to-School Workshop Week	Review the 8 Core or Core 6 Elements of the Marzano Focused Teacher Evaluation Model Develop a 3-year Professional Growth Plan <ul style="list-style-type: none"> ● Use self-assessment results to inform areas of focus ● Select 2 Target Elements as the basis for the Professional Growth Plan ● Develop an action plan ● Explore opportunities to engage in a collaborative learning network Develop 3-Year Student Achievement Goal (Classroom) or Program Development Goal (Non Classroom) <ul style="list-style-type: none"> ● Determine an area of focus ● Establish a baseline ● Create a goal 	Design workshop facilitated by Principals and Department of Teaching & Learning 1.5 hours of flexible professional development time	iObservation - Professional Growth Plan * iObservation - Student Achievement Goal or Program Development Goal * Evaluation Rubric: Marzano Focused Teacher Evaluation Model * Additional support available on the Schoology resources site

Cycle Year 1 - Guided Learning, Self-directed Learning, and Action

Timeline	Task	Means	Supporting Documents
September - April	Implement 3-year Professional Growth Plan (Year 1 of 3) <ul style="list-style-type: none"> Engage in guided learning, self-directed learning and action Participate in collaborative opportunities with learning network (articles, videos, literature review, etc.) 	6 hours of flexible Professional Development time	iObservation - Professional Growth Plan
September - April	Engage in evaluation process through peer review with an instructional coach <ul style="list-style-type: none"> Traditional coaching; or Collaborative observation; or Micro-teaching 	Instructional Coach	Instructional coaching resources
September - April	Engage in evaluation process through walkthrough observations by an evaluator <ul style="list-style-type: none"> Focused on the 8 Core + 2 Target Elements for Classroom Faculty; or Focused on the 6 Core + 2 Target Elements for Non Classroom Faculty 	Administrative Walkthrough Model <ul style="list-style-type: none"> Frequency = 3X Brief follow-up and feedback (face-to-face optional) 	iObservation - Evaluation Tool
April-May	End-of-year touchpoint with evaluator <ul style="list-style-type: none"> Discuss and reflect Make revisions to Professional Growth Plan (if necessary) Monitor Student Achievement Goal or Program Development Goal 	Scheduled with Evaluator <ul style="list-style-type: none"> 15-20 Minutes 	iObservation - Professional Growth Plan iObservation - Student Achievement Goal or Program Development Goal
Summer	Make revisions to Professional Growth Plan <ul style="list-style-type: none"> Submit revised plan by September 15 	Individual Activity	iObservation - Professional Growth Plan

Cycle Year 2 - Guided Learning, Self-directed Learning, and Action

Timeline	Task	Means	Supporting Documents
September - April	Implement 3-year Professional Growth Plan (Year 2 of 3) <ul style="list-style-type: none"> Engage in guided learning, self-directed learning and action Participate in collaborative opportunities with learning network (articles, videos, literature review, etc.) 	6 hours of flexible Professional Development time	iObservation - Professional Growth Plan
September - April	Engage in evaluation process through peer review with an instructional coach <ul style="list-style-type: none"> Traditional coaching; or Collaborative observation; or Micro-teaching 	Instructional Coach	Instructional coaching resources
September - April	Engage in evaluation process through walkthrough observations by an evaluator <ul style="list-style-type: none"> Focused on the 8 Core + 2 Target Elements for Classroom Faculty; or Focused on the 6 Core + 2 Target Elements for Non Classroom Faculty 	Administrative Walkthrough Model <ul style="list-style-type: none"> Frequency = 3X Brief follow-up and feedback (face-to-face optional) 	iObservation - Evaluation Tool
April-May	End-of-year touchpoint with evaluator <ul style="list-style-type: none"> Discuss and reflect Make revisions to Professional Growth Plan (if necessary) Monitor Student Achievement Goal or Program Development Goal 	Scheduled with Evaluator <ul style="list-style-type: none"> 15-20 Minutes 	iObservation - Professional Growth Plan iObservation - Student Achievement Goal or Program Development Goal
Summer	Make revisions to Professional Growth Plan <ul style="list-style-type: none"> Submit revised plan by September 15 	Individual Activity	iObservation - Professional Growth Plan

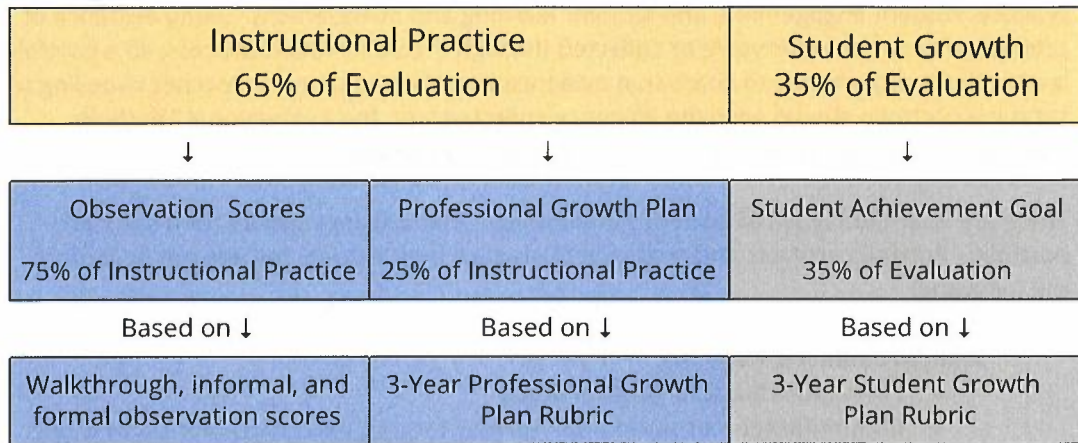
Cycle Year 3 - Summative

Timeline	Task	Means	Supporting Documents
September - April	Implement 3-year Professional Growth Plan (Year 3 of 3) <ul style="list-style-type: none"> ● Engage in guided learning, self-directed learning and action ● Participate in collaborative opportunities with learning network (articles, videos, literature review, etc.) 	6 hours of flexible Professional Development time	iObservation - Professional Growth Plan
September - April	Engage in Summative Evaluation process 1 Formal Observation <ul style="list-style-type: none"> ● Pre-Observation ● Observation ● Post-Observation 2 Informal Observations <ul style="list-style-type: none"> ● One of PLC Planning 	Scheduled with Evaluator <ul style="list-style-type: none"> ● Minimum of 60 minutes total ● Broken into smaller 20 minute observations ● Face-to-Face Feedback 	iObservation - Pre-Observation form and Post-Observation Form
April-May	Evidence of learning and reflection with evaluator <ul style="list-style-type: none"> ● Present 3-Year Professional Growth Plan ● Present 3-Year Student Achievement Goal ● Feedback and reflection ● Discuss possible areas of focus for next 3-year cycle 	Scheduled with Evaluator <ul style="list-style-type: none"> ● 60 Minutes 	iObservation - Evaluation Tool iObservation - Professional Growth Plan iObservation - Student Achievement Goal or Program Development Goal
May	Complete Self-Assessment	Individual activity	iObservation - Self-Assessment Evaluation Rubric: Marzano Focused Teacher Evaluation Model

Final Evaluation Score

iObservation - Software Management Platform

A final evaluation score will be calculated in iObservation following each **3-year Professional Review Cycle**.



A 4-point rating scale will be used to score each component, which calculates into the final evaluation score:

Highly Effective	3.5 - 4.0
Effective	2.5 - 3.49
Needs Improvement	1.5 - 2.49
Unsatisfactory	0.0 - 1.49

Teacher Portfolio/E-Folio (Optional)

A teacher possesses the individual right to submit a portfolio to the evaluator as a source of evidence to supplement his/her summative evaluation. An evaluator must consider portfolio evidence, if submitted, when determining component ratings and for a summative evaluation.

The teacher portfolio is a collection of evidence and artifacts demonstrating teacher practice, student engagement, and student learning and achievement. Some evidence of practice may not be observable or collected through the observation process, so a portfolio is a teacher's opportunity to share that evidence with the evaluator. A teacher choosing to submit a portfolio should align the evidence collected with the Professional Teaching Standards of the Marzano Focused Teacher Evaluation Model.

There are countless types of evidence and artifacts that are appropriate for a teacher's portfolio. Portfolio artifacts and evidence of practice may include, but are not limited to, the following:

Standards-Based Planning

- Curriculum Maps or Units of Study
- Communication of standards, learning targets, and criteria for success (e.g. scales or rubrics)
- Use of scales or rubrics
- Grading policies and practices
- Course documents distributed to students and parents (e.g., course syllabi, study guides, graphic organizers, etc.)

Standards-Based Instruction

- Evidence-based instructional strategies
- Use of assessment data (formative or summative)
- Samples of student work and student feedback
- Instructional technology
- Learning activities or projects
- Reflections of micro-teaching or collaborative observation
- Student portfolios

Conditions for Learning

- Classroom environment
- Student or parent survey data

Professional Responsibilities

- Communication to students and parents
- Professional Learning Community (PLC) reflection
- Committee participation, presentations, etc.
- Letters of thanks and commendation
- Log of professional development activities
- Professional articles or presentations
- Writings in learning logs, journals, school newsletters, and reports

A portfolio may also be a way for a teacher to demonstrate growth in response to formative feedback. For example, a teacher may have received feedback from an evaluator that students rarely work in groups. That teacher may respond to that feedback by providing lesson plans documenting when, how often, and the effect of students working groups. Or, the teacher could offer a reflection stating, "As a result of your feedback about students not working in groups, I intentionally planned activities in each unit where group work took on a greater role."

Teacher Improvement Process for Continuing Contract Teachers

Overview

Minnesota Statute Section 122A.40, subdivision 8, clause 11 provides that a school district's annual evaluation process for teachers "must give teachers not meeting professional teaching standards . . . support to improve through a teacher improvement process that includes established goals and timelines." The teacher improvement process is support for continuing contract teachers when an administrator identifies serious performance deficiencies that require attention. The process does not include probationary teachers.

The support provided through the teacher improvement process is confidential, comprehensive, and may include assistance in one or more of Marzano Focused Teacher Evaluation Model Domains: Standards-Based Planning, Standards-Based Instruction, Conditions for Learning, or Professional Responsibilities.

The school district's administration is responsible for determining whether a teacher's performance or conduct necessitates discipline or placement in the teacher improvement process. The WEA shall not have any role in this decision, but retains its right to grieve any discipline of a teacher.

Improvement Process

Step 1: Initial Intervention – Identify the Area(s) of Performance Concern

If the teacher's administrator has concerns about a teacher's job performance, or as a follow-up to a summative evaluation that contains a final rating of less than effective, then he/she will make contact with the teacher. The teacher's administrator shall draft a letter of expectations outlining the areas where the teacher must improve and present it to the teacher in a conference setting. The letter will be offered as a constructive way to clarify the administrator's expectations and assist the teacher in improving his/her performance.

The teacher's administrator and the teacher will meet at a time(s) established in the letter of expectations to assess the teacher's performance. If the teacher's administrator determines the teacher has met the expectations provided, then the teacher will exit the teacher improvement process. If the teacher's administrator determines the teacher has continued to perform his/her job duties at an unsatisfactory level, then the administrator will direct the teacher to the next step of the teacher improvement process.

The letter of expectations will not be considered discipline.

The letter of expectations will be placed in the teacher's personnel file.

Step 2: Formal Intervention – Identify the Area(s) of Deficiency

The teacher's administrator shall draft a letter of deficiency identifying the specific professional teaching standards/student outcome components where improvement is necessary, the reasons for the intervention including an outline of the evidence supporting the administrator's concerns, and the required corrective action.

The teacher's administrator will provide the teacher with written notification of an in-person meeting where he/she will communicate the area(s) of performance concern. The in-person meeting will be scheduled within five (5) school days of the written notification.

Step 3: Communicate the Area(s) of Deficiency

The teacher's administrator communicates the area(s) of performance concern at an in-person meeting and presents the letter of deficiency to the teacher. The administrator and teacher collaborate to resolve the identified performance concerns through the use of an Improvement Plan. The Improvement Plan may be presented and discussed with the teacher during this meeting or a second meeting may be scheduled to accomplish that task.

At the request of the teacher, a union representative may attend this meeting.

The letter of deficiency will be placed in the teacher's personnel file.

Step 4: Create the Teacher Improvement Plan

During the in-person meeting discussed in Step 3, or at a subsequent in-person meeting, the teacher and his/her administrator work together to create an Improvement Plan. At the request of the teacher, a union representative may attend this meeting.

The Improvement Plan (see Appendix G) is based on the Marzano Focused Teacher Evaluation Model and longitudinal data on student learning and engagement and includes the following factors:

- Performance Goal(s): The teacher's current level of performance/behavior as outlined by the teacher's administrator and the required level of performance/behavior upon completion of the Improvement Plan. The goals must be specific, measurable, attainable, and results-based.
- Action Steps: The specific tasks/duties the teacher must complete, including how the administration will assist the teacher in completing the tasks/duties, and a timeline for completing goals and the full improvement plan.

- Data Collection Methods/Sources: The specific methods of data collection and the sources of the data the teacher's administrator will use to gather evidence of improvement. These may include specific activities as described in the teacher evaluation program or others as discussed in the face-to-face meeting.
- Frequency and Types of Feedback: The frequency of feedback the teacher should expect to receive from his/her administrator (e.g., regular meetings) and the types of feedback (e.g., building administrator observations and evaluations, district-level administrator observations and evaluations, peer observations and evaluations).
- Evidence of Progress: The specific documentation/evidence that will be used to determine the teacher's progress toward the performance goals.
- Timeframe: the specific timeframe for formative feedback on progress as well as summative assessment of progress. The duration of the Improvement Plan is individualized and based on evidence of continuous, acceptable progress.

The teacher has the opportunity to ask any clarifying questions before the Improvement Plan is implemented.

The Improvement Plan will be placed in the teacher's personnel file.

Step 5: Implement the Improvement Plan

The Improvement Plan is implemented by the teacher with the support of his/her administrator.

It is expected the teacher will:

- Participate in the activities/actions identified in the Improvement Plan
- Be receptive and flexible in implementing different strategies to improve performance
- Actively collect evidence related to the performance goals
- Maintain a proactive stance in his/her professional improvement
- Engage in professional reflection to aid in professional growth
- Ask for clarification from administrator when needed
- Be responsible for meeting timelines

It is expected the teacher's administrator will:

- Provide feedback and support strategies for improvement of performance
- Be open and available to provide clarification when requested
- Monitor the teacher's performance for improvement

The teacher's administrator provides assistance in developing strategies to meet the identified goals and to support the teacher in completing the steps of the Improvement Plan. Support strategies may include, but are not limited to, the following:

- Formal and informal observations of the teacher and feedback
- Opportunities for teacher to observe peers in instructional environment
- Peer coaching, mentoring, or other forms of peer support
- Target professional development
- Frequent review of Improvement Plan to determine progress

The teacher's administrator may discuss support strategies with the teacher's peers, but care must be taken to maintain the confidentiality of the teacher's private personnel data throughout the process.

Step 6: Monitor the Improvement Plan

The teacher's administrator shall meet with the teacher to conduct Improvement Plan conferences, which will be held at predetermined times. The purposes of these conferences are to monitor the teacher's progress on the Improvement Plan and provide intervention, if necessary. At the request of the teacher, a union representative may attend these meetings.

The teacher is responsible for providing evidence of his/her progress towards meeting the goals of the Improvement Plan.

Step 7: Assess the Results of the Improvement Plan

At the end of the timeframe established in the Improvement Plan, the teacher and his/her administrator meet to assess the teacher's progress toward resolving the area(s) of concern. The teacher and his/her administrator will review all evidence including:

- Teacher's Improvement Plan
- Evidence collected by the administrator during the timeframe of the Improvement Plan
- Documentation of progress towards meeting performance goals
- Additional evidence provided by the teacher
- Teacher's personnel file

The teacher's administrator is responsible for determining whether adequate progress was made in the teacher improvement process.

Step 8: Determine the Outcome of the Improvement Plan

The administrator's summative assessment of teacher improvement results in one of the following courses of action:

- A decision to exit the teacher from the teacher improvement process. The teacher completes the Marzano Focused Teacher Evaluation Model self-assessment using the online teacher rubric and re-enters the three-year professional evaluation cycle.
- A decision to modify the teacher improvement plan or create a new teacher improvement plan, which would require repeating Steps 1-6. This could include discipline for a teacher failing to make adequate progress. Discipline must be in accordance with the terms of the teachers' collective bargaining agreement and Minnesota statutes.
- A decision to discipline the teacher for failure to make adequate progress in the teacher improvement process. Per Minnesota Statutes Section 122A.40, subdivision 8, clause 12, discipline may include a last chance warning, termination, discharge, nonrenewal, transfer to a different position, a leave of absence, or other discipline a school administrator determines is appropriate. Discipline must be in accordance with the terms of the teachers' collective bargaining agreement and Minnesota statutes.

The teacher's administrator will complete the form, Outcome of Improvement Plan (Appendix H). A copy of the completed form will be provided to the teacher.

The completed Outcome of Improvement Plan form will be placed in the teacher's personnel file.

District 110
Professional
Growth, Reflection
and Evaluation
- PGRE Plan -



Appendix Resources

Glossary

Continuing Contract Teacher - A teacher who has successfully completed his/her probationary period. The teaching contract of a continuing contract teacher must remain in full force and effect and may not be terminated, except as provided by Minnesota law.

Core 8 Elements - A set of district selected elements from the Marzano Focused Teacher Evaluation Model in which proficiency at the Applying or Innovating level is expected. These are "non-negotiable" elements for all teachers that lead to high impact instruction.

Desired Effect - The intended outcome or reason for utilizing a specific strategy.

Domain - A body of knowledge or area of expertise defined by research representing a particular aspect of teaching.

There are 4 Domains in Marzano Focused Teacher Evaluation Model

Standards-Based Planning - Planning instruction based on State Standards, Common Core, or College and Career Readiness Standards, unpacking the standards to identify learning targets, and selecting strategies and resources to ensure that all students can demonstrate proficiency in the identified standard(s)

Standards-Based Instruction - Instruction intended to lead students to mastery or proficiency in State Standards, Common Core, or College and Career Readiness Standards.

Conditions for Learning - Those conditions that influence the learning environment.

Professional Responsibilities - Teacher collegiality and professional behavior.

There are 4 Domains in the Marzano Focused Non-Classroom Evaluation Model

Planning and Preparing to Provide Support - Identifying goals and selecting resources to support district outcomes

Supporting Student Achievement - Demonstrating a knowledge of their students and develop goals to support their growth

Continuous Improvement of Professional Practice - Using data and feedback to reflect, in order to make changes in professional practice.

Professional Responsibilities - Teacher collegiality and professional behavior.

Evaluator - The principal, director or administrative designee responsible for overseeing and completing the observation and evaluation process.

Evidence

Teacher Evidence - Specific observable artifacts or behaviors that teachers engage in when using a particular instructional strategy.

Student Evidence - Specific observable artifacts or behaviors that students engage in response to the teacher's use of particular instructional strategies.

Focus Statement - Statement (included in the protocol) that defines and specifies the constructs of a particular element. It identifies the behaviors the teacher should demonstrate to perform at the Developing level on the rating/feedback scale.

Instructional Coach - A teacher-leader trained in both the Marzano Focused Teacher Evaluation Model, Marzano Non-Classroom Model and cognitive coaching strategies who will work with teachers to assist and support them in their development and evaluation.

Learning Network - A supported process in which teachers work collectively and collaboratively to examine instructional practices, improve their effectiveness, and increase student achievement.

Peer Review

Collaborative Observation - Instructional coach and peer colleague join 20-30 minutes of a synchronous or asynchronous lesson. The process is reciprocated with the partner colleague. A pre conference and reflection conversation bookend the experience with an instructional coach and colleague in which observations are shared, questions are voiced, and context for instructional choices is provided.

Micro-Teaching - A 10-30 minute lesson is recorded. Individually, staff member and instructional coach watch the live recording or screencast to gain a more clear picture of the classroom realities in order to collect observational data to inform instructional decisions. A pre conference and reflection conversation with an instructional coach (and PLC, if interested) bookend the experience.

Traditional Observation - Instructional coach 30 minute observation of a livestream or in person lesson being mindful of strategies and/or instructional choices related to engagement and staff member's professional goal. A pre conference and reflection conversation with an instructional coach who has collected anecdotal and observational data, bookend the experience.

Post-Reflection Conference - The post- reflection conference provides an opportunity for the teacher and the administrator to reflect about the lesson, clarify expectations, and plan forward.

Pre-Planning Conference - The pre-planning conference provides an opportunity for the teacher and the administrator to talk about the lesson prior to the formal announced observation. During this time, the teacher and observer discuss the lesson, engage in collaborative decision making, clarify expectations and/or identify areas where specific feedback will be provided.

Probationary Teacher - A teacher in his/her first three consecutive years of his/her first teaching experience in Minnesota in a single district, or a teacher who had completed three years of continuous employment in another Minnesota district and is now in his/her first year in a new school district. The school board has considerable discretion in deciding whether or not to renew the teaching contract of a probationary teacher.

Professional Growth Plan - A growth plan designed to gain proficiency in specific areas of instructional practice. Target Elements from the teacher's self-assessment will be the focus of the 3-Year Professional Growth Plan. Two elements are chosen - one from the Standards-Based Planning Domain, and one from the Conditions for Learning Domain. This plan is created by the teacher and is a component of the teacher's summative evaluation.

Observation

Walk-Through Observation - Brief, informal classroom observations of 10-15 minutes in length in which the observer gathers evidence regarding specific instructional practices. Timely feedback is given face-to-face or electronically via iObservation. Walkthroughs can be announced or unannounced.

Informal Observation - An informal observation for a portion of a class period or instructional event. These observations are useful for providing additional feedback to teachers, acknowledging professional growth and collecting additional evidence to further inform the annual evaluation process. While pre-planning and post-reflection conference forms are not required, observers will provide timely feedback to teachers regarding these observations in a face to face meeting. Informal observations can be announced or unannounced.

Formal Observation - An observation for a full class period as deemed appropriate for various levels (early childhood, primary, intermediate, middle and secondary school). The formal observation includes a pre-planning and post-reflection conference with the teacher. These conferences provide a rich opportunity for teachers to reflect upon their practice, engage in a collaborative decision making process and help administrators clarify expectations. Both the pre-planning conference and the post-reflection conference should be scheduled and conducted in a timely manner. The pre-planning and post-reflection forms are found in iObservation. Formal observations are announced.

Self-Assessment – Personal reflection about one’s instructional practice to identify strengths and areas for improvement without input from others. The purpose of the self-assessment is to guide discussion about goal-setting and professional development.

Student Achievement Goal - Teachers use local measures of student achievement to determine baseline data in a focused area. They will monitor and evaluate the data to promote changes in their instructional practices. This goal will be monitored over the entire 3-year evaluation cycle. This will make up 35% of a teacher’s summative evaluation score.

Summative Evaluation - The summative results of the 3-year Professional Review Cycle including, observations, peer review, the Professional Growth Plan, and the Student Achievement Goal (Classroom Faculty) or Program Development Goal (Non Classroom Faculty). See graphic on page 2.

Target Elements - Selected elements from the teacher’s self-assessment that will be the focus of the 3-Year Professional Growth Plan. Two elements are chosen - one from the Standards-Based Planning Domain, and one from the Conditions for Learning Domain.

2021-2022 Transition Year for Continuing Contract Faculty

Marzano Focused Teacher Evaluation Model for Classroom Faculty

The 2021-2022 school year will be considered a transition year to the new District 110 Professional Growth, Reflection, and Evaluation Plan (PGRE Plan). This year only, all continuing contract faculty will engage in the same learning experiences with guided support from the Department of Teaching and Learning, principals, and directors. The evaluation cycle will resume in 2022-2023 with continuing contract faculty moving forward to the next cycle year (based on 2020-2021 status). This transition year does not affect probationary faculty.

Learn (Spring & Summer 2021)

- **Introduction and Overview**
 - Participate in training to receive an introduction and overview of the Marzano Focused Teacher Evaluation Model for Classroom Faculty
 - Become familiar with the D110 Core 8 Elements
- **Develop 1-Year Professional Growth Plan (with Guided Support)**
 - Develop a 1-Year Professional Growth Plan based on 2 Core Elements of the Marzano Focused Teacher Evaluation Model
 - Identifying Critical Content from the Standards
 - Using Engagement Strategies
 - Determine an area of focus and establish baseline data for the Student Achievement Goal

Implement (Fall 2021 - Spring 2022)

- **Practice and Gain Proficiency (with Guided Support)**
 - Practice and gain proficiency in the D110 Core 8 Elements
 - Monitor student achievement baseline data
 - Engage in collaborative coaching and guided support for the 1-Year Professional Growth Plan
 - 7.5 hours of professional development scheduled at flexible times throughout the school year
- **Engage in a “mini” Summative Evaluation with Evaluator**
 - A minimum of 1 walkthrough
 - A minimum of 1 informal observation
 - Learning and reflection conference at the end of the year

Prepare for 2022-2023

- Refer to page 4 for preparing steps

2021-2022 Transition Year for Continuing Contract Faculty

Marzano Focused Teacher Evaluation Model for Non Classroom Faculty

The 2021-2022 school year will be considered a transition year to the new District 110 Professional Growth, Reflection, and Evaluation Plan (PGRE Plan). This year only, all continuing contract faculty will engage in the same learning experiences with guided support from the Department of Teaching and Learning, Principals, and Directors. The evaluation cycle will resume in 2022-2023 with continuing contract faculty moving forward to the next cycle year (based on 2020-2021 status). This transition year does not affect probationary faculty.

Learn (Spring & Summer 2021)

- **Introduction and Overview**
 - Participate in training to receive an introduction and overview of the Marzano Focused Teacher Evaluation Model for Non Classroom Faculty
 - Become familiar with the D110 Core 6 Elements
- **Develop 1-Year Professional Growth Plan (with Guided Support)**
 - Develop a 1-Year Professional Growth Plan based on 2 Core Elements of the Marzano Focused Teacher Evaluation Model
 - Establishing and Communicating Clear Goals for Supporting Services
 - Demonstrating Knowledge of Students
 - Determine an area of focus and establish baseline data for the Program Development Goal

Implement (Fall 2021 - Spring 2022)

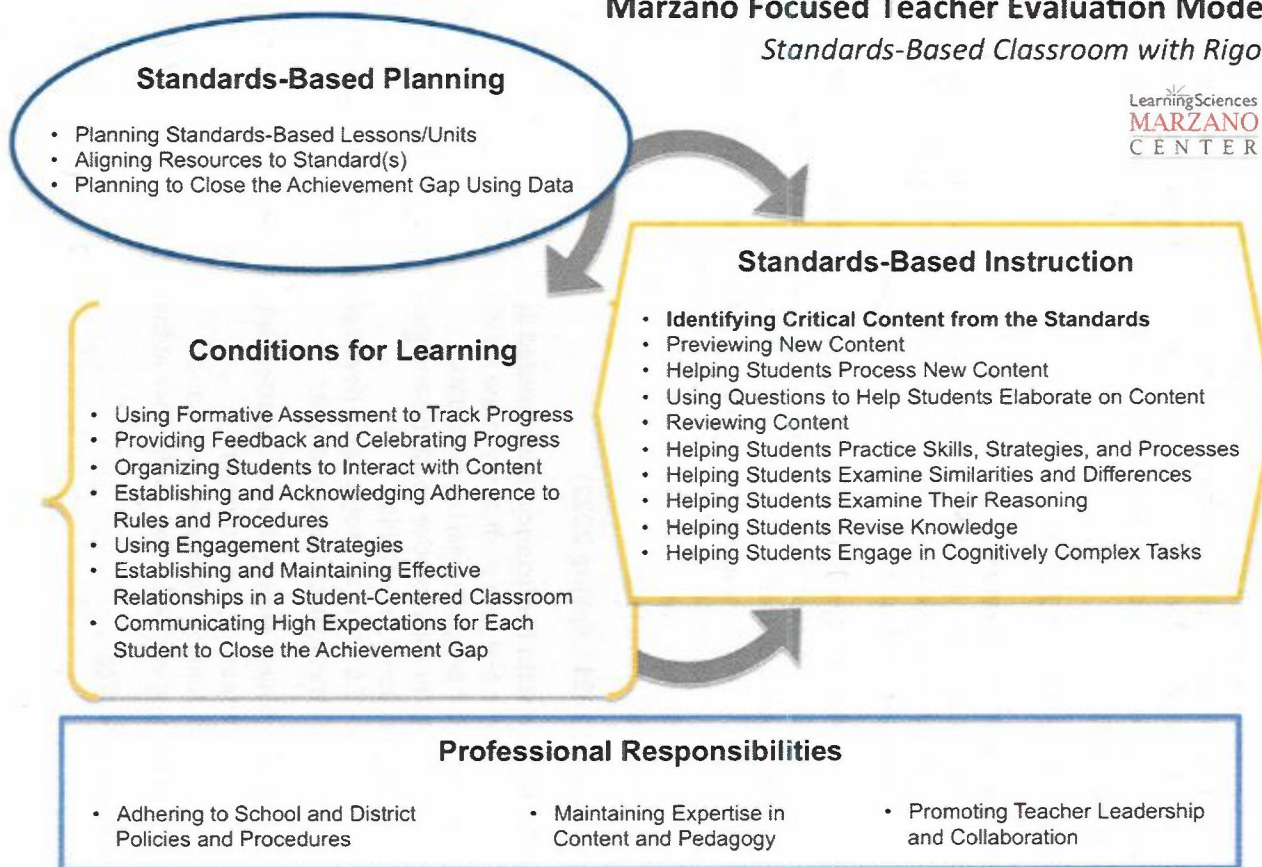
- **Practice and Gain Proficiency (with Guided Support)**
 - Practice and gain proficiency in the D110 Core 6 Elements
 - Monitor program goal baseline data
 - Engage in collaborative coaching and guided support for the 1-Year Professional Growth Plan
 - 7.5 hours of professional development scheduled at flexible times throughout the school year
- **Engage in a “mini” Summative Evaluation with Evaluator**
 - A minimum of 1 walkthrough
 - A minimum of 1 informal observation
 - Learning and reflection conference at the end of the year

Prepare for 2022-2023

- Refer to page 4 for preparing steps

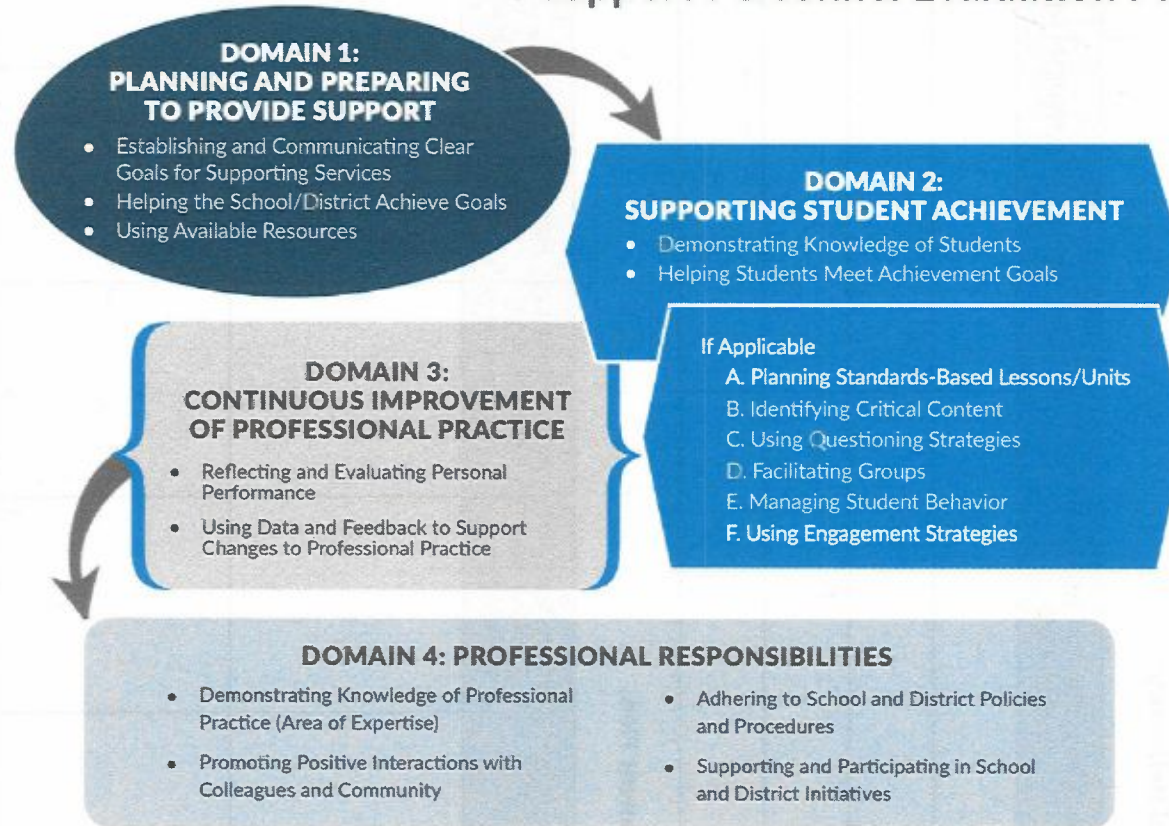
Marzano Focused Teacher Evaluation Model

Standards-Based Classroom with Rigor



Marzano Focused Teacher Evaluation Model
Classroom Faculty Success Map

Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model



Marzano Focused Teacher Evaluation Model
Non Classroom Faculty Success Map

Teacher Improvement Plan

In order to correct the deficiencies noted in the _____ Letter of Deficiency, it is expected that you will accomplish the following goal(s) in accordance with the timelines provided.

Area(s) of Deficiency:

Marzano Focused Teacher Evaluation Model Element(s)	Current Level of Performance/Behavior

Improvement Plan:

Performance Goal(s)	Action Steps with Timeline and Specific Dates	Data Collection Methods and Sources	Frequency and Types of Feedback	Evidence of Progress (Data) and Dates when Achieved

At the end of the timeframe established in the Improvement Plan, the teacher and administrator will meet to assess the teacher's progress toward achieving the requirements of this Improvement Plan. The administrator's summative assessment of teacher improvement will result in the decision to: 1) exit the teacher from the teacher improvement process; 2) modify the teacher improvement plan or create a new teacher improvement plan, which could include discipline for failure to make adequate progress; or 3) discipline the teacher for failure to make adequate progress in the teacher improvement process.

I have reviewed this Improvement Plan with the teacher.

Evaluator Signature:

Date:

I have reviewed this Improvement Plan with my administrator.

Teacher Signature:

Date:

CC: Teacher, Administrator, Director of Human Resources, Teacher's Personnel File
Outcome of Teacher Improvement Process

Outcome of Teacher Improvement Process

Date:

TO:

FR:

RE: Outcome of your placement on the Improvement Plan

On _____, you were placed on an Improvement Plan for cited performance deficiencies. Performance improvement expectations were also provided, along with action plan(s) and timeline(s) for their accomplishment. The following summarizes my assessment of your results towards meeting those improvement expectations:

Outcomes of performance goal(s) established in the Improvement Plan

Comments on teacher's overall performance on the Improvement Plan

As a result of your performance on the Improvement Plan, I am recommending the following course of action:

I have reviewed this form with the teacher.

Evaluator Signature:

Date:

I have reviewed this form with my administrator.

Teacher Signature:

Date:

CC: Teacher, Administrator, Director of Human Resources, Teacher's Personnel File

7.C. Miscellaneous Wage Rates

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

BOARD OF EDUCATION

Regular Meeting – August 9, 2021

AGENDA SECTION: Action Item
AGENDA ITEM: Miscellaneous Wage Rates
ITEM ADDED BY: Sonya Sailer, Director of Human Resources

It is recommended that the Board of Education approve the attached Miscellaneous Wage Rates effective August 10, 2021. The recommended increases include:

Community Education Positions

Modest increases for certain referee and umpire positions to remain competitive with surrounding communities. Increases include a \$4.00 per game increase from youth baseball and softball (grades 3-6) and a \$5.00 per game increase for metro baseball (14-15 year olds). Community Education fees will be adjusted where needed to accommodate these increases.

Daily Substitute Positions

Increases are being recommended for the following daily substitute positions:

Substitute Teacher Full Day (5 or more hours) - Increase from \$125 to \$130 per day
Substitute Teacher Half Day (>2 hours, but < 5 hours) – Increase from \$62.50 to \$67.50/half day
Substitute Educational Assistants – Increase from \$13.50/hour to \$15.00/hour

These proposed increases will assist our school district in becoming more competitive with our surrounding communities. The metro average for a full day rate for teacher substitutes is currently \$134.00. The area average for educational assistant substitutes is currently \$15.96 per hour. The recommendation for an increase to \$130 per day for teacher substitutes and to \$15.00 per hour for educational assistant substitutes (both less than the area averages) is reflective of our school district's financial condition.

The estimated financial impact for the proposed increases detailed above are described in Superintendent Devine's preliminary budget impact report.



Miscellaneous Wage Rates*
Non-Benefit Eligible Positions
As of August 10, 2021

Approved by ISD 110 School Board **XX.XX.XXXX.**

ACTIVITIES DEPARTMENT

Activities/Events Site Supervisor:.....	\$25.00 per hour
Student Concessions Worker:.....	\$10.00 per hour or prevailing minimum wage
Team W / Event Worker:	\$16.00 per hour; \$50.00 stipend incentive payment for every 35 hours of accumulated service
Ticket Seller / Gate Worker:	<i>Nightly Event</i> = \$35.00 per event <i>Homecoming Football Game</i> = \$55.00 per event <i>Varsity Event Double Header</i> = \$50.00 per event <i>Hockey Game</i> = \$55.00 per event <i>Special Event Hours</i> = \$60.00 for 5 hours and \$70.00 for 6 hours

COMMUNITY EDUCATION

Drivers Education Instructor:.....	\$28.00 per hour (year 1) \$29.00 per hour (year 2)
ECFE Screening Registered Nurse:	\$22.00 per hour (year 1) \$23.00 per hour (year 2) \$24.00 per hour (year 3) \$25.00 per hour (year 4)
Field Maintenance:.....	\$11.25 per hour (year 1) \$11.75 per hour (year 2) \$12.25 per hour (year 3) \$12.75 per hour (year 4)
Kids' Company Aide:.....	\$10.08 per hour or prevailing minimum wage
Recreation Assistant:	\$11.25 per hour (year 1) \$11.75 per hour (year 2) \$12.25 per hour (year 3) \$12.75 per hour (year 4)
Referee/Umpire – Football:.....	\$20.00 per game
Referee/Umpire – Soccer:.....	<i>U9/U10</i> = \$25.00 per game (1 Referee) <i>U11/U12</i> = \$30.00 per game (Center Referee); \$15.00 per game (Assistant Referee) <i>U13/U14</i> = \$35.00 per game (Center Referee); \$20.00 per game (Assistant Referee) <i>U15-U19</i> = \$45.00 per game (Center Referee); \$30.00 per game (Assistant Referee)
Referee/Umpire – Basketball:	\$20.00 per game (Referee); \$10.00 per game (Table Referee)
Referee/Umpire – Metro Baseball:.....	\$35.00 per game (9-11 year olds) \$50.00 per game (12-13 year olds) \$55.00 60.00 per game (14-15 year olds)
Referee/Umpire – Youth Baseball/Softball:.....	\$34.00 35.00 per game (3 rd – 6 th grade)
Referee/Umpire – Big West Softball:.....	\$37.00 per game

Summer Enrichment Instructor:	\$13.72 per hour (year 1)
	\$14.13 per hour (year 2)
	\$14.52 per hour (year 3)
	\$14.92 per hour (year 4)
	\$15.31 per hour (year 5)
	\$15.71 per hour (year 6)
	\$16.10 per hour (year 7)
	\$16.49 per hour (year 8)
	\$16.89 per hour (year 9)
	\$17.29 per hour (year 10)
	\$17.69 per hour (year 11+)

NUTRITIONAL SERVICES

Nutritional Aide:.....\$10.08 per hour or prevailing minimum wage

SCHOOL DISTRICT BUILDINGS & GROUNDS

Edible Garden Assistant:	\$12.25 per hour
Grounds Maintenance (Seasonal):.....	\$12.25 per hour
Building Cleaners (Seasonal):.....	\$12.25 per hour

DAILY SUBSTITUTES

Daily Substitute Custodial Cleaner:.....	\$12.25 per hour
Daily Substitute Educational Assistant:.....	\$13.50 15.00 per hour
Daily Substitute Nutritional Assistant:.....	\$12.25 per hour
Daily Substitute Teacher:.....	\$125.00 130.00 per day (5 hours or more)
	\$62.50 67.50 per day (2.25-4.75 hours)
	\$22.00 per hour (2 hours or less)

**The anniversary date for an employee will be July 1. Employees hired between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date. Hourly wage increases are subject to budget parameters and are contingent upon a satisfactory review from an employee's supervisor. Miscellaneous wage positions are not eligible for fringe benefits.*

7.D. Handbooks

7.D.1. Handbook addition for each handbook as suggested by the Policy committee

The following information is to be added to each ONE10 Student Handbook

Process for Addressing a Concern:

For concerns that would like to be addressed. Please follow the following protocol:

1. Contact the person directly in charge of the area of concern. Ex: the classroom teacher.
2. If the concern is not addressed to your satisfaction, contact the supervisor of the person directly in charge. Ex: the principal of the building
3. If the concern is still not addressed to your satisfaction, contact the next person in the chain of command. Ex: the superintendent of the school district
4. Finally if the concern is still not addressed to your satisfaction, contact the school board chair or a school board member of your choice.

120B.20 PARENTAL CURRICULUM REVIEW.

Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

7.D.2. Elementary

2021-22 Elementary Handbook Changes

Board of Education Notification

Arrival Time: page 4

Adjusted arrival time due to school start time change.

Assessments: page 5

Updated link for specific 2021-22 testing dates.

Attendance: page 6

Adjusted times due to school start time change.

7:55 -8:10 a.m. Students marked tardy

8:10-11:00 a.m. Students marked ½ day morning absence

Birthdays: page 7

Students are allowed to bring non-food items only due to increased food restrictions/allergies (in accordance with District Wellness Policy).

Dismissal: page 10

Adjusted dismissal time due to school start/end time change.

Food Service: page 12

Reference to 2021-22 free lunches provided by USDA.

Life Threatening Allergies: page 15

Bullet 2 and 3 changes due to increased food restrictions/allergies (in accordance with District Wellness Policy).

Parties and Activities, Student: page 17

Parents asked not to bring in items for the entire class (in accordance with District Wellness Policy).

Recess: page 17

Adjusted morning recess times due to school start time change.

Waconia Elementary Schools Student Handbook



Bayview Elementary
24 South Walnut St
Waconia MN 55387
952-442-0630
Ann Swanson, Principal

Laketown Elementary
960 Airport Rd
Waconia MN 55387
952-442-0690
Keith Baune, Principal

Southview Elementary
225 West 4th St
Waconia MN 55387
952-442-0620
Khuzana DeVaan, Principal

Dear Parents and Students,

Welcome to Waconia Public Elementary Schools. We are pleased that you are a member of our school community. Together, we are able to make ISD 110 a place where you **Explore Your Passions and Create Your Success**, and where good things happen for children every day. Our goal is to provide inspirational opportunities for social, emotional, physical and academic growth. We want our students to be effective learners and responsible citizens. With your support, we can be a beacon of hope for children and light the way for students to create their own success stories.

As a parent, you are an essential link in your child's education. This handbook will assist you in becoming familiar with the practices in the elementary schools. It is our suggestion that parents and students read the handbook together. We are hopeful that it will serve as a part of our communication network with you along with scheduled conferences, curriculum events, newsletters, progress reports, individual notes and phone calls.

We value your contribution of ideas, time, and effort. They benefit not only your own child, but every student at Waconia Public Schools. If you have a question, comment, concern or compliment about school, please do not hesitate to contact the school principal or your child's teacher. We're always happy to hear from you.

School office hours are from 7:15 am-3:45 pm. Another way you can contact the school is through email. The e-mail address is the staff member's first initial followed by the staff member's last name, then @isd110.org. Here is an example: Jane Doe's email is: jdoe@isd110.org Email addresses can also be found on the district website staff directory.

We look forward to each new year as we continue to soar with success. Thank you for entrusting your child to our program.

Warm regards,

Ann Swanson, Bayview Elementary Principal
Keith Baune, Laketown Elementary Principal
Khuzana DeVaan, Southview Elementary Principal

[Click here for District 110 School Policy Information](#)

Waconia Elementary Schools

Schools:

Bayview Elementary

24 South Walnut St
Waconia MN 55387
Office/Attendance Line 952-442-0630
Fax - 952-442-0609
Health Office - 952-442-0630
Principal: Ann Swanson 952-442-0630

aswanson@isd110.org

Laketown Elementary

960 Airport Rd
Waconia MN 55387
Office/Attendance Line 952-442-0690
Fax - 952-856-4530
Health Office - 952-442-0690
Principal: Keith Baune 952-442-0690

kbaune@isd110.org

Southview Elementary

225 West 4th St
Waconia MN 55387
Office/Attendance Line 952-442-0620
Fax - 952-442-0629
Health Office - 952-442-0620
Principal: Khuzana DeVaan 952-442-0620

kdevaan@isd110.org

School Hours:

7:55 a.m. - 2:30 p.m.

Bus Transportation:

Koch Bus Company 952-442-3370

Nutritional Services:

Director: Barb Schank 952-856-4512
Admin. Assistant: Tracy Braun 952-856-4523

bschank@isd110.org

tlbraun@isd110.org

Kids Company:

Supervisor: Jenny Merritt 952-442-0618

jmerritt@isd110.org



Absences



Children are expected to be in school every day unless they are ill or there is an emergency in the family. If children are ill, it is better to keep them home than expose others to illness. When a student will be absent for any reason, the parent is expected to notify the school. Parents are requested to call the school office by 8:30 a.m. on the day of absence to give the reason for the absence. If there is no call, safety calls are made by office staff to verify your child's location.

Excused absences include but are not limited to: illness, doctor appointments, death in the family/funeral, family emergencies, and family vacations. Unexcused absences include but are not limited to: babysitting, shopping, missing the school bus, oversleeping, repeated car problems, and truancy. Principals will communicate with and notify families if attendance becomes problematic.

After 15 consecutive days absent, State Law requires that we withdraw the student from our enrollment. Upon the student's return, the original enrollment form must be re-signed and dated by the parent or guardian.

Activity Fee

Activity funds are used to pay for things such as special projects, grade level celebrations, daily planners, and field trips. Should this fee prove to be a hardship for your family, assistance is available by contacting the school office.

Alternative Instructional Arrangements

The school board recognizes the importance of alternative program options for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school board that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style. Alternative instructional arrangements are provided in accordance with District 110 Policy.

Animals in the School



To prevent exposure to allergens and to maintain the health and safety of students and staff, animal visits must be approved by the principal and the district health coordinator prior to the visit. Please call prior to the visit.

Arrival Time

School begins at 7:55 a.m. If your child does not ride the bus, please plan for your child's arrival **between 7:40 a.m. – 7:50 a.m.**
7:40 -7:50 a.m. Morning Recess
7:55 a.m. School begins ~ Students report to classrooms.

Assembly Programs

Periodic all-school and small group assemblies will be scheduled at school, providing students with a special learning experience. The scheduled assemblies are posted on the school website, communicated through school newsletters and/or added to the school event calendar. Most of these programs are related to curricular units as well as being provided to students in recognition of positive behavior.

Assessments



The District 110 Elementary Schools use a variety of assessments to measure student performance and growth. Results of these measures provide teachers with the information needed to develop appropriate lessons and improve instruction for all students. These assessments are generally administered three times per year (fall, winter, and spring) and assess the areas of reading, mathematics, and social development.

Kindergarten & First Grade Early Reading: Early Reading is a suite of short assessments that provide information about early reading and language development. Each test is individually administered by a teacher or trained test administrator and provides information about concepts of print, phonemic awareness, phonics, and word decoding.

Kindergarten & First Grade Early Math: Early Math is a suite of short assessments that provide information about early numeracy development. Each test is individually administered by a teacher or trained test administrator and provides information about number recognition, number counting, number order, and number relations.

First-Fifth Grade CBM-Reading: CBM-Reading is a simple and accurate tool to measure reading fluency. Reading fluency is the ability to read text accurately and at a rate that is age-appropriate. Students read three short stories and the teacher counts the number of words read correctly during each one-minute timing. Monitoring fluency is important to a child's overall reading development and comprehension.

Second-Fifth Grade aReading and aMath: aReading and aMath are computer-adaptive assessments of broad reading and math skills that are individualized for each student. Results help teachers know if students are mastering grade level material, as well as monitor growth between testing periods.

Developmental Reading Assessment (DRA): The DRA is an individually administered assessment of a student's reading level, accuracy, fluency, and comprehension. The DRA provides teachers with information that helps them determine a student's independent reading level and to focus on specific goals that the student needs to learn next.

Social, Academic, Emotional, Behavior Risk Screener (SAEBRS): The SAEBRS is a universal screening tool completed by teachers to evaluate a child's social development. Results assist teachers and other support professionals in creating a positive school climate, as well as helping students develop positive relationships with peers and adults.

Minnesota Comprehensive Assessment Test - (MCA-III): The MCAs evaluate student progress toward achievement of high standards in reading and math at the 3rd, 4th, and 5th grade levels. The 5th grade students have an additional test in science. This information is used to implement improvement strategies. The MCAs are administered in April. [Click this link](#) for specific testing dates.

What if I choose not to have my student participate in statewide assessments?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/

guardians and include a form to complete if they refuse to have their student participate (see link below).

All forms should be completed and returned to the student's school by January 15 to best support school district planning. Your student's district may require additional information.

[Minnesota Department of Education Parent/Guardian Guide to Statewide Testing](#)

Attendance



Regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. The purpose of this policy is to encourage regular school attendance. The primary reasons for absences should be illness or family emergency. Students are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Work missed because of absence must be made up within five days from the date of the student's return to school. Any work not completed within this period shall result in "no credit" for the missed assignment. However, the principal or teacher may extend the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Please refer to the tardy and absence guidelines below:

Arrival:

7:55 -8:10 a.m. Students marked tardy
8:10-11:00 a.m. Students marked ½ day morning absence
After 11:00 a.m. Students marked ½ day morning absence

Early Dismissal:

11:00am-1:00 p.m. Students marked ½ day afternoon absence

Any student leaving the building before dismissal time must be signed out at the office. In no case will a child be released to a person without proper identification.

Any student who misses, or it is anticipated will miss more than two consecutive weeks of school due to illness and/or injury, may be eligible for a homebound program of instruction. It is the responsibility of parents to contact the school office if they believe homebound instruction would be appropriate.

Parents have the ability to monitor student attendance on Infinite Campus, the district student reporting program.

School attendance is of utmost importance to the academic and social growth of a child. That being said, it is unavoidable to miss school due to illness or a family emergency. For these reasons elementary schools do not give out PERFECT ATTENDANCE AWARDS at the end of the year.

Band

Fifth graders have the opportunity to participate in the **Fifth Grade Band Program**. Students receive instructional lessons on a weekly basis and are involved in two concerts during the school year.

Bike Safety

Your child is welcome to ride his or her bike to school. Please talk to your child about bike safety. Ask your child to walk the bike across the street to school, in the school parking lot, on the sidewalk, and wherever pedestrian traffic is busy. Remind your child to watch for traffic at all times. We strongly encourage you to have your child wear a bicycle helmet and bring a bicycle lock. A bike rack is provided. The school is not responsible for loss or damage. Skateboards, inline skates and roller shoes may not be used on school property.

Birthdays



❖ *Birthday Invitations*

All children love to be invited to a birthday party. We ask your cooperation in not sending birthday invitations to school to be handed out. We have many disappointed children when invitations are handed out and they are not included.

❖ *Birthday Treats & Celebration*

We love celebrating birthdays at the elementary buildings. We will celebrate our students' special day in a variety of ways, including saying birthday names on Morning Announcements, an office visit to pick up a small token, and grade level traditions.

ISD 110 Wellness Policy has been updated and new wellness guidelines have board approval. Since many children have a variety of food restrictions and due to safety and wellness we are now only accepting non-food items for the class birthday treats only. Some suggestions would be pencils, erasers, small notebooks, yo-yos, bouncy balls, etc. A board game or book donation to the classroom are also fun ways to honor a child.

**Please note that we may have food treats on party and celebration days. We believe that moderation/balance is important.*

Bus Conduct



Please remind your children that you expect them to follow bus rules and to be well-behaved and obedient to the driver. In Minnesota, student transportation is a privilege, not a right. Students who choose to behave inappropriately or unsafely may have their transportation privileges revoked.

Elementary students are instructed in safe and appropriate bus behavior. Students who interfere with the safe operation of a school bus which is stopped or moving or who behave in a manner adversely affecting an individual or any property on or near the bus itself, at bus stops or at pick-up/drop-off areas will be disciplined.

Consequences for Misconduct on the Bus

This process will be followed if a student is referred for misbehavior on the bus:

- First Bus Report: discipline may include discussion of safety rules, seat assignment, conflict resolution exercise, call/note home to parents.
- Second Bus Report: discipline may include discussion of safety rules, seat assignment, conflict resolution exercise, call/note home to parents, detention/in school time out, 3-5 day bus suspension.
- Third Bus Report: discipline may include discussion of safety rules, seat assignment, conflict resolution exercise, call/note home to parents, detention/in school time out, 3-5 day bus suspension.
- Fourth Bus Report: discipline may include discussion of safety rules, seat assignment, conflict resolution exercise, call/note home to parents, detention/in school time out, 5-10 day bus suspension.
- Fifth Bus Report: loss of ridership remainder of school year.

	<p>Severe Clause Misbehaviors which are major will result in immediate loss of the privilege to ride the bus.</p>
<p>Cell Phones/ Electronic Communication Devices</p>	<p>While responsible use of cell phones is permitted during non-school hours, all cell phones and watches capable of sending or receiving messages must be powered off and secured from 7:40 a.m. to 2:30 p.m. unless otherwise directed by a school staff member. Cell phones or other electronic communication devices with telephone or picture taking options are not allowed to be visible in lavatories or on school buses. If a student is found to be using his/her electronic devices inappropriately, the student may have their electronic devices confiscated until the parent or guardian is able to retrieve the item. Furthermore, students are expected to follow District 110 Policy 524 ~ INTERNET ACCEPTABLE USE AND SAFETY POLICY. Violations of this policy are subject to disciplinary action.</p>
<p>Change in End of Day Plans</p>	<p>Students must provide a parent/guardian signed note to the teacher if there is any change to their end of day plans. <u>If no note is brought to school, the child will be expected to follow their regular end of day plans.</u></p> <p>We ask that you call before 1:30 p.m. regarding any end-of-the-day transportation changes to ensure that the school office has sufficient time to notify the teacher. It is also required that you notify the school office if someone other than a parent/guardian will be picking up your child. Photo identification will be needed before the child will be released to the parent requested adult.</p>
<p>Classroom Assignment</p>	<p>District 110 elementary schools have established an effective and equitable classroom assignment process. Parents have an opportunity to participate by completing a Parent Input Form available in spring. Please <u>do not</u> request a specific teacher when completing this form. In order for input to be considered, the form must be turned in on or before the deadline.</p> <p><u>Placement Process:</u></p> <ul style="list-style-type: none"> • Parents may complete the Parent Input Form (date deadlines apply). • Classroom assignments are based on many educational considerations, parent and teacher input. • The principal has the final authority on all placements.
<p>Code of Conduct</p>	<p>District 110 is committed to providing a quality education for all students. The staff is committed to providing an atmosphere conducive to learning. School wide expectations for behavior have been developed to enable teachers to teach and students to learn.</p> <p>All staff members are working together to provide clear and consistent expectations for students. The teachers are explicitly teaching the expectations for appropriate behavior in the hallway, restroom, lunchroom, playground, classroom and common building areas.</p> <p><u>Expectations and Interventions</u></p> <p>During the first few weeks of school, staff will take the opportunity to explain behavior expectations and school rules to students. Staff continue to re-teach students appropriate behavior throughout the year. Occasionally, a student's behavior may be unsafe and/or may be interfering with the learning of your child or others. Any adult staff member may intervene in these situations. Interventions may include: discussion and/or apology, contact with home, removal from class, loss of privileges, restitution & community service. Discipline may also include detention, suspension, referral to an agency or program, and/or referral to the police, when deemed necessary. Records of the disciplinary measures may be kept by the school.</p>

Incidents Involving Weapons or Threatening Behavior

Protecting the safety and well being of children is important at Waconia Public Schools, ISD 110. To that end, there is a **No Tolerance Policy** with respect to weapons. Families are asked to explain to their child(ren) that anything used to hurt or threaten another person is not welcome in District 110. Students will be suspended and/or expelled from school for possessing or using a weapon (or any object that is used as a weapon.)

Anytime a child behaves in a way that threatens the safety of others, staff will intervene, remove the child from contact with others, and contact the parents. Additional interventions will be determined based on the situation.

Communication



Maintaining a connection between home and school is a top priority. In order to stay current and updated on all school information, please visit our website at www.ISD110.org. Information will be updated and added to the website on a regular basis, so please visit it often.

Teachers use Schoology/Seesaw to communicate information. Students will also bring home a **RED** folder containing information. It's important that parents take a moment to read through and clear out this folder each day.

Phone Calls: If you need to contact your child's teacher, call the school office and you will be directed to your teacher's voicemail. The teacher will get back to you within 48 hours. To maintain an effective learning environment, teachers and students are not called away from their teaching/learning for phone calls except in the case of an emergency.

Email: Another way you can contact the school is through email. The email address for the staff can be found on the website.

News from the office: Weekly news will be sent out electronically. It will include highlights, upcoming events, save the dates and PTO information.

Any changes in the way your child is to be dismissed from school should **not** be left on a teacher's voicemail. Please direct these messages to the office staff.

Curriculum




All students receive instruction in these core subjects: Language Arts (reading, language, spelling, handwriting), Mathematics, Social Studies, Science and Health.

In addition, specialists in the following areas provide regular instruction: Physical Education, Art, Music, Library/Media Skills and Spanish. For more information, visit the District 110 website.

Custody Determination

In cases where parents are separated or divorced, and one parent has primary, physical and/or legal custody, the school requests verification of the custody determination. School must have on file a copy of the section of the divorce decree indicating custody and visitation rights. The school needs to have this legal documentation on file in order to assure compliance with any limiting court order. The school also requests that a note from the custodial parent be on file if there is an agreement that the non-custodial parent will be picking the child up from school.

Discipline / Behavior Expectations	<p>The home and school have a joint responsibility to instill acceptable self-discipline within each student. The school guidelines are kept to a minimum and special sessions will be held with the students for clarification and emphasis. The school's behavior expectations plan can be found on the website and is in accordance with District Policy.</p>
Dismissal / Early Pick-Up	<p>Regular dismissal is at 2:30 p.m.</p> <p><u>Early Dismissal:</u> 11:00am-1:00 p.m. Students marked ½ day afternoon absence If you are picking up your child during school hours, you <u>must</u> notify the office so we can note that your child is leaving. The office will call the classroom to release your child when you arrive to pick up. Students will not be released until the teacher receives notification from the school office. For your child's safety, please do not ask us to send your child home from school unattended. Please try to schedule appointments after regular school dismissal time.</p>
Donations, School	<p>Any donations to the school must receive the pre-approval of the school principal. A receipt of the donation will be provided when requested. All commercial donations, which may also include commercial advertising, must be approved by the building leadership team. When necessary, school board approval may be required. The acceptance of donations will be the weight of the educational impact versus the other related variables. Donations must be made in accordance with District Policy.</p>
Dress Code 	<p>We are fortunate to have a wonderful student body and a supportive community. Appropriate student dress is essential to a positive educational environment, and we ask for your support in enforcing our school dress code.</p> <p>Students should be dressed in clothes that will help a child develop a positive self image toward learning. Proper attention to appearance can also improve personal expectations for behavior and performance. Students are not allowed to wear hats or tennis shoes with wheels in the school building. (<i>Hats may be worn at recess.</i>) Any clothing that causes an interference with the learning process is not allowed. Such dress may include, but is not limited to, clothing with drug, alcohol, or sexually explicit or suggestive messages, representations that are inappropriate or demeaning to any groups, and clothing that is suggestive or provides inadequate covering.</p> <p>If your student comes to school in a manner not conducive to learning (spare T-shirts will be kept in the health office), you will be called to arrange for other clothing to be brought to the school. If a change of clothing is needed, a child will wait in the office until their parent/guardian provides a change of clothing.</p> <p>Gym shoes are required for Physical Education classes (shoes may be kept at school if necessary).</p> <p>Students must wear appropriate outerwear according to weather seasons. <i>Please label your child's clothing in order that we are able to return lost items.</i></p>
Drop off / Pick Up Location	<p>For the safety of our students, parents/guardians must drop off/pick up students in school designated areas only.</p> <p>If you are going to escort your child(ren) into the building, you must park your vehicle in designated parking areas and sign your child in. <i>Any vehicles left unattended in the fire lane (yellow curb along sidewalk) are subject to being ticketed.</i></p>

Email Communication	<p>Only general school information will be communicated via email, i.e. homework assignments, activity time/date, general classroom news. Specific information related to a student's grades, an incident, and/or personal information will be communicated via phone or meeting.</p>
Emergency Parent/Guardian Contact Information	<p>To provide assistance to each student in case of an emergency, the required emergency information is essential. The annual Student Health Census Form provides up-to-date emergency phone numbers and medical information. <i>It is the parent's/guardian's responsibility to notify the school of any change of address, telephone number, or emergency numbers.</i> In a medical emergency, the local emergency system will be used and the student will be transported to Ridgeview Medical Center by ambulance at the parent's expense.</p>
Emergency Preparedness	<p>We place the safety of students as a top priority. State law mandates that each school building conduct five fire drills, five lockdown drills, and one severe weather drill. We view these drills as proactive measures to teach students the proper methods of evacuating the school premises and procedures for safe sheltering inside the school building.</p>
Emergency School Closing	<p>Weather related school closings, late starts or early dismissals are communicated to parents via Infinite Campus Messenger and posted on the school website. You can also obtain school closing information by calling our Weather Line at 952-442-0640. Parents are responsible for updating their contact information in the Infinite Campus Parent Portal. Parents are also required to complete the Emergency Dismissal Form each year. This form provides valuable information for the homeroom teacher and school office in the case of an emergency dismissal due to weather, power, or other building emergency.</p> <p>A parent/guardian is responsible for informing the teacher of any changes in your emergency plan that may occur during the school year.</p>
English Language Learners (ELL) Program	<p>The mission of the ELL program is to ensure equity and access to a high-quality education for English language learners (ELLs) to reach their greatest potential. ELL Teachers will develop, implement, and evaluate research-based language instruction education programs for English learners to attain English proficiency based on the WIDA English Language Development (ELD) standards and achieve state academic content standards.</p>
Family Life Education	<p>Family Life is included as part of the district health curriculum in grades five through ten. The fifth grade curriculum goals are directed toward greater understanding of family life, more effective interpersonal skills, and greater understanding of human growth and reproduction. A curriculum outline and list of materials is available from the school office. Any parent or guardian who does not wish their child to participate in this program is asked to make a written request to his/her classroom teacher.</p>
Field Trips	<p>A field trip is considered to be a learning experience. Field trips are directly related to curriculum units. Parents/guardians shall be informed of all field trip experiences scheduled for the students prior to the activity. A student fee is assessed for each student to help offset the cost of the field trip. No child will be denied a field trip experience due to family financial constraints. If parents/guardians have any questions about the experience, they should contact the classroom teacher.</p> <p>Parent chaperones are determined by the homeroom teacher. K-3 chaperone</p>



	<p>guidelines are one adult to five students and one adult to seven students for Gr 4-5. Parents are <u>not</u> to attend field trip activities unless they are an assigned chaperone for the activity. Non-classroom students are not to attend school-sponsored activities.</p> <p>Parent chaperones will be asked to supply information for a background check to be completed prior to the field trip.</p>
--	---

Food Service/ Cafe #110 Nutritional Services



Breakfast and Lunch protocols are subject to change during the 2021-22 school year based on free lunches provided by the USDA.

Eat Smart. Be Smart. Waconia Public Schools participates in the National School Breakfast and Lunch Program. Cafe #110 is all about emphasizing the importance of balancing healthy eating and physical activity for our kids! We offer our students a wide variety of fruits, vegetables, whole grains, and we're using more and more locally-grown ingredients. Our menus and recipes are inspired by our students, staff and current trends and can be found at cafe110.org.

All ISD #110 families must set up a lunch account by going to [online-payments](#). You can use the Family Site to check your family balance, make payments and more. All breakfast and lunch charges come directly out of your family lunch account.

Parents/guardians are invited to join us for lunch, but must call ahead for reservations by 9:00 am on the day they wish to eat with their child. Guest lunches will be deducted from the student lunch account. Lunch guests must sign in at the office and will be directed where to wait. Guests are not to go to the classroom unless prior approval has been arranged.

*We serve breakfast at Bayview and Laketown Elementary schools before school and at Southview Elementary, mid-morning. All Kindergartners have the option for free breakfast daily. During our mid morning snack break, **we strongly recommend nutritious snacks, as opposed to cookies, pastries, etc.** Students are not allowed to share home prepared snack/food items with other students.*

Lunch: Students in grades K-5 are encouraged to participate in our Cafe #110 lunch program. Lunch includes 5 meal components: meat, whole grains, assorted fruits, vegetables, and milk. The lunchroom is open to all students, whether they bring their own lunch or buy a school lunch.

Free breakfasts and lunches are provided for students whose family qualifies. Application forms for these meals are available [online](#) or in the school office.

Meal costs: Go to <https://cafe110.org/cafe-110-meal-prices/>

Fundraisers

Fundraising encompasses activities which are designed to raise funds to provide services for the students or boost specific programs needing financial help. Groups or organizations raising funds must meet one of the following criteria: 1) involves a student group or organization, 2) involves a community group and is characterized by one of the following: (a) takes place during school time; (b) utilizes school facilities or equipment; or (c) involves school personnel. All fundraising groups or organizations must receive school administration approval prior to conducting any activity.

Health Screening



Vision screening is conducted in the fall for all students in grades 1, 3 and 5. If you request your child not be screened or if your child has a special health concern that may make it difficult for a routine vision screening, please contact your building health services office.

Vision and Hearing screenings can be conducted at any time by a special request or referral from teachers or parents. When suspected health problems are detected, a referral for a medical evaluation is made. If financial assistance is needed or resource information is requested, please contact the District School Nurse at 952-442-0625.

Homework



Students may be required to complete school work at home. The appropriateness of homework will be left to the discretion of the classroom teacher. The homework will relate to the instructional objectives.

Homework may be assigned to:

- *promote and practice self-discipline, independence and responsibility.
- *provide reinforcement of a particular skill.
- *preserve classroom time for activities that necessitate the direct involvement of the teacher.
- *continue work which was to be done in school, but was not completed within the prescribed time frame.
- *expand the curriculum by permitting students to learn in “real” situations, at home and in the community.

Homework during an absence: When your child has an extended illness and you want to pick up homework or have it sent home with another student, please notify the teacher. This allows time for the teacher to prepare the assignments. The homework can be picked up in the office after school.

Generally, homework for a family vacation is made up following the child's return to school. We **STRONGLY** encourage family vacations to occur during regular scheduled school vacation days.

Immunizations



The Minnesota school immunization law requires that children entering elementary school be completely immunized before entering school and submit a statement indicating that the following was administered:

*Date and year of five doses of vaccine for diphtheria, tetanus, and pertussis (DTP)

*Date and year of four doses of vaccine for poliomyelitis

*Date and year of three doses of vaccine for Hepatitis B (Kindergarten and 1st requirement only)

*Date and year of two doses of mumps, measles, and rubella (MMR) given after fifteen months of age

*Date and year of varicella vaccine or year of varicella chicken pox

Immunization procedures are in accordance with District Policy #530.

Students who have not met immunization requirements will be excluded from attending school.

Students can be exempt for medical reasons with a physician's signature or as a conscientious objector with a letter that has been notarized.

The Minnesota Immunization Information Connection (MIIC) is a confidential, computerized network of shared immunization records. It provides clinics, schools, and parents with accurate, complete, and up-to-date immunization records. The MIIC replaces the Immulink registry where student records were located in the past. The only persons who view your family's immunization records either administer the immunizations or are required by law to record immunizations for doctors, local health departments, schools, daycares and health insurance companies. The Minnesota Immunization Data Sharing Law, S11.3351, protects this. You can choose to be a part of MIIC by completing and signing a form at the time of your child's immunizations.

Information and/or Concerns

When you need information or have a concern about your child, the first person to contact is your child's teacher. Teachers welcome calls from parents. If after talking to the teacher, you still have questions, contact the principal.



Injury or Illness, Student



Health Office staff is available during the school hours for emergency first aid and assistance to students who are injured or ill. In case of an injury/illness, the school will contact the parent/guardian first if deemed necessary. The parent, if requested, will pick up the child or make arrangements for someone else to do so as soon as possible. If unable to reach the parent/guardian, the person identified as an emergency contact in Infinite Campus Parent Portal will be notified. We ask parents to make sure the emergency contact person has agreed to assume this responsibility, is available and has transportation. Students will be excluded from school when they exhibit any of the following symptoms:

- ❖ Oral temperature over 100 degrees
- ❖ Undiagnosed rash
- ❖ Vomiting
- ❖ Breathing difficulties
- ❖ Diarrhea

All students are required to participate in Physical Education. Following an injury or illness, a physician's order is required for any student to be excused from Physical Education class for more than three days.

<p>Insurance, Student</p>	<p>The school district insurance policies do not provide coverage for injuries incurred by students at school. Parents/guardians are encouraged to review their present health and accident insurance program to determine its adequacy.</p> <p>The school district is making available accident insurance through Student Assurance Services, Inc. This plan will provide benefits for medical expenses incurred because of an accident. An explanation of the costs and benefits of this plan is available in the school's office.</p>
<p>Kid's Company (School Age Childcare)</p>	<p>The District's Community Education Program is sponsoring an all-day childcare program, known as Kid's Company, for student's grades K-5. The program offers daycare for students at school. For more information, call the Community Education Office (952-442-0610). The program is open 6:00 am- 6:00 pm.</p>
<p>Life Threatening Allergies</p> 	<p>In any given school year we may have students and staff with life threatening allergies to bee stings, peanuts and/or tree nuts. Although emergency medications and treatments are available in the health office in the event of a severe allergic reaction, the best treatment is prevention since measures may not be adequate to counteract the swift severe reactions that may occur.</p> <p>Ideally our environment would be free of all allergens, including those related to foods, but this is not always possible. With peanuts it can be especially difficult since they can be a hidden ingredient in foods.</p> <p>In an effort to keep children and adults safe we ask that you:</p> <ul style="list-style-type: none"> ❖ Frequently remind your child never to share any part of their lunch or snack. ❖ Check with the school nurse regarding food allergies or dietary restriction guidance. ❖ Bring personal snacks that are nut and peanut free. Please see the birthday section above for guidance on birthday celebrations. <p>Please contact the District Health Coordinator for more information.</p>
<p>Lost & Damaged Materials</p>	<p>The school will charge an appropriate replacement fee for electronic devices, textbooks, workbooks and/or library books that are lost and/or damaged beyond repair.</p>
<p>Lost & Found</p> 	<p>There's a good bet we know where the missing gym shoe, mitten or hat is! Each year many items find their way to our Lost and Found, and you can help this problem by:</p> <ul style="list-style-type: none"> *Clearly labeling your child's coats, jackets, sweaters, caps and boots with their full name. *Trying to locate the item immediately upon discovering it is lost. Don't let too much time elapse. *Using caution in allowing articles of sentimental or monetary value to be brought to school. <p>Unclaimed lost and found items are donated to a local agency on a regular basis as communicated by the school.</p>

Medication Policy, Student



In accordance with the Minnesota Department of Health's recommendations, the Waconia Public Schools WILL NOT provide any medication (including Aspirin or Tylenol). Medications will be administered by the School Nurse, Health Associate or school trained designated employee under the following conditions:

1. Prescription and non-prescription medication prescribed for longer than two school days require a completed and signed authorization from the student's parent/guardian and physician. Written notification must include:
 - * Student Name
 - * Dosage and route of administration
 - * Name of medication
 - * Termination date of administration
 - * Time and frequency of administration
 - * Reason for medication
 - * Possible side effects
2. Prescription and non-prescription medication must be in the prescription or over the counter container. The pharmacy, if requested, will divide the medication for home and school into two bottles with proper labels.
3. Parents are encouraged to bring medication (especially controlled substances such as ADHD medication) to the Health Office for the health and safety of your child and other students. If parents are unable to bring the medication to school, they should contact the Health Office and alert the staff to the type and amount of medication being sent to school that morning.
4. Students will not be allowed to self-medicate or carry medications with them unless an exception and individual health plan is developed by the School Nurse, physician, and parent.

See District 110 website for a Medication Permission Form. Click on the Health Services link.

Messages

Each classroom and special education teacher has voice mail access. Those messages are picked up before and after school. Emergency messages need to be communicated to the school office staff.

Each day we receive many requests to get a message to students. We know that occasionally important family things come up and it is necessary to contact your child. However, because teaching/learning is a priority, we need to keep messages and classroom interruptions to a minimum.


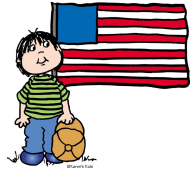

Parent Teacher Conferences



Parent-Teacher Conferences are one of the most important channels of communication between school and home. Conferences are held twice a year. You will sign up for a 20-minute visit with your child's teacher through an online scheduler called PICK-A-TIME. Watch for more information about how to sign up in the school newsletter.

TIPS FOR A SUCCESSFUL CONFERENCE:

- 1) Arrive to the meeting on time;
- 2) Make a list before you come of items you want to discuss, or questions you'd like answered;
- 3) Ask for clarification of any information the teacher gives that you don't understand;
- 4) Follow-up with the teacher in the weeks to come.

<p>Parent Teacher Organization (PTO)</p>	<p>A Parent Teacher Organization is designed to enhance the home-school relationship. The purpose of the organization is three-fold:</p> <ol style="list-style-type: none"> 1. To provide a forum for parent input regarding instruction and organizational practices/policies in the elementary program. 2. To provide parent educational opportunities on academic, social, and emotional topics related to children. 3. To provide opportunities for families to participate together in education and social activities. <p>All parents are invited to become active in the PTO. PTO supports the school in many ways including fundraisers, staff recognition, volunteering opportunities and programs that enhance the education of our students and families.</p>
<p>Parties and Activities, Student</p> 	<p>Special parties or classroom activities not directly related to the curriculum may occasionally be scheduled by the classroom teacher during the school year (i.e. fall, winter, Valentine, etc). A parent/guardian may opt for a student not to participate in the event, at which time the teacher will plan an alternative activity for the student. Due to allergies and District Wellness Policy classroom teachers and staff will be responsible for the organization/ordering of special party treats. We will not ask parents to bring in items for the entire class.</p>
<p>Personal Belongings of Students</p>	<p>Unless a teacher requests them specifically, students are discouraged from bringing toys, sports equipment or other expensive items to school. School staff are not responsible for non-requested items.</p>
<p>Pledge of Allegiance</p> 	<p>Students recite the pledge of allegiance to the flag of the United States of America on a daily basis via the morning announcements or as part of the individual classroom morning meetings.</p>
<p>Recess</p> 	<p>Students will go outside for recess before school (7:40-7:50 a.m.) and before or after their lunch times unless any of the following weather-related conditions exist:</p> <ol style="list-style-type: none"> 1. The temperature is at or below -10° degrees inclusive of the wind chill index. 2. Precipitation (rain or snow) and/or weather conditions (thunderstorms, lightning) are of a degree that it is deemed the conditions are not conducive to students' well-being. 3. The playground/playfields are in such condition, i.e. wet, icy, muddy, that it is deemed unsafe and/or not conducive to students well-being. 4. The principal or their designee will make decisions related to the application of this policy. We make every attempt to get students outside every day.

Records, Parent Access to Student	<p>Parents/guardians are permitted to review their student's educational records. Upon request, the district will provide a list of the types and locations of educational records used by the district. Upon requesting access to records, parents/guardians will be supplied a more detailed copy of rights and procedures involved. Non-custodial parents do have the right to education information including, but not limited to, records and report cards. Please contact the building administrator for additional information. Parents have the ability to access student information on Infinite Campus parent portal. Parents will be supplied with online instructions in the yearly Open House electronic mailing.</p>
Registration, Student	<p>New students enrolling in school are to complete the Online Registration on the District Website. Contact the School Administrative Assistant for additional enrollment forms. All immunizations must be current. An official county birth certificate is required. Proof of residence is required: a copy of a utility bill, driver's license, Rental/Purchase Agreement with current district address listed are all acceptable forms of proof of residence.</p> <p>To enter Kindergarten, a child must be 5 years old before September 1st of the school year. If you have any questions regarding enrollment, please contact the school.</p>
Report Cards	<p>Report Cards are issued three times a year. They will be available for review and printing via Infinite Campus parent portal. If you wish to receive a hard copy, you must notify the school office. The report card reflects the student's performance in terms of maturity and ability. The students are graded in academic areas as well as in the areas of study habits and social growth. A non-custodial parent may receive a progress report.</p>
Safety Patrol	<p>The school's Safety Patrol is on duty before and after school each day. The patrol's main duty is to help students cross the streets safely, board buses, monitor hallways and protect students from accidents. Adult supervision is provided at each crossing site.</p>
Special Education Services	<p>Special education support programs are provided in math, reading, oral and written language, speech, science, social studies, and vocational subjects. Support with emotional, behavioral, and handicapped programs are also provided. Students with special needs remain with their classmates and classroom teachers as much as possible. Specialists may provide services by team-teaching classes with regular education teachers, meeting with individual or small groups in a resource room, or a combination of both.</p> <p>Concerns about the need for special help may be alleviated by a pre-referral meeting with the Child Study Team. The Child Study Team consists of the teacher, special education teachers, school psychologist, school nurse, special education director, social worker, autism specialist, occupational therapist, and principal.</p> <p>The Child Study Team will attempt to provide help to the student within the classroom setting and without the aid of the special service department. If this process does not resolve the concerns, the student may be referred to the special education department for evaluation.</p> <p>Parents/guardians, teachers, counselors, etc. on behalf of a student may make requests for special education services.</p>
Student	The Protection of Pupil Rights Amendment (PPRA)

Surveys	<p>The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Waconia Public School District (ISD110) to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation. Please see attached link for more details.</p> <p>The Protection of Pupil Rights Amendment (PPRA), 20 U</p>
Title IX	<p>As required by Title IX of the Education Amendments Act of 1972 and other state and federal nondiscrimination laws, Waconia Public Schools does not discriminate on the basis of sex in its education programs, activities, or employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment. Waconia Public Schools does not tolerate sexual harassment and will take prompt and reasonable action in response to instances of sexual harassment. Any employee, student, parent, or guardian having questions regarding the application of Title IX or the District's Title IX Sexual Harassment Grievance Process should discuss them with the Title IX Coordinator.</p> <p>ISD 110 Title IX LINK</p>
Transportation	<p><u>Bicycles:</u> Students may ride bicycles to and from school. Upon arrival at school, the students must park their bikes in the appropriate bike rack on the outside of the school. The school is not responsible for bikes brought to school. We strongly recommend that students wear helmets and lock their bikes.</p> <p><u>Busing:</u> The school district contracts with independent owners for transporting students to and from school. If a student has a need to be transported to a location other than their home on a regular basis, the parent/guardian must contact the bus contractor and fill out the appropriate form.</p> <p><u>Parent/Guardian Transportation:</u> Parents/guardians may drop-off and pick-up students. Students will be dismissed from their school's determined location and parents must enter the building and sign-out their children. Students will not be released until a parent/guardian or an adult with written parental permission meets the child in their school's determined pick-up location.</p> <p><u>Walking:</u> Students who walk to school are reminded to follow the pedestrian safety rules. The rules include:</p> <ol style="list-style-type: none"> 1. Cross the streets only at crosswalks 2. Walk on street sidewalks when available 3. Walk along the edge of the street facing traffic when sidewalks are not available <p>A student buddy system which has students living in the same neighborhood walking together to school, especially pairing younger students with older students, should be used when possible.</p>
Tutoring Services	<p>School District 110 recognizes that additional tutorial support through direct instruction can be beneficial to students. Teaching staff working in partnership with the building administrator and student's parents can provide tutorial services to students that are intended to improve his/her academic skills within the regulations established by school district policy (#427). Parents requesting tutorial services are asked to contact the building administrator for assistance.</p>

Videotaping and Filming	<p>The staff recognizes the occasional request from parents to videotape and/or film an activity or programs in which their child is participating. The videotaping and/or filming of special programs (i.e. class plays, musical performances, athletic events, etc.) is permissible. The videotaping and/or filming of routine daily instructional programming and/or practices requires teacher notification and permission and is not to include videotaping and/or filming of other students, adults, and/or staff without permission being granted by the parent/guardian and/or respective adult/staff member.</p>
Volunteering	<p>Parents have the opportunity to volunteer their service to the school. The purpose of parent volunteering is to provide “extra classroom hands” and to increase parent involvement in their child’s education. Each grade level establishes parent volunteer opportunities consistent with age/student grade. Prior arrangements should be made with the classroom teacher. We ask parents not to bring younger siblings into your school-age child’s classroom while volunteering. A younger child may become a distraction when students are concentrating on an assignment or activity. Always check in at the school office to obtain a visitor’s badge before going to your child’s classroom.</p> <p>Confidentiality is a must when volunteering in our classrooms and schools.</p>
Weapons	<p>It is the policy of District 110 Public Schools to maintain a positive, safe learning and working environment and school zone.</p> <p>The prohibition specifically includes all school-sponsored activities such as field trips, or co-curricular activities wherever they occur.</p> <p>All weapons or instruments, which have the appearance of a weapon, are prohibited within all school environments and school zones except for educational purposes as authorized by the building principal or designee. This prohibition applies to all school buildings and grounds, leased or owned, within all school owned, leased or contracted vehicles, and at other buildings or premises where District 110 students are present.</p> <p>Regulations:</p> <ol style="list-style-type: none"> 1. The school environment includes any District 110 school building or any location at which a school activity including District 110 students occurs. The school zone means: <ol style="list-style-type: none"> 1. At or on the grounds of a District 110 school 2. Within a distance of 1000 feet from the grounds of a district school. 2. Weapons are defined as a firearm or device designed as a weapon capable of causing death or bodily harm or one that results in the fear of death or bodily harm. 3. Consequences for a violation of this policy may include a suspension of up to fifteen days and/or expulsion/exclusion from school. In addition, violations of this policy will be reported to the appropriate law enforcement agency and any weapons will be confiscated. 4. A student who finds a weapon on the way to school or in the school building and takes the weapon immediately to the principal's office shall not be considered in possession of a weapon. 5. District learners, with and without disabilities, are subject to the consequences of this policy. All applicable statutes and rules that relate to students with disabilities will be adhered to in the enforcement of this policy.

Website	As a means of facilitating communication between home and school, elementary buildings will be using the school website. The website will be updated frequently. Please access our website for current school information. www.isd110.org
Yearbooks	Each spring students are given an opportunity to purchase yearbooks. These special memory books bring smiles to children, parents, and staff members.
XYZ	There's much more to know about our school. If you have questions concerning any portion of our school program, we encourage you to call. When schools and parents work together, children benefit. Nothing is more important to us than your children and the partnership between home and school.

7.D.3. Waconia Middle School

Changes to WMS Student Handbook for 2021-22

Page 2 - Under **Access to the School Building** - the times have changed due to the change in the times for the school day.

Page 4 - Under **Student Behavior Management** - the wording has changed in the last sentence.

Pages 8/9/10 - A new section **Grading for Learning** was added to the handbook.

Page 13 - Under **Adult and Student Visitors** - words were added to the last sentence.

The section **Grade Level Promotion** was moved from page 12 to page 10.

The section **Requests for Practice Work** was moved from page 11 to page 4.



WACONIA MIDDLE SCHOOL HANDBOOK 2021-22

Mission: *“Learning by ALL is our core purpose”*

Principal: **Shane Clausen** sclausen@isd110.org

Asst. Principal: **Irv Andrews** iandrews@isd110.org

MAIN OFFICE: 952-442-0650

FAX: 952-442-0659

The following items of information are shared in the hope that they will serve to make your experience at Waconia Middle School pleasant and successful.

WACONIA MIDDLE SCHOOL CORE VALUES

RESPECT

- We create safe environments by treating all persons with dignity, equity, and compassion.
- We know all property, private and public, is an extension of its owner and is likewise to be treated with thoughtfulness and care.
- We treat others the way we would want to be treated.

RESPONSIBILITY

- We value motivation, hard work, self-direction, and success.
- We know time is our most perishable resource and should not be wasted but rather invested.
- We recognize school should be fun, and having fun while learning is our collective goal.

INTEGRITY

- We value honesty and employ it in all endeavors.
- We recognize fair does not always mean equal. Treating unequal people equally is not fair.
- We make ethical choices and actions that are representative of our families and our community.

KINDNESS

- We value teamwork, cooperation, courtesy, positivity and inclusion.
- We are each capable of more than we expect, and we are even more capable when we work together.
- We intentionally make choices and take actions to make someone's day better and brighter.

Operating according to our core values is always defensible. Operating contrary to our core values will hurt individuals and our school community. If you are behaving in ways that are contrary to our core values, you can expect to be corrected. If you continue, after a reminder, you can expect to receive consequences.

SCHOOL BOARD POLICIES

Waconia Middle School and Independent District 110 would like to call the reader's particular attention to the existence of the following School Board Policies. Please click policies to review as needed.

[102 Equal Education Opportunity](#)

[401 Nondiscrimination Notice](#)

[419 Tobacco-Free School Policy](#)

[501 Weapons Policy](#)

[502 Search of Student Lockers, Desks, Personal Possessions, and Student's Person](#)

[503 Student Attendance](#)

[529 Staff Notification of Violent Behavior by Students](#)

[531 Pledge of Allegiance](#)

120B.20 Parental Curriculum Review

Each school district shall have a procedure for a parent, guardian, or an adult student, 18 years of age or older, to review the content of the instructional materials to be provided to a minor child or to an adult student and, if the parent, guardian, or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction. Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian, or adult student. The school board is not required to pay for the costs of alternative instruction provided by a parent, guardian, or adult student. School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction under this section. School personnel may evaluate and assess the quality of the student's work.

The following five policies are required to be provided and available to students at the start of each school year.

[413 Harassment and Violence, Religious, Racial, and Sexual](#)

[505 Distribution of Non School Sponsored Materials on School Premises by Students and Employees](#)

[506 Student Discipline](#)

[514 Bullying Prohibition Policy](#)

[526 Hazing Prohibition](#)

Complete copies of School Board Policies are also available through the Waconia Middle School Office, the District Office and the Waconia Public Schools website <http://www.isd110.org>.

ACCESS TO THE SCHOOL BUILDING

The school does not provide student supervision before 7:45 AM or after 3:20 PM unless students are present as part of an organized school activity or has a prearranged plan to work with a teacher. Childcare services before and after those hours are provided by Community Education's Kids Company Program. Contact CE at 952-442-0610 to make arrangements.

ATTENDANCE POLICY

In accordance with the regulations of the Minnesota Department of Education and the Minnesota Compulsory Instruction Law, Minn. Stat. § 120.101, the students of the school district are required to attend all assigned classes every day school is in session.

Waconia Public Schools believes regular school attendance is directly related to success in academic work, benefits students socially, provides opportunities for important communications between teachers and students and establishes regular habits of dependability important to the future of the student. This policy also recognizes that class attendance is a joint responsibility to be shared by the student, parent or guardian, teacher and administrators.

Students that accrue seven days of excused or unexcused absences will be contacted by school administration to discuss and develop an attendance plan for their student. The plan may require parents to provide medical documentation for repeated instances of illness.

SCHOOL ABSENCES

When a student is absent or tardy for school, a written note or phone call is required from the parent/guardian. **A phone message can be left on our attendance voice mail at: (952) 442-0660.** If we have not received notice of a child's absence by midmorning, a phone call will be made to a parent/guardian.

If a student needs to leave during the school day for an appointment, the student should come to the office before school starts to get a pass for the time he/she needs to leave. A parent must come into the school in order to sign out their child for early release.

Excused Absences

Family-Authorized Absences:

- Illness
- Family death or emergency
- Medical - dental appointments
- Pre-arranged family business or vacation

School-Authorized/Approved Absences:

- Field trips
- Musical sectionals
- Interscholastic events and competitive events
- Ceremonies in which student is being recognized, honored, or presented with an award
- Major religious holidays
- Support groups
- Suspensions from school

Students whose absences are excused are required to make up all assignments missed or to complete alternative assignments as deemed appropriate by the classroom teacher. Students are responsible to check Schoology or conference with teachers to learn about missed assignments. Work missed because of absence must be made up in accordance with the expectations of the individual classroom teacher. A minimum of 2 days will be given. School administration or the classroom teacher may extend

the time allowed for completion of make-up work in the case of an extended illness or other extenuating circumstances.

Unexcused Absences

- Truancy - An absence by a student that was not approved by the parent and/or the school district.
- Any absence in which the student failed to comply with any reporting requirements of the school district's attendance procedures.
- Vacations with family for which no prior arrangements have been made.
- Absences resulting from accumulated unexcused tardies to school (3 tardies equal one unexcused absence).

Unexcused absences may receive disciplinary actions in the form of lunch or after school detentions and/or exclusion from school activities and events.

3 Unexcused Absences:

School will send home the 1st notification letter to the parent/legal guardian.

5 Unexcused Absences: Truancy Pre-Diversion

School will send a 2nd notification to parent/guardian **AND** the school will contact Carver County Truancy to schedule a pre-diversion meeting.

7 Unexcused Absences: Truancy Diversion

The school files the truancy paperwork with intake at Carver County Social Services and a Truancy contract meeting will be scheduled.

REQUESTS FOR PRACTICE WORK

It is best to allow teachers to reteach and adjust assignments for the student when they have returned to health and have returned to school. Parents should find assignments on the Schoology Website associated with your child's classrooms or at the on-line "Parent Portal" section of our Infinite Campus Student Information Management Computer System.

STUDENT BEHAVIOR MANAGEMENT

Our purpose in student management is twofold: first, to maintain a safe and productive learning environment for all students, faculty, and staff that adheres to our WMS Core Values; second, to encourage student self-management as a life skill. Therefore, our discipline code is intended to be instructive and protective rather than punitive.

Additional corrective measures will be applied on the basis of the **level of severity** of the student behavior infraction and will take into consideration the **number of times** the student has been reported violating a behavior expectation.

If a child is sent to the administration, families will be contacted to be informed of the incident(s) and partner on solutions.

Level 1 Behaviors

Any of the following actions may result in a behavior ticket, removal of privileges, lunch or after school detention, and/or in-school suspension.

- Disrespect language and/or actions toward peer, adult, or property

- Running in the building
- Profanity an/or vulgar language
- Lunchroom/recess misbehavior
- Unauthorized snacks or gum
- Selling non-school sponsored items
- Disrupting the learning of others
- Unexcused tardy to class
- Before/After-school misbehavior
- Insubordination
- Other like or similar infractions

Level 2 Behaviors

Any of the following actions may result in lunch or after school detention, behavior intervention program, in-school suspension, and/or out-of-school suspension.

- Threatening or intimidating language and/or actions
- Verbal assault
- Insubordination (repetitive behaviors)
- Harassment
- Physical aggression
- Forgery or cheating
- Possession of obscene or threatening material
- Absence without leave (pass)
- Other like or similar infractions

Level 3 Behaviors

Any of the following actions may result in lunch or after school detention, behavior intervention program, in-school suspension and/or out-of-school suspension, and/or expulsion.

- Possession or use of alcohol, tobacco, nicotine or other illegal drugs and/or paraphernalia
- Physical attack or fighting
- Extortion
- False alarms or reports
- Fireworks, smoke bombs, snaps
- Aggravated vandalism
- Electronic impersonation of students and/or school staff (social media sites and/or unauthorized site login)
- Use of an image capturing device in a restroom and/or locker rooms
- “Pantsing” or the intentional removal of another students clothing
- Other like or similar infractions

BEHAVIOR TICKETS

Our first step in correcting the behavior of students is the use of a “Behavior Ticket.” The procedure for the use of the Behavior Ticket System is as follows:

- 1) An adult observes improper behavior.
- 2) That adult will make the student aware of the behavior observed and inform him/her that a Behavior Ticket will be written.
- 3) The student is expected to sign the behavior ticket and tell his/her parents about the misbehavior and the warning ticket that was issued. (These tickets do not go home with students).
- 4) The behavior ticket is given to a grade-level teacher for recording.

5) If or when a second behavior ticket is recorded for a particular student, that student will receive a written reminder that they have two recorded behavior tickets. The written reminder will be carried home by the student to his/her parents. A teacher will use the occasion of this warning to conference with the student to remind him/her of the needed improvement in behaviors.

6) If a student receives a third behavior ticket, he/she will be assigned a Lunch or After-School-Detention(s). A copy of the behavior tickets issued will be attached to the detention assignment form for the parents to see, sign and return to verify the detention.

7) If a student receives multiple detentions during a quarter length-grading period as a result of repetitive behavior tickets, they may be assigned to a period of time in school time detention or In-School-Suspension.

Note: Student behavior that is not just a violation of school rules but is also a violation of law, will be reported to the police.

WEAPONS POLICY

All weapons are prohibited anywhere on school property. Items considered weapons may include the following: guns, look alike guns/weapons, pellet guns, stun guns, splat guns, explosives, ammunition, mace, knives, clubs, metal knuckles, nunchucks, throwing stars, etc. Any item, even a pencil, when used as a weapon in the school will also constitute a violation of the Weapon Policy.

WACONIA MIDDLE SCHOOL BULLYING POLICY

An act of bullying, by either an individual student or a group of students, is expressly prohibited at all Waconia Public Schools. This policy applies not only to students who directly engage in an act of bullying but also to students who, by their indirect behavior, condone or support another student's act of bullying.

A. Bullying Definition

"Bullying" means any written or verbal expression, physical act or gesture, or pattern thereof, by a student that is intended to cause or is perceived as causing distress to a student or a group of students and which substantially interferes with another student's educational benefits, opportunities, or performance. Bullying includes, but is not limited to, conduct by a student against another student or a group of students that a reasonable person under the circumstances knows or should know has the effect of:

1. Harming a student or a group of students
2. Damaging a student's or a group of students' property
3. Placing a student or a group of students in reasonable fear of harm to person or property
4. Creating a hostile educational environment for a student or a group of students
5. Intimidating a student or a group of students.

B. Cyber Bullying

The misuse of technology including, but not limited to, teasing, intimidating, defaming, threatening, or terrorizing another student, teacher, administrator, volunteer, or other employee of the school district by sending or posting email messages, instant messages, text messages, digital pictures or images, or website postings, including blogs, also may constitute an act of bullying regardless of whether such acts

are committed on or off school district property and/or with or without the use of school district resources. Retaliation against a victim, good faith reporter, or a witness to bullying is prohibited, as are false accusations or reports of bullying against another student.

C. Reporting Bullying

A student who believes he or she has been the victim of bullying or any person with knowledge or belief of conduct that may constitute bullying shall report the alleged acts immediately to a staff member. A person may report bullying anonymously; however, the ability to take action against an alleged perpetrator based solely on an anonymous report may be limited. WMS students and families are encouraged to complete the Bullying/Harassment reporting form available from a principal, counselor or located on the Waconia Middle School website.

D. Investigation

The WMS administration will act to investigate all complaints of bullying. Upon completion of the investigation, school administration will take appropriate disciplinary action(s) and supportive actions for all students involved.

E. Disciplinary Actions

WMS administration will discipline any student who engages in an act of bullying, retaliation, or false reporting of bullying. Consequences for students who commit acts of bullying may include, but is not limited to, warning, remediation, suspension, exclusion, or expulsion. Disciplinary consequences will be sufficiently severe to try to deter future violations and to appropriately discipline prohibited behavior.

F. Board Policy

The above information provides a summary of Waconia Public School's Bullying Policy. A complete Bullying Prohibition Policy (Board Policy #514) is located in Waconia Middle School's Electronic Student Handbook or on the school district's main website.

ISD 110 Title IX Information (added 12/2/20)

As required by Title IX of the Education Amendments Act of 1972 and other state and federal nondiscrimination laws, Waconia Public Schools does not discriminate on the basis of sex in its education programs, activities, or employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

Waconia Public Schools does not tolerate sexual harassment and will take prompt and reasonable action in response to instances of sexual harassment. Any employee, student, parent, or guardian having questions regarding the application of Title IX or the District's Title IX Sexual Harassment Grievance Process should discuss them with the Title IX Coordinator.

[ISD 110 Title IX Informational LINK](#)

ISD 110 Title IX Coordinator
Sonya Sailer, Director of Human Resources
Waconia Public Schools
512 Industrial Boulevard
Waconia, MN 55387

Telephone: (952) 442-0645

Email: TitleIXCoordinator@isd110.org

Questions relating solely to Title IX and its regulations may also be referred to the [Assistant Secretary for Civil Rights of the United States Department of Education](#)

TESTING AND STANDARDIZED ASSESSMENT

District 110 uses a variety of standardized assessment tests to help evaluate student performance. Results of these tests provide data to schools, teachers, students and parents that show areas of strength and areas requiring improvement.

How important are these tests? For students in grades K-8, these tests assess students' achievement with regard to the Minnesota Academic Standards. They also measure academic growth from year to year.

With testing stakes high, students must come prepared to do their best. Three kinds of parental involvement at home are consistently associated with higher student achievement:

1. Actively organizing and monitoring a child's time
2. Helping with homework
3. Discussing school matters

[Click this link](#) for specific testing dates.

What if I choose not to have my student participate in statewide assessments?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/guardians and include a form to complete if they refuse to have their student participate (see link below). All forms should be completed and returned to the student's site by January 15 to best support district planning. Your student's district may require additional information.

[Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing Form](#)

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Waconia Public School District (ISD110) to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes (“marketing surveys”), and certain physical exams and screenings. The Waconia Public School District (ISD110) will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

GRADING FOR LEARNING

Rationale/Philosophy

Our goal is to provide students and parents with an accurate measurement of student achievement. Waconia Middle School recognizes that grading, practice work, make-up opportunities, report cards, and reporting practices, in general, should be consistent, accurate, fair, meaningful, research-based, and connected to state and national standards. Through this, we hope to provide students with opportunities for self-evaluation and growth as a means to create lifelong learners.

Students will receive an **Academic Grade** and a **Process Grade** at the end of each quarter. We believe that grading and reporting should reflect student content mastery, as well as how they arrived at this level of performance. Academic Grades will measure the level of content mastery. Process Grades will measure student personal management in three areas: student preparedness, engagement, and work completion and quality.

Academic Grades

In order to balance formative and summative evidence, grades will be calculated based on two categories: Summative Assessments (≥60%) and Formative Assessments (≤40%). These will be the **categories** in Infinite Campus. This balance reflects our school’s emphasis on assigning quarter grades on a majority of summative evidence so that grades are more indicative of content knowledge, rather than the learning process. All classes at Waconia Middle School will weigh the scores collected in the grade book according to the Waconia Middle School Guidelines for Weighting Academic Grades (see chart below). Grade level content teams will communicate the agreed upon grading parameters for their classes.

Waconia Middle School Guidelines for Weighting Academic Grades	
<u>Summative (≥60%)</u>	<u>Formative (≤40%)</u>
<p>The focus on these items will be an assessment of content knowledge aligned to standards. A minimum of 4 summative items will be recorded in the grade book each quarter. Students will be able to complete retakes for priority standards. Retakes for non-priority standards will be offered at the teacher’s discretion.</p> <ul style="list-style-type: none"> ● Unit Assessments, including Mid-Unit Assessments (quizzes/tests) for long units ● Major Performance Tasks, including products, performances, and projects (i.e. essays, artwork, visual representations, 	<p>The focus of these items will provide practice for learning. Note that not all practice will be scored or reported. Retakes or the ability to redo these items may be offered at the teacher’s discretion.</p> <ul style="list-style-type: none"> ● Independent practice on daily work (daily assignments and practice), including online programs that are student-driven and managed ● Collaborative group tasks that receive a shared grade ● Brief progress checks used to inform

models, multimedia, oral presentations, lab reports, live or recorded performances)	instruction (i.e. short quizzes, reviews, warm-ups, cool downs)
---	---

Process Grades

Process Grades will be published on student report cards for every course, along with the Academic Grades. These grades will allow students, parents, and teachers to understand a student’s work performance in the area of preparedness, engagement, and work completion and quality. These grades will be posted on Infinite Campus at the end of each quarter. Students should be offered opportunities for mid-quarter reflections on the process grades.

Process Grading Scale

GRADE	DESCRIPTION
M	Meets or Exceeds Grade Level Expectations
P	Partially Meets Grade Level Expectations
I	Improvement Needed

Process Grade Look-Fors

- **Preparedness** look-fors (not limited to): student arrives to class on time, student has necessary supplies, student is ready to learn, etc.
- **Engagement** look-fors (not limited to): student self-advocates, student is focused on classroom activities, student follows directions, student works on task(s) in a timely fashion, student collaborates with peers when required, etc.
- **Work Completion and Quality** look-fors (not limited to): assignments are completed on-time, assignments are completed to the appropriate level, etc.

GRADE LEVEL PROMOTION

Student promotion to the next grade level is based upon the combination of school staff and family recommendations at the end of each school year. Students failing one or more classes during the school year may be recommended to repeat the school year or complete specific courses during summer school.

In order to assure promotion to the next successive grade level, a student is expected to pass all assigned classes. Passing grades of D- and above earn completion credit whereas failing grades of F or Incomplete do not. Students are advised to assure promotion to the next grade level by passing all assigned classes.

STUDENT RECOGNITION

A. Honor Rolls

At the end of each grading period, students are recognized for their efforts in the classroom.

Quarter honor rolls for all Waconia Middle School students, grades 6-8, will be based upon a 4.00 GPA (grade point average). All student marks will be included in the grade point average. "Incomplete" marks seriously reduce the GPA and may prevent quarter honor roll recognition.

Honor rolls will be published each quarter, with the names of those students earning a 3.000 or higher GPA for that grading period (Honor II) and the names of those students earning a 3.665 or higher GPA for that grading period (Honor I).

In addition, a male and female 8th grade graduate with the highest combination of GPA and standardized test achievement in their class over all their years at WMS will be recognized with the Principal's Academic Achievement Award at the 8th grade farewell celebration.

B. Character Counts

Waconia Middle School's student character recognition program for all WMS students includes monthly recognition for students displaying remarkable character.

Character actions recognized for nomination by WMS staff members include incidents of going above and beyond the daily expectation or consistently demonstrating actions aligned to Waconia Middle School's Core Values of RESPECT, RESPONSIBILITY, INTEGRITY, and KINDNESS.

In addition, a male and female 8th grade graduate will be recognized for the Waconia Middle School Character Award for continual, positive contributions to the culture at WMS at the 8th grade farewell celebration.

STUDENT DRESS CODE

Waconia Middle School is a professional institution, and it is important to have a proper dress code. The following items **are inconsistent** with a proper educational atmosphere:

- Headwear including but not limited to hats, caps, bandanas or hoods worn up are not allowed during school hours (unless approved school-wide dress up day)
- Clothing displaying vulgar and/or offensive language/images, alcohol, tobacco, sexual or violent pictures/language, and gang related insignia.
- Tops with midriff showing, revealing necklines or open back shirts
- Undergarments showing
- Pajamas (unless a school-wide PJ day)
- Spaghetti strap or strapless halter tops
- Skirts or shorts that do not reach beyond the palm of a hand with hands at their sides
- Shoes must be worn

The school administration reserves the right to allow or prohibit student attire.

PERSONAL PROPERTY, CELL PHONES, ELECTRONICS

The School District will not be responsible for, nor can it insure against damages or losses to personal property brought onto school property and/or at school-sponsored activities and trips. Therefore, students are advised that they bring personal property to school at their own risk.

Backpacks cannot be utilized between classes without specific staff permission. Protection/carrying cases for personal devices should be utilized and appropriately sized for the personal device.

Each year student property is taken from locker rooms and other common areas within the school building. This often happens because a student fails to place his/her property in the locker provided and/or lock the locker. If you do not lock your property in the locker provided, do not expect it to be present when you return.

Laser lights, external speakers, gaming systems, skateboards, roller wheels, cell phones, smart-watches, etc. are subject to damage and theft, as well as being personally distracting and potentially bothersome to others. These items should not be brought to school.

If a cell phone, smartwatch, music device, or video game must be brought to school for before or after-school use, it must be kept off and in the student's locker from 8:25 AM-3:10 PM. Students must receive staff permission if any of these devices are to be utilized during the school day. Students that are using electronics without staff permission will experience the following consequences:

- First offense: Device turned into the main office and picked up by the student at the end of the day.
- Second offense: Device is turned into the office and a parent or guardian is contacted to pick up the device. A detention may also be assigned.
- Third offense: Device is turned into the main office and a parent is contacted to pick up the device and meet with school administration. A detention or suspension will be assigned for repeated insubordination.

EXPECTATIONS FOR STUDENT OWNED LAPTOPS AND CHROMEBOOKS

1. All students are expected to arrive at school with a fully charged, labeled mobile device and a set of headphones.
2. Students should be on the school WIFI, signed into their school Google account in Chrome.
3. During classes, devices are to remain closed and stored until a teacher provides instructions.
4. Use of any electronic devices is not permitted in bathrooms, locker rooms, gyms, the cafeteria or while walking in the hallways.
5. Devices should be secured in a classroom, locker or backpack when not in use.
6. Any violations to the above will follow the existing school behavior policy on device use. This includes but is not limited to: verbal warnings, behavior tickets, parent notification, and /or referrals to school administration.

PHONE/TEXT/SOCIAL MEDIA COMMUNICATION AT SCHOOL

A phone for student use is available in the main office. Telephone use should be limited to emergencies only. Students should not leave a message for a return call except from the office with adult permission.

Students will not be called out of class for non-emergency messages. If it is essential for a student to get a message from home, it will be delivered during lunch, between classes, or after school. Students are not allowed to use their cell phones or smart watches to communicate during the school day without staff permission. Parents should not expect their child to receive or respond to text messages or

personal calls during the school day. Parents should also help conserve secretarial time by communicating messages with their child outside of school time whenever possible.

SCHOOL LUNCH/SNACKS/CELEBRATION TREATS

The school lunch program is specifically designed to provide healthy and nutritious meals at value. Most often there are a minimum of three lunch choices each day. A peanut/tree nut free table is available for daily student use in the lunchroom.

To keep a clean school environment, snacks, pop or other treats should not be consumed in the halls or locker area commons. Food should be consumed in the lunchroom and classrooms [with permission on special occasions]. Gum is at the discretion of classroom teachers. Improper disposal of gum will result in a loss of gum privileges.

Do not send cupcakes, birthday cakes or other celebration type food to school with your child. Students will not be allowed to distribute these food items during the school day.

ADULT AND STUDENT VISITORS

Student visitors to our school are not allowed unless prearranged with the office. Unless a student is visiting as a prospective enrollee, we will not assume responsibility by having visitors in our school. For the protection of all students, adult visitors must report to the office upon entering the building and wear a visible visitor's badge.

LOST AND FOUND

Each year, hundreds of articles of clothing and miscellaneous items are left unclaimed at school. **Please label coats, jackets, mittens, caps, boots, etc.** Lost and Found Items are kept in the physical education locker rooms and the cafeteria. Students may identify and reclaim items from those locations. During Parent/Teacher Conferences the lost and found collection will be displayed for students and parents to survey. If items remain in the lost and found without being claimed, they will be donated to charity.

SCHOOL COMMUNICATIONS

I. Report Cards

Report cards are generated electronically a week after the end of each quarter length grading period. Report cards include grades, comments, attendance information, and teacher names. Report Cards will be found on-line through the parent portal. We will be happy to mail a paper copy of the report card to parents/guardians upon request.

II. Parent Conferences

Each year, five evenings are designated for parent/teacher conferences. Please see the student calendar for specific dates. In addition, faculty and administration of Waconia Middle School are ready to conference with parents at any time a concern is identified.

III. School Mailings

We are in the process of eliminating as many school mailings as possible and relying on the Parent Portal, Schoology, WMS Website and email messages. Families can expect to receive an electronic weekly newsletter with information about school wide events and highlights.

IV. School Closings

If severe weather or building conditions require the school to close, notification of the closing will be sent to families through the Infinite Campus Messenger system. The District Office also provides an up to the minute message line about school closings at (952) 442-0640.

PROCESS FOR ADDRESSING A CONCERN

For concerns that would like to be addressed. Please follow the following protocol:

1. Contact the person directly in charge of the area of concern. Ex: the classroom teacher.
2. If the concern is not addressed to your satisfaction, contact the supervisor of the person directly in charge. Ex: the principal of the building
3. If the concern is still not addressed to your satisfaction, contact the next person in the chain of command. Ex: the superintendent of the school district
4. Finally if the concern is still not addressed to your satisfaction, contact the school board chair or a school board member of your choice.

WMS HEALTH SERVICES (952) 442-0654

Communications:

The Emergency Contact and Health Census forms, found on-line, are our best source of information to help us communicate with parents/guardians and obtain current medical information. In case of an illness, injury, or medical emergency, the school uses this to reach you or your designated emergency contact. Please remember to contact the school to update any changes that occur during the school year.

Illness:

Please do not send your child to school with any of the following symptoms:

- Temperature of 100.0 F or higher- needs to be fever free for 24 hours
- Vomiting – 24 hours after last episode
- Diarrhea – 24 hours after last episode
- Undiagnosed rash
- Breathing difficulties

If your child has been diagnosed with a communicable disease, please notify Health Services immediately. Follow specific return guidance from your health care provider or follow the Infectious Diseases in Childcare Settings and Schools Manual <https://www.hennepin.us/daycaremanual>

Medications:

District Medication Policy states that students are allowed to take medication at school through *Health Services*. Prescription medications require signatures from a parent and a medical provider on a Medication Authorization form. Non-prescription medications require a parent/guardian signature and a medical provider's signature is recommended. Health Services can help in obtaining the doctor's signature for you. If you do not have a medical clinic to obtain a medical provider's signature, please contact Health Services.

In accordance with the Minnesota Department of Health's recommendations, Waconia Public Schools WILL NOT provide any over-the-counter medications (including ibuprofen, Tylenol, or aspirin).

Medications are administered by the School Nurse, Health Associate or school trained designated employee under the following conditions:

1. Prescription and non-prescription medication prescribed for longer than two school days require a completed and signed authorization from the student's parent/guardian and physician. Written notification must include:
 - * Student Name
 - * Dosage and route of administration
 - * Name of medication
 - * Termination date of administration
 - * Time and frequency of administration
 - * Reason for medication
 - * Possible side effects
2. Prescription and non-prescription medication must be in the prescription or over-the-counter container. The pharmacy, if requested, will divide the medication for home and school into two bottles with proper labels.
3. If you have arranged to have daily medication at school, the parent/guardian is encouraged to bring medication to the Health office (especially controlled substances such as ADHD medication). If a parent/guardian is unable to bring the medication to school, please contact the Health Office and alert the staff to the type and amount of medication being sent to school.
4. Students will not be allowed to self-administer or carry medications without a written plan that is agreed upon between the district Licensed School Nurse, Health Associate, and parent/guardian. Self-carry medications are limited to prescription asthma, epinephrine auto-injectors and other emergency medications.

Link for [Medication Authorization Form](#) or see District 110 website for Medication Authorization Form under Health Services.

Required Immunizations:

State law requires parents/guardians to present proof that all immunizations are up to date before the first day of school. Students can be exempt for medical reasons but this requires a physician's signature. Conscientious objection to immunizations requires a notary public signature and seal. Waiver forms are available through Health Services.

- Tetanus, Diphtheria, and Pertussis – complete series and booster on or after age 11, required for seventh grade
- Measles, Mumps, and Rubella – 2 doses given after first birthday
- Polio – at least 3 doses
- Hepatitis B – series of 3 shots given over six month period
- Varicella (chicken pox)- series of 2 doses or physician signature documenting date of disease.
- Meningococcal (meningitis) – required for seventh grade

Screenings:

Vision screening is done on all seventh grade students and for individual parent/guardian and teacher requests. If you would like to have your child excluded from screenings please contact Health Services.

Any questions regarding health issues, medications, immunizations, or screenings, please contact Health Services at 952-442-0654 or email wmsnurse@isd110.org

PICKING STUDENTS UP AFTER SCHOOL

If you are picking up students after school, park in the main parking or line up in a single file line in the pick-up/drop-off lane. We cannot allow our driveway to become blocked to emergency vehicles. Idling in a double row and idling in the parking lot aisle ways must be avoided.

ATHLETICS AND ACTIVITIES

Sports activities at the seventh and eighth grade levels will be interscholastic and organized through the District 110 Athletic and Activities Office. Sports activities at the sixth grade level are largely intramural and sponsored by District 110 Community Education.

Eligibility:

Student participation in athletics and activities programs of the school is governed by a student eligibility policy. Generally, students must be achieving success in their regular school program of academics to remain eligible for extracurricular involvement.

A copy of the eligibility policy will be distributed at each sport and activity interest meeting. Participants in any interscholastic activities program must turn in a sports qualifying physical examination form and register online at www.waconiawildcataactivities.com

BUS INFORMATION

Student bus transportation in District 110 is provided by the Koch School Bus Company on a contract basis. Koch Bus Company's phone number is as follows: **Koch Bus Co-(952) 442-3370**

BUS BEHAVIOR POLICY

The following rules of operation are established as School Board Policy related to the safe and responsible operation of the bus transportation program. The District 110 bus transportation policy is guided by a code of ethics which outlines the responsibilities of student, driver, and parents.

Safety and Management Expectations:

1. The bus driver is the responsible authority on the bus. Students and parents must respect their need to be in charge of the bus at all times.
2. Students must board and leave the buses only at specified bus stops.
3. Students must remain at a safe distance from the pickup point when buses are arriving.
4. Pickup times are established, and students must be on time at designated stops.
5. Students must go directly to their seats after entering the bus. Standing or walking on the bus while it is in motion is dangerous.
6. Books, backpacks, lunch bags, sports and duffel bags, and other objects must be kept out of the aisles. Backpacks, musical instruments, and other large items must be handled by students in a way as to not come into contact with other students.

7. Students must not consume drinks, eats, or "munchies" on the bus. Lollipops and suckers are also prohibited for reasons of safety and cleanliness.
8. Only authorized students may ride the school buses. All riders must ride the buses to which they are assigned. Permission from the bus owners must be secured in advance if non-regular riders are to be admitted to the buses.
9. Reserving places in line and "saving seats" on buses is not allowed.
10. When crossing a highway after leaving a bus, students must walk in front of the bus when the driver signals that it is safe to cross.

Student Bus Behavior Expectations:

1. Students must not tamper with emergency doors or safety devices.
2. Students must not throw, shoot, or spit objects in, out, or at a bus.
3. Students must not engage in noisy conduct that might distract the driver.
4. Students must not damage or deface the buses in any manner.
5. Students must not use profane or indecent language.
6. Students must not use or possess alcohol, tobacco, or any other kind of illicit drug on the bus.
7. Students must not transport dangerous, objectionable, or offensive objects on the bus. Transportation of animals on the bus is prohibited.
8. Students must not fight, push, shove, or engage in any other type of physically aggressive behavior on the bus or at bus stops.
9. Students must not repeatedly violate a Safety and Bus Management Rule after having been warned.

Dismissal from the Bus:

Students in violation of the Student Behavior rules will be excluded from riding the bus according to the following schedule:

- First Offense: Written warning combined with an assigned seat for up to four weeks.
- Second Offense: The student will be excluded from the bus for one to five school days.
- Third Offense: The student will be excluded from the bus for six to 10 school days.
- Fourth Offense: The student will be recommended to the superintendent for removal from the bus for the remainder of the school year.

A parent or guardian may request a conference with the bus driver, the bus owner, and the school principal at any of these steps of exclusion. The purpose of the conference would be to establish the facts of the specific case.

Video Cameras on Buses:

Video cameras may serve as a monitoring tool to assist in providing quality and safe transportation services. The cameras are the property of the bus contractors.

Bus Transportation is a Privilege:

The transportation of students to and from school is a privilege provided by District 110. If a student has been excluded from a bus due to the violation of Student Behavior Rules, the district cannot and will not arrange or provide alternate transportation arrangements. The transportation of that student then becomes the responsibility of the student's family. Also, a student's nonattendance during a time of bus exclusion, for no other reason than the bus exclusion, will not be an excused absence.

Bus Assignments:

Students are assigned to a specific route to and from school, from their place of residence. Bus stops are established by the district administration in cooperation with the bus owners. Concerns about bus assignments or stops should be directed to the administration. Students are not allowed on a different bus unless the bus driver knows of the arrangement in advance from a parent/guardian.

7.D.4. Waconia High School & Activities

WHS Student Handbook Updates 2021-2022

- We updated the handbook and created it as a google doc as well as a PDF. Both versions will have hyperlinks making it more user friendly. Both versions will be posted on our website upon board approval.
- Throughout the handbook, we updated language items to make it current. The language updates did not change the policy. (Ex: some policies requested a written note and now these forms are all online or used terminology that was outdated)

Handbook updates:

1. Health Services - pg 14: Meningococcal Vaccine -- (First booster is mandatory for 7th Grade and a required 2nd booster dose at age 16). The 2nd meningococcal booster will be mandatory for all 12 graders in school year 2021-2022.
2. Cafe 110 - pg 20: Updated language/terms for 2021-2022.
3. Attendance - pg 22: Updated the current policy to be aligned with neighboring districts. This policy is similar to what is used in Minnetonka and Edina.
4. WHS Registration Manual - pg 26: Added a link to the registration manual to make access more convenient.



Dear Students and Parents/Guardians,

On behalf of the teachers and staff at Waconia High School, welcome to the 2021-2022 school year. A special welcome back goes to this year's group of seniors, the Waconia Class of 2022. Going through a worldwide pandemic has had its challenges, but we are ready to return to academics, athletics, arts, and activities like only a Wildcat can!

This handbook introduces you to our Waconia High School campus, building, people, and programs. In addition to the handbook, our [website](#) will contain many of the district policies in their entirety.

Enrollment for the 2021-2022 school year will be over 1,300 students, with an incoming freshman class of about 350 students. It is our goal at Waconia High School to provide a safe and positive learning environment for each and every student. We enjoy the advantage of being large enough to offer a comprehensive program for all students, yet small enough to customize students' schedules to meet their individual needs and abilities.

I encourage both students and parents to take full advantage of the opportunities to meet with your teachers, counselors, administrators, and other support staff on an individual basis so we can better serve you in your educational pursuits and needs.

This is your high school and we welcome you!

#WeareOne10

Paul Sparby
Waconia High School Principal
psparby@isd110.org
(952) 442-0670



TABLE OF CONTENTS

- [WHS HS Calendar](#)

DISTRICT 110 STRATEGIC ROADMAP
WACONIA HIGH SCHOOL PERSONNEL
DAILY SCHEDULE

PART I - LAWS, POLICIES, GENERAL REGULATIONS, SERVICES, SAFETY, AND ASSOCIATED INFORMATION

- Non-Discrimination Policy
- Violence Prevention Policy
- Weapons, POLICY 501
- Harassment, Violence, Religious, Racial, and Sexual POLICY 413
- Bullying Prohibition POLICY 514
- Hazing Prohibition POLICY 526
- Pledge of Allegiance POLICY 531
- Chemical/Tobacco Free Workplace
- Privacy and Access to School Records
- Student Records/Fees/Media Publications
- Distribution of Non-School Sponsored Materials on School Premises POLICY 505
- MSHSL/Academic Eligibility Requirements
- Internet Acceptable Use, POLICY 524
- Student Expectations/Information
- Student Use and Parking of Motor Vehicles; Patrols, Inspections, Searches POLICY 527
- Special Services
- Guidance Services
- Health and Safety

PART II - DISCIPLINE, TRANSPORTATION, AND ATTENDANCE

- Student Discipline POLICY 506
- Cafe 110/Lunch Information
- Student Attendance, POLICY 503

PART III - YOUR EDUCATIONAL PROGRAM

- Graduation/Graduation Requirements
- Testing and Assessment
- Protection of Pupil Rights Amendment
- Attendance/Loss of Credit
- Honor Rolls/Honors
- [Link to WHS Registration Manual](#)

PART IV - VOCATIONAL CENTER PROGRAM

2021-22 WACONIA HIGH SCHOOL CALENDAR

August 23-26	Teacher Workshop	January 3	School Resumes
August 25	Ninth grade orientation -3:30-5:00	January 17	MLK Day - No School
August 25	High School Open House – 5:00-7:30	January 19	Parent/Teacher Conferences, 5:30pm-8:00pm
August 30	Opening Day of Classes for Grades 9 - 12	January 24	Parent/Teacher Conferences, 5:30pm-8:00pm
September 6	Labor Day - No School	February 4	In-Service Day - No School
September 10	Jostens - Student Photo Day	February 18	2 Hour Early Release
October 1	2 Hour Early Release	February 21	Presidents Day - No School
October 4 - 8	Homecoming Week	March 3	End of Trimester 2
October 8	Jostens Student Photo Retake Day	March 4	Teacher Work Day - No School
October 8	Homecoming Game vs Chanhassen 7:00pm	March 7-11	Spring Break - No School
October 11	Parent/Teacher Conferences, 5:30pm-8:00pm	April 15	2 Hour Early Release
October 18	Parent/Teacher Conferences, 5:30pm-7:30pm	April 18	No School
October 20	Teacher Flex Day - No School	April 20	Parent/Teacher Conferences, 5:30pm-8:00pm
October 21	Ed MN State Conference - No School	April 25	Parent/Teacher Conferences, 5:30pm-8:00pm
October 22	No School	May 7	Prom
November 12	In-Service Day - No School	May 29	Commencement - 1:00pm
November 19	End of Trimester 1	May 30	Memorial Day Holiday - No School
November 22	Teacher Work Day - No School	June 2	End of Trimester 3 - Last Student Day
November 23-24	Teacher Flex Days - No School	June 3	Last Teacher Day
November 25-26	Holiday - No School		
Dec 23 - 31	Winter Break - No School		

Open House and Parent/Teacher Conferences


The high school staff will host an open house on August 25. Parent/teacher conferences will be October 11 & 18 (Trimester 1), January 19 & 24

(Trimester 2), and April 20 & 25 (Trimester 3). In addition to these scheduled events, school personnel and parents/guardians may request

individual parent conferences as deemed necessary by either party. Phone calls and e-mail contacts are also welcomed and encouraged.

Waconia Public Schools District 110

District Strategic Roadmap

<p>Mission Statement <i>Our Core Purpose</i></p> <div style="text-align: center;">  </div> <p style="text-align: center;">Waconia Area Public Schools provides a world of opportunities for our students’ academic, social, emotional, and life skills growth, while empowering all to “Explore Your Passions, Create Your Success”</p> <p style="text-align: center;">“We are ONE10”</p> <p><i>The Waconia Area Public Schools logo is an intentional and unifying image for all the communities we serve (gold lines) across the district (big W) in a shared commitment to our students (Explore Your Passions, Create Your Success)</i></p>	<p>Core Values <i>Drivers of Our Words & Actions</i></p> <p>Respect: <i>Treat others in the way you want to and should be treated</i></p> <p>Collaboration: <i>We all do better when we work together</i></p> <p>Inclusiveness: <i>Accept and connect with others, including those different than me</i></p> <p>Optimism: <i>Hopeful, confident, and secure in all I do</i></p> <p>Resilience: <i>Work through challenges and setbacks with courage, persistence, and resourcefulness</i></p>
<p>Vision Statement <i>What we Commit to Create</i></p> <p>To be a district ONE10 community where each student will:</p> <ul style="list-style-type: none"> ● Achieve high academic expectations with choice, challenge, relevance, and ownership, ● Have a sense of belonging and find their place by building meaningful and lasting relationships, ● Be inspired to explore who they are & can be, and ● Be excited to be at school and proud to be a part of ONE10 now and into the future 	<p>Strategic Direction <i>The Focus for Continuous Improvement</i></p> <ol style="list-style-type: none"> A. Improving Our Student Learning Structures and Systems B. Engaging Students in a Shared Responsibility of Their Learning C. Improving Our Whole Student Supports and Practices D. Securing and Stewardship of Our Resources: Human, Financial, and Physical E. Developing a Collaborative Culture and Supportive Practices

Waconia High School Personnel 2021-2022

Paul Sparby, Principal ~ Tonya Constantine, Assistant Principal ~ Jill Johnson, Activities Director

ART	MUSIC	UNIQUE LEARNER (SPED)	ADMINISTRATION
Sarah Christian-Garceau	Evan Jones	Paul Tordoff (Dir. Special Services)	<i>Mr. Patrick Devine - Superintendent</i>
Amy Fischer	Nicholas Hansberry	Brady Aretz	<i>Mr. Paul Sparby – H.S. Principal</i>
	Aaron Olson	Amy Dettman	<i>Ms. Tonya Constantine – Assistant Principal</i>
BUSINESS	Allison Wilmes	Les Haack	<i>Ms. Jill Johnson – Activities Director</i>
Mary Mitchell		Tracy Johnson	
Brooke Compton	PHY ED/HEALTH	Rachel Grant	SECURITY MONITOR
	Pat Hayes	Kari Klein	Ben Karnes
EDUCATIONAL MEDIA	Audra Lehrke	Ruth Albie	
Melissa Weinand	Derek Myhre	Colleen Stanley	HEALTH SERVICES
	Becky Riesgraf	Joel Thayer	Sara Eischens, RN, LSN (District Coord.)
FACS	Corey Shea	Rebecca Pauly	Rachel Muchow
Katherine Mann			Jamie Koslofsky, RN (WHS)
Lynn Honnold	SCIENCE	SPEECH/LANGUAGE CLINICIAN	
	Libby Barrie	Kim Peterson	WACONIA ALC
INDUSTRIAL TECH	Mel Berg		Tim Koschinska (WLC Lead Admin)
Peter Brown	Joshua Dumas	OCCUPATIONAL THERAPIST	Carol Esser
Samuel Porthan	Michael Hamann	Molly Wingert – (WHS)	Cindy Finke
	Anna Husman		Griffie Jess
LANGUAGE ARTS	Michael Jensen	SCHOOL PSYCHOLOGIST	Jess Stockstead
Adam Bristor	Roxanne Kuerschner	Rebecca Sonneck – (WHS)	Joshua Threlkeld
Amanda Byrne	Michelle Sperle-Berg		
Megan Gregor	Wayne Trapp	SCHOOL SOCIAL WORKER	Waconia WLC Staff
Stephanie Kappel		Laura Bergjord – (WHS)	Telephone: 952.442.0673
Katie Keogh	SOCIAL STUDIES		FAX #: 952.856.4511
Brooke McMeen	Terry Gammell	ESL	SW Metro
Dusty Neibauer	Nick Giese	Shannon Kohlei	Chaska, MN – Phone: 952-567-8000
Katie Niemczyk	Joseph Kretchmann-Grande		Beth Beenken - Intro to Education
Sara Peoples	Clark Machtemes	GUIDANCE OFFICE	Lee Berger – Automotive Mechanics
	Carl Pierson	Lynette Alger	Joan Berkland – Cosmetology
MATHEMATICS	Tyrel Seim	James Bettcher	Wright Braudt - Photography
Amy Davison	Nelia Von Glan	Dana Henn	Susan Burnison – Medical Careers
Mark Grundhofer	Ashley Westphal		David Dettmann – Criminal Justice
Nick Hackman	Hannah Fuller	Waconia Staff	Gregg Flekke – A+ Cert.; CISCO
Eric Hansen	WORLD LANGUAGES	Main Office: 952.442.0670	David Fuller – Cosmetology
Jodi Hunter	Majorie Andersen (Spanish)	Attendance Line: 952.442.0680	Sarah Schurmann – Ag Careers
Kathy Kurtz	Pam Melchert (French)	Fax #: 952.442.0679	Cindy Walters – CTE Director
Lauren Leshner	Kate Neibauer (Spanish)	E-mail: firstinitial/lastname@isd10.org	Paul Wilson – Medical Careers
Heather Prondzinski	Erik Olson (Spanish)	(Ex. psparby@isd110.org)	Brian Wurtzberger – Construction Trades
Drew Sodey	Kari Stevenson (Spanish)		

updated 7/14/21

Daily Time Schedule – Monday, Wednesday, Friday

DAILY SCHEDULE M/W/F			
Period	Start Time	End Time	
1	8:30 AM	9:40 AM	
2	9:45 AM	10:55 AM	
3	11:00 AM	12:10 PM	
4	12:15 PM	1:50 PM	LUNCH
5	1:55 PM	3:05 PM	

Daily Time Schedule – Tuesday & Thursday

DAILY SCHEDULE T/TH			
Period	Start Time	End Time	
1	8:30	9:30	
2	9:35	10:35	
WILD/ADVISORY	10:40	11:15	
3	11:20	12:20	
4	12:25	2:00	LUNCH
5	2:05	3:05	

2 HOUR LATE START SCHEDULE

2 HR LATE START			
Period	Start Time	End Time	
1	10:30	11:10	
2	11:15	11:55	
4	12:00	1:35	LUNCH
3	1:40	2:20	
5	2:25	3:05	

(2-Hour Late Start, School Closing or Early Dismissal)

When severe weather or other conditions cause a late start, school to be closed, or an early dismissal, students and parents/guardians will be advised through radio stations WCCO (830 AM), KDUZ (1260 AM), KKCM (1530 AM), KARE-TV, WCCO-TV, and KSTP-TV. Parents/guardians are expected to use their judgment in sending students to school on stormy days and should arrange for emergency accommodations if buses cannot get students home. Please do not call the high school office to see if we are operating on a regular schedule, but rather, listen to WCCO/KDUZ/KKCM/KARE-TV or check the District website at www.isd110.org, or call the School Closing Hotline (weather-related only) at (952) 442-0640.

PART I - LAWS, POLICIES, GENERAL REGULATIONS, SERVICES, SAFETY, AND ASSOCIATED INFORMATION

Administrative Discretionary Action Disclaimer

It is impossible to anticipate and address every circumstance that may occur in the course of a school year. To ensure safety and order, students and others are subject to all school rules, regulations and policies, and the reasonable and prudent interpretation, therefore, by responsible school officials, regardless of whether or not they are specifically addressed in this handbook. Students are required to provide accurate information when asked by school personnel. Failure to do so may result in detention or suspension.

Board of Education

All school policies, regulations, and rules are approved by the Board of Education by action taken to adopt the contents of school handbooks. The handbooks become an extension of school board policy. All policies, regulations, and rules apply equally to each student enrolled, regardless of age.

Non-Discrimination Policy

It is the policy of Independent School District 110 and the Carver-Scott Educational Cooperative not to discriminate on the basis of sex, race, creed, color, sexual orientation, or physical disability in their educational programs, activities, or employment practices and policies. Inquiries regarding compliance with the non-discrimination titles and statutes may be directed to: Ms. Sonya Sailer, 512 Industrial Blvd., Waconia, MN 55387 or by telephone at (952) 442-0645; or to: The Director, Office of Civil Rights, Region 5, 300 South Wacker Drive, Chicago, IL 60606.

Violence Prevention [Applicable to Students and Staff], Policy #525

I. Purpose

The purpose of this policy is to recognize that violence has increased and to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities, and on school grounds, buses or field trips while under school district supervision.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Weapons, Policy #501

I. Purpose

The purpose of this policy is to assure a safe school environment for students, staff and the public.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Harassment and Violence, Religious, Racial, and Sexual, Policy #413

[Note: State law requires that school districts adopt a sexual, religious, and racial harassment and violence policy that conforms to the Minnesota Human Rights Act, Minn. Stat. Ch. 363A. This policy complies with this statutory requirement but, in addition, addresses other classifications protected by state and/or federal law. While the recommendation is that school districts incorporate the other protected classifications, in addition to sex, religion, and race, into this policy, they are not required to do so. The Minnesota Department of Education (MDE) will maintain and make available Model Policy 413 – Harassment and Violence in accordance with Minn. Stat. § 121A.03. Each school board must submit a copy of the policy the board has adapted to the Commissioner of MDE.]

Title IX

As required by Title IX of the Education Amendments Act of 1972 and other state and federal nondiscrimination laws, Waconia Public Schools does not discriminate on the basis of sex in its education programs, activities, or employment. The school district is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

Waconia Public Schools does not tolerate sexual harassment and will take prompt and reasonable action in response to instances of sexual harassment. Any employee, student, parent, or guardian having questions regarding the application of Title IX or the District's Title IX Sexual Harassment Grievance Process should discuss them with the Title IX Coordinator.

[ISD 110 Title IX LINK](#)

ISD 110 Title IX Coordinator
Sonya Sailer, Director of Human Resources
Waconia Public Schools
512 Industrial Boulevard
Waconia, MN 55387
Telephone: (952) 442-0645
Email: TitleIXCoordinator@isd110.org

Questions relating solely to Title IX and its regulations may also be referred to the [Assistant Secretary for Civil Rights of the United States Department of Education](#)

I. Purpose

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Bullying Prohibition, Policy #514

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

I. Purpose

A safe and civil environment is needed for students to learn and attain high academic standards and to promote healthy human relationships. Bullying, like other violent or disruptive behavior, is conduct that interferes with students' ability to learn and teachers' ability to educate students in a safe environment. The school district cannot monitor the activities of students at all times and eliminate all incidents of bullying between students, particularly when students are not under the direct supervision of school personnel. However, to the extent such conduct affects the educational environment of the school district and the rights and welfare of its students and is within the control of the school district in its normal operations, it is the school district's intent to prevent bullying and to take action to investigate, respond, remediate, and discipline those acts of bullying which have not been successfully prevented. The purpose of this policy is to assist the school district in its goal of preventing and responding to acts of bullying, intimidation, violence, and other similar disruptive behavior. **The Waconia High School primary contact person for questions or concerns related to bullying is Tonya Constantine, Assistant Principal (tconstantine@isd110.org)**

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Hazing Prohibition, Policy #526

[Note: School districts are required by statute to have a policy addressing these issues. The Minnesota Department of Education will maintain and make available Model Policy 526 – Hazing Prohibition in accordance with Minn. Stat. § 121A.69.]

I. Purpose

The purpose of this policy is to maintain a safe learning environment for students and staff that are free from hazing. Hazing activities of any type are inconsistent with the educational goals of the school district and are prohibited at all times.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

The Pledge of Allegiance, Policy #531

[Note: Recitation of the Pledge of Allegiance by students and instruction of students as provided in this policy are required by statute. Also, the statement in Part III., below, must be included in the student handbook or a policy guide. A local school board or a charter school board of directors may waive these statutory requirements by a majority vote taken annually. If the local school board or charter school board of directors waives the requirement to recite the Pledge of Allegiance, it may adopt a district or school policy regarding the reciting of the Pledge of Allegiance.]

I. Purpose

The school board recognizes the need to display an appropriate United States flag and to provide instruction to students in the proper etiquette, display, and respect of the flag. The purpose of this policy is to provide for recitation of the Pledge of Allegiance and instruction in school to help further that end.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Chemical/Tobacco Free Workplace

Waconia Public Schools recognize that other drug abuse is a significant social problem with the potential for adversely affecting job performance. No employee of the District will engage in chemical use which adversely affects work performance or which poses a risk to students, other employees, or self, while carrying out his/her responsibilities as an employee of the District. In addition, the District maintains "Smoke Free" buildings and grounds. Faculty, staff, and students are prohibited from smoking anywhere in buildings, vehicles, or on the school grounds.

Privacy and Access to School Records

The school has on file your grades, attendance, standardized test scores, etc., since you began school. If you have attended several different schools, these records have followed you to this school and are on file here.

You and/or your parent/guardian may see the contents of these records by making an appointment with the principal or high school counselor. You may have copies made of anything in the school record, at a cost to you of ten cents per sheet, but you are not permitted to take the original record out of the office. You and/or your parent/guardian may place any statement or items in your record that you wish to, if it pertains to your schoolwork.

You may also request that items be removed from your file. In the event that you and/or your parent/guardian make such a request, the person in charge of the record may or may not grant the request. In the event the request is denied, you may appeal the decision to the next highest school official, and ultimately, to the school board.

Your records, or any part thereof (except directory information), cannot be transferred in writing or orally to any other place without the written consent of you and/or your parent/guardian, with the exception of another public school in the state in which you have already enrolled after transferring from this school.

This means that your school will not, and cannot by law, without first receiving written consent from you and/or your parent/guardian:

1. Send a transcript of your school record to a college, vocational school, or university;
2. Give information from your record to a prospective employer (except directory information).

Written consent can be given by using a form available in the office of the principal or high school counselor, or by writing a letter to the office, requesting the transfer of such records. Students who are eighteen years of age or older need not seek consent of their parent/guardian to exercise their rights of access or control of transfer of their records.

All students' records will be treated in accordance with the provisions of Public Law 93-380, passed by Congress in 1974, and Chapter 479 of the 1974 Session Laws of the State of Minnesota.

These laws and the resulting procedures described on this page also apply to the records of all graduates of this school.

Students' and Parents'/Guardians' Rights Regarding Student Records

Independent School District No. 110 gives notice to students and parents/guardians of students in attendance in the district of their rights regarding student records.

The School Board has adopted a board policy in order to assist in the dissemination of information to the public. Certain information is personal in nature and will be disseminated only with specific permission of the parents/guardians or students, 18 years old or older.

Some information regarding students is defined by this policy as Directory Information, and therefore, is public information. Directory information is available to the public upon request to the principal or his/her designee.

Directory Information is limited to the following: student's name and address, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received. Student telephone numbers will be made available upon specific request for the following district-recognized support groups: Athletic Boosters, Band Boosters, Choral Boosters, Parent/Teacher organizations, and the Post-Prom Party Committee. Parents/guardians or students, 18 years old or older, may refuse to permit release of any or all of the Directory Information to the public by submitting a notification, in writing, to the principal.

In order to make any or all of the Directory Information "private" (i.e., subject to consent prior to disclosure), the parent/guardian or student must make a written request to the principal within thirty (30) days after receipt of this Student Handbook. This written request must include the following information:

- ❖ Name of student
- ❖ Home address
- ❖ School presently attended by student
- ❖ Specific category or categories of Directory Information which is not to be made public without parent/guardian or student prior to written consent.

Complaints regarding alleged violation of rights accorded parents/guardians or students by Federal Law may be submitted, in writing, to: Family Educational Rights and Privacy Act Office, Department of Education, 330 C Street S.W., Room 4511, Switzer Building, Washington, D.C. 20202.

Student Fee Regulations

The Minnesota Legislature enacted the "Minnesota Public School Fee Law," which went into effect on July 21, 1975. In accordance with the law and school board policy, the following guidelines are set up for fees in Waconia High School.

Permitted Fees:

A school board may charge fees in the following areas:

1. In any program where the resultant product, in excess of minimum requirements and at the pupil's option, becomes the property of the pupil.
2. Admission fees or charges for extra-curricular activities, where attendance is optional.
3. A security deposit for the return of materials, supplies, or equipment. A student may be charged a security deposit for items such as locks, keys, tools, and science, athletic, or audio-visual equipment.
4. Personal physical education and athletic equipment and apparel, although any pupil may provide his/her own if it meets reasonable requirements and standards relating to health and safety established by the school board.
5. Items of personal use or products that a student may purchase at his/her own option, such as student publications, class rings, yearbooks, and graduation announcements.
6. Field trips considered supplementary to a district's educational program.
7. Any authorized voluntary student health and accident benefit plan.
8. For the use of musical instruments owned or rented by the district, a reasonable rental fee not to exceed either the rental cost to the district or the annual depreciation plus the actual annual maintenance cost for each school-owned instrument.
9. Students may be required to furnish personal or consumable items, including pencils, paper, pens, erasers, and notebooks.
10. Fees may be charged for lost books and/or intentionally damaged books and/or supplies and equipment.
11. Fees specifically permitted by any other statute.

Students are required to furnish their own paper, pencils, pens, notebooks, graph paper, sketch pads, gym suits, tennis and athletic shoes, and other items of personal equipment.

These procedures are in accordance with and governed by the Minnesota Public School Fee Law, MSA 120.71 - 120.76.

Student Activity Fees

The Board of Education has determined that student activity fees are necessary and has taken action to formally put the system into action. The coach or activity director will inform participants of the fee and collection terms. All high school sports and extra-curricular fine arts activities are included in the fee structure.

The rate fee for students in grades 9-12 will be \$200 per each activity.

Football, Lacrosse, and Hockey will be \$250.

Competitive clubs such as Robotics, Knowledge Bowl, & Jazz Bands will be \$80.00 each.

No student shall be assessed a fee for more than three activities during one school year. In addition, scholarships are available.

School Publications and News Media: Student Pictures and Names

Student pictures and identifying names will be printed in the school yearbook and given to the local news media on those occasions that warrant it. However, any student, or the student's parent/guardian, if the student is under the age of eighteen, may request that his/her picture and name not be published in the media or in the school yearbook. To make this request, please complete the form on the family portal of Infinite Campus. This does not cover pictures taken by the news media unless we specifically have signed statements to the contrary.

Distribution of Non-School Sponsored Materials on School Premises by Students and Employees, Policy #505

I. Purpose

The purpose of this policy is to protect the exercise of students' and employees' free speech rights, taking into consideration the educational objectives and responsibilities of the school district.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Eighteen-Year Old Students

Students eighteen years of age or older are not exempted from any regular school rules and regulations established for the general student body. Eighteen-year olds are bound to school rules.

Students who become eighteen years of age during their school careers will be accorded those rights of majority which are not in violation of school regulations. Examples:

1. Eighteen-year old students may, upon request, receive trimester mark reports personally. Parents/guardians will continue to receive copies of the mark reports as long as the student remains a dependent.
2. Eighteen-year olds are responsible for their own bills and financial obligations.
3. Student absences for eighteen-year-olds will still require parent/guardian verification. The only exception to this is for students who are legally independent and are no longer claimed as dependents by the parent/guardian.

Minnesota State High School League Regulations

All students, teachers, directors, coaches, and administrators participating in League activities are bound by League rules and regulations. Each student participating in League activities will receive online and must read, as well as sign, an individual copy of the League regulations. The school administration is also empowered to make local rulings on individual student misconduct incidents that may not serve the best interests of the school, its student body, or its programs. Some student misconduct may not be prescribed by the League, but may, nevertheless, require local attention.

WHS Academic Eligibility Requirements

1. All students competing or participating in extra-curricular activities must have passing grades and must maintain a 1.67 average in the trimester prior to and during their season (not a cumulative average).
2. In the event a student's GPA is below 1.67 (C- average) or the student receives an "F" in any course at the end of a trimester, he/she will be ineligible for a period of two weeks. After two weeks, a review of the student's grades will be made, and if found to be an overall 1.67 (C- average), eligibility will be restored. If a 1.67 GPA (C- average) is not attained, the student shall remain ineligible for an additional two weeks. This process will continue up to 3 reviews; at which time, a student still not achieving a 1.67 GPA (C- average) will be declared ineligible for the remainder of the trimester.
3. The individual student does carry the responsibility to initiate and complete the grade review process after academic ineligibility is declared.
4. The activities director, a counselor, and a head coach or director not immediately coaching or directing the student shall make up the review board. Decisions of this review board are final.
5. Students operating under an IEP are held accountable to the academic eligibility standards under the terms of the IEP.
6. Students found academically ineligible and without an IEP can be declared eligible by the review board if the student is found to be working to his/her academic potential.
7. Transfer students will be given a reasonable amount of time to establish their academic eligibility before being held accountable to the policy.
8. A student shall be eligible to practice during this time.
9. A student shall also be academically eligible according to the Minnesota State High School League guidelines.

Internet Acceptable Use, Policy #524

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.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Student Information/Expectations

Students are school citizens who need to cooperate with reasonable rules of good behavior. What follows are some expectations that the school has of its students.

Care of School Property

Students will not mark school furniture, walls, ceilings, floors, or equipment with pen, pencil, paint, or any other instrument. Do not tamper with the fire alarms, fire extinguishers, or any electrical systems. Anyone who willfully destroys school property through vandalism, arson, or larceny, or who creates a hazard to the safety of our students, will be subject to school discipline that may include full restitution for cost of repairs or replacement and/or work detail on detention, suspension, etc., and the student may be referred to county authorities.

Lockers

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of students. **Inspection of the interior of lockers may be conducted by school authorities, or a law enforcement canine, for any reason at any time, without notice, without student consent, and without a search warrant.** The personal possessions of students within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as possible after the search of a student's personal possessions, the school authorities must provide notice of the search to students whose lockers were searched, unless disclosure would impede an ongoing investigation by police or school officials.

Each locker has its own lock, with a different combination each year. Students are responsible for helping maintain security by not sharing combinations and reporting lock or locker problems to the office promptly. **Students are not authorized to move from locker to locker without approval from the principal's office.**

Lost and Found

Recovery of lost articles will be more likely if students report their loss immediately, to their teacher or activity supervisor. Check "lost and found" near the High School Guidance office.

Textbooks

Textbooks are supplied free of charge. Students are responsible for reasonable care of their books. Students will be responsible for the cost of lost or damaged books.

Media Center

The media center is a place of quiet study, not a social center. Students who need to use the media center in group assignment settings reserved by teachers have first priority on media center facilities and staff.

Student Valuables

Students are cautioned not to bring large amounts of money or valuables to school. Students who wear glasses, jewelry, or watches should protect them at all times. Students, not the school, are responsible for their personal property. If it is necessary to bring valuable items or more money than needed to pay for lunch, leave the items, or money, at the high school office, for safekeeping. Do not leave valuables in your locker.

Visitors

The District discourages the practice of allowing student visitors. On rare occasions and for educational reasons, visitors will be allowed. Arrangements for student visitors must be made at least one day in advance with the Principal or Assistant Principal unless unusual circumstances exist. Visitors must register and secure a pass in the high school office with their student host. A host student must accompany his/her guest throughout the day and will be responsible for his/her conduct. No student visitors are allowed on exam days, or during the first or final week of any trimester. Teachers should also inform former students they need prior approval for visiting.

Fundraising

All fundraising projects must be approved by the principal. Projects that involve selling merchandise will be limited by the Board of Education and the administration. Tickets or articles of any kind, other than those approved by the administration, may not be sold on school property, or in the name of the school, by students or outside organizations.

Student Phone and Cell Phone Use

Students may make emergency calls from the High School Office area.

From time to time it may be necessary to get a message from home to a student at school. We invite you to call if we can help in this regard. Please be aware that students will not be called from class for anything other than emergency messages. Non-emergency messages will be delivered at lunchtime or prior to the end of the day. Please help us conserve on secretarial and teaching time by communicating messages to your child outside of school time whenever possible.

The use of cell phones is not permitted to interfere with the educational process. Therefore, students are not permitted to use cell phones during class time unless directed to do so by the teacher. Student use of cell phones between classes and during lunch is acceptable.

Operation of Motor Vehicles

The safe operation of motor vehicles in parking lots, driveways, and on the streets surrounding the school is essential. There will be no speeding over 15 miles per hour, or any form of reckless driving on the school grounds. State law specifies 15 miles per hour speed limits on streets adjacent to school buildings. Dangerous operation of motor vehicles will result in referral to Carver County authorities and withdrawal of school parking privileges. Violations may result in a fine and/or a parking suspension.

Student Use and Parking of Motor Vehicles; Patrols, Inspections and Searches, Policy #527

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools and to protect the health, safety and welfare of students and school personnel.

I. GENERAL STATEMENT OF POLICY

It is the policy of this school district to allow the limited use and parking of motor vehicles by students in school district locations. It is the position of the school district that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety and welfare of students and school personnel. This policy applies to all students in the school district.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Parking and Parking Lots

Students are encouraged to ride the bus rather than drive to school. For those who choose to drive, student parking is available in lots located on the south & west sides of the high school. In addition, overflow parking is available in the WLC lot on the west side of County Rd 10.

All students who park on school property must register their vehicle with the high school office.

Student parking is not permitted in the east lot, as this is reserved for staff. Parking is not permitted on sidewalks, grass areas, fire lanes, handicapped zones, visitors' zones, reserved areas, in front of entryways, walkways, yellow painted curb areas or in designated staff parking areas. Persons violating this rule will be subject to parking tickets, towing, and/or suspension from school. Students park their vehicles on school property at their own risk. The school district is not responsible for theft or vandalism to vehicles.

Special Services

Special education support programs are provided in math, reading, oral and written language, speech, science, social studies, and transition subjects. Support with emotional, behavioral, social, and other disability services are also provided.

Concerns about the need for special help may be alleviated by a pre-referral meeting with the SAT (Student Assistance Team). The SAT will consist of counselors, school psychologists, school nurse, building administration, social worker, and regular and special education teachers. The SAT will attempt to provide help to the student within the classroom setting and without the aid of the special service department. If this process does not resolve the concerns, the student may be referred to the special education department for evaluation.

Requests for special education evaluations and potential services may be made by parents/guardians, teachers, counselors, etc., on behalf of a student. (Students sometimes refer themselves). Please contact a teacher, counselor, principal, or the Director of Secondary Student Support Services (Paul Tordoff) if you believe special education evaluation is needed.

Students with special needs remain with their classmates and classroom teachers as much as possible. Specialists may provide services by team-teaching classes with regular education teachers, meeting with individual or small groups in a resource room, or a combination of both.

If your child receives or will be evaluated for special education services, Waconia Public Schools will share your child's name and date of birth with the Minnesota Department of Human Services (DHS) in order to determine if your child is on Medical Assistance or MinnesotaCare. If you do not wish to share your child's name and date of birth with the DHS, you must inform Waconia Public Schools in writing no later than October 1.

Send your request to:

Chris Steffen

512 Industrial Blvd. Waconia, MN 55387

csteffen@isd110.org

(952) 856-4513

Guidance Services

Guidance services are available for all students. In order to visit the counselor, students are to contact the secretary in the guidance office to arrange for an appointment. Among the many duties of the counselor are the following:

1. Withdrawals and Transfers. Students planning to withdraw or transfer from Waconia High School should see the counselor.
2. Registration and Change of Schedule. Registration is held about mid-year for the following year. Students should not expect to change their schedules, but those who feel there is a strong need for a schedule change should see the counselor as a first step.
3. Career and Post-Secondary Education. Information and planning help is available in this critical area. Contact the counselor.
4. Testing. Various academic and vocational tests are given each year through the guidance department. Information regarding other testing opportunities such as ACT and SAT is also available. Dates and times will be announced in daily announcements.
5. Enrollment options, as provided by the State of Minnesota, are available to qualifying students of Independent School District No. 110. These programs include open enrollment, post-secondary enrollment, and students-at-risk. Contact the counselor for additional information.
6. Other concerns such as study skills help with home, school, and/or social problems may also be discussed with the counselor.

It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships. A counseling relationship requires an atmosphere of trust and confidence between the student and counselor. A student has the right to privacy and to expect confidentiality. This confidentiality may be abridged by the counselor where there is clear and present danger to the student or to others.

Health and Safety

Fire Drills

Fire drills are scheduled periodically, in accordance with State Fire Marshall regulations. As soon as the alarm sounds, students should pass quickly and quietly out of the building, according to the directions posted in each classroom. When outside, students are to remain at least fifty feet from the building and wait until the bell sounds again before returning to their classes.

WARNING - Setting off false fire alarms is a violation of state law. Student violators will be suspended and prosecuted.

Safety Glasses

Safety glasses must be worn in all hazardous areas of the building. There is no exception. Safety glasses must be purchased by students in some situations.

Accidents

Every accident in the school building, on the school grounds, at practice sessions, or at any athletic event sponsored by the school, must be reported immediately to the supervisor in charge or to the administration.

Health Services

The mission of Health Services is to provide services to maintain, improve, and promote good health for the learner and ensure that health concerns do not become obstacles to learning. Health Services provides the following services:

- ❖ Assesses individual student health and developmental status

- ❖ Promotes/maintains the health/well-being of all students
- ❖ Develops health plans for students with health conditions
- ❖ Coordinates prevention/control of communicable disease
- ❖ Develops a system of first aid/emergency care
- ❖ Participates in health education
- ❖ Recommends new/updated health policies

Health Records

Students are required to have an individual health record on file in the health office. It contains a cumulative health history, screening results, and immunization history. **Parents/guardians are expected to keep Health Services informed of current or chronic medical problems** (that could affect the student's comfort and ability to learn) **and medications, even if they are not administered at school.**

Health Census Forms

At the beginning of each school year, parents/guardians are expected to complete a health census form for each child, which provides up-to-date medical information. It is the parent's/guardian's responsibility to notify the school of any changes to a student's medical information. This information also provides additional health information for assessments in emergency situations and in advocating for children in the educational setting. ***No student may leave school without parent/guardian emergency contact permission.*** This form is located at the link below: <https://docs.google.com/a/isd110.org/forms/d/e/1FAIpQLSdc0zq153HHuke8gGiOsDumTGncOyojM7eQCX5Ctib5gmgqUQ/vi/wform>

Immunizations

State law requires parents/ guardians to present proof that all immunizations are up-to-date before the first day of school. Students not meeting the minimum requirements will be excluded from school. Students can be exempt for medical reasons with a physician signature or as a conscientious objector (with a notary public signature and seal).

- ❖ Tdap (Tetanus-Diphtheria-Acellular Pertussis) - booster at or after 11 years of age
- ❖ MMR (Measles-Mumps-Rubella) - verification of second dose
- ❖ Hepatitis B Vaccination - series of three doses for grades 9-12 – (Mandatory for K and 7th Grade.)
- ❖ Varicella (Chickenpox) Vaccine – series of two doses—or physician documented date and history of disease – (Mandatory for K and 7th Grade.)
- ❖ Meningococcal Vaccine — (First booster is mandatory for 7th Grade and a required 2nd booster dose at age 16). The 2nd meningococcal booster will be mandatory for all 12 graders in school year 2021-2022.
- ❖ Polio Vaccine – series of at least three doses.

Physical Education Class Excuse

All students are required to take physical education. Following any injury or illness, physician's orders are required for any student to be excused from physical education classes for more than three days.

Injury/Illness/Emergency Care

In case of illness, the school will contact the parent/guardian. The parent/guardian will be expected to pick up the child or make arrangements for someone else to do so promptly. If the school is unable to contact the parent/guardian, the person identified as a contact on the student's emergency contact form will be notified. Parents/guardians should make sure that the emergency contact person has agreed to assume this responsibility, is available, and has transportation. The parent/guardian of each student must establish a workable emergency plan.

If a student leaves the building without permission from authorized school personnel, they will be considered truant and unexcused from any class.

In case of injury or medical emergency, the school will attempt to notify the parents/guardians first, when possible. In a medical emergency, the local emergency system will be used, and the student will be transported to Ridgeview Medical Center, via ambulance, at parent/guardian expense. The student emergency contact and health census forms will be sent with the student to the hospital.

Exclusion for Illness

Students will be excluded from school when they exhibit any of the following symptoms:

- ❖ Oral temperature over 100 degrees F
- ❖ Undiagnosed rash
- ❖ Breathing difficulties
- ❖ Vomiting

❖ Diarrhea

Health Services should be notified of any communicable disease and treatment to assure control in other students. Readmission to school for the following communicable diseases shall be:

- ❖ Chickenpox - all lesions are dry and crusted (5-7 days)
- ❖ Impetigo - at least 24 hours after the start of medication. If there is no improvement in 48 hours, the child should be re-assessed by a physician.
- ❖ Conjunctivitis (pink eye) - at least 24 hours after medication begins
- ❖ Scabies – Following a medical treatment with an insecticide shampoo/lotion.
- ❖ Strep Throat - at least 12 hours after medication begins
- ❖ Ringworm of Scalp/Skin - following fungicide treatment

Health Screening Programs

Health Services is available to conduct hearing, vision and scoliosis screening for individual students via parent/guardian request. If you have a concern about your child's hearing, vision or curvature of the spine please contact health services at 952.442.0674 to request a screening. If a teacher has a concern related to your child's hearing or vision, health services will contact the parent/guardian for permission to conduct the screening.

Medications

In accordance with the MN Department of Health recommendations, the school will **NOT** provide any medications, including Aspirin, Tylenol, or Ibuprofen.

Medications will be administered by the district Licensed School Nurse, Health Associate, or other school-trained designated employee under these circumstances:

1. **Prescription and non-prescription medication requires a completed signed authorization form from the student's parent/guardian. For prescription medications a physician's authorization is required.** The school district may rely on an oral request to administer medication for up to two days until written authorization is received. It is to include:
 - ❖ Student's name
 - ❖ Name of medication
 - ❖ Time of administration
 - ❖ Possible side effects
 - ❖ Dosage and route of administration
 - ❖ Termination date of administration
 - ❖ Reason for medication
 - ❖ Number of tablets sent to school
2. Prescription or non-prescription medication must be in the prescription or OTC labeled container. The pharmacy will divide medication for home and school into two bottles with proper labels.
3. Parents are encouraged to bring medication (especially controlled substances such as ADHD/ADD medication) to the health office for the health and safety of your child and other students. If parents/guardians are unable to bring the medication to school, they should contact the health office at (952) 442-0674 to set up an alternative plan.
4. Students will not be allowed to self-administer or carry medications without a written plan that is agreed upon between the district Licensed School Nurse, Health Associate, and parent/guardian. Self-carry medications are limited to students in 7 – 12th grade and include non-prescription pain relievers, prescription asthma, epinephrine auto-injectors and other emergency medications.
5. Narcotics are not allowed at school. They can't be self-carried, housed or dispensed from the school health office.
6. District 110 prefers not to administer Investigational, Complementary and Alternative Medicines not approved by the FDA. Examples include: essential oils, homeopathic medications.
7. Health Services will not give the first dose of medication to any student.

MN Immunization Registry Connection (MIIC)

MIIC is a confidential, computerized network of shared immunization records in the state, protected by the MN Immunization Data Sharing Law, S144.3351. Parents of new transfer students can choose to be a part of MIIC by completing and signing a form with your child's name, date of birth, and mother's name. You can choose not to be a part of MIIC by not completing and signing the form.

Student Discipline, Policy #506

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

I. Purpose

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that there is no interference with the educational process. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Notification to Staff Regarding Placement of Students with Violent Behavior, Policy #529

General Statement of Policy

- A.** Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the administrator named in this Policy.
- B.** The administration will meet with appropriate staff members for the purpose of notification and the determination of how staff will manage such student.
- C.** Only staff members whose work assignment reasonably requires access to the information will receive notification.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

School Discipline Guidelines

Good behavior is necessary to provide a successful educational environment. Waconia High School students are expected to demonstrate appropriate behavior in the school, in the classroom, and at all school activities.

The following information is intended to supplement the Board of Education policy on discipline:

Expected Behavior

To help insure an appropriate educational environment, Waconia High School students are expected to:

- 1. Be in class on time.
- 2. Be prepared for class.
- 3. Bring all required materials to class.
- 4. Be attentive to classroom activities.
- 5. Make an effort to be successful.
- 6. Participate in classroom activities.
- 7. Show respect for teachers, other students, and school property by not engaging in activities that disturb the class or school environment.
- 8. Follow the directions of teachers or supervisors. Insubordination or the refusal to follow the directions of a teacher or supervisor is considered serious and may result in detention or suspension from class or school.
- 9. Help keep classrooms and school neat and clean by not littering.
- 10. Take care of school property such as books, equipment, etc.

Students who demonstrate behavior that disturbs the educational process in class will be removed from class and referred to the principal for disciplinary action.

Academic Dishonesty

Academic Dishonesty includes cheating, fraud and plagiarism, the theft of ideas and other forms of intellectual property, whether they are published or not. Cheating and plagiarism are extremely serious matters.

Cheating

Cheating is any deceitful or fraudulent attempt to evade rules, standards, and practices to gain an unfair advantage or to protect someone who has done so. Cheating includes but is not limited to:

- Giving or receiving information during an exam, test, assignment, or quiz.
- Using unauthorized materials, like notes, during an exam or in-class essay, or unauthorized dissemination or receipt of exams, exam materials, in-class prompts/notes, or answer keys.
- Taking an exam or writing an assignment or doing a project for another student.
- Submitting the same paper, or different versions of the same paper, in more than one class without the permission of the instructor.
- Fabricating or misrepresenting research or sources.
- Helping another student to commit an act of academic dishonesty or lying to protect a student who has committed one.
- Creating an oral presentation for another student without the permission of the instructor.
- Recreating existing work and submitting it as your own.

The penalties for cheating depend on the severity of the infraction and may include disciplinary referral, detention, suspension, administrative conference, reassignment of work/test and/or reduction of points, and/or a student code of conduct violation from extra-curricular activity.

Plagiarism

Plagiarism is the use of another writer's words, syntax, and/or ideas (including another student's) without acknowledging the source. According to the Harvard University's book by Gordon Harvey, *Writing with Sources*, plagiarism is defined as passing off a source's information, ideas, or words as your own by neglecting to cite them. It is theft of intellectual property belonging to another. The offense is the same if a student allows another student to copy or modify his or her writing for an assignment.

The penalties for plagiarism depend on the severity of the infraction and may include disciplinary referral, detention, suspension, administrative conference, and reassignment of work/test and/or reduction of points, and/or a student code of conduct violation from extra-curricular activity.

**Repeat violations will result in a parent conference and possible removal from class.

Harassment

Harassment is participating in acts or statements that willfully injure, degrade, or disgrace other individuals. Students involved with harassment will be subject to a conference with a principal and/or a parent conference with a principal. A pattern of harassment will lead to detention, suspension, or further disciplinary action of any student involved.

Gambling

Gambling, in any form, is not permitted in the school or on school property.

Cell Phones

The use of cell phones is not permitted to interfere with the educational process. Therefore, students are not permitted to use cell phones during class time, unless permitted by their teacher for an educational learning activity. Student use of cell phones between classes and during lunch is acceptable.

Assault

1. A student who threatens another student or staff person with bodily harm, without material physical contact, will require a parent/guardian conference and will be subject up to a 3-day suspension.
2. A student who threatens another student or staff person with bodily harm, while in possession of a weapon, or a student involved with an assault with a weapon, will be dealt with under the provisions of the Weapons Policy.
3. A student who is involved in a direct attack on another person will be initially suspended up to 5 days, will require a parent/guardian conference, will be referred to Carver County authorities for assault, and may be recommended to the School Board for expulsion. If a recommendation for expulsion is not made, a behavioral contract will be designed with strict guidelines and consequences, which could include additional suspensions, out-of-school placement, counseling, or expulsion.
4. Students who mutually engage in fighting will be suspended up to 3 days, be referred to Carver County authorities, and will require a parent/guardian conference prior to readmission. A second offense will result in a 5-day suspension and a referral to an alternative program. Fighting shall be characterized by a violent, aggressive behavior by two or more individuals, with the intent of inflicting physical harm upon one another, and differentiated from "poking, pushing, shoving, or scuffling."

Insubordination

All employees of Waconia High School have the responsibility and obligation to enforce school regulations. The principal, assistant principal, activities director, teachers, counselors, secretaries, nurse, media specialist, cooks, custodians, bus drivers, aides, and fellow students have the right to correct you if you are violating school rules, and students have the obligation to do as requested.

Insubordination is the willful defiance or ignoring by a student of a reasonable order or request of any school employee. It is a serious type of disobedience that can cause the breakdown of the learning environment. Insubordination is also involved when a student directly attacks a staff member or employee, either physically or with words through swearing or obscene language or gestures.

A student referred for insubordination will be subject to a conference with the principal, detention, parent/guardian conference, and suspension, depending upon the severity of the incident. A pattern of insubordination is grounds for removal to an alternative program or expulsion.

Student Dress

The appearance of a student is primarily the responsibility of the individual and his/her parents/guardians. District 110 students are expected to maintain an appearance that is not distracting to teachers and other students, disrespectful to others, or disruptive to the educational environment. We expect appropriate dress and discretion to be used in order to keep the school environment purposeful, practical and meaningful.

The school does not permit bare feet (shoes must be worn at all times), symbols, emblems, badges, signs, words, objects, and pictures on clothing, jewelry, or personal items that represent swear words, sexual inferences, alcohol or tobacco advertising, demeaning phrases, gangs, or discriminatory references to sex, race, or religion or that are lewd, vulgar or obscene. It is not the intention of this dress code to limit a student's right to express political, religious, philosophical, or similar opinions by wearing such apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, or profane; do not advocate violence or harassment of others, and do not promote products or activities that are illegal for use by minors.

When, in the judgment of administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process of school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications, or will be sent home for the day and parents will be notified.

Examples of prohibited attire include, but are not limited to, the following:

- Going without shoes;
- Bandanas of any color;
- Chains extending beyond belt-loop closest to pocket;
- Short skirts/shorts or insufficient tank tops that expose the midriff or cleavage;
- Clothing with language that is lewd, vulgar or obscene;
- Apparel promoting products or activities that are illegal for use by minors (including tobacco, use of drugs, and/or alcohol advertising);
- Objectionable emblems, items, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group; which connotes gang membership; or that approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals;

Theft

Theft is defined as the taking or possessing of an individual's or school property without authorization. Students referred for theft will be subject to a conference with the principal, detention, suspension, restitution, or referral to Carver County authorities, depending upon the severity of the incident.

Language

Cursing, swearing, profanity, vulgar and offensive language is not appropriate to the school setting. Students need to be particularly aware of their use of sexually suggestive language. A student referred for inappropriate language will be subject to a conference with the principal, detention, parent/guardian conference, and suspension, depending upon the severity of the incident.

Public Display of Affection

Undue public display of affection is not consistent with the learning environment maintained in the school. As a school, we reserve the right to insist that students act appropriately and refrain from physical contact or sexual touching while in the school, on school grounds or participating in a school sponsored activity.

Commons Area

In order to maintain a clean and pleasant atmosphere in the commons area, your help and cooperation is needed. A few simple rules are listed here for you to follow. If you break any commons rules or fail to cooperate with the supervisors, you will be subject to detention, clean-up detail, or you may be removed from the commons to eat by yourself.

You are expected to help by:

1. Walking to the commons and lining up in the order you arrive (no line-jumping allowed).
2. Not throwing food (if you do, you will be required to clean up the mess). If you are with a group that throws food, the group will be required to clean up the mess.
3. Depositing all lunch litter in wastebaskets.
4. Bringing your tray and utensils to the dishwashing window and stacking neatly.
5. Leaving the table and floor area where you sat, clean for others.
6. Not leaving the commons without permission from the supervisors.
7. Leaving chairs and tables as they were arranged.
8. Not taking food out of the commons.
9. Students are allowed to pick their chair/table. Students are not to wander from table to table.

Spectator Buses

A spectator bus will be provided to transport students to away games when demand warrants it. This is a privilege granted to those who do not abuse it. A charge will be collected in advance to cover the cost of transportation. Tickets are sold by the activities office. The following regulations must be followed:

1. All school district discipline rules are in effect. Any undesirable behavior will result in loss of privilege to ride the spectator bus and further disciplinary action may be taken.
2. The bus will depart from the school at the time scheduled; it will not wait. On the return trip, the bus will wait fifteen (15) minutes for tardy riders, during which time the chaperones will make a reasonable effort to locate the missing person(s). After fifteen (15) minutes, the bus will depart.
3. Only school students are permitted to ride the spectator bus. No other students or non-school people may be guests.

Student Use and/or Tobacco Possession

Student use and/or possession of tobacco or nicotine in any form, including snuff, electronic cigarettes or e-hookahs, is not permitted on any school property, on buses, or at any school event, home or away. This “no smoking” policy is in effect before, during, and after regular school hours. Students reported for smoking or chewing will be penalized according to the following procedure:

First Offense: Student will be suspended out-of-school for one day.

Second Offense: Student will be suspended out-of-school for two days.

Repeated Offenses Beyond the Second: Student will be suspended out-of-school for three days.

Students who continually break this policy will be considered insubordinate and may be recommended to the school board for expulsion.

Drug and Alcohol Violations

Waconia Public Schools state the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful. Possession or use of alcoholic beverages, paraphernalia and/or illegal drugs is prohibited on school premises, school buses, school-sponsored activities, or while representing the school in any way. This includes any substances or products that alter the central nervous system (e.g. synthetic drugs, glue, etc.).

A student found to have an alcoholic beverage in their possession or be under the influence in school, or at a school-sponsored function, whether on or off school grounds, will be suspended up to 3 days, be referred to Carver County authorities, and will require a parent/guardian conference prior to readmission. In addition, the student will be referred to the S.A.T. (Student Assistance Team) for chemical issue follow-up as appropriate.

A student found in possession of mood altering chemicals, paraphernalia, drugs, or to be under the influence of mood altering chemicals or drugs in school or at a school-sponsored function, whether on or off school grounds, will be suspended up to 3 days, be referred to Carver County authorities, and will require a parent/guardian conference prior to readmission. In addition, the student will be referred to the S.A.T. (Student Assistance Team) for chemical issue follow-up as appropriate.

A student discovered selling, or possessing with the intent to distribute, mood altering chemicals or drugs will be suspended up to 5 days and referred to Carver County authorities. During the suspension, school officials will meet to discuss possible alternatives, including an alternative program, out-of-school placements, or expulsion.

Students will be referred to the District Chemical Counselor for chemical issue follow-up if the school receives a Chemical Violation report from a State, county or local law enforcement agency.

Alcohol/Tobacco/Controlled Substance Possession and MSHSL Eligibility

Students participating in extra-curricular activities and who are found to be in possession of alcohol or tobacco (including electronic cigarettes or e-hookahs) or any other controlled substance, or are cited for possession, will be penalized according to Minnesota State High School League regulations. The penalties for possession will be identical to those for consumption or use. This policy is in effect for students year round, and is not limited to the school year.

Leadership Eligibility

Students will be eligible to be in positions of school leadership (i.e. Homecoming candidates, Student Government, Class Officers, National Honor Society, Student Activities, captain of a team or activity, etc.) if they have been in good standing at least one year prior to and through the appointment. By good standing they may not have had any out of school suspension or violated any of the local or MSHSL rules for mood altering chemicals, and/or harassment/hazing as they appear in the student handbook and MSHSL pamphlet. Violations will result in removal from leadership position(s).

Homecoming Eligibility

All Homecoming candidates and underclass pages and escorts must be eligible under MSHSL rules. No student will be named to the Homecoming Royalty Court who is not in compliance with MSHSL rules, and if a student named to the Court is cited for a rules violation, they will be removed from the Coronation, pep fest, or other activities associated with Homecoming Week.

Detention

Students may be assigned to detention for disciplinary purposes. Detention is held from 7:30 a.m. – 8:15 a.m. or 3:05 p.m. - 3:50 p.m. Teachers may also assign and supervise their own detention. Failure to serve an assigned detention will result in an additional detention, or suspension, being assigned.

Café 110 Notes

GREAT NEWS! The Federal Government has extended the free school meal program, for kids 18 and younger, through the upcoming school year, across the United States. All K-12 students are eligible to receive one free breakfast, and one free lunch, each day. NOTE: families who complete a meal benefit application may qualify for additional support for food purchases outside of the school day. So, be sure to complete and submit a completed Educational Benefits application after July 1st to see if you qualify.

Parents often ask if my middle and high schooler is getting free meals, why am I being charged? Well, this is because they are making a la carte purchases that are not included with the free breakfast or lunch program. With that said, if students wish to purchase snacks or extra entrees, they must have funds in their family account to pay for them. Please have a conversation with your child/ children about your spending expectations, AND keep your family account funded for these additional purchases.

Account Information

To access information about your "family meal account," log into: www.isd110.org, click "My Accounts" (if you have difficulty logging in, contact [Jane Garnatz](#)), then click "SmartSchoolK12." (if you have difficulty at this point, contact Wordware at 1-800-934-2621). Once logged in, click on the knife/plate icon to access your account information.

-> "[Family Accounts](#)" -> "[Add Funds](#)" - add money using a credit card (Feezee) -> "[Show Transactions](#)" - see charges that all family members have made -> "[Auto-Refill](#)" - allows you to set an automated payment when your balance reaches your preset amount -> "Add a Family User" - allows you to add more contacts and emails for people you would like to access the family account and receive low balance notifications -> "Change Notification Settings" - initially you will be notified by email only when your family account goes negative, but this can be adjusted to your preference. When making changes, be sure that the box "send me balance notifications via email," under Account Management, is checked then select "Save."

Visit www.cafe110.org for more information including menus, meal pricing, meal benefit application, frequently asked questions, contact information, and lunch account balance/ transaction/ deposit information.

Wordware (our meal service software program) and SmartSchool (the district activities software program) are linked. Because of this, be advised that any activity fee payments will show up on your meal transaction report.

Account Balances - Funds must be available in student meal account to receive meal services. Students with a negative balance will be allowed to purchase meals until their balances reach -\$10, at that point students will be unable to make purchases using their meal account.

Meal Account Balance e-Notices - Email notices are sent to families when their student meal account balance is at or below \$10. This email is intended as a “friendly notice.” If you do not receive our email balance notice:

1. Your student account balance may not be below the \$10 threshold when we cue the notice, or
2. We do not have your current email address; to update, please email us at: cafe110@isd110.org.

Depositing Money into Meal Accounts (*please note: deposits may take 48 hours to process*): Cash or Check: give a check or cash to the café cashier or school office drop box. Be sure to include the student name and ID along with the payment. 2. Online Charge: www.isd110.org. Select “Café 110”, and then click Online Payments. At the end of the school year, student account balances will roll over to the next school year (negative balances must be corrected before the last day of school).

Graduating Seniors/Students Leaving the District: Efforts will be made to draw senior meal account balances to \$ 0.00 by the last day of school. Balances will be: 1. transferred into a sibling account, 2. a balance over \$10.00 will have a refund sent home (negative balances must be corrected before the last day of school).

Meal Benefits - Free and reduced lunch applications are available on the District website at www.isd110.org, Café 110, Reduced Meals. A new and complete application must be submitted every school year.

Please contact Barbara Schank, LD, Director of Nutritional Services, at bschank@isd110.org or 952-856-4512 with questions or comments.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Students Outside - Students are not allowed outside of the building without permission during the school day. Students who violate this rule will be referred to the Assistant Principal's office for disciplinary action.

Student Transportation Safety, Policy #709

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.

To see this policy in its entirety, go to About Us on the District 110 website (www.isd110.org) and click on District Policies.

Attendance

It is the responsibility of the Waconia Public Schools to the community that all school members will work to challenge and support students in the pursuit of their highest levels of academic and personal achievement. Recognizing the strong relationship between regular attendance for

each class and high academic achievement, the District will establish a clear attendance system and hold students accountable for regular attendance. It is essential that Waconia High School students and their families take responsibility for knowing the Attendance Policy. The school reserves the right to classify an absence and may request medical documentation.

RESPONSIBILITIES OF EACH STUDENT:

1. Attend all classes on a daily basis. Students must remain in the classroom for the entire class period. If students leave class without permission or leave early, they will be marked UNEXCUSED ABSENT.
2. Monitor the total number of absences in each course and report any errors to the teacher of the course within 2 days of the absence, after which the absence will remain unexcused.
3. Monitor the total number of school authorized absences. When more than three class periods of a specific course are missed during a trimester, the student will appeal to the teacher to be out of class for any subsequent school authorized activities.
4. Ensure that a parent or guardian submits the absence to the attendance office prior to the absence.
5. Monitor electronic notifications regarding attendance. It is the responsibility of the student to ensure they are receiving notifications and are checking daily to ensure timely response to attendance and other notifications.
6. Attend every class that is considered to be “official/current”. Students should not discontinue class attendance if he/she anticipates changing or dropping that class. Until the class is officially dropped, students are expected to attend each of the classes on their schedules.
7. Report, when ill, to the Health Office.
8. Follow all building check-in and check-out procedures.
9. Contact the teacher to arrange make-up work.
10. Communicate with the teacher when approaching the limit of school authorized absences.
11. Ensure that your attendance is accurate and confer with the teacher and/or the attendance office if any adjustments need to be made.

Penalties and Consequences for Exceeding Absence Limits

If a student accumulates 3 or more unexcused absences or a combination of 7 excused/unexcused absences, students may be dropped from a course and will not receive credit for the course. Students have the right to appeal any loss of credit decision and can do so by filling out the Attendance Appeal Form. The appeal form must be submitted within 5 days of the initial notification. [WHS Loss of Credit Appeal form](#)

TYPES OF ABSENCES (per trimester course)

<p align="center">EXCUSED ABSENCES*</p> <p align="center">Note: These count toward 7-absence policy</p> <p align="center"><i>*After a combination of 7 excused and unexcused absences, students may be dropped from a course(es) and may have a loss of credit(s)</i></p>	<p align="center">UNEXCUSED ABSENCES*</p> <p align="center">Note: These count toward 7-absence (combined) AND toward the 3 unexcused policy</p> <p align="center"><i>*After 3 unexcused absences, students may be dropped from a course(es) and may have a loss of credit(s)</i></p>
<ul style="list-style-type: none"> ● College visits ● Driver’s license examination ● Family emergency ● Illness (medical documentation may be required) ● Visit to nurse’s office ● Pre-arranged excused absences for student participation in non-school competition and performance activities ● Pre-arranged family vacations ● Professional appointments that cannot be scheduled outside school day ● Spectators at state/regional competitions: student spectators must have parent/guardian approval and follow all attendance policies 	<ul style="list-style-type: none"> ● Any absence in which a student and/or parent fails to comply with WHS reporting attendance procedures ● Work at home ● Work at a business (except a school-sponsored work release program) ● Non-prearranged family vacations ● Missed bus ● Overslept ● Truancy/skipping school ● Missing class to study, work on homework* *this includes studying for AP testing ● Other non-school authorized excuses

SCHOOL AUTHORIZED ABSENCES

Note: These DO NOT count toward maximum 7-absence policy

- Chronic illness, with medical documentation
- Court-ordered appearances
- Death in student's immediate family or close friend/relative
- Field trips
- Interscholastic meets and events
- School sponsored musical or athletic competitions
- Religious holidays and/or instruction (up to three hours per week)
- Illness in student's immediate family (documentation required by medical personnel)
- Student government and related activities
- Verified meeting conducted with school personnel
- School sponsored testing

Late Arrivals and Tardiness

It is expected that all students will make necessary arrangements to arrive on time to school on time. Any time a student arrives at school after Period 1 has started, he/she is required to stop and sign in at the Attendance Office. Missing the school bus, over-sleeping or repeated car problems will be classified as an unexcused tardy. For every class period at Waconia, the student is to be on time. Any time students arrive after the Period 1 starting time, they must report to the office for a tardy slip. For Period 2 and subsequent periods, the individual teachers handle tardies to class. They will announce their policies at the beginning of each trimester. **Three unexcused tardies will equal one unexcused absence, and will count toward the total absences for the trimester.**

Loss of Credit Appeals Procedure

If a student accumulates 3 or more unexcused absences or a combination of 7 excused/unexcused absences, students may be dropped from a course and will not receive credit for the course. Students have the right to appeal any loss of credit decision and can do so by filling out the Attendance Appeal Form. The appeal form must be submitted within 5 days of the initial notification. [WHS Loss of Credit Appeal form](#)

- ❖ A student may request an appeal if there is a genuine, supportable belief that extenuating circumstances exist. The student and/or parent/guardian may request appearance at the Committee hearing to offer information supporting the appeal.
- ❖ The Appeals Committee will review all evidence, consider any extenuating circumstances, and strive to achieve and render impartial judgments in a systematic manner.
- ❖ The high school principal will identify the members of the Appeals Committee. The committee will consist of no fewer than three certified members, one of whom would be an administrator or counselor.

Extra-Curricular Participation

In order to participate or practice, a student must be in attendance **ALL DAY** on the day of an event (game, play, concert, etc.), unless an exception is approved, in advance, by the principal.

Planned Absences

Students, who will miss classes due to pre-arranged family business such as a family trip or college visits, will be required to notify the Attendance Office **prior** to the absence. Failure to notify the attendance office **before** the absence will result in an **unexcused** absence being recorded. Students are also expected to notify their teachers in advance to develop a plan for make-up work from absence. Excusable family business includes college visits, legal appointments, extended medical leave, and family vacations.

Tournament Attendance Policy

Our close proximity to the metro area makes it very convenient for our students to attend the many state tournaments. While we do not encourage attendance at tournaments that we do not have teams or individuals competing in, we recognize that in some cases, attendance is desired. If parents/guardians wish to have their child excused for a tournament, they must notify the school at least one day prior to attendance, and the student must follow the Planned Absence Procedure. Students attending tournaments without following the Planned Absence Procedure will be considered **unexcused**.

Lunch Attendance

All students will be expected to spend their entire lunch period in the commons unless an arrangement has been made with a staff person to be under their supervision. Students may not wander about the building, sit in the halls, or be outside. Students who skip lunch will be penalized as follows:

- ❖ 1st violation – Three lunch detentions
- ❖ 2nd violation – Six lunch detentions or before/after school detention
- ❖ 3rd violation – Consequences to be determined by Administration

Habitually Truant

A habitual truant is a child under the age of 16 years who is absent from attendance at school without lawful excuse for seven school days or for one or more class periods on seven school days. A school district attendance officer shall refer a habitual truant child and the child's parent(s) or legal guardian to appropriate services and procedures, under Minnesota Statute 260A.03. The school truancy coordinator will work with students with attendance issues.

PART III - YOUR EDUCATIONAL PROGRAM

Graduation – Your Goal

All seniors have the individual responsibility to verify their current credit status with the guidance department. Any doubts or questions which seniors may have concerning their graduation should be cleared up during the first trimester of the school year. Seniors who fail to take this initiative will bear the full responsibility for later consequences.

Seniors who are short of reaching their graduation requirements must select, through the guidance department, one or more alternative programs available to them.

The Waconia Area Learning Center (WALC) provides a set of required and elective courses. These programs enable students to make up credits they may have lost due to failure or other circumstances. Students may take individual courses at the WALC. No transportation is provided by the school district to the WALC.

Graduation

Students may participate in the graduation ceremonies if they have a one (1) credit deficiency caused by a third trimester failure. All other 9-12 credit requirements must be complete. A credit make-up plan must be approved by the principal/counselor prior to graduation. PSEO students who fail any courses in the first semester may be required to verify passing grades for their second semester courses in order to participate in the graduation ceremony. A diploma will be awarded after **all credits** have been verified. This policy also applies to students in an alternative school who are planning to graduate from Waconia High School.

Testing & Assessment

District 110 uses a variety of standardized assessment tests to help evaluate student performance. Results of these tests provide data to schools, teachers, students, and parents that show areas of strength and areas requiring improvement.

For high school students, college entrance exams like the ACT may determine which college a student attends, and whether academic scholarships are awarded. Students are encouraged to participate in ACT prep and repeat exams to try and better their scores.

With testing stakes high, students must come prepared to do their best. Three kinds of parental involvement at home are consistently associated with higher student achievement:

1. Actively organizing and monitoring a child's time
2. Helping with homework
3. Discussing school matters

Assessment Calendar

Please click this link for specific testing dates:

[2020-2021 Assessment Calendar](#)

What if I choose not to have my student participate in statewide assessments?

Parents/guardians have a right to not have their student participate in state-required standardized assessments. Minnesota Statutes require the department to provide information about statewide assessments to parents/ guardians and include a form to complete if they refuse to have their student participate (see link below). All forms should be completed and returned to the student's site by January 15 to best support school district planning. Your student's district may require additional information.

[Parent/Guardian Guide and Refusal for Student Participation in Statewide Testing Form](#)

Protection of Pupil Rights Amendment

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. § 1232h, requires Waconia Public School District (ISD110) to notify you and obtain consent or allow you to opt your child out of participating in certain school activities. These activities include a student survey, analysis, or evaluation that concerns one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"), and certain physical exams and screenings. The Waconia Public School District (ISD110) will provide parents, within a reasonable period of time prior to the administration of the surveys and activities, notification of the surveys and activities and be provided an opportunity to opt their child out, as well as an opportunity to review the surveys. (Please note that this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

Report Cards

Report cards are available on-line. Report cards are not mailed to students unless requested in writing. Report cards are produced on a computer form and include such information as grades, comments, classes attempted and number of days absent and/or times tardy. If there is any question about any information on the card, please call the counselor or the designated teacher.

WHS Registration Manual

Please use the attached link for more detailed information in the WHS Registration manual regarding courses and credits. [2021-22 Registration Handbook.pdf](#)

Credit Requirements

Minnesota State Law and Department of Education regulations require that students are enrolled in classes six (6) hours per day to receive full state aid. The only early releases from the regular school day are through an approved work-study class, which releases students for a supervised work experience. Work-experience is open to students in 12th grade only.

All students must attempt a minimum of 15 credits per year and a total of 60 credits could be earned in a four-year period. A minimum of 55 credits are required for graduation. Any trimester grade of F, for any course, results in loss of credit for that course. If the course is required for graduation, it must be repeated or made up through summer school or night school at the WALC, or a correspondence course, before a diploma will be issued. Credits for graduation are subject to change by Board of Education action. The High School Counselor must approve all make-up arrangements.

Loss of Credit

Students will be denied credit for any class in which the combination of excused and unexcused absences exceed seven in one trimester. All absences will be counted in the accumulation of the maximum except those absences that result from participation in school-sponsored/approved activities.

Program Change

Any program changes made will be completed only with the understanding that absolutely necessary educational needs are at stake. Changes in course work will be made only under the following conditions:

1. One or more of the following must approve course changes: the guidance department, affected teachers, and parents/guardians.
2. Course changes will not be made if over- or under-loaded class settings result. The administration will determine over- and under-loading conditions.
3. A career or course sequence decision change has occurred and specific plans explaining the change are described.
4. Course changes cannot occur after the end of the first three full school days in each trimester.

Withdraw from Class/Class Drop Deadline: After two days of classes, dropped classes will remain on the permanent, cumulative records. A conference with teacher(s), counselor, and student will be held to determine what grade designation will be assigned. Courses dropped must be replaced with approved alternative courses and no changes are complete until all documented changes are finally approved. (If a class is dropped with a failing grade, the F grade stands, with no credit given.)

Marking

Marks A, B, C, D, and (Pass) are passing. A indicates exceptionally fine work; B represents better than average work; C indicates average work; D indicates poor work; (Pass) indicates that student performance has been satisfactory. A mark of F indicates failure.

Grade point averages (GPAs) are computed electronically. The numerical point equivalents for marks are as follows:

A	4.0
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
P (Pass)	No numerical computation, but credit received.
NG (No Grade)	No numerical computation.
I	(Incomplete)
WF	Withdraw Fail. Does impact GPA.

Pass and fail options are available to 11th and 12th grade students for a maximum of 2 elective credits during their high school career. Students must maintain a "C" average in the course to receive a "P." This option request must be made by the student during the first five days of the course offering and receive instructor and counselor approval.

This option request must be made by a student during the first five (5) days of the course offering and must receive teacher and counselor approval. Students choosing this option must maintain a "C" average in the course to obtain a "P." Failure to do so will result in an NG grade.

Honor Rolls

Trimester honor rolls, for all senior high students, grades 9 - 12, will be based upon a 4.00 GPA (grade point average). All student marks will be included in the grade point average. "Incomplete" marks seriously reduce the GPA and may prevent trimester honor roll recognition.

Honor rolls will be posted each trimester, with the names of those students earning a 3.000 or higher GPA for that grading period (Honor II), and the names of those students earning a 3.666 or higher GPA for that grading period (Honor I).

In addition, graduating seniors will be recognized as Honor Students at the Commencement ceremony, based on their cumulative GPA at the end of the second trimester (first semester for PSEO students). Students with a GPA of 3.75 or higher, and a minimum of six honor credits, will be recognized as Cum Laude graduates. Students with a GPA of 3.85 or higher, and a minimum of nine

honor credits, will be recognized as Magna Cum Laude graduates. Students with a GPA of 3.95 or higher, and a minimum of twelve credits, will be recognized as Summa Cum Laude graduates. Honor distinctions will be based on the student's GPA at the end of the second trimester (first semester for PSEO students), and will include honor credits for honor courses they are enrolled in third trimester (second semester for PSEO students).

WHS Honors Plan/ Commencement Recognition

Three levels of Honors for graduating seniors
3.75 – 4.0 and 6 honor credits, Cum Laude
3.85 – 4.0 and 9 honor credits, Magna Cum Laude
3.95 – 4.0 and 12 honor credits, Summa Cum Laude
** Committee selects two student speakers

PSEO

Accept credit for English, Science, Social, Math (3 semester credits = 2 WHS credits).
No credit for non-credit bearing or elective classes.

Foreign Exchange Program

There are many programs available to provide educational opportunities for WHS students to study abroad. Students who may be looking ahead to being an exchange student should make plans to complete their required course work at WHS. All credits received in an exchange program will be considered as elective credits, and will not fulfill WHS requirements.

PART IV - VOCATIONAL CENTER PROGRAM

The Vocational Center

Students are advised to stay alert for special meetings, tours, interviews, and registration procedures conducted for Vocational Center students. Additional materials and information can be found in the high school guidance office. All Vocational Center students are subject to the rules and regulations of the Vocational Center and also those of Waconia High School. A Vocational Center handbook has been prepared for student convenience. Please read it, also, as there are important items of information for students to know about.

Non-Discrimination Policy

It is the policy of the Carver-Scott Educational Co-operative and Independent School District 110 not to discriminate on the basis of sex, race, creed, color, sexual orientation, or physical disability in their educational programs, activities, or employment practices and policies. Inquiries regarding compliance with the non-discrimination titles and statutes may be directed to: Ms. Julie Cink, 512 Industrial Blvd., Waconia, MN 55387 or by telephone at (952) 442-0602; or to: The Director, Office of Civil Rights, Region 5, 300 South Wacker Drive, Chicago, IL 60606.



Parent Handbook

2021-2022 School Year

Waconia Community Education
Early Childhood Family Education



Waconia Enrichment Center
Early Childhood Office
520 Industrial Blvd. Waconia, MN
(952) 442-0613
Community Education Office (952) 442-0610

www.waconiacommunityed.org

Welcome to Waconia Early Childhood Family Education

Waconia Early Childhood Family Education (ECFE)

Early Childhood Family Education is a District 110 program of Waconia Public Schools Community Education. All families with children ages birth to kindergarten are welcome.

- A terrific place for you and your child to play and learn together
- Provide education, support and friendships with other parents
- Weekly parent/child classes, field trips, special events for parents and children led by licensed teachers and qualified teaching assistants
- Parent coaching sessions and home visits
- Affordable with a sliding fee scale - no one denied participation for inability to pay



**EARLY CHILDHOOD
FAMILY EDUCATION**

Greetings,

Waconia Community Education is excited to welcome you and your family to Waconia Early Childhood Family Education. We are dedicated to providing a great learning experience for you and your child. Our staff will be working hard to provide support and education for healthy growth and development.

This handbook is intended to be a resource for you as we progress through the school year. We have included important contact numbers, descriptions of services and policies that apply to students and families. If you have further questions, we welcome you to contact our office.

Thank you for choosing District 110 Early Childhood for your child's early learning!

Amanda Vesta
Early Childhood Program Supervisor

Waconia School
Community Education
(952) 442-0610
www.waconiacommunityed.org
516 Industrial Blvd.
Office Hours: 7:30 am-4:00 pm

Early Childhood Office
(952) 442-0613
520 Industrial Blvd.
Office Hours: 8:00 am-4:00 pm

ECFE
Waconia Enrichment Center
520 Industrial Blvd.

District 110 ECFE Teachers:
Christine Pedretti
cpedretti@isd110.org
Heather Carlson
hcarlson@isd110.org
Lauren McQuillan
lmquillan@isd110.org

Early Childhood Program Supervisor
Amanda Vesta
avesta@isd110.org

Community Education Director
Tiffany Nelson
tnelson@isd110.org

Additional Resources
Early Childhood Special Education
(952) 442-0600

About District 110 Early Childhood & Family Education

Mission and Goals

To strengthen families through education and support of all parents to provide the best possible environment for the healthy growth, and development of their children.

- Parents demonstrate sensitive and responsive care and interaction with their children
- Parents and children experience a smooth transition from early childhood programs and services into kindergarten and the k-12 school system, setting the stage for school and life long learning.
- Parent child relationships support the child's development
- Parents are engaged in their child's learning and education in the school-age years
- Parents have the knowledge and realistic expectations to anticipate and meet the developmental needs of their children



**EARLY CHILDHOOD
FAMILY EDUCATION**

We are a Pyramid Model School

Pyramid model is a social and emotional framework incorporated into the classroom to ensure high quality classrooms for all students. Teachers are supported in implementing this framework through the Minnesota Centers of Excellence. Children will benefit from this program through learning life long skills such as: friendship, self regulation, problem solving and learning about emotions. We are so excited about rolling this program out this year!



About the Staff

District 110 ECFE teachers and classroom assistants are highly trained in best practices and assessment. Teaching staff are licensed by the MN Dept. of Education. Continuing education and staff in-services are available throughout the school year.

Classroom Information

Parent/Child Class Structure

You and your child will spend time together in the classroom, which is set up with age appropriate learning activities for families to enjoy together. Follow your child's lead and have fun!

Parent Communication through Technology

Classroom teachers will use SeeSaw to communicate with parents about class happenings, parent handouts, class lists and class photos/video can be shared in this format. Optional zoom sessions will be provided for parent coaching.

Parent-Child Time

Each class begins with parent and child interaction time. Please arrive promptly so you can participate in the activities for the day. During interaction time we suggest:

- Follow your child's lead. Let them choose the activities and the pace.
- Observe and focus on your child. Get down on his/her level, make eye contact and communicate with words, smiles and loving touch.
- Talk with your child while working and playing together. Offer positive encouragement and support for their efforts.
- Listen carefully to your child's words and to the feeling he/she expresses.
- Encourage creativity and imagination. Focus on the *process* of exploring rather than the *product*. The sensation of spreading paint is usually more valuable than the final picture. Let your child create and don't worry if it's not "perfect".
- Encourage your child to clean up what he/she was working on before moving to the next activity.
- Talk with other adults only when necessary. This is a special time with your child, and there will be time for adult conversations during parent discussion time.

Circle Time

The early childhood staff will let you know when circle time begins. During circle time, the whole group participates in songs, finger-plays, rhythms, and movement activities.

- We expect that some children will get up and wander; that is okay. We ask that the parent/guardian stay in the circle. We will encourage children back to circle as needed. Children learn by repetition, so we will repeat songs, finger-plays and activities. During this time children are learning:
 - to increase their attention span, to listen and follow directions
 - to develop an understanding of the rhythms of speech, music and life's activities
 - to build vocabulary and encourage speech development
 - concepts that appeal to a child's interest and self expression
 - beginning math concepts of size, shape, place, direction and sequence
 - to move and wiggle in their own space, increase finger dexterity
 - experience with social skills with other children and adults
 - a closeness between parent and child

Children's Classroom

Licensed teachers and assistants will guide play with children. Children learn the following through their play:

Social and Emotional Skills: playing with children their own age, learning from adults, and using adults as resources, help children develop their uniqueness, competence and social skills. It involves children's feelings about themselves as well as their interactions with others.

Dramatic Play: dress up clothes, play house, dolls, blocks, transportation toys, animals are used for role-playing activities. Dramatic activities allow children to role-play members of the family and community, which can help them better understand the world around them.

Expressive Activities: these encourage children to express their creativity through the use of play materials, art, puppets, creative dramatics, and body movements.

Small Muscle Activities: cutting, pasting, printing, painting, coloring, lacing, buttoning, zipping, playdough, and fitting puzzles provide practice in developing eye-hand coordination, spatial relationships, and small muscle development.

Large Muscle Activities: running, jumping, hopping, sliding, catching and throwing help in the development of large muscle coordination. This allows children to gain control over their bodies and become more confident in themselves.

Cognitive Activities: the focus is on children's curiosity in the people and world around them. Children learn to think, remember, imagine, gather and organize information. Using information to problem solve and develop judgment.

During separation time, keep in mind...

Sometimes separation may be difficult for you and your child. You may want to show your child the classroom where you will be during parent discussion. When it's time to separate, get your child settled in with snacks and/or activities, say a short good-bye, let them know you will be back after playtime and leave promptly. Be reassuring and relaxed. If your child senses you are unsure about separation, it may be harder to separate. Do not sneak out. Build a sense of trust by being honest with your child. You can leave a favorite toy, blanket, pacifier with your child to offer security and reassurance. If your child is crying, say "it's okay to be sad and cry. I know you will have a good time when you're done being sad. I love you, and I will come back. The teacher will call you if crying continues for more than 10 minutes.

Parent Education Time

Discussion time is planned to be relevant and tailored to participant needs and children's ages. ECFE provides a confidential environment where parents can make friends, share concerns, and gain knowledge about the five domains of parent education identified by the Minnesota Department of Education. The Parent Education Core Curriculum Framework is used as a topic guide and content is structured around five main areas:

- Early Childhood Development
- Family Development
- Culture and Community
- Parent Development
- Parent-Child Relationships

A licensed parent educator guides and facilitates group discussion, providing information and resources. Sharing in learning and experiences decreases feelings of isolation and helps parents feel supported while they build and strengthen their relationships with their children. Increasing their joy and satisfaction in their role.

During discussion time, keep in mind:

- Everyone participates at their own comfort level yet understands that the richness of group conversation is enhanced when all participate.
- Personal information shared in the group is confidential.
- It's okay to pass.
- Avoid side conversations to give full attention to those speaking.
- We all have different ways of parenting. It's okay to disagree and still support each other.
- The discussion time allows parents to learn from the entire group and to find support for their critical role as parents.
- After parent discussion time, please be prompt to pick up your children. They are eagerly awaiting your return.

Returning to the room

- Parents/guardians return to the room together and greet the children.
- The entire group cleans up together.

Sibling Care

Care for siblings is available, if needed, during most classes. Siblings from three months through Kindergarten are eligible. Babies who are not yet crawling are welcome to come to class with parents. Registration is required as space is limited.

Sibling Care Expectations:

- Children may be dropped off 10 minutes before scheduled class time
- Please pick up your child promptly when class is done
- Snack donations welcome and appreciated

Cell Phones

Out of respect to all participants, avoid using your cell phone or texting during class. If you need to make an emergency call, please let staff know and step out into the hallway. If you need to have your phone on in case of an emergency, please put it on silent or vibrate and alert the teacher.

Attendance Expectations

Please notify the office (952) 442-0613 or email your teacher to let them know that you will not be attending class and include siblings registered for sibling care.

Arrival Time/Departure Time

- Staff are preparing the classroom, please arrive no earlier than five minutes before class time.
- To keep everyone safe families should go straight to their designated classroom.
- Please avoid loitering in the lobby. If you would like to chat after class, please do so outside the building.
- Hang coats and personal belongings in designated areas.
- Put a name tag on yourself and your child every week.
- Wash hands with soap and water before starting class.

Dressing for School

We ask that you dress your child comfortably for play. It is our desire that children participate fully in large muscle opportunities, art, sensory play, science experiences and nature play, which can be messy. Please make sure your child wears sturdy shoes to school for safety.

Snack Time

Allergies

We work hard to make our school a safe environment for every student. Please inform the staff of any allergies so that we can take appropriate precautions to prevent exposure. You will be provided a form to fill out giving our staff instructions on how to proceed if your child comes into contact with those allergens. You will be called back to the classroom if an allergic reaction is detected. We are able to store an EpiPen you provide, if needed for your child.

Birth Date Guidelines

For both ECFE and preschool classes, please select your class based on your child's age by Sept. 1, 2021. This age requirement aligns with district kindergarten age requirements.

Registration

Register online at <https://isd110.org/community-education/programs/ecfe/ecfe-registration> or stop into the Early Childhood office during business hours.

Tuition will be collected the first week of class. Tuition reimbursements will not be given in the event of illness or vacation.

A sliding fee scale is offered based on income. The fee scale is listed on the ECFE website. Pick a category based on your household income, unless otherwise noted. All families are welcome at ECFE. No one is denied access to class due to inability to pay. Special Event Fees do not qualify for sliding fees.

Refund Policy

A full refund is issued for cancellations before the session begins, minus a \$10.00 processing fee. After the first week, refunds are prorated. There are no refunds midway through a session or for missed days. Weather related refunds will not be issued for weekly ECFE classes. Special Events refunds will only be given with a 5-day advance notice. Credit vouchers may be given for special events that are cancelled due to weather in the event that it can't be rescheduled.

Behavior Guidance

Our licensed teachers understand the developmental level and needs of children and have appropriate expectations for young children. They are attentive to children and give verbal and visual cues to teach children about behavior expectations. Teachers positively reinforce helpful behavior, acknowledge feelings, use tools and strategies to teach self-regulation and provide a framework for problem solving.

Safety Guidelines

As part of our ongoing commitment to student safety, we practice fire drills, tornado drills, and lock down drills throughout the year. When we conduct safety drills, visitors, parents/guardians and anyone else in the building are expected to participate. If you are in a building during a drill, follow the instructions of the early childhood or building staff.

Parking Safety

There is designated parking in the lot next to the playground at the District Education Center. Overflow parking is available next door in the Laketown Gymnastics lot or along the street on the school side curb. Our parking lots are very busy places.

- Drive slowly through the parking lot.
- Please hold your child's hand to and from the car.
- If you need assistance please ask your teacher. We will be glad to help.
- Remember to never leave your child unattended in the car while you come in to drop off/pick up another child.

Cleaning Procedures

We disinfect tables, toys and equipment after each class. If you notice your child mouthing a toy, please put it in a designated bin when they are done playing with it so it can be sanitized.

Child Injuries

Safety is a priority in our classrooms. Teachers do their best to prevent accidents and provide safe environments for exploration. If an accident occurs while a parent is out of the room:

- Appropriate first aid will be administered
- Parents will be called back to the classroom if injury interferes with child finishing the class
- Other injuries will be reported to the parent at the end of class
- In an emergency we will call 911 and parent
- Child will be transported to the nearest hospital if paramedics deem it necessary

Weather Emergencies

Any changes made to planned school hours will be posted on the school district's main page www.isd110.org and local news sources. A 2-hour delay cancels ECFE classes that start before 10am. In the event of school district early releases and/or after school activities are cancelled, ECFE evening classes are cancelled. ISD 110 weatherline (952) 442-0640 provides a recorded message.

Health Policy

Please keep your child home if he/she has had any of the following symptoms within the last 24 hours:

- a fever
- vomiting or diarrhea
- any undiagnosed rash
- red, crusty, weepy eyes until antibiotics have been started
- yellow or greenish discharge from the nose
- harsh cough, sore throat, a contagious stage of any communicable disease
- when your child is not feeling well enough to function and learn at school
- head lice

In order to provide a healthy environment for everyone, teaching staff will consult with you if your child appears too ill to be at school. Notify the early childhood staff if your child has a communicable disease and has exposed other children. Staff will notify the parents/guardians of the children who were exposed using confidentiality policies.

Immunizations

State law mandates that an immunization record be kept on file for each child in our program. The immunization form is due before the start of class. Immunizations can be faxed or emailed from your doctor's office. The fax number is (952) 442-0619 and email to bbuesgens@isd110.org. A notarized immunization form

must be on file with our school for conscientious objectors. We have two certified notaries employed in the district who can help with this requirement. Free or reduced cost immunizations for children are available through Carver Co. Public Health at (952) 361-1329.

Diapering

Parents/guardians are responsible for changing their own child's diaper or for taking them to the bathroom. A good time to do this is before leaving for discussion time. When children are in the process of toilet training we will assist unless advised differently by the parents or in any non-separating class. Parents will be called to change diapers for children using them. All diapering needs to take place on a changing table or pad, which is provided in the restrooms.

Mandated reporting

Staff are mandated by state law to report any instance of observed or suspected neglect and physical or sexual abuse of children in the home, school, or community setting.

Wildcat Discovery Park

We believe children need to connect with nature to support healthy development. Wildcat Discovery Park is designed to be a place where children can connect with trees, shrubs, perennials, vines and edible gardens. This outdoor classroom space will be used often in all seasons. The park is open to the community.

Park Rules

- Parents must supervise children when enjoying the park.
- Sticks need to stay in the fort area and are used for construction purposes.
- Children must stay in the fenced area unless they are with an adult.
- Adults should take care to open and shut the gate.
- Please leave all "messy materials" and "loose parts" here for all to enjoy.
- No Pets Allowed

Parent Communication

Parents are encouraged to share feedback with the teachers and the program supervisor at any time. An electronic newsletter will be emailed during the fall, winter and spring sessions. Classroom teachers can be contacted through email or call (952) 442-0613 to leave a message.

Evaluations

At least once a year, parents will be asked to fill out an evaluation form to provide feedback on your experience. Please know that we welcome your feedback and comments throughout the year. You do not need to wait for a formal evaluation to let us know how we can better meet the needs of your family. Speak to your classroom teacher, parent educator or Amanda Vesta, Early Childhood Supervisor, avesta@isd199.org or (952) 442-0664.

Home Visits/One to One Parenting Session

We have access to many resources and information to support families with a wide variety of needs and would be happy to connect you. ISD 110 employs parent educators who can lend support to parents. Home and center based visits, email, Q&A and phone conversations are available to families. To schedule an appointment please fill out this form and a staff person will be in contact with you.

[Parent Coach Request Form](#)

Parenting Resources

[Resource Link](#)

Early Childhood Advisory Council

This is a group of parents and staff that meet five times during the school year to support, advise, and take action on behalf of Waconia Early Childhood Programs. This may include such things as planning events, fundraising or teacher appreciation. If you are interested in joining this group please contact Amanda Vesta at avesta@isd110.org or (952) 442-0664.

[Advisory Council Information](#)

Holidays

We find that secular remembrance of certain holidays throughout the year can be a fun way to enhance our daily curriculum. Please be open with concerns you have about what might be included in these days and potential conflict to your personal beliefs. With open communication we have found solutions to make activities work for all of our students. If you have information about celebrations that you would like to share with the class, please let your child's teacher know to see how we might share those ideas.

Special Education Services

ECFE works in full partnership with the district's Early Childhood Special Education program. Qualifying children will receive extra support and services to help them succeed at school and home. If your child's teacher or yourself have any concerns about your child, the ECSE team can be consulted and a plan to support your child will be created.

[Help Me Grow](#)

[Infant Follow Along Program](#)

Donations

A giving tree is posted in the lobby of the Early Childhood office. Teachers add donation requests to the tree throughout the year. Donations are greatly appreciated and help keep our budget healthy. Donations such as Kleenex, disinfecting wipes, wet wipes, Ziploc bags and hand sanitizer are always appreciated.

Early Childhood Screening

Early Childhood Screening is a free, developmental check required by the State of Minnesota for kindergarten entrance.

Screening appointments:

- Last approximately 60 minutes with parent observation during the entire appointment
- Are best when complete at the age of 3-4 years
- Check your child's height, weight, hearing, vision, immunization record, coordination, large muscle and small motor skills, speech, learning development, and social/emotional skills
- Involves playful activities that make it an enjoyable experience for your child, while providing valuable information to ensure development is on track
- Are not tests. Screening simply helps identify any needs that may require additional support before your child enters kindergarten.
- Your screener will discuss the results of the screening with you immediately and answer any questions you may have

To schedule an appointment, go to: www.isd110.org/community-ed/programs/early-childhood-screening or call (952) 442-0613.

[Early Childhood Screening Link](#)

Photos and Video

We take many photos in class. A portion of these photos are used as part of our curriculum and classroom management. Other photos are used in promotional literature or on our programs Facebook page. If for any reason you are not comfortable having your child's photo taken in class for these purposes, please let a staff member know so that we can offer you an opt out form. In addition, professional photos will be taken of every child in the fall. Purchase of these photos is optional.

7.D.6. Preschool



PARENT HANDBOOK

2021-2022

Waconia Community Education
Waconia Wildcat Preschool



Waconia Enrichment Center

Early Childhood Office

520 Industrial Blvd. Waconia, MN

(952) 442-0613

Community Education Office (952) 442-0610

www.waconiacommunityed.org

**Welcome to
Waconia Wildcat Preschool!**

**ISD 110 Early Childhood Office
(952) 442-0613**

520 Industrial Blvd.

Office Hours: 8:00 am-4:00 pm

Early Childhood Supervisor

Amanda Vesta

avesta@isd110.org

Early Childhood Administrative Assistant

Brenda Buesgens

bbuesgens@isd110.org

ISD 110 Community Education

(952) 442-0610

516 Industrial Blvd.

Office Hours: 7:30 am-4:00 pm

Community Education Director

Tiffany Nelson

tnelson@isd110.org

Preschool Location

Waconia Enrichment Center

520 Industrial Blvd.

ISD 110 Preschool Teachers

Mary Weber

mweber@isd110.org

Jenny Jensen

jjensen@isd110.org

Laura Jaede

ljaede@isd110.org

Lindsay Hackman

lhackman@isd110.org

Early Childhood Special Education

(952) 442-0600

Waconia Community Education connects, empowers, and enriches lives through lifelong learning and service to our community. Early Childhood Education is a core component of Community Education where families and young children begin their relationship with Waconia Schools. We recognize that every student has unique needs. It is our goal that we offer the best learning environment for your child. Academic and support specialists collaborate with classroom teachers to deliver classroom instruction. This collaboration is designed to support each child who comes through our door to reach his/her full potential.

Waconia Wildcat Preschool provides innovative classrooms where creativity and imagination flourish. Our inclusive programs help all children discover the joy of learning. Your child will be immersed in a stimulating environment that encourages physical, intellectual, and emotional development through play based investigation, purposeful questioning and exploration for deep learning and a seamless transition to kindergarten. Wildcat preschool aligns with the ISD 110 K-12 curriculum and initiatives. We work closely with Early Childhood Special Education and kindergarten teachers to foster a successful transition from preschool to kindergarten.

Greetings,

ISD 110 is excited to welcome you and your family to Waconia Wildcat Preschool! We are dedicated to providing a great learning experience for your child. Our staff will be working hard to create a love for learning and meet your child's individual needs.

This handbook is intended to be a resource for you. We have included important contact information, descriptions of services and policies that apply to students and families. If you have further questions, we welcome you to contact our office.

Thank you for choosing Waconia Wildcat Preschool for your child's early learning!

Amanda Vesta
Early Childhood Program Supervisor

About Waconia Wildcat Preschool

At ISD110, our mission is to allow students to explore their passions and create success. In early childhood we give children a high quality preschool experience in partnership with parents. We strive to educate, collaborate, challenge, empower and support families, nurture development and treat all with respect.

We believe:

- Parents are a child's first and most important teachers.
- Licensed teachers can provide nurture and structure to support young learners and parents.
- Research based curriculum embedded with standardized goals will provide learning to ensure kindergarten readiness.
- Classroom environments should be carefully designed to support developmentally appropriate exploration for preschool children.
- Play opens the world of learning for the preschool child.

We are a Pyramid Model School

Pyramid model is a social and emotional framework incorporated into the classroom to ensure high quality classrooms for all students. Preschool staff members are supported in implementing this framework through the Minnesota Centers of Excellence. Children will benefit from this program through learning lifelong skills such as: friendship, self-regulation, problem solving and labeling emotions.



Back to School Checklist

- Schedule an appointment for a listening conference with your child's teacher
- Double check that all forms have been uploaded in infinite campus
- Attend open house
- Turn in electronic payment form and supply fee
- Confirm transportation
- Make tuition payments by the 1st of each month

Questions?

Brenda Buesgens

(952) 442-0613

bbuesgens@isd110.org

Parent Aware

Waconia Wildcat Preschool is a four star Parent Aware rated program. Parent Aware star ratings help parents find programs that go above and beyond to prepare children for school and life. To earn this top rating, a program must demonstrate the following:

- Conducts ongoing assessment of student's progress
- Continually adapts lesson plans and goals to meet individual needs
- Regularly updates parents on child's progress
- Provides staff with annual professional development relevant to early childhood



Program Information

Tuition

Waconia Wildcat Preschool monthly tuition should be paid **on or before the 1st of each month** by cash, check or credit card and submitted to the Early Childhood or the Community Education office. The billing policies are as follows:

- You **will not** receive a monthly invoice.
- Electronic payment is available! If you are interested in this option, please download the automatic payment form from our website or ask the Early Childhood office for a copy.
- All preschool classes will be charged a registration fee, payable at the time of registration
- Tuition credit or refunds will not be given for school holidays, school cancellations due to inclement weather or other emergency closings, vacations or illness
- Please see the ISD 110 Safe Schools Plan for policies specific to COVID-19

Children currently enrolled will be given priority registration for the next school year. Registration will begin in January.

Scholarships

Individuals or families who live in ISD 110 boundaries and meet certain income eligibility guidelines may qualify for a 50% fee reduction on their preschool tuition. Scholarship forms are available at the Early Childhood office. Free tuition through a Pathways I or II scholarship may be available for participants who meet income guidelines and complete an application. Please contact the Early Childhood office for guidelines and application forms.

Past Due Tuition Policy

Parent/guardian will be notified of the past due tuition via email, phone call and/or invoice. All accounts maintaining a past due balance after the 15th of the month will be assessed a late payment fee of \$10. Continued late payments or failure to pay will result in a hold on future community education registrations and may result in discontinuance from the preschool program. Please contact the program supervisor if you are having a hardship and together we will work to find a solution.

Cancellation Policy

Notice of cancellation needs to be received two weeks prior to withdrawal or participants will be required to pay the difference. The registration and supply fees are non-refundable.

Waconia Wildcat Preschool Calendar

Wildcat Preschool generally follows the ISD 110 School Year Calendar; however, some adjustments may be made. A calendar is located on the school district website.

Health Policy

Your child is too sick to be at school if they:

- Have a fever over 100 degrees
- Vomited or had diarrhea in the last 24 hours
- Have an undiagnosed rash (not including known, recurrent, non-communicable skin conditions)
- Have red, crusty, weepy eyes until antibiotics have been started
- Have an undiagnosed or communicable cough until doctor clears you for return to school (not including allergies, asthma non-communicable ongoing conditions)
- Are not feeling well enough to engage and learn at school

Health guidelines specific to COVID-19 can be found in the ISD 110 Safe Schools Plan.

Allergies

We work hard to make our school a safe environment for every student. Please inform the staff of any allergies your child has so we can take appropriate precautions to prevent exposure. You will be provided a form to fill out giving our staff instructions on how to proceed if your child comes into contact with those allergens. We are able to store an EpiPen you provide if needed for your child.

Immunizations

State law mandates that an immunization record be kept on file for each child in our program. The immunization form is due before the start of the school year. If you are a conscientious objector, a notarized immunization form must be on file with the school district. We have two certified notaries employed in the district who can help with this requirement. Free or reduced cost immunizations for children are available through Carver Co. Public Health at 952-361-1329.

Medical Emergency

Every child attending Waconia Wildcat Preschool needs to have a completed district registration through infinite campus. This will ensure that we have contact information in the event of an emergency. In the event of an accident or medical emergency during school hours, parents will be notified by phone if medical assistance is needed or told of the incident at the end of class, if medical assistance is not needed. An accident report will be shared with parents as needed. In the event that your child needs immediate medical attention we will call the ambulance and route your child to the hospital you listed on your emergency contact. Parents will be notified immediately.

Attendance

Attendance is important! Please make every effort to get your child to school every scheduled day and arrive on time. If your child is unable to attend class please call or email your child's teacher or the Early Childhood office. If you are receiving a Pathways Scholarship you may not miss more than 12 school days, or your grant may be revoked.

Express Drop-off & Pick-up

Parents will drop their child off with a staff person at an assigned door and proceed through the parking lot to the street. Parents will queue up and wait for a staff member to come to your car to help your child out of the car and into the building. As soon as your child exits your car, please move through the parking lot onto the street as safely as possible. Please prepare your child for this and make drop-off brief, so traffic can continue to move forward.

At pick up, parents will queue up in a line and wait for a staff person to bring your child to the car. You will need to get out of the car to buckle your child into their car seat. Then quickly return to your seat and proceed to the exit.

Heavy congestion is likely, so your patience and help to keep traffic flowing is imperative.

Late Pick-up

Please arrive promptly at dismissal time. Arriving late causes unnecessary worry for many children. Our teachers have tight schedules and must be allowed time to prepare for their classes. In the case of an emergency please call the Early Childhood Office at (952) 442-0613. A child who is not picked up on time may be brought to Kids Company and the family will incur the charges.

Transportation

Bussing is available for qualified families and/or for a fee of \$25 per day. Koch Bus Company provides vans to transport preschool children. If your child is riding the bus, please be ready and waiting at least 5 minutes prior to the pick-up and drop-off times. The drivers must see an adult at drop-off to ensure the safety of the child. If an adult is not present the child will be brought back to school and parents will be notified. A fee for extended care may be assessed in this situation.

Classroom Visits

Parents are welcome to volunteer in our classrooms. We encourage family engagement! There are several opportunities for volunteering. If this is something you are interested in, please speak with your child's teacher. If your child is experiencing separation anxiety, it might be best that you wait until your child has adjusted to school before volunteering in the classroom.

Parent Communication

Communication is important for a successful school year and is two way between school and home. We want to partner with you and understand you have valuable information about your child. We will communicate our classroom activities and want to hear from you anytime you feel it is necessary.

- Calendars will and posted on the district website www.isd110.org.
- Emails will be sent from your children's teacher with special updates and alerts.

- Monthly and/or weekly newsletters will be shared electronically. If you prefer a paper newsletter please let your teacher know.
- Most teachers will use an app called SeeSaw has an additional form of communication and to share daily classroom happenings.

Conferences

Conferences are held two times per year and the dates are noted on the school calendar. This is a wonderful time to connect with your child's teacher and share about social, emotional and academic achievements for your preschooler. During these conferences teachers will share observation notes and samples of your child's work.

Wildcat Preschool uses Teaching Strategies Gold as our formal assessment, as well as success criteria selected through the MN Early Childhood Indicators of Progress. Teachers will continuously monitor and support every child's development.

Preschool Parents Connect

Wildcat Preschool parents are invited to a preschool parents connect opportunity that will meet once a month. Parents of preschoolers will come together to share joys and concerns and learn in a fun and relaxing atmosphere. There will be topics of interest to discuss and learn about, but mostly this will be a time for open sharing to get to know each other. The group will be led by our parent liaison and the early childhood program supervisor. Childcare is offered for a fee. Register under District 110 Preschool Programs.

Fridays: 8:45-10:15 am 9/24, 10/29, 11/19, 12/17, 1/28, 2/25, 3/25, 4/29, 5/13

Tuesdays: 12:00-1:30 pm 9/28, 10/26, 11/30, 12/14, 1/25, 2/22, 3/29, 4/26, 5/10

Behavior Guidance

Most children do very well in the preschool environment. Our licensed teachers understand the developmental level and needs of children and have appropriate expectations for young children. They are attentive to the children and give verbal and often visual cues to teach behavior expectations. Teachers positively reinforce helpful behavior, acknowledge feelings, use tools and strategies to teach self-regulation and provide a framework for problem solving. If behavior escalates, parents will be informed and consulted about the issue, and a behavior plan will be developed.

Special Education Services

Wildcat Preschools works in full partnership with the district's Early Childhood Special Education program. Qualifying children will receive extra support and services to help them succeed at school. If your child's teacher or yourself have any concerns about your child, the ECSE team can be consulted and a plan to support your child will be created.

Early Childhood Screening

Early Childhood Screening is a free, developmental check required by the State of Minnesota for kindergarten entrance.

Screening appointments:

- Last approximately 60 minutes with parent observation during the entire appointment
- Are best when complete at the age of 3-4 years
- Check your child's height, weight, hearing, vision, immunization record, coordination, large muscle and small motor skills, speech, learning development, and social/emotional skills
- Involves playful activities that make it an enjoyable experience for your child, while providing valuable information to ensure development is on track
- Are not tests. Screening simply helps identify any needs that may require additional support before your child enters kindergarten. Studies show that early intervention can make the biggest impact on development.
- Your screener will discuss the results of the screening with you immediately and answer any questions you may have

To schedule an appointment, go to: www.isd110.org/community-ed/programs/early-childhood-screening or call (952) 442-0613.

Early Childhood Advisory Council

This is a group of parents and staff that meet five times during the school year to support, advise, and take action on behalf of Waconia Early Childhood Programs. This may include such things as planning events, fundraising or teacher appreciation. If you are interested in joining this group please contact Amanda Vesta at avesta@isd110.org or (952) 442-0664.

Snack Time

All Wildcat Preschool sessions include snack as an important learning time of our day. Nutritious snacks will be provided by the program. Celebration treats (ex. birthday treats) may be brought to be shared with the class. Please let staff know in advance if you will be bringing something in for a celebration. All food brought into school for children is required to be commercially prepared. We encourage you to bring non-food items. **All classrooms are peanut free.** Individual classrooms may have special guidelines due to allergies and you will be notified in that case.

Toilet Training

All children are required to be fully toilet trained, unless a special need is involved. If a special need is present, a plan will be created with the parents and may need to include medical information from your child's physician.

Backpacks

Children are requested to bring a school-sized backpack each day. Please make sure to check your child's backpack daily!

Dressing for School

We ask that you dress your child comfortably for play. It is our desire that children participate fully in large muscle opportunities art, sensory play, science experiences and nature play, which can be messy. Please supply jackets, snow pants, boots, mittens, and hats as needed. You may also want to apply sunscreen and bug repellent to your child before school. Please provide a full change of clothes for your child in case of potty accidents or spills. A gallon ziplock bag works well to store the extra clothes in your child's backpack. ***Please check and empty the backpack daily.***

Curriculum

Creative Curriculum: This is our base curriculum. Creative Curriculum includes developmentally appropriate goals and objectives for children within four main categories of interest: social/emotional, physical, cognitive and language. Teachers use Creative Curriculum as their guide to set-up their classrooms, observe children and ensure they are teaching to the whole child.

Second Step: This is our social-emotional curriculum. Second Step is research-based, teacher-informed, and classroom-tested to promote the social-emotional development, safety, and well-being of young children. When children enter kindergarten with self-regulation and well-rounded social-emotional skills, they are set-up for success.

Foundations: This is our language arts curriculum. Foundations assists children with phonemic awareness, phonics and letter formation.

Field Trips

Field Trips are planned throughout the year based on curriculum. School bus transportation will be used when needed. All field trips will require a completed permission slip and will have opportunities for parent chaperones. Field trips will happen during regular school hours.

Nature Play

We believe children need to connect with nature to support healthy development. Wildcat Discovery Park is designed to be a place where children can connect with trees, shrubs, perennials, vines and edible gardens. This outdoor classroom space will be used often in all seasons.

Holidays

We approach holidays with cultural sensitivity. Please be open with concerns you have about what might be included in these days and potential conflict to your personal beliefs. With open communication we have found culturally appropriate ways to celebrate a variety of holidays

within our classroom. If you have information about celebrations that you would like to share with the class, please let your child's teacher know to see how we might share those ideas.

Photos and Video

We take many photos in class. A portion of these photos are used as part of our curriculum and classroom management. Other photos are used in promotional literature or on our programs Facebook page. If for any reason you are not comfortable having your child's photo taken in class for these purposes, please let a staff member know so that we can offer you an opt out form. In addition, professional photos will be taken of every child in the fall. Purchase of these photos is optional.

Weather Emergencies

Any changes made to planned school hours will be posted on the district website. Local news broadcasts will scroll the information at the bottom of the screen or can provide a text, email or call if changes are made to your designated school district. A 2-hour delay to our school cancels morning preschool, afternoon preschool classes will be held. The district's weather line is (952) 442-0640 which provides a recorded message. Tuition refunds due to weather will not be given.

7.D.7. Kids' Company



KIDS' COMPANY PARENT HANDBOOK

Learning-Leading-Linking

Welcome

We are pleased that you have selected our program for your family! The team at Kids' Company hopes your child's experience with us is a positive one. We all share a common goal to provide a safe, trusting atmosphere in which our children can grow, develop new interests and friendships, and have FUN!

The policies outlined in this handbook are what you may expect from Kids' Company Preschool and School Aged Care Programs and what the team members expect from you in return. In order for your child's experience to be rewarding, we all need to work together!

We hope this handbook is helpful. Please take the time to become familiar with the policies procedures of Kids' Company.

Our program focuses on respect, creativity, safety, friendship and fun! We welcome you and your child to our program.

Sincerely,

Jennifer Merritt

Kids' Company Program Supervisor

Mission and Goals

Kids' Company's Vision

Our focus is to offer a place where children will have fun, be challenged, build relationships and feel a sense of belonging while fostering a sense of self.

Our goal is to build a strong community through our children

Our Mission

Providing quality, affordable care for your children is not just a business to us. It is our mission- a vital part of our commitment to the community. It is an approach that includes unique programs to make sure kids stay motivated –intellectually, socially, emotionally and physically.

Kids' Company is a values-based organization that is for Youth Development, Healthy Living and Social Responsibility. Kids' Company core values of caring, honesty, respect, and responsibility are taught in every program that we offer. Because of this, our program is a great place for your child to grow!

Important

Phone Numbers

Community Education

952-442-0610

Program Supervisor

952-442-0618

Billing Specialist

952-442-0686

Program Goals

Kids' Company Staff will seek to:

Create a safe atmosphere of learning that helps develop self-confidence and builds character through promoting the values of caring, honesty, respect, and responsibility.

Help each child develop relationships with others and learn to work together in a cooperative manner.

Use activities that support child-centered and child-directed activities.

Create an environment where team members are partners with parents and other caregivers, working together to help kids grow up healthy, happy and strong.

Registration and Enrollment Options

To view your online account:

Go to: <http://waconia.registryinsight.com/>

Click on the "My Account" tab

Enter your ID and Password

Under "My Account", click on "Schedule"

Click on the "Start Date" of the class you would like to review.

School Year Registration

- There are two different sessions of Kids' Company every year-School Year and Summer. Families must fill out separate registration forms for School Year Care and Summer Care.
- Registration can be done through the Community Education registration site

- During the school year, families must contract for a minimum of 3 days per week (2 days during COVID-19) for PreK-5th grade.
- To withdraw from the program, you must give a 2 week notice and contact the Program Supervisor in writing (jmerritt@isd110.org). No matter the circumstances or due to COVID/Governors mandates, a 2 week notice still applies.
- Registration fees are non-refundable
- Your charges start the first day of the new session.
- You need to register for NON-School days on-line, you can cancel your sign up one week prior to the non school date without a fee, after that date you will be charged the non school day rate.

Kids' Company Site Options

- Kids' Company is open for Before School care from 6:00-8:30 AM and After School care from 2:15-6:15 PM at Bayview, Southview and Laketown Elementary Schools.
- Our preschool site at the Waconia Enrichment Center (WEC) is open from 6:00am-6:15pm daily.

Site Contact Information

Bayview 952-442-0614

bvkidsco@isd110.org

Laketown 952-442-0667

ltkidsco@isd110.org

Southview 952-442-0627

svkidsco@isd110.org

Pre-K 952-442-0649

dokidsco@isd110.org

Payment and Compensation Days

Kids' Company Payments

Tuition charged is based on your contracted schedule. If your child does not attend on a day which you have contracted, you will still be billed for the day.

Payments are due at the end of each week, or you can submit an Auto Pay form and be automatically billed monthly.

Weekly payments can be made by check or cash along with a Weekly Payment Slip attached and filled out with your CHILD'S FULL NAME, dated with the week you are paying. You can also pay using your online account

The rate for summer and non-school days are for full days. We do not have half day rates.

Please contact the Program Supervisor for information regarding financial assistance.

Billing Disputes

If there is a dispute over charges, contact the Billing Specialist within 2 weeks of the billing date. If no contact is made within 2 weeks of the billing statement, the charges will stand, no future appeals regarding those dates disputed.

Billing Specialist Contact Info:

Patty Karels
pkarels@isd110.org
952-442-0686

If you are unable to make your payment by the due date, call the Billing Specialist as soon as possible to discuss payment arrangements. If no payment or contact is made within 10 days of the due date, childcare may be terminated. Until the account is in good standing, you will be unable to register for any Community Ed camps or classes.

Compensation (Comp) Days

The amount of compensation days depends on your number of contracted days for the school year. For the summer, you will earn one contracted week worth of comp time. For the school year, you will earn 3 weeks' worth. During COVID-19 you will receive one additional week (so 4 weeks total). Comp days do not carry into other sessions.

A request for a comp day must be indicated on the payment form or through an email to your child's site or to the Billing Specialist. If notice is not given, full tuition will be charged.

Planning for Each Day

What to Bring

- Healthy afternoon snack
- Water bottle
- Appropriate indoor and outdoor clothing.
- Face mask
- Home lunch **Non School days ONLY**

Dress Appropriately

Please consider the weather before your child leaves home every morning and remember that the weather can change quickly. Appropriate footwear and clothing will help your child enjoy a more comfortable day. Clothing should be identified with the child's first and last name on it. A lost and found box will be kept in each Main Room

What NOT to Bring

- Cell Phone/Electronics
- Games
- Valuables
- Money
- Candy/Pop
- Toys from home

Every day at Kids' Co ...

We will do our best to ensure the safety of your child's belongings; however, we do ask that you please not send any unnecessary items with them. Kids' Company will not take responsibility or be held liable for lost, stolen, traded or damaged items. Please do not send items of value from home with your child.

Kids' Company provides the majority of supplies your child will need while in our care. It is a good idea to have an extra pair of clothes supplied in your child's backpack and to have the appropriate indoor and outdoor clothing.

Outdoor Play

Outdoor play is an important part of your child's day. We believe it is vital for the total health of a child. We will be going outdoors every day, weather permitting. All children who are well enough to be at the program are expected to participate in outdoor activities. We will typically go outdoors if the temperature is above 0 degrees F. In hot weather, general precautions will be taken in determining appropriate outdoor time.

Safety and Security

Child Protection

- At the time of enrollment, Kids' Company must be provided with names and phone numbers of persons authorized to pick up their child, including all legal guardians. Please inform the staff at your child's site if someone other than those on the authorized list will be picking up your child. Please remind anyone picking up your child to bring their ID as staff will not be able to release the child until their identity is verified.
- If there is a non-custodial parent or court ordered custody agreement, Kids' Company will need a copy of the legal document in order to carry out the legality of the agreement/ court order.
- All staff are mandated reporters.

Sign In/Out

For the safety of each child, Kids' Co requires that a parent/ guardian sign their child in and out of the program daily with both the time of sign out and their signature.

There is a \$10 fee for not signing in/out. Continued refusal to do so will result in termination of childcare. If the group is away from their room, you must go to the lead staff to sign out.

Search Fee

It is the parents responsibility to notify Kids' Company staff if their child will not be attending on a regularly contracted day. The school office does not share absences/changes to schedules with Kids' Co. If a staff needs to call a parent, seek out that child's teacher, or be informed by the school office for verification of a child's absence on a contracted day, a \$10 search fee will be automatically charged to your account for the 1st—3rd time and after that it will be a \$20 search fee. Please contact the site by phone or email before 2:00 on a contracted day to avoid a search fee.

Late Pick Up

Children must be picked up by 6:15 PM. The fee for a late pick up is \$1 per minute per child if you are late 1-3 times. After 4-6 late pick ups, the fee is \$2 per minute per child. After 7 late pickups, your childcare contract will be terminated. The fee is paid directly to the Lead staff on duty. If you have an emergency and will be late, please notify the staff by phone or email. If you do not pick up your child and you and your emergency contacts cannot be reached, the police may be called to pick up your child.

Communication

Parent Communication

Parents are encouraged to communicate openly with Kids' Co staff about the program and their child. Staff will make an effort to communicate with parents/ guardians on a daily basis about upcoming activities, child's behavior or any program changes.

Rotating Schedules

We require families that need a rotating schedule to provide a schedule a week in advance to the Site Supervisor at your child's site. If you are providing your child's school teacher a schedule as well, it is good practice to CC both the teacher and Kids' Company.

Parent Code of Conduct

To ensure that Kids' Company has a positive and healthy atmosphere, this Code of Conduct sets forth conditions that parents/guardians are expected to follow and promote. It is our intent to have Kids' Company programs represented in a positive manner at all times.

In the event that parents/guardians cannot or will not uphold these conditions, those families could face suspension from the program.

Parents/Guardians will conduct themselves in a manner that is consistent with Kids' Company's Core Values of caring, honesty, respect and responsibility.

Parents/Guardians must be responsible for and in control of their behavior at all times, including refraining from foul language, and showing any derogatory conduct toward any Kids' Co staff, participants/children or other parents/guardians.

Parents/Guardians should not be impaired by alcohol or another substance when picking up their child(ren).

Illness, Incidents, and Accidents

If your child does not attend school due to illness or suspension, they are not eligible to be at Kids' Company for that day.

Injuries

If your child has a minor injury, the staff will perform any necessary First Aid and notify you when you pick up your child.

If a serious injury should occur, the staff will perform First Aid and notify you to pick up your child immediately and let you determine if you should take your child to the doctor or dentist.

In case of emergency, Kids' Co will call 911, perform immediate First Aid and contact parents/guardians immediately. A staff will accompany the child to the hospital and stay until the parent arrives if emergency medical transportation is required.

**All Kids' Co staff is First Aide/
CPR Certified.**

Exclusion of Sick Children

For the health and safety of all children in our program, please do not send your child to Kids' Company if they are ill. Please notify us if your child will not be attending.

Children are not allowed to attend the program if they exhibit any of the following symptoms or illnesses:

- Fever- If over 100 degrees
- Respiratory symptoms
- Vomiting
- Uncontrolled Diarrhea
- Mouth sores with drooling
- Unexplained rash
- Eye drainage
- Bacterial Infection such as strep throat
- Contagious illness
- Head lice-presence of lice or lice eggs/nits

Children must be free from these symptoms for at least 24 hours (without the aide of medication for fevers) before returning to Kids' Company.

If your child requires medication or cough drops while in our care, please fill out the Medication Administration form located on the district website and turn it in to the staff. Children should not keep medicine with them in their backpacks.

The site must be informed of special needs or medical conditions that impact your child's health, well-being, or involvement in activities. You are responsible for keeping this information current. A conference with the family may be requested in order to provide the most appropriate care.

COVID 19

Please see the COVID-19 sections

Policies

Toilet Accident Policy

In order for children to be eligible for the Kids' Company program, they must be toilet trained.

For Preschoolers:

If a child has 5 or more accidents in a one month span they will be deemed ineligible for the program.

For Kindergarten-5th Grade:

If a child has 3 or more accidents in a one month span they will be deemed ineligible for the program.

There is a three month time span from the date of the last accident that the child must be out of the program until they can return, if spots remain available.

Program Access

Kids' Company is committed to providing equal access to it's programs, facilities, and enjoyment without regard to race, ability, creed, national origin and sex. We celebrate the presence of differences that make each person unique. We intentionally engage and develop all members of the community.

Babysitting

Staff is permitted to accept babysitting jobs outside of Kids' Company hours-there is even a list of babysitters and their phone numbers we can provide you! Please note that a liability form must be completed, signed and turned into the Community Education office before any Kids' Company staff member babysits during non-Kids' Company hours.

Pictures and Social Media

It is against Kids' Company policy for any staff member to take a picture of any child and post it to any form of social media. The only exceptions to this are our Kids' Company Facebook page and Community Ed Publications. Only children with photo consent as indicated on your registration forms will be published on these sites.

If a special event, or fun moment takes place while your child is in our care, staff may take snap shot and send it to you through your email. This will not be shared with anyone but your family.

Behavior

Program Rules

All children, team members and parents should be following the core values of Kids' Company: caring, honesty, respect and responsibility. In addition to following the values, program rules are:

1. Follow Directions
2. Respect self, others and property
3. Use appropriate verbal and body language
4. Keep your hands and feet to yourself
5. Stay with the group

Behavior Guidance Practices

Kids' Company strives to maintain a positive approach to managing children's behavior at all times. Team members establish and enforce clear and consistent limits and expectations for appropriate behavior. Team members deal with inappropriate behavior through various techniques including modeling, distraction and redirection, adjusting the environment, cooperative problem solving and removal of the activity/area as a last resort.

Process

As mentioned above, when positive behavior is displayed, the consequence is participation and enjoyment of planned activities. In cases of negative or inappropriate behavior, the following process will be employed:

Reasoning: Efforts to help the child understand the inappropriateness of their actions and agree to an alternate form of behavior.

Redirection: When reasoning has been pursued and behavior has not changed, the child will be redirected to another space or activity.

Take a Break: If reasoning and redirection do not change the inappropriate behavior, the child will be asked to sit and take a break for a decided amount of time.

Written Behavior Notice: This form is used for a child who, after much effort and numerous attempts, has not been able to modify their behavior. The staff and the child will discuss ways to guide the child to make positive choices.

Suspension for Inappropriate Behavior: In order to provide a safe, effective program, suspension may occur for children unable to follow the Behavioral Guidelines. Suspension steps are outlined in our Behavior Policy found on the next page of the handbook.

Removal from the Program: If the above process has not resulted in corrected behavior as outlined in our Behavior Policy, the child will be removed from the program.

Kids' Company reserves the right to bypass the above behavior steps at anytime and remove a child if the inappropriate behavior warrants.

Kids' Company Behavior Policy

K through 5th Grade Behavior Guidelines:

When a child misbehaves (does not listen, does not clean up when asked, name calling) they will receive a warning from staff and will be redirected to a different activity.

When a child misbehaves a second time in one day, the child receives a 5 min. break.

When a child misbehaves a third time in one day, a 10 min. break will be given in an isolated area. The parents will be notified and the child may be asked to sit out from an activity.

When a child misbehaves a fourth time in one day, a call is made to the parents to come and pick up their child from the program immediately. The child is also suspended for the remainder of that day, plus one contracted day.

After each time out, the staff will talk with the child, explain why he/she is sitting out, and suggest what the child could do to avoid further breaks.

Leaving the Premises

If your child leaves Kids' Company's location or group without permission, the staff will make every effort to locate the child without neglecting the other children at the site. If they child is not located, the parents will be called. If the parent cannot be contacted, Kids' Company staff will contact the child's emergency contacts. The Police Department may also be contacted. Due to the seriousness of the situation, consequences are as follows:

Preschool thru 5th

- **1st Incident:** Immediate pick up and suspended for 1 contracted day
- **2nd Incident:** Immediate pick up and suspension for 5 contracted days
- **3rd Incident:** Immediate pick up and suspension from the program for a minimum of 1 year from date

Behavior Policy Physicals

Preschool Physical Incidents

Preschool staff will follow the Pyramid Model

With each physical incident and behavioral incident staff will complete a BIR into a database that tracks such behaviors. If the behaviors continue we will look at strategies to promote social and emotional growth, during this process parents will be contacted by the Site Lead to discuss behaviors and possible tools to help the child. Calm down corner, breaks and body regulation tools will be offered at all times and will be promoted by staff as needed to each child. If behaviors continue after using all social and emotional

A Physical Incident is defined as a child acting out aggressively, with the intent of harm toward another student or staff. This can include, but is not limited to, hitting, kicking and spitting.

Kindergarten-5th Grade Physical Incidents

1st Incident: A call is made to the parents immediately. The child is then placed in an isolated area for 10 minutes.

2nd Incident: A call is made to the parents immediately and the child will be dismissed from the program for the remainder of that day, plus one contracted day. A meeting with the Site Supervisor, parent and child will be set up.

3rd Incident: A call is made to the parents immediately and the child will be dismissed from the program for the remainder of that day, plus five contracted days.

4th Incident: A call is made to the parents immediately and the child will be suspended from the program for a minimum of one year from date of incident. Re-enrollment after one year may be possible pending the following:

- Space Availability
- Kids' Company account is current
- First week fee and registration fee is paid in advance
- A satisfactory meeting with the parent and child by the Site Supervisor
- Approval by Kids' Company staff

Physicals on file expire at one year from date written

Payment must still be made when the child is suspended. You may choose to use comp days.

Summer Kids' Co and Non-School Days

Summer Care

Kids' Company offers care June through August. Children registered for the summer program must begin the first day or request a comp day. Summer child care contracts are available in 3, 4 or 5 days a week.

The Kids' Company summer site for all students is at one location for all ages. This site may change year to year due to the volume of students and community needs during the summer.

Elementary school Distance Learning Day (one Wednesday a month)

As directed by the Governor, we need to prioritize who we offer childcare to on distant learning days. At this time Waconia Elementary Schools will have one distant learning day a month.

Due to limited staff, space, and prioritizing critical workers we will be doing a new registration for the once a month distant learning days. For Kids' Company families this means you are NOT responsible for payment if that is one of your contracted days. All families needing care on those days will need to register.

Since this day is a planning day for teachers students will not have zoom meetings and will only be assigned

Scheduled School Closure Day

Scheduled School closure day sign ups will be available ahead of each non -school day. You must register your child as either attending or not attending even if it is not a regular contracted day. No changes/cancellations will be accepted after the Scheduled School closure day registration deadline. Children who are dropped off and NOT registered for care will be allowed to stay if space is available. A \$10 Non-Sign Up Fee will be charged to your account in addition to the day fee.

All children attending a Scheduled School Closure Day need to bring with them:

- Healthy morning and afternoon snack
- Bag lunch from home
- Appropriate clothing for both indoor and outdoor play

Signing up for a Scheduled School closure day automatically registers your child for any field trip or special event that may be planned for that time. Field trips and special events are routinely planned on Scheduled School closure days. We are not able to offer alternative care for children not participating in the field trips. School year field trips are not included in your weekly fee they do require additional payment. The payment will be added to your weekly tuition.

There are a few days in the year that Kids' Company is closed and you are not responsible for payment. Please refer to the Kids' Company school year calendar for these dates.

Severe Weather and School Closings

**Closings, delays, or early closing of
Waconia Area Schools are announced
on:**

- www.waconia.k12.mn.us
- All local news and radio stations
- (952) 442-0640 (weather hotline)

Weather School Closings

Please remember that anytime school is closed or delayed prior to Kids' Company opening for that day we will follow what District #110 is doing. Please read the following situations:

- If District #110 closes school prior to 6:00am Kids' Company will be closed.
- If District #110 announces there will be a two hour delay prior to 6:00 am Kids' Company will open at

Early Dismissal

If early dismissal occurs on a day when your child is not contracted to attend Kids' Company, they will be sent home according to the instructions given to the school and filled out on the release forms. Please make sure the same information is given to school and Kids' Company. Please talk to your children about alternative arrangements in the event of school closing and inform your school and Kids' Company of these arrangements.

In regards to payment anytime Kids' Company is closed you are not responsible for your contract and will not be billed for that day.

Please remember that unique situations may arise, so if at anytime that you are unsure if we are open please consult our website at www.isd110.org or call any of the Kids' Company Sites. We will update these resources as soon as we receive the information from the District.

COVID-19

Self Screen

Please perform a self screen on your child before they arrive at School or Kids' Company.

COVID-19 SYMPTOM SCREENING TOOL

Staff and students are required to **DAILY** review the symptoms listed below and proceed according to guidance noted **PRIOR** to coming to school.

Are you experiencing any of the following?

<p>GROUP A 1 or more symptoms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fever (100.0°F) or greater <input type="checkbox"/> New onset and/or worsening of cough <input type="checkbox"/> Difficulty breathing <input type="checkbox"/> New loss of taste or smell 	<p>GROUP B 2 or more symptoms</p> <ul style="list-style-type: none"> <input type="checkbox"/> Sore throat <input type="checkbox"/> New onset of nasal congestion or runny nose <input type="checkbox"/> Chills <input type="checkbox"/> Muscle pain <input type="checkbox"/> Excessive fatigue <input type="checkbox"/> Nausea <input type="checkbox"/> Vomiting <input type="checkbox"/> Diarrhea <input type="checkbox"/> New onset of severe headache
--	--

Group A and Group B apply to those who have new symptoms with no other diagnosis to explain it.
*Documentation from a medical provider may be required if symptoms are attributed to a pre-existing health condition or medical diagnosis.

Are you taking any medication to treat or reduce a fever such as ibuprofen (i.e. Advil, Motrin) or acetaminophen (Tylenol)?

YES NO

**STOP
STAY
HOME**

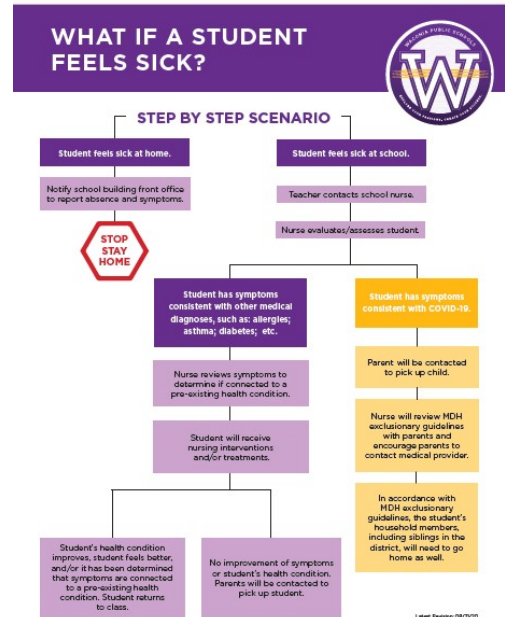
STAY HOME IF YOU:

Have 1 or more symptoms In Group A
OR
Have 2 or more symptoms In Group B
OR
Are taking fever reducing medication

Note: Siblings and household contacts remain at home if any household contacts are screened and meet symptom criteria in either Group A or Group B.

What if my child feels sick while at Kids' Company?

Kids' Company follows the same procedure as ISD110. If your child is out due to COVID or symptoms of COVID you will be allowed to use your comp days. We have given families an extra week this year to help out due to the current pandemic.



**** Everything is subject to change based on guidelines**

7.E. Second Read Board Policies

7.E.1. 438 Nepotism

42 U.S. C. §2000e et seq.
(Title VII of the Civil Rights Act)

Cross References: MSBA/MASA Model Policy 401
(Equal Employment Opportunity)

Policy Adopted May 2013

Revised: Dec 2018

Independent School District No.110

Waconia MN

7.E.2. 439 Tutoring by District Staff

439 TUTORING SERVICES BY DISTRICT 110 STAFF

School District 110 recognizes that additional tutorial support through direct instruction can be beneficial to students. Teaching staff working in partnership with the building administrator and student's parents can provide tutorial services to students that are intended to improve his/her academic skills within the regulations established by the school district.

I. DEFINITIONS

- A. Teaching Staff -all licensed teaching staff members who are employed by the school district including substitute teachers.
- B. Students - Individuals who are enrolled in educational programs within the district.
- C. Tutoring - Individuals or small group instructional support of academic work to improve a student's understanding of specific skills, subject matter or course offering.

II. TUTORIAL SERVICES

- A. Voluntary Tutorial Services - unpaid services provided a student beyond the school day or school year. Teachers are required to receive administrative approval for use of the facility when services are provided in a district building.
- B. District Approved Tutorial Services - services provided by teaching staff beyond the school day or school year for which staff are reimbursed a fee for their services. District approved tutorial services requires preapproval from the administration based on an established student need. Arrangements for the tutorial services will be completed collaboratively between the building administrator and the teacher providing the services.
- C. Private Tutorial Services - Teachers may not privately tutor a student currently in their class for a fee.
- D. Grading Impact - tutorial services can not directly impact a student's grade. A student's quarterly, semester, trimester or final grade may not be altered as a result of tutorial services provided.

Policy Adopted: January 4, 1999 Amended: July 18, 2005 / May 12, 2008 / April 2017
Independent School District No. 110
Waconia, Minnesota

7.E.3. 511 Fundraising

Adopted: _____

MSBA/MASA Model Policy 511

Orig. 1995

Revised: _____

Rev. 2003

511 STUDENT FUNDRAISING

I. PURPOSE

The purpose of this policy is to address student fundraising efforts.

II. GENERAL STATEMENT OF POLICY

The school board recognizes a desire and a need by some student organizations for fundraising. The school board also recognizes a need for some constraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the general public.

III. RESPONSIBILITY

- A. ~~It shall be the responsibility of the~~ The building administrators shall be responsible for ~~to~~ developing recommendations to the superintendent that will result in a level of activity deemed acceptable by employees, parents, and students. Fundraising must be conducted in a manner that will not result in embarrassment on the part of individual students, employees, or the school.
- B. All fundraising activities must be approved, in advance, by the administration. Participation in nonapproved activities shall be considered a violation of school district policy.
- C. ~~It shall be the responsibility of the~~ The superintendent shall be responsible for ~~to~~ providing coordination of student fundraising throughout the school district as deemed appropriate.
- D. The school district expects all students who participate in approved fundraising activities to represent the school, the student organization, and the community in a responsible manner. All rules pertaining to student conduct and student discipline extend to student fundraising activities.
- E. The school district expects all employees who plan, supervise, coordinate, or participate in student fundraising activities to act in the best interests of the students and to represent the school, the student organization, and the community in a responsible manner.

IV. ANNUAL REPORT

The superintendent shall report to the school board, at least annually, on the nature and

scope of student fundraising activities approved pursuant to this policy.

Legal References: Minn. Stat. § 120A.20 (Age Limitations; Pupils)
Minn. Stat. § 123B.09, Subd. 8 (Duties)
Minn. Stat. § 123B.36 (Authorized Fees)

Cross References: MSBA/MASA Model Policy 506 (Student Discipline)
[MSBA/MASA Model Policy 713 \(Student Activity Accounting\)](#)

7.E.4. 516 Student Medication

516 STUDENT MEDICATION

~~[Note: The necessary provisions for complying with Minn. Stat. §§ 121A.22, Administration of Drugs and Medicine, 121A.221, Possession and Use of Asthma Inhalers by Asthmatic Students, and 121A.222, Possession and Use of Nonprescription Pain Relievers by Secondary Students are included in this policy. The statutes do not regulate administration of drugs and medicine for students age 18 and over or other nonprescription medications. Please note that §121A.22 does not require school districts to apply the administration of medication rule to drugs or medicine used off school grounds, drugs or medicines used in connection with athletics or extra-curricular activities, and drugs and medicines that are used in connection with activities that occur before or after the regular school day.]~~

Commented [1]: This can be removed

I. PURPOSE

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

II. GENERAL STATEMENT OF POLICY

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

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

Commented [2]: This is also new statute information

III. REQUIREMENTS

- A. The administration of prescription medication or drugs at school requires a completed signed request from the student's parent. An oral request must be reduced to writing within two school days, provided that the school district may rely on an oral request until a written request is received.
- B. An "Administering Prescription Medications" form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs. Prescription medication as used in this policy does not include any form of medical cannabis as defined in Minn. Stat. § 152.22, Subd. 6.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.

- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be left with the appropriate school district personnel. Exceptions to this requirement are: prescription asthma medications self-administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement between the school district, parent/legal guardian, and authorized prescriber, or as specified in an Individualized Education Program (IEP), Section 504 plan, or Individual Health Plan (IHP).
- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.
- H. The school nurse, or other designated person, shall be responsible for the filing of the Administering Prescription Medications form in the health records section of the student file. The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.
- I. Procedures for administration of drugs and medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The district medication administration and management procedures will adhere to this policy and be kept on file with the Health Services Department. The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy.
- J. If the administration of a drug or medication described in this section requires the school district to store the drug or medication, the parent or legal guardian must inform the school if the drug or medication is a controlled substance. For a drug or medication that is not a controlled substance, the request must include a provision designating the school district as an authorized entity to transport the drug or medication for the purpose of destruction if any unused drug or medication remains in the possession of school personnel. For a drug or medication that is a controlled substance, the request must specify that the parent or legal guardian is required to retrieve the drug or controlled substance when requested by the school.

Commented [3]: Wordage change. Pat does this look okay?

Commented [4]: Delete this. Thanks!

Commented [5]: This is all new legislative changes, helps us dispose of meds

K. Specific Exceptions:

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

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

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

6. Medications:
 - a. that are used off school grounds; except as part of a district

sponsored field trip.

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

Commented [6]: added this wordage to cover LLC trip. when we review field trip policy may want to add that Field Trip policy will follow Policy 516 in regards to medications

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

Commented [7]: This is added from our old policy, it has been in statute for many years now and our health services team has been allowing 2nd students to carry these meds

8. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
- a. possess epinephrine auto-injectors; or
 - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

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

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

Commented [8]: Addition to previous revisions from MSBA. no problem adding

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

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

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

- N. Procedure regarding unclaimed drugs or medications.

1. The school district has adopted the following procedure for the collection and transport of any unclaimed or abandoned prescription drugs or medications remaining in the possession of school personnel in accordance with this policy. Before the transportation of any prescription drug or medication under this policy, the school district shall make a reasonable attempt to return the unused prescription drug or medication to the student's parent or legal guardian. Transportation of unclaimed or unused prescription drugs or medications will occur at least annually, but may occur more frequently at the discretion of the school district.

2. If the unclaimed or abandoned prescription drug is not a controlled substance as defined under Minnesota Statutes § 152.01, subdivision 4, or is an over-the-counter medication, the school district will either designate an individual who shall be responsible for transporting the drug or medication to a designated drop-off box or collection site or request that a law enforcement agency transport the drug or medication to a drop-off box or collection site on behalf of the school district.

3. If the unclaimed or abandoned prescription drug is a controlled substance as defined in Minnesota Statutes § 152.01, subdivision 4, the school district or school personnel is prohibited from transporting the prescription drug to a drop-off box or collection site for prescription drugs identified under this paragraph. The school district must request that a law enforcement agency transport the prescription drug or medication to a collection bin that complies with Drug Enforcement Agency regulations, or if a site is not available, under the agency's procedure for transporting drugs.

Commented [9]: We currently do not have stock Epinephrine, but want to keep this clause in if our department decides to move to stock Epi

Commented [10]: This is also all new legislation and assists us to discard medications without having a hazardous waste pick-up.

Legal References: Minn. Stat. § 13.32 (Student Health Data)
Minn. Stat. § 121A.21 (Hiring of Health Personnel)
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by

Asthmatic Students)

Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain Relievers by Secondary Students)

Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)

Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)

Minn. Stat. § 121A.223 (Possession and Use of Sunscreen)

Minn. Stat. § 152.01 (Definitions)

Minn. Stat. § 151.212 (Label of Prescription Drug Containers)

Minn. Stat. § 152.22 (Medical Cannabis; Definitions)

Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

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

7.E.5. 610 Fieldtrips

Adopted: _____

MSBA/MASA Model Policy 610

Orig. 1995

Revised: _____

Rev. 2012

610 FIELD TRIPS

I. PURPOSE

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

II. GENERAL STATEMENT OF POLICY

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

A. Instructional Trips , assistant principal or special education director

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and ~~shall~~ be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

may

B. Supplementary Trips which may include support from booster clubs or similar organizations

This category pertains to those trips in which students voluntarily participate and which usually take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director, and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

Comm Ed director

C. Extended Trips community education activities

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

and are not considered part of a predetermined school district competition schedule

All extended trips are voluntary and participation or non-participation status may not influence grades, or future placement, treatment or opportunity for students.

2. Participation in Extended Trips is optional, students and families may choose to opt-out.

2. 3. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

III. REGULATIONS

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle. ~~In the event a private vehicle is approved for use, a certificate of insurance must be on file in the school district office and such use must be approved in accordance with Policy 710, Extracurricular Transportation.~~

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.

1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.

2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

IV. SCHOOL BOARD REVIEW

The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.

Legal References: Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities;

Insurance)

[Minn. Stat. § 169.011, Subd. 71\(a\) \(Definition of a School Bus\)](#)

[Minn. Stat. § 169.454, Subd. 13 \(Type III Vehicle Standards – Exemption\)](#)

Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721, 327 F.3d 675 (8th Cir. 2003)

Lee v. Pine Bluff Sch. Dist., 472 F.3d 1026 (8th Cir. 2007)

Cross References: MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
MSBA/MASA Model Policy 423 (Employee – Student Relationships)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 707 (Transportation of Public School Students)
MSBA/MASA Model Policy 709 (Student Transportation Safety Policy)
MSBA/MASA Model Policy 710 (Extracurricular Transportation)

7.E.6. 806 Crisis Management

Adopted: _____

MSBA/MASA Model Policy 806

Orig. 1999

Revised: _____

Rev. 2014

806 CRISIS MANAGEMENT POLICY

~~*[Note: The Commissioner of Education is required to maintain and make available to school boards and charter schools a Model Crisis Management Policy. See Minn. Stat. § 121A.035. School boards and charter schools must adopt a Crisis Management Policy to address potential crisis situations in their school districts or charter schools. Id. This Model Crisis Management Policy was originally the result of a collaborative effort between the Minnesota Department of Education, Division of Compliance and Assistance; the Minnesota Department of Public Safety, Division of Homeland Security and Emergency Management; and the Minnesota School Boards Association.]*~~

I. PURPOSE

The purpose of this ~~Model~~ Crisis Management Policy is to act as a guide for ~~school district and building administrators,~~ school district administration, school employees, students, school board members, and community members to address a wide range of potential crisis situations in the school district. ~~For purposes of this Policy, the term, “school districts,” shall include charter schools.~~ The step-by-step procedures suggested by this policy will provide guidance to each school building in drafting crisis management plans to coordinate protective actions prior to, during, and after any type of emergency or potential crisis situation. ~~Each school district should develop tailored building-specific crisis management plans for each school building in the school district, and sections or procedures may be added or deleted in those crisis management plans based on building needs.~~

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

II. GENERAL INFORMATION

A. The Policy and Plans

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

The school district's administration and/or the administration of each building shall ~~present~~ **maintain tailored** building-specific crisis management plans. ~~to the school board for review and approval.~~ The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. ~~Upon approval by the school board,~~ Such crisis management plans shall be **presented to the school board yearly.** ~~an addendum to this Crisis Management Policy.~~ This policy and the plans will be maintained and updated on an annual basis.

B. Elements of the District Crisis Management Policy

1. General Crisis Procedures. The Crisis Management Policy includes general crisis procedures for securing buildings, classroom evacuation, building evacuation, campus evacuation, and sheltering. The policy designates the individual(s) who will determine when these actions will be taken. These district-wide procedures may be modified by building administrators when creating their building-specific crisis management plans. A communication system will be in place to enable the designated individual to be contacted at all times in the event of a potential crisis, setting forth the method to contact the designated individual, the provision of at least two designees when the contact person is unavailable, and the method to convey contact information to the appropriate staff persons. The alternative designees may include members of the emergency first responder response team. A secondary method of communication should be included in the plan for use when the primary method of communication is inoperable. Each building in the school district will have access to a copy of the Comprehensive School Safety Guide (2011 Edition) to assist in the development of building-specific crisis management plans.

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

~~*[Note: More specific information on planning for children with special needs can be found in the Comprehensive School Safety Guide (2011 Edition) and United States Department of Education's document entitled, "Practical Information on Crisis Planning, a Guide for Schools and Communities." A website link is provided in the resource section of this Policy.]*~~

- a. Lock-Down Procedures Lock-down procedures will be used in situations where harm may result to persons inside the school building, such as a shooting, hostage incident, intruder, trespass, disturbance, or when determined to be necessary by the building administrator or his or her designee. The building administrator or

designee will announce the lock-down over the public address system or other designated system. Code words will not be used. Provisions for emergency evacuation will be maintained even in the event of a lock-down. Each building administrator will submit lock-down procedures for their building as part of the building-specific crisis management plan.

~~*[Note: State law requires a minimum of five school lock-down drills each school year. See Minn. Stat. § 121A.035.]*~~

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

~~*[Note: State law requires a minimum of five school fire drills, consistent with Minn. Stat. § 299F.30, and one school tornado drill each school year. See Minn. Stat. § 121A.035.]*~~

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

~~*[Note: The Comprehensive School Safety Guide (2011 Edition) has sample lock-down procedures, evacuation procedures, and sheltering procedures.]*~~

2. Crisis-Specific Procedures. The Crisis Management Policy includes crisis-specific procedures for crisis situations that may occur during the school day or at school-sponsored events and functions. These district-wide procedures are designed to enable building administrators to

tailor response procedures when creating building-specific crisis management plans.

~~[Note: The Comprehensive School Safety Guide (2011 Edition) includes crisis-specific procedures.]~~

3. School Emergency Response Teams

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

~~[Note: The Comprehensive School Safety Guide (2011 Edition) has a sample School Emergency Response Team list.]~~

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

III. PREPARATION BEFORE AN EMERGENCY

A. Communication

1. District Employees Teachers generally have the most direct contact with

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

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

B. Planning and Preparing for Fire

1. Designate a safe area at least 50 feet away from the building to enable students and staff to evacuate. The safe area should not interfere with emergency responders or responding vehicles and should not be in an area where evacuated persons are exposed to any products of combustion. (Depending on the wind direction, where the building on fire is located, the direction from which the fire is arriving, and the location of fire equipment, the distance may need to be extended.)

~~*[Note: Evacuation areas at least 50 feet from school buildings are recommended but not mandated by statute or rule. Evacuation areas should be selected based on safety and the individual school site's proximity to streets, traffic patterns, and other hazards.]*~~

2. Each building's facility diagram and site plan shall be available in appropriate areas of the building and shall identify the most direct evacuation routes to the designated safe areas both inside and outside of the building. The facility diagram and site plan must identify the location of the fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs.
3. Teachers and staff will receive training on the location of the primary emergency evacuation routes and alternate routes from various points in the building. During fire drills, students and staff will practice evacuations using primary evacuation routes and alternate routes.

4. Certain employees, such as those who work in hazardous areas in the building, will receive training on the locations and proper use of fire extinguishers and protective clothing and equipment.
5. Fire drills will be conducted periodically without warning at various times of the day and under different circumstances, e.g., lunchtime, recess, and during assemblies. State law requires a minimum of five fire drills each school year, consistent with Minn. Stat. § 299F.30. See Minn. Stat. § 121A.035.

~~*[Note: The State Fire Marshal advises schools to defer fire drills during the winter months.]*~~

6. A record of fire drills conducted at the building will be maintained in the building administrator's office.

~~*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample fire drills schedule and log.]*~~

7. The school district will have prearranged sites for emergency sheltering and transportation as needed.
8. The school district will determine which staff will remain in the building to perform essential functions if safe to do so (e.g., switchboard, building engineer, etc.). The school district also will designate an administrator or his or her designee to meet local fire or law enforcement agents upon their arrival.

~~*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample fire procedure form, evacuation/relocation and student reunification/release procedures, and planning for student reunification.]*~~

C. Facility Diagrams and Site Plans

All school buildings will have a facility diagram and site plan that includes the location of primary and secondary evacuation routes, exits, designated safe areas inside and outside of the building, and the location of fire alarm control panel, fire alarms, fire extinguishers, hoses, water spigots, and utility shut offs. All facility diagrams and site plans will be updated regularly and whenever a major change is made to a building. Facility diagrams and site plans will be maintained by the building administrator and will be easily accessible and on file in the school district office. Facility diagrams and site plans will be provided to first responders, such as fire and law enforcement personnel.

~~*[Note: For single building school districts, such as charter schools, a secondary location for the diagrams and site plans will be included in the district's Crisis Management Policy and may include filing documents with a charter school sponsor, or compiling facility diagrams and site plans on a CD-Rom and distributing copies to first responders or sharing the documents with first responders during the crisis planning process.]*~~

~~*[Note: To the extent data contained in facility diagrams and site plans constitute security information pursuant to Minn. Stat. § 13.37, school districts are advised to consult with appropriate officials and/or legal counsel prior to dissemination of the facility diagrams or site plans to anyone other than first responders.]*~~

D. Emergency Telephone Numbers

Each building will maintain a current list of emergency telephone numbers and the names and addresses of local, county, and state personnel who may be involved in a crisis situation. The list will include telephone numbers for local police, fire, ambulance, hospital, the Poison Control Center, county and state emergency management agencies, local public works departments, local utility companies, the public health nurse, mental health/suicide hotlines, and the county welfare agency. A copy of this list will be kept on file in the school district office, or at a secondary location for single building school districts, and updated annually.

School district employees will receive training on how to make emergency contacts, including 911 calls, when the school district's main telephone number and location is electronically conveyed to emergency personnel instead of the specific building in need of emergency services.

School district plans will set forth a process to internally communicate an emergency, using telephones in classrooms, intercom systems, or two-way radios, as well as the procedure to enable the staff to rapidly convey emergency information to a building designee. Each plan will identify a primary and secondary method of communication for both internal and secondary use. It is recommended that the plan include several methods of communication because computers, intercoms, telephones, and cell phones may not be operational or may be dangerous to use during an emergency.

~~*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Preparedness/Planning section, has a sample Emergency Phone Numbers list.]*~~

E. Warning and Notification Systems

The school district shall maintain a warning system designed to inform students, staff, and visitors of a crisis or emergency. This system shall be maintained on a

regular basis under the maintenance plan for all school buildings. The school district should consider an alternate notification system to address the needs of staff and students with special needs, such as vision or hearing.

The building administrator shall be responsible for informing students and employees of the warning system and the means by which the system is used to identify a specific crisis or emergency situation. Each school's building-specific crisis management plan will include the method and frequency of dissemination of the warning system information to students and employees.

F. Early School Closure Procedures

The superintendent will make decisions about closing school or buildings as early in the day as possible. The early school closure procedures will set forth the criteria for early school closure (e.g., weather-related, utility failure, or a crisis situation), will specify how closure decisions will be communicated to staff, students, families, and the school community (designated broadcast media, local authorities, e-mail, or district or school building web sites), and will discuss the factors to be considered in closing and reopening a school or building.

Early school closure procedures also will include a reminder to parents and guardians to listen to designated local radio and TV stations for school closing announcements, where possible.

~~*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, provides universal procedures for severe weather shelter.]*~~

G. Media Procedures

The superintendent has the authority and discretion to notify parents or guardians and the school community in the event of a crisis or early school closure. The superintendent will designate a spokesperson who will notify the media in the event of a crisis or early school closure. The spokesperson shall receive training to ensure that the district is in strict compliance with federal and state law relative to the release of private data when conveying information to the media.

~~*[Note: The Comprehensive School Safety Guide (2011 Edition), under the Response section, has a sample Media Procedures form.]*~~

H. Behavioral Health Crisis Intervention Procedures

Short-term behavioral health crisis intervention procedures will set forth the procedure for initiating behavioral health crisis intervention plans. The procedures will utilize available resources including the school psychologist, counselor, community behavioral health crisis intervention, or others in the community. Counseling procedures will be used whenever the superintendent or the building

administrator determines it to be necessary, such as after an assault, a hostage situation, shooting, or suicide. The behavioral health crisis intervention procedures shall include the following steps:

1. Administrators will meet with relevant persons, including school psychologists and counselors, to determine the level of intervention needed for students and staff.
2. Designate specific rooms as private counseling areas.
3. Escort siblings and close friends of any victims as well as others in need of emotional support to the counseling areas.
4. Prohibit media from interviewing or questioning students or staff.
5. Provide follow-up services to students and staff who receive counseling.
6. Resume normal school routines as soon as possible.

I. Long-Term Recovery Intervention Procedures

Long-term recovery intervention procedures may involve both short-term and long-term recovery planning:

Recovery Team

Recovery is an important part of a district emergency plan. Core team members are key administrators, and, depending on the incident, may include all or some of the following: superintendent; communications; human resources; business and finance; buildings and grounds; teaching and learning; student support services.

1. Physical/structural recovery

Ensuring the safety and usability of a building is the primary goal of physical and structural recovery. Physical damages must be assessed to determine the cost and feasibility of repairing or replacing structures or contents. Building and grounds personnel working with the district business/risk manager and insurance carrier will help to lead this function.

2. Fiscal recovery

Following a disaster, critical business functions of a school must be restored as soon as possible. Payroll systems, accounting and access to personnel and student data need to be available and operational.

Fiscal/business recovery also involves planning for lines of succession

for key administrators. Schools must have “continuity of operations plans” to ensure a smooth transition of authority and responsibility should top leadership be unable to function in their role due to a disaster or traumatic incident.

Fiscal and business recovery planning considerations:

- Assign responsibilities and determine who is in charge of fiscal services restoration
- Develop continuity of operations or succession plans
- Track expenditures and payments for the incident. Track overtime hours, rentals, supplies and equipment.
- Expedite contracting services needed immediately (clean up, debris removal, utility restoration)
- Apply for and administer recovery grant programs
- Back up electronic data files. Determine who is responsible, where the files will be stored and how the school’s technological functions will be restored

3. Academic recovery

Restoring the structure and routine of learning is the goal of academic recovery. Returning to the normal school day enhances the healing process. While changes in routine may occur due to the disaster or emergency, staff, students, and families working through the event will create a “new normal.”

4. Social/emotional recovery

Planning for social/emotional recovery is the responsibility of student support staff (nurses, school social workers, counselors, school psychologists) working with teachers, school administrators, and key community mental health agencies. This planning involves establishing partnerships and developing agreements between the school and community agencies, providing training for staff and recommending policies for school board consideration. Community-based resources need to be identified before an emergency or disaster so they are available for families needing assistance.

5. Recovery communications

There are many school stakeholders -- school board, staff, parents, students, and vendors -- that need information after an emergency response is over. Communication is key to getting timely, accurate information to a wide variety of audiences.

When the school is actively responding to an emergency, the district's public information officer (PIO) works closely with the community's PIO to coordinate statements and press releases with emergency responders.

During recovery, the district PIO works with school administrators and recovery team members to plan for the school's continuing communication with internal and external audiences. Timeliness and accuracy are critical in disseminating recovery messages and controlling rumors.

The district may also designate a phone number for all "recovery" calls and/or provide an email contact on the web site for recovery inquiries. Communications staff monitors trends coming from these inquiries to help identify rumors and possible misinformation so corrective messages can be sent out immediately.

Recovery communication considerations:

- Identify and prioritize stakeholders and their need for information from the district
- Consider internal and external audiences, the kind of information each will need and the form and method of delivery used.
- Coordinate news briefings and parent meetings when necessary
- Determine authorship of communications from school administrators or subject matter experts
- Send frequent updates to key audiences in a timely manner
- Provide resources
- Communications staff controls rumors to the best of their ability by tracking down rumors and misinformation and respond with corrections
- Convey messages of resilience and a return to normalcy
- Keep school board members informed throughout and post incident

[Note: The Comprehensive School Safety Guide (2011 Edition), under the Recovery section, addresses the recovery components in more detail.]

IV. SAMPLE PROCEDURES INCLUDED IN THIS POLICY

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when **drafting articulating** specific crisis management plans. ~~Additional sample procedures may be found in the Response section of the Comprehensive School Safety Guide (2011 Edition). After approval by the school board, an adopted procedure will become an addendum to the Crisis Management Policy.~~

A. Fire and hazardous materials, including biological and chemical threats

B. Natural disasters, including severe weather, shelter in place procedures

C. Bomb threats

D. Utility emergencies

E. Disturbances and medical emergencies

F. Intruders and lock-down procedures

~~D. Medical Emergency~~

~~E. Fight/Disturbance~~

~~F. Assault~~

~~G. Intruder~~

~~H. Weapons~~

~~I. Shooting~~

~~J. Hostage~~

~~K. Bomb Threat~~

~~L. Chemical or Biological Threat~~

~~M. Checklist for Telephone Threats~~

~~N. Demonstration~~

~~O. Suicide~~

~~P. Lock-down Procedures~~

~~Q. Shelter-In-Place Procedures~~

~~R. Evacuation/Relocation~~

~~S. Media Procedures~~

~~T. Post-Crisis Procedures~~

~~A. School Emergency Response Team~~

~~V. Emergency Phone Numbers~~

~~W. Highly Contagious Serious Illness or Pandemic Flu~~

V. MISCELLANEOUS PROCEDURES

A. Chemical Accidents

Procedures for reporting chemical accidents shall be posted at key locations such as chemistry labs, art rooms, swimming pool areas, and janitorial closets.

~~*[Note: School buildings must maintain Material Safety Data Sheets (M.S.D.S.) for all chemicals on campus. State law, federal law, and OSHA require that pertinent staff have access to M.S.D.S. in the event of a chemical accident.]*~~

B. Visitors

The school district shall implement procedures mandating visitor sign in and visitors in school buildings. See MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites).

The school district shall implement procedures to minimize outside entry into school buildings except at designated check-in points and assure that all doors are locked prior to and after regular building hours.

C. Student Victims of Criminal Offenses at or on School Property

The school district shall establish procedures allowing student victims of criminal offenses on school property the opportunity to transfer to another school within the school district.

~~*[Note: The Every Student Succeeds Act, 20 U.S.C. § 6301, et seq.; Title IX, 20 U.S.C. § 1681, et seq.; and the Unsafe School Choice Option, 20 U.S.C. § 7912, require school districts to establish such transfer procedures.]*~~

~~D. Radiological Emergencies at Nuclear Generating Plants [OPTIONAL]~~

~~School districts within a 10 mile radius of the Monticello or Prairie Island nuclear power plants will implement crisis plans in the event of an accident or incident at the power plant.~~

~~Questions relative to the creation or implementation of such plans will be directed to the Minnesota Department of Public Safety.~~

Legal References: Minn. Stat. Ch. 12 (Emergency Management)
Minn. Stat. Ch. 12A (Natural Disaster; State Assistance)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 121A.06 (Reports of Dangerous Weapon Incidents in School Zones)
Minn. Stat. § 299F.30 (Fire Drill in School)
Minn. Stat. § 326B.02, Subd. 6 (Powers)
Minn. Stat. § 326B.106 (General Powers of Commissioner of Labor and Industry)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)
Minn. Rules Ch. 7511 (Fire Safety)
20 U.S.C. § 1681, *et seq.* (Title IX)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)
20 U.S.C. § 7912 (Unsafe School Choice Option)
42 U.S.C. § 5121 *et seq.* (Disaster Relief and Emergency Assistance)

Cross References: MSBA/MASA Model Policy 407 (Employee Right to Know – Exposure to Hazardous Substances)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 532 (Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds)
MSBA/MASA Model Policy 903 (Visitors to School District Buildings and Sites)
<https://dps.mn.gov/divisions/sfm/documents/2011comprehensiveschoolsafetyguide.pdf>

7.E.7. 713 Student Activity Accounting

Adopted: _____

MSBA/MASA Model Policy 713

Orig. 2004

Revised: _____

Rev. 2019

713 STUDENT ACTIVITY ACCOUNTING

I. PURPOSE

The school board recognizes the need to provide alternative paths to learning, skill development for its students, and activities for student enjoyment. It also understands its commitment to and obligation for assuring maximum accountability for public funds and student activity funds. For these reasons, the school board will assume control over and/or oversee funds for student activities as set forth in this policy.

II. GENERAL STATEMENT OF POLICY

A. Curricular and Cocurricular Activities

The school board shall take charge of, control over, and account for all student activity funds that relate to curricular and cocurricular activities.

[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 2, to take charge of and control over all cocurricular activities, including all money received for such activities.]

B. Extracurricular Activities

[Options 1 and 2]

The school board shall ~~take charge of, control over, and account for~~ or ~~review and account for~~ take charge of and control over all student activity accounting that relates to extracurricular activities.

[Note: The school board is required by Minn. Stat. § 123B.49, Subd. 4, to take charge of and control over all extracurricular activities, including all money received for such activities.]

~~or~~

[Option 3]

~~1. The school board shall take charge of, control over, and account for the following student extracurricular activities:~~

~~a. Any student extracurricular activity related to a contract which must be ratified by the school board or its designee *[Note: The*~~

~~school board must take charge of, control over, and approve all contracts entered into for the purchase of items related to an extracurricular activity (i.e., contracts for the purchase of items for a fundraising event.);~~

b. ~~Student activities or transactions that have a fee which the school district is statutorily authorized to charge [Note: The school board may, but is not required to, take charge of and control over these activities or transactions.];~~

e. ~~Student activities or transactions that have a taxable sale related to them [Note: The school board may, but is not required to, take charge of and control over these activities or transactions.];~~

d. ~~All student class activity accounts of graduated classes where a residual balance remains in the account at the start of the school year following graduation;~~

e. ~~[The school board may take control over a student activity it otherwise is not required to control. All other extracurricular activities over which the school board chooses to take control, such as class activity funds, should be listed in this section.]~~

2. ~~The school board shall review and account for the following student extracurricular activities:~~

~~[List extracurricular activities over which the school board will review and account; i.e., class activity funds.]~~

~~[A school board may, but is not required to, take charge of and control over extracurricular activities in accordance with Minn. Stat. § 123B.49, Subd. 4. Board control includes powers and responsibilities, such as: board approval of a budget; receipt, review, and approval of revenue; and preparation of expenditure reports. If the school board takes charge of and control over extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures must be recorded in the same manner as other revenues and expenditures of the school district in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS).]~~

~~To the extent a school board does not take control over such activities, these activities must be self-sustaining with all expenses (except direct salary costs and indirect costs of the use of school facilities) met by dues, admissions, or other student fundraising events. Extracurricular activities which are not under school board control still may be directed by the school board, but the fiscal transactions for such activities may only be presented to the school board for review and receipt, not approval. Accordingly, the school board may take charge of all~~

~~extracurricular activities (Option 1), no extracurricular activities (Option 2), or may choose to take charge of and control over some extracurricular activities (which are not required to be under its control, such as activities which are not related to a graduation requirement or credit or a board-ratified contract) and only review and account for other extracurricular activities (Option 3).]~~

C. Non-Student Activities

In overseeing student activity accounts under this policy, the school board shall not maintain or account for funds generated by non-students including, but not limited to, convenience funds of staff members, booster club funds, parent-teacher organization or association funds, or funds donated to the school district for specified purposes other than student activities.

III. DEFINITIONS

A. Cocurricular Activity

A “cocurricular activity” means those portions of the school-sponsored and directed activities designed to provide opportunities for students to participate in such experiences on an individual basis or in groups, at school and at public events, for improvement of skills (i.e., interscholastic sports, band, etc.). Cocurricular activities are not offered for school credit, cannot be counted toward graduation, and have *one or more* of the following characteristics:

1. They are conducted at regular and uniform times during school hours, or at times established by school authorities;
2. They are directed or supervised by instructional staff in a learning environment similar to that found in courses offered for credit; and
3. They are partially, primarily, or totally funded by public moneys for general instructional purposes under direction and control of the school board.

B. Curricular Activity

A “curricular activity” means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

C. Extracurricular (Noncurricular/Supplementary) Activity

An “extracurricular (noncurricular/supplementary) activity” means all direct and personal services for students for their enjoyment that are managed and operated under the guidance of an adult or staff member. Extracurricular activities have *all* of the following characteristics:

1. They are not offered for school credit nor required for graduation;
2. They generally are conducted outside school hours or, if partly during school hours, at times agreed by the participants and approved by school authorities;
3. The content of the activities is determined primarily by the student participants under the guidance of a staff member or other adult.

D. Public Purpose Expenditure

A “public purpose expenditure” is one which benefits the community as a whole, is directly related to the functions of the school district, and does not have as its primary objective the benefit of private interest.

IV. **MANAGEMENT AND CONTROL OF ACTIVITY FUNDS**

A. Curricular and Cocurricular Activities

1. All money received on account of cocurricular activities shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
2. The treasurer shall account for all revenues and expenditures related to curricular and cocurricular activities in accordance with the Uniform Financial Accounting and Reporting Standards (UFARS), ~~the Manual for Activity Fund Accounting (MAFA) to the extent applicable,~~ and school district policies and procedures.

B. Extracurricular Activities

~~1. Extracurricular Activities Under Board Control~~

- ~~a~~1. Any and all costs of extracurricular activities ~~under board control~~ may be provided from school revenues.
- ~~b~~2. All money received or expended for extracurricular activities ~~under board control~~ shall be recorded in the same manner as other revenues and expenditures of the school district and shall be turned over to the treasurer, who shall deposit such funds in the general fund, to be disbursed for expenses and salaries connected with the activities, or otherwise, by the school board upon properly allowed itemized claims.
- ~~e~~3. The treasurer shall account for all revenues and expenditures related to extracurricular activities ~~under board control~~ in accordance with UFARS ~~and MAFA~~ and school district policies and procedures. ~~[Note: UFARS is~~

~~required to be used when transactions of an activity are under school board control in accordance with Minn. Stat. §§ 123B.49 and 123B.77.]~~

~~2. Extracurricular Activities Not Under Board Control~~

~~a. All extracurricular activities not under board control shall be self-sustaining with all expenses, except direct salary costs and indirect costs of the use of school facilities, met by dues, admissions, or other student fundraising events. The general fund shall reflect only those salaries directly related to and readily identified with the activity and paid by public funds.~~

~~b. Revenues and expenditures for extracurricular activities not under board control shall be recorded and be managed according to MAFA and shall be reviewed for compliance with and accepted by the school board in accordance with school district policies and procedures. [Note: MAFA is required to be used when transactions of an extracurricular activity are not under school board control in accordance with Minn. Stat. § 123B.49, Subd. 4(e).]~~

~~e~~4. All student activity funds will be collected and expended:

~~(1)~~a. in compliance with school district policies and procedures;

~~(2)~~b. under the general direction of the principal and with the participation of students and faculty members who are responsible for generating the revenue;

~~(3)~~c. in a manner which does not produce a deficit or an unreasonably large accumulation of money to a particular student activity fund;

~~(4)~~d. for activities which directly benefit the majority of those students making the contributions in the year the contributions were made whenever possible; and

~~(5)~~e. in a manner which meets a public purpose.

~~d~~5. Activity accounts of a graduated class will be terminated prior to the start of the school year following graduation. Any residual money from a graduating class activity fund will ~~be removed from the terminated student activity account and deposited into~~ remain in the general fund and may be used for any school district purpose. Prior to depositing such accounts, all donations or gifts accepted for the specific purpose of the student activity account shall be administered in accordance with the terms of the gift or donation and school district policy.

~~[Note: The school board may take control over residual funds from a graduating class activity account only if it has taken board control over such activities and transactions. The school board then has authority to transfer these terminated accounts to its general fund. The school district may then transfer this money from its general fund to those extracurricular activities over which the board has taken control in accordance with Section IV.B.1.a., above. Unless the school board has taken class activity accounts under its control, it would not be authorized to transfer funds from a graduating class activity account to an existing class activity fund for another class. If the school board has not taken control over these accounts, however, the principal and student representatives of the class may choose to transfer residual accounts to another existing class activity account prior to graduation.]~~

V. DEMONSTRATION OF ACCOUNTABILITY

~~A. Semi Annual Activity Fund Reports~~

~~The school board shall appoint a Student Finance Advisory Committee at the commencement of each school year. The Committee will review all new student activity funds and continuing student activity funds for conformity with state law, MAFA requirements, and school district policies and procedures. The Committee will provide the school board with a summary accounting of student activity accounts at least semi-annually, including a report on transactions within each account of the student activity funds. The Committee will make recommendations to the school board on any recommended internal controls regarding student activity funds.~~

~~[Note: MAFA recommends that the school board conduct periodic reviews of student activity funds for conformity with state law, MAFA requirements, and school district policies and procedures. The manner in which such reviews are conducted is in the discretion of the school board. The foregoing procedure is the practice suggested by MAFA. It could also be done by a different standing or special committee appointed by the school board.]~~

BA. Annual External Audit

The school board shall direct its independent certified public accountants to audit, examine, and report upon student activity accounts as part of its annual school district audit in accordance with state law.

CB. Fundraiser Report

The ~~Committee~~ administration will ~~prepare~~ present a fundraising ~~report~~ proposals semi-annually which will be reviewed by the school board in ~~May and November~~. The report will list the activity, type of fundraisers, timing, purpose, and results.

Fundraising Proposals

superintendent

present

proposals

estimated

proposals

[Note: ~~MAFA recommends that the~~ The school board should conduct periodic reviews of student fundraising. The manner in which such reviews are conducted is in the discretion of the school board. ~~The foregoing procedure is the practice suggested by MAFA.~~]

Legal References: Minn. Stat. § 123B.02, Subd. 6 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09 (Boards of Independent School Districts)
Minn. Stat. § 123B.15, Subd. 7 (Officers of Independent School Districts)
Minn. Stat. § 123B.35 (General Policy)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.37 (Prohibited Fees)
Minn. Stat. § 123B.38 (Hearing)
Minn. Stat. § 123B.49 (Extracurricular Activities; Insurance)
Minn. Stat. § 123B.52 (Contracts)
Minn. Stat. § 123B.76 (Expenditures; Reporting)
Minn. Stat. § 123B.77 (Accounting, Budgeting, and Reporting Requirement)
Minn. Rules Part 3500.1050 (Definitions for Pupil Fees)
Visina v. Freeman, 252 Minn. 177, 89 N.W.2d 635 (1958)
Minn. Op. Atty. Gen. 159a-16 (May 10, 1966)

Cross References: Uniform Financial Accounting and Reporting Standards (UFARS)
~~Manual for Activity Fund Accounting (MAFA)~~
MSBA/MASA Model Policy 510 (School Activities)
MSBA/MASA Model Policy 511 (Student Fundraising)
MSBA/MASA Model Policy 701 (Establishment and Adoption of School District Budget)
MSBA/MASA Model Policy 701.1 (Modification of School District Budget)
MSBA/MASA Model Policy 702 (Accounting)
MSBA/MASA Model Policy 703 (Annual Audit)
MSBA/MASA Model Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
MSBA/MASA Model Policy 706 (Acceptance of Gifts)

7.E.8. 910 Admission to Extra Curricular Events

ADMISSION TO EXTRA CURRICULAR EVENT 910

School District 110 recognizes that community attendance at extra curricular events enhances the event for the participants as well as strengthens community/school partnerships. Admission fees will be charged at extra curricular events to ~~pay for~~ **offset** the cost of ~~the events~~ and ~~offset~~ extra curricular programming.

I. ESTABLISHING PRICES

Annually, the school district will establish prices for extra curricular events. These prices will be comparable to neighboring and conference schools.

II. CLASSIFICATION

The following classifications will be used when charging admission to extra curricular events:

- A. Adults- individuals no longer high school students
- B. **Seniors - individuals 60 years of age and older**
- C. Students - all individuals attending a kindergarten through grade 12 school.
- D. Preschool - all individuals who have yet to enter kindergarten. Preschool children are admitted free with the accompaniment of an adult.

III. ADMISSION

- A. Adult Activity **Passes** - **Pass** for one adult to all **regular season** District 110 extra curricular events during a school year (**excludes special events and post season competition**). Activity tickets are sold **online and** in the extra curricular office.
- B. Student Activity **Passes** - **Pass** for one student for all **regular season** District 110 extra curricular events during a school year (**excludes special events and post season competition**). Activity tickets are sold **online and** in the extra curricular office.
- C. Senior Adult **Passes** - individuals 60 years of age and older may apply, in writing, for a courtesy activity **pass** to home ~~extra-curricular~~ **regular season** events (**excludes special events and post season competition**). The courtesy

activity **pass** will admit one senior citizen and is a lifetime pass.

D. Lost Activity **Passes** - Any lost activity **pass** will be replaced at the full original price. ~~All activity tickets will be numbered consecutively and a record of to whom they were sold will be kept by number and name. Activity tickets are sold in the extra-curricular office.~~

E. School Board Members - School board members will receive two non-transferable extra curricular **adult activity** passes for a school year.

F. Special Events - special events which are intended for fundraising purposes (i.e. ~~musical performance~~ **invitationals, limited fine arts events**) are not ~~an extra-curricular~~ **considered regular season events for the purpose of admission**, but are ~~rather~~ considered fundraising events. Extra curricular passes will not be recognized at fundraising events.

Original Policy / Amended: June 9, 1997/Amended: June
2004 Policy Reviewed: September 2017) Independent
School District No. 110 Waconia, MN 55387

7.E.9. 911 School and Booster Club Combinations

School District 110 affirms support for booster clubs in the school district. The purpose of the clubs is to provide a 'boost' to specific extra-curricular programs, through volunteer and financial support. The Activities Director is the district liaison for Booster Clubs. All booster groups must be sanctioned by the school district.

I. ADMINISTRATION

The Board of Education will establish the district extra-curricular programs. The school district will administer them, including the recruiting, hiring, and firing of all personnel. The administration will execute programs offered at grade levels, squad levels, by gender, and by season. The administration has the sole communications responsibility with other schools and school officials on matters of interscholastic athletic business. The activity director and the administration will establish schedules and calendars of school events.

Policy Adopted: May 10, 1982/Amended: October 14, 1991/Amended: June 14, 1993/Amended:
June 9, 1997/Amended: September 2004
Policy Reviewed: September 2017

Independent School District No. 110
Waconia MN 55387

7.F. School Board Member Employment with ISD 110 for
2021-2022 School Year

The Leader November 15, 2016

Can board members be employed by district?

By Bill Kautt, MSBA Associate Director of Management Services

Often times, following the election of new school board members, comes the question of whether a board member can be employed by the school district outside of his/her duties as a board member.

M.S. 123B.195 states:

“Notwithstanding section 471.88, subdivision 5, a school board member may be newly employed or may continue to be employed by a school district as an employee only if there is a reasonable expectation at the beginning of the fiscal year or at the time the contract is entered into or extended that the amount to be earned by that officer under that contract or employment relationship will not exceed \$8,000 in that fiscal year. Notwithstanding section 122A.40 or 122A.41 or other law, if the officer does not receive majority approval to be initially employed or to continue in employment at a meeting at which all board members are present, that employment is immediately terminated and that officer has no further rights to employment while serving as a school board member in the district.”

Therefore, any newly elected school board member who was employed by the school district (i.e., substitute teacher, bus driver, coach, etc.) prior to the election must receive majority approval to continue his/her employment with the school district at a board meeting at which all school board members are present. If the new school board member fails to receive majority approval, his/her employment is immediately terminated, and he/she has no further rights to employment while serving as a school board member in the school district.

In addition, money earned by school board members employed by their school districts during this fiscal year will count toward the \$8,000 limit. However, any compensation received for being a school board member does not count against the \$8,000 limit.

Finally, all school board members that are employed by their school districts must be approved each fiscal year at a board meeting at which all members are present.

8. DISCUSSION ITEMS

8.A.206 Public Participation in School Board Meetings

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage discussion by persons of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat.

§ 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.

- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.

- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 - 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 - 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
 - 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 - 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 - 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

The school board will strive to give all persons an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

VI. PROCEDURES

A. Agenda Items

- 1. Persons who wish to have a subject discussed at a public school board meeting are encouraged to notify the superintendent's office in advance of the school board meeting. The person should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.

2. Persons who wish to address the school board on a particular subject should identify the subject and identify agenda item(s) to which their comments pertain.
3. The school board chair will recognize one speaker at a time and will rule out of order other speakers who are not recognized. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for placement on the agenda which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The school board chair shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a

designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

C. Open Forum

The school board shall normally provide a specified period of time when persons may address the school board on any topic, subject to the limitations of this policy. The school board reserves the right to allocate a specific period of time for this purpose and limit time for speakers accordingly.

The school board may decide to hold certain types of public meetings where the public will not be invited to address the school board. Possible examples are work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not be allotted time during the meeting to address the board.

D. No Board Action at Same Meeting

Except as determined by the school board to be necessary or in an emergency, the school board will not take action at the same meeting on an item raised for the first time by the public.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)
Minn. Stat. § 13D.05 (Open Meeting Law)

Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)
MSBA/MASA Model Policy 207 (Public Hearings)
MSBA/MASA Model Policy 406 (Public and Private Personnel Data)
MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)
MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)
MSBA Service Manual, Chapter 13, School Law Bulletin “I” (School Records – Privacy – Access to Data)

Board Policy Adopted April 14, 1997

Revised: November 12, 2001, April 11, 2005, July 2007, April 2009, June 2011, November 2012, August 2015, November 2019

Independent School District No. 110
Waconia, MN

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

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

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

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

- The written request must state: (1) the individual's name, (2) the individual's home address, (3) whether the individual has a child attending school in the District, (4) whether the individual is employed by the District, and (5) the agenda item, if any, that the individual wishes to discuss during the public comment period.
- In the event that more than ten individuals submit a written request to speak during the public comment session, the School Board will give first priority to individuals who reside in the District, have a child attending school in the District, or are employed by the District. The School Board will give second priority to individuals who wish to address a specific item that is on the agenda for that meeting. After these priorities have been applied, any remaining openings to speak – up to the total of ten individuals – will be determined by lot.

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

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

comments to the School Board. Email addresses for School Board members are listed on the District's website.

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

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

- Speakers may not discuss or disclose any private educational data on any current or former student as defined in Minnesota Statutes section 13.32. As a result, speakers may not identify any current or former student during public comment. The only exception is that a parent who is speaking may choose to discuss private educational data on his or her own child.
- Speakers may not make allegations, charges, or complaints against any student or employee. If a person wishes to make an allegation or to file a charge or complaint against a student or employee, the person should make the allegation, charge, or complaint to the Superintendent in writing or in a private meeting, or to the individual designated in District policy to receive the allegation, charge, or complaint.
- Speakers may not make comments or gestures that are threatening, profane, lewd, vulgar, obscene, harassing, or abusive.
- Speakers may not make personal attacks against others, including, but not limited to, any student, parent, community member, employee, or School Board member.
- Speakers may not make comments that would violate federal or state law, including laws protecting the privacy rights of an individual.
- Speakers may not make comments related to pending contract negotiations or to pending litigation to which the District is a party, including grievance proceedings.
- Speakers may not campaign for or against a political candidate during any part of a public school board meeting.
- Speakers may not promote or advertise products that are for sale or purchase, unless the Board has invited the speaker to present on the product as an agenda item.
- Members of the public may not engage in conduct that materially and substantially disrupts any part of a School Board meeting, or that otherwise impedes the School Board's ability to conduct its business in an orderly and efficient fashion. The following are examples of conduct that is materially and substantially disruptive or that otherwise

impedes the School Board's ability to conduct its business in an orderly and efficient fashion:

- Making comments that incite violence;
- Making comments that reasonably instill fear;
- Interrupting a speaker who has been recognized by the School Board Chair;
- Making comments from the audience when the person making comments has not been recognized by the School Board Chair;
- Interrupting the School Board Chair or any other School Board member or school official who is speaking;
- Holding up a sign or displaying a banner, regardless of the content of the sign or banner;
- Clapping, cheering, booing, vocalizing approval, or vocalizing disapproval for a speaker during the speaker's presentation, unless a School Board member or school official is presenting an award to a person or is describing an honor or award that a person received;
- Addressing the audience rather than the School Board;
- Bringing a weapon into the meeting room or onto school property, except as allowed under Minnesota law;
- Violating room capacity requirements; and
- Violating any law or District policy.

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

- If the speaker is presenting to the School Board, the Board Chair may require the speaker to immediately end his or her presentation.
- If the speaker persists in violating any procedure or rule, the speaker will be directed to leave the premises and not to return, a no trespass order may be issued, and a referral may be made to law enforcement.
- If repeated disruptions occur during the public comment period, the School Board Chair may call a recess and order that the room be cleared until the meeting resumes.

- If repeated disruptions occur, any School Board member may make a motion to immediately end the public comment period. If the motion passes, citizens may use alternative avenues of communication to share their views with the School Board, including written communications.
- If repeated disruptions occur during multiple meetings, the School Board may vote to suspend public comment at meetings and to require that all public comments be in writing.

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

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

* * * * *

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

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

Use of School Property. All property of the District, including District parking lots and other grounds, are considered to be school property. Individuals or groups may not use school property for any purpose that has not been authorized by the District. Any use of school property must comply with District Policy 902 and all administrative procedures related to that policy.

9. BOARD COMMITTEE REPORTS

9.A. Self-Governance & Superintendent Relations
Committee

9.B. Leadership & District Service Committee

9.C. Finance & Facilities Committee

9.D. Policy & Advocacy Committee

9.E. Southwest Metro Intermediate District 288
Representative

9.F. Teaching & Learning Advisory Council
Representative

9.G. Community Education Advisory Council
Representative

9.H. MSHSL Representative

9.I. Technology Committee Representative

9.J. District 110 Foundation Representative

9.K. Schools for Equity in Education (SEE)
Representative

9.L. Carver County Elected Leaders Representative

9.M. City of Waconia Liaison

9.N. City of Minnetrista Liaison

9.O. City of Victoria Liaison

9.P. City of St. Bonifacius Liaison

9.Q. City of New Germany Liaison

10. ADJOURNMENT