

# ISD 110 School Board Regular Meeting

Monday, January 27, 2025 7:00 PM

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

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|---|--|
| 1. <b>CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE, and PLEDGE OF ALLEGIANCE</b>  | <b>Presenter:</b> Chair Amott                                      |
| 2. <b>ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE</b>  | <b>Presenter:</b> Chair Amott                                      |
| 2.A. 2024 Master's Degree Achievements <ul style="list-style-type: none"><li>• Faculty achieving a Master's in March/August/December 2024</li></ul> | <b>Presenter:</b> Dr. Enid Schonewise, Director of Human Resources |
| 2.B. Staff Spotlight: Secondary Schools   | <b>Presenter:</b> Matt Thomas, Director of Communications          |
| 2.C. Upcoming Meetings:   |  |
| 3. <b>PUBLIC COMMENT</b>  |  |
| 4. <b>MINUTES OF PREVIOUS MEETING</b>   |  |

ISD 110 School Board Regular Meeting  
Monday, December 16, 2024 7:00 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, and PLEDGE OF ALLEGIANCE**

**Presenter:** Chair Geller

Call to order by Chair Geller 7:00 PM

Members present: Geller, Bergstrom, Amott, Kelzer-Breeden, Hagen  
Members absent: DeBoer

Motion by Amott to adopt agenda  
Hagen second  
All in favor  
Motion carried

### **2. ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE**

**Presenter:** Chair Geller

2.A. Thank You for Service to the School Board

- Dana Geller 2017-2025

2.B. Upcoming Meetings:

Jan. 6 Annual Organizational Meeting 7:00 PM @ District Office Conf. Rm A

### **3. PUBLIC COMMENT**

### **4. MINUTES OF PREVIOUS MEETING**

Motion by Bergstrom to approve minutes of the November 18 regular and December 6 work session meetings.

Kelzer-Breeden second  
All in favor  
Motion carried

### **5. CONSENT AGENDA**

**Presenter:** Chair Geller

Motion by Amott to approve Consent Agenda  
Kelzer-Breeden second  
All in favor  
Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:

Employment

Sower, Tiffany	Media Assistant	WMS
Replacement	4 Hours/Day; 175 Days	

Employee Status Changes

Gunderson, Michael, Educational Assistant, from 3.25 hours/day to 5.5 hours/day at LT

Leaves of Absence

Haus, Sandra, Educational Assistant at SV  
Manjarrez, Zulema, Custodial Cleaner at WMS  
Poulin, Chandra, Nutritional Assistant at SV  
Sebora, Jennifer, Special Education Teacher at T110

Retirements/Resignations/Terminations

Stark, Linda, Nutritional Assistant at LT  
Yang, Vatoua, Technology Support Specialist at LT

5.C. Sitelogiq Invoice (#12)

5.D. School Board Handbook Review

5.E. Receipts of Donation

**6. REPORTS**

6.A. Student Representative Report

6.B. Administrative Presentation: Elementary Music Programs

**7. ACTION ITEMS**

7.A. Adopt Final Pay 2025 Levy

Motion by Amott to Adopt Final Pay 2025 Levy as presented

Kelzer-Breeden second

All in favor

Motion carried

7.B. Resolution Relating to the General Obligation Facilities Maintenance and Refunding Bonds, Series 2025A; Authorizing the Issuance and Authorizing the Superintendent or Director of Finance and Operations and Any Board Officer to Award the Sale Thereof and to Take Such Action and Execute All Documents Necessary to Accomplish Said Award and Sale; Authorizing the Issuance and Sale Thereof and Providing for Credit Enhancement with Respect Thereto, and Establishing Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code (**ROLL CALL VOTE**)

Motion by Kelzer-Breeden to adopt Resolution Relating to the General Obligation Facilities Maintenance and Refunding Bonds, Series 2025A; Authorizing the Issuance and Authorizing

the Superintendent or Director of Finance and Operations and Any Board Officer to Award the Sale Thereof and to Take Such Action and Execute All Documents Necessary to Accomplish Said Award and Sale; Authorizing the Issuance and Sale Thereof and Providing for Credit Enhancement with Respect Thereto, and Establishing Compliance with Reimbursement Bond Regulations Under the Internal Revenue Code

Hagen second

Roll Call Vote Taken

All in favor

Motion carried

#### 7.C. Bid Awarding for IAQ

Motion by Bergstrom to Award Bids for IAQ Projects at WHS and District Office as presented, and Timeline Option A.

Hagen second

All in favor

Motion carried

#### 7.D. Proposed 2026-2027 Academic Calendar

Motion by Amott to adopt 2026-2027 Academic Calendar

Kelzer-Breeden second

All in favor

Motion carried

#### 7.E. Reading Curriculum Purchase

Motion by Hagen to approve Reading Curriculum Purchase

Amott second

All in favor

Motion carried.

#### 7.F. Combined Polling Place Resolution (Roll Call Vote)

Motion by Hagen to Adopt Combined Polling Place Resolution

Bergstrom second

Roll Call Vote taken

All in favor

Motion carried

#### 7.G. Second Read Board Policies

Motion by Amott to approve Second Read Board Policies

Kelzer-Breeden second

All in favor

Motion carried

7.G.1. 606.5 Library Materials

7.G.2. 206 NOTICE: Time, Place, and Manner Restrictions and Procedures for School Board Meetings and Public Comments

7.G.3. 513 Student Promotion, Retention, and Program Design

7.G.4. 516 Student Medication

- 7.G.5. 532 Use of Peace Officers and Crisis Teams
- 7.G.6. 535 Service Animals in Schools
- 7.G.7. 608 Instructional Services - Special Education
- 7.G.8. 704 Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System
- 7.G.9. 418 Drug Free Workplace Drug Free School

7.H. Rescind Board Policy 625 Media and Book Selection

## **8. DISCUSSION ITEMS**

8.A. First Read Board Policies

- 8.A.1. 204 School Board Meeting Minutes
- 8.A.2. 425 Staff Development and Mentoring
- 8.A.3. 509 Enrollment of Nonresident Students
- 8.A.4. 709 Student Transportation Policy
- 8.A.5. 806 Crisis Management Policy

## **9. BOARD COMMITTEE REPORTS**

- 9.A. Self-Governance & Superintendent Relations Committee
- 9.B. Finance & Facilities Committee
- 9.C. Policy & Advocacy Committee
- 9.D. Schools Advocating for Fair Funding (SAFF) Representative
- 9.E. Southwest Metro Intermediate District 288 Representative
- 9.F. MSHSL Representative
- 9.G. Special Education Advisory Council
- 9.H. Community Education Advisory Council Representative
- 9.I. Teaching & Learning Advisory Council Representative
- 9.J. City of Waconia Liaison
- 9.K. 110 Foundation: Hagen reported attending a meeting, the Foundation considering up to six fixed meeting dates per year. Hagen schedule to meet with Orono Foundation Staff member to learn more about their program.

10. Enter Closed Meeting RE: Superintendent's Evaluation

Motion by Amott to Enter Closed Meeting RE: Superintendent's Evaluation

Hagen second

All in favor

Motion carried

The school board may close a meeting to evaluate the performance of an individual who is

subject to its authority. MN Open Meeting Law Chapter 13D.05 Subd. 3(a)  
Members will move to Conf. Room C for closed meeting.

**11. ADJOURNMENT**

Motion by Bergstrom to adjourn

Kelzer-Breedon second

All in favor

Motion carried

Meeting adjourned at 8:25 PM

ISD 110 School Board Annual  
Organizational Meeting  
Monday, January 6, 2025 7:00 PM Central

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

## **1. CALL TO ORDER, ADOPTION OF AGENDA, and NOTATION OF MEMBERS IN ATTENDANCE and PLEDGE OF ALLEGIANCE**

Call to order by Acting Chair Bergstrom at 7:00 PM. Members present: Bergstrom, Amott, Hagen, Kelzer-Breeden, Arnita, Rosin, Wilson Members absent: none

Motion by Kelzer-Breeden to adopt agenda  
Hagen second  
All in favor  
Motion carried.

1.A. Ceremonial Oath of Office

## **2. ELECTION OF 2025 ISD 110 BOARD OF EDUCATION OFFICERS**

2.A. Election of 2025 ISD 110 Board Chair

Kelzer-Breeden nominates Amott

2.A.1. Acting Chair calls for nominations (3 times)

2.A.2. Acting Chair closes nominations

Amott elected by acclamation

2.B. Election of 2025 ISD 110 Board Vice Chair/Clerk

Kelzer-Breeden nominates Bergstrom

2.B.1. 2025 Chair calls for nominations (3 times)

2.B.2. 2025 Chair closes nominations

Bergstrom elected by acclamation

2.C. Elect 2025 ISD 110 School Board Treasurer

Hagen nominates Kelzer-Breeden

2.C.1. 2025 Chair calls for nominations (3 times)

2.C.2. 2025 Chair closes nominations

Kelzer-Breeden elected by acclamation

## **3. CONSENT AGENDA**

Motion by Bergstrom to approve Consent Agenda  
Kelzer-Breeden second

All in favor  
Motion carried

3.A. Designate Outside Firms to Represent School District 110:

3.A.1. Legal Counsel/Firms

RECOMMENDATION: Appoint Squires, Waldspurger, & Mace, P.A., Kennedy & Graven Chartered, and Melchert, Hubert, Sjodin, PLLP as the District 110 Legal Counsel.

3.A.2. Official Newspaper

RECOMMENDATION: Designate the Waconia Patriot as official school newspaper for District 110.

3.A.3. Financial Investment and Designated District Depositories

RECOMMENDATION: Old National Bank of Waconia, Security Bank of Waconia, MN Trust, Associated Bank, Mid-Country Bank, and Hometown Bank be designated as depositories for the funds of this District. Representatives of this district are hereby authorized to open or caused to be open an account or accounts with said institutions of such terms, conditions, and agreements as shall be required by said institutions; to endorse or cause to be endorsed in the name of the district, to negotiate, deposit or cause to be deposited in such account or accounts any money, checks, drafts, orders, notes, and other instruments; and to make any other agreements deemed advisable in regard thereto maintaining deposits below the \$250,000 FDIC limit, except where sufficient collateral is provided to insure deposit coverage. Representatives of the district are the Superintendent and Director of Finance and Operations. They are authorized to open new accounts with other federally insured organizations, as needed, in accordance with the above description.

3.B. Adopt Finance and Operations Resolutions:

3.B.1. Adopt Resolution Authorizing Facsimile signatures

RECOMMENDATION: Resolve that District 110 School Board authorizes the Director of Finance and Operations to use facsimile signatures for all school district checks and orders.

3.B.2. Adopt Resolution Determining Local Agency Representatives

RECOMMENDATION: Resolve that as District 110 applies for financial assistance available under federal program, the Superintendent be named as local agency representative and be directed to execute and file applications for and on behalf of the school district and otherwise act as authorized representative of the school district in state and federally funded programs.

3.B.3. Adopt Resolution Authorizing the Lease and/or Purchase of Goods and Services

RECOMMENDATION: Resolve that District 110 School Board authorizes the Superintendent or designee to lease, purchase, and contract for goods and services within the general budget categories pursuant to Minnesota Statute section 123B.52

3.B.4. Adopt Procedure for Auditing Monthly Bills

RECOMMENDATION: The Board will receive a summary of the monthly bills to be approved in their board packet. Board members may audit any specific bills by contacting the Director of Finance and Operations prior to the meeting.

3.B.5. Establish 2025 mileage reimbursement at IRS rate of .70 cents per mile.

3.C. Appointment of District Personnel to Serve as District Representative:

3.C.1. Appoint Superintendent as responsible authority for District 110

3.C.2. Authorize Superintendent to sign for grants on behalf of the school board

3.C.3. Appoint Superintendent as District 110 Transportation Director

3.C.4. Appoint Superintendent as Local Board of Education Action Representative and District's 504 Compliance Coordinator

RECOMMENDATION: Appoint Superintendent to serve as the local board of education representative in filing applications for funds as approved under public law 103.382. (Title I Programs)

3.C.5. Delegate authority to Mary Overby, District 110 Controller to make electronic funds transfers to a designated business administrator or chief financial officer or the officer's designee.

3.C.6. Appoint Director of Special Education as District 110 Homeless Student Representative

**4. MEETING TIMES AND DATES**

4.A. Establish Meeting Dates & Times for the Year

Motion by Kelzer-Breeden to continue with 2<sup>nd</sup> and 4<sup>th</sup> Monday of the month as meeting dates  
Hagen second

All in favor

Motion carried

4.B. Establish Meeting Adjournment Time

RECOMMENDATION: establish all school board meetings adjourn by 10:30 PM, and if needed to resume the meeting at a later date.

Motion by Kelzer-Breeden to establish a 10:30 PM meeting adjournment time

Hagen second

All in favor

Motion carried

**5. DISCUSSION ITEMS**

5.A. 2025 Committee/Representative Assignments

Chair Amott will send interest survey to members.

The 2025 committee/representative assignments are done by the board chair and will be finalized in the days following the organizational meeting.

5.B. Standing Committees per Policy 213:

- Finance & Facilities
- Policy & Advocacy
- Negotiations Committee(s) *as needed*
- Governance (Chair, Vice Chair/Clerk, and Treasurer) *as needed*

- Grievance *as needed*

5.C. Additional committee/representation assignments include:

- Schools Advocating for Fair Funding (5x/year)
- Southwest Metro Intermediate District 288 Representative (11x/year, 3rd Tuesday)
- Minnesota State High School League Representative (1x/year)
- Special Education Advisory Council (1x/year)
- Community Education Advisory Representative (5-6x/year)
- Teaching & Learning Advisory Council (4x/year)
- Liaison to Waconia City Council (12x/year)
- District 110 Foundation Representative (6x/year)
- Elementary PTOs (as needed)
- WMS PTO (as needed)
- Booster Organizations (as needed)

5.D. Board Member Site Visits

Supt. Gersich shared site visit assignments

5.E. Assign Board Mentors to Newly Elected Board Members

Chair Amott will assign mentors.

## 6. **ADJOURNMENT**

Motion by Kelzer-Breeden to adjourn

Bergstrom second

All in favor

Motion carried

Meeting adjourned at 7:26 PM

5. **CONSENT AGENDA**

**Presenter:** Chair  
Amott

5.A. Bills and Wire Transfers

**Presenter:** Pam  
Carman, Director of  
Finance and  
Operations

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613753	WACONIA EDUCATION ASSOCIATION	12/13/2024	R	12,367.35	December
613754	SCHROEDER, DARRIN	12/12/2024	R	1,500.00	December
613755	AFFINETY SOLUTIONS, INC	12/13/2024	R	710.00	December
613757	AMPION PBC	12/13/2024	R	15,339.19	December
613759	BACH, JACOB	12/13/2024	R	50.00	December
613760	BENNETT, GRANT	12/13/2024	R	75.00	December
613761	BLUUM OF MINNESOTA LLC	12/13/2024	R	1,405.24	December
613762	BNR IRRIGATION SERVICES INC	12/13/2024	R	4,216.80	December
613767	CAPITAL ONE TRADE CREDIT	12/13/2024	R	446.15	December
613768	CHANHASSEN ATHLETIC ASSOC	12/13/2024	R	1,500.00	December
613769	CHROMEBOOK PARTS.COM	12/13/2024	R	61.94	December
613770	CITY OF WACONIA	12/13/2024	R	12,187.03	December
613771	COLONY PLAZA, INC	12/13/2024	R	99.52	December
613773	CULLIGAN BOTTLED WATER	12/13/2024	R	630.00	December
613774	DISTRICT 3 DECA	12/13/2024	R	2,320.00	December
613775	DYBSA	12/13/2024	R	475.00	December
613776	DYKSTRA, ETHAN	12/13/2024	R	75.00	December
613777	EAST SIDE LACROSSE	12/13/2024	R	199.98	December
613778	FLAGS USA LLC	12/13/2024	R	210.96	December
613780	GOLD MEDAL MPLS ML55	12/13/2024	R	562.64	December
613782	GOES, JOEY	12/13/2024	R	50.00	December
613783	GRAINGER	12/13/2024	R	62.27	December
613787	HAMMER SPORTS LLC	12/13/2024	R	842.00	December
613789	HANSON SPORTS LLC	12/13/2024	R	722.40	December
613791	HEIBERGER, BENJAMIN	12/13/2024	R	75.00	December
613792	HELGESON, JOSH	12/13/2024	R	114.47	December
613793	HILLYARD/HUTCHINSON	12/13/2024	R	13,175.96	December
613794	INDIANHEAD FS DISTRIBUTOR, INC	12/13/2024	R	22,279.91	December
613795	INFINITE HEALTH COLLABORATIVE	12/13/2024	R	21,750.00	December
613796	INGCO INT'L INC	12/13/2024	R	55.00	December
613797	INNOVATIVE OFFICE SOLUTIONS LL	12/13/2024	R	155.42	December
613798	JACKSON & ASSOCIATES LLC	12/13/2024	R	37,200.00	December
613800	JW PEPPER & SON, INC	12/13/2024	R	31.97	December
613802	KENNAMETAL INC	12/13/2024	R	334.20	December
613808	LAKE COUNTRY SCALE WORKS, INC	12/13/2024	R	520.00	December
613809	LEE'S REFRIGERATION LLC	12/13/2024	R	215.00	December
613812	LVC COMPANIES INC	12/13/2024	R	205.45	December
613813	MACKENTHUN'S FINE FOODS	12/13/2024	R	2,311.36	December
613814	METRO WEST CONFERENCE	12/13/2024	R	5,540.00	December
613816	MINI BIFF LLC	12/13/2024	R	99.96	December
613818	MMEA	12/13/2024	R	400.00	December
613819	MN CLAY CO USA	12/13/2024	R	119.46	December
613821	ODP BUSINESS SOLUTIONS LLC	12/13/2024	R	108.78	December
613822	OFFICE OF MULTILINGUAL LEARNIN	12/13/2024	R	150.00	December
613823	ORONO FOOTBALL ASSOC	12/13/2024	R	255.00	December
613824	PERFORMANCE APPAREL, LLC	12/13/2024	R	630.00	December
613825	PERNSTEINER CREATIVE GROUP, IN	12/13/2024	R	3,204.00	December
613828	PICK A TIME	12/13/2024	R	8.10	December
613829	PIVOTALOGIC, INC.	12/13/2024	R	8,333.33	December
613830	PREP TIME PRINTING	12/13/2024	R	7.00	December
613832	ROTHSTEIN, NOLAN	12/13/2024	R	75.00	December
613834	SCHLOUGH, OLIVER	12/13/2024	R	50.00	December
613836	SCHOLASTIC, INC	12/13/2024	R	68.75	December
613837	SCHOOL SPECIALTY, LLC	12/13/2024	R	123.00	December
613841	SOUTHWEST METRO INTERMEDIATE D	12/13/2024	R	51,289.15	December
613842	SPARBY, JOSHUA	12/13/2024	R	75.00	December

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613843	SQUIRES,WALDSPURGER & MACE PA	12/13/2024	R	16,754.00	December
613844	STAPLES ADVANTAGE	12/13/2024	R	53.78	December
613845	STAR GROUP LLC	12/13/2024	R	9.68	December
613846	STEJSKAL, MAX	12/13/2024	R	75.00	December
613847	TCI-TEACHERS' CURRICULUM INSTI	12/13/2024	R	44.00	December
613848	TERRAFORM PHOENIX II ARCADIA	12/13/2024	R	136.03	December
613850	TINTES, MATTHEW	12/13/2024	R	551.00	December
613851	TRINITY LUTHERAN SCHOOL	12/13/2024	R	40,691.79	December
613852	TYHURST, KENDALL	12/13/2024	R	75.00	December
613853	UPS	12/13/2024	R	4.40	December
613855	WA-CO REPAIR	12/13/2024	R	41.84	December
613856	WEX BANK	12/13/2024	R	328.32	December
613857	WHEELCHAIR LIBERTY	12/13/2024	R	91.00	December
613858	WINSTED SOLAR LLC	12/13/2024	R	5,721.12	December
613859	WOELFEL, KADEN	12/13/2024	R	50.00	December
613860	WYATT, COLTON	12/13/2024	R	100.00	December
613861	PAUSCH, COLTEN	12/13/2024	R	80.00	December
613862	ALGAJER, ETHAN	12/17/2024	R	526.23	December
613863	ALT, CALVIN	12/17/2024	R	40.00	December
613864	BAUMANN, ETHAN	12/17/2024	R	779.60	December
613865	BERTOSSI, NOAH	12/17/2024	R	584.70	December
613866	BOYUM, COLTON	12/17/2024	R	292.35	December
613867	BURMAN, PORTER	12/17/2024	R	467.76	December
613868	BUTLER, MIKE	12/17/2024	R	818.58	December
613869	CASTILLO, VAN	12/17/2024	R	155.92	December
613870	CONNELL, SYDNEY	12/17/2024	R	97.45	December
613871	DIETZ, CARTER	12/17/2024	R	194.90	December
613872	EISCHENS, BRAD	12/17/2024	R	779.60	December
613873	ERENSTEIN, COLTON	12/17/2024	R	350.82	December
613874	GOTREAU, RYAN	12/17/2024	R	779.60	December
613875	HAYFORD, JACKSON	12/17/2024	R	389.80	December
613876	HERMAN, KADEN	12/17/2024	R	1,199.00	December
613877	JAHNKE, COOPER	12/17/2024	R	779.60	December
613878	KELLEY, MAX	12/17/2024	R	100.00	December
613879	LILLESTOL, TYLER	12/17/2024	R	233.88	December
613880	MARKER, SOREN	12/17/2024	R	818.58	December
613881	MEDINA, PEDRO	12/17/2024	R	838.07	December
613882	MELANCON, WILLIAM	12/17/2024	R	565.21	December
613883	MILLER, MAX	12/17/2024	R	760.11	December
613884	NEENAN, FINN	12/17/2024	R	604.19	December
613885	PHILLIPS, BLAKE	12/17/2024	R	779.60	December
613886	SMITH, ISAAC	12/17/2024	R	1,216.25	December
613887	STEFFEN, JACK	12/17/2024	R	389.80	December
613888	STOCK, MASON	12/17/2024	R	370.31	December
613889	SWANSON, QUINN	12/17/2024	R	506.74	December
613890	TORNIO, JAKE	12/17/2024	R	100.00	December
613891	UNGUREANU, ANDREIA	12/17/2024	R	116.94	December
613892	SECURITY BANK & TRUST CO	12/17/2024	R	680.00	December
613893	ABRAKADOODLE	12/20/2024	R	608.00	December
613894	ADAMS PEST CONTROL CO INC	12/20/2024	R	252.17	December
613895	AIM ELECTRONICS INC	12/20/2024	R	135.00	December
613896	AIRBORNE ATHLETICS INC	12/20/2024	R	5,247.50	December
613897	AVIBEN	12/20/2024	R	553.57	December
613898	BACH, BENJAMIN	12/20/2024	R	128.00	December
613899	BACH, MATTHEW	12/20/2024	R	48.00	December
613900	BENNETT, GRANT	12/20/2024	R	75.00	December

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
613901	BEST BUY BUSINESS ADV ACCT	12/20/2024	R	611.71	December
613902	BIFFS, INC	12/20/2024	R	196.00	December
613903	BIO-RAD LABORATORIES INC	12/20/2024	R	444.51	December
613904	BLOOMINGTON JEFFERSON HS	12/20/2024	R	200.00	December
613905	BLUE 84	12/20/2024	R	639.07	December
613906	BRAINERD HIGH SCHOOL	12/20/2024	R	200.00	December
613907	BRETHORST, KURT	12/20/2024	R	134.00	December
613908	BRIGHTWORKS	12/20/2024	R	250.00	December
613909	BROWN, AUDREY	12/20/2024	R	25.00	December
613910	BUFFALO HIGH SCHOOL	12/20/2024	R	675.00	December
613911	BURAU, DREW	12/20/2024	R	95.00	December
613912	BUSH, ANDREW	12/20/2024	R	150.00	December
613913	CARLSON, EMMA	12/20/2024	R	125.00	December
613914	CATALYST SOURCING SOLUTIONS	12/20/2024	R	845.37	December
613915	CDW GOVERNMENT LLC	12/20/2024	R	7,756.00	December
613916	CENTRAL MCGOWAN INC	12/20/2024	R	43.96	December
613917	CLARK, BRODIE	12/20/2024	R	94.00	December
613918	COOK, ANDREW	12/20/2024	R	95.00	December
613919	DC-LITCH COOP	12/20/2024	R	80.00	December
613920	DOORWAY TO COLLEGE FOUNDATION	12/20/2024	R	1,032.00	December
613921	DYKSTRA, ETHAN	12/20/2024	R	150.00	December
613922	EAST RIDGE HIGH SCHOOL	12/20/2024	R	300.00	December
613923	ECM PUBLISHERS, INC	12/20/2024	R	220.50	December
613924	EDMENTUM INC	12/20/2024	R	34.48	December
613925	EDU-CATERING CONSULTING, INC	12/20/2024	R	1,521.00	December
613926	FREY, DAVID	12/20/2024	R	148.00	December
613927	GAME ONE	12/20/2024	R	341.25	December
613928	GEARMAN, MICHAEL	12/20/2024	R	162.00	December
613929	GLASER, LANE	12/20/2024	R	175.00	December
613930	GORES, JOEY	12/20/2024	R	50.00	December
613931	GRALAPP, CRAIG	12/20/2024	R	134.00	December
613932	GRIMM, LAUREN	12/20/2024	R	75.00	December
613933	GRISWOLD, KEVIN	12/20/2024	R	148.00	December
613934	H&B SPECIALIZED PRODUCTS	12/20/2024	R	2,530.00	December
613935	HAMMER SPORTS LLC	12/20/2024	R	278.00	December
613936	HEIBERGER, BENJAMIN	12/20/2024	R	75.00	December
613937	HERZOG, JASON	12/20/2024	R	148.00	December
613938	HIGH POINT NETWORKS, LLC	12/20/2024	R	712.00	December
613939	HILLYARD/HUTCHINSON	12/20/2024	R	1,141.70	December
613940	IMAGINE LEARNING LLC	12/20/2024	R	1,125.00	December
613941	INDIANHEAD FS DISTRIBUTOR, INC	12/20/2024	R	25,864.98	December
613942	INNOVATIONAL WATER SOLUTIONS I	12/20/2024	R	573.00	December
613943	JOSTENS	12/20/2024	R	1,565.45	December
613944	KENNEDY & GRAVEN, CHARTERED	12/20/2024	R	975.00	December
613945	KOCH SCHOOL BUS SERVICE, INC	12/20/2024	R	370,677.92	December
613946	LAKES COUNTRY SERVICE COOPERAT	12/20/2024	R	2,432.00	December
613947	LAVONE, PAT	12/20/2024	R	1,656.00	December
613948	LEE'S REFRIGERATION LLC	12/20/2024	R	356.50	December
613949	LIGHTSPEED TECHNOLOGIES INC	12/20/2024	R	96.00	December
613950	LOFFLER COMPANIES	12/20/2024	R	559.82	December
613951	LUESSENHEIDE, RYAN	12/20/2024	R	95.00	December
613952	LYNCH, KEVIN	12/20/2024	R	4,560.00	December
613953	MAJERUS, LONDON	12/20/2024	R	100.00	December
613954	MARECK, BRENT	12/20/2024	R	229.00	December
613955	MCEA EXECUTIVE OFFICE	12/20/2024	R	1,335.00	December
613956	MCLEAN, JON	12/20/2024	R	95.00	December

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613957	MEI TOTAL ELEVATOR SOLUTIONS	12/20/2024	R	1,582.00	December
613958	MID-COUNTY CO-OP	12/20/2024	R	609.50	December
613959	MINNEAPOLIS SOUTH HS	12/20/2024	R	325.00	December
613960	MINNETONKA HIGH SCHOOL ATHLETI	12/20/2024	R	200.00	December
613961	MOUND WESTONKA HS	12/20/2024	R	300.00	December
613962	MRI SOFTWARE LLC	12/20/2024	R	264.50	December
613963	MUSIC MART	12/20/2024	R	769.62	December
613964	MYAS	12/20/2024	R	680.00	December
613965	NEW PRAGUE HIGH SCHOOL	12/20/2024	R	150.00	December
613966	NICKLAUS, TODD	12/20/2024	R	134.00	December
613967	O'BRIAN, COLIN	12/20/2024	R	323.00	December
613968	OBERG, JOSEPH	12/20/2024	R	94.00	December
613969	ONDREY, JOHN	12/20/2024	R	95.00	December
613970	ONELL, JACKSON	12/20/2024	R	100.00	December
613971	PARPART, NATE	12/20/2024	R	95.00	December
613972	PARTS CITY WACONIA	12/20/2024	R	149.99	December
613973	PLANSOURCE BENEFITS ADMIN INC	12/20/2024	R	3,219.36	December
613974	PRIOR LAKE HIGH SCHOOL	12/20/2024	R	550.00	December
613975	RACH, PATRICK	12/20/2024	R	162.00	December
613976	REGENTS OF THE U OF MN	12/20/2024	R	984.00	December
613977	RELIABLE MEDICAL SUPPLY LLC	12/20/2024	R	635.00	December
613978	RESSIE, KATIE	12/20/2024	R	95.00	December
613979	RIECK, ELLEN	12/20/2024	R	100.00	December
613980	RK PHOTOGRAPHY	12/20/2024	R	525.00	December
613981	ROEMHILDT, CHRISTIAN	12/20/2024	R	134.00	December
613982	ROTHSTEIN, COLETTA	12/20/2024	R	150.00	December
613983	ROTHSTEIN, NOLAN	12/20/2024	R	75.00	December
613984	SAFARI ISLAND COMMUNITY CENTER	12/20/2024	R	915.00	December
613985	SANTAVY, KEVIN	12/20/2024	R	175.00	December
613986	SCHEFF, GREG	12/20/2024	R	95.00	December
613987	SCHOLASTIC INC	12/20/2024	R	40.07	December
613988	SCHREPPFER, TONY	12/20/2024	R	95.00	December
613989	SOCIAL THINKING PUBLISHING	12/20/2024	R	40.20	December
613990	SONNEK, JONATHAN	12/20/2024	R	150.00	December
613991	SOUTHWEST CHRISTIAN HS	12/20/2024	R	400.00	December
613992	ST MICHAEL-ALBERTVILLE HS	12/20/2024	R	685.00	December
613993	STEWART CRAFTS	12/20/2024	R	88.00	December
613994	STOLPE, LAURA	12/20/2024	R	100.00	December
613995	STUSYNSKI, ELOISE	12/20/2024	R	50.00	December
613997	TINTES, MATTHEW	12/20/2024	R	174.00	December
613998	TOWNSEND, KEITH	12/20/2024	R	175.00	December
613999	TRAINING HAUS	12/20/2024	R	10,281.60	December
614000	UHL CO	12/20/2024	R	990.64	December
614001	UNITED FARMERS COOPERATIVE	12/20/2024	R	1,677.10	December
614002	WAYNE DAUWALTER PLUMBING	12/20/2024	R	1,057.50	December
614003	WEBER, JASON	12/20/2024	R	67.00	December
614004	WM CORPORATE SERVICES INC	12/20/2024	R	2,724.39	December
614005	WOYNO, JAMES	12/20/2024	R	75.00	December
614006	WRIGHT, BRITTANY	12/20/2024	R	100.00	December
614007	BRAUN, KHERINGTON	12/23/2024	R	75.00	December
614008	HEGER'S DAIRY LLC	12/23/2024	R	6,585.49	December
614009	MAYER LUMBER CO, INC	12/23/2024	R	6,562.54	December
614010	PAN-O-GOLD BAKING CO	12/23/2024	R	3,435.55	December
614011	TRIO SUPPLY COMPANY	12/23/2024	R	1,247.95	December
614012	EYE MED-FIDELITY SECURITY LIFE	12/30/2024	R	1,987.40	December
614013	NCPERS GROUP LIFE INS	12/30/2024	R	96.00	December

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614014	SCHOOL SERVICE EMPLOYEES	12/30/2024	R	815.42	December
614015	WACONIA EDUCATION ASSOCIATION	12/30/2024	R	12,367.35	December
614016	ANDERSON'S	01/03/2025	R	751.96	January
614017	ANTHEM SPORTS, LLC	01/03/2025	R	8,163.51	January
614018	APPLE INC	01/03/2025	R	329.00	January
614019	BACH, BENJAMIN	01/03/2025	R	128.00	January
614020	BACH, MATTHEW	01/03/2025	R	136.00	January
614021	CANON FINANCIAL SERVICES INC	01/03/2025	R	890.18	January
614022	COREMARK METALS	01/03/2025	R	1,377.96	January
614023	DAHL, ANTHONY	01/03/2025	R	95.00	January
614024	DISCOUNT SCHOOL SUPPLY	01/03/2025	R	134.56	January
614025	ECM PUBLISHERS, INC	01/03/2025	R	84.00	January
614026	FRANCZAK, JOHN	01/03/2025	R	67.00	January
614027	FREY, DAVID	01/03/2025	R	33.00	January
614028	GAME ONE	01/03/2025	R	2,514.75	January
614029	GEARMAN, MICHAEL	01/03/2025	R	95.00	January
614030	GRAINGER	01/03/2025	R	405.82	January
614031	GRALAPP, CRAIG	01/03/2025	R	134.00	January
614032	GREENE, KELLY	01/03/2025	R	323.00	January
614033	GRISWOLD, KEVIN	01/03/2025	R	27.00	January
614034	HEALTH-E PRO	01/03/2025	R	780.00	January
614035	HERZOG, JASON	01/03/2025	R	33.00	January
614036	HOT BED LACROSSE	01/03/2025	R	15,650.00	January
614037	IEA, INC	01/03/2025	R	813.81	January
614038	INDIANHEAD FS DISTRIBUTOR, INC	01/03/2025	R	49,340.37	January
614039	INGCO INT'L INC	01/03/2025	R	55.00	January
614040	KULLY SUPPLY COMPANY	01/03/2025	R	1,316.79	January
614041	LAVIGNE, DAVID	01/03/2025	R	175.00	January
614042	MAJERUS, REESE	01/03/2025	R	75.00	January
614043	MARECK, BRENT	01/03/2025	R	134.00	January
614044	MILLETTE, JOSEPH	01/03/2025	R	148.00	January
614045	MINI BIFF LLC	01/03/2025	R	115.26	January
614046	OFFICE OF MNIT SERVICES	01/03/2025	R	140.70	January
614047	PERFORMANCE FOODSERVICE	01/03/2025	R	2,789.94	January
614048	SANDE, JUSTIN	01/03/2025	R	240.00	January
614049	SKYWARD ACCOUNTING DEPT	01/03/2025	R	175.00	January
614050	SOUTHWEST METRO INTERMEDIATE D	01/03/2025	R	6,880.95	January
614051	TCI-TEACHERS' CURRICULUM INSTI	01/03/2025	R	228.00	January
614052	TRIO SUPPLY COMPANY	01/03/2025	R	174.05	January
614053	TWISTED PLAYS	01/03/2025	R	96.99	January
614054	UHL CO	01/03/2025	R	6,285.32	January
614055	US POSTAL SERVICE	01/03/2025	R	700.00	January
614056	WILLIS, JESSIE	01/03/2025	R	390.00	January
614057	PETERSON, NICOLE	01/07/2025	R	10.45	January
614058	SCHMIEG, HEIDI	01/07/2025	R	50.00	January
614059	MEYERES, JOHN	01/07/2025	R	55.00	January
614060	AMAZON CAPITAL SERVICES	01/09/2025	R	5,979.54	January
614061	ALPHA WIRELESS COMMUNICATIONS	01/10/2025	R	378.00	January
614062	AMPION PBC	01/10/2025	R	8,189.37	January
614063	ANDERSON'S	01/10/2025	R	780.47	January
614064	ANOKA HIGH SCHOOL	01/10/2025	R	300.00	January
614065	AVIBEN	01/10/2025	R	256.69	January
614066	BEHRENS, CHARLES	01/10/2025	R	75.00	January
614067	BEST BUY BUSINESS ADV ACCT	01/10/2025	R	567.40	January
614068	BNR IRRIGATION SERVICES INC	01/10/2025	R	1,671.00	January
614069	BSN SPORTS LLC	01/10/2025	R	245.48	January

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614070	CAPITAL ONE TRADE CREDIT	01/10/2025	R	508.93	January
614071	CARLSON, EMMA	01/10/2025	R	75.00	January
614072	CARVER COUNTY FINANCE	01/10/2025	R	120.00	January
614073	CARVER CO ELECTIONS & LICENSIN	01/10/2025	R	2,194.43	January
614074	COLLEGE BOARD	01/10/2025	R	1,264.50	January
614075	COMMITTEE FOR CHILDREN	01/10/2025	R	152.00	January
614076	COMMUNICATION SOLUTIONS OF MN	01/10/2025	R	862.13	January
614077	CULLIGAN BOTTLED WATER	01/10/2025	R	270.00	January
614078	DEMCO, INC	01/10/2025	R	80.75	January
614079	ECM PUBLISHERS, INC	01/10/2025	R	210.00	January
614080	EDGEK HOCKEY LLC	01/10/2025	R	165.00	January
614081	EXTRON ELECTRONICS	01/10/2025	R	846.36	January
614082	FLIGHT DECK ATHLETICS	01/10/2025	R	2,943.50	January
614083	GRAINGER	01/10/2025	R	1,041.26	January
614084	GREENE, SPENCER	01/10/2025	R	148.00	January
614085	HAMMER SPORTS LLC	01/10/2025	R	564.00	January
614086	HELEN SOLAR LLC	01/10/2025	R	2,389.89	January
614087	HENDRYCKS, PHIL	01/10/2025	R	972.00	January
614088	HENNEPIN COUNTY TREASURER	01/10/2025	R	190.00	January
614089	HLS GROUP	01/10/2025	R	2,132.40	January
614090	HOWELLS, JESSICA	01/10/2025	R	150.00	January
614091	INNOVATIVE OFFICE SOLUTIONS LL	01/10/2025	R	507.48	January
614092	KENNAMETAL INC	01/10/2025	R	392.20	January
614093	KKC TAE KWON DO	01/10/2025	R	882.00	January
614094	LOFFLER COMPANIES	01/10/2025	R	3,643.94	January
614095	MAJERUS, LONDON	01/10/2025	R	75.00	January
614096	MAJERUS, REESE	01/10/2025	R	75.00	January
614097	METRONET	01/10/2025	R	1,874.62	January
614099	MN HISTORICAL SOCIETY	01/10/2025	R	536.00	January
614100	MUSIC MART	01/10/2025	R	1,085.40	January
614101	OTC BRANDS INC	01/10/2025	R	83.84	January
614102	PERRY WEATHER	01/10/2025	R	1,300.00	January
614103	QUADIENT LEASING USA INC	01/10/2025	R	650.22	January
614104	REED WHOLESALE & OCS	01/10/2025	R	1,650.70	January
614105	ROTHSTEIN, COLETTA	01/10/2025	R	75.00	January
614106	SHERWIN-WILLIAMS CO	01/10/2025	R	250.25	January
614107	SOCIAL STUDIES SCHOOL SERVICE	01/10/2025	R	451.94	January
614108	SONNEK, JONATHAN	01/10/2025	R	75.00	January
614109	SOUTHWEST METRO INTERMEDIATE D	01/10/2025	R	44,836.33	January
614110	SOUTHWEST CHRISTIAN HS	01/10/2025	R	200.00	January
614111	SPARBY, JOSHUA	01/10/2025	R	75.00	January
614112	STAPLES ADVANTAGE	01/10/2025	R	570.09	January
614113	BETHEA-STARKS, QUINCY	01/10/2025	R	95.00	January
614114	STEP SAVER, INC	01/10/2025	R	304.11	January
614115	STORMS WELDING & MFG	01/10/2025	R	364.17	January
614116	STUSYNSKI, ELOISE	01/10/2025	R	75.00	January
614117	TERRAFORM PHOENIX II ARCADIA	01/10/2025	R	81.94	January
614118	UPS	01/10/2025	R	47.47	January
614119	WACONIA CHAMBER OF COMMERCE	01/10/2025	R	1,600.00	January
614120	WASNES, SANDY	01/10/2025	R	56.00	January
614121	WINSTED SOLAR LLC	01/10/2025	R	3,295.70	January
614122	WOYNO, JAMES	01/10/2025	R	75.00	January
614123	WACONIA EDUCATION ASSOCIATION	01/15/2025	R	12,367.35	January
614124	AFFINETY SOLUTIONS, INC	01/17/2025	R	725.00	January
614125	AMAZING ATHLETES OF CENTRAL MN	01/17/2025	R	1,680.00	January
614126	ARENZ, NICHOLAS	01/17/2025	R	134.00	January

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614127	AUGUST ASH INCORPORATED	01/17/2025	R	1,275.00	January
614128	BACH, MATTHEW	01/17/2025	R	240.00	January
614129	BAKER, MICHAEL	01/17/2025	R	134.00	January
614130	BATTERIES R US	01/17/2025	R	385.94	January
614131	BIFFS, INC	01/17/2025	R	196.00	January
614132	BOISJOLIE, TIMOTHY	01/17/2025	R	175.00	January
614133	BOND TRUST SERVICES CORP	01/17/2025	R	475.00	January
614134	BOOTLACE CONSTRUCTION	01/17/2025	R	5,600.00	January
614136	CENTRAL MCGOWAN INC	01/17/2025	R	257.95	January
614137	CHILDREN'S THEATRE COMPANY	01/17/2025	R	2,065.00	January
614138	CITY OF WACONIA	01/17/2025	R	9,816.92	January
614139	CODDINGTON, MICHAEL	01/17/2025	R	290.00	January
614140	COLEMAN, TAMMIE	01/17/2025	R	100.00	January
614141	COLONY PLAZA, INC	01/17/2025	R	179.97	January
614142	CURFMAN TRUCKING & REPAIR, INC	01/17/2025	R	20,795.00	January
614143	DAHL, ANTHONY	01/17/2025	R	95.00	January
614144	DIAMOND VOGEL PAINT	01/17/2025	R	399.88	January
614145	DISCOUNT SCHOOL SUPPLY	01/17/2025	R	17.99	January
614146	ECM PUBLISHERS, INC	01/17/2025	R	220.50	January
614147	EDEN PRAIRIE HIGH SCHOOL	01/17/2025	R	225.00	January
614148	ELITE TEAM ATHLETICS, LLC	01/17/2025	R	892.93	January
614149	ELSMORE SWIM SHOP	01/17/2025	R	671.45	January
614150	EPBBA INC	01/17/2025	R	990.00	January
614151	FASCHING, COLE	01/17/2025	R	95.00	January
614152	FLAGSHIP RECREATION	01/17/2025	R	1,962.65	January
614153	GEARMAN, MICHAEL	01/17/2025	R	95.00	January
614154	GENEREUX, PAUL	01/17/2025	R	190.00	January
614155	GERIS, BROCK	01/17/2025	R	99.00	January
614156	GRAMS, RYAN	01/17/2025	R	229.00	January
614157	GRAND, TAYLOR	01/17/2025	R	1,020.00	January
614158	GREAT LAKES COCA-COLA DIST	01/17/2025	R	3,144.29	January
614159	GRISWOLD, KEVIN	01/17/2025	R	94.00	January
614160	HAAS, CASEY	01/17/2025	R	229.00	January
614161	HAMMER SPORTS LLC	01/17/2025	R	282.00	January
614162	HAPPY FEET SOCCER TWIN CITIES	01/17/2025	R	972.00	January
614163	HEGER'S DAIRY LLC	01/17/2025	R	4,916.21	January
614164	HEMZE, JON	01/17/2025	R	80.00	January
614165	HENNEPIN COUNTY TREASURER	01/17/2025	R	514.12	January
614166	HILLYARD/HUTCHINSON	01/17/2025	R	2,896.54	January
614167	KIDCREATE STUDIO	01/17/2025	R	1,321.00	January
614168	KOCKELMAN, DEAN	01/17/2025	R	95.00	January
614169	KUPHAL, BRENT	01/17/2025	R	134.00	January
614170	LANGE, JEFF	01/17/2025	R	162.00	January
614171	LANO EQUIPMENT INC	01/17/2025	R	440.41	January
614172	LAVIGNE, DAVID	01/17/2025	R	175.00	January
614173	LAVONE, PAT	01/17/2025	R	505.60	January
614174	LOFFLER COMPANIES	01/17/2025	R	4,077.06	January
614175	LUESSENHEIDE, RYAN	01/17/2025	R	95.00	January
614176	MAKOWSKE, STEVE	01/17/2025	R	95.00	January
614177	MERRITT, GEDRIC	01/17/2025	R	100.00	January
614178	MILLER, RHONDI	01/17/2025	R	100.00	January
614179	MISNER, MICHAEL	01/17/2025	R	164.00	January
614180	MN DEPT LABOR & INDUSTRY	01/17/2025	R	300.00	January
614181	MN SWIM COACHES ASSOC	01/17/2025	R	150.00	January
614182	MSBA	01/17/2025	R	670.00	January
614183	MUELLER, AMANDA	01/17/2025	R	100.00	January

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614184	NAUGHTON, MOLLIE	01/17/2025	R	100.00	January
614185	NEXT LEVEL BASEBALL LLC	01/17/2025	R	800.00	January
614186	O'BRIAN, COLIN	01/17/2025	R	82.00	January
614187	PAN-O-GOLD BAKING CO	01/17/2025	R	2,375.85	January
614188	PARTS CITY WACONIA	01/17/2025	R	554.97	January
614189	PATRICK McNUTT SERVICE & PARTS	01/17/2025	R	2,243.23	January
614190	PICK A TIME	01/17/2025	R	5.10	January
614191	PIONEER VALLEY EDUCATIONAL PRE	01/17/2025	R	143.00	January
614192	PREP TIME PRINTING	01/17/2025	R	7.00	January
614193	SAFETYFIRST PLAYGROUND MAINT	01/17/2025	R	935.10	January
614194	SCHAEFER, EDWARD	01/17/2025	R	181.00	January
614195	SCHEFF, GREG	01/17/2025	R	134.00	January
614196	SCHERBER, DREW	01/17/2025	R	95.00	January
614197	SCHOOL SPECIALTY, LLC	01/17/2025	R	184.58	January
614198	SOBIECH, PATRICK	01/17/2025	R	95.00	January
614199	SPENCER, RICKY	01/17/2025	R	95.00	January
614200	SQUIRES,WALDSPURGER & MACE PA	01/17/2025	R	2,176.00	January
614201	STATE SUPPLY COMPANY	01/17/2025	R	1,095.45	January
614202	TAGGATZ, ELAINE	01/17/2025	R	100.00	January
614203	TECH CHECK, LLC	01/17/2025	R	2,532.65	January
614204	TINTES, MATTHEW	01/17/2025	R	1,171.00	January
614205	TRIO SUPPLY COMPANY	01/17/2025	R	249.48	January
614206	UHL CO	01/17/2025	R	545.00	January
614207	UNGARO, NICHOLAS	01/17/2025	R	82.00	January
614208	WASNESS, SANDY	01/17/2025	R	68.00	January
614210	WITCRAFT, RYAN	01/17/2025	R	268.00	January
614211	WM CORPORATE SERVICES INC	01/17/2025	R	2,545.89	January
202400600	EDUCATIONAL SUPPORT PARA UNION	12/13/2024	W	1,431.40	December
202400601	INTERNAL REVENUE SERVICE	12/13/2024	W	377,248.66	December
202400602	LIFE INS CO OF NORTH AMERICA	12/13/2024	W	4,341.47	December
202400603	MN CHILD SUPPORT PYMT CENTER	12/13/2024	W	150.50	December
202400604	MN DEPT OF REVENUE	12/13/2024	W	60,473.69	December
202400605	MN TEACHERS RETIREMENT ASSN	12/13/2024	W	221,752.17	December
202400606	PERA	12/13/2024	W	55,315.36	December
202400607	AVIBEN	12/13/2024	W	67,401.32	December
202400608	ONEBRIDGE BENEFITS, INC.	12/13/2024	W	4,846.64	December
202400609	BLUE CROSS AND BLUE SHIELD OF	12/23/2024	W	717,818.84	December
202400611	EDUCATIONAL SUPPORT PARA UNION	12/30/2024	W	1,444.87	December
202400612	INTERNAL REVENUE SERVICE	12/30/2024	W	286,893.24	December
202400613	LIFE INS CO OF NORTH AMERICA	12/30/2024	W	6,226.14	December
202400614	MN CHILD SUPPORT PYMT CENTER	12/30/2024	W	128.00	December
202400615	MN DEPT OF REVENUE	12/30/2024	W	44,767.20	December
202400616	MN TEACHERS RETIREMENT ASSN	12/30/2024	W	156,352.49	December
202400617	PERA	12/30/2024	W	50,671.46	December
202400618	AVIBEN	12/30/2024	W	66,164.72	December
202400619	ONEBRIDGE BENEFITS, INC.	12/30/2024	W	4,846.64	December
202400620	PMA SECURITIES LLC	12/15/2024	W	252.68	December
202400621	SECURITY BANK & TRUST CO	12/31/2024	W	96.95	December
202400622	BRI PARENT, INC	12/31/2024	W	392.25	December
202400623	ONEBRIDGE BENEFITS, INC.	12/16/2024	W	970.50	December
202400624	AUTHORIZE.NET	12/03/2024	W	20.00	December
202400625	EDUTRAK LLC	12/10/2024	W	4,661.00	December
202400626	SFM	12/26/2024	W	29,467.00	December
202400627	XCEL ENERGY	12/01/2024	W	14,719.61	December
202400627	XCEL ENERGY	12/23/2024	W	110.85	December
202400628	AT&T MOBILITY	12/06/2024	W	147.37	December

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202400629	T-MOBILE	12/09/2024	W	448.67	December
202400630	CENTERPOINT ENERGY	12/24/2024	W	34,379.31	December
202400632	JOANN FABRICS	01/10/2025	W	2,699.50	January
202400633	ALDI	01/10/2025	W	243.39	January
202400634	FLEET FARM	01/10/2025	W	1,441.88	January
202400635	PARTSTOWN	01/10/2025	W	184.76	January
202400638	TARGET BANK	01/10/2025	W	464.76	January
202400640	SUPPLYHOUSE.COM	01/10/2025	W	221.72	January
202400643	DOMINO'S PIZZA	01/10/2025	W	67.42	January
202400645	ACCUCUT	01/10/2025	W	65.50	January
202400646	MN SECRETARY OF STATE-NOTARY	01/10/2025	W	120.00	January
202400647	KALAHARI DEVELOPMENT LLC	01/10/2025	W	440.04	January
202400651	MAKEPRINTPLAY LTD	01/10/2025	W	30.00	January
202400653	MMEA	01/10/2025	W	963.75	January
202400654	SCOREFLIPPERS LLC	01/10/2025	W	200.00	January
202400655	NAFME	01/10/2025	W	151.00	January
202400656	UPS STORE	01/10/2025	W	30.24	January
202400657	MN VALLEY ELECTRIC CORP	01/10/2025	W	28,304.13	January
202400659	MN SCHOOL SOCIAL WORKERS ASSOC	01/10/2025	W	65.00	January
202400660	TPRS BOOKS	01/10/2025	W	42.00	January
202400661	VENTRIS LEARNING LLC	01/10/2025	W	90.00	January
202400662	BMO-MASTERCARD BILLING	01/10/2025	W	96.00	January
202400663	PORTOLITE PRODUCTS INC	01/10/2025	W	3,200.00	January
202400664	MACTA	01/10/2025	W	50.00	January
202400666	EPBA	01/10/2025	W	464.46	January
202400667	PLAY	01/10/2025	W	2,579.75	January
202400668	MINNETONKA BASEBALL ASSOC	01/10/2025	W	1,496.35	January
202400672	MANKATO AREA YOUTH BASEBALL AS	01/10/2025	W	490.20	January
202400673	BECKER YOUTH BASEBALL ASSOCIAT	01/10/2025	W	490.20	January
202400674	VALLEY ATHLETIC ASSOCIATION	01/10/2025	W	464.46	January
202400676	SYBA (SHAKOPEE Y. BASEBALL)	01/10/2025	W	925.00	January
202400677	EDINA BASEBALL ASSOCIATION	01/10/2025	W	928.92	January
202400680	EAGAN TRAVEL BASEBALL	01/10/2025	W	475.00	January
202400681	BTBA (BLOOMINGTON BASEBALL ASS	01/10/2025	W	1,083.40	January
202400683	CHASKA BASEBALL ASSOCIATION	01/10/2025	W	464.46	January
202400684	RYBA	01/10/2025	W	490.20	January
202400685	SODERVILLE BLAINE ATHLETIC ASS	01/10/2025	W	515.95	January
202400687	BROOKLYN PARK ATH. ASSOC.	01/10/2025	W	464.50	January
202400688	COMFORT INN AND SUITES	01/10/2025	W	2,708.64	January
202400689	ART OF EDUCATION UNIV LLC	01/10/2025	W	152.00	January
202400690	B&H PHOTO-VIDEO	01/10/2025	W	18.96	January
202400691	SCHOOLPSYCH.COM LLC	01/10/2025	W	99.00	January
202400693	MSHSECA	01/10/2025	W	976.00	January
202400694	SOUTHWEST METRO INTERMEDIATE D	01/10/2025	W	320.00	January
202400695	TEACHERS SYNERGY, LLC	01/10/2025	W	18.00	January
202400696	ROCKET SCIENCE GROUP, LLC	01/10/2025	W	300.00	January
202400699	MIDWEST CLINIC	01/10/2025	W	220.00	January
202400701	GARLAND ACTIVEWEAR	01/10/2025	W	3,036.00	January
202400702	SPIRALEDGE INC	01/10/2025	W	674.25	January
202400706	META	01/10/2025	W	41.30	January
202400709	CLIFTONLARSONALLEN	01/10/2025	W	600.00	January
202400711	SQUARESPACE INC	01/10/2025	W	296.00	January
202400716	ASB CLASSROOM LLC	01/10/2025	W	99.00	January
202400724	INTERNAL REVENUE SERVICE	01/15/2025	W	267,611.91	January
202400726	MN CHILD SUPPORT PYMT CENTER	01/15/2025	W	128.00	January
202400727	MN DEPT OF REVENUE	01/15/2025	W	42,821.27	January

CHECK NUMBER	VENDOR	CHECK DATE	CHE TYP	AMOUNT	POST MONTH
202400728	MN TEACHERS RETIREMENT ASSN	01/15/2025	W	151,584.27	January
202400729	PERA	01/15/2025	W	47,353.25	January
202400730	AVIBEN	01/15/2025	W	63,030.91	January
242500031	CARLISLE, JOSHUA	12/19/2024	A	26.63	December
242500032	HANNES, JAKE	12/19/2024	A	219.80	December
242500033	HUAMAN, KATHRYN	12/19/2024	A	267.87	December
242500034	NEIBAUER, DUSTIN	12/19/2024	A	244.58	December
242500035	SPARBY, PAUL	12/19/2024	A	42.80	December
242500036	VANDERLINDE, LEE	12/19/2024	A	150.00	December
242500037	WAMRE, HEIDI	12/19/2024	A	23.79	December
242500038	BRAUN, TRACY	01/09/2025	A	102.80	January
242500039	DAVISON, AMY	01/09/2025	A	15.41	January
242500040	DELANEY, DAVID	01/09/2025	A	120.28	January
242500041	ESTERBERG, JACOB	01/09/2025	A	288.57	January
242500042	GENZ, MEGAN	01/09/2025	A	221.10	January
242500043	KOLHEI, SHANNON	01/09/2025	A	159.46	January
242500044	KUBE, GREGORY	01/09/2025	A	300.00	January
242500045	MUELLER, RYAN	01/09/2025	A	213.15	January
242500046	OVERBY, MARY	01/09/2025	A	130.20	January
242500047	PINGEON, SARA	01/09/2025	A	27.93	January
242500048	RAETHER, KELLY JO	01/09/2025	A	173.53	January
242500049	SHERMAN, MONICA	01/09/2025	A	75.17	January
242500050	SICHENEDER, ASHLEY	01/09/2025	A	69.81	January
242500051	THOMAS, MATTHEW	01/09/2025	A	210.00	January
242500052	VAN EYLL, TONI	01/09/2025	A	209.71	January
242500053	WINGERT, MOLLY	01/09/2025	A	503.03	January
242500054	BUTLER, LAURA	01/16/2025	A	138.15	January
242500055	CARLISLE, JOSHUA	01/16/2025	A	26.64	January
242500056	CLEMENSEN, THOMAS	01/16/2025	A	245.91	January
242500057	FOLTZ, KARI	01/16/2025	A	317.58	January
242500058	HUAMAN, KATHRYN	01/16/2025	A	51.12	January
242500059	LARSON, LORRAINE	01/16/2025	A	447.49	January
242500060	MACKENTHUN, JAMIE	01/16/2025	A	143.31	January
242500061	RUBISCHKO, DANIEL	01/16/2025	A	39.98	January
242500062	SEIM, LINDSAY	01/16/2025	A	121.54	January
242500063	SELTZ, ANDREW	01/16/2025	A	300.00	January
242500064	STACKEN, RON	01/16/2025	A	300.00	January

Totals for checks 3,974,181.89

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
01	General	2,518,601.95	0.00	954,762.60	3,473,364.55
02	Food Service	93,660.50	0.00	167,432.04	261,092.54
04	Community Service	128,603.29	0.00	110,393.83	238,997.12
07	Debt Redemption	0.00	0.00	475.00	475.00
45	OPEB Irrevocable Trust Fund	0.00	0.00	252.68	252.68
***	Fund Summary Totals ***	2,740,865.74	0.00	1,233,316.15	3,974,181.89

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

5.B. Human Resource Items:

**Presenter:** Dr. Enid  
Schonewise, Director  
of Human Resources

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

**BOARD OF EDUCATION**

Regular Meeting –January 27, 2025

**AGENDA SECTION: APPROVAL OF AGENDA AND CONSENT AGENDA ITEMS**

**AGENDA ITEM: Human Resources Recommendations**

**ITEM ADDED BY: Dr. Enid Schonewise, Director of Human Resources**

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**Employment**

<b>Birkholz, Elissa</b> Replacement	Administrative Assistant I 7.5 Hours/Day; 175 Days	WHS
<b>Fellrath, Chase</b> Replacement	English/Language Arts Teacher 1.0 FTE; 184 Days <b>Attach K</b>	WHS
<b>Fuller, Titus</b> Replacement	Educational Assistant (SPED) 2.75 Hours/Day; 175 Days	BV
<b>Shogren, Terry</b> Replacement	Technology Support Specialist 8 Hours/Day; 260 Days	LT/SV

**Employee Status Changes**

**Bruellman, Kristin**, Educational Assistant, from 4 hours/day to 4.25 hours/day at BV

**Leaves of Absence**

**McDonald, Thomas**, Teacher, at WMS  
**Karels, Ashley**, Kids' Company Site Lead, at BV  
**Kurtz, Kathryn**, Teacher, at WHS  
**Synder, Phillip**, Teacher, at WMS  
**Courneya, Mysti**, ESP, at SV

**Extended Leave of Absence**

**Retirements/Resignations/Terminations**

**Kline, Scott**, Kids' Company Lead at Comm Ed

**Miller, Kimberly**, Administrative Assistant I at WHS

**Schimelpfenig, Kelly**, Custodial Cleaner at WMS

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

5.C. SiteLogiq December Invoice

**Presenter:** Pam  
Carman, Director of  
Finance and  
Operations



INVOICE

Project #: PUBMID-006344

MN - Waconia - LTFM - PSA - Phase I

BILLING DATE	12/31/2024
PERIOD TO:	12/31/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	14418
AMOUNT DUE	\$ 15,764.00

**INVOICE TO:**  
**Waconia Public Schools**  
 ATTN: Brian Gersich  
 512 Industrial Blvd  
 Waconia, MN 55387  
[bgersich@isd110.org](mailto:bgersich@isd110.org)

**PLEASE REMIT PAYMENT TO:**  
 SitelogIQ Inc. - Accounts Receivables Midwest  
 IDS Center  
 80 South 8th Street, Suite 1850  
 Minneapolis, MN 55402

DETACH HERE - RETURN TOP PORTION WITH YOUR PAYMENT - RETAIN THIS COPY FOR YOUR RECORDS



BILLING DATE	12/31/2024
PERIOD TO:	12/31/2024
ACCOUNT NUMBER	102640
INVOICE NUMBER	14418
AMOUNT DUE	\$ 15,764.00

TERMS:	30 DAYS UPON RECEIPT

Waconia Public Schools

Program	Fund	Description	Project Amount	Percent Complete	Previously Billed	Current Billing	Cumulative Billing
		Design Document Phase	\$ 2,206,968.74	100%	\$ 2,206,968.74		\$ 2,206,968.74
		Construction Implementation Phase	\$ 788,203.13	34%	\$ 252,224.91	\$ 15,764.00	\$ 267,988.91
		Post Construction	\$ 157,640.63	0%	\$ -	\$ -	\$ -
							\$ -
			\$ 3,152,812.50	78%	\$ 2,459,193.65	\$ 15,764.00	\$ 2,474,957.65

DIRECT INQUIRIES AND CORRESPONDENCE TO:

**Joshua Evenson**  
 320.296.4264  
[Joshua.evenson@sitelogiq.com](mailto:Joshua.evenson@sitelogiq.com)

SitelogIQ, Inc - Accounts Receivables Midwest  
 IDS Center 80 South 8th  
 Suite 1850  
 Minneapolis, MN 55402

PAY THIS AMOUNT IN US DOLLARS



\$ 15,764.00

5.D. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report

**Presenter:** Reidun  
Trostad

6.B. Administrative Presentation: WHS DECA Program



**DECA**  
BACK TO BUSINESS CHALLENGE

**DECA**®

SUIT UP DECA  
BE THE ONE  
SUIT UP

# Who are we?

Advisor - Mary Mitchell

**Evie Tellers**  
DECA  
President



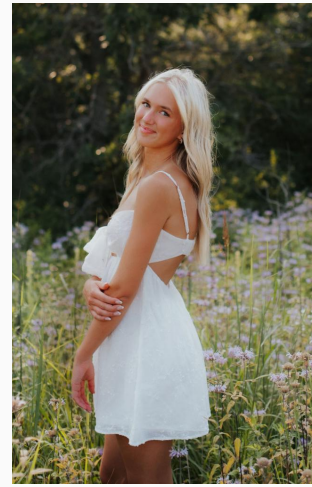
**Maretta Henriksen**  
VP  
Marketing &  
Communications



**Bella Greer**  
VP  
Membership



**Morgan Yager**  
VP  
School Based  
Enterprise



**Ellen Youngdahl**  
VP  
Competition  
Readiness



# What is DECA?

- Distributive Education Clubs of America
- Helps build leadership, public speaking, and networking skills
- Compete at Districts in January, and then State if qualified
- Prepares students for careers in areas of business such as marketing, finance, hospitality, and management



# What do we get out of it?

Skills developed through DECA

**Confidence**

**Leadership**

**Professionalism**

**Problem Solving**

**Communication**

**Critical Thinking**

**Collaboration**

**FUN!**

# Competition Events

- Paper
- Role Play
- Interview
- Presentation



# Accomplishments

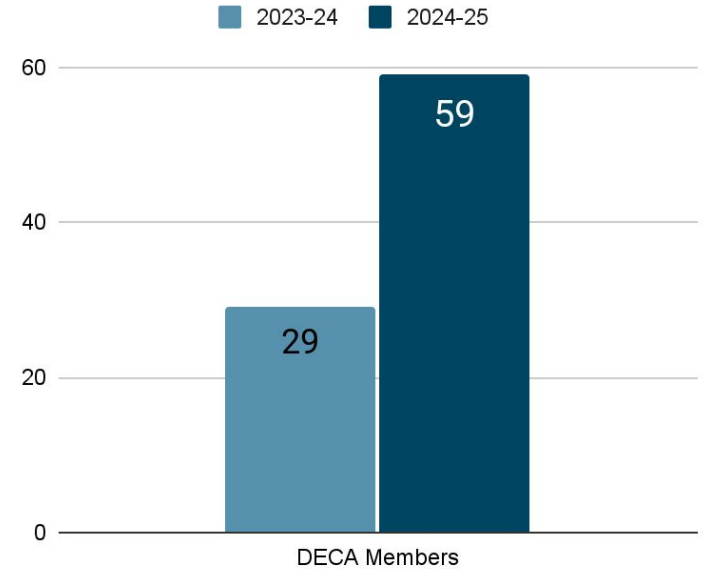
Double the chapter size from last year!

26 State Qualifiers

Wildcat Wearhouse Certification  
(School Based Enterprise)



We are GROWING!



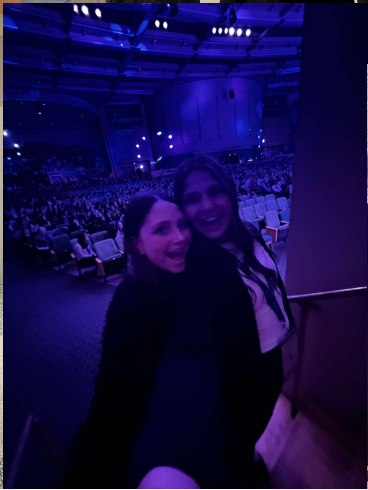
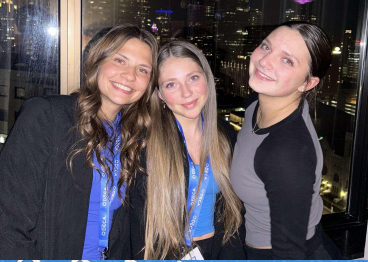
# Be a part of it!

We invite community members to experience first hand how DECA students compete!

District & State Competitions need hundreds of adults professionals to judge each January and March, so you have the opportunity to learn more if you'd like.

We will be headed to State in March!





6.C. Finance Report

**Presenter:** Pam  
Carman, Director of  
Finance and  
Operations

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

WACONIA | December 31, 2024

REVENUE CATEGORIES				December 31, 2024			December 31, 2023			December 31, 2022	
	June 30, 2023	June 30, 2024	Adopted Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	December 31, 2023	December 31, 2022	
STATE	37,260,990	43,525,335	43,868,049	13,048,323	30,819,726	29.74%	28.62%	31.44%	12,458,021	11,716,473	
FEDERAL	1,435,007	1,255,094	804,000	0	804,000	0.00%	6.31%	31.46%	79,175	451,506	
PROPERTY TAXES	10,934,858	10,257,822	10,364,532	5,193,214	5,171,318	50.11%	48.91%	53.37%	5,017,020	5,835,962	
LOCAL SALES, INS RECOVERY & JUDGEMENTS	19,760	0	0	7,665	(7,665)	0.00%	0.00%	0.00%	0	0	
SALE OF BONDS & LOANS	0	0	0	0	0	0.00%	0.00%	0.00%	0	0	
INCOMING TRANSFERS FROM OTH FUNDS	0	0	0	0	0	0.00%	0.00%	0.00%	555	0	
LOCAL (FEES, INTEREST, ETC.)	1,364,691	1,702,471	1,396,025	608,268	787,757	43.57%	33.39%	11.33%	568,538	154,681	
<b>TOTALS</b>	<b>51,015,306</b>	<b>56,740,722</b>	<b>56,432,606</b>	<b>18,857,471</b>	<b>37,575,135</b>	<b>33.42%</b>	<b>31.94%</b>	<b>35.59%</b>	<b>18,123,308</b>	<b>18,158,622</b>	

EXPENDITURES (OBJECT SERIES)				December 31, 2024			December 31, 2023			December 31, 2022	
	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	December 31, 2023	December 31, 2022	
SALARIES & WAGES	30,121,489	27,539,445	30,579,805	11,034,539	19,545,266	36.08%	37.47%	37.78%	10,318,563	11,381,385	
EMPLOYEE BENEFITS	11,405,543	10,431,339	11,816,186	4,624,996	7,191,190	39.14%	40.02%	39.59%	4,174,421	4,515,225	
PURCHASED SERVICES	6,812,536	7,612,703	8,159,259	3,355,904	4,803,355	41.13%	30.25%	39.81%	2,302,869	2,711,987	
SUPPLIES	2,104,413	1,724,992	1,712,115	524,451	1,187,664	30.63%	25.22%	45.99%	435,066	967,918	
EQUIPMENT	1,070,691	904,658	1,332,477	693,466	639,011	52.04%	44.67%	46.61%	404,142	499,060	
DEBT SERVICE	130,312	83,267	83,287	83,267	20	99.98%	100.00%	63.90%	83,267	83,267	
OTHER EXPENDITURES	167,385	284,535	330,144	105,325	224,819	31.90%	37.18%	54.08%	105,780	90,516	
OTHER FINANCING USES	66,780	179,732	63,000	0	63,000	0.00%	0.00%	0.00%	0	0	
<b>TOTALS</b>	<b>51,879,149</b>	<b>48,760,671</b>	<b>54,076,273</b>	<b>20,421,947</b>	<b>33,654,326</b>	<b>37.77%</b>	<b>36.55%</b>	<b>39.03%</b>	<b>17,824,109</b>	<b>20,249,358</b>	

EXPENDITURES (PROGRAM SERIES)				December 31, 2024			December 31, 2023			December 31, 2022	
	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	December 31, 2023	December 31, 2022	
SITE ADMINISTRATION	1,053,266	1,009,465	1,265,732	537,909	727,823	42.50%	51.88%	49.87%	523,716	525,269	
DISTRICT ADMINISTRATION	441,495	479,268	490,183	241,965	248,218	49.36%	48.43%	49.01%	232,120	216,358	
SUPPORT SERVICES	1,918,701	1,696,730	2,109,042	989,662	1,119,380	46.92%	51.67%	50.04%	876,722	960,165	
REGULAR INSTRUCTION	21,773,044	19,683,539	21,693,317	7,649,513	14,043,804	35.26%	35.33%	36.08%	6,954,145	7,855,023	
EXTRA-CURRICULAR ACTIVITIES	1,956,251	1,970,761	2,122,036	378,650	1,743,386	17.84%	11.08%	22.77%	218,445	445,360	
VOCATIONAL INSTRUCTION	487,456	536,073	550,798	232,869	317,929	42.28%	33.17%	35.90%	177,790	175,017	
SPECIAL EDUCATION	10,686,590	10,567,638	11,685,564	4,068,988	7,616,576	34.82%	36.46%	36.73%	3,852,544	3,924,777	
COMMUNITY SERVICES	0	8,848	0	10,948	(10,948)	0.00%	61.87%	0.00%	5,474	0	
INSTRUCTIONAL SUPPORT	3,472,102	2,462,123	2,860,994	1,259,601	1,601,393	44.03%	48.58%	50.40%	1,196,080	1,749,805	
PUPIL SUPPORT SERVICES	4,419,696	4,958,436	5,475,650	1,919,543	3,556,107	35.06%	27.82%	36.24%	1,379,538	1,601,812	
FACILITIES	5,287,970	4,820,100	5,317,957	2,469,179	2,848,778	46.43%	39.71%	45.15%	1,914,098	2,387,614	
OTHER FINANCING USES	382,579	567,689	505,000	663,122	(158,122)	131.31%	86.92%	106.69%	493,438	408,160	
<b>TOTALS</b>	<b>51,879,149</b>	<b>48,760,671</b>	<b>54,076,273</b>	<b>20,421,947</b>	<b>33,654,326</b>	<b>37.77%</b>	<b>36.55%</b>	<b>39.03%</b>	<b>17,824,109</b>	<b>20,249,358</b>	

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

WACONIA | December 31, 2024

ACTIVITY - OTHER FUNDS			31, 2024    31, 2023    31, 2022							
	June 30, 2023	June 30, 2024	Adopted Budget	Received YTD	Budget Remaining	% of Budget Received	% of Actuals Received	% of Actuals Received	December 31, 2023	December 31, 2022
<b>REVENUE</b>										
FOOD SERVICE	2,466,765	3,388,847	3,475,575	708,311	2,767,264	20.38%	21.26%	10.76%	720,463	265,323
COMMUNITY EDUCATION	3,543,981	4,221,222	4,015,267	1,870,864	2,144,403	46.59%	52.95%	60.98%	2,235,039	2,161,287
CONSTRUCTION	0	6,158,103	10,839,500	35,589	10,803,911	0.33%	0.00%	0.00%	0	0
DEBT SERVICE	8,576,173	9,557,211	9,376,864	4,976,445	4,400,419	53.07%	53.45%	52.13%	5,108,755	4,470,455
TRUST	7,944	11,250	5,000	0	5,000	0.00%	0.00%	25.18%	0	2,000
CUSTODIAL	0	0	0	0	0	0.00%	0.00%	0.00%	0	0
INTERNAL SERVICE	457,960	550,381	475,000	200,104	274,896	42.13%	41.01%	49.17%	225,736	225,167
OPEB REVOCABLE TRUST	0	0	0	0	0	0.00%	0.00%	0.00%	0	0
OPEB IRREVOCABLE TRUST	82,217	152,627	100,000	39,610	60,390	39.61%	33.71%	19.69%	51,452	16,188
OPEB DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	(28)
<b>TOTALS</b>	<b>15,135,041</b>	<b>24,039,642</b>	<b>28,287,206</b>	<b>7,830,922</b>	<b>20,456,284</b>	<b>27.68%</b>	<b>34.70%</b>	<b>47.18%</b>	<b>8,341,444</b>	<b>7,140,391</b>
EXPENDITURES			31, 2024    31, 2023    31, 2022							
	June 30, 2023	June 30, 2024	Adopted Budget	Expended YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	December 31, 2023	December 31, 2022
FOOD SERVICE	3,268,082	3,472,583	3,597,627	1,241,414	2,356,213	34.51%	38.91%	43.89%	1,351,094	1,434,421
COMMUNITY EDUCATION	3,067,784	3,902,578	3,787,078	1,989,806	1,797,272	52.54%	45.19%	46.89%	1,763,428	1,438,388
CONSTRUCTION	0	2,061,110	15,239,314	512,085	14,727,229	3.36%	0.00%	0.00%	0	0
DEBT SERVICE	9,411,981	9,396,831	9,328,000	1,619,926	7,708,074	17.37%	17.60%	18.77%	1,653,391	1,766,728
TRUST	12,444	4,500	5,000	0	5,000	0.00%	0.00%	0.00%	0	0
CUSTODIAL	0	0	0	0	0	0.00%	0.00%	0.00%	0	0
INTERNAL SERVICE	567,713	448,577	485,000	223,709	261,291	46.13%	18.87%	63.38%	84,664	359,814
OPEB REVOCABLE TRUST	0	0	0	0	0	0.00%	0.00%	0.00%	0	0
OPEB IRREVOCABLE TRUST	278,268	346,417	300,000	1,250	298,750	0.42%	0.36%	0.34%	1,236	942
OPEB DEBT SERVICE	0	0	0	0	0	0.00%	0.00%	0.00%	0	0
<b>TOTALS</b>	<b>16,606,272</b>	<b>19,632,597</b>	<b>32,742,019</b>	<b>5,588,190</b>	<b>27,153,829</b>	<b>17.07%</b>	<b>24.72%</b>	<b>30.11%</b>	<b>4,853,813</b>	<b>5,000,292</b>
SUMMARY - ALL FUNDS			31, 2024    31, 2023    31, 2022							
	June 30, 2023	June 30, 2024	Adopted Budget	YTD	Budget Remaining	% of Budget Expended	% of Actuals Expended	% of Actuals Expended	December 31, 2023	December 31, 2022
REVENUE	66,150,347	80,780,364	84,719,812	26,688,393	58,031,419	31.50%	32.76%	38.24%	26,464,753	25,299,013
EXPENDITURES	68,485,420	68,393,268	86,818,292	26,010,138	60,808,154	29.96%	33.16%	36.87%	22,677,922	25,249,650
SPENDING VARIANCE	(2,335,074)	12,387,096	(2,098,480)	678,255	N/A	N/A	N/A	N/A	3,786,831	49,364

6.D. 2025-26 Enrollment Projections

**Presenter:** Pam  
Carman, Director of  
Finance and  
Operations



# Enrollment Projections

January 27, 2025

# Student Enrollment Terminology

**October 1 Fall Seat Count:** The number of students physically enrolled and attending school as of October 1, used as a benchmark for state reporting.

**End-of-Year Average Daily Membership (EOY ADM):** The total membership days for all students over the school year, divided by the number of instructional days. It reflects the average enrollment over time.

**Adjusted Pupil Units (APUs):** Weighted ADM based on grade level, used for funding calculations. Elementary (Kindergarten-Grade 6) receive a 1.0 weighting and Secondary (Grades 7-12) receive a 1.2 weighting

**School Year Mobility:** The movement of students in and out of a district during the school year, excluding summer transitions.

**Summer Mobility:** Student movement (enrollment or withdrawal) that occurs between school years, typically during the summer months.

**Migration:** The net gain or loss of students entering or leaving the district due to family relocations or other factors, often tied to open enrollment trends.

**Resident Students:** Students who reside within the geographic boundaries of the district, regardless of whether they attend Waconia Public Schools..

**Non-Resident Students/Open Enrollment IN:** Students from other districts enrolling in Waconia Public Schools.

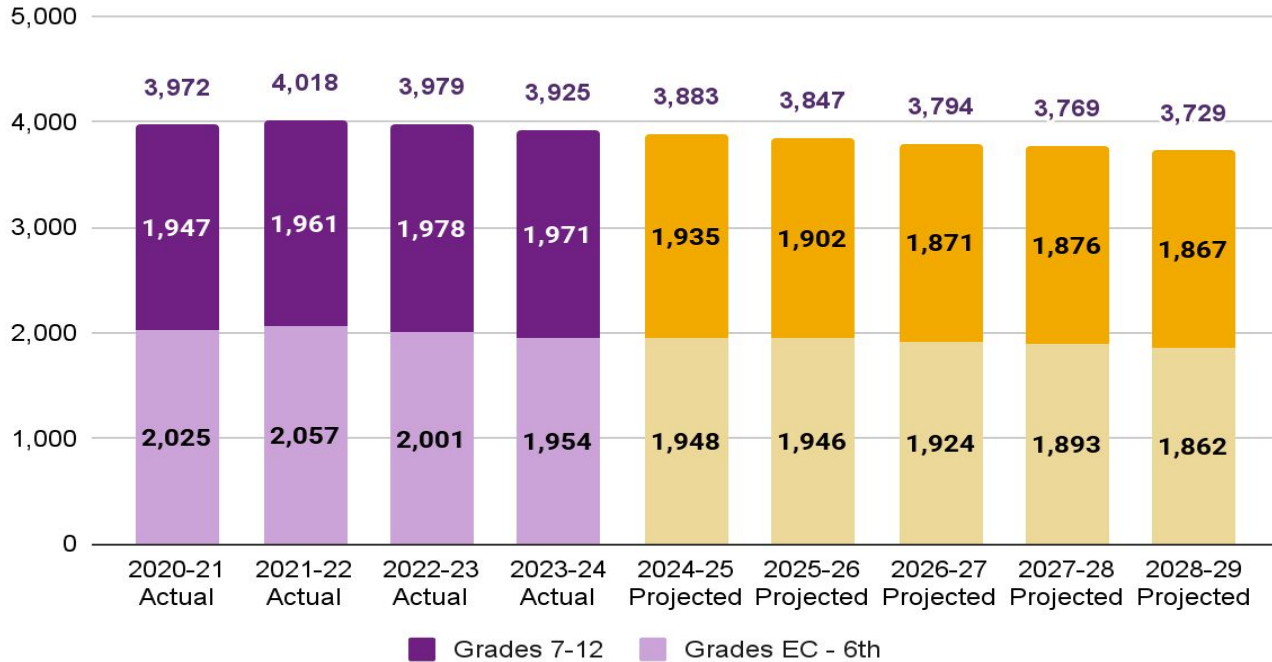
**Public/Charter Open Enrollment OUT:** Resident students enrolling in other public or charter schools.

**Parochial/Non-Public & Homeschool Enrollment:** Students residing in the district but attending private, parochial, or homeschool programs.



# EOY ADM Enrollment

2020-21 to 2023-24 Actual  
2024-25 through 2028-29 Projection



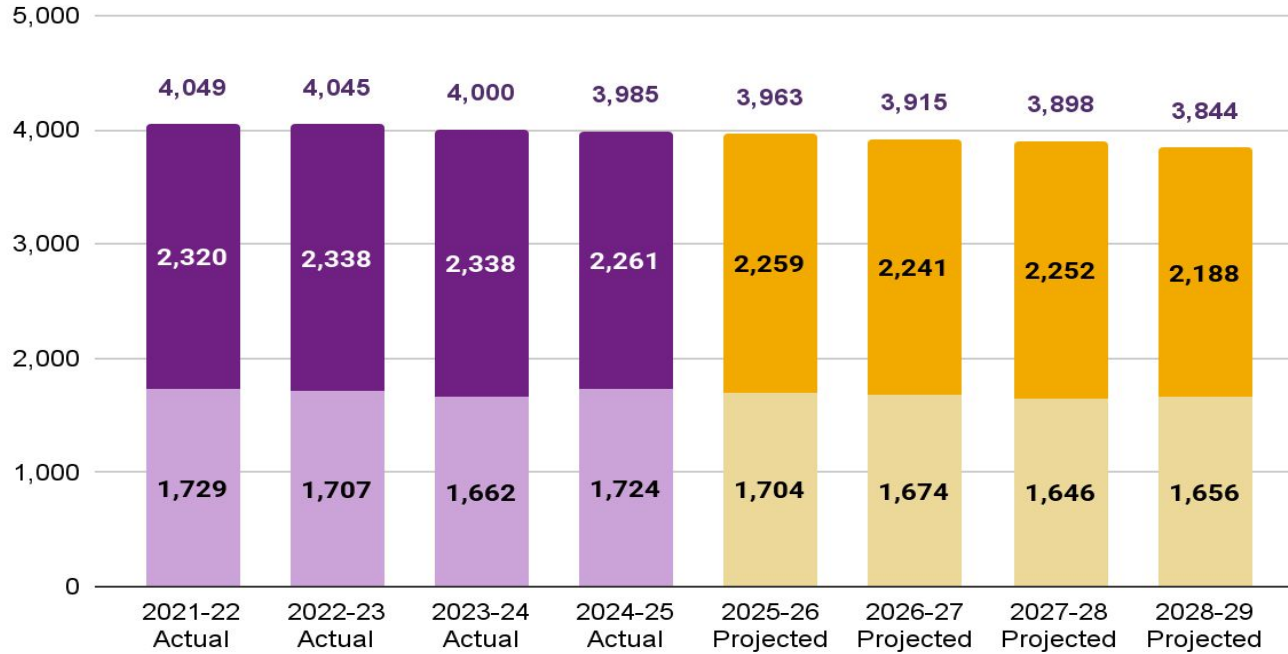
- Actual EC-Grade 6
- Actual Grades 7-12
- Projected EC-Grade 6
- Projected Grades 7-12



# Fall Seat October 1 Fall Seat Count

## 2020-21 to 2024-25 Actual

## 2025-26 through 2028-29 Projection



- Actual EC-Grade 5
- Actual Grades 6-12
- Projected EC-Grade 5
- Projected Grades 6-12

\*Note: VPK started in 2024-25



# Enrollment Projection Process

## Enrollment Projection (ENPRO) Model

- **Data Collection:** Gather historical enrollment data from district records and external sources (e.g., non-public, homeschool, and preschool enrollment trends).
- **Cohort Advancement:** Analyze year-to-year progression rates for each grade level to identify patterns.
- **Resident Capture Rates:** Evaluate the proportion of resident students attending district schools versus non-public or homeschool options.
- **Demographic and Birth Trends:** Incorporate birth rate data and community demographic changes to predict incoming Kindergarten enrollment.
- **Scenario Analysis:** Develop multiple scenarios (e.g., conservative, moderate, and optimistic projections) based on potential influences like local housing development and economic shifts.



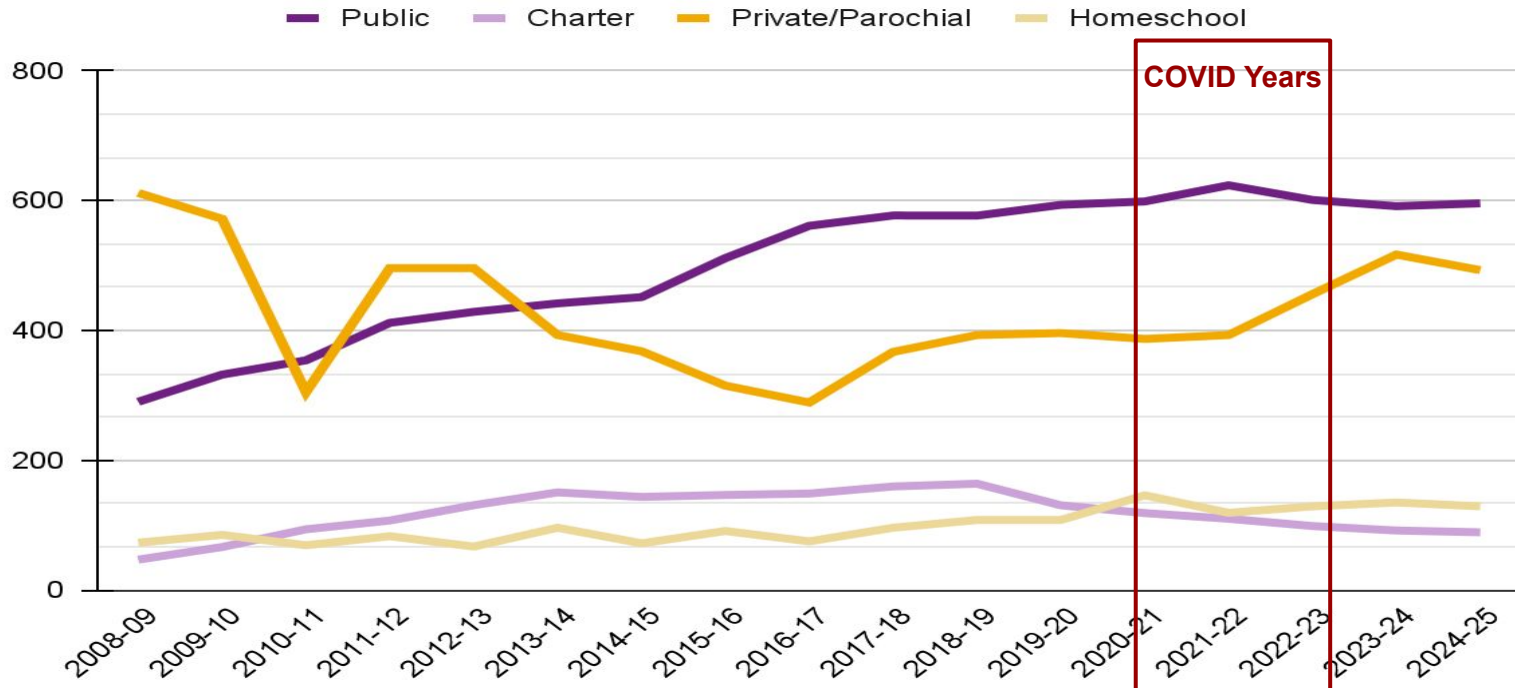
# Enrollment Projection Process

## Open Enrollment Analysis

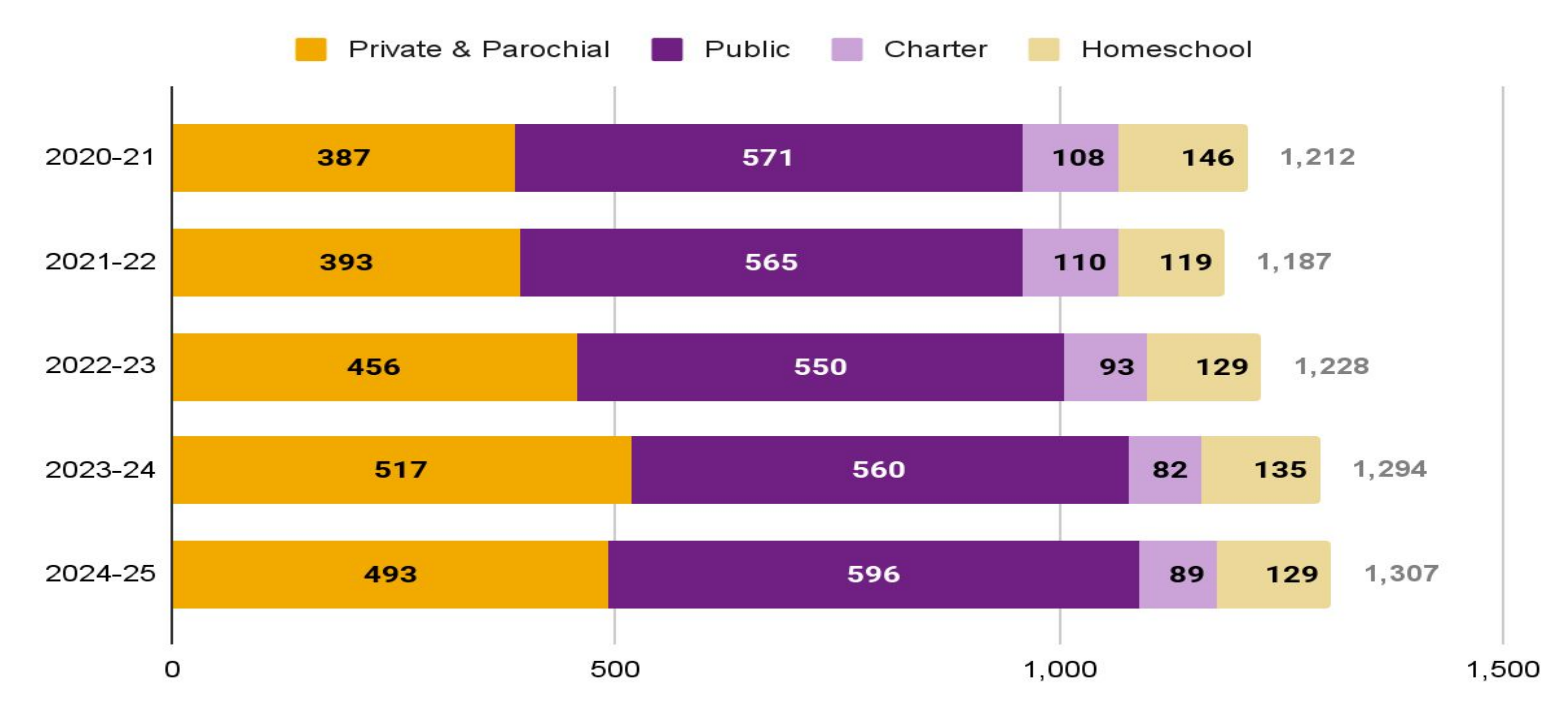
- **Outbound Trends:** Assess the number and percentage of district residents enrolling in other districts.
- **Inbound Trends:** Review data on students from other districts enrolling into Waconia Public Schools.
- **Net Impact:** Calculate the overall gain or loss of students due to open enrollment, highlighting trends over the past 5 years.
- **Annual Updates:** Adjusts projections annually based on updated data and observed enrollment changes.



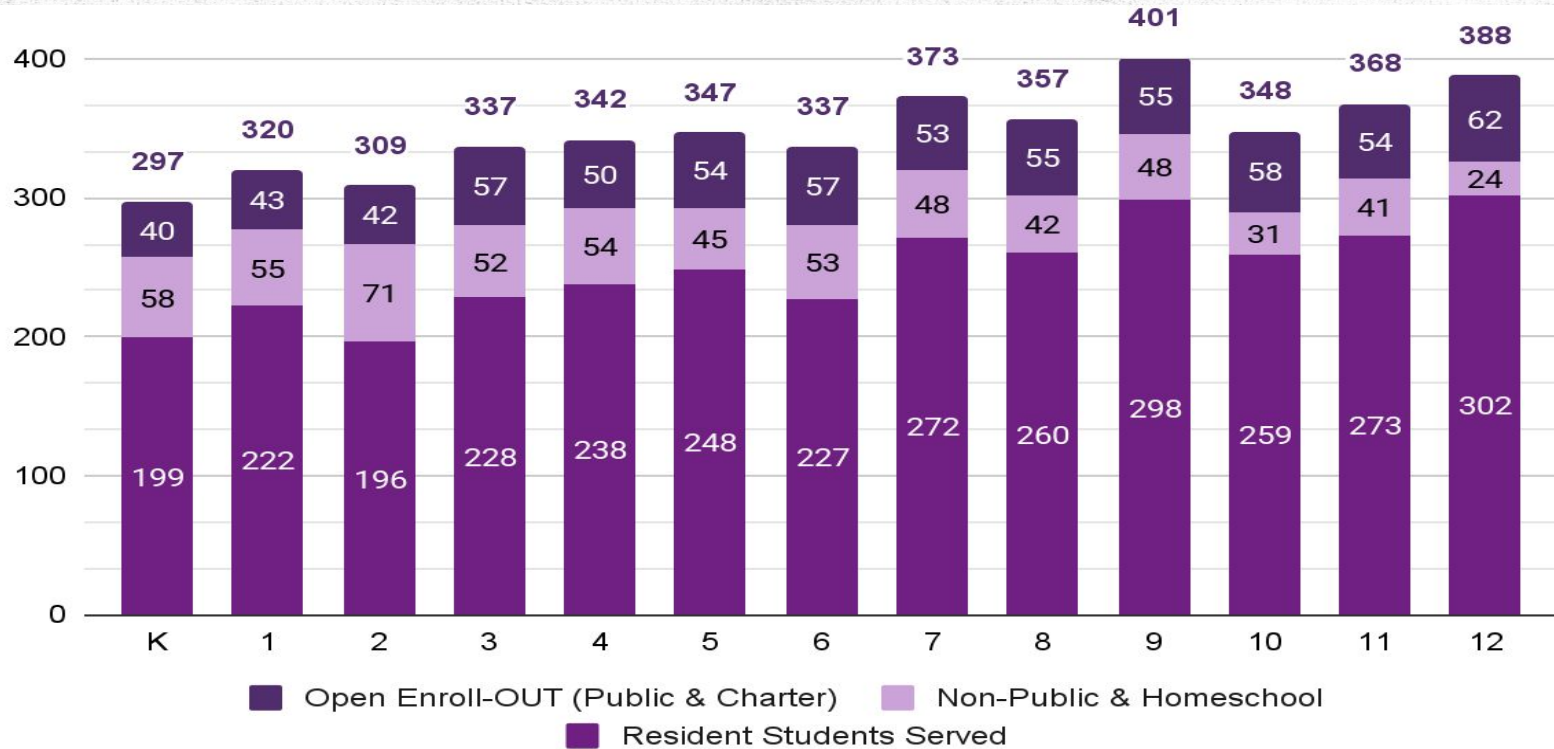
# Historical Resident Elsewhere Enrollment Data 2008-09 through 2024-25



# Historical Resident Elsewhere Enrollment Data 2020-21 through 2024-25 (October 1)

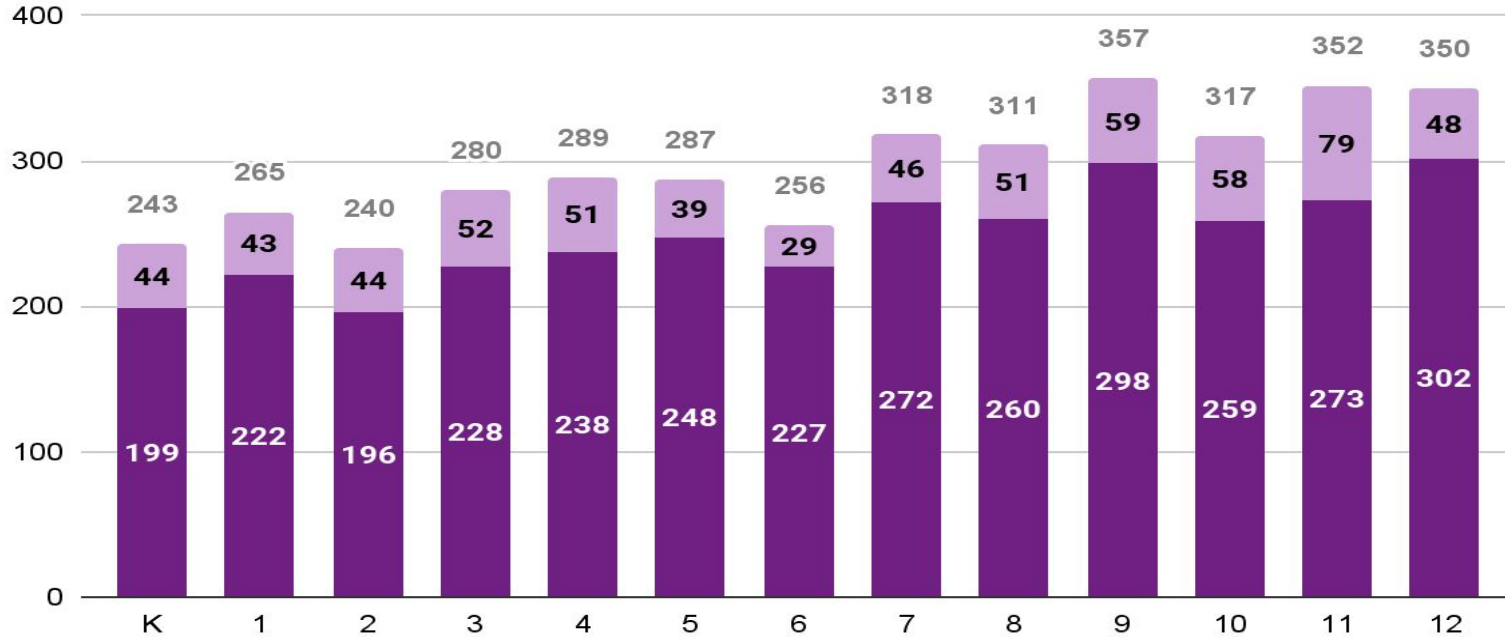


# 2024-25 Total K-12 Resident Population by Grade

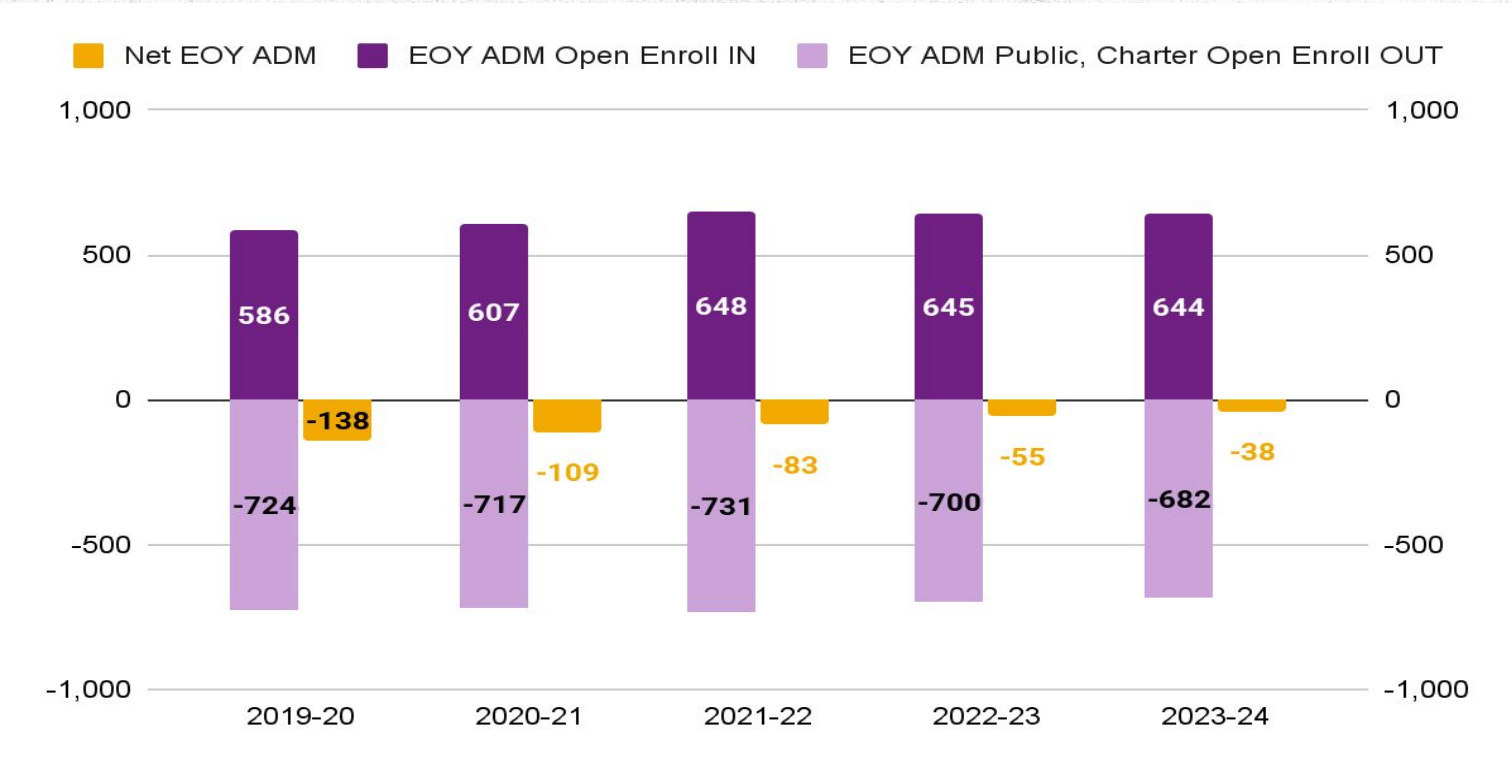


# 2024-25 Total K-12 Resident and Non-Resident October 1 Enrollment by Grade

Non-Resident Resident



# EOY ADM Net Open Enrollment





# Questions?

7. **ACTION ITEMS**

7.A. Waconia High School IAQ Award Temperature  
Control Rebid

**Presenter:** Pam  
Carman, Director of  
Finance and  
Operations



## MEMORANDUM

**TO:** ISD 110 School Board

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

**DATE:** January 27, 2025

**SUBJECT:** Recommendation for Awarding the Temperature Controls Bid for the Indoor Air Quality (IAQ) Project

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### **Purpose**

To provide an update on the rebid process for the temperature controls component of the Waconia High School Indoor Air Quality (IAQ) project, which was reopened due to the original bid exceeding the project budget, and to recommend the award of the bid to the selected vendor.

### **Background**

In Fall 2024, the district initiated the bid process for two critical IAQ projects—one at Waconia High School and one at the District Office. These projects aim to address identified air quality concerns, with work scheduled for completion in summer 2025 to minimize disruption.

Initial bids were received and reviewed in November 2024. While most components of the projects were awarded based on the lowest responsible bids in December 2024. However, the bid for temperature controls at Waconia High School significantly exceeded the budget, with a variance of \$534,465. To address this issue, the district reopened bidding for the temperature controls component to encourage more competitive pricing while maintaining alignment with project goals.

### **Rebid Process**

The district reopened bidding for the temperature controls component to ensure alignment with the project budget and to encourage competitive pricing. Rebids were received and reviewed in January 2025. The results are as follows:

Vendors	Bid Amount
UHL	\$694,422
Yale	\$889,927
NAC	\$910,500
Cool Air	\$659,474

After evaluating all rebids, Cool Air submitted the lowest responsible bid at \$659,474, which represents a significant cost reduction compared to the original bid of \$1,077,709 from UHL.

Waconia High School - Cool Air Mechanical Controls Temperature Controls				
Area	Company	Total Bid	Project Bdgt	Variance
General Trades	BCI Construction	\$1,035,000	\$1,589,799	(\$554,799)
Mechanical	Cool Air Mechanical	\$5,636,000	\$6,156,070	(\$520,070)
Electrical	Choice Electric	\$558,100	\$1,335,523	(\$777,412)
Temperature Controls	Cool Air Mechanical Controls	\$659,474	\$543,244	\$116,230
Test & Balance	SMB	\$53,300	\$118,550	(\$65,250)
Pre-Purchase Equipment		\$1,352,400	\$1,352,400	\$0
<b>Total</b>		<b>\$9,294,274</b>	<b>\$11,095,575</b>	<b>(\$1,801,301)</b>

Cool Air’s proposal includes the installation of a Niagara 4 head end using Siemens controls, replacing the originally proposed Schneider front end and controls. The Niagara 4 system offers greater flexibility by being less proprietary, allowing future projects to open bidding to various control systems while maintaining compatibility with a centralized login through the Niagara 4 platform. This flexibility enhances operational efficiency and supports long-term cost management.

While the Cool Air bid for temperature controls remains slightly above the original projected budget for this component, it brings the total project cost well under the district’s overall budget for the IAQ projects.

### Recommendation

We recommend awarding the temperature controls bid for the Waconia High School IAQ project to Cool Air for a total bid amount of \$659,474. This selection ensures that the district achieves cost savings while maintaining project quality and alignment with the budget.

## **Board Action Requested**

We request that the School Board approve the award of the temperature control bid to Cool Air for the Waconia High School IAQ project in the amount of \$659,474. This approval will allow the project to proceed on schedule for completion in summer 2025.

7.B. Pay Equity Implementation Report

**Presenter:** Dr. Enid  
Schonewise, Director  
of Human Resources

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

**BOARD OF EDUCATION**

Regular Meeting – January 27, 2025

**AGENDA SECTION:** Consent Agenda

**AGENDA ITEM:** 2025 Pay Equity Implementation Compliance Report

**ITEM ADDED BY:** Enid Schonewise, Director of Human Resources

Pursuant to the Local Government Pay Equity Act (LGPEA), Minnesota Statute Sections 471.991-471.999 and Minnesota Rules, Chapter 3920, the School District must submit a Pay Equity Implementation Report to the Minnesota Management and Budget every three years. The Minnesota Legislature passed the LGPEA in 1984 in an effort to correct and eliminate gender-based wage discrimination in public employment.

The law requires that female-dominated job classes not be paid consistently less than male-dominated job classes when the classes require comparable levels of expertise. In an effort to use gender-neutral criteria to set wages in ISD 110, all job classes/positions in our district are evaluated and given a grade according to the level of knowledge, responsibility, and education required to do the job. This is done through the use of a compensation consultant who specializes in the area of pay equity.

There are multiple tests for compliance used by the state. As shown on the attached Compliance Report, the School District's pay equity results show compliance with all tests for this reporting period.

It is recommended that the Board of Education approve the 2025 Pay Equity Implementation Report.

# Compliance Report

Jurisdiction: ISD No. 110 - Waconia Public Schools  
 Educational Service Center  
 512 Industrial Blvd.  
 Waconia, MN 55387

Report Year: 2025  
 Case: 1 - 2024 (Private (Jur Only))

Contact: Bob Bjorklund

Phone: (612) 817-1727

E-Mail: [rwbjorklund@gmail.com](mailto:rwbjorklund@gmail.com)

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from your pay equity report data. Parts II, III and IV give you the test results.  
 For more detail on each test, refer to the Guide to Pay Equity Compliance and Computer Reports.

**I. GENERAL JOB CLASS INFORMATION**

	Male Classes	Female Classes	Balanced Classes	All Job Classes
# Job Classes	19	45	3	67
# Employees	37	461	10	508
Avg. Max Monthly Pay per employee	11517.05	9848.06		9977.03

**II. STATISTICAL ANALYSIS TEST**

**A. Underpayment Ratio = 139.3189 \***

	Male Classes	Female Classes
a. # At or above Predicted Pay	9	28
b. # Below Predicted Pay	10	17
c. TOTAL	19	45
d. % Below Predicted Pay (b divided by c = d)	52.63	37.78

\*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

**B. T-test Results**

Degrees of Freedom (DF) = 496	Value of T = -3.516
-------------------------------	---------------------

- a. Avg. diff. in pay from predicted pay for male jobs = -1125
- b. Avg. diff. in pay from predicted pay for female jobs = 3082

**III. SALARY RANGE TEST = 84.16 (Result is A divided by B)**

- A. Avg. # of years to max salary for male jobs = 10.25
- B. Avg. # of years to max salary for female jobs = 12.18

**IV. EXCEPTIONAL SERVICE PAY TEST = 174.92 (Result is B divided by A)**

- A. % of male classes receiving ESP = 36.84 \*
  - B. % of female classes receiving ESP = 64.44
- \*(If 20% or less, test result will be 0.00)

## Interpreting Results of Compliance Tests

Your jurisdiction is required to pass four tests to be in compliance with pay equity law. For more information about compliance tests, refer to the [Guide to Understanding Pay Equity Compliance](#).

- 1. Completeness and Accuracy Test** - Report is submitted on time, data is correct, and required information has been provided
- 2. Statistical or Alternative Test**- Compares salary data to determine if female classes are paid consistently below male classes of comparable work value (job points). The Minnesota Pay Equity Management System will generate results applying the Statistical Analysis Test. Underpayment ratio results of 80 and above are passing. In some cases, the Alternative Analysis is required and consists of a manual review of the data. Refer to the following page to determine which test applies to your report.
- 3. Salary Range Test** - Compares the average number of years required for female classes to move through a salary range consisting of a time-phased step progression to the average number of years required for male classes. Results of 0 or 80 and above are passing scores. (Test does not apply if years to achieve maximum salary are not defined or if salary ranges are not defined).
- 4. Exceptional Service Pay Test** - Compares the percentage of female classes receiving longevity or performance pay to the percentage of male classes receiving longevity or performance pay. In noting exceptional service pay, recipients must exceed the maximum salary reported. Results of 0 or 80 and above are passing scores. (Test does not apply if exceptional service pay is not available in your jurisdiction).

## Compliance Determination Questionnaire

Answer the questions below to interpret results of a jurisdiction's compliance report.

**Please note that MMB will make all final compliance determinations**, this should be used for informational review purposes only.

1. Is the underpayment ratio at or above 80%?
  - A. Yes- Compliance (Go to question 4)
  - B. No- Are there 6 or more male classes and at least one class with a salary range?
    - I. YES- Move on to [T-test](#) and then go to question 2.
    - II. NO- Use alternative analysis test; go to question 3.
  
2. Is the value of T and degrees of freedom within range according to the t-test table?
  - A. Yes- Compliance (Go to question 4)
  - B. No- Out of compliance (Go to question 4, please note that even if the other tests listed in questions 4 and 5 have passing scores the jurisdiction may still be out of compliance)
  
3. Alternative Analysis Test - If the answer is yes to any of the statements below, the jurisdiction may be out of compliance, even if the other tests listed in questions 4 and 5 have passing scores.
  - *Is there a female job class with more points and less pay than a male class and the difference cannot be explained by years of service?*
  
  - *Is there a female job class with the same points as a male class and less pay and the difference cannot be explained by years of service?*
  
  - *Is there a female job class between 2 male classes and the female job class receives less pay than either male class and the difference cannot be explained by years of service?*
  
  - *Is there a female class rated lower than all male classes and pay is not reasonably proportionate to points as other classes and the difference cannot be explained by years of service?*
  - I. Did you answer yes to any of the questions above?
    - A. NO- Compliance, go to question 4
    - B. Yes- Jurisdiction may be out of compliance (Go to question 4, please note that even if the other tests listed in questions 4 and 5 have passing scores the jurisdiction may still be out of compliance)

**4. Is the salary range test 0%, or at or above 80%?**

- A. Yes- Compliance (Go to question 5)
  
- B. No- Out of compliance (Go to question 5, Jurisdiction may be out of compliance with pay equity law, even if there is a passing score on a test from a previous question)

**5. Is the exceptional service pay test 0%, or at or above 80%?**

- A. Yes- Compliance (End)
  
- B. No- Out of compliance (Jurisdiction might be out of compliance with pay equity law, even if there is a passing score on a test from a previous question)

# **Guide to Understanding Pay Equity Compliance**

Pay Equity Office  
Minnesota Management & Budget  
400 Centennial Office Building  
658 Cedar Street  
St. Paul, MN 55155

[Local Government Pay Equity Webpage](#)

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Alternative Analysis Test.....	12
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## **Guide to Understanding Pay Equity Compliance**

This booklet gives a general overview of how data from the local government reports is analyzed and how the tests for compliance are conducted. Complete details of compliance requirements are in Minnesota Rules Chapter 3920.

This booklet also describes the computer software developed by MMB. This software calculates several of the tests for compliance and the reports produced by the software are explained on pages three through five.

## Tests for Compliance

1. **Completeness and Accuracy Test** - determines whether jurisdictions have filed reports on time, included correct data and supplied all required information.
2. **Statistical Analysis Test** - described on pages three through five, compares salary data to determine if female classes are paid consistently below male classes of comparable work value (job points). MMB has developed software that calculates the results for this test. This test is generally applied to larger jurisdictions. For smaller jurisdictions, the alternative analysis is used.
3. **Alternative Analysis Test** - described on pages 14 through 17, compares salary data to determine if female classes are paid below male classes even though the female classes have similar or greater work value (job points). The software is not used for this test.
4. **Salary Range Test** - described on page 18, compares the average number of years it takes for individuals to move through salary ranges established for female classes compared to male classes. This test only applies to jurisdictions that have a system where there is an established number of years to move through salary ranges.
5. **Exceptional Service Pay Test** - described on page 19, compares how often individuals in male classes receive longevity or performance pay above the normal salary range compared to how often individuals in female classes receive this type of pay. This test applies only to jurisdictions that have a system that includes exceptional service pay.

## Determining Whether the Alternative or Statistical Analysis Will Be Used

### 1. Alternative analysis - jurisdiction has:

- Three or fewer male classes.

NOTE: Jurisdictions with three or fewer male classes may want to skip over the information on pages two through seven describing the statistical analysis and computer reports.

### 2. Statistical analysis - jurisdiction has:

- Six or more male classes and at least one class with an established salary range, or
- Four or five male classes and an underpayment ratio of 80% or more. May or may not have classes with an established salary range.

### 3. Start in statistical analysis but go to alternative analysis - jurisdiction has:

- Four or five male classes and an underpayment ratio below 80%, or
- An underpayment ratio below 80%, six or more male classes, but no classes with a salary range.

## Explanation of Computer Reports

Information contained in the next few pages is intended to explain the three reports produced by the Pay Equity Management System Software. Look at the sample reports as you read the following explanations. Each numbered explanation corresponds to a shaded number on the examples on pages three, five and six. For informational purposes, a sample of a graph produced with the Pay Equity Analysis software is shown on page seven.

# Compliance Report

Pay Equity Implementation Report data. Parts II, III and IV of the Compliance Report give test results. For more detail on each test, refer to [Minnesota Rules Chapter 3920](#).

The statistical analysis, salary range and exceptional service pay test results are shown below. Part I is general information from the

## I. GENERAL JOB CLASS INFORMATION

	Male Classes	1	Female Classes	2	Balanced Classes	All Job Classes
# Job Classes	8		4		2	14
# Employees	14		4		24	42
Avg. Max Monthly Pay Per Employee	1,537.22		1,796.87			1,656.86

## II. STATISTICAL ANALYSIS TEST

A. Underpayment Ratio = 150.0\* — 4

	Male Classes	Female Classes
a. # At or above Predicted Pay	5	3
b. # Below Predicted Pay	3	1
c. TOTAL	8	4
d. % Below Predicted Pay (b divided by c = d)	37.50 — 5	25.00 — 6

\*(Result is % of male classes below predicted pay divided by % of female classes below predicted pay.)

### B. T-test Results

Degrees of Freedom (DF) = 16      Value of T = -3.732 — 7

- a. Avg. diff. in pay from predicted pay for male jobs = \$2 — 8
- b. Avg. diff. in pay from predicted pay for female jobs = \$75 — 9

III. SALARY RANGE TEST = 105.71% — 10 (Result is A divided by B)

- A. Avg. # of years to max salary for male jobs = 5.29
- B. Avg. # of years to max salary for female jobs = 5.00

IV. EXCEPTIONAL SERVICE PAY TEST = 50.00% — 11 (Result is B divided by A)

- A. % of male classes receiving ESP 50.00\*
- B. % of female classes receiving ESP 25.00

\*(If 20% or less, test result will be 0.00.)

## Compliance Report

Explanations below correspond to shaded numbers on page three.

- 1. Average Maximum Monthly Salary for Employees in Male Classes**
- 2. Average Maximum Monthly Salary for Employees in Female Classes**
- 3. Overall Average Maximum Monthly Salary for an Employee**
- 4. Underpayment Ratio**

The minimum requirement to pass the statistical analysis test is an underpayment ratio of 80%. The underpayment ratio is calculated by dividing the percentage of male classes below predicted pay (item five) by the percentage of female classes below predicted pay (item six). In the example on page three,  $37.5 \div 25 = 150\%$ . Jurisdictions with an underpayment ratio below 80% can improve their score by increasing salaries for female classes to at or above predicted pay. More details regarding predicted pay are on pages six through 13.

If the underpayment ratio is less than 80%, a jurisdiction may still pass the statistical analysis test if the t-test results (explained in item 7) are not statistically significant. The t-test measures the average dollar difference from predicted pay for male and female classes.

### **5. Percentage of Male Classes Below Predicted Pay**

This percentage is calculated by dividing the number of male classes below predicted pay by the overall total of male classes. In the example on page three, the total of male classes is eight, and three fall below predicted pay. Therefore,  $3 \div 8 = 37.50\%$ .

### **6. Percentage of Female Classes Below Predicted Pay**

This percentage is calculated by dividing the number of female classes below predicted pay by the overall total of female classes. In the example on page three, the total of female classes is four and one of those falls below predicted pay. Therefore,  $1 \div 4 = 25\%$ .

### **7. T-Test & Degrees of Freedom**

These numbers are used only for jurisdictions with an underpayment ratio below 80%, at least six male classes and at least one class with a salary range. If the underpayment ratio is 80% or more, these numbers are not used nor are they used for jurisdictions in the alternative analysis.

These numbers show the average dollar amount that males and females are from predicted pay and answer the question: Are females paid less than males on average and, is the underpayment of females statistically significant?

To determine if these numbers show statistical significance, they must be checked against the table on page five. Find the DF number in the “Degrees of Freedom” column and then look across for the “Value of T.” If the “value of t” on the compliance report is less than the “value of t” on the table, it means that either there is no underpayment of female classes or that the underpayment is not statistically significant. If the t-test number is the same or more than the “value of t” on the table, the underpayment for female classes is statistically significant and the jurisdiction would not pass the test.

Salary increases for female classes sufficient to eliminate statistical significance would allow a jurisdiction to pass the statistical analysis test even with an underpayment ratio below 80%.

In the example on page three, t-test results would not be used because the underpayment ratio is above 80%, but let's assume we needed to check these results. First, we would find 16 in the DF column

and then look across to find the value of t at 1.746. Since our t-test number is -3.732, well below the value of t on the table, these results would show that on average, females are not underpaid compared to males.

<u>DF</u>	<u>Value of t</u>	<u>DF</u>	<u>Value of t</u>	<u>DF</u>	<u>Value of t</u>
1	6.314	12	1.782	23	1.714
2	2.920	13	1.771	24	1.711
3	2.353	14	1.761	25	1.708
4	2.132	15	1.753	26	1.706
5	2.015	<b>16</b>	<b>1.746</b>	27	1.703
6	1.943	17	1.740	28	1.701
7	1.895	18	1.734	29	1.699
8	1.860	19	1.729	30	1.697
9	1.833	20	1.725	40	1.684
10	1.812	21	1.721	60	1.671
11	1.796	22	1.717	120	1.658
				Infinity	1.645

While the entire method for calculating t-test results cannot be explained here, it is a commonly accepted mathematical technique for measuring statistical significance. The formula is fairly complex, but basically it factors in predicted pay, the dollar difference from predicted pay and the number of employees. The DF number is the total number of employees in male or female dominated classes only, minus two.

by reducing the number of years it takes for female classes to reach maximum salaries, increasing the number of years for males to reach maximum salaries, or some combination of both. A result of 0% would mean that either there are no male classes with an established number of years to move through a salary range, no female classes with an established number of years to move through a salary range, or both. A description of how the salary range test is calculated is on page 18.

**8. Average Dollar Amount Male Classes are Above or Below Predicted Pay**

In the example on page three, the maximum monthly salary for male classes, on average, is \$2 above predicted pay.

**9. Average Dollar Amount Female Classes are Above or Below Predicted Pay**

In the example on page three, the maximum monthly salary for female classes, on average, is \$75 above predicted pay.

**10. Salary Range Test**

This number must be either 0% or 80% or more to pass this test. In the example on page three, 105.71% is passing. Jurisdictions not passing this test can pass it

**11. Exceptional Service Pay Test**

This number must be either 0% or 80% or more to pass this test. In the example on page three, 50% is not passing. Jurisdictions not passing this test can pass it by either increasing the number of female classes that receive exceptional service pay, decreasing the number of male classes that receive exceptional service pay, or some combination of both. A result of 0% could mean that fewer than 20% of male classes receive exceptional service pay or that no female classes receive exceptional service pay. A description of how the exceptional service pay test is calculated is on page 19.

## Statistical Analysis

Explanations correspond to shaded numbers below.

This report can be printed after the results are computed. The predicted pay and pay difference columns are helpful in analyzing the cost of adjusting the salary for any given class.

### 1. Predicted Pay

The most simplistic definition of predicted pay is that it is the average pay of male classes at any given point value. Predicted pay is calculated by averaging the maximum monthly salaries for male classes in the jurisdiction. It is the standard for comparing how males and females are compensated. Predicted pay is a mirror, or reflection, of the current compensation practice within a jurisdiction for male classes, but is not necessarily the salary that "should" be paid at any particular point level. Specific details of the method used to calculate predicted pay is explained in pages eight through 13. The graph on page seven shows a "predicted pay line" and how male and female classes scatter around that line. Predicted pay amounts are determined only from the jurisdiction itself, not from any external factors or salaries.

### 2. Pay Difference

Shows the dollar amount that maximum monthly salaries fall above or below predicted pay. If a jurisdiction does not pass the statistical test and needs to increase salaries for female classes, either to reach an underpayment ratio of 80% or eliminate the statistical significance of the t-test, this information is useful in calculating the cost. For example, the cost to increase the female class of "stage manager" to predicted pay would be \$6.20 per month.

1
2

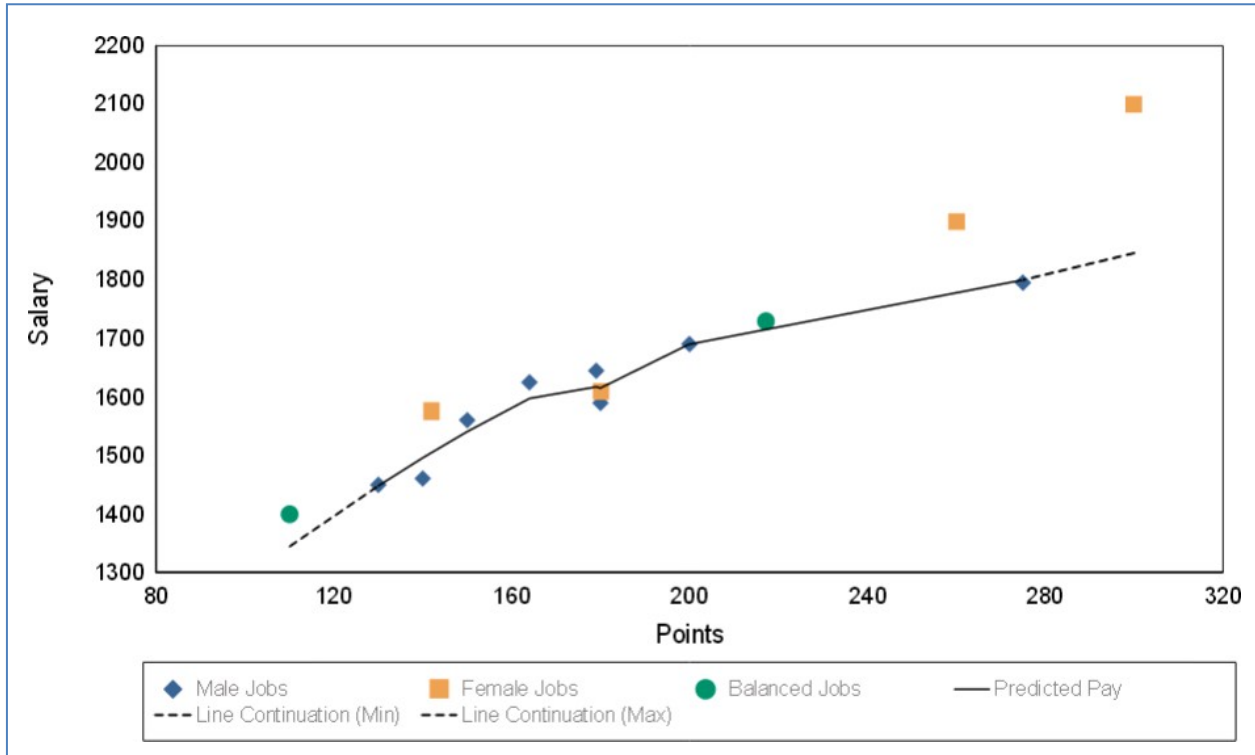
Predicted Pay Report for Stageville Theater First Step To Broadway!  
Case : 2011

10/10/2016

Job Nbr	Job Title	Nbr Males	Nbr Females	Total Nbr	Job Type	Job Points	Max Mo Salary	Predicted Pay	Pay Difference
1	Box Office	1	1	2	Balanced	110	\$1,400.41	\$1,344.82	\$55.59
2	Stage Crew	6	1	7	Male	130	\$1,460.26	\$1,447.15	\$3.11
3	Props Chief	1	0	1	Male	140	\$1,460.94	\$1,495.59	(\$34.65)
4	Costume Designer	0	1	1	Female	142	\$1,575.89	\$1,505.17	\$70.72
5	Set Tech.	1	0	1	Male	150	\$1,560.75	\$1,540.12	\$20.63
6	Lighting Tech.	1	0	1	Male	164	\$1,625.50	\$1,598.54	\$26.96
7	Effects Eng.	1	0	1	Male	179	\$1,645.22	\$1,617.17	\$28.05
8	Stage Manager	0	1	1	Female	180	\$1,610.30	\$1,616.50	(\$6.20)
9	Writer	1	0	1	Male	180	\$1,590.19	\$1,616.50	(\$26.31)
10	Marketing Director	1	0	1	Male	200	\$1,690.85	\$1,689.43	\$1.42
11	Actor/Actress	10	12	22	Balanced	217	\$1,730.85	\$1,748.34	(\$17.49)
13	Producer	0	1	1	Female	260	\$1,900.00	\$1,773.81	\$126.19
12	Director	1	0	1	Male	275	\$1,795.76	\$1,800.99	(\$5.23)
14	General Manager	0	1	1	Female	300	\$2,100.67	\$1,846.29	\$254.38

Job Number Count: 14

## Predicted Pay Graph



## Job Class Data Entry List Report

Shows the data that has been entered for computation. This report should be carefully reviewed before computing the results. If any errors are found, they must be corrected before computing results.

### Job Class Data Entry Verification List

Stageville Theater First Step To Broadway!  
LGID 1

Case: 2011

Job Nbr	Class Title	Nbr Males	Nbr Females	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
1	Box Office	1	1	B	110	\$1,200.00	\$1,400.41	4.00	0.00	
2	Stage Crew	6	1	M	130	\$1,250.00	\$1,450.26	5.00	0.00	Longevity
3	Props Chief	1	0	M	140	\$1,260.00	\$1,460.94	5.00	0.00	Longevity
4	Costume Designer	0	1	F	142	\$1,375.00	\$1,575.89	5.00	0.00	
5	Set Tech.	1	0	M	150	\$1,360.00	\$1,560.75	5.00	0.00	Longevity
6	Lighting Tech.	1	0	M	164	\$1,400.00	\$1,625.50	6.00	0.00	Longevity
7	Effects Eng.	1	0	M	179	\$1,425.00	\$1,645.22	6.00	0.00	
8	Stage Manager	0	1	F	180	\$1,425.00	\$1,610.30	5.00	0.00	Longevity
9	Writer	1	0	M	180	\$1,400.00	\$1,590.19	6.00	0.00	
10	Marketing Director	1	0	M	200	\$1,490.00	\$1,690.85	4.00	0.00	
11	Actor/Actress	10	12	B	217	\$1,500.00	\$1,730.85	4.00	0.00	Performance
13	Producer	0	1	F	260	\$1,700.00	\$1,900.00	0.00	1.00	
12	Director	1	0	M	275	\$1,600.00	\$1,795.76	0.00	3.00	
14	General Manager	0	1	F	300	\$1,800.00	\$2,100.67	0.00	5.00	

Job Number Count: 14

## Method Used for Predicted Pay Calculation in the Statistical Analysis

The following explanation is a general description of how predicted pay is calculated but does not include all details of the formula in [Minnesota Rules Chapter 3920](#).

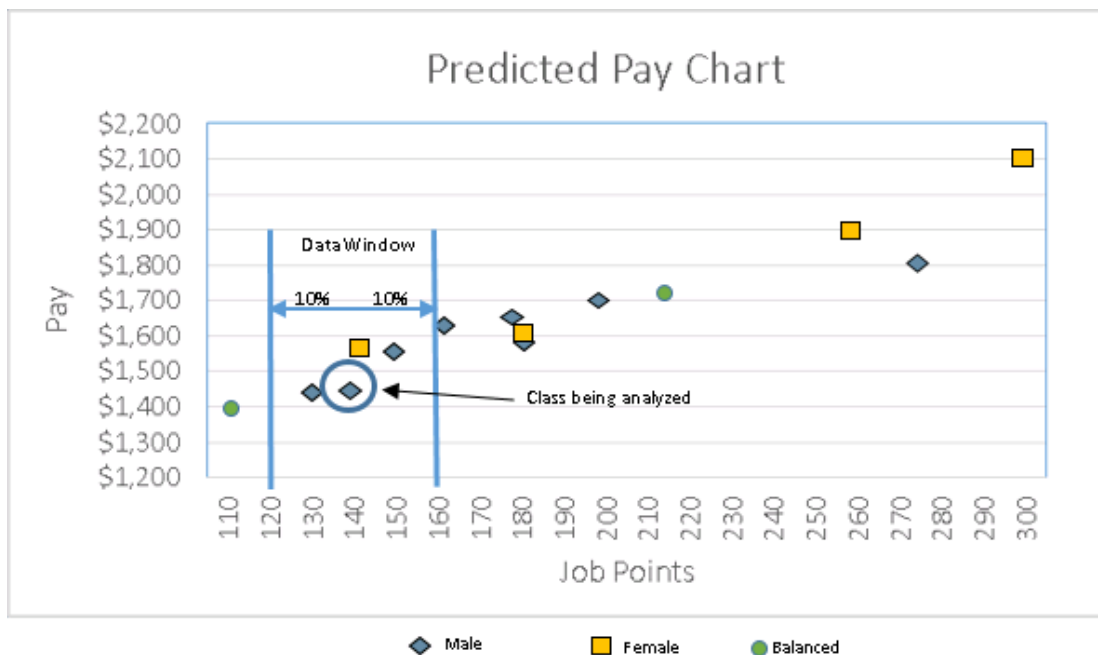
### Basis of the Statistical Analysis

The definition in the Local Government Pay Equity Act for equitable compensation relationship says “...compensation for female-dominated classes is not consistently below the compensation for male-dominated classes of comparable value...”

The formula for the statistical analysis is based on three concepts found in the above definition: comparable value, male compensation and consistently below.

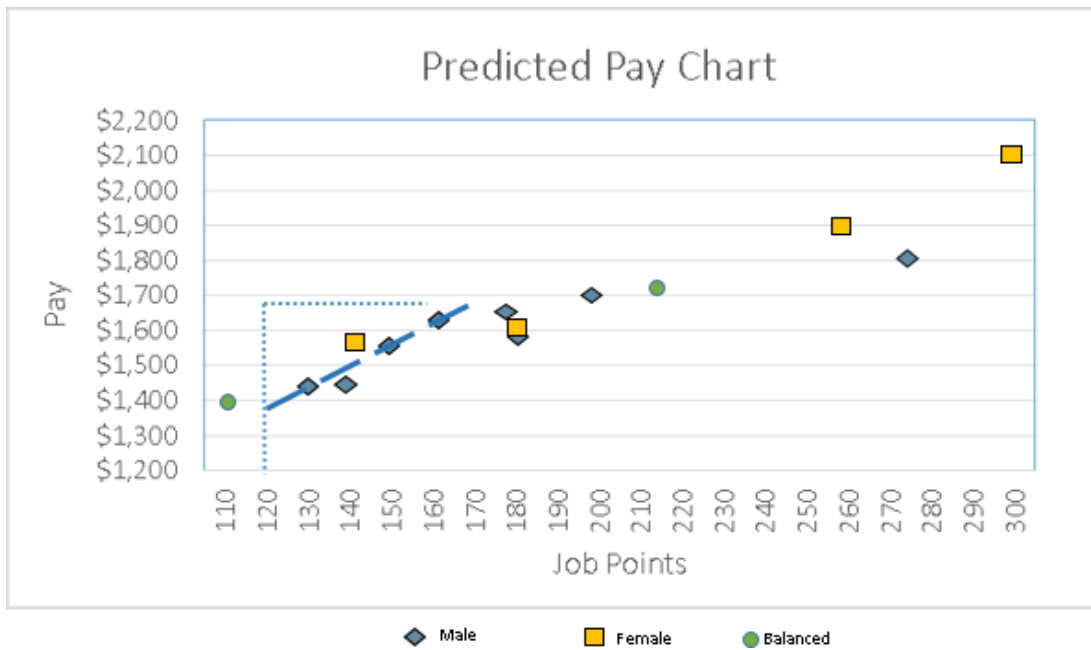
#### I. Defining “Comparable Value”

Except for classes in the lower and upper 10% of the point range, comparable value is defined by drawing a 20% window around the job class being analyzed. Each window extends 10% of the range of points on each side of the class. In the example, there is a range of 200 points from lowest to highest, so 10% would be 20 points. Each window must have at least three male classes (two of which have different points) and must include at least 20% of all male classes in the jurisdiction. If this criteria is not met, the window will expand at 5% increments on either side until the required number of male classes are included. The drawing below shows one window for one class.

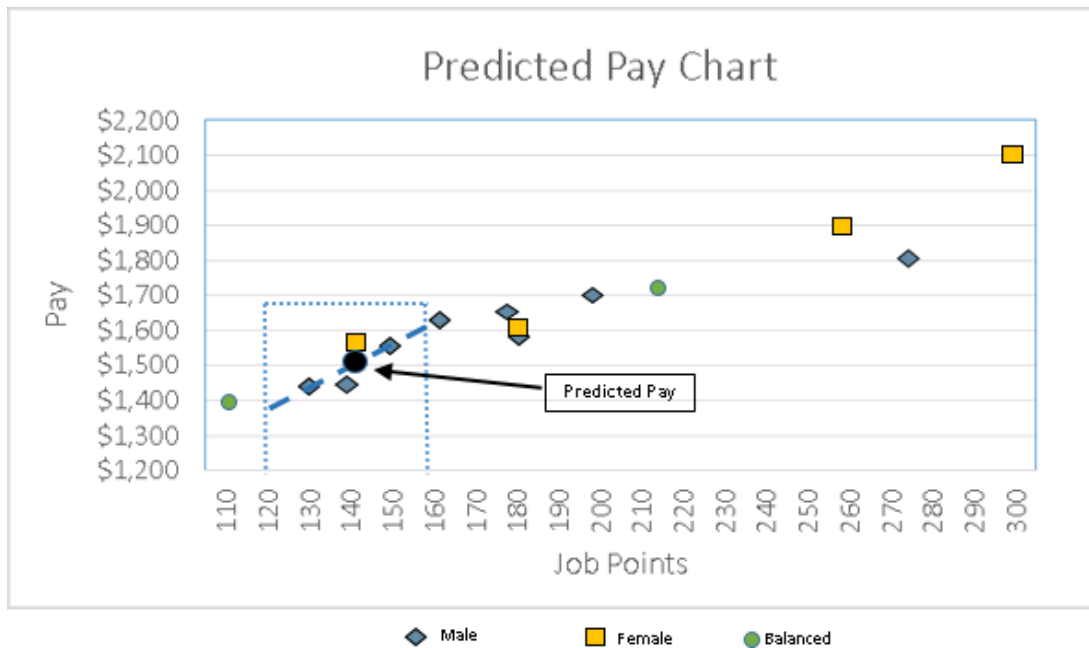


## II. Defining “Male Compensation” or “Predicted Pay”

- A. The first step in defining male compensation is to draw a "mini" regression line through the male classes in the window.

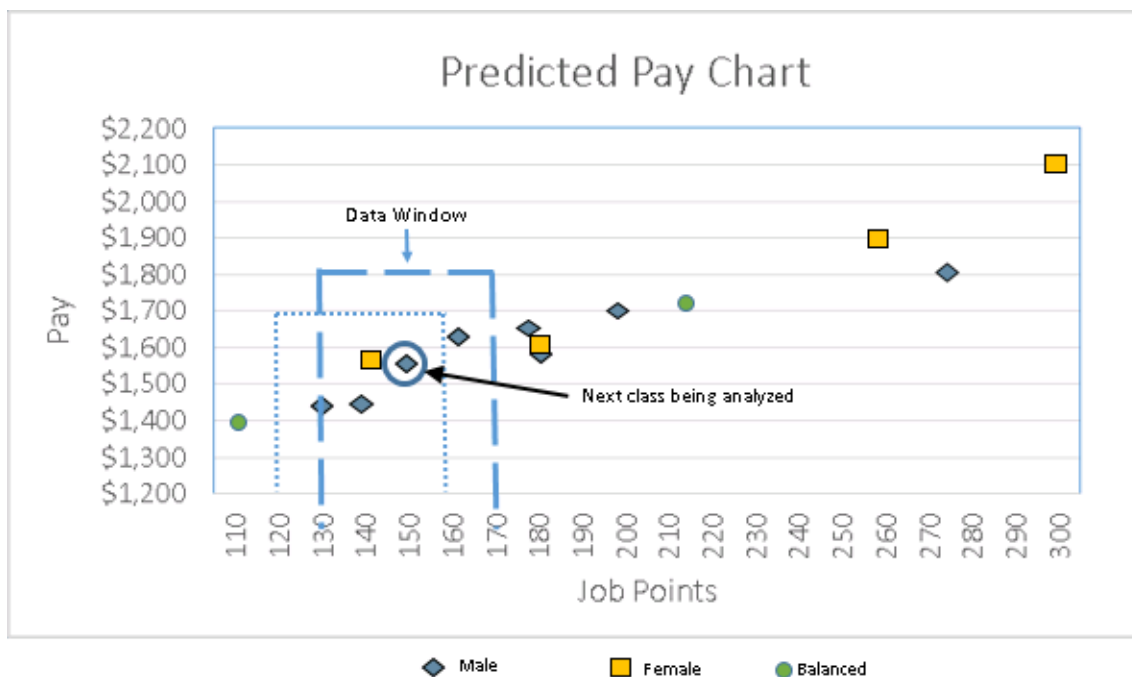


- B. The second step in defining male compensation is to look at the class being analyzed and the same point on the mini regression line. This point is called predicted pay.

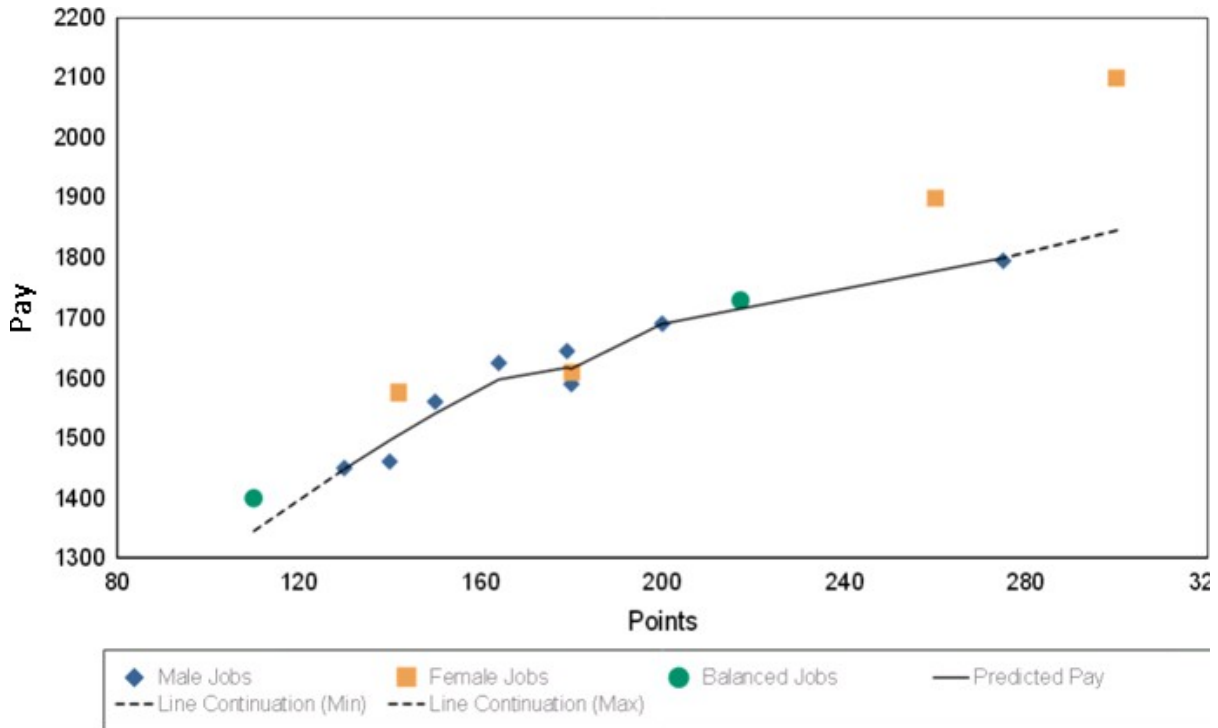


### III. Defining “Consistently Below”

- A. A determination is made as to whether the class being analyzed falls above or below predicted pay. In the example, the female class being analyzed is above predicted pay.
- B. A new window is drawn when the next class is analyzed. This continues until all classes have been analyzed.



C. When all the classes have been analyzed, a predicted pay line is drawn.



D. The tabulation of the number of male and female classes above and below the predicted pay line is made.

For example:

F above	=	3	M above	=	5
F below	=	1	M below	=	3
Total	=	4	Total	=	8

E. The percentage of male and female classes below predicted pay is calculated by dividing the number of classes below by the total number of classes in each group.

Female classes:	$1 \div 4$	=	25.00%
Male classes:	$3 \div 8$	=	37.50%

F. The percentage of male classes below predicted pay is divided by the percentage of female classes below predicted pay. This produces the “underpayment ratio.”

$$37.50\% \div 25.00\% = 150.00\%$$

G. An underpayment ratio below 80% shows that female classes are compensated “consistently below” male classes of comparable value. If the underpayment ratio is below 80%, further analysis is done to determine if the underpayment of females is statistically significant. Using the t-test, a determination is made whether or not the dollar difference is statistically significant. Details of the t-test can be found on page four.

## Alternative Analysis Test

The minimum requirement to pass this test is that:

- a. there is no compensation disadvantage for at least 80% of female classes compared to male classes; or,
- b. compensation differences can be accounted for by years of service or performance.

On the next few pages the four possibilities that exist for inequities or a compensation disadvantage are described.

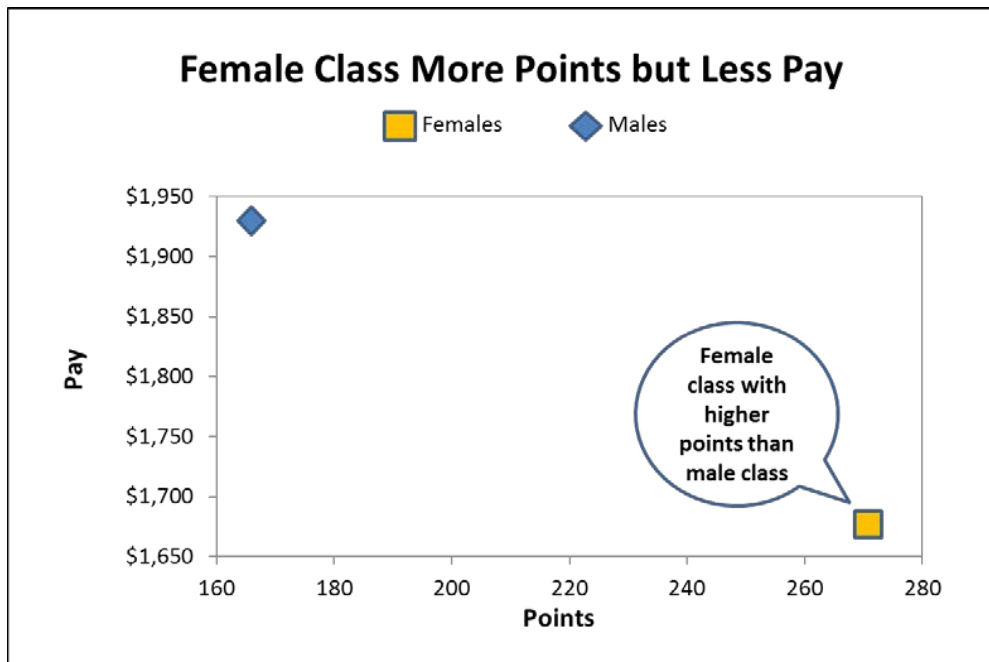
### 1. A female class with higher points has less compensation than a male class with lower points.

**Example:** In this case, the female job class of city clerk has more points but less pay than the male job class of maintenance supervisor.

<u>Job Title</u>	<u>Type</u>	<u>Class Points</u>	<u>Max. Monthly Salary</u>
City Clerk	F	275	\$1665
Maint. Sup.	M	171	\$1925

The minimum requirement to correct this inequity is that the female class must have a salary at least equal to that of the male class.

Graph illustrating inequity for female job class.



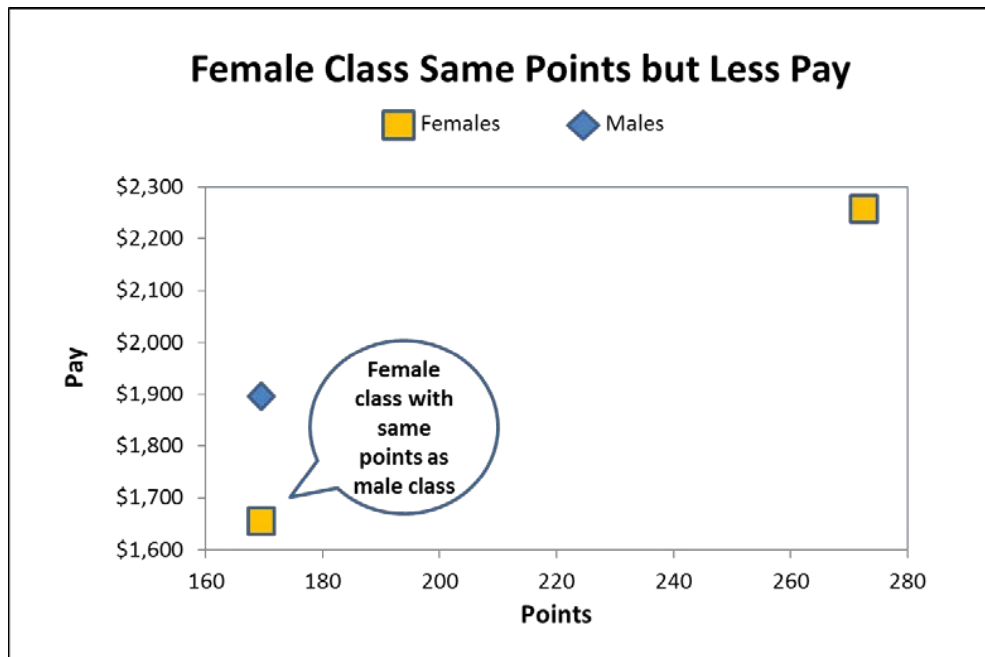
2. A female class has the same points as a male class but less compensation.

**Example:** In this case, the female job class of secretary and the male job class of maintenance have the same points but the secretary receives less pay.

<u>Job Title</u>	<u>Type</u>	<u>Class Points</u>	<u>Max. Monthly Salary</u>
City Clerk	F	275	\$2265
Maintenance	M	171	\$1900
Secretary	F	171	\$1630

The minimum requirement to correct this inequity is that the female class must have a salary at least equal to the male class.

Graph illustrating inequity for female job class.



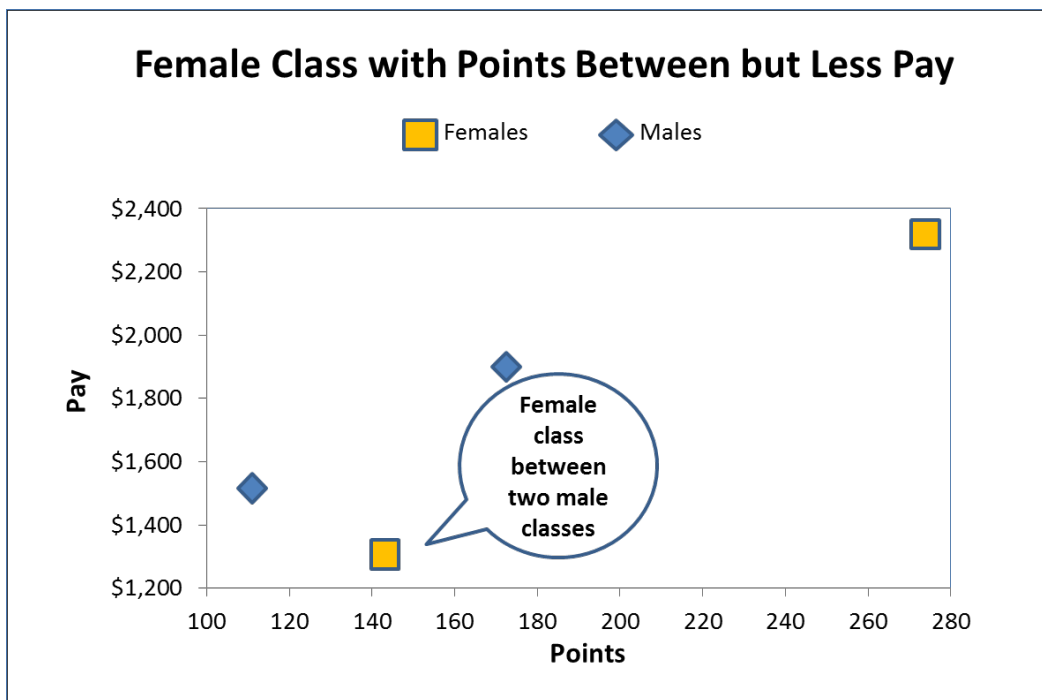
**3. A female class has points between two male classes but compensation is not between or above the two male classes.**

**Example:** In this case, the female job class of receptionist has points between two male classes but receives less pay than either of them.

<u>Job Title</u>	<u>Type</u>	<u>Class Points</u>	<u>Max. Monthly Salary</u>
City Clerk	F	275	\$2370
Maintenance	M	171	\$1900
Receptionist	F	141	\$1250
Custodian	M	111	\$1500

The minimum requirement to correct this inequity is that the female class must have a salary somewhere between the two male classes.

Graph illustrating inequity for female job class.



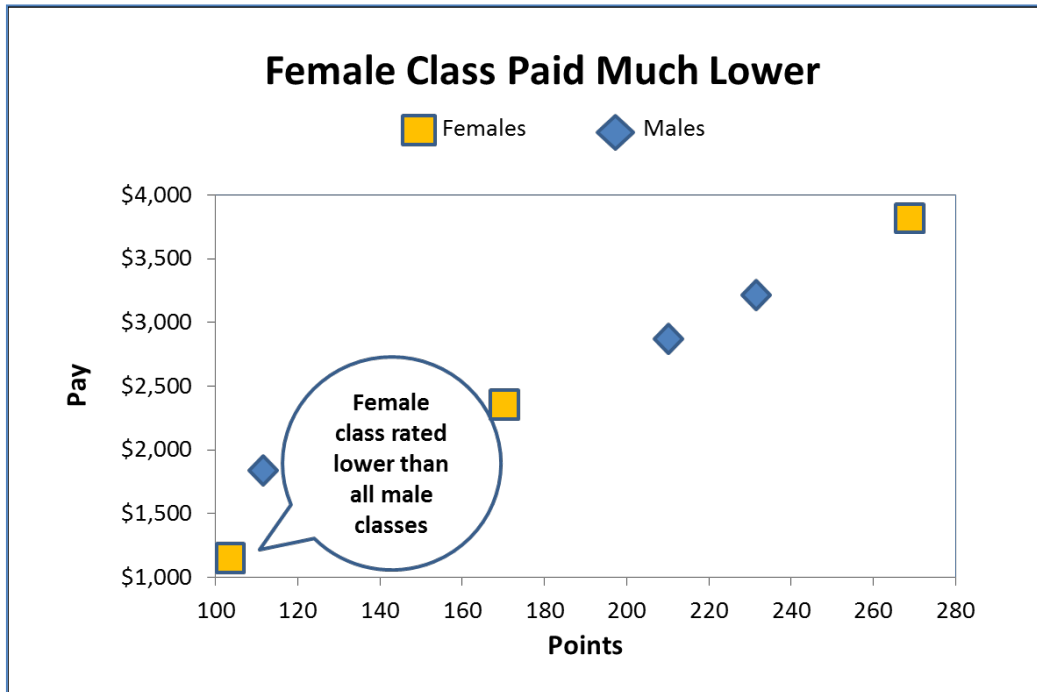
**4. A female class, rated lower than all male classes, is not compensated as reasonably proportionate to points as other classes.**

**Example:** In this case, the retail clerk has a salary of \$700 per month below the custodian but only six fewer points. For all other job classes where there is a salary difference, there is a larger difference in points. For example, the maintenance supervisor’s salary is \$300/month less than the police officer and there is a difference of 23 points.

<u>Job Title</u>	<u>Type</u>	<u>Class Points</u>	<u>Max. Monthly Salary</u>
City Clerk/Admin	F	275	\$3800
Police Officer	M	236	\$3200
Maintenance Sup	M	213	\$2900
Admin. Sec.	F	173	\$2400
Custodian	M	111	\$1800
Retail Clerk	F	105	\$1100

While some difference in salary is acceptable due to the point difference, the salary for the retail clerk with 105 points must be much closer to the salary for the custodian with 111 points. When there is a question regarding the salary for female class or classes rated lower than all male classes, the judgment is made on a case-by-case basis, and the main considerations are the relationship of points and pay between other classes in the jurisdiction and past history of pay relationships that were previously in compliance. In this case, the minimum requirement to correct this inequity would be that the salary for the retail clerk would be approximately \$1,650/month.

Graph illustrating inequity for female class.



## Salary Range Test

This is an example to show how the salary range test is calculated. It is not necessary to calculate this test manually if the software is being used. If the software is not being used, the following steps will produce a result for this test. Information is recorded for male or female classes only, not balanced classes. The information for this example is taken from the Data Entry List Report on page seven.

JURISDICTION: Stageville Theatre

### Step 1

Look at the “years to max” column and identify male classes with an established number of years to move through a salary range.

Title	Years to Max
Stage Crew	5
Props Chief	5
Set Tech	5
Lighting Tech	6
Effects Tech	6
Writer	6
<u>Marketing Director</u>	<u>4</u>
7 <i>total classes</i>	37 <i>total years</i>

### Step 2

Calculate the average years to reach maximum salary for male classes:

A. Total years from Step 1	37	
B. Total classes from Step 1	<u>7</u>	
C. Divide 2A by 2B	$37 \div 7 =$	<b>5.28</b> <i>average years to max</i>

### Step 3

Look at the “years to max” column and identify female classes with an established number of years to move through a salary range.

Title	Years to Max
Costume Designer	5
<u>Stage Manager</u>	<u>5</u>
2 <i>total classes</i>	10 <i>total years</i>

### Step 4

Calculate the average years to reach maximum salary for female classes:

A. Total years from Step 3	10	
B. Total classes from Step 3	<u>2</u>	
C. Divide 4A by 4B	$10 \div 2 =$	<b>5</b> <i>average years to max</i>

### Step 5

Divide 2C by 4C and multiply by 100.       $5.28 \div 5 = 1.05 \times 100 = 105\%$

Enter this result in Part C of the Pay Equity Implementation Report.

## Exceptional Service Pay Test

This is an example to show how the exceptional service pay test is calculated. It is not necessary to calculate this test manually if the software is being used. If the software is not being used, the following steps will produce a result for this test. The information for this example is taken from the Data Entry List Report on page seven. Information is recorded for male or female classes only, not balanced classes.

### Step 1

---

**Look at the “exceptional service pay” column and calculate the percentage of male classes receiving exceptional service pay.**

- |   |                                    |
|---|------------------------------------|
| A. Total number of male classes where an employee receives exceptional service pay. | 4                                  |
| B. Total number of male classes in the jurisdiction.                                | 8                                  |
| C. Divide 1A by 1B and multiply by 100.   | $4 \div 8 = .50 \times 100 = 50\%$ |

**If result of 1C is 20% or less, stop here and check appropriate box in Part D of report form.**

**If result is more than 20%, go on to Step 2.**

### Step 2

---

**Look at the “exceptional service pay” column and calculate the percentage of female classes receiving exceptional service pay.**

- |   |                                    |
|---|------------------------------------|
| A. Total number of female classes where an employee receives exceptional service pay. | 1                                  |
| B. Total number of female classes.  | 4                                  |
| C. Divide 2A by 2B and multiply by 100.   | $1 \div 4 = .25 \times 100 = 25\%$ |

### Step 3

---

**Calculate the ratio of female/male classes receiving exceptional service pay.**

Divide 2C by 1C and multiply by 100.  $.25 \div .50 = .50 \times 100 = 50\%$

## Job Class Data Entry Verification List

Case: 2024

ISD No. 110 - Waconia Public Schools

LGID: 791

Job Nbr	Class Title	Nbr Males	Nbr Females	Non-Binary	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
75	Nutritional Services Assistant	1	12		F	266	2652.00	5012.00	11.00	0.00	Longevity
98	Administrative Assistant - 1A	0	1		F	288	2652.00	5050.00	11.00	0.00	Longevity
7	Administrative Assistant IC	0	7		F	288	2777.00	5313.00	12.00	0.00	Longevity
8	Custodial Cleaner	9	1		M	312	2763.00	5121.00	12.00	0.00	Longevity
9	Kids Company Lead	3	8		F	312	2867.00	4488.00	11.00	0.00	
10	Assistant Head Cook	1	7		F	338	2733.00	5121.00	11.00	0.00	Longevity
69	Kids Company Site Lead	0	4		F	338	3342.00	5466.00	6.00	0.00	
3	Media Assistant	0	2		F	366	2895.00	5448.00	12.00	0.00	Longevity
97	SPED Educational Assistant	5	65		F	396	3094.00	5712.00	12.00	0.00	Longevity
11	Educational Assistant	2	20		F	396	3002.00	4488.00	12.00	0.00	Longevity
12	Accounting Clerk	0	1		F	429	3030.00	5599.00	11.00	0.00	Longevity
91	Cafe 110 Assistant	0	1		F	429	3030.00	5599.00	11.00	0.00	Longevity
96	District Baker	1	0		M	464	3221.00	5968.00	11.00	0.00	Longevity
87	Groundskeeper	1	0		M	464	3427.00	6104.00	12.00	0.00	Longevity
88	Technology Assistant	0	1		F	464	3278.00	6176.00	12.00	0.00	Longevity
13	Administrative Assistant IIB	0	3		F	464	3328.00	6180.00	11.00	0.00	Longevity
15	Head Cook	0	6		F	464	3221.00	5968.00	11.00	0.00	Longevity
17	Night Lead Custodian	3	2		B	464	3427.00	6104.00	12.00	0.00	Longevity
18	Administrative Assistant IIA	0	3		F	464	3271.00	6112.00	11.00	0.00	Longevity
19	Day Lead Custodian	5	0		M	503	3533.00	6268.00	12.00	0.00	Longevity
20	Health Associate	0	8		F	503	3562.00	6500.00	12.00	0.00	Longevity
16	Custodial-Maintenance	4	0		M	503	3553.00	6268.00	12.00	0.00	Longevity
22	Administrative Assistant III-A	0	9		F	544	3541.00	6488.00	11.00	0.00	Longevity
92	Speech Language Path Asst	0	2		F	544	3541.00	6421.00	11.00	0.00	
99	Educational Assistant-IIIC	0	1		F	544	3806.00	6934.00	11.00	0.00	Longevity
93	Student Inform Sys & Enroll Sp	0	1		F	588	3685.00	6703.00	11.00	0.00	
14	Technology Support Specialist	2	0		M	588	3685.00	6703.00	11.00	0.00	
27	Executive Assistant	0	1		F	637	3806.00	6934.00	11.00	0.00	Longevity
71	Network Specialist	1	0		M	637	3806.00	6934.00	11.00	0.00	
61	Payroll Specialist	0	1		F	637	3806.00	6934.00	11.00	0.00	Longevity
77	Athletic Facilities & Fields C	1	0		M	689	4354.00	6939.00	12.00	0.00	
78	Performing Arts Facilities Coo	1	0		M	689	4354.00	6939.00	12.00	0.00	

## Job Class Data Entry Verification List

Case: 2024

ISD No. 110 - Waconia Public Schools

LGID: 791

Job Nbr	Class Title	Nbr Males	Nbr Females	Non-Binary	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
28	PreSchool Teacher	0	6		F	689	5203.00	8206.00	6.00	0.00	Longevity
29	ECFE Teacher	0	4		F	689	5203.00	8206.00	6.00	0.00	Longevity
30	Recreation Coordinator	2	0		M	689	4354.00	6939.00	12.00	0.00	
31	Youth & Adult Programmer Coord	0	1		F	689	4354.00	6939.00	12.00	0.00	
94	HR Generalist	0	1		F	745	4368.00	7141.00	11.00	0.00	
80	Human Resources Coordinator	0	1		F	805	5045.00	7958.00	11.00	0.00	
65	Social Worker	0	2		F	805	5627.00	12796.00	17.00	0.00	Longevity
66	Work Experience Coordinator	0	1		F	805	5627.00	12796.00	17.00	0.00	Longevity
34	Occupational Therapist	0	2		F	805	5627.00	12796.00	17.00	0.00	Longevity
35	School Psychologist	0	3		F	805	5627.00	12796.00	17.00	0.00	Longevity
36	Speech & Language Pathologist	0	10		F	805	5627.00	12796.00	17.00	0.00	Longevity
37	Media Specialist	0	2		F	805	5627.00	12796.00	17.00	0.00	Longevity
38	School Counselor	0	7		F	805	5627.00	12796.00	17.00	0.00	Longevity
39	Teacher	60	173		F	805	5627.00	12796.00	17.00	0.00	Longevity
41	Licensed School Nurse	0	3		F	805	5627.00	12796.00	17.00	0.00	Longevity
82	Kids Company Program Superviso	0	1		F	871	5604.00	8742.00	11.00	0.00	
81	Controller	0	1		F	941	6400.00	9718.00	11.00	0.00	
43	Director of Bldg & Grds	1	0		M	1017	8064.00	10379.00	0.00	2.00	
44	Activities Director	1	0		M	1100	9663.00	11979.00	0.00	1.00	
45	Dir Nutritional Services	0	1		F	1100	8191.00	10507.00	0.00	19.00	
83	Early Childhood Program Mgr	0	1		F	1100	8340.00	9964.00	11.00	0.00	
84	Dir Comm. & Community Relation	1	0		M	1100	8933.00	11249.00	0.00	2.00	
95	Health Services Manager	0	1		F	1100	8590.00	10905.00	0.00	4.00	
85	Special Education Manager	0	1		F	1189	8340.00	10656.00	0.00	2.00	
62	Asst. Principal	1	1		B	1189	9624.00	13481.00	3.00	0.00	Longevity
48	Director of Technology	1	0		M	1285	8583.00	10899.00	0.00	1.00	
50	Elementary Principal	1	2		B	1285	11318.0 0	14921.00	3.00	0.00	Longevity
52	Director of Community Ed	0	1		F	1389	9663.00	11979.00	0.00	2.00	
73	MS Principal	1	0		M	1389	11322.0 0	14927.00	3.00	0.00	Longevity
74	Director of Special Education	1	0		M	1389	11458.0 0	13774.00	0.00	10.00	

## Job Class Data Entry Verification List

Case: 2024

ISD No. 110 - Waconia Public Schools

LGID: 791

Job Nbr	Class Title	Nbr Males	Nbr Females	Non-Binary	Class Type	Jobs Points	Min Mo Salary	Max Mo Salary	Yrs to Max Salary	Yrs of Service	Exceptional Service Pay
54	Dir of Educational Services	0	1		F	1501	11250.00	13566.00	0.00	1.00	
55	HS Principal	1	0		M	1501	11732.00	153840.00	3.00	0.00	Longevity
46	Dir Human Resources	0	1		F	1501	12290.00	14606.00	0.00	2.00	
53	Director of Finance & Operatio	1	0		M	1622	10328.00	12644.00	0.00	1.00	
56	Superintendent	1	0		M	2046	16042.00	18650.00	0.00	3.00	

**Job Number Count: 67**

7.C. Second Read Board Policies

7.C.1. 204 School Board Meeting Minutes

## **204 SCHOOL BOARD MEETING MINUTES**

***[Note: The provisions of this policy are required by statute.]***

### **I. PURPOSE**

The purpose of this policy is to establish procedures relating to the maintenance of records of the school board and the publication of its official proceedings.

### **II. GENERAL STATEMENT OF POLICY**

It is the policy of the school district to maintain its records so that they will be available for inspection by members of the general public and to provide for the publication of its official proceedings in compliance with law.

### **III. MAINTENANCE OF MINUTES AND RECORDS**

- A. The clerk shall keep and maintain permanent records of the school board, including records of the minutes of school board meetings and other required records of the school board. All votes taken at meetings required to be open to the public pursuant to the Minnesota Open Meeting Law must be recorded in a journal or minutes kept for that purpose. Public records maintained by the school district must be available for inspection by members of the public during the regular business hours of the school district. Minutes of meetings shall be available for inspection at the administrative offices of the school district after they have been prepared. Minutes of a school board meeting shall be approved or modified by the school board at a subsequent meeting, which action shall be reflected in the official proceedings of that subsequent meeting.
- B. Recordings of Closed Meetings
  1. All closed meetings, except those closed as permitted by the attorney-client privilege, must be electronically recorded at the school district's expense. Recordings of closed meetings shall be made separately from the recordings of an open meeting to the extent such meetings are recorded. If a meeting is closed to discuss more than one (1) matter, each matter shall be separately recorded.
  2. Recordings of closed meetings shall be preserved by the school district for the following time periods:
    - a. Meetings closed to discuss labor negotiations strategy shall be preserved for two (2) years after the contract is signed.
    - b. Meetings closed to discuss security matters shall be preserved for at least four (4) years.
    - c. Meetings closed to discuss the purchase or sale of property shall be preserved for at least eight (8) years after the date of the meeting.
    - d. All other closed meetings shall be preserved by the school district for at least three (3) years after the date of the meeting.
    - e. Following the expiration of the above time periods, recordings of closed meetings shall be maintained as set forth in the school district's Records Retention Schedule.

3. Recordings of closed meetings shall be classified by the school district as protected non-public data that is not accessible by the public or any subject of the data, with the following exceptions:
  - a. Recordings of labor negotiations strategy meetings shall be classified as public data and made available to the public after all labor contracts are signed by the school district for the current budget period.
  - b. Recordings of meetings related to the purchase or sale of property shall be classified as public data and made available to the public after all real or personal property discussed at the meeting has been purchased or sold or the school district has abandoned the purchase or sale.
  - c. Recordings of any other closed meetings shall be classified and/or released as required by court order.
4. Recordings of closed meetings shall be maintained separately from recordings of open meetings, to the extent recordings of open meetings are maintained by the school district, with the exception of recordings that have been classified as public data as set forth in Section III.B.3. above. Recordings of closed meetings classified as non-public data also shall be maintained in a secure location, separate from recordings classified as public data.
5. Recordings of closed meetings shall be maintained in a manner to easily identify the data classification of the recording. The recordings shall be identified with at least the following information:
  - a. The date of the closed meeting;
  - b. The basis upon which the meeting was closed (i.e.: labor negotiations strategy, purchase or sale of real property, educational data, etc.); and
  - c. The classification of the data.
6. Recordings of closed meetings related to labor negotiations strategy and the purchase or sale of property shall be maintained and monitored in a manner that reclassifies the recording as public upon the occurrence of an event reclassifying that data as set forth in Section III.B.3. above.

#### **IV. PUBLICATION OF OFFICIAL PROCEEDINGS**

- A. The school board shall cause its official proceedings to be published once in the official newspaper of the school district within thirty (30) days of the meeting at which the proceedings occurred; however, if the school board conducts regular meetings not more than once every thirty (30) days, the school board need not publish the minutes until ten (10) days after they have been approved by the school board.

**[NOTE: In 2024, the Minnesota legislature enacted two laws regarding publication of school board minutes. Under Chapter 109 (2024), five school districts are authorized to publish their minutes on their websites; this section expires on August 1, 2026.]**

**Under Chapter 115 (2024), the Minnesota legislature enacted the following:**  
**(a) Notwithstanding any law to the contrary, when a qualified newspaper designated by a school district ceases to exist for any reason except consolidation with another newspaper, the school district may publish its proceedings on the school district's website instead of publishing the proceedings in a newspaper. The school district must**

also request that the same information be posted at each public library located within the school district for the notice's publication period. This section expires August 1, 2026.

(b) If, before August 1, 2026, there is a newspaper located within a school district's boundaries that is qualified to be designated as the school district's official newspaper pursuant to Minnesota Statutes, section 331A.04, then the exemption provided in this section shall not apply, provided that the qualified newspaper's legal rate is not more than ten percent above the rate charged by the school district's previous official newspaper and the qualified newspaper provides some coverage of the activities of the school district that is publishing the notice.

**[NOTE: MSBA has not inserted paragraph (a) into this model policy because its application is limited to specific circumstances and for a defined period. School districts that meet the conditions in paragraph (a) may choose to publish on the school district's website.]**

- B. The proceedings to be published shall be sufficiently full to fairly set forth the proceedings. They must include the substance of all official actions taken by the school board at any regular or special meeting, and at minimum must include the subject matter of a motion, the persons making and seconding the motion, a listing of how each member present voted on the motion, the character of resolutions offered including a brief description of their subject matter and whether adopted or defeated. The minutes and permanent records of the school board may include more detail than is required to be published with the official proceedings. If the proceedings have not yet been approved by the school board, the proceedings to be published may reflect that fact.
- C. The proceedings to be published may be a summary of the essential elements of the proceedings, and/or of resolutions and other official actions of the school board. Such a summary shall be written in a clear and coherent manner and shall, to the extent possible, avoid the use of technical or legal terms not generally familiar to the public. When a summary is published, the publication shall clearly indicate that the published material is only a summary and that the full text is available for public inspection at the administrative offices of the school district and that a copy of the proceedings, other than attachments to the minutes, is available without cost at the offices of the school district or by means of standard or electronic mail.

**Legal References:** Minn. Stat. § 13D.01, Subds. 4-6 (Open Meeting Law)  
Minn. Stat. § 123B.09, Subd. 10 (Boards of Independent School Districts)  
Minn. Stat. § 123B.14, Subd. 7 (Officers of Independent School Districts)  
Minn. Stat. § 331A.01 (Definitions)  
Minn. Stat. § 331A.05, Subd. 8 (Form of Public Notices)  
Minn. Stat. § 331A.08, Subd. 3 (Computation of Time)  
Op. Atty. Gen. 161-a-20, December 17, 1970  
*Ketterer v. Independent School District No. 1*, 248 Minn. 212, 79 N.W.2d 428 (1956)

**Cross References:** MSBA/MASA Model Policy 205 (Open Meetings and Closed Meetings)

Policy Adopted:  
Amended April 14, 1997 / November 12, 2001/ April 11, 2005 / April 2009 / October 2022  
Policy Reviewed: September 2017  
Independent School District No. 110  
Waconia, MN

7.C.2. 425 Staff Development and Mentoring

## 425 STAFF DEVELOPMENT AND MENTORING

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

### I. PURPOSE

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

### II. ADVISORY STAFF DEVELOPMENT COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

A. The school board ~~directs the superintendent or designee to will~~ establish an Advisory Staff Development Committee to develop a District Staff Development Plan, assist Site Professional Development Teams in developing a site plan consistent with the goals of the Staff Development District Plan, and evaluate staff development efforts at the site level.

1. The majority of the membership of the Advisory Staff Development Committee shall consist of teachers representing various grade levels, subject areas, and special education. The Committee also will include nonteaching staff, ~~parents,~~ and administrators.

~~2. Members of the Advisory Staff Development Committee shall be appointed by the school board. Committee members shall serve a two-year term<sup>1\*</sup> based upon nominations by board members, teachers, and educational support professionals paraprofessionals. The school board shall appoint replacement members of the Advisory Staff Development Committee as soon as possible following the resignation, death, serious illness, or removal of a member from the Committee.~~

B. The school board ~~directs the superintendent or designee to shall~~ approve the guidelines for member representation of the Site Professional Development Teams.

1. Members of the Site Professional Development Teams will be ~~appointed by the Superintendent or designee established by building administration based on site and staff needs. Team members shall serve a two-year term\* based upon nominations by board members, administration, teachers, and paraprofessionals. The school board shall appoint replacement members of the Site Professional Development Teams as soon as possible following the resignation, death, serious illness, or removal of a member from the Team.~~

2. The majority of the Site Professional Development Teams shall be teachers representing various grade levels, subject areas, and special education.

### III. DUTIES OF THE ADVISORY STAFF DEVELOPMENT COMMITTEE

~~A. The Advisory Staff Development Committee will develop a Staff Development Plan that will be reviewed and subject to approval by the school board annually.~~

~~BA.~~ The District Staff Development Plan must contain the following elements:

1. ~~Staff development outcomes that are consistent with the education outcomes as may be determined periodically by the school board~~ Goals and desired outcomes that are aligned with the district's strategic plan;

***[Note: The board-determined education outcomes for your district could be inserted here.]***

2. The means to achieve the Staff Development goals and desired outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minnesota Statutes, section 122A.187;
4. Ongoing staff development activities that contribute toward continuous improvement in achievement of the following goals:
  - a. Improve student achievement of state and local education standards in all areas of the curriculum, including areas of regular academic and applied and experiential learning, by using research-based best practices methods;
  - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, English learners, and gifted children, within the regular classroom, applied and experiential learning settings, and other settings;
  - c. Provide an inclusive curriculum for a racially, ethnically, linguistically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
  - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
  - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
  - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
  - g. Provide teachers and other members of site-based management teams with appropriate management and financial management skills.
5. The Staff Development Plan also must:
  - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching practice;
  - b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
  - c. Maintain a strong subject matter focus premised on students' learning goals consistent with Minnesota Statutes, section 120B.125;
  - d. Ensure specialized preparation and learning about issues related to teaching English learners and students with special needs by focusing on long-term systemic efforts to improve educational services and opportunities and raise student achievement; and
  - e. Reinforce national and state standards of effective teaching practice.
6. Staff development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
  - b. Provide opportunities for teachers to practice and improve their **the teacher's** instructional skills over time;
  - c. Provide opportunities for teachers to use student data as part of their **the teacher's** daily work to increase student achievement;
  - d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
  - e. Align with state and local academic standards;
  - f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
  - g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system;
  - h. Provide teachers of English learners, including English as a second language, and content teachers with differentiated instructional strategies critical for ensuring students long-term academic success, the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners, and skills to support native and English language development across the curriculum; and
  - i. Provide opportunities for staff to learn about current workforce trends, the connections between workforce trends and postsecondary education, and training options, including career and technical education options.
7. Staff development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.
  8. The school district may implement other staff development activities required by law and activities associated with professional teacher compensation models.

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

**CB.** The Advisory Staff Development Committee will assist Site Professional Development Teams in developing a site plan consistent with the goals and outcomes of the **District** Staff Development Plan.

**DC.** The Advisory Staff Development Committee will evaluate staff development efforts at

the site level and will report to the school board annually<sup>2\*</sup> the extent to which staff at the site have met the outcomes of the Staff Development Plan.

**ED.** In addition to developing a Staff Development Plan, the Staff Development Advisory Committee also must develop teacher mentoring programs for teachers new to the profession or school district, including teaching residents, teachers of color, teachers who are American Indian, teachers in license shortage areas, teachers with special needs, or experienced teachers in need of peer coaching. Teacher mentoring programs must be included in or aligned with the school district's teacher evaluation and peer review processes under Minnesota Statutes sections 122A.40, subdivision 8 or 122A.41, subdivision 5.

**FD.** The Advisory Staff Development Committee shall assist the school district in preparing any reports required by the Minnesota Department of Education (MDE) relating to staff development or teacher mentoring including, but not limited to, the reports referenced in Section VII. below.

#### **IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM**

A. Each Site Professional Development Team shall develop a site plan, consistent with the goals of the Staff Development Plan. The school board will review the site plans for consistency with the Staff Development Plan annually.

B. The Site Professional Development Team must demonstrate to the school board the extent to which staff at the site have met the outcomes of the Staff Development Plan. The actual reports to the school board can be made by the Advisory Staff Development Committee to avoid duplication of effort.

C. If the school board determines that staff development outcomes are not being met, it may withhold a portion of the initial allocation of revenue referenced in Section V. below.

#### **V. STAFF DEVELOPMENT FUNDING**

A. Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: (1) teacher development and evaluation under Minnesota Statutes section 122A.40, subdivision 8 or 122A.41, subdivision 5; (2) principal development and evaluation under section 123B.147, subdivision 3; (3) professional development under section 122A.60; (4) in-service education for programs under section 120B.22, subdivision 2; and (5) teacher mentorship under section 122A.70, subdivision 1. To the extent extra funds remain, staff development revenue may be used for development plans, including plans for challenging instructional activities and experiences under section 122A.60, and for curriculum development and programs, other in-service education, teacher's workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and **educational support professionals paraprofessionals**, and other related costs for staff development efforts. The school district also may use the revenue reserved for staff development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. To receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.

B. The school district may, in its discretion, expend an additional amount of unreserved revenue for staff development based on its needs.

- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher’s knowledge and instructional skills, such as preparing report cards, calculating grades, or organizing classroom materials, may not be counted as staff development time that is financed with staff development reserved revenue under Minnesota Statutes section 122A.61.
  
- D. The school district may use staff development revenue, special grant programs established by the legislature, or another funding source to pay a stipend to a mentor who may be a current or former teacher who has taught at least three (3) years and is not on an improvement plan. Other initiatives using such funds or funds available under Minnesota Statutes sections 124D.861, may include:
  - 1. additional stipends as incentives to mentors of color or who are American Indian;
  - 2. financial supports for professional learning community affinity groups across schools within and between districts for teachers from underrepresented racial and ethnic groups to come together throughout the school year;
  - 3. programs for induction aligned with the school district or school mentorship program during the first three (3) years of teaching, especially for teachers from underrepresented racial and ethnic groups; or
  - 4. grants supporting licensed and nonlicensed educator participation in professional development, such as workshops and graduate courses, related to increasing student achievement for students of color and American Indian students in order to close opportunity and achievement gaps.

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

**VI. PROCEDURE FOR USE OF STAFF DEVELOPMENT FUNDS**

- A. On a yearly<sup>3\*</sup> basis, the Advisory Staff Development Committee, with the assistance of the Site Professional Development Teams, shall prepare a projected budget setting forth proposals for allocating staff development and mentoring funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual staff seminars, and cost of substitutes.
  
- B. Upon approval of the budget by the school board, the Advisory Committee shall be responsible for monitoring the use of such funds in accordance with the Staff Development Plan and budget. The requested use of staff development funds must meet or make progress toward the goals and objectives of the Staff Development Plan. All costs/expenditures will be reviewed by the school board and/or superintendent for consistency with the Staff Development Plan on a quarterly annual basis.
  
- C. Individual requests from staff for leave to attend staff development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such

requests may be cause for denial of the request.

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

- A. The school district must provide a minimum of eight hours of paid orientation or professional development annually to all educational support professionals paraprofessionals, Title I aides, and other instructional support staff. Six of the eight hours must be completed before the first instructional day of the school year or within 30 days of hire. The school district must consult the exclusive representative for employees receiving this training before creating or planning the training required under this section.
- B. The orientation or professional development must be relevant to the employee's occupation and may include collaboration time with classroom teachers and planning for the school year.
- C. For educational support professionals paraprofessionals who provide direct support to students, at least 50 percent of the professional development or orientation must be dedicated to meeting the requirements of this section. Professional development for educational support professionals paraprofessionals may also address the requirements of Minnesota Statutes, section 120B.363, subdivision 3.
- D. A school administrator must provide an annual certification of compliance with this requirement to the MDE Commissioner.

E. For the 2024-2025 school year only, a school may reduce the hours of training required in paragraphs (b) to (e) to a minimum of six hours and must pay for educational support professional test materials and testing fees for any educational support professional employed by the school district during the 2023-2024 school year who has not successfully completed the educational support professional assessment or met the requirements of the educational support professional competency grid.

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

## **VIII. REPORTING**

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

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary

use of allocated staff development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

3. The report will be signed by the superintendent and staff development chair.
- B. To the extent the school district receives a grant for mentorship activities described in Section V.D., by June 30 of each year after receiving a grant, the site staff development committee must submit a report to the Professional Educator Licensing and Standards Board on program efforts that describes mentoring and induction activities and assesses the impact of these programs on teacher effectiveness and retention.

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

**Cross References:** None.

Policy Adopted: May 12, 2008

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

Independent School District No. 110

Waconia, MN

7.C.3. 509 Enrollment of Nonresident Students

## 509 ENROLLMENT OF NONRESIDENT STUDENTS

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

### I. PURPOSE

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

### II. GENERAL STATEMENT OF POLICY

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

### III. OPEN ENROLLMENT PROCESS

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

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

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

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

[NOTE: MDE offers the following recommendation: “the non-resident district may elect to allow the child’s enrollment status to continue without completing another application. We recommend that districts create policies around this election which must be non-discriminatory and in writing.” A district may choose to insert applicable local provisions here.]

#### **IV. BASIS FOR DECISIONS**

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

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

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

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

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

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

C. Application

The student and parent or guardian must complete and submit the “General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education” (or the Statewide Enrollment Options Application for State-funded Voluntary Prekindergarten (VPK) ~~or School Readiness Plus (SRP)~~ Application if applicable) developed by the Minnesota

Department of Education and available on their website (education.mn.gov).

The school district may require a nonresident student enrolled in a program under Minnesota Statutes, section 125A.13, or in a preschool program, except for a program under Minnesota Statutes, section 124D.151 ~~or Laws 2017, First Special Session chapter 5, article 8, section 9,~~ to follow the application procedures under this subdivision to enroll in kindergarten. A district must allow a nonresident student enrolled in a program under Minnesota Statutes, section 124D.151 or ~~Laws 2017, First Special Session chapter 5, article 8, section 9,~~ to remain enrolled in the district when the student enters kindergarten without submitting annual or periodic applications, unless the district terminates the student's enrollment under subdivision 12.

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

#### D. Lotteries.

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

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

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

#### E. Exclusion

1. Administrator's initial determination. If a school district administrator knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent may make further inquiries. If the superintendent determines that the applicant should be admitted, **he or she the superintendent** will notify the applicant and the school board chair. If the superintendent determines that the applicant should be excluded, the superintendent will notify the applicant and determine

whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

F. Termination of Enrollment

The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minnesota Statutes section 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minnesota Statutes chapter 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8. The school district may also terminate the enrollment of a nonresident student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minnesota Statutes section 120A.22, subdivision 8.

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

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

- Legal References:** Minn. Stat. § 120A.22, Subd. 3(e) and Subd. 8 (Compulsory Instruction)
- Minn. Stat. § 121A.40-121A.56 (Pupil Fair Dismissal Act)  
Minn. Stat. § 124D.03 (Enrollment Options Program)  
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District; Exceptions)  
[Minn. Stat. § 124D.151 \(Voluntary Prekindergarten Program\)](#)  
Minn. Stat. § 124D.68 (Graduation Incentives Program)  
[Minn. Stat. § 125A.13 \(School of Parents' Choice\)](#)  
Minn. Stat. Ch. 260A (Truancy)  
Minn. Stat. § 260C.007, Subd. 19 (Definitions)  
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)  
*Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ.*, Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)  
18 U.S.C. 930, para. (g)(2) (Definition of weapon)

**Cross References:** MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 517 (Student Recruiting)

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Independent School District 110

Waconia, MN



## 709 STUDENT TRANSPORTATION SAFETY POLICY

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

### I. PURPOSE

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

### II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

#### A. School Bus Safety Week

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

#### B. Student School Bus Safety Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 10 with age-appropriate school bus safety training of the following concepts:
  - a. transportation by school bus is a privilege, not a right;
  - b. school district policies for student conduct and school bus safety;
  - c. appropriate conduct while on the bus;
  - d. the danger zones surrounding a school bus;
  - e. procedures for safely boarding and leaving a school bus;
  - f. procedures for safe vehicle lane crossing; and
  - g. school bus evacuation and other emergency procedures.
2. All students in grades K through 6 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 7 through 10 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades K through 10 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

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

C. Active Transportation Safety Training

1. Training required
  - a. The school district must provide public school pupils enrolled in kindergarten through grade 3 with age-appropriate active transportation safety training. At a minimum, the training must include pedestrian safety, including crossing roads.
  - b. The school district must provide pupils enrolled in grades 4 through 8 with age-appropriate active transportation safety training. At a minimum, the training must include:
    - (1) pedestrian safety, including crossing roads safely using the searching left, right, left for vehicles in traffic technique; and

(2) bicycle safety, including relevant traffic laws, use and proper fit of protective headgear, bicycle parts and safety features, and safe biking techniques.

(3) electric-assisted bicycle safety, including that a person under the age of 15 is not allowed to operate an electric-assisted bicycle.

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

2. Deadlines.

a. Students under subdivision 1, paragraph (a), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the third week of school.

b. Students under subdivision 1, paragraph (b), who are enrolled during the first or second week of school and have not previously received active transportation safety training specified in that paragraph must receive the safety training by the end of the sixth week of school.

c. Students under subdivision 1, paragraph (a) or (b), who enroll in a school after the second week of school and have not received the appropriate active transportation safety training in their previous school district must undergo the training or receive active transportation safety instructional materials within four weeks of the first day of attendance.

d. The school district and a nonpublic school may provide kindergarten pupils with active transportation safety training before the first day of school.

3. Instruction

a. The school district may provide active transportation safety training through distance learning.

b. The district and a nonpublic school must make reasonable accommodations for the active transportation safety training of pupils known to speak English as a second language and pupils with disabilities.

**III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR**

A. Riding the school bus is a privilege, not a right. The school district's general

student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.

B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.

1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Immediately follow the directions of the driver.
- b. Sit in your seat facing forward.

- c. Talk quietly and use appropriate language.
- d. Keep all parts of your body inside the bus.
- e. Keep your arms, legs, and belongings to yourself.
- f. No fighting, harassment, intimidation, or horseplay.
- g. Do not throw any object.
- h. No eating, drinking, or use of alcohol, tobacco, or drugs.
- i. Do not bring any weapons or dangerous objects on the school bus.
- j. Do not damage the school bus.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

(1) Elementary (K-6)

1st offense – warning

2nd offense – 3 school-day suspension from riding the bus

3rd offense – 5 school-day suspension from riding the bus

4th offense – 10 school-day suspension from riding the bus/meeting with parent

Further offenses – individually considered. Students may be suspended for longer periods of time, including the remainder of the school year.

(2) Secondary (7-12)

1st offense – warning

2nd offense – 5 school-day suspension from riding the bus

3rd offense – 10 school-day suspension from riding the bus

4th offense – 20 school-day suspension from riding the bus/meeting with parent

5th offense – suspended from riding the bus for the remainder of the school year

Note: When any student goes 60 transportation days without a report, the student's consequences may start over at the first offense.

(3) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(4) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(5) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(6) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to students. School bus rules are to be posted on each school bus.

(7) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

#### **IV. PARENT AND GUARDIAN INVOLVEMENT**

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

**B. Parents/Guardians Responsibilities for Transportation Safety**

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

**V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES**

- A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.
- B. The school district shall conduct mandatory drug and alcohol testing of all school district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.
- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
  1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;

2. reckless driving;
  3. improper or erratic traffic lane changes;
  4. following the vehicle ahead too closely;
  5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
  6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.
- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

## **VI. SCHOOL BUS DRIVER TRAINING**

### **A. Training**

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, “annually” means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver “evaluation certification” form for each school district driver as contained in the Model School Bus Driver Training Manual.

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

**B. Evaluation**

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;
5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

***[Note: The school district may use alternative assessments rather than those set forth in the Model School Bus Driver Training Manual for bus driver training competencies with the approval of the Commissioner of Public Safety. A driver also may receive at***

*least 8 hours of school bus in-service training in any year as an alternative to being assessed for bus driver competencies after the initial year of being assessed for bus driver competencies.]*

## VII. OPERATING RULES AND PROCEDURES

### A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.

*[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]*

2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.

*[Note: A school district is not required to comply with Section VII.A.5. if the school board determines that alternative locations block traffic, impair student safety, or are not cost effective.]*

6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, "school bus" has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, "school bus" also includes type III vehicles when driven by employees or agents of the school district. "Cellular phone" means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. Vehicles model year 2007 or older must not be used as type III vehicles to transport school children, except those vehicles that are manufactured to meet the structural requirements of federal motor vehicle safety standard 222, Code of Federal Regulations, title 49, part 571.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
  - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's

compartment and be readily accessible to the driver and passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
  - c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.
11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.
12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.
13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

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

- 1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:
  - a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
  - b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:
    - (1) safe operation of a type III vehicle;

- (2) understanding student behavior, including issues relating to students with disabilities;
- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
  - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
  - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
  - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
  - (d) placing the type III vehicle in “park” during loading and unloading;
  - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

c. A background check or background investigation of the operator

has been conducted that meets the requirements under Minnesota Statute section 122A.18, subdivision 8, or Minnesota Statute section 123B.03 for school district employees; Minnesota Statute section 144.057 or Minnesota Statute Chapter 245C for day care employees; or Minnesota Statute section 171.321, subdivision 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minnesota Statute section 171.321, subdivision 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minnesota Statute section 181.951, subdivision 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minnesota Statute section 171.321, subdivision 5.
- g. A person who sustains a conviction, as defined under Minnesota Statute section 609.02, of violating Minnesota Statute section 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minnesota Statute sections 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minnesota Statute section 171.3215, subdivision 1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minnesota Statute section 609.02, of a moving offense in violation of Minnesota Statute Chapter 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minnesota Statute section 123B.90, subdivision 2 (see section above.)

- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.
2. The type III vehicle must bear a current certificate of inspection issued under Minnesota Statute section 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
  - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
  - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
  - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
  - d. The operator has submitted to a background check and physical examination as required by Minnesota Statute section 171.321, subdivision 2.
  - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minnesota Statute section 171.02, subdivisions 2a(h) - 2a(j).
  - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section

VI., above.

- g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.
2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

### **VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES**

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).

***[Note: The Model School Bus Driver Training Manual is available online through the Minnesota Department of Public Safety State Patrol web page.]***

- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within one (1) month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
  1. the student's name and address;
  2. the nature of the student's disabilities;
  3. emergency health care information; and

4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

## **IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS**

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved by the school district.
- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

## **X. SCHOOL TRANSPORTATION SAFETY DIRECTOR**

The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law. The school transportation safety director shall certify annually to the school board that each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4. The transportation safety director also shall annually verify or ensure that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety. Upon request of the school district superintendent or the superintendent of the school district where nonpublic students are transported, the school transportation safety director also shall certify to the superintendent that students have received school bus safety training in accordance with state law. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

## **XI. STUDENT TRANSPORTATION SAFETY COMMITTEE**

The school board may establish a student transportation safety committee. The chair of the student transportation safety committee is the school district's school transportation safety director. The school board shall appoint the other members of the student transportation safety committee. Membership may include parents, school bus drivers, representatives of school bus companies, local law enforcement officials, other school

district staff, and representatives from other units of local government.

- Legal References:** Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)  
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)  
Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)  
Minn. Stat. § 123B.90 (School Bus Safety Training)  
Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)  
Minn. Stat. § 123B.935 (Active Transportation Safety Training)  
Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)  
Minn. Stat. Ch. 169 (Traffic Regulations)  
Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)  
Minn. Stat. § 169.02 (Scope)  
Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)  
Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)  
Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)  
Minn. Stat. § 169.454 (Type III Vehicle Standards)  
Minn. Stat. § 169.4582 (Reportable Offense on School Buses)  
Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)  
Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)  
Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)  
Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)  
Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)  
Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)  
Minn. Stat. § 171.321 (Qualifications of School Bus Driver)  
Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)  
Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)  
Minn. Stat. Ch. 245C (Human Services Background Studies)  
Minn. Stat. § 609.02 (Definitions)  
Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)  
49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)  
49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)  
49 C.F.R. § 383.5 (Transportation Definitions)  
49 C.F.R. Part 571 (Federal Motor Vehicle Safety Standards)
- Cross References:** MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 506 (Student Discipline)

MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

MSBA/MASA Model Policy 707 (Transportation of Public Students)

MSBA/MASA Model Policy 708 (Transportation of Nonpublic Students)

MSBA/MASA Model Policy 710 (Extracurricular Transportation)

Policy Adopted: April 2004, April 2007, November 2008

Revised: September 2020, September 2023

Independent School District 110

Waconia, MN

7.C.5. 806 Crisis Management Policy

## 806 CRISIS MANAGEMENT POLICY

### I. PURPOSE

The purpose of this Crisis Management Policy is to act as a guide for 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. 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.

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-staff~~ 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 has tailored building-specific crisis management plan to meet that building's specific situation and needs.

The school district's administration and/or the administration of each building shall maintain tailored building-specific crisis management plans. The building-specific crisis management plans will include general crisis procedures and crisis-specific procedures. Such crisis management plans shall be presented to the school board yearly. 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.

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.

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.

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 the administrator's~~ building as part of the building-specific crisis management plan.

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 2024 Minnesota legislature enacted permissive language stating that a school board “may adopt the model cardiac emergency response plan provided by” the Commissioner (as of Nov. 12, 2024, a response plan is not yet available.)]

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.

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 ~~present,~~ 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 teachers~~ 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.)

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.
6. A record of fire drills conducted at the building will be maintained in the building administrator's office.
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.

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.

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.

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.

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.

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. Administrator 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

#### **IV. ACTIVE SHOOTER DRILL**

##### **A. Definitions**

1. “Active shooter drill” means an emergency preparedness drill designed to teach students, teachers, school personnel, and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school. An active shooter drill is not an active shooter simulation, nor may an active shooter drill include any sensorial components, activities, or elements which mimic a real life shooting.
2. “Active shooter simulation” means an emergency exercise including full-scale or functional exercises, designed to teach adult school personnel and staff how to respond in the event of an armed intruder on campus or an armed assailant in the immediate vicinity of the school which also incorporates sensorial components, activities, or elements mimicking a real life shooting. Activities or elements mimicking a real life shooting include, but are not limited to, simulation of tactical response by law enforcement. An active shooter simulation is not an active shooter drill.
3. “Evidence-based” means a program or practice that demonstrates any of the following:
  - a. strong evidence from one or more well designed and well implemented quasi-experimental studies; or
    - i. strong evidence from one or more well designed and well implemented experimental studies;
    - ii. moderate evidence from one or more well designed and well implemented quasi-experimental studies; or

- iii. promising evidence from one or more well designed and well implemented correlational studies with statistical controls for selection bias; or
  - b. a rationale based on high-quality research findings or positive evaluations that the program or practice is likely to improve relevant outcomes, including the ongoing efforts to examine the efforts of the program or practice.
4. “Full-scale exercise” means an operations-based exercise that is typically the most complex and resource-intensive of the exercise types and often involves multiple agencies, jurisdictions, organizations, and real-time movement of resources.
5. “Functional exercises” means an operations-based exercise designed to assess and evaluate capabilities and functions while in a realistic, real-time environment, however, movement of resources is usually simulated.

#### B. Criteria

An active shooter drill conducted according to Minnesota Statutes, section 121A.037 with students in early childhood through grade 12 must be:

1. accessible;
2. developmentally appropriate and age appropriate, including using appropriate safety language and vocabulary;
3. culturally aware;
4. trauma-informed; and
5. inclusive of accommodations for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

#### C. Student Mental Health and Wellness

Active shooter drill protocols must include a reasonable amount of time immediately following the drill for teachers to debrief with their students. The opportunity to debrief must be provided to students before regular classroom activity may resume. During the debrief period, students must be allowed to access any mental health services available on campus, including counselors, school psychologists, social workers, or cultural liaisons. An active shooter drill must not be combined or conducted consecutively with any other type of emergency preparedness drill. An active shooter drill must be accompanied by an announcement prior to commencing. The announcement must use concise and age-

appropriate language and, at a minimum, inform students there is no immediate danger to life and safety.

D. Notice

1. The school district must provide notice of a pending active shooter drill to every student's parent or legal guardian before an active shooter drill is conducted. Whenever practicable, notice must be provided at least 24 hours in advance of a pending active shooter drill and inform the parent or legal guardian of the right to opt their student out of participating.
2. If a student is opted out of participating in an active shooter drill, no negative consequence must impact the student's general school attendance record nor may nonparticipation alone make a student ineligible to participate in or attend school activities.
3. The Commissioner ~~of the Minnesota Department of Education~~ must ensure the availability of alternative safety education for students who are opted out of participating or otherwise exempted from an active shooter drill. Alternative safety education must provide essential safety instruction through less sensorial safety training methods and must be appropriate for students with mobility restrictions, sensory needs, developmental or physical disabilities, mental health needs, and auditory or visual limitations.

E. Participation in Active Shooter Drills

Any student in early childhood through grade 12 must not be required to participate in an active shooter drill that does not meet the Criteria set forth above.

F. Active Shooter Simulations

A student must not be required to participate in an active shooter simulation. An active shooter simulation must not take place during regular school hours if a majority of students are present, or expected to be present, at the school. A parent or legal guardian of a student in grades 9 through 12 must have the opportunity to opt their student into participating in an active shooter simulation.

G. Violence Prevention

1. A school district conducting an active shooter drill must provide students in the middle school and high school at least one hour, or one standard class period, of violence prevention training annually.
2. The violence prevention training must be evidence-based and may be delivered in-person, virtually, or digitally. Training must, at a minimum, teach students the following:
  - a. how to identify observable warning signs and signals of an individual

- who may be at risk of harming oneself or others;
  - b. the importance of taking threats seriously and seeking help; and
  - c. the steps to report dangerous, violent, threatening, harmful, or potentially harmful activity.
3. A school district must ensure that students have the opportunity to contribute to their school's safety and violence prevention planning, aligned with the recommendations for multihazard planning for schools, including but not limited to:
- a. student opportunities for leadership related to prevention and safety;
  - b. encouragement and support to students in establishing clubs and programs focused on safety; and
  - c. providing students with the opportunity to seek help from adults and to learn about prevention connected to topics including bullying, sexual harassment, sexual assault, and suicide.

#### H. Board Meeting

At a regularly scheduled school board meeting, a school board that will conduct an active shooter drill must consider the following both before and after the drill:

- 1. the effect of active shooter drills on the safety of students and staff; and
- 2. the effect of active shooter drills on the mental health and wellness of students and staff.

### V. **SAMPLE PROCEDURES INCLUDED IN THIS POLICY**

Sample procedures for the various hazards/emergencies listed below are attached to this Policy for use when articulating specific crisis management plans.

- 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

## VI. 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.

### 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.

**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.038 (Students Safe at School)  
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>

[Minnesota School Safety Center – Resources \(mn.gov\)](#)

Policy Adopted: September 2004 / November 2006 / reviewed April 2009 / June 2015 / May 2016/ revised August 2021/revised January 2024

Reviewed: June 2022

Independent School District #110

Waconia, MN

8. **DISCUSSION ITEMS**

9. **BOARD COMMITTEE REPORTS**

9.A. Self-Governance & Superintendent Relations  
Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

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

9.E. Southwest Metro Intermediate District 288  
Representative

9.F. MSHSL Representative

9.G. Special Education Advisory Council

9.H. Community Education Advisory Council  
Representative

9.I. Teaching & Learning Advisory Council  
Representative

9.J. City of Waconia Liaison

10. **ADJOURNMENT**