

## **ISD 110 School Board Work Session**

Monday, August 11, 2025 7:00 PM

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

### **1. 2024-2025 Field Trip Report**

**Presenter:** Erika  
Nesvig, Director of  
Education Services



# Field Trips

School Board Work Session  
August 11, 2025



# Waconia School Board Policy

## 610 Field Trips

“The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested.”

### **Instructional Field Trips**

- Take place during the school day and related directly to a course of study and require student participation.
- Fees may not be assessed against students to defray direct costs.

### **Supplementary Field Trips**

- Student voluntarily participate and may take place during school day or outside of the school day.
- Financial may be requested

### **Extended Field Trips**

- One or more overnight stops.
- May be instructional or supplementary.
- All are voluntary.



# 2024-2025 School Year

- 124 Field Trips Taken
  - 93 Elementary
  - 15 Middle School
  - 16 High School



# 2025-2026 School Year Elementary

- **Instructional**
  - Each school has identified one instructional field trip per grade level that matches to a Social Studies or Science MN State Standard.
  - Each grade level at each school has a similar field trip.
    - Example 4th grade
      - Bayview - Bakken Museum
      - Laketown - Bell Museum
      - Southview - Mill City Museum
  - This cost of this trip will be covered using building or PTO funds.
  - Families will not be asked to contribute any funds.



# 2025-2026 School Year Elementary

- **Supplemental**
  - Each school has identified supplemental field trips.
  - Optional for students to attend, but most do attend.
  - Families will be asked to contribute to pay for these trips - no student will be denied attending due to cost.
  - *Example:*
    - Hyland Hills Ski Trip in 5th grade
    - School Celebration Days
    - Service Learning Opportunities



# 2025-2026 School Year Middle School

- **Instructional**

- All students will attend the field trips, directly related to instructional goals in specific course.
- Families will be given the option to make a donation to cover the cost of this trip, but it is not required.

- **Supplemental**

- Optional for students to attend, but most do.
- May be more specific to electives (i.e. band, choir)
- Families will ask to contribute to pay for these trips, no student will be denied attending due to cost.



# 2025-2026 School Year Middle School

## Full Grade Instructional

- 6th Grade
  - State Capitol
- 7th Grade
  - Science Museum



# 2025-2026 School Year Middle School

## Full Grade Supplemental

- 6th Grade
  - Long Lake
- 7th Grade
  - Children's Theater
- 8th Grade
  - Canoe Trip



## Areas of Curriculum Supplemental

- Band
  - Orchestra Hall
- PE
  - Bowling



# 2025-2026 School Year High School

- **Instructional**
  - Some classes have field trips throughout the year based on their content.
    - Industrial Tech and Cabinetry visit local businesses in the area.
- **Supplemental**
  - Field trips are optional for students.
    - AP English going to the Guthrie.



# Additional ISD 110 Field Trips

Throughout the year other groups go on learning field trips.

For example:

- This past spring, students whose primary disability is Deaf/Hard of Hearing (DHH) visited Big Stone Mini Golf in Minnetrista. The outing offered a fun opportunity to practice self-advocacy skills in a real-world setting and socialize with other DHH peers.





# Questions?

2. **Mandatory Coordinated Early Intervening Services (CEIS) and Impact**

**Presenter:** Paul  
Tordoff, Director of  
Student Services



## MEMORANDUM

**TO:** ISD 110 School Board

**FROM:** Paul Tordoff, Director of Special Education  
Erika Nesvig, Director of Educational Services  
Pam Carman, Director of Finance & Operations

**DATE:** August 11, 2025

**SUBJECT:** Mandatory Use of Coordinated Early Intervening Services (CEIS)

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### **Purpose:**

To provide the School Board with an overview of Waconia Public Schools' entry into Mandatory Coordinated Early Intervening Services (CEIS), the rationale behind the designation, and the district's proposed response plan for the 2025–2026 school year.

### **Background**

Each year, a portion of special education funding is provided by the federal government under the Individuals with Disabilities Education Act (IDEA). Unlike state special education funding, which is based on a reimbursement model, federal funding is allocated based on student counts of children with disabilities, their disability classifications, and levels of special education services.

Districts have the option to use up to 15% of their federal special education funds for CEIS, which are intended to support students who have not been identified as needing special education but require additional academic or behavioral support.

For Waconia Public Schools, 15% of federal special education funds equals \$114,200. Historically, the District has not utilized this optional set-aside and has instead used federal funds primarily to support the salaries and benefits of special education staff.

### **Why CEIS Is Now Required**

IDEA requires states to monitor and identify school districts that demonstrate significant disproportionality in the identification, placement, or discipline of students with disabilities based on race or ethnicity. If a district exceeds established thresholds for three consecutive years, it must redirect 15% of its federal special education funds to implement CEIS.

In April 2025, the Minnesota Department of Education (MDE) notified Waconia Public Schools that it had been identified for significant disproportionality in the area of “Hispanic or Latino students identified as having a Specific Learning Disability (SLD)” for the third consecutive year.

### **Risk Ratios Exceeded**

<b>Year</b>	<b>Risk Ratio (Threshold &lt; 3.0)</b>
2022	3.351
2023	3.114
2024	3.254

The district submitted an appeal to MDE in spring 2025 outlining the efforts and progress made to address the issue. However, the appeal was denied, and the district must now comply with the CEIS requirement.

### **Required Action and CEIS Plan**

At the end of July, after reviewing academic data for Hispanic or Latino students, an application of how to best utilize the funds for non-special education interventions and reduce the risk ratio was submitted to MDE for review and approval.

### **Key Elements of the CEIS Plan**

- Hire one (1) Educational Support Professional (ESP) at Waconia Middle School to provide targeted academic support to Hispanic or Latino students.
- Hire one (1) ESP at Bayview Elementary School for similar student support services.
- Contract with an external expert in research-based instructional strategies and culturally responsive practices to support academic growth for Hispanic or Latino students.
- Professional development and materials for licensed staff and ESPs providing direct services.
- Purchase of intervention curricula and materials aligned to student needs and instructional goals.

## **Financial Impact and Offset Strategies**

The 15% set-aside represents a shift in funding originally allocated to special education staffing. To accommodate this change, the following adjustments have been identified to backfill these costs:

- **Reduced placement of students in Setting IV programs** at Southwest Metro Intermediate District, resulting in year-over-year cost savings.
- **Personnel savings** due to retirements and subsequent hiring at lower salary/benefit levels.

## **Conclusion**

This federally mandated reallocation of special education funds is both a compliance requirement and an opportunity to directly address identified equity gaps. The District is committed to implementing targeted, data-driven interventions that improve academic achievement and reduce disproportionality in student identification.

Ongoing monitoring and evaluation of CEIS implementation will take place throughout the year, and updates will be shared with the School Board in accordance with MDE and federal reporting guidelines.

3. **Early Childhood Playground Proposal**

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



## MEMORANDUM

**TO:** ISD 110 Finance Committee

**FROM:** Steven Jensen, Director of Community Education  
Pam Carman, Director of Finance & Operations  
Tim Bisek, Director of Buildings & Grounds

**DATE:** August 11, 2025

**SUBJECT:** Early Childhood Playground Safety and Accessibility Upgrades

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### Background and Rationale

The Early Childhood playground at the Waconia Enrichment Center (WEC) is in need of safety and accessibility upgrades. The current rubber tile surface—originally installed prior to 2007 and repurposed in 2015—has warped significantly due to sun exposure and aging, creating tripping hazards, exposed screws, and an uneven surface that limits accessibility for children with mobility needs.

Families have expressed concerns, and site staff have confirmed the surface condition has deteriorated beyond repair. In addition, increased preschool enrollment has led to overcrowding and limited inclusive play options. As a Unified School committed to inclusive play, the current environment is inconsistent with our goals of providing safe, equitable learning spaces for all students, including those on IEPs.

The Early Childhood team—comprised of Waconia Wildcats Preschool, Kids' Company, ECFE, and ECSE—has developed a multi-phase plan to improve the playground by replacing the damaged tile surfacing with a poured-in-place (PIP) rubber surface and adding inclusive play features over time.

### Scope of Work – Phase 1: Safety Surface Installation

Phase 1 addresses the most urgent need: replacing the deteriorating surface under and around the play structures with a continuous, ADA-compliant poured-in-place rubber surface.

## Scope Includes:

- Removal of damaged tile surfacing (to be completed by district staff)
- Installation of poured-in-place (PIP) rubber surfacing over the existing concrete base:
  - Main playground area: 1,678 sq. ft.

This work represents a **partial implementation** of the full vendor estimate, focusing only on the most critical area at this time.

## Quotes to Date

In accordance with Board policy, we are obtaining competitive pricing. To date:

**Vendor:** SafetyFirst Playground Maintenance

**Quote (Estimate #7558, dated 05/09/2025):**

- Total project cost (full scope, including path and apron areas): \$57,229.02
- **Phase 1 – Main play area only:** \$44,869.72
- **Status:** Second quote pending

## Funding Plan

Phase 1 would be funded from the Community Education Fund 04.

- **Audited FY24 Fund 04 Ending Balance:** \$1.6 million
- **Projected FY25 Fund 04 Ending Balance:** \$1.8 million

Future phases—such as adding inclusive play structures, expanding the sandbox, and improving access paths—will be pursued through donations and available funds. The Early Childhood team is engaging local partners including the Lions Club, DandyLions, American Legion, and Unified Programs to support this work.

## Next Steps

- Obtain a second quote in alignment with procurement requirements
- Make a recommended vendor selection and present option to the School Board for action at the August 25, 2025 School Board meeting

**SafetyFirst Playground Maintenance**

31095 Baugh St NW  
Princeton, MN 55371  
+13204969118

office.manager@safetyfirstplayground.com  
www.safetyfirstplayground.com



## Estimate

<b>ADDRESS</b>	<b>SHIP TO</b>	<b>ESTIMATE #</b> 7558
Tim Bisek	Tim Bisek	<b>DATE</b> 05/09/2025
ISD 110 Waconia Public Schools	ISD 110 Waconia Public Schools	
Educational Service Center	Educational Service Center	
512 Industrial Blvd	512 Industrial Blvd	
Waconia, MN 55387	Waconia MN 55387	

ACTIVITY	QTY	RATE	AMOUNT
Waconia Early Childhood PIP project (remove tiles and replace with PIP unitary rubber surfacing)			
(1678 sq/ft main play area) (300 sq/ft path) (400 sq/ft apron)			
Owner completing tile removal and concrete base			
Poured In Place (PIP) Rubber unitary surfacing 6' CFH, over existing concrete base. 3" thick	1,678	26.74	44,869.72T
Poured In Place (PIP) Rubber unitary surfacing 48" x 75' long PIP path to sandbox area east side of building	300	26.74	8,022.00T
Poured In Place (PIP) Rubber unitary surfacing 400 sq/ft apron from spinner PIP to shed + sand wood chip area	400	26.74	10,696.00T
CPC Contract #24.8 SFP	63,587	-0.10	-6,358.70

Tax ID 84-3718494	<b>SUBTOTAL</b>	57,229.02
Surcharges are applied at the time work is completed to the total price of the contract	<b>TAX</b>	0.00
	<b>TOTAL</b>	<b>\$57,229.02</b>

PLEASE REFER TO THE MIDWEST DIESEL FUEL, EIA PRICE  
WWW.EIA.GOV/PETROLEUM/GASDIESEL

Unless otherwise noted, this estimate assumes a single mobilization

by SFPM to complete the work described herein. Additional charges of a minimum of \$2,500 per mobilization will be added if site and/or equipment is not ready for installation upon arrival.

All projects are contingent on weather and aggregate material availability (e.g. concrete). Agreed upon timelines may shift due to inclement weather. SFPM will do our best to accommodate all projects in a timely manner.

This estimate is based on the entire scope of work described herein. Any changes made to the project scope will require a new estimate.

This estimate is good for 30 days from the date shown at the top of the estimate.

SFMP is not responsible for damage to any private utilities that are not communicated via drawings.

Accepted By

Accepted Date

4. **Communications Update Related to the Referendum** **Presenter:** Matt Thomas, Director of Communications



# Staff Participation

WACONIA PUBLIC SCHOOLS – SPECIAL ELECTION

NOVEMBER 4, 2025

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The Q&A below is intended to help clarify your responsibilities as a district staff member in the lead-up to the November 4, 2025 election. A few important guidelines to keep in mind: When you are functioning in your role as a district employee, you must remain neutral—you may share factual information, but you cannot promote or oppose the referendum. However, when you are off duty and acting as a private citizen, you are free to advocate however you choose. All materials provided by the district’s communications office will contain only factual information, which you are welcome to share at any time.

## **How can the district itself communicate about the referendum?**

School districts are required to share information about the election in an unbiased and neutral way. Any materials they publish must not encourage voters to support or oppose the measure. School boards are allowed to use a reasonable amount of public funds to inform voters about the facts related to the ballot question. The district’s role is to provide factual, educational information, while it is up to citizen groups to take on advocacy for or against the proposal.

## **What can I tell or send home with students? What if students ask about the referendum in class?**

As a district employee, you are permitted to share factual details—such as the date, location, and purpose of the election. However, while performing your official duties (for example, during parent-teacher conferences, classroom instruction, or coaching), you may not encourage others to vote either “yes” or “no.” When you are off duty and acting as a private citizen, you are free to advocate for or against the referendum. Discussions about the election should not take place in the classroom unless they are directly tied to the curriculum—for instance, when teaching about voting rights, the political process, or civic engagement—and must not attempt to influence students’ opinions on how to vote.

## **What can I say in class newsletters, tell parents at open houses/conferences, or send via email?**

See answer above. It’s important to keep in mind that school districts are not allowed to use public funds to promote a particular outcome on a ballot measure. As a result, any newsletters or official communications from the district must remain neutral—sharing only factual details about the referendum without expressing support or opposition.

## **What if a community member or parent confronts me about the information we are providing?**

At times, the district may receive criticism simply for sharing information—even when it is legally required and appropriate to do so. If you encounter any concerns or questions, please direct them to your site administrator, the superintendent, or the communications department.

## **Can I use my school email account as it relates to the referendum?**

Staff should not use district email for any form of referendum campaigning. However, it is acceptable to use district email to share factual information about the referendum. If staff members want to provide accurate details to families or the public, the most reliable sources are the district website ([isd110.org](http://isd110.org)) and materials distributed by the communications department.

## **When and where may I wear buttons, stickers, t-shirts, etc.?**

When you are off duty, you’re free to wear what you choose. Positive, non-political messages about the district—such as “We Love Our Schools”—are always appropriate. While you do have First Amendment rights to wear buttons, shirts, or stickers that say “Vote Yes” or “Vote No” during your personal time, those rights can be limited if you hold a position of authority. As public employees, we must avoid using our roles to sway election outcomes. If you supervise students, staff, or interact regularly with parents, consider the potential influence your actions may carry. In general, it’s best to avoid wearing any items that could be interpreted as taking a position on the referendum.

## **Can I post a sign in my yard?**

Yes!



# Staff Participation

WACONIA PUBLIC SCHOOLS – SPECIAL ELECTION

NOVEMBER 4, 2025

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## **Do the rules change when I am off-site (e.g., at a coffee shop or out in public)?**

Yes. Although staff members are not permitted to promote a “yes” vote while on school property or during their workday, both staff and School Board members are free to participate in political activities on their own time, as private individuals.

## **Can I write letters to the editor of the local newspaper?**

Yes. You are always allowed to share your personal views on issues like classroom space or the needs of the district. While it’s acceptable to mention that you work for the school district, it should be made clear that the opinion expressed is your own. Personal letters should not be written on district letterhead, and if you’re contacting a reporter by email, be sure to use a personal email account—not your district email or a school-issued device.

## **Am I allowed to make financial contributions to and/or participate in events sponsored by the citizen committee supporting the referendum?**

Yes.

## **Can I volunteer to work on phone banks or go door-to-door with literature?**

Yes, so long as the volunteer activity does not occur during the contract day and does not use district technology or resources.

## **Can employee organizations or unions send a letter or postcard to parents urging a “yes” vote?**

Yes. Employee organizations are separate entities and may campaign for or against the referendum. Employee organizations may also donate money to a “yes” campaign. Again, no volunteer activity can occur during the contract day or use district resources.



# Frequently Asked Questions

WACONIA PUBLIC SCHOOLS – SPECIAL ELECTION

NOVEMBER 4, 2025

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## **What is an operating levy and why do school districts need them?**

When communities support an operating levy, they are providing the school district general funds to use for teachers' salaries, textbooks, co-curricular programs, transportation, computers, utilities, and the general operation of the district. Historically, state funding for public education has not kept up with the rate of inflation in Minnesota – creating a revenue gap that local property taxpayers are often asked to fill.

## **How does ISD 110 compare to neighboring districts when it comes to funding?**

Waconia Public Schools is in the bottom 2% of all school districts in the state when it comes to state funding. When you factor in voter approved funding amounts, our district is still in the bottom 25% of all school districts in the state. Waconia Public Schools currently receives \$9,736 per pupil in revenue when you combine state aid and voter-approved levies. Comparatively, Eastern Carver County Schools currently receives \$10,486 per pupil in revenue, while Westonka Schools receive \$10,725 per pupil in revenue.

## **How much is the District asking for and why?**

After thoroughly reviewing the various funding request options, the board reached consensus that a \$3,000,000 request struck the right balance—reflecting both what they believed the community could support and what was needed to maintain sustainable funding based on five-year projections.

## **If approved, what will the money be used for?**

If the operating levy is approved by voters, the funds will be used to maintain what district residents say they value most about Waconia Public Schools: high-quality and experienced teachers and staff, a broad range of academic and co-curricular programs, and class sizes that foster the best environment for student achievement.

## **What will happen if the operating levy is voted down?**

If the operating levy is voted down, the District would be forced to repeat the budget process that it conducted to make \$4.6 million in adjustments in the Spring of 2023. With fewer options on the table, we know that another round of budget adjustments would impact **People, Programs and Class Sizes**.

## **How much is this going to cost me?**

If the operating levy is approved by voters, district residents will experience a slight increase in the school district portion of their property taxes. The owner of house valued at \$300,000 would see an increase of \$18 per month; the owner of a \$450,000 house would see an increase of \$27 per month; and the owner of a \$600,000 house would see an increase of \$35 per month. Tax Impact Calculator link: [bit.ly/110TaxImpact](https://bit.ly/110TaxImpact)

## **Didn't the State of Minnesota make an "historic investment" in public education in 2023?**

Much of the funding from the 2023 legislative session also came with mandates. Examples include free meals for all students and unemployment benefits for some employee groups in the summer months. The 2025 legislative session is reducing several state revenue sources, forcing districts to use general funds to cover costs. This includes cuts to special education transportation, support personnel aid, and school library funding.



# Key Messages/Talking Points

WACONIA PUBLIC SCHOOLS – SPECIAL ELECTION

NOVEMBER 4, 2025

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## Our Referendum Theme:

- Maintaining What Matters Most: Prioritizing People, Preserving Programs, and Protecting Class Sizes

## Key Messages:

- The school board and administration have demonstrated strong financial responsibility, directing the district out of statutory operating debt to a positive fund balance for the first time since 2017.
- The District is in the bottom 2% of all school districts in the State of Minnesota in terms of state aid and remains in the bottom 25% of all districts in the state when voter-approved funding is included, creating a revenue gap if the District wants to continue to maintain the high-quality educational programs and exceptional staff our community values.
- This funding request is about needs not wants. It is an attempt to maintain what district residents say they value most about Waconia Public Schools: high quality and experienced teachers and staff, a broad range of academic and co-curricular programs, and class sizes that foster the best environment for student achievement.

## I Have 30 Seconds / Talking Points:

- On June 23, 2025, the School Board voted unanimously to place an operating levy question on the November ballot, seeking \$3 million annually.
- If approved by voters, the funds would be used to sustain class sizes, support student programming, and retain high-quality teachers and staff—preserving the strong educational foundation our schools are known for.
- The owner of a home valued at \$450,000 would pay an additional \$27 per month in property taxes if the question is approved.
- The District made \$4.6 million in budget adjustments in 2023. If the question is voted down, another round of budget adjustments would be made in the Spring of 2026 with impacts to staff, programs, and class sizes.

## I Have 3–5 Minutes / Talking Points:

- 91% of District residents rate the quality of education provided by Waconia Public Schools as either “excellent” or “good”.
- 88% of District residents agree that our community receives a good value from its investment in Waconia Public Schools.
- Over the past three years, the District has exhibited strong financial responsibility, going from a –\$6.1 million fund balance in fiscal year 2023 to a projected positive \$3 million fund balance in fiscal year 2025.
- Without additional funding, the District projects a negative fund balance as early as the 2028 fiscal year due to new employee contracts, the increased cost in purchased services such as transportation, inflation, and relatively flat enrollment.
- The District made \$4.6 million in budget adjustments in 2023. If the question is voted down, another round of budget adjustments would be made in the Spring of 2026 with impacts to staff, programs, and class sizes.
- The District is in the bottom 2% of all school districts in the state of Minnesota in terms of state revenue due to the state funding formula, district demographics and our relatively low property tax base. The District remains in the bottom 25% of all school districts in the state of Minnesota in terms of funding when you include voter-approved funds.
- Waconia Public Schools lags behind many neighboring school districts when it comes to per-pupil funding. Westonka Schools (\$10,725) and Eastern Carver County Schools (\$10,486) outpace our per-pupil revenue of \$9,736.
- Strong schools help build strong communities and vice versa. We have a history of strong community support in Waconia with voters approving operating levies in 2018 and 2020.
- If the operating levy is approved by voters, the funds will be used to maintain what district residents say they value most about Waconia Public Schools: high quality and experienced teachers and staff, a broad range of academic and co-curricular programs, and class sizes that foster the best environment for student achievement.
- The owner of a home valued at \$450,000 would pay an additional \$27 per month in property taxes if the question is approved.
- Election Day is Tuesday, November 4; Early in-person absentee voting begins October 17 at the District Office.
- You can find more information on our special election website: [www.isd110referendum.org](http://www.isd110referendum.org) (Going LIVE Aug. 15)
- You can email questions to [isd110vote@isd110.org](mailto:isd110vote@isd110.org)



PRIORITIZING PEOPLE • PRESERVING PROGRAMS • PROTECTING CLASS SIZES

**W**

MAINTAINING  
**WHAT  
MATTERS  
MOST**

# Today's Agenda



## Introduction

Why are we here today and what are people saying about Waconia Public Schools?



## History

Where have we been the last few years, specifically from a financial perspective?



## Current Reality

What are some of the District's current successes and challenges?



## The Future

Where is the District headed when it comes to revenue and maintaining a level of educational excellence?



## Summary

What is the District asking the community for and why is now the right time?



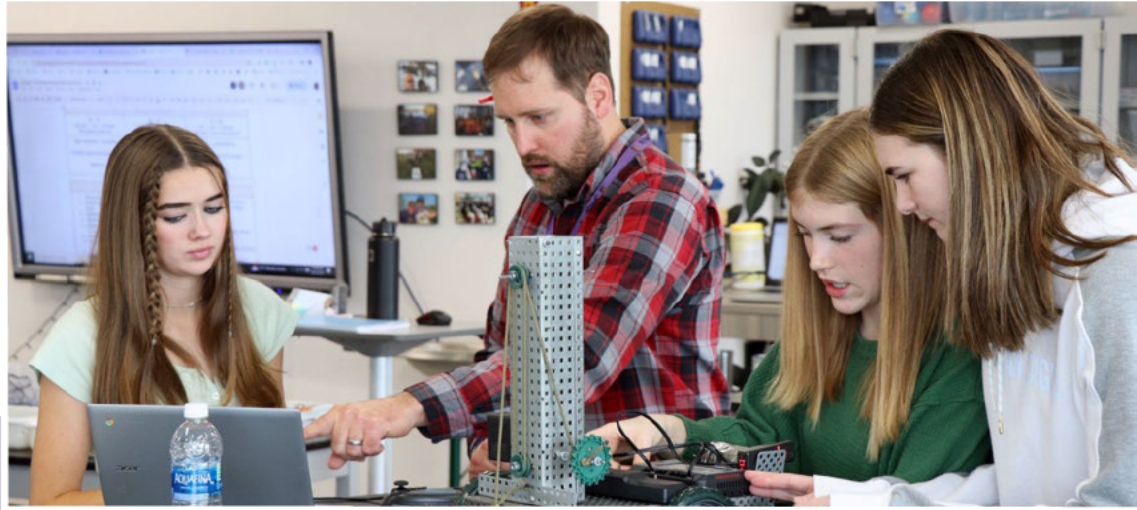
## Questions

What questions do you have regarding the District's financial picture and the November ballot question?

# 91%

District residents rate the quality of education provided by Waconia Public Schools as either “excellent” or “good”.

\*Morris Leatherman Community Survey



# 88%

**District residents agree that our community receives a good value from its investment in Waconia Public Schools.**

\*Morris Leatherman Community Survey



# 87%

**District residents say they trust the School Board & Administration to do what is right for children in the district.**

\*Morris Leatherman Community Survey



**STRONG SCHOOLS**

**STRONG COMMUNITY**



# What brings us here today?

- Financial crossroads for ISD 110 as we focus on our future and what matters most.
- School funding is part of the legislative process (every 2 years). New revenue often comes with new requirements.
- Many Minnesota districts are cutting, going to voters, or both. Some are not eligible for additional voter approved funding.



# What's on the Ballot?



## School District Question

### Approval of New School District Referendum Revenue Authorization

The board of Independent School District No. 110 (Waconia Public Schools), Minnesota has proposed to increase the School District's general education revenue by \$731 per pupil, subject to an annual increase at the rate of inflation. The proposed new referendum revenue authorization would be first levied in 2025 for taxes payable in 2026 and applicable for ten (10) years unless otherwise revoked or reduced as provided by law.



YES  
NO

Shall the new referendum revenue authorization proposed by the board of Independent School District No. 110 (Waconia Public Schools), Minnesota be approved?

**If approved by voters, the operating levy would raise approximately \$3 million annually for 10 years.**

# Where Do We Get Our General Funds?



**STATE FUNDING**  
**\$43.73 MILLION**  
**77.9%**



**LOCAL FUNDING**  
**\$11.57 MILLION**  
**20.6%**

**FEDERAL FUNDING**  
**\$838,000**  
**1.5%**

# Revenue Comparisons and Rankings

Per Pupil State Aid Without Local Voter-Approved Levies

Source: PMA Securities, LLC & SAFF



**Westonka**  
PUBLIC SCHOOLS

**\$8,638**

Per Pupil

**322 of 329**

MN School Districts

**2%**

Percentile

**\$8,925**

Per Pupil

**294 of 329**

MN School Districts

**11%**

Percentile

**\$8,633**

Per Pupil

**324 of 329**

MN School Districts

**2%**

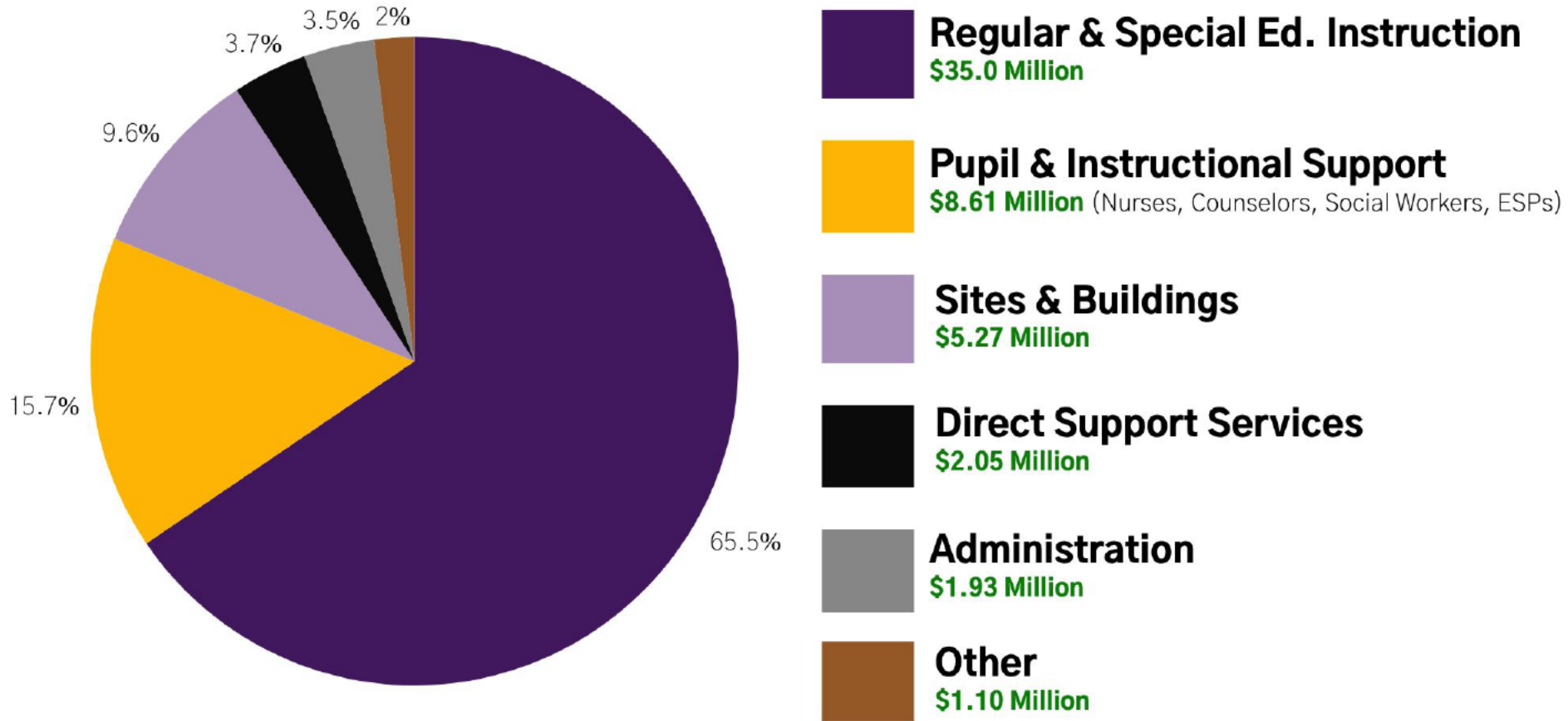
Percentile

# Myths Related to Our Housing Growth

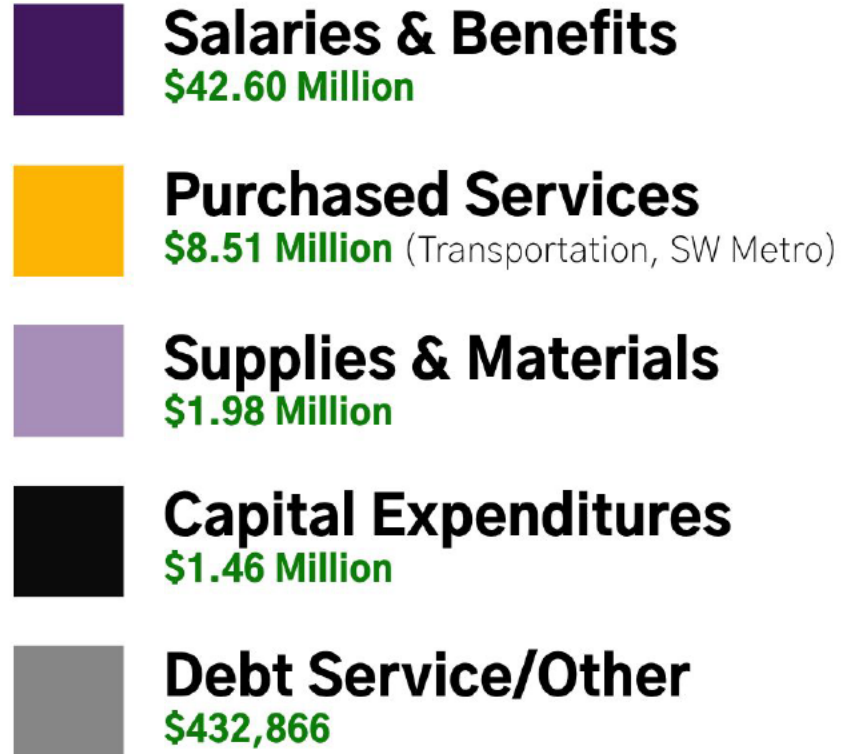
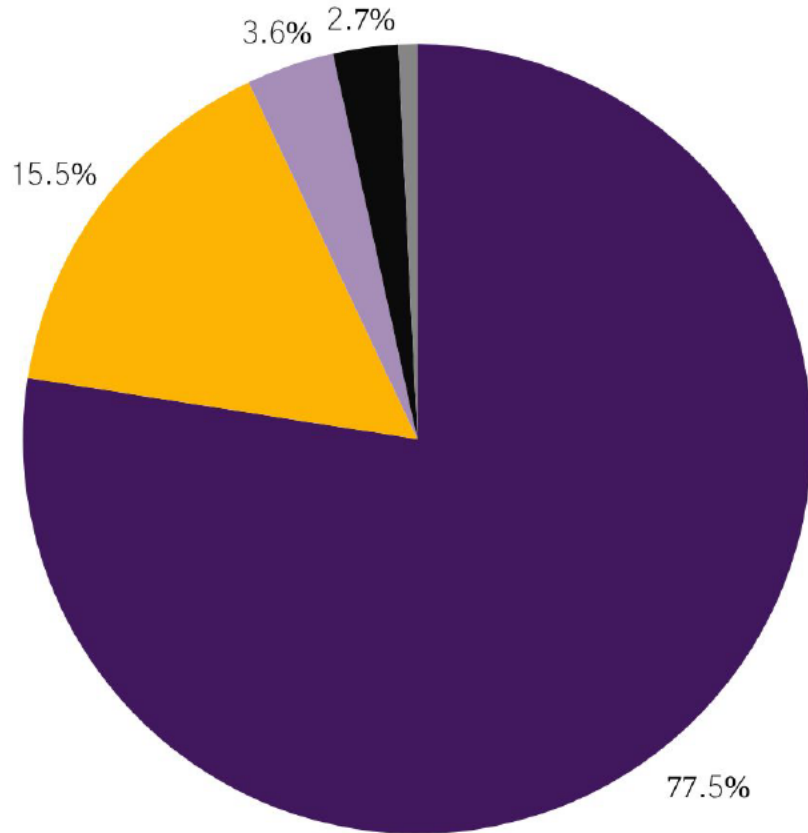
- More houses do not automatically mean more kids, though we are monitoring for long term impact.
  - Social changes including number of children per household.
  - Who is buying our homes?
- More houses do not automatically bring new operating revenue to schools.
  - Determined by the number of students.



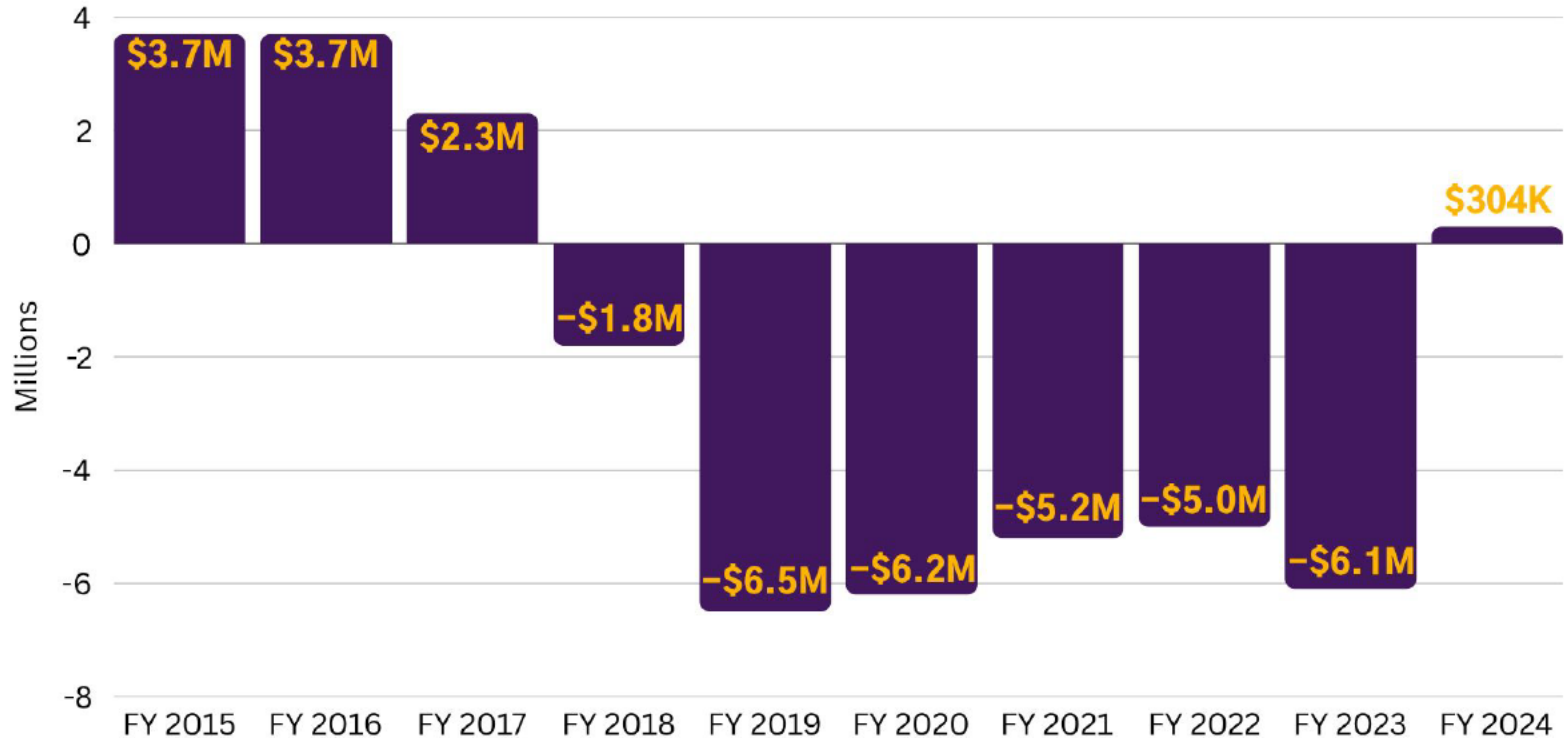
# How Do We Spend Our Funds?



# How Do We Spend Our Funds?



# General Fund Balance History



# Our Story: A Timeline

Passed \$525  
Per Student  
Operating Levy

Passed \$410  
Per Student  
Operating Levy

2018

2020

Entered  
Statutory  
Operating  
Debt

COVID-19  
Pandemic

# Strong Schools Help Build Strong Communities

## A History of Community Support in Waconia



### November 2018

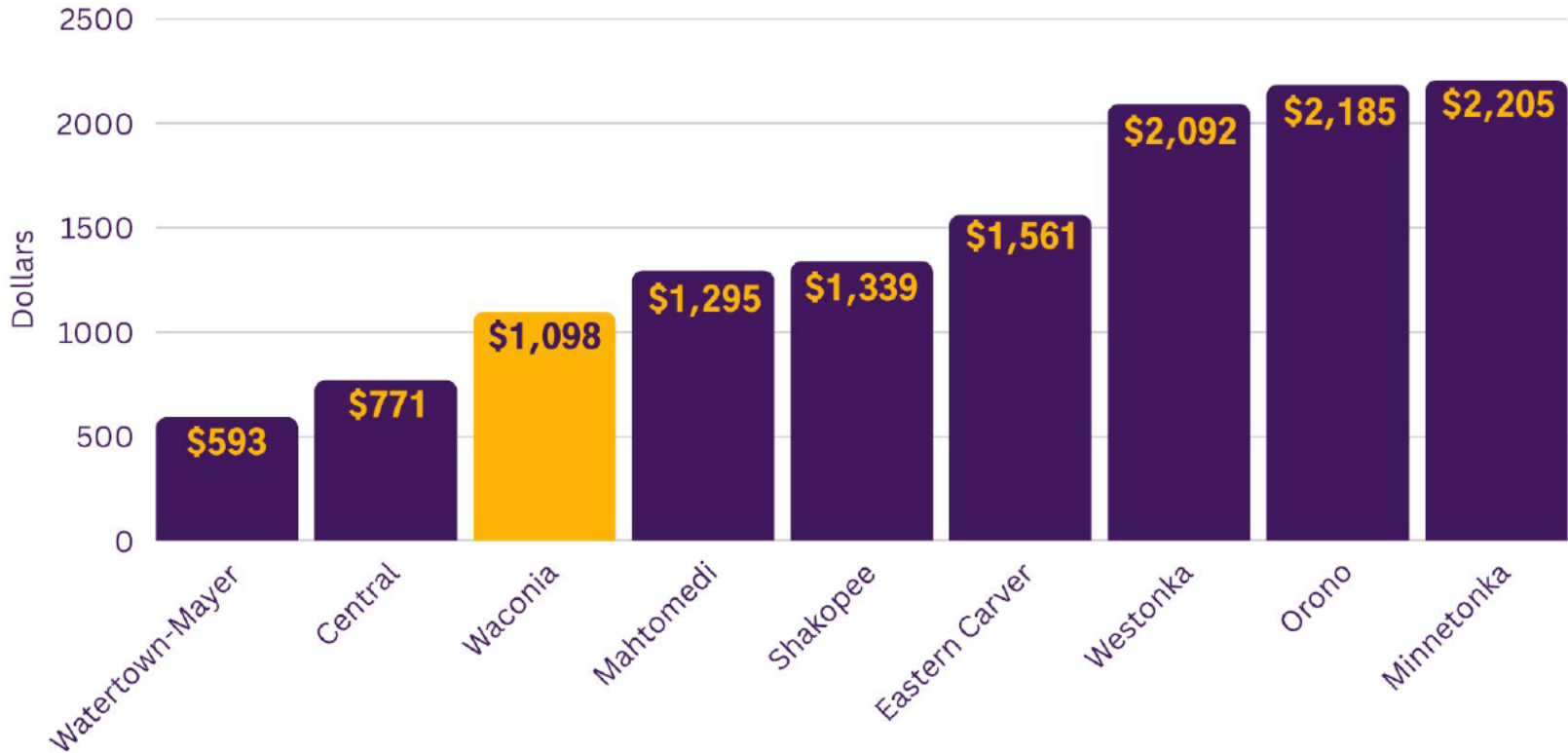
- Voters approved an increase of \$525 plus an inflationary factor per adjusted pupil unit.
- Measure passed 58%–42%
- School Board could choose to renew this operating levy in 2028 based on Minnesota law.



### November 2020

- Voters approved an increase of \$410 plus an inflationary factor per adjusted pupil unit.
- Measure passed 50.4% – 49.6% (Margin: 94 votes)
- School Board could choose to renew this operating levy in 2030.

# Comparing Voter Approved Operating Levy Amounts Per Pupil by School District



# Revenue Comparisons and Rankings

Per Pupil Funding Combining State Aid & Voter-Approved Operating Levies

Sources: PMA Securities, LLC & SAFF



**Westonka**  
PUBLIC SCHOOLS

**\$9,736**

Per Pupil

**249 of 329**

MN School Districts

**24%**

Percentile

**\$10,486**

Per Pupil

**159 of 329**

MN School Districts

**52%**

Percentile

**\$10,725**

Per Pupil

**135 of 329**

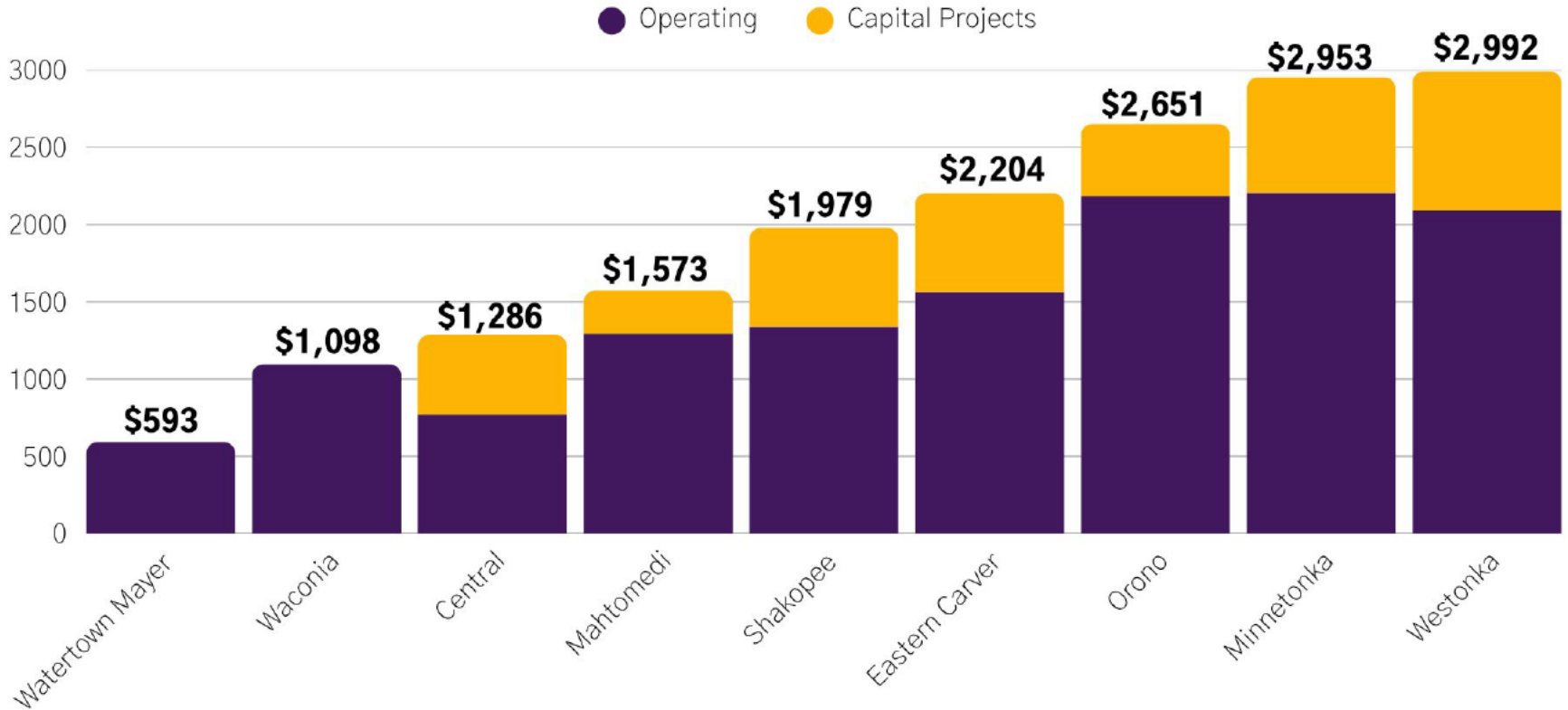
MN School Districts

**59%**

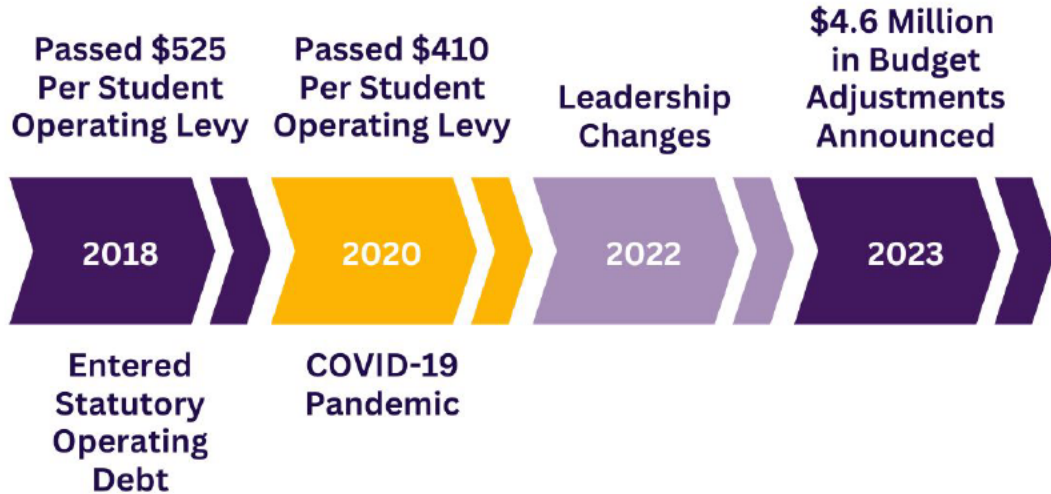
Percentile

# Comparing Voter Approved Amounts Per Pupil by School District

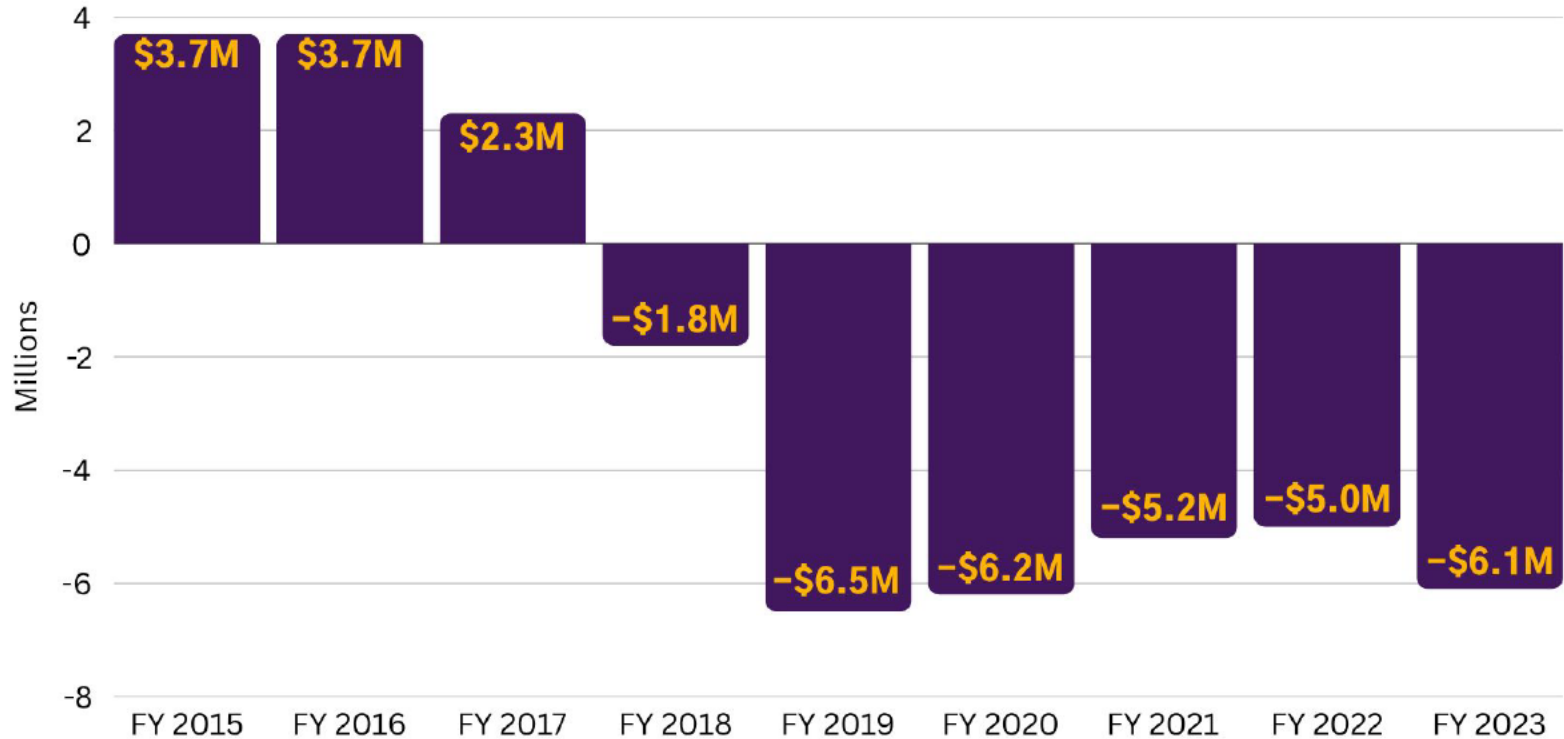
## (Operating Levies and Capital Project Levies)



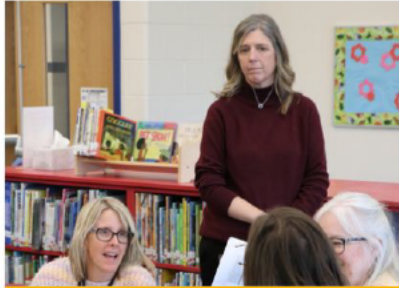
# Our Story: A Timeline



# General Fund Balance History



# \$4.6 Million in Budget Adjustments



**Administration**



**Elem. Specials**



**Class Sizes**



**Media Specialists**



**Supplies & Tech**

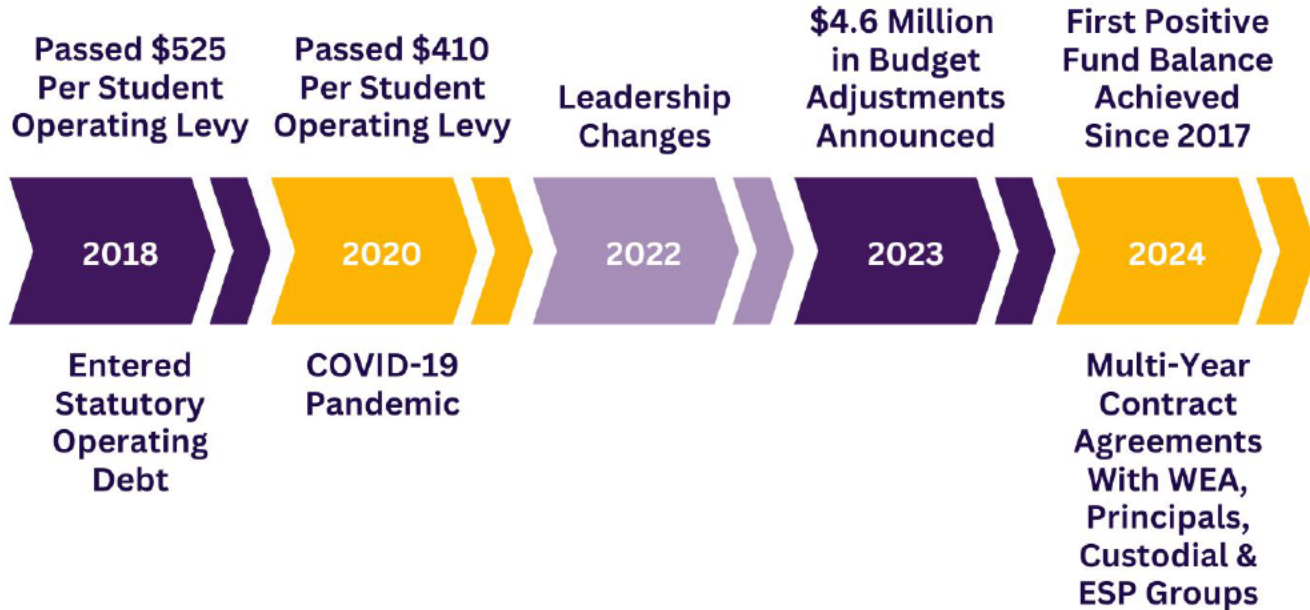


**Athletic Coaches**

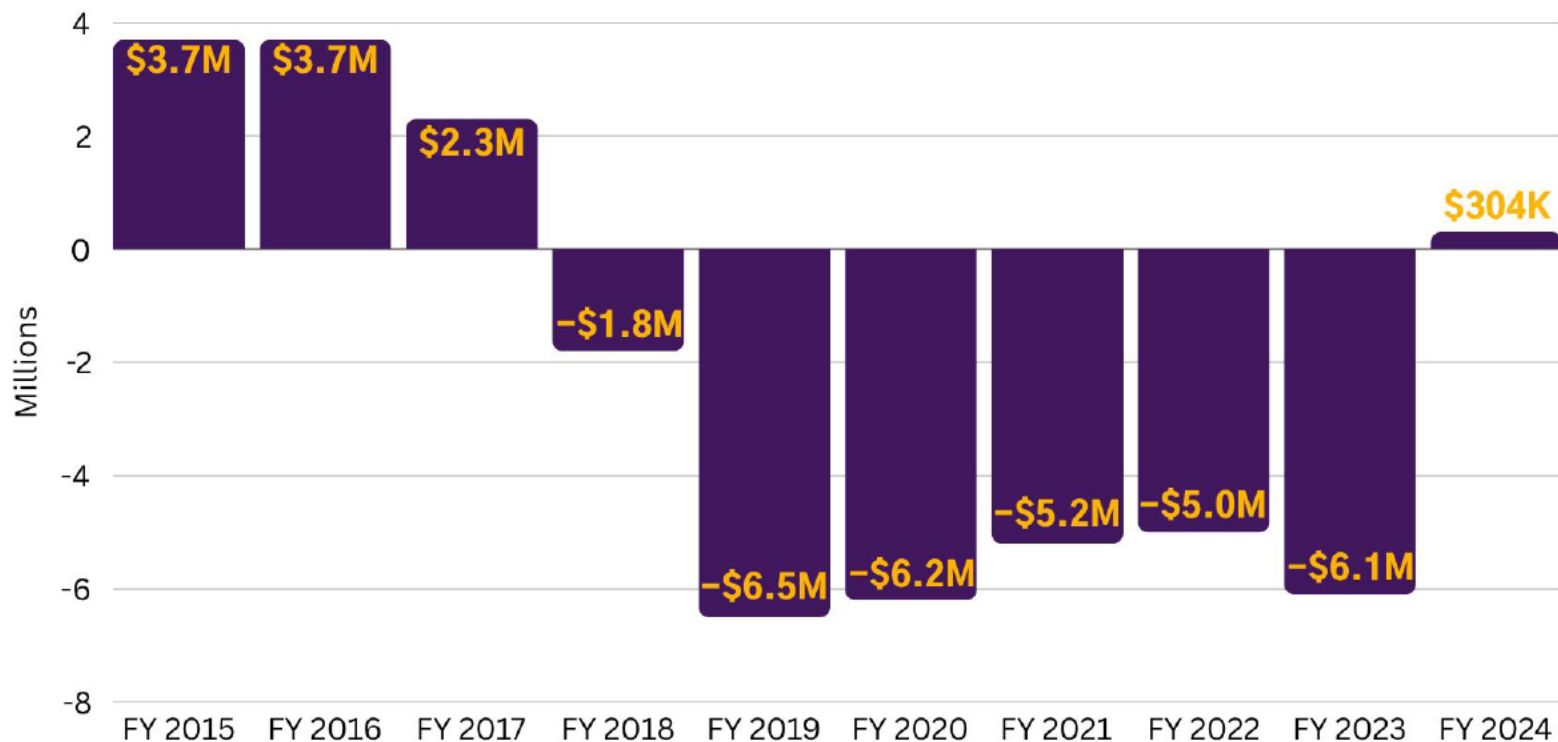


**Increased Fees**

# Our Story: A Timeline

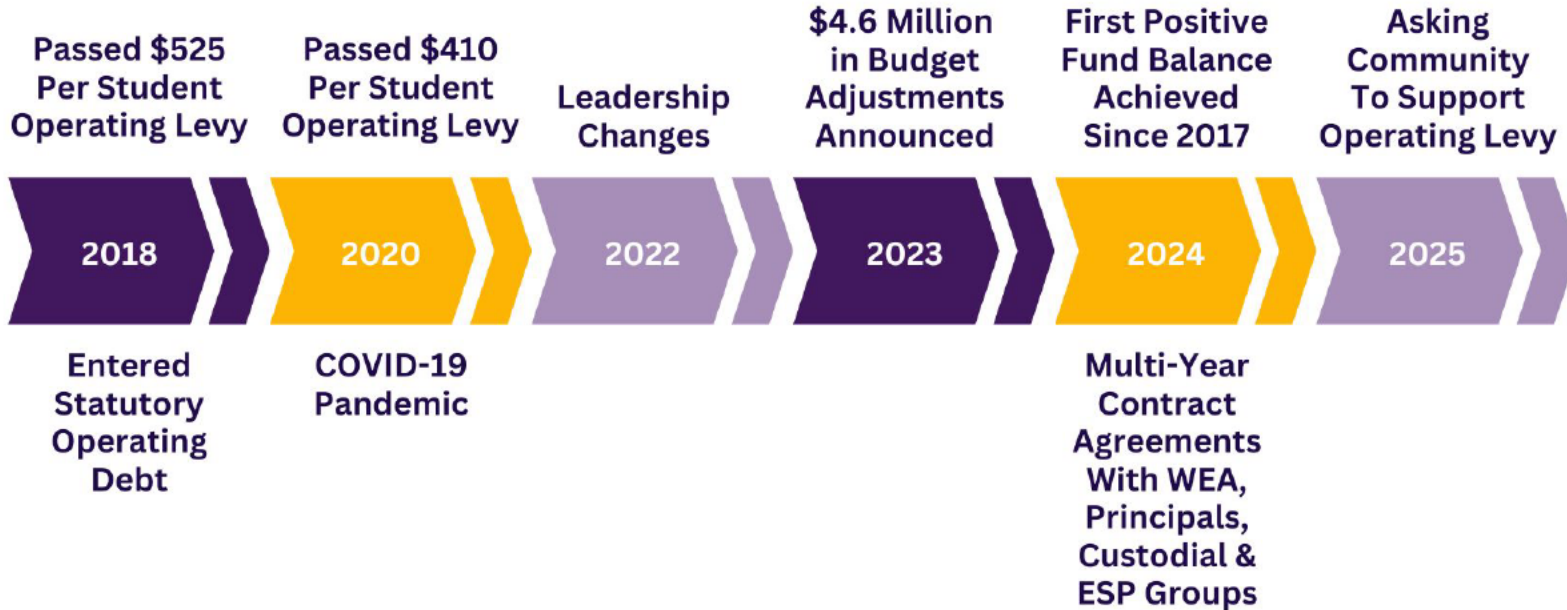


# General Fund Balance History

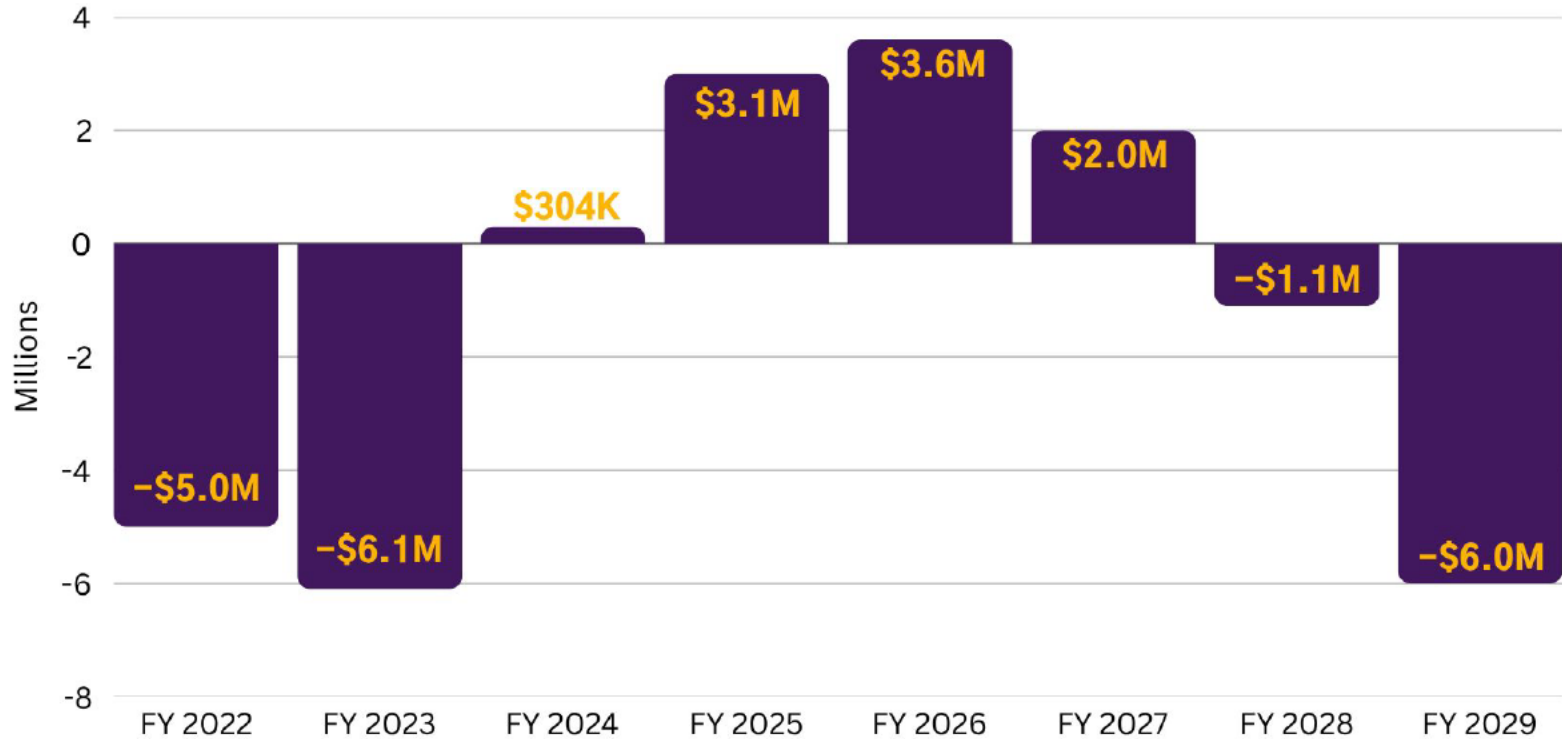


\*School Board policy requires an unassigned fund balance of 5% of total expenditures (\$2.8 million)

# Our Story: A Timeline



# General Fund Balance Projections Without Additional Operating Levy



\*School Board policy requires an unassigned fund balance of 5% of total expenditures (\$2.8 million)

# Why Do We Project Deficit Spending?



## Increase in Expenditures

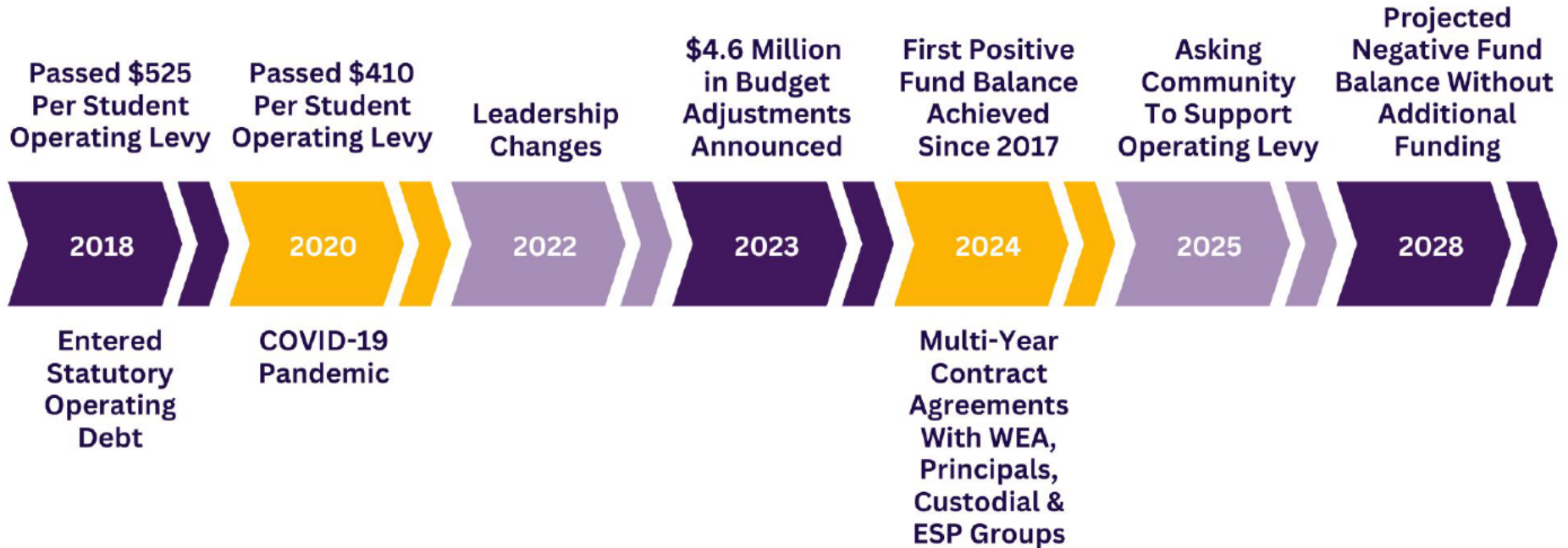
- Higher costs associated with salaries and benefits including already settled agreements
- Increases associated with purchased services (largest being transportation)
- General inflation for goods and services



## Relatively Flat Revenue

- Slight enrollment decline
- Legislative changes to state funding including but not limited to:
  - Reduction in special education transportation reimbursement
  - Reduction in support personnel aid
  - Reduction in school library aid

# Our Story: A Timeline



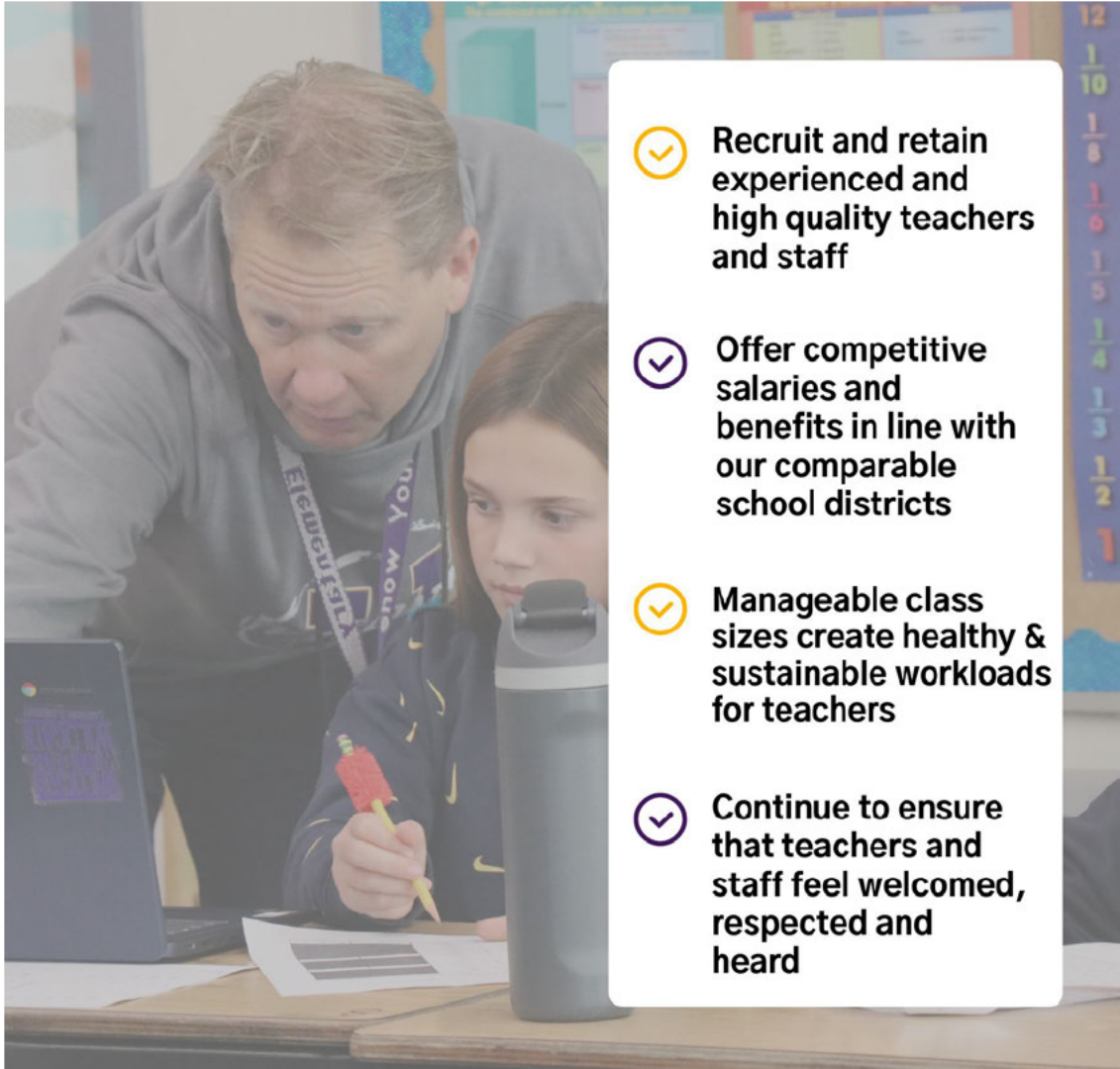


PRIORITIZING PEOPLE • PRESERVING PROGRAMS • PROTECTING CLASS SIZES

**W**

MAINTAINING  
**WHAT  
MATTERS  
MOST**

# Prioritizing People

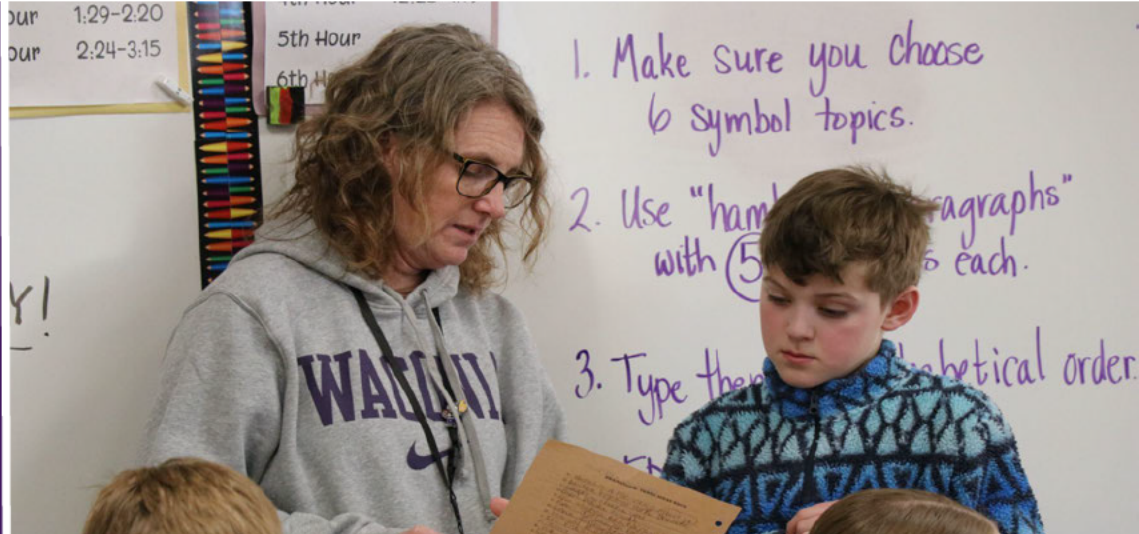


- ✓ Recruit and retain experienced and high quality teachers and staff
- ✓ Offer competitive salaries and benefits in line with our comparable school districts
- ✓ Manageable class sizes create healthy & sustainable workloads for teachers
- ✓ Continue to ensure that teachers and staff feel welcomed, respected and heard

# 95%

Waconia teachers and staff say they are proud to be part of and work in ISD 110

\*2025 Staff Survey



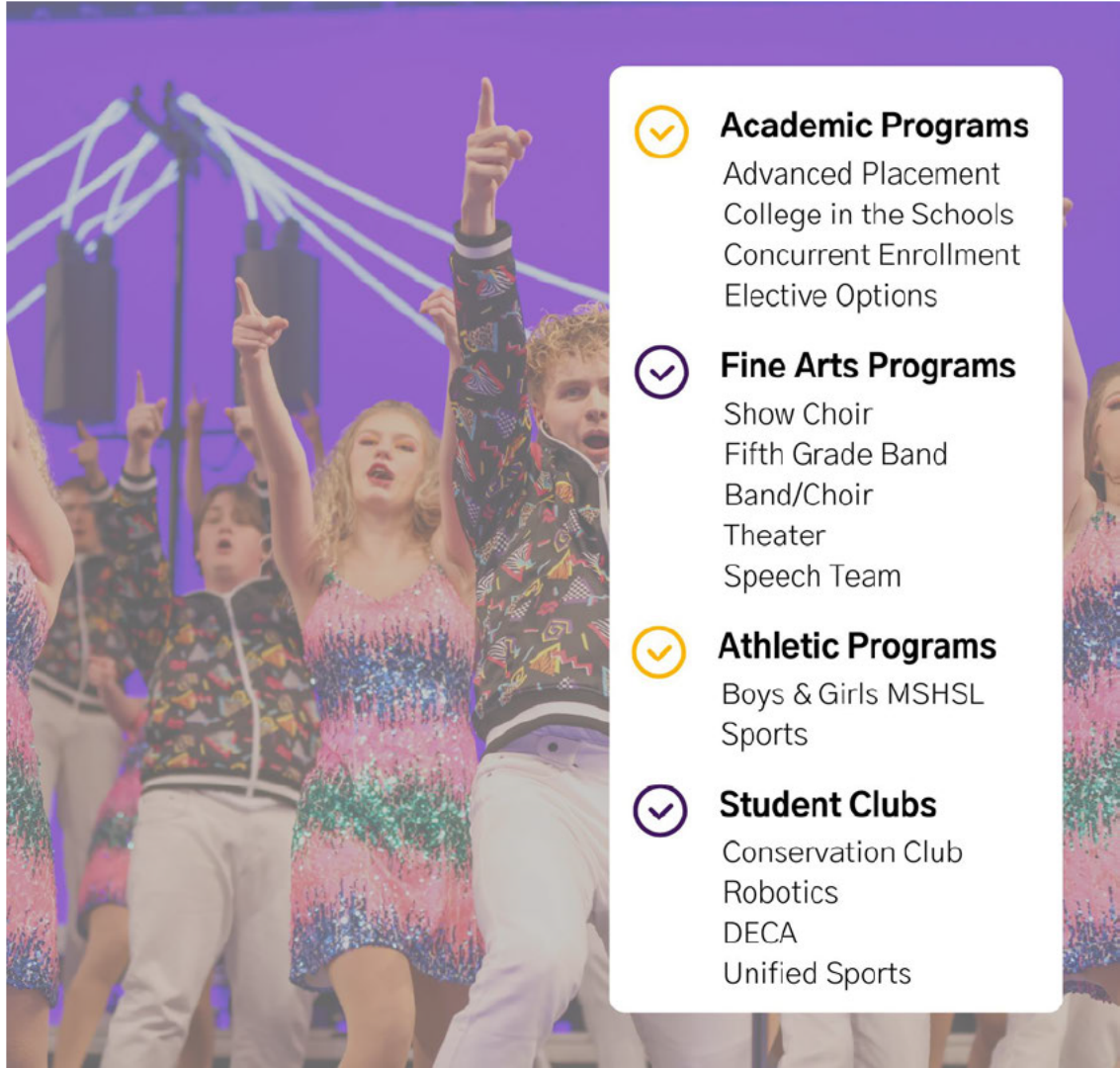
# 93%

District residents rate the job performance of teachers and instructional staff in Waconia Public Schools as either “excellent” or “good”.

\*Morris Leatherman Community Survey



# Preserving Programs



## Academic Programs

Advanced Placement  
College in the Schools  
Concurrent Enrollment  
Elective Options



## Fine Arts Programs

Show Choir  
Fifth Grade Band  
Band/Choir  
Theater  
Speech Team



## Athletic Programs

Boys & Girls MSHSL  
Sports



## Student Clubs

Conservation Club  
Robotics  
DECA  
Unified Sports

# What do residents like most about Waconia Public Schools?



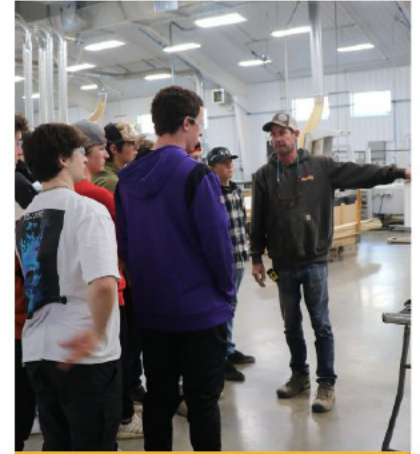
**Good Teachers**



**Academics**



**Programs/Curriculum**



**Community Involv.**

\*2025 Morris Leatherman Community Survey

# 91%

**Waconia students  
say they are  
engaged and involved  
in their school.**

\*2025 Student Survey



# Protecting Class Sizes



- ✔ Maintaining our ability to achieve targeted class sizes in elementary level (K-5) homeroom classes
- ✔ Maintaining our ability to achieve targeted class sizes for secondary level (6-12) core subject classes (math, science, language arts, and social studies)
- ✔ Have the option to invest in previously lost positions such as media specialists and elementary specialists

# What Happens if it is Voted Down?



Repeat process from spring 2023, but with fewer options left, we know it will impact:

## People

- Staffing Reductions
- Inability to invest in wages and benefits
- Assignment changes (class sizes and work loads)

## Programs

- Reductions to education and co-curricular programs
- Reduction in supports, materials, opportunities in and out of classroom

## Class sizes

- Increased class sizes
- Reduced secondary offerings

# Tax Impact if Levy is Approved



**\$18/**  
Month



**\$27/**  
Month



**\$35/**  
Month

# Tax Impact Calculator



**Waconia Public Schools**

**November 4, 2025 Operating Referendum**

**Estimated Tax Impact Calculator**

*Enter your parcel ID in the purple box below and click update to see your estimated tax impact. For assistance in obtaining your Parcel ID, please use the links below:*

**[Hennepin County Parcel Information](#)**

**[Carver County Parcel Information](#)**

*Format = (XXXXXXXXXXXXXXXX) or (XXXXXXXXXX)*



**[bit.ly/110TaxImpact](https://bit.ly/110TaxImpact)**

# Voting and Election Day Information



**VOTE NOV. 4**

## September 1, 2025

Voters can request an absentee ballot on the Secretary of State website or come to the District Office and fill out a paper application.

## September 19, 2025

Absentee ballots mailed to voters/available at District Office (7:30 a.m. – 4:00 p.m. / Mon.-Fri.)

## October 17, 2025

Early In-Person voting begins at District Office (7:30 a.m. – 4:00 p.m. / Mon.-Fri.)

## November 4, 2025

Election Day (7:00 a.m. – 8:00 p.m.)  
Polling Locations: Waconia Ice Arena, St. Bonifacius City Hall, and New Germany City Hall  
Find your polling place: [pollfinder.sos.mn.gov](https://pollfinder.sos.mn.gov)



**Thank you!**  
**Questions?**











































































5. **Superintendent Updates**

**Presenter:** Brian  
Gersich,  
Superintendent

5.A. Board Site Visits

**Presenter:** Dr. Brian  
Gersich



*Respect - Collaboration - Inclusiveness - Empathy - Resilience*

## **MEMORANDUM**

**TO:** ISD 110 School Board

**FROM:** Brian Gersich, Superintendent

**DATE:** August 11, 2025

**RE:** School Board Member Site Visits

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As noted in the past, our Board Handbook has language related to site visits. The purpose of this schedule is to help create structure and planning around building visits to ensure each of our educational sites is visited by a member of the school board over the course of the school year. By visiting our buildings during the school day, board members can gain an additional understanding of the education process, while also creating a level of exposure to the amazing teachers, students, and support staff we have in our district. This additional perspective supports the Board as it makes decisions related to the priorities of our district.

As noted in the handbook, “Board members must take care to separate their parent/volunteer roles from their roles as Board members.” To support that separation, the proposal is to have Board members visit specific sites each year, partially assigned so as to mitigate how often board members would visit a site already attended by their children. That is to say, there is an assumption that a Board member already visits that site as a parent. Therefore these visits would ensure you have just a single role, that of a Board member.

As such, and also as outlined in the Board Handbook, “Board members must remember that they do not serve in an administrative role and should not attempt to direct, criticize, discipline, or disrupt the work of staff members.”

Goal: over the course of the fall (and spring if desired) schedule a visit to the site.

To do so: email the principal of the site and CC the superintendent to schedule the visit, preferably about 1 hour. As you prepare, please consider what information might be helpful to learn about the site, and keep in mind the perspectives of the board to observe our system from “10,000 feet”.

Proposed Revised Site Assignments:

<b>Site</b>	<b>Principal / Contact</b>	<b>Board Member</b>
Bayview	Ann Swanson	Heather Arnita
Laketown	Keith Baune	Melanie Hagen
Southview	Dr. Khuzana DeVaan	Ryan Rosin
Waconia Middle School	Shane Clausen	Amanda Wilson
Waconia High School	Paul Sparby	Kim Kelzer-Breeden
Waconia Alternative Learning	Paul Sparby (Jill Sabol)	Jesse Bergstrom
Waconia PK (District Office)	Steve Jensen	Kelly Amott

5.B. DRAFT - Superintendent Goals

**Presenter:** Dr. Brian  
Gersich

## District 110 Superintendent Goals and Evaluation: 2025-2026

### Standard 2. School District Finances.

- Element 2.a. Budget Development and Maintenance

### Standard 4. School District Operations

- Element 4.d. Technology

<p><b>Goal:</b> Provide continued leadership for long-term financial planning for ISD 110, including:</p> <ul style="list-style-type: none"> <li>● Next steps following the outcomes of the Fall 2025 referendum</li> <li>● Continued development and refinement of the 10-year technology plan</li> <li>● Promote and market ISD 110 with a specific focus on efforts to increase student enrollment</li> </ul> <p><i>Strategic Direction 3: Establishing efficient, effective, and sustainable systems and structures to support the fulfillment of the district vision.</i></p>	
<p><b>How the Board can support the Superintendent in this area (Board Goals)</b></p> <ul style="list-style-type: none"> <li>●</li> </ul>	

### Element 2.a. Budget Development and Maintenance

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Engages in timely budget planning and actions that consider current and long-range information and data; seeks balance to meet students' current and future needs and be fiscally responsible to community; distributes resources to meet immediate and long-range objectives	Engages in proactive budget actions that consider current information and data; seeks balance to meet the student's needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives	Budget development, resource allocations, and management is focused on meeting immediate needs and fiscal issues. Decisions are primarily reactive to current needs of the school district	Budget knowledge is limited. Budget is developed and managed without taking into consideration current needs of the school district. Resources are allocated without consideration of school district needs

**Element Score:**

### Element 4.d. Technology

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Is open to future needs and trends in technology; ensures technology plan is in place and includes long-range plan to replace and upgrade hardware, software, and infrastructure	Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure	Technology plan in place, but no replacement plan for hardware, software, and infrastructure	No technology plan in place; no replacement plan for hardware, software, and infrastructure

Element Score:

Comments and/or Rationale for Evaluation:

### Standard 6. Teaching and Learning

- Element 6.b. School Improvement

### Standard 7. Student Support

- Element 7.g. Emotional Health and Social Needs

<p><b>Goal:</b> Promote the advancement of student outcomes and student well-being, including:</p> <ul style="list-style-type: none"> <li>● Efforts to increase student achievement measures as outlined in the district's strategic plan</li> <li>● Continue to review and explore services or partnerships to support student mental health and well-being.</li> </ul> <p><i>Strategic Direction 1: Delivering high-quality instruction that advances academic excellence.</i></p> <p><i>Strategic Direction 2: Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong.</i></p>	
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<p><b>How the Board can support the Superintendent in this area (Board Goals)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

**Element 6.b. School Improvement**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures school improvement plans are in place at all buildings and align with school district-wide goals; assures plans and strategies are in place and used for implementing improvement efforts and monitoring progress	Ensures school improvement plans are in place at all buildings and align with school districtwide goals	School improvement plans are in place at building level, but lack school district-wide coordination	School improvement efforts are limited; no comprehensive plan in place

**Element Score:**

**Element 7.g. Emotional Health and Social Needs**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Ensures system-wide plan has been developed and implemented to assure a healthy school and/or work environment; collaborates with local mental health and social services and agencies, if available, to provide services for students and/or staff; implements policies prohibiting bullying and harassment as intended and evaluates on ongoing basis	Ensures system-wide plan has been developed to assure a healthy school and/or work environment; collaborates with local services and agencies to provide social and emotional support options and services for students and/or staff; ensures policies prohibiting bullying and/or harassment have been developed and implemented	Plan has been developed to assure a healthy school learning and work environment; collaborates with local services to provide social and emotional support options and services for students and/or staff, but is not followed completely; policies prohibiting bullying and/or harassment policies have been developed	No plan developed to assure a healthy learning and/or work environment; no plan for social and emotional support options and services for students and/or staff exists; policies prohibiting bullying and/or harassment do not exist

**Element Score:**

Comments and/or Rationale for Evaluation:

**Standard 5. Human Resources**

- **Element 5.f. Collective Bargaining**

**Standard 8. Ethical and Inclusive Leadership**

- **Element 8.b. Interactions with Staff, Students, and Community**

<p><b>Goal:</b> Continue district efforts to develop collaborative future negotiations with bargaining units, including:</p> <ul style="list-style-type: none"><li>● <b>Replicate the process conducted with the WEA to understand salary and benefits comparables for all bargaining units and employee categories</b></li><li>● <b>Continue the work to develop alternative methods for the actual process of negotiating with various bargaining units</b></li></ul> <p><i>Strategic Direction 2: Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong.</i></p> <p><i>Strategic Direction 3: Establishing efficient, effective, and sustainable systems and structures to support the fulfillment of district vision.</i></p>	
<p><b>How the Board can support the Superintendent in this area (Board Goals):</b></p> <ul style="list-style-type: none"><li>●</li></ul>	

**Element 5.f. Collective Bargaining**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Assists school board in	Is proactive in preparing	Accepts that collective	Does not seek to

preparing for and conducting negotiations	for collective bargaining by sharing appropriate information	bargaining is necessary and may be challenging	understand and/or improve collective bargaining
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**Element Score:**

**Element 8.b. Interactions with Staff, Students, and Community**

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
Assures that school district procedures and practices are systematically reviewed and revised to reflect fairness and respect for human dignity for members of school community; builds relationships with union and non-affiliated employee groups through trust and sharing appropriate information	Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships	Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships	Does not examine school district procedures and practices for adherence to principles of fairness and human dignity; is unable to work with union leadership; does not work to improve relationships

**Element Score:**

**Comments and/or Rationale for Evaluation:**

**General Comments on Performance:**

**Ideas for goals for 2026/2027:**

Summary:

Meeting Closed under Minn. Stat. 13D.05, Subd. 3(a)

A school board may close a meeting to evaluate the performance of an individual who is subject to its authority. The school board must identify (and notify) the individual to be evaluated before closing the meeting. A meeting must be open at the individual's request.\* If the evaluation is closed, at the next open meeting, the school board must give a detailed summary of its conclusions regarding the evaluation. This closed meeting must be electronically recorded at the school district's expense. The recording must be preserved for at least three years after the meeting date. The recording is not available to the public.