

A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended.: This motion, made by Sarah Lehrke and seconded by Shelby Erickson, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

A.6. Acceptance of Gifts:

Move to approve gifts. This motion, made by Connor Smith and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

C.1. Student Council

C.2. Student Representative

C.3. Superintendent

C.4. Board

D. DISCUSSION ITEMS

D.1. School Board 2024-25 Meeting Outline

D.2. Superintendent and School Board Goal Development and Superintendent Evaluation

E. OPERATIONAL ITEMS

E.1. Consideration of annual Long-Term Facilities Maintenance Plan (LTFM)

Approve. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.2. 2024-25 Board Organizational Meeting

Approved with discussed changes. This motion, made by Sarah Lehrke and seconded by Connor Smith, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

E.3. NOTICE OF ELECTION FOR SCHOOL BOARD MEMBERS

Approved. This motion, made by Connor Smith and seconded by Josh Kroells, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

F. NEXT BOARD MEETING August 12, 2024 at 6pm. Ribbon Cutting Ceremony with the city counsel at 4pm in the Raider Field House.

G. ADJOURNMENT

Pass. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Sarah Lehrke: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 7, Nay: 0

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void Date		
GEN1	P41226	58135	43520	Check	1	2247	AUTO-OWNERS INSURANCE		Yes	Yes	No	06/18/2024	792.58
GEN1	P41226	58136	43521	Check	1	6769	TRAVELERS		Yes	No	No	06/18/2024	1,140.00
Bank Total:												\$1,932.58	
Report Total:												\$1,932.58	

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
GEN1	P41226	58137		Wire	1	00061	CITY OF NORWOOD YOUNG AMERICA		No	Yes	No	06/27/2024	2,306.73
GEN1	P41226	58138		Wire	1	01606	CENTERPOINT ENERGY		Yes	Yes	Yes	06/27/2024	0.00
GEN1	P41226	58139		Wire	1	09609	XCEL ENERGY		No	No	No	06/27/2024	16,548.23
GEN1	P41226	58140		Wire	1	2728	BREMER BANK, NA28		No	Yes	No	06/27/2024	89.50
GEN1	P41226	58141		Wire	1	7133	METRONET		No	No	No	06/27/2024	69.95
GEN1	P41226	58196		Wire	1	01606	CENTERPOINT ENERGY		No	No	No	06/27/2024	661.74
GEN1	P41226	58198		Wire	1	2468	R2 MASTERCARD - HARRIS BANK		No	No	No	06/27/2024	4,577.74
GEN1	P41226	58199		Wire	1	4091	MASTERCARD - HARRIS BANK		No	No	No	06/27/2024	8,893.51
GEN1	p50131	58215		Wire	1	04034	PERA		No	No	No	07/05/2024	3,809.04
GEN1	p50131	58216		Wire	1	04035	TEACHERS RETIREMENT ASSOC		No	No	No	07/05/2024	39,018.81
GEN1	p50131	58217		Wire	1	05255	DEPARTMENT OF THE TREASURY		No	No	No	07/05/2024	58,387.21
GEN1	p50131	58218		Wire	1	06027	COMMISSIONER OF REVENUE		No	No	No	07/05/2024	9,451.48
GEN1	p50131	58219		Wire	1	3785	EDUCATORS FINANCIAL SERVICES		No	No	No	07/05/2024	9,258.97
GEN1	p50131	58220		Wire	1	6821	WEX Health Inc.		No	No	No	07/05/2024	197,475.50
GEN1	P50126	58221		Wire	1	00061	CITY OF NORWOOD YOUNG AMERICA		No	No	No	07/12/2024	2,242.74
GEN1	P50126	58222		Wire	1	00893	EHLERS & ASSOCIATES, INC.		No	No	No	07/12/2024	41,359.38
GEN1	P50126	58223		Wire	1	09609	XCEL ENERGY		No	No	No	07/12/2024	6,171.04
GEN1	P50126	58224		Wire	1	2082	US BANK		No	No	No	07/12/2024	760,997.25
GEN1	P50126	58225		Wire	1	5002	WASTE MANAGEMENT OF WI-MN		No	No	No	07/12/2024	3,297.87
GEN1	P50126	58226		Wire	1	6605	ELEYO	S Corporation	No	No	No	07/12/2024	2,386.76
GEN1	P50126	58227		Wire	1	6821	WEX Health Inc.		No	No	No	07/12/2024	268.00
GEN1	p50132	58268		Wire	1	04034	PERA		No	No	No	07/19/2024	4,073.93
GEN1	p50132	58269		Wire	1	04035	TEACHERS RETIREMENT ASSOC		No	No	No	07/19/2024	41,641.20
GEN1	p50132	58270		Wire	1	05255	DEPARTMENT OF THE TREASURY		No	No	No	07/19/2024	84,852.41
GEN1	p50132	58271		Wire	1	06027	COMMISSIONER OF REVENUE		No	No	No	07/19/2024	14,398.69
GEN1	p50132	58272		Wire	1	1439	DELTA DENTAL PLAN OF MN		No	No	No	07/19/2024	6,679.98
GEN1	p50132	58273		Wire	1	2260	AFLAC		No	No	No	07/19/2024	100.29
GEN1	p50132	58274		Wire	1	3785	EDUCATORS FINANCIAL SERVICES		No	No	No	07/19/2024	9,175.77
GEN1	p50132	58275		Wire	1	5699	MN PUBLIC EMPLOYEES INSURANCE PF		No	No	No	07/19/2024	73,096.96
GEN1	p50132	58276		Wire	1	6821	WEX Health Inc.		No	No	No	07/19/2024	2,017.84
GEN1	P41226	58175	43522	Check	1	6584	BEAVER, ROLLIN		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58173	43523	Check	1	6461	BEHRENS, CHUCK		Yes	No	No	06/27/2024	65.00
GEN1	P41226	58159	43524	Check	1	4492	BOELKE, ANN		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58191	43525	Check	1	7245	BRUERS, JENNIFER		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58163	43526	Check	1	4946	BSN SPORTS LLC		Yes	No	No	06/27/2024	3,918.20
GEN1	P41226	58180	43527	Check	1	6767	BUSKA, KELLY		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58192	43528	Check	1	7246	CARLSON, CHRISTOPHER		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58154	43529	Check	1	3213	CENTURYLINK		Yes	No	No	06/27/2024	135.85
GEN1	P41226	58179	43530	Check	1	6740	CROW RIVER ATHLETICS		Yes	No	No	06/27/2024	2,575.00
GEN1	P41226	58193	43531	Check	1	7247	CUTEAN, EMILY		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58152	43532	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	06/27/2024	46,726.25
GEN1	P41226	58144	43533	Check	1	00605	FRANKLIN PRINTING		Yes	Yes	No	06/27/2024	515.08
GEN1	P41226	58174	43534	Check	1	6468	GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	06/27/2024	140.00
GEN1	P41226	58186	43535	Check	1	7240	GOETTL, JESSICA		Yes	No	No	06/27/2024	98.00
GEN1	P41226	58182	43536	Check	1	6796	GREATHER MN COMMUNICATIONS		Yes	No	No	06/27/2024	80.54
GEN1	P41226	58178	43537	Check	1	6734	GRUNDHOFER, MARK	Ind/Sole Proprietor	Yes	No	No	06/27/2024	100.00
GEN1	P41226	58149	43538	Check	1	1608	HARMS, MANDY		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58171	43539	Check	1	6394	HASKINS, AMY		Yes	No	No	06/27/2024	180.00
GEN1	P41226	58177	43540	Check	1	6722	HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	06/27/2024	4,253.04
GEN1	P41226	58151	43541	Check	1	2439	HENDRYCKS, PHIL		Yes	No	No	06/27/2024	30.76
GEN1	P41226	58188	43542	Check	1	7242	HERDRICH, STEPHANIE		Yes	No	No	06/27/2024	180.00
GEN1	P41226	58142	43543	Check	1	00182	HOME SOLUTIONS UNLIMITED		Yes	No	No	06/27/2024	207.98
GEN1	P41226	58153	43544	Check	1	2970	HUOTARI, JANET		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58176	43545	Check	1	6620	IDEAL ENERGIES SOLAR LEASING 2021 LLC - Partnership		Yes	No	No	06/27/2024	435.59
GEN1	P41226	58158	43546	Check	1	4469	INFINITE CAMPUS, INC.		Yes	No	No	06/27/2024	150.00
GEN1	P41226	58172	43547	Check	1	6395	ISCHE, JENNIFER		Yes	No	No	06/27/2024	180.00
GEN1	P41226	58170	43548	Check	1	5918	IVERSON, ERIC		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58169	43549	Check	1	5917	KELLY, JOSEPH		Yes	No	No	06/27/2024	360.00
GEN1	P41226	58165	43550	Check	1	5207	KEMP, CASSANDRA		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58189	43551	Check	1	7243	KERBER, RHEA		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58190	43552	Check	1	7244	KOEPP, NATALIE		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58164	43553	Check	1	5047	KUNKEL, PAMELA		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58160	43554	Check	1	4559	LAGERGREN, CHRIS	Ind/Sole Proprietor	Yes	No	No	06/27/2024	150.00
GEN1	P41226	58143	43555	Check	1	00505	LANO EQUIPMENT		Yes	No	No	06/27/2024	235.26
GEN1	P41226	58167	43556	Check	1	5312	LIFELINE		Yes	No	No	06/27/2024	2,551.81
GEN1	P41226	58155	43557	Check	1	3703	MILLER, DIANE		Yes	No	No	06/27/2024	3,000.00
GEN1	P41226	58150	43558	Check	1	1982	MN CLAY USA		Yes	No	No	06/27/2024	101.14
GEN1	P41226	58162	43559	Check	1	4854	MPS		Yes	No	No	06/27/2024	18,850.34
GEN1	P41226	58157	43560	Check	1	4279	NAHAN, SHELLY		Yes	No	No	06/27/2024	1,350.00
GEN1	P41226	58185	43561	Check	1	7239	ONE LAST CAST		Yes	No	No	06/27/2024	1,310.00
GEN1	P41226	58195	43562	Check	1	7249	PERLBACHS, EMILY		Yes	No	No	06/27/2024	60.03
GEN1	P41226	58148	43563	Check	1	1578	PIECHOWSKI, DENNIS	Ind/Sole Proprietor	Yes	No	No	06/27/2024	100.00

Norwood-Young America School Payment Reg by Bank and Check

											Pay/Void		
Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Date	Amount
GEN1	P41226	58156	43564	Check	1	3734	PYSICK, BETSY		Yes	No	No	06/27/2024	557.47
GEN1	P41226	58147	43565	Check	1	05638	RIDDELL ALL AMERICAN SPORTS CORP.		Yes	No	No	06/27/2024	9,199.50
GEN1	P41226	58146	43566	Check	1	05604	RIDGEVIEW MEDICAL CENTER		Yes	No	No	06/27/2024	5,774.40
GEN1	P41226	58194	43567	Check	1	7248	ROSTEN, BETH ANN		Yes	No	No	06/27/2024	60.00
GEN1	P41226	58184	43568	Check	1	7213	SATT		Yes	No	No	06/27/2024	200.00
GEN1	P41226	58145	43569	Check	1	01070	SCHOOL NURSE SUPPLY INC		Yes	No	No	06/27/2024	2,198.58
GEN1	P41226	58166	43570	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	06/27/2024	9,105.84
GEN1	P41226	58187	43571	Check	1	7241	STATE OF MN - DEPT OF PUBLIC SAFET		Yes	No	No	06/27/2024	25.00
GEN1	P41226	58183	43572	Check	1	7207	THE BASS FEDERATION		Yes	No	No	06/27/2024	25.00
GEN1	P41226	58181	43573	Check	1	6783	UNITED STATES TREASURY		Yes	No	No	06/27/2024	120.00
GEN1	P41226	58161	43574	Check	1	4583	WROGE, DAVID		Yes	No	No	06/27/2024	100.00
GEN1	P41226	58168	43575	Check	1	5343	WUETRICH, AL		Yes	No	No	06/27/2024	100.00
GEN1	P41226	58197	43576	Check	1	01606	CENTERPOINT ENERGY		Yes	No	No	06/27/2024	2,163.70
GEN1	P50126	58207	43577	Check	1	5942	APPTEGY	C Corporation	Yes	No	No	07/01/2024	9,100.00
GEN1	P50126	58203	43578	Check	1	3227	DISTRIBUTED WEBSITE CORP.	C Corporation	Yes	No	No	07/01/2024	553.35
GEN1	P50126	58208	43579	Check	1	5964	ENVIRONMENTAL TESTING & INSPECTIO		Yes	No	No	07/01/2024	3,055.00
GEN1	P50126	58206	43580	Check	1	4889	FRONTLINE TECHNOLOGIES GROUP LL	LLC - Partnership	Yes	No	No	07/01/2024	13,587.86
GEN1	P50126	58210	43581	Check	1	6624	1099A HARTONG, WILLEM SEBASTIAN	Ind/Sole Proprietor	Yes	No	No	07/01/2024	700.00
GEN1	P50126	58205	43582	Check	1	4469	INFINITE CAMPUS, INC.		Yes	No	No	07/01/2024	23,597.80
GEN1	P50126	58212	43583	Check	1	6817	MASSP		Yes	No	No	07/01/2024	885.00
GEN1	P50126	58211	43584	Check	1	6806	MN ASSOC OF HONOR SOCIETIES		Yes	No	No	07/01/2024	85.00
GEN1	P50126	58204	43585	Check	1	3910	MN ASSOC. OF AG EDUCATORS		Yes	No	No	07/01/2024	770.00
GEN1	P50126	58201	43586	Check	1	09326	MN ELEM. SCHOOL PRIN. ASSOC.		Yes	No	No	07/01/2024	962.00
GEN1	P50126	58200	43587	Check	1	00276	MN SCHOOL BOARD ASSOCIATION		Yes	No	No	07/01/2024	7,940.00
GEN1	P50126	58214	43588	Check	1	7208	SMARTPASS INC.		Yes	No	No	07/01/2024	4,693.38
GEN1	P50126	58209	43589	Check	1	6035	SPED FORMS	C Corporation	Yes	No	No	07/01/2024	5,644.00
GEN1	P50126	58202	43590	Check	1	2690	THIEL, CHUCK		Yes	No	No	07/01/2024	650.00
GEN1	P50126	58213	43591	Check	1	7009	WACTOWN PROPERTIES		Yes	No	No	07/01/2024	3,882.88
GEN1	P50126	58251	43592	Check	1	6438	AMERICAN MAILING MACHINES		Yes	No	No	07/12/2024	180.64
GEN1	P50126	58248	43593	Check	1	6412	AVIBEN		Yes	No	No	07/12/2024	138.40
GEN1	P50126	58236	43594	Check	1	2382	CITY OF COLOGNE		Yes	No	No	07/12/2024	51.46
GEN1	P50126	58237	43595	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	07/12/2024	23,309.74
GEN1	P50126	58243	43596	Check	1	4694	EDMENTUM		Yes	No	No	07/12/2024	5,362.50
GEN1	P50126	58257	43597	Check	1	6744	FOLLETT CONTENT SOLUTIONS LLC	LLC - Partnership	Yes	No	No	07/12/2024	33.47
GEN1	P50126	58250	43598	Check	1	6437	FP MAILING SOLUTIONS		Yes	No	No	07/12/2024	165.00
GEN1	P50126	58244	43599	Check	1	4889	FRONTLINE TECHNOLOGIES GROUP LL	LLC - Partnership	Yes	No	No	07/12/2024	2,788.48
GEN1	P50126	58232	43600	Check	1	1263	GLENCOE COUNTRY CLUB INC		Yes	No	No	07/12/2024	1,500.00
GEN1	P50126	58228	43601	Check	1	00182	HOME SOLUTIONS UNLIMITED		Yes	No	No	07/12/2024	4.29
GEN1	P50126	58255	43602	Check	1	6610	ILLUMINATE EDUCATION, INC.		Yes	No	No	07/12/2024	11,000.00
GEN1	P50126	58262	43603	Check	1	7251	ISD 883 ROCKFORD SCHOOLS		Yes	No	No	07/12/2024	200.00
GEN1	P50126	58263	43604	Check	1	7252	KOTECKI, CHARISSE		Yes	No	No	07/12/2024	80.00
GEN1	P50126	58230	43605	Check	1	00505	LANO EQUIPMENT		Yes	No	No	07/12/2024	431.83
GEN1	P50126	58258	43606	Check	1	6933	MAKERBOT INDUSTRIES LLC		Yes	No	No	07/12/2024	78.00
GEN1	P50126	58252	43607	Check	1	6545	MARCO TECHNOLOGIES LLC	LLC - Partnership	Yes	No	No	07/12/2024	2,471.18
GEN1	P50126	58239	43608	Check	1	3185	MARCO TECHNOLOGIES, LLC	LLC - Partnership	Yes	No	No	07/12/2024	390.00
GEN1	P50126	58242	43609	Check	1	4316	MCDOWELL AGENCY, INC.		Yes	No	No	07/12/2024	70.40
GEN1	P50126	58246	43610	Check	1	5935	MYSTERY SCIENCE		Yes	No	No	07/12/2024	425.00
GEN1	P50126	58241	43611	Check	1	3506	NEUBARTH, RICH		Yes	No	No	07/12/2024	21.62
GEN1	P50126	58260	43612	Check	1	7234	NIEMCZYK, KARINA		Yes	No	No	07/12/2024	32.00
GEN1	P50126	58261	43613	Check	1	7250	PMA SECURITIES LLC		Yes	No	No	07/12/2024	1,000.00
GEN1	P50126	58259	43614	Check	1	7187	REDWOODSRISING	Ind/Sole Proprietor	Yes	No	No	07/12/2024	2,850.00
GEN1	P50126	58234	43615	Check	1	1936	RENAISSANCE LEARNING, INC.		Yes	No	No	07/12/2024	8,736.00
GEN1	P50126	58231	43616	Check	1	05638	RIDDELL ALL AMERICAN SPORTS CORP.		Yes	No	No	07/12/2024	1,393.21
GEN1	P50126	58238	43617	Check	1	3176	RIDGES AT SAND CREEK		Yes	No	No	07/12/2024	240.00
GEN1	P50126	58249	43618	Check	1	6432	SCHOLASTIC		Yes	No	No	07/12/2024	127.05
GEN1	P50126	58233	43619	Check	1	1677	SCHOOL MATE		Yes	No	No	07/12/2024	348.00
GEN1	P50126	58229	43620	Check	1	00374	SMITH OIL CO.		Yes	No	No	07/12/2024	242.92
GEN1	P50126	58245	43621	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	07/12/2024	54,066.92
GEN1	P50126	58256	43622	Check	1	6636	TCI		Yes	No	No	07/12/2024	35,375.55
GEN1	P50126	58253	43623	Check	1	6581	TEACHING STRATEGIES		Yes	No	No	07/12/2024	572.50
GEN1	P50126	58240	43624	Check	1	3272	1099A THIEL, CHARLES A.		Yes	No	No	07/12/2024	470.00
GEN1	P50126	58247	43625	Check	1	6252	T-MOBILE		Yes	No	No	07/12/2024	760.00
GEN1	P50126	58235	43626	Check	1	2082	US BANK		Yes	No	No	07/12/2024	1,900.00
GEN1	P50126	58254	43627	Check	1	6590	WILSON LANGUAGE TRAINING CORP		Yes	No	No	07/12/2024	1,995.00
GEN1	p50132	58267	43628	Check	1	6398	AUL HEALTH BENEFIT TRUST-MIDAMAER		Yes	No	No	07/19/2024	12,690.12
GEN1	p50132	58265	43629	Check	1	01140	MADISON NAT'L LIFE INS CO INC.		Yes	No	No	07/19/2024	1,303.53
GEN1	p50132	58266	43630	Check	1	3796	NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	07/19/2024	382.00
GEN1	p50132	58264	43631	Check	1	00808	NCBERS Group Life Ins.		Yes	No	No	07/19/2024	16.00
GEN1	P50126	58277	43632	Check	1	1540	AIM ELECTRONICS, INC		Yes	No	No	07/18/2024	2,376.00
GEN1	P50126	58289	43633	Check	1	6989	ARNUQUIST CARPETS PLUS		Yes	No	No	07/18/2024	16,763.56
GEN1	P50126	58280	43634	Check	1	6617	BITUMINOUS ROADWAYS, INC.	C Corporation	Yes	No	No	07/18/2024	161,530.21
GEN1	P50126	58279	43635	Check	1	4946	BSN SPORTS LLC		Yes	No	No	07/18/2024	1,538.26

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Pay/Void			Amount	
									Print	Recon	Void		Date
GEN1	P50126	58288	43636	Check	1	6987	CHAPPELL CENTRAL		Yes	No	No	07/18/2024	21,994.59
GEN1	P50126	58283	43637	Check	1	6928	DAVIS MECHANICAL SYSTEMS, INC.		Yes	No	No	07/18/2024	40,869.76
GEN1	P50126	58282	43638	Check	1	6855	1 EDUCATION ON BUDGET	Ind/Sole Proprietor	Yes	No	No	07/18/2024	6,000.00
GEN1	P50126	58290	43639	Check	1	7049	GAG SHEET METAL, INC.		Yes	No	No	07/18/2024	13,476.08
GEN1	P50126	58292	43640	Check	1	7169	HALLMARK GLASS INC.		Yes	No	No	07/18/2024	37,854.37
GEN1	P50126	58294	43641	Check	1	7254	JACKSON & ASSOCIATES, LLC		Yes	No	No	07/18/2024	412,680.00
GEN1	P50126	58281	43642	Check	1	6809	LAKETOWN ELECTRIC CORPORATION		Yes	No	No	07/18/2024	111,772.49
GEN1	P50126	58286	43643	Check	1	6965	MCDOWALL COMPANY		Yes	No	No	07/18/2024	55,850.50
GEN1	P50126	58285	43644	Check	1	6943	NORTHLAND CONCRETE & MASONRY		Yes	No	No	07/18/2024	33,693.65
GEN1	P50126	58287	43645	Check	1	6966	PIETSCH CONSTRUCTION		Yes	No	No	07/18/2024	52,525.50
GEN1	P50126	58278	43646	Check	1	4284	ROCHON CORPORATION		Yes	No	No	07/18/2024	101,952.45
GEN1	P50126	58293	43647	Check	1	7181	SCHAD-TRACY SIGNS		Yes	No	No	07/18/2024	4,052.34
GEN1	P50126	58291	43648	Check	1	7050	TERRAZZO DESIGNS, LLC		Yes	No	No	07/18/2024	35,097.50
GEN1	P50126	58284	43649	Check	1	6942	WELLS CONCRETE		Yes	No	No	07/18/2024	12,239.80

Bank Total: \$2,893,574.02

Report Total: \$2,893,574.02

Regular Board Meeting

Monday, June 24, 2024 6:00 PM

Central High School, 531 Morse Street, Norwood Young America, MN 55368

A. PROCEDURAL ITEMS:	Speaker (s): Board Chair
A.1. Call to order	Speaker (s): Board Chair
A.2. Roll Call	Speaker (s): Board Chair
A.3. Pledge of Allegiance	Speaker (s): Board Chair
A.4. Approval of Agenda Action(s): Move to approve the agenda as presented/amended:. This motion, made by Sarah Lehrke and seconded by Sara Eischens, Carried. Voting Detail: Sara Eischens: Yea Shelby Erickson: Yea Josh Kroells: Yea Sarah Lehrke: Yea Emily Perlbachs: Yea Connor Smith: Yea Kyle Strickfaden: Yea Voting Summary: Yea: 7, Nay: 0	Speaker (s): Board Chair
A.5. Consent Agenda Action(s): Move to approve Consent agenda as presented. This motion, made by Josh Kroells and seconded by Sarah Lehrke, Carried. Voting Detail: Sara Eischens: Yea Shelby Erickson: Yea Josh Kroells: Yea Sarah Lehrke: Yea Emily Perlbachs: Yea Connor Smith: Yea Kyle Strickfaden: Yea Voting Summary: Yea: 7, Nay: 0	Speaker (s): Board Chair
A.6. Acceptance of Gifts Action(s): Move to approve gifts. This motion, made by Shelby Erickson and seconded by Emily Perlbachs, Carried.	Speaker (s): Board Chair

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

B. **PUBLIC FORUM** **Speaker (s):** Board Chair

C. **INFORMATIONAL ITEMS: MONTHLY REPORTS** **Speaker (s):** Board Chair

C.1. Student Council **Speaker (s):** Board Chair

C.2. Student Representative **Speaker (s):** Board Chair

C.3. Superintendent **Speaker (s):** Board Chair

C.4. Board **Speaker (s):** Board Chair

D. **DISCUSSION ITEMS** **Speaker (s):** Board Chair

D.1. Community Education and Elementary Goal Results

D.2. Q-Comp Year End Review

D.3. 2024 Parent Survey Results

E. **OPERATIONAL ITEMS** **Speaker (s):** Board Chair

E.1. Consideration of FY2025 Preliminary Budget

Action(s):

Approve. This motion, made by Sara Eischens and seconded by Kyle Strickfaden, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.2. Consideration of 24-26 Director of Student Services Contract

Action(s):

Pass. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Voting Detail:

Sara Eischens: Yea

Shelby Erickson: Yea

Josh Kroells: Yea

Sarah Lehrke: Yea

Emily Perlbachs: Yea

Connor Smith: Yea

Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.3. Consideration of 2024-26 Confidential Employee Contract

Action(s):

Pass. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Voting Detail:

Sara Eischens: Yea

Shelby Erickson: Yea

Josh Kroells: Yea

Sarah Lehrke: Yea

Emily Perlbachs: Yea

Connor Smith: Yea

Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.4. Consideration of the 2024-26 MSEA Contract

Action(s):

Pass. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Voting Detail:

Sara Eischens: Yea

Shelby Erickson: Yea

Josh Kroells: Yea

Sarah Lehrke: Yea

Emily Perlbachs: Yea

Connor Smith: Yea

Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.5. Consideration of 2024-26 Principal Contract

Action(s):

Pass. This motion, made by Sarah Lehrke and seconded by Emily Perlbachs, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.6. Consideration of ISD 288 LTFM and Safe Schools
Levy

Action(s):

Pass. This motion, made by Sarah Lehrke and seconded by Shelby Erickson, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.7. Consideration of Superintendent MOU

Action(s):

Pass. This motion, made by Sarah Lehrke and seconded by Sara Eischens, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

E.8. Consideration of resolution CERTIFYING THE POPULATION ESTIMATE FOR THE 2024 PAYABLE 2025 LEVY OF INDEPENDENT SCHOOL DISTRICT ISD #108.

Action(s):

Pass. This motion, made by Sara Eischens and seconded by Sarah Lehrke, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

F. NEXT BOARD MEETING

Speaker (s): Board
Chair

G. ADJOURNMENT

Action (s):

Pass. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Voting Detail:

Sara Eischens: Yea
Shelby Erickson: Yea

Josh Kroells: Yea
Sarah Lehrke: Yea
Emily Perlbachs: Yea

Connor Smith: Yea
Kyle
Strickfaden: Yea

Voting Summary: Yea: 7, Nay: 0

Speaker (s): Board
Chair

Board Secretary

5/20/24 Board Meeting
Monday, May 20, 2024 6:00 PM Central

High School Media Center
531 Morse Street
Norwood Young America, MN 55368

Sara Eischens: Present
Shelby Erickson: Present
Josh Kroells: Present
Sarah Lehrke: Present
Emily Perlbachs: Present
Connor Smith: Present
Kyle Strickfaden: Present
Present: 7.

R Larson
T Schochenmaier
A Fracnk
A Groschen
J Cink
E Latzig
A Kolstad
B Braun

Sarah Lehrke: Absent
Present: 6, Absent: 1.

R Larson
T Schochenmaier
A Fracnk
A Groschen
J Cink
E Latzig
A Kolstad
B Braun

A. PROCEDURAL ITEMS:

A.1. Call to order

A.2. Roll Call

A.3. Pledge of Allegiance

A.4. Approval of Agenda

Move to approve the agenda as presented/amended:. This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

A.5. Consent Agenda

Move to approve Consent agenda as presented. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

A.6. Acceptance of Gifts

Move to approve gifts. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

B. PUBLIC FORUM

C. INFORMATIONAL ITEMS: MONTHLY REPORTS

C.1. Student Council

C.2. Student Representative

C.3. Superintendent

C.4. Board

D. DISCUSSION ITEMS

D.1. Curriculum Highlights: Andrea Kolstad

D.2. End of Year Results: Rich Larson and Becca Braun

D.3. FY25 Preliminary Budget

D.4. MSBA Policy Updates: 1st Reading:

506 - STUDENT DISCIPLINE

507 - CORPORAL PUNISHMENT AND PRONE RESTRAINT

514 - BULLYING PROHIBITION POLICY

E. OPERATIONAL ITEMS

E.1. Consideration of IoWA Resolution:

Move to Approve the Resolution as presented: Roll Call: Kroells, Strickfaden, Eischens, Perlbachs Smith, Erickson. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

E.2. Consideration of MSHSL Resolution for Membership:

Move to approve the Resolution as presented: Roll Call: Eisckson, Smith, Perlbachs, Eischens, Strickfaden, Kroells. This motion, made by Shelby Erickson and seconded by Connor Smith, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

E.3. Consideration of 24-25 Taher Contract:

Move to approve 24-25 Taher contract as presented: This motion, made by Sara Eischens and seconded by Josh Kroells, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

E.4. 2024 Parent Survey

Move to approve parent survey. This motion, made by Connor Smith and seconded by Shelby Erickson, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

F. NEXT BOARD MEETING

G. ADJOURN Regular Meeting and Open Closed Session:

Move to adjourn regular meeting and open closed Session at 6:55 PM. This motion, made by Sara Eischens and seconded by Emily Perlbachs, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

H. Closed Session: Legal Consultation

I. Adjourn Closed Session:

Move to adjourn closed session: This motion, made by Sara Eischens and seconded by Shelby Erickson, Carried.

Sarah Lehrke: Absent, Sara Eischens: Yea, Shelby Erickson: Yea, Josh Kroells: Yea, Emily Perlbachs: Yea, Connor Smith: Yea, Kyle Strickfaden: Yea
Yea: 6, Nay: 0, Absent: 1

June 5-2024 PAYROLL

GROSS PAY	\$561,328.84
FEDERAL TAX	(60,091.57)
MN STATE TAX	(26,121.44)
OASDI	(33,794.44)
MEDICARE	(7,903.55)
PERA	(3,935.25)
TRA	(37,713.55)
ANNUITIES	(5,665.14)
FLEX	(16,256.92)
VOLUNTARIES	(1,749.12)
NET PAYROLL	<u><u>\$368,097.86</u></u>

June 20-2024 PAYROLL

GROSS PAY	\$314,418.03
FEDERAL TAX	(23,415.52)
MN STATE TAX	(11,231.43)
OASDI	(18,470.07)
MEDICARE	(4,319.59)
PERA	(3,304.05)
TRA	(18,877.29)
ANNUITIES	(5,664.88)
FLEX	(16,514.08)
VOLUNTARIES	(1,602.21)
NET PAYROLL	<u><u>\$211,018.91</u></u>

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp	Code	Rcd	Vendor	Tax Class	Print	Recon	Pay/Void		Amount
												Void	Date	
GEN1	P41126	57944		Wire	1	2468	R2	MASTERCARD - HARRIS BANK		No	No	No	05/28/2024	5,076.27
GEN1	P41126	57945		Wire	1	4091		MASTERCARD - HARRIS BANK		No	No	No	05/28/2024	8,481.11
GEN1	P41126	57947		Wire	1	01606		CENTERPOINT ENERGY		No	No	No	05/30/2024	3,329.06
GEN1	P41126	57948		Wire	1	09609		XCEL ENERGY		No	No	No	05/30/2024	16,048.48
GEN1	P41126	57949		Wire	1	6605		ELEYO	S Corporation	No	Yes	No	05/30/2024	2,552.48
GEN1	p41231	58037		Wire	1	04034		PERA		No	No	No	06/05/2024	8,475.89
GEN1	p41231	58038		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/05/2024	80,293.37
GEN1	p41231	58039		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	No	No	06/05/2024	143,487.55
GEN1	p41231	58040		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/05/2024	26,121.44
GEN1	p41231	58041		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/05/2024	10,211.21
GEN1	p41231	58042		Wire	1	6821		WEX Health Inc.		No	No	No	06/05/2024	2,112.79
GEN1	P41226	58066		Wire	1	5002		WASTE MANAGEMENT OF WI-MN		No	No	No	06/13/2024	2,976.74
GEN1	P41226	58067		Wire	1	6605		ELEYO	S Corporation	No	No	No	06/13/2024	2,512.78
GEN1	P41226	58068		Wire	1	6821		WEX Health Inc.		No	No	No	06/13/2024	268.00
GEN1	P41226	58069		Wire	1	7133		METRONET		No	No	No	06/13/2024	72.20
GEN1	p41232	58120		Wire	1	04034		PERA		No	No	No	06/20/2024	7,116.42
GEN1	p41232	58121		Wire	1	04035		TEACHERS RETIREMENT ASSOC		No	No	No	06/20/2024	40,190.38
GEN1	p41232	58122		Wire	1	05255		DEPARTMENT OF THE TREASURY		No	No	No	06/20/2024	68,994.84
GEN1	p41232	58123		Wire	1	06027		COMMISSIONER OF REVENUE		No	No	No	06/20/2024	11,231.43
GEN1	p41232	58124		Wire	1	1439		DELTA DENTAL PLAN OF MN		No	No	No	06/20/2024	6,628.94
GEN1	p41232	58125		Wire	1	2260		AFLAC		No	No	No	06/20/2024	100.29
GEN1	p41232	58126		Wire	1	3785		EDUCATORS FINANCIAL SERVICES		No	No	No	06/20/2024	10,210.61
GEN1	p41232	58127		Wire	1	4164		MN STATE RETIREMENT SYST (Empower)		No	No	No	06/20/2024	30,586.90
GEN1	p41232	58128		Wire	1	5699		MN PUBLIC EMPLOYEES INSURANCE PF		No	No	No	06/20/2024	81,170.46
GEN1	p41232	58129		Wire	1	6821		WEX Health Inc.		No	No	No	06/20/2024	465.95
GEN1	P41126	57946	43352	Check	1	6955		DAIRY QUEEN - NYA		Yes	Yes	No	05/29/2024	432.64
GEN1	P41126	57992	43353	Check	1	6066		ALL STAR TROPHY & AWARDS, INC.		Yes	No	No	05/30/2024	826.00
GEN1	P41126	58013	43354	Check	1	6931		ALLIED PRODUCTIONS & SALES		Yes	No	No	05/30/2024	2,454.90
GEN1	P41126	58027	43355	Check	1	7225		AMAYA LEMBKE		Yes	No	No	05/30/2024	50.00
GEN1	P41126	57994	43356	Check	1	6088		BEHRENS, TRACY		Yes	No	No	05/30/2024	180.00
GEN1	P41126	58030	43357	Check	1	7228		BENEKE, JOSIE		Yes	No	No	05/30/2024	50.00
GEN1	P41126	58017	43358	Check	1	6973		BIFFS, INC.		Yes	No	No	05/30/2024	732.00
GEN1	P41126	58035	43359	Check	1	7233		BROWN, KATE		Yes	No	No	05/30/2024	90.00
GEN1	P41126	57997	43360	Check	1	6459		BROWN-THOR, KIRSTEN		Yes	No	No	05/30/2024	139.98
GEN1	P41126	57983	43361	Check	1	4946		BSN SPORTS LLC		Yes	No	No	05/30/2024	4,834.87
GEN1	P41126	57962	43362	Check	1	1118		CENTRAL BOOSTER CLUB		Yes	No	No	05/30/2024	1,890.00
GEN1	P41126	57986	43363	Check	1	5363		CENTRAL SOFTBALL BOOSTERS		Yes	No	No	05/30/2024	1,400.00
GEN1	P41126	57973	43364	Check	1	3213		CENTURYLINK		Yes	No	No	05/30/2024	135.85
GEN1	P41126	57970	43365	Check	1	2382		CITY OF COLOGNE		Yes	No	No	05/30/2024	83.63
GEN1	P41126	58023	43366	Check	1	7221		CLARK MACHTEMES	Ind/Sole Proprietor	Yes	No	No	05/30/2024	600.00
GEN1	P41126	57957	43367	Check	1	01171		COLLEGE BOARD		Yes	No	No	05/30/2024	2,182.00
GEN1	P41126	57950	43368	Check	1	00096		CURSON, JODI		Yes	No	No	05/30/2024	181.21
GEN1	P41126	57979	43369	Check	1	4484		CZECH AREA CONCERTINA CLUB		Yes	No	No	05/30/2024	400.00
GEN1	P41126	58015	43370	Check	1	6955		DAIRY QUEEN - NYA		Yes	No	Yes	05/30/2024	997.78
GEN1	P41126	58015	43370	Check	1	6955		DAIRY QUEEN - NYA		Yes	No	Yes	06/05/2024	(997.78)
GEN1	P41126	57964	43371	Check	1	1442		DALCO		Yes	No	No	05/30/2024	1,957.83
GEN1	P41126	58008	43372	Check	1	6827		DEGLER, WADE		Yes	Yes	No	05/30/2024	16.54
GEN1	P41126	57991	43373	Check	1	6033		DONNA, JAMES J.	Ind/Sole Proprietor	Yes	No	No	05/30/2024	950.00
GEN1	P41126	57982	43374	Check	1	4873		EMC INSURANCE COMPANIES		Yes	No	No	05/30/2024	20.00
GEN1	P41126	58010	43375	Check	1	6910		FASCHING, JANE	Ind/Sole Proprietor	Yes	No	No	05/30/2024	204.57
GEN1	P41126	58007	43376	Check	1	6822		FLORAL DEFINED		Yes	No	No	05/30/2024	632.00
GEN1	P41126	57993	43377	Check	1	6083		FOLEY, SARAH		Yes	No	No	05/30/2024	90.00
GEN1	P41126	57976	43378	Check	1	3535		FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	05/30/2024	227,617.08
GEN1	P41126	57978	43379	Check	1	3639		FOX, DARRIN		Yes	No	No	05/30/2024	8.00
GEN1	P41126	57954	43380	Check	1	00605		FRANKLIN PRINTING		Yes	No	No	05/30/2024	852.50
GEN1	P41126	57998	43381	Check	1	6468		GARCIA-SANCHEZ, FLORMIRA		Yes	No	No	05/30/2024	475.00
GEN1	P41126	57984	43382	Check	1	5278	1099A	GERBER, JOSHUA		Yes	No	No	05/30/2024	960.30
GEN1	P41126	58000	43383	Check	1	6529		GORT, TAYLOR		Yes	No	No	05/30/2024	656.94
GEN1	P41126	58009	43384	Check	1	6850		GROSCHEN, AMY		Yes	No	No	05/30/2024	202.25
GEN1	P41126	57968	43385	Check	1	1689		GRUENHAGEN, KATHY		Yes	No	No	05/30/2024	9.70
GEN1	P41126	58005	43386	Check	1	6722		HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	05/30/2024	4,599.60
GEN1	P41126	58002	43387	Check	1	6598		HOEN, MICHELLE		Yes	No	No	05/30/2024	180.00
GEN1	P41126	58003	43388	Check	1	6620		IDEAL ENERGIES SOLAR LEASING 2021 LLC - Partnership		Yes	No	No	05/30/2024	435.59
GEN1	P41126	57951	43389	Check	1	00178		INTERMEDIATE DIST 287		Yes	No	No	05/30/2024	66.22
GEN1	P41126	57955	43390	Check	1	00838		JOSTENS INC		Yes	No	No	05/30/2024	59.60
GEN1	P41126	58029	43391	Check	1	7227		KINGSLEY, MORGAN		Yes	No	No	05/30/2024	50.00
GEN1	P41126	58011	43392	Check	1	6927		KLEY, JOE		Yes	Yes	No	05/30/2024	68.34
GEN1	P41126	58020	43393	Check	1	7111		KOHL, JEFF	Ind/Sole Proprietor	Yes	No	No	05/30/2024	100.00
GEN1	P41126	57981	43394	Check	1	4855		KOSEK, GARY		Yes	No	No	05/30/2024	62.00
GEN1	P41126	58006	43395	Check	1	6817		MASSP		Yes	No	No	05/30/2024	790.00
GEN1	P41126	57960	43396	Check	1	05234		MCGRAW-HILL SCHOOL EDUCATION HOI		Yes	No	No	05/30/2024	31,028.27
GEN1	P41126	57953	43397	Check	1	00572		MENARDS INC		Yes	No	No	05/30/2024	78.18

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
GEN1	P41126	58014	43398	Check	1	6950	MERRITT, GEDRIC	Ind/Sole Proprietor	Yes	No	No	05/30/2024		100.00
GEN1	P41126	58001	43399	Check	1	6560	MN HIGHWAY SAFETY & RESEARCH CEN		Yes	No	No	05/30/2024		384.00
GEN1	P41126	57961	43400	Check	1	07736	MN RIVER CONFERENCE		Yes	No	No	05/30/2024		1,947.78
GEN1	P41126	57958	43401	Check	1	01530	MUSIC MART		Yes	No	No	05/30/2024		2,105.00
GEN1	P41126	57996	43402	Check	1	6448	NAPA AUTO & TRUCK PARTS		Yes	No	No	05/30/2024		54.05
GEN1	P41126	58016	43403	Check	1	6956	NATIONAL FFA ORGANIZATION		Yes	No	No	05/30/2024		560.00
GEN1	P41126	57975	43404	Check	1	3506	NEUBARTH, RICH		Yes	No	No	05/30/2024		48.48
GEN1	P41126	58026	43405	Check	1	7224	NEUBARTH, RYAN		Yes	No	No	05/30/2024		90.00
GEN1	P41126	58036	43406	Check	1	7234	NIEMCZYK, KARINA		Yes	Yes	No	05/30/2024		51.05
GEN1	P41126	57995	43407	Check	1	6101	NOLL, PAULA		Yes	No	No	05/30/2024		40.00
GEN1	P41126	58028	43408	Check	1	7226	NORDLING, KELLY		Yes	No	No	05/30/2024		50.00
GEN1	P41126	57989	43409	Check	1	5714	NORTHSIDE GRILL		Yes	No	No	05/30/2024		345.00
GEN1	P41126	57959	43410	Check	1	03222	PERLICH, KELLI		Yes	No	No	05/30/2024		67.00
GEN1	P41126	57965	43411	Check	1	1652	PIONEER		Yes	No	No	05/30/2024		732.08
GEN1	P41126	57966	43412	Check	1	1657	RATWIK, ROSZAK & MALONEY, P.A.		Yes	No	No	05/30/2024		79.50
GEN1	P41126	58012	43413	Check	1	6930	REGION 2A		Yes	No	No	05/30/2024		5,399.00
GEN1	P41126	57952	43414	Check	1	00223	REGION 5A - MSHSL		Yes	No	No	05/30/2024		410.00
GEN1	P41126	57956	43415	Check	1	01036	RIFTON/COMMUNITY PLAYTHINGS		Yes	No	No	05/30/2024		103.00
GEN1	P41126	57969	43416	Check	1	1880	ROISUM, DENNIS	Ind/Sole Proprietor	Yes	No	No	05/30/2024		100.00
GEN1	P41126	58019	43417	Check	1	7094	ROTO-ROOTER SERVICES COMPANY		Yes	No	No	05/30/2024		864.00
GEN1	P41126	57974	43418	Check	1	3304	RUBERG, DEVON		Yes	No	No	05/30/2024		57.93
GEN1	P41126	57990	43419	Check	1	5927	SCHOCHENMAIER, TIM		Yes	No	No	05/30/2024		459.42
GEN1	P41126	58018	43420	Check	1	7083	SCHOLASTIC BOOK FAIRS		Yes	No	No	05/30/2024		1,607.90
GEN1	P41126	57999	43421	Check	1	6483	SCHOOL SPECIALTY, LLC	LLC - Partnership	Yes	No	No	05/30/2024		394.53
GEN1	P41126	57967	43422	Check	1	1663	SMITH, DAVID		Yes	No	No	05/30/2024		50.00
GEN1	P41126	58034	43423	Check	1	7232	SMITH, TYLER		Yes	No	No	05/30/2024		50.00
GEN1	P41126	57985	43424	Check	1	5287	SOUTHWEST METRO INTERMEDIATE DIS		Yes	No	No	05/30/2024		44,776.75
GEN1	P41126	58025	43425	Check	1	7223	SPRENGELER, BETTY		Yes	No	No	05/30/2024		90.00
GEN1	P41126	57972	43426	Check	1	2656	STEP SAVER INC.		Yes	No	No	05/30/2024		493.60
GEN1	P41126	58004	43427	Check	1	6636	TCI		Yes	No	No	05/30/2024		14,071.50
GEN1	P41126	58033	43428	Check	1	7231	TELLERS, MIKAYLA		Yes	No	No	05/30/2024		90.00
GEN1	P41126	58022	43429	Check	1	7220	TILTON, DAVE	Ind/Sole Proprietor	Yes	No	No	05/30/2024		105.00
GEN1	P41126	57977	43430	Check	1	3628	TISCHENDORF, MICHAEL		Yes	No	No	05/30/2024		350.00
GEN1	P41126	58021	43431	Check	1	7205	TSCHIMPERLE, SCOTT	Ind/Sole Proprietor	Yes	No	No	05/30/2024		105.00
GEN1	P41126	58024	43432	Check	1	7222	TWIEST, MARIA		Yes	No	No	05/30/2024		91.92
GEN1	P41126	57987	43433	Check	1	5577	URNESS, SHERRY		Yes	No	No	05/30/2024		130.00
GEN1	P41126	57971	43434	Check	1	2518	WENZEL, JEAN		Yes	No	No	05/30/2024		130.00
GEN1	P41126	57988	43435	Check	1	5580	WERNER, TRACY		Yes	No	No	05/30/2024		45.02
GEN1	P41126	58031	43436	Check	1	7229	WILLEMS, LINDSAY		Yes	No	No	05/30/2024		130.00
GEN1	P41126	58032	43437	Check	1	7230	WILLHITE, RICH		Yes	No	No	05/30/2024		60.00
GEN1	P41126	57980	43438	Check	1	4583	WROGE, DAVID		Yes	No	No	05/30/2024		100.00
GEN1	P41126	57963	43439	Check	1	1249	WROGE, JON		Yes	Yes	No	05/30/2024		32.16
GEN1	p41231	58043	43440	Check	1	06032	MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	06/05/2024		384.70
GEN1	P41126	58044	43441	Check	1	6955	DAIRY QUEEN - NYA		Yes	No	No	06/05/2024		1,000.33
GEN1	P41226	58060	43444	Check	1	7053	ALL STATE PAINTING LLC		Yes	No	No	06/06/2024		7,318.75
GEN1	P41226	58056	43445	Check	1	6989	ARNQUIST CARPETS PLUS		Yes	No	No	06/06/2024		111,830.51
GEN1	P41226	58061	43446	Check	1	7054	B&D ASSOCIATES, LLC		Yes	No	No	06/06/2024		44,543.60
GEN1	P41226	58055	43447	Check	1	6987	CHAPPELL CENTRAL		Yes	No	No	06/06/2024		40,144.34
GEN1	P41226	58050	43448	Check	1	6928	DAVIS MECHANICAL SYSTEMS, INC.		Yes	No	No	06/06/2024		23,275.00
GEN1	P41226	58064	43449	Check	1	7209	DOOR SERVICE COMPANY		Yes	No	No	06/06/2024		23,839.00
GEN1	P41226	58049	43450	Check	1	6855	1 EDUCATION ON BUDGET	Ind/Sole Proprietor	Yes	No	No	06/06/2024		6,000.00
GEN1	P41226	58059	43451	Check	1	7049	GAG SHEET METAL, INC.		Yes	No	No	06/06/2024		55,955.00
GEN1	P41226	58057	43452	Check	1	7000	GRAZZINI BROTHERS & COMPANY		Yes	No	No	06/06/2024		1,045.00
GEN1	P41226	58063	43453	Check	1	7169	HALLMARK GLASS INC.		Yes	No	No	06/06/2024		82,021.22
GEN1	P41226	58053	43454	Check	1	6944	INNOVATIVE MASONRY RESTORATION		Yes	No	No	06/06/2024		14,200.00
GEN1	P41226	58048	43455	Check	1	6809	LAKETOWN ELECTRIC CORPORATION		Yes	No	No	06/06/2024		92,150.00
GEN1	P41226	58054	43456	Check	1	6965	MCDOWALL COMPANY		Yes	No	No	06/06/2024		21,821.50
GEN1	P41226	58058	43457	Check	1	7001	MIDWEST MECHANICAL SOLUTIONS		Yes	No	No	06/06/2024		6,987.05
GEN1	P41226	58065	43458	Check	1	7235	MJS CONSTRUCTION AND REMODELING		Yes	No	No	06/06/2024		70,860.00
GEN1	P41226	58052	43459	Check	1	6943	NORTHLAND CONCRETE & MASONRY		Yes	No	No	06/06/2024		1,839.20
GEN1	P41226	58047	43460	Check	1	6807	PETERSON COMPANIES, INC.		Yes	No	No	06/06/2024		82,977.06
GEN1	P41226	58046	43461	Check	1	4284	ROCHON CORPORATION		Yes	No	No	06/06/2024		110,012.71
GEN1	P41226	58051	43462	Check	1	6941	TWIN CITY ACOUSTICS		Yes	No	No	06/06/2024		59,241.05
GEN1	P41226	58045	43463	Check	1	1157	UHL COMPANY		Yes	No	No	06/06/2024		16,224.57
GEN1	P41226	58062	43464	Check	1	7081	UNITED GLASS INC.		Yes	No	No	06/06/2024		51,480.50
GEN1	P41226	58099	43465	Check	1	6747	212 EQUIPMENT		Yes	No	No	06/13/2024		127.97
GEN1	P41226	58109	43466	Check	1	6975	AMTRUST NORTH AMERICA		Yes	No	No	06/13/2024		22,613.00
GEN1	P41226	58090	43467	Check	1	5123	ANDERSON, STEVEN		Yes	No	No	06/13/2024		240.00
GEN1	P41226	58092	43468	Check	1	5823	AURICH, JANINE		Yes	No	No	06/13/2024		449.13
GEN1	P41226	58095	43469	Check	1	6412	AVIBEN		Yes	No	No	06/13/2024		138.40
GEN1	P41226	58096	43470	Check	1	6461	BEHRENS, CHUCK		Yes	No	No	06/13/2024		130.00
GEN1	P41226	58108	43471	Check	1	6973	BIFFS, INC.		Yes	No	No	06/13/2024		732.00

Norwood-Young America School Payment Reg by Bank and Check

Bank	Batch	Pmt No	Check No	Pay Type	Grp Code	Rcd	Vendor	Tax Class	Print	Recon	Void	Pay/Void		Amount
												Date		
GEN1	P41226	58084	43472	Check	1	3620	BRAUN, REBECCA		Yes	No	No	06/13/2024		360.00
GEN1	P41226	58113	43473	Check	1	7150	CESO COMMUNICATIONS, LLC		Yes	No	No	06/13/2024		1,950.00
GEN1	P41226	58070	43474	Check	1	00096	CURSON, JODI		Yes	No	No	06/13/2024		60.07
GEN1	P41226	58089	43475	Check	1	4732	DAIKIN APPLIED		Yes	No	No	06/13/2024		844.72
GEN1	P41226	58114	43476	Check	1	7155	DANIELLE ALEXANDER DESIGN LLC		Yes	No	No	06/13/2024		412.50
GEN1	P41226	58080	43477	Check	1	2721	DASHIR MANAGEMENT SERVICES INC		Yes	No	No	06/13/2024		23,309.74
GEN1	P41226	58076	43478	Check	1	01503	EISCHENS, CHAD		Yes	No	No	06/13/2024		25.75
GEN1	P41226	58071	43479	Check	1	00112	ERPENBACH, RON		Yes	No	No	06/13/2024		360.00
GEN1	P41226	58104	43480	Check	1	6910	FASCHING, JANE	Ind/Sole Proprietor	Yes	No	No	06/13/2024		1,404.00
GEN1	P41226	58085	43481	Check	1	3621	1099A FLATNESS, KEITH		Yes	No	No	06/13/2024		3,363.20
GEN1	P41226	58075	43482	Check	1	01239	P1 FOLLETT SCHOOL SOLUTIONS, INC.		Yes	No	No	06/13/2024		4,651.43
GEN1	P41226	58110	43483	Check	1	6998	FORSTER, SUE		Yes	No	No	06/13/2024		360.00
GEN1	P41226	58083	43484	Check	1	3535	FOUR POINT 0 SCHOOL SERVICES		Yes	No	No	06/13/2024		59,568.13
GEN1	P41226	58081	43485	Check	1	2947	FRANCK, NIKOLAS	Ind/Sole Proprietor	Yes	No	No	06/13/2024		165.00
GEN1	P41226	58088	43486	Check	1	4604	FRITZ, BRIAN	Ind/Sole Proprietor	Yes	No	No	06/13/2024		275.00
GEN1	P41226	58117	43487	Check	1	7236	GEORGAKOPOULOS, TESS		Yes	No	No	06/13/2024		60.00
GEN1	P41226	58098	43488	Check	1	6722	HEARTLAND BUSINESS SYSTEMS, LLC.		Yes	No	No	06/13/2024		1,694.83
GEN1	P41226	58079	43489	Check	1	2439	HENDRYCKS, PHIL		Yes	No	No	06/13/2024		360.00
GEN1	P41226	58072	43490	Check	1	00182	HOME SOLUTIONS UNLIMITED		Yes	No	No	06/13/2024		768.89
GEN1	P41226	58105	43491	Check	1	6927	KLEY, JOE		Yes	No	No	06/13/2024		107.20
GEN1	P41226	58100	43492	Check	1	6774	LARSON, RICHARD		Yes	No	No	06/13/2024		679.81
GEN1	P41226	58115	43493	Check	1	7200	LAUBACH, MELISSA		Yes	No	No	06/13/2024		360.00
GEN1	P41226	58106	43494	Check	1	6933	MAKERBOT		Yes	No	No	06/13/2024		2,186.98
GEN1	P41226	58097	43495	Check	1	6545	MARCO TECHNOLOGIES LLC	LLC - Partnership	Yes	No	No	06/13/2024		2,471.18
GEN1	P41226	58086	43496	Check	1	4316	MCDOWELL AGENCY, INC.		Yes	No	No	06/13/2024		105.60
GEN1	P41226	58116	43497	Check	1	7215	MCRAITH, JOHN	Ind/Sole Proprietor	Yes	No	No	06/13/2024		100.00
GEN1	P41226	58103	43498	Check	1	6865	MIDAMERICA ADMINISTRATIVE & RETIREI		Yes	No	No	06/13/2024		84.00
GEN1	P41226	58087	43499	Check	1	4329	MIDWEST SPECIAL INSTRUMENTS		Yes	No	No	06/13/2024		90.00
GEN1	P41226	58118	43500	Check	1	7237	MINKEL, MICHELLE		Yes	No	No	06/13/2024		15.60
GEN1	P41226	58082	43501	Check	1	3506	NEUBARTH, RICH		Yes	No	No	06/13/2024		59.97
GEN1	P41226	58091	43502	Check	1	5714	NORTHSIDE GRILL		Yes	No	No	06/13/2024		375.00
GEN1	P41226	58073	43503	Check	1	00223	REGION 5A - MSHSL		Yes	No	No	06/13/2024		290.00
GEN1	P41226	58093	43504	Check	1	5927	SCHOCHENMAIER, TIM		Yes	No	No	06/13/2024		360.00
GEN1	P41226	58112	43505	Check	1	7078	SCHURMANN, SARAH		Yes	No	No	06/13/2024		130.65
GEN1	P41226	58074	43506	Check	1	00374	SMITH OIL CO.		Yes	No	No	06/13/2024		263.44
GEN1	P41226	58119	43507	Check	1	7238	STIEVE, JEREMY		Yes	No	No	06/13/2024		6.50
GEN1	P41226	58078	43508	Check	1	2325	TAHER, INC. - BIN# 135092		Yes	No	No	06/13/2024		61,697.86
GEN1	P41226	58101	43509	Check	1	6778	THIRD PARTY INTEGRITY, INC.	S Corporation	Yes	No	No	06/13/2024		1,466.50
GEN1	P41226	58094	43510	Check	1	6252	T-MOBILE		Yes	No	No	06/13/2024		760.00
GEN1	P41226	58111	43511	Check	1	7008	TWENTY4SEVEN FIRE & SECURITY COR	S Corporation	Yes	No	No	06/13/2024		255.00
GEN1	P41226	58102	43512	Check	1	6788	USA INFLATABLES		Yes	No	No	06/13/2024		424.94
GEN1	P41226	58077	43513	Check	1	1870	WIGFIELD DESIGN		Yes	No	No	06/13/2024		1,511.00
GEN1	P41226	58107	43514	Check	1	6962	ZELLMANN, TERRY	Ind/Sole Proprietor	Yes	No	No	06/13/2024		330.00
GEN1	p41232	58134	43515	Check	1	6398	AUL HEALTH BENEFIT TRUST-MIDAMAER		Yes	No	No	06/20/2024		27,228.41
GEN1	p41232	58131	43516	Check	1	01140	MADISON NAT'L LIFE INS CO INC.		Yes	No	No	06/20/2024		1,303.53
GEN1	p41232	58132	43517	Check	1	06032	MINNESOTA SCHOOL EMP ASSOC		Yes	No	No	06/20/2024		285.79
GEN1	p41232	58133	43518	Check	1	3796	NATIONAL INSURANCE SERVICES OF WI		Yes	No	No	06/20/2024		399.55
GEN1	p41232	58130	43519	Check	1	00808	NCBERS Group Life Ins.		Yes	No	No	06/20/2024		32.00

Bank Total: \$2,087,455.21

Report Total: \$2,087,455.21

Finance Committee Report



June 24, 2024

Purpose

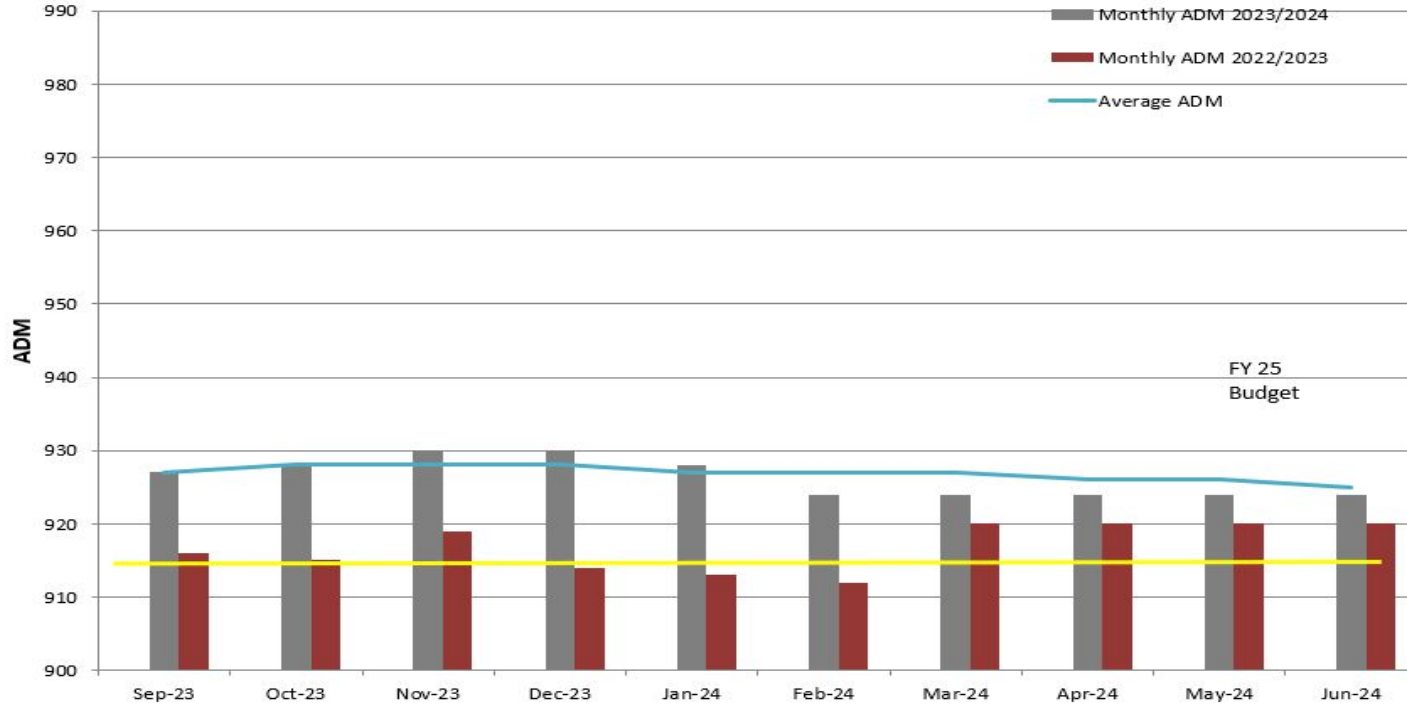


- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month



23-24 Monthly, Average, and Budgeted Daily Membership



Monthly Revenue/Expense



May 2024 Data

Using FY24 Budget

YTD Revenues						
	23-24 Revenue Budget	23-24 Revenue to Date	% of Budget	22-23 Revenue Budget	22-23 Revenue to Date	% of Budget
General Fund	\$ 13,617,282	\$ 11,412,770	83.8%	\$ 12,426,742	\$ 9,550,266	76.9%
Food Services	\$ 670,550	\$ 593,923	88.6%	\$ 649,132	\$ 503,288	77.5%
Community Services	\$ 880,913	\$ 761,947	86.5%	\$ 991,834	\$ 843,438	85.0%
Debt Services	\$ 2,930,801	\$ 2,426,761	82.8%	\$ 2,253,133	\$ 1,561,890	69.3%
Scholarships	\$ 6,000	\$ 3,700	61.7%	\$ 4,000	\$ 3,713	92.8%
Student Activities	\$ 69,775	\$ 79,269	113.6%	\$ -	\$ 77,316	0.0%
Total Revenue	\$ 18,175,321	\$ 15,278,370	84.1%	\$ 16,324,841	\$ 12,539,912	76.8%
YTD Expenses						
	23-24 Expense Budget	23-24 Expenses to Date	% of Budget	21-22 Expense Budget	21-22 Expenses to Date	% of Budget
General Fund	\$ 14,211,210	\$ 10,700,729	75.3%	\$ 12,394,073	\$ 9,945,994	80.2%
Food Services	\$ 629,400	\$ 585,068	93.0%	\$ 555,628	\$ 477,164	85.9%
Community Services	\$ 1,106,479	\$ 887,008	80.2%	\$ 939,134	\$ 902,454	96.1%
Debt Services	\$ 2,538,762	\$ 2,533,387	99.8%	\$ 2,158,536	\$ 2,154,986	99.8%
Scholarships	\$ 6,000	\$ 5,850	97.5%	\$ 4,000	\$ 3,200	80.0%
Student Activities	\$ 80,165	\$ 94,748	118.2%	\$ -	\$ 91,091	0.0%
Total Expenses	\$ 18,491,851	\$ 14,806,790	80.1%	\$ 16,051,371	\$ 13,574,888	84.6%
Favorable/(Unfavorable)	\$ (316,530)	\$ 471,580	-148.98%	\$ 273,470	\$ (1,034,976)	-378.5%

23-24 Fund Balance					
	Audited Fund Balance 7/1/23	23-24 Revenues to Date	23-24 Expenses to Date	Fund Balance 6/30/23	Favorable/(Unfavorable)
General Fund	\$ 2,125,114	\$ 11,412,770	\$ 10,700,729	\$ 2,837,155	\$ 712,041
Food Services	\$ 152,689	\$ 593,923	\$ 585,068	\$ 161,544	\$ 8,855
Community Services	\$ 172,917	\$ 761,947	\$ 887,008	\$ 47,856	\$ (125,061)
Debt Services	\$ 20,979	\$ 2,426,761	\$ 2,533,387	\$ (85,647)	\$ (106,626)
Scholarships	\$ 31,492	\$ 3,700	\$ 5,850	\$ 29,342	\$ (2,150)
Student Activities	\$ 81,865	\$ 79,269	\$ 94,748	\$ 66,386	\$ (15,479)
Total Fund Balance	\$ 2,585,056	\$ 15,278,370	\$ 14,806,790	\$ 3,056,636	\$ 471,580

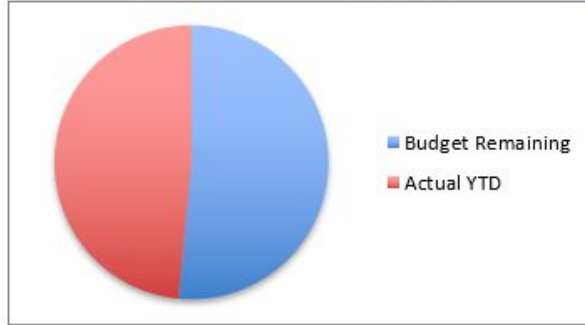
ISD 108 Promise to Voters



Q1 Curriculum

Budget Remaining **Actual YTD**

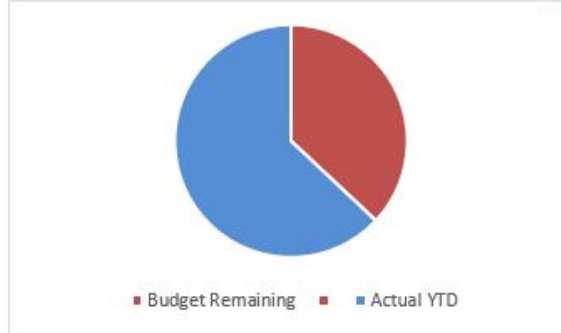
124,453 **117,158**



Q1 Staff Development

Budget Remaining **Actual YTD**

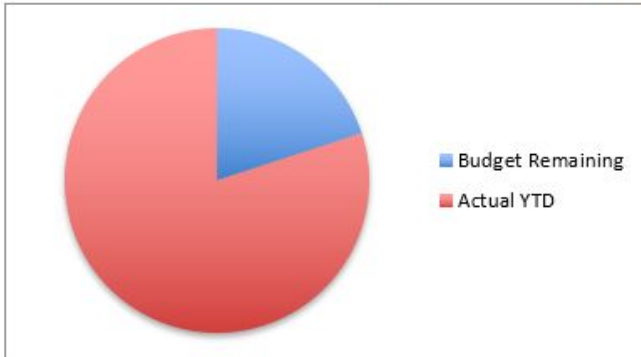
41337 **70,402**



Q2 Tech Levy

Budget Remaining **Actual YTD**

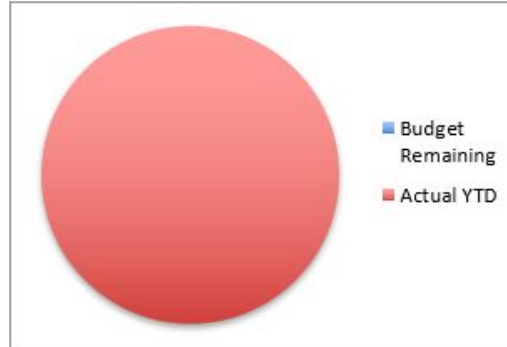
121,812 **488,076**



Q1 Maintain Class Size

Budget Remaining **Actual YTD**

0 **347,772**



Central Public Schools Community Education Goals

Monday, June 24, 2024

We enrich lives through lifelong learning

Sue Forster - Community Education Director

CENTRAL
PUBLIC SCHOOLS

COMMUNITY ED.

Community Education Goals

Goal

By the end of the 2023/2024 school year, our early childhood education teaching team will establish and sustain professional learning communities with weekly meetings focused on the selection of essential standards and will embed the selected standards in curriculum and assessments.

Outcomes

- Essential standards, utilizing the Dufours questions, identified in math and the language/literacy domains. Selection of the social/emotional domain will be carried into next year.
- Essential standards were embedded into the scholastic curriculum map curriculum.
- Baseline data was collected on all students. Assessments driven by Haggerty and Scholastic curriculum.



Goal

By the end of the fiscal year 2023/2024, our Community Education program will increase the number of enrichment courses by 10% to provide a comprehensive continuum of opportunities for lifelong learning and connection within our community, ultimately enriching the lives of our residents.



Outcome

	Spring/Summer 23 Catalog	Spring/Summer 24 Catalog	Percentage Increase
Adults Classes	8	38	475%
Youth Classes	79	116	47%



Central Elementary School Goals

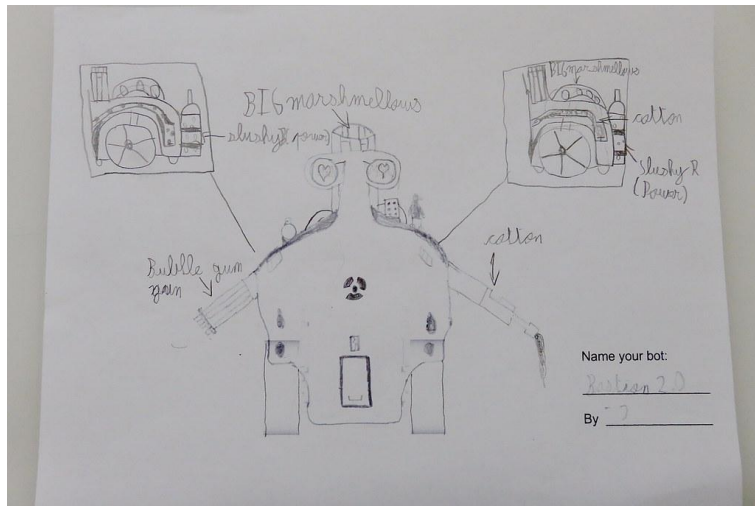
Monday, June 24, 2024

Ron Erpenbach



Goals:

1. K-5 implementation of Amplify CKLA with fidelity.
2. Development of the STEAM room.



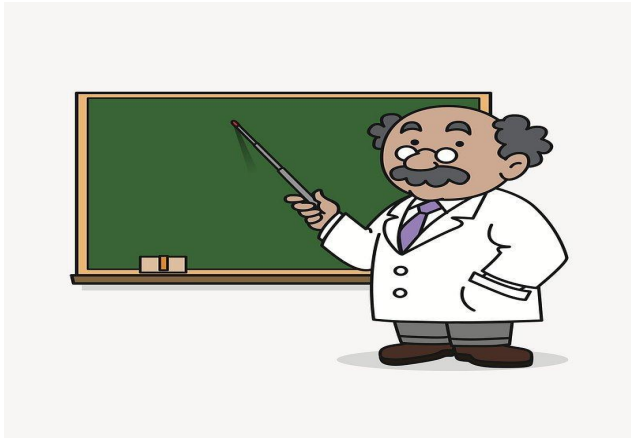
STEAM Room



Amplify

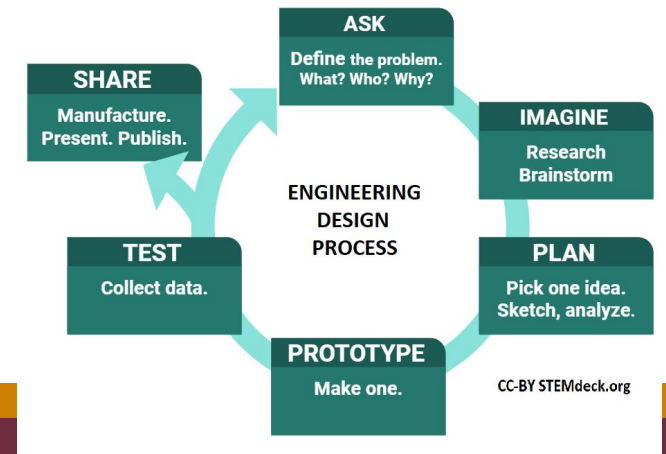
K-5 Amplify Implementation

- Built on the science of reading
- Research based materials and strategies essential to a comprehensive reading and writing program.
- Makes learning to read fun while laying the groundwork for lifelong literacy.
- Students in grades K-5 will receive a systematic program in ELA



K-5 STEAM Room

- Students will routinely engage in the four C's:
 - Communication: students will share their ideas with others.
 - Collaboration: students will work in groups to solve problems.
 - Critical thinking: students will need to think outside the box when making decisions and coming up with solutions.
 - Creativity: students will solve problems in unique ways.
- The Maker Space will be used as students practice the Engineering Design Process.
- Relevant technology prepares students for the real world.



PLC Year in Review 2023 – 2024

Head Q-Comp Leader: Wade Degler

Building Leaders: Adam Halpaus (HS), Laura Kroells (MS), Andrea Kolstad (Elem)

PLC Leaders HS/MS: Laura Hanson (Science), Colin Halbach (Social Studies), Wade Degler (Math), Jim Mesik (Music/Art/Technologies), Health/Phy Ed (Keegan Oak), Mary Wroge (Language Arts), Kirsten Thor (Support Services), Taylor Gort (Special Education)

PLC Leaders (Grade Level): Mary Wroge (6-8 MS), Laura Kroells (6-8 MS), Amber Kester (9th grade HS), Taylor Gort (10th grade HS), Jim Mesik (11-12 grade HS), Leah Hjelseth (Support Services)

PLC Leaders Elem: Lisa Stiele and Tracy Werner (B-3/Pre-k), Ann Hendel (Kindergarten), Angie Honkomp (1st grade), Tina Ackerman (2nd grade), Alissa Friend (3rd Grade), Kyle Evenski (4th Grade), Dave Rauch (5th grade), Julie Gesinger (Special Education)

PLC Building Leadership team: Wade Degler, Adam Halpaus (HS), Laura Kroells (MS), Andrea Kolstad (Elem), Ron Erpenbach (Elem), Rich Larson (HS/MS)

Elementary Building Goal: The percentage of all students in grades 2-5 at Central Elementary who are in the “low risk” or “advanced” category on the FastBridge aReading standardized assessment will increase from 56% in the fall of 2023 to 65% in the spring of 2024.

Results: Spring FastBridge Data for grades 2-5:

162/249= 65.9%	GOAL MET
----------------	----------

Middle School Building Goal: The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2023 will increase by 3% on the spring FastBridge test. CMS Baseline - Fall Fastbridge aReading: 74.3%

Results: Spring FastBridge Data for grades 6-8:

Grade 6	52/67= 77.6%	
Grade 7	51/66= 77.3%	
Grade 8	51/66= 77.3%	
	154/199= 77.4%	MET GOAL

High School Building Goal: The percentage of students who measured Low Risk/Advanced in Reading on the FastBridge (aReading) test in the fall of 2023 will increase by 3% on the spring FastBridge test. CHS Baseline - Fall Fastbridge aReading: 71.3%

Grade 9	65/83= 78.3%	
Grade 10	58/80= 72.5%	
Grade 11	59/81= 72.8%	
	182/244= 74.6%	MET GOAL

Q-Comp overview - Q-comp (Quality Compensation for teachers) was started at Central about 8 years ago. This state voluntary program provides extra funding to teachers to allow time for **weekly meetings, building goals, observations program, and SMART Goals.**

-I am happy to say that everyone has met their 90% or higher attendance goal and met their SMART Goal. This accounts for \$1,080 to each teacher participating.

-Central Teachers have also met their Elementary, Middle School, and High School goal for Q-Comp. This accounts for \$810 to each teacher participating.

- Every teacher also met their observation standard. This accounts for \$810 to each teacher participating. It also allows each teacher to gain a step and lane (if applicable) on the salary schedule

The total for each teacher to earn is \$2,700 in the Q-comp program.

Focus: This year much of the weekly meetings was focused on creating standards work with our curriculum leader Andrea Kolstad. Some meetings focused on student interventions and student need. Below is the weekly schedule of each week along with PLC groupings.

2023 – 2024 Weekly Schedule.

- **For Elementary – Groups met weekly with their same groups. HS/MS followed this schedule.**

PLC - 2023-2024 HS/MS Schedule (7:10 – 7:50)

8/30 Department Groups – Group Norms/Expectations, Sem/Year focus, SMART GOAL Planning (PLC goal is around Reading).

9/20 Department Groups - Reminder: SMART Goals Due to Building leaders ON Oct 4

9/27 Grade Level Groups -

10/4 Department Groups – Setup group observations for October 11

10/11 Department Groups – Swap your Prep with PLC's to observe another teacher in your Dept

10/18 Grade Level Groups –

10/25 Department Groups –

11/1 Department Groups –

11/8 Grade Level Groups-

11/15 Department Groups –

11/29 Department Groups –

- 12/6 Grade Level Groups –
 12/13 Department Groups –
 12/20 Scrooge Breakfast –
- 1/3 Department Groups –
 1/10 Grade Level Groups –
 1/17 Department Groups –
 1/24 Department Groups –
 1/31 Grade Level Groups-
- 2/7 Department Groups –
 2/14 Department Groups –
 2/21 Grade Level Groups -
 2/28 Department Groups –
- 3/6 Department Groups – Move to Grade level
 3/20 Grade Observation #2 – Swap your Prep with PLC’s to observe another teacher in your Grade.
 3/27 Grade Level Groups –
- 4/3 Department Groups –
 4/10 Department Groups –
 4/17 Grade Level Groups –
 4/24 Department Groups –
- 5/1 Department Groups - Reminder to finish Smart goals by May 15.
 5/8 Grade Level Groups-
 5/15 Department Groups –
 5/22 Department Groups – PLC Annual Report and CEU Form

2023 – 2024 Groupings - Professional Learning Teams (PLT) -2023-2024

HS/MS Department Teams (Bold indicates PLC leader)

Science	Social	Math
Laura Hanson- Shawn Erickson Josie Semmen Chris Hunt Luke Fleck	Colin Halbach Sarah Hammers Amber Kester Alex Rome Laura Kroells	Wade Degler Chris Ludford Jodi Curson- Melissa Fuhrman Taylor Gustafson Ben Lagergren
Music /Art / Technologies	Health / Phy Ed	Language Arts
Laura Forst Adam Halpaus Ashley Williams Andrew Stumbo Kelly Street	Keegan Oak Darrin Fox Gary Kosek Jay Bollum	Mary Wroge Jeanne Ide Alyson Winn Callie Tescher Abigail Barlow

Jennifer Schramm		
Support Services Office/floating	6-12 Special Education	Career and Technical Education (CTE)
Kirsten Thor Philip Tousley-Adelman Joe Kley Karina Niemczyk (nurse)	Taylor Gort Jon Wroge Katie Kennedy Leah Hjelseth Jeff Bishop	Jim Mesik Paul Hallquist Sarah Schurmann

Grade Level Teams

6 th - 8 th Grade Group		
-Laura Kroells Mary Wroge -Shawn Erickson Jodi Curson -Colin Halbach Josie Semen -Keegan Oak Jeff Bishop -Lisa Fuhrman Abigail Barlow -Paul Hallquist		
9 th Grade Group	10 th Grade Group	11 th & 12 Grade Group
-Amber Kester -Jay Bollum -Callie Tescher -Katie Kennedy -Ashley Williams -Jennifer Schramm -Kelly Street -Luke Fleck -Joe Kley -Ben Lagergren	-Taylor Gort -Darrin Fox -Taylor Gustafson -Alyson Winn -Sarah Schurmann -Laura Hanson -Andrew Stumbo -Leah Hjelseth	-Jim Mesik -Sarah Hammers -Adam Halpaus -Chris Ludford -Jeanne Ide -Alex Rome -Kirsten Thor -Wade Degler -Chris Hunt -Jon Wroge

Professional Learning Teams (PLT)

Elementary PLT Teams (Bold indicates PLC leader)

b-3/ Pre K	Kindergarten	1st Grade
Lisa Stiele (co lead) Tracy Werner (co lead) Betsy Pysick Melissa Schaaf Tammy Poppler Katie Pugh Theresa Johnson Jenny Hoernamann Carol Lagergren- Parent Educator Kelly Sawyer -Speech	Ann Hendel Lisa Heckert Devon Ruberg Monica Shanahan -ELL Lindsay Hanish Heather Heuer	Angie Honkomp Rebecca Hoffman Sarah Thomason

2nd Grade	3rd Grade	4th Grade
Tina Ackerman Rachelle Jensen Tara Schroeder	Alissa Friend Abbey Schwob Jennifer Daus Julie Gesinger	Kyle Evenski Jacob Schrupp Grace Kosek
5th Grade	Special Education	Floating (elem or HS/ms)
Dave Rauch Gretchen Reineke Tony Kley	Julie Gesinger Lindsay Hanish Heather Heuer Karina Niemczyk	Nicole Kreuser -STEAM Kathy Dvorak -Title 1 (TBD) Allison Cruse - Speech Laura Forst (1x per month) Gary Kosek (1x per month) Philip Tousley-Adelman(1x per month)

Building Leaders: HS: Adam Halpaus MS: Laura Kroells ELEM: Andrea Kolstad

Observations rubrics that Central uses 2023-2024 -

Probationary Observations

<u>Central Public Schools Formal Observation</u> <u>Rubric: 2023 - 2024</u>			Scoring Rubric	
			Unsatisfactory	1
			Basic	2
			Proficient	3
			Exemplary	4
Licensed Staff:				
OBSERVATION #1	OBSERVATION #2	OBSERVATION #3	Domain Average	
Observation Date:	Observation Date:	Observation Date:	Domain 1	#DIV/0!
Observer:	Observer:	Observer:	Domain 2	#DIV/0!
Domain 1: Planning and Preparation	Domain 1: Planning and Preparation	Domain 1: Planning and Preparation	Domain 3	#DIV/0!
Knowledge of Content	Knowledge of Content	Knowledge of Content	Domain 4	#DIV/0!
Knowledge of Students	Knowledge of Students	Knowledge of Students		
Designing Coherent Instruction	Designing Coherent Instruction	Designing Coherent Instruction		
Selecting Instructional Goals	Selecting Instructional Goals	Selecting Instructional Goals		
Assessing Student Learning	Assessing Student Learning	Assessing Student Learning		
Domain 2: Classroom Environment	Domain 2: Classroom Environment	Domain 2: Classroom Environment	Employee has participated in at least 90% of district wide PLC meetings?	
Creating Respect and Rapport	Creating Respect and Rapport	Creating Respect and Rapport	Yes	
Establishing a Culture of Learning	Establishing a Culture of Learning	Establishing a Culture of Learning	No	
Managing Classroom Procedures	Managing Classroom Procedures	Managing Classroom Procedures		
Managing Student Behavior	Managing Student Behavior	Managing Student Behavior		
Organizing Students Within Space	Organizing Students Within Space	Organizing Students Within Space	Employee has completed and attained their individual classroom goal?	

Domain 3: Instruction	Domain 3: Instruction	Domain 3: Instruction	Yes		
Communicating Clearly/Accurately	Communicating Clearly/Accurately	Communicating Clearly/Accurately	No		
Using Discussion Techniques	Using Discussion Techniques	Using Discussion Techniques			
Engaging Students in Learning	Engaging Students in Learning	Engaging Students in Learning	Overall Proficiency		
Providing Feedback to Students	Providing Feedback to Students	Providing Feedback to Students		Y	N
Flexibility and Responsiveness	Flexibility and Responsiveness	Flexibility and Responsiveness	Domain 1		
			Domain 2		
Domain 4: Professional Responsibilities	Domain 4: Professional Responsibilities	Domain 4: Professional Responsibilities	Domain 3		
Reflecting on Teaching	Reflecting on Teaching	Reflecting on Teaching	Domain 4		
Maintaining Accurate Records	Maintaining Accurate Records	Maintaining Accurate Records			
Communicating with Parents	Communicating with Parents	Communicating with Parents			
Growing Professionally	Growing Professionally	Growing Professionally			
Contributing to the School District	Contributing to the School District	Contributing to the School District	Staff member must maintain a domain average >2 on all 4 domains to be considered proficient and qualify for performance pay under Q Comp.		

Student Engagement Observations:

Student engagement is intended to capture the degree to which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher.

Active Engagement Components: Responding, Asking questions, Volunteering, Sharing ideas, Looking at the teacher, Active listening, Manipulating materials, Lack of off-task behavior

Low (1,2)	Medium (3,4,5)	High (6,7)
The majority of students appear distracted or disengaged	Students are passively engaged, listening to, or watching the teacher; or there is a mix of student engagement with the majority of students actively engaged part of the time and disengaged the rest of the time; or there is a mix of student engagement with some of the students actively engaged and some disengaged.	Most of the students are actively engaged in classroom discussions and activities.

LOW Student Engagement (1,2)

The majority of students appear distracted or disengaged. In classes with low Student Engagement, few, if any, students appear to be participating in class activities. There is a low level of response when the teacher asks questions or solicits their involvement in activities. In addition, there may be no or few students asking questions, volunteering information, sharing ideas, or manipulating materials. Many students appear to be either distracted or involved in off-

task behaviors, such as wandering around or talking with peers about something other than the teacher's planned task/lesson. Students may be writing and passing notes to peers, using their cell phones, *or* doing work for another class. If the teacher is presenting a lesson, students are not paying attention to what he is saying or are not participating in the activity. Students who are supposed to be working independently or in groups are not engaged in the work they are intended to do. Low engagement levels are sustained over activities and lessons. Many students appear distracted or disengaged for extended periods throughout the lesson. The students do not appear interested in or involved in the activities that the teacher has planned or facilitated and/or group work and independent tasks.

MID Student Engagement (3,4,5)

Students are passively engaged, listening to, or watching the teacher, or; there is a mix of student engagement with the majority of students actively engaged for part of the time and disengaged for rest of the time, or; there is a mix of student engagement with some of the students actively engaged and some disengaged. At the mid range of Student Engagement, students appear to be listening but are not taking an active role by responding to questions or by asking their own questions. Students may periodically give responses to the teacher's questions and may periodically volunteer information, share ideas, **or** manipulate materials, but generally they are in a receptive rather than an active mode. Overall, most students appear to be on-task and to be doing what they are told, but they do not really appear interested in the task. Some students are engaged but others **are** engaged for only parts of the activity or lesson. Overall, there is a mix of the frequency of student engagement in the given time period. There may be times of more or less engagement among students, and some students may appear actively engaged at times while others may appear disengaged or passively engaged at times.

HIGH Student Engagement (6,7)

Most students are actively engaged in classroom discussions and activities. In classrooms at the high end of Student Engagement, students are full participants in the learning process and take full advantage of the opportunities that the teacher has provided for them. They are responding to questions, asking their own questions, volunteering information, sharing ideas, or manipulating materials. Overall, students appear to be on-task and focused on their class-related goals. High engagement is sustained throughout different activities and lessons. Most of the students demonstrate sustained engagement during the class period. There may be a short period of time when engagement is just passive, rather than active, but during the majority of the time, the students in this class appear interested in and involved in the activities that the teacher has planned or facilitated and/or in group work and independent tasks.

Thank you for your time. My contact is wdegler@isd108.org

Parent Survey Results

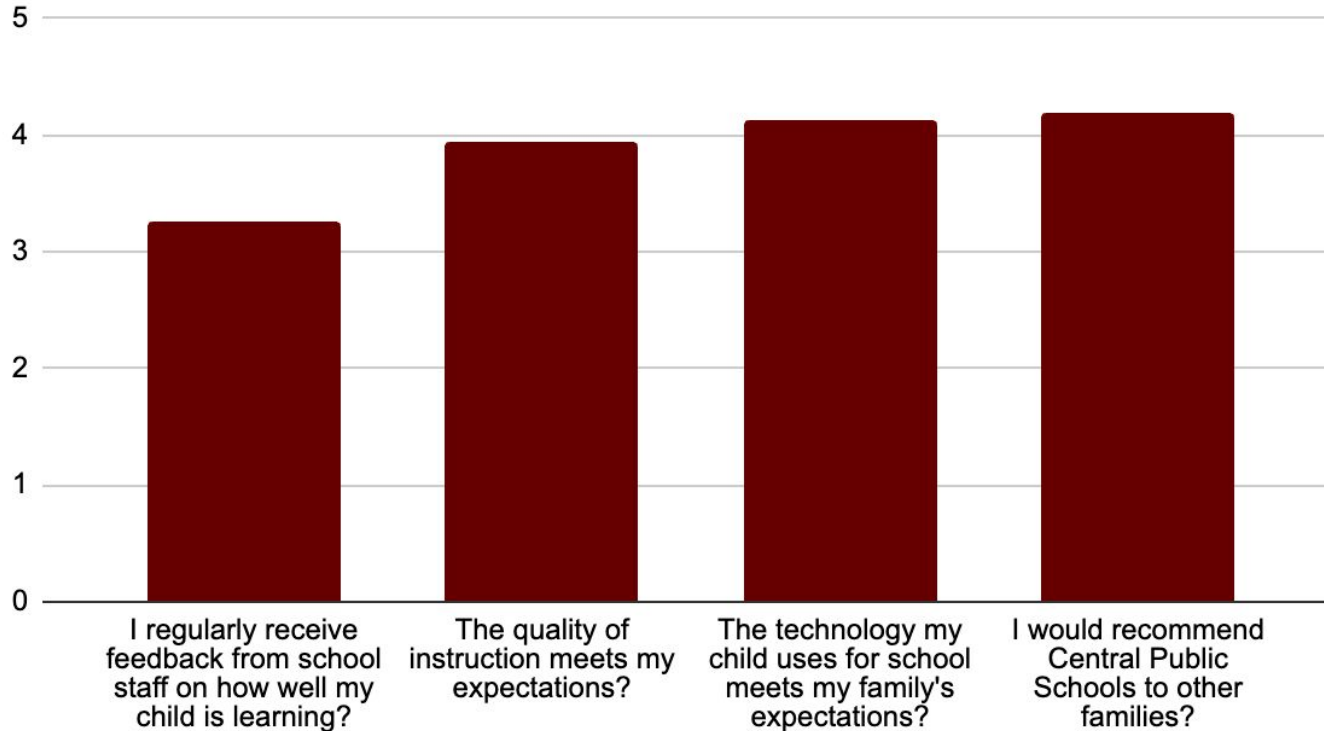


June 2024

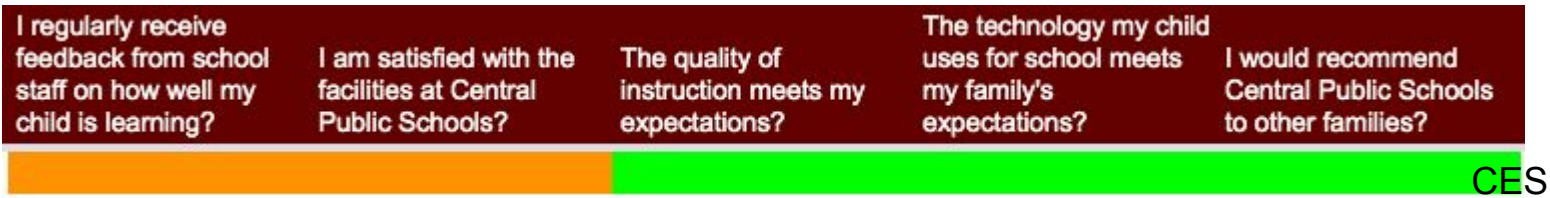
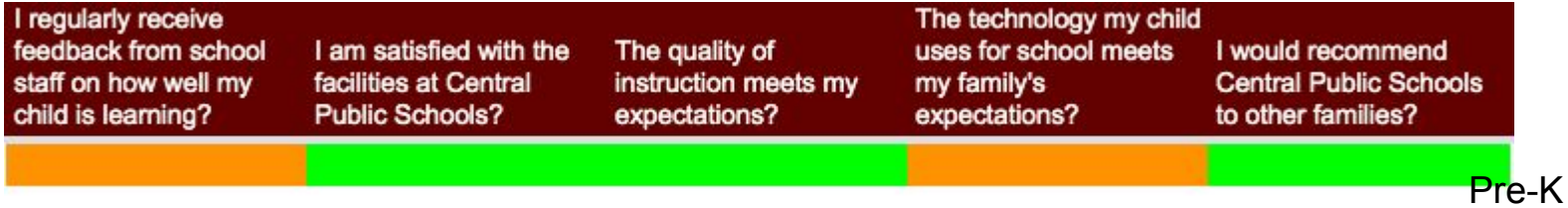
Overall Data



Central Public Schools (all)

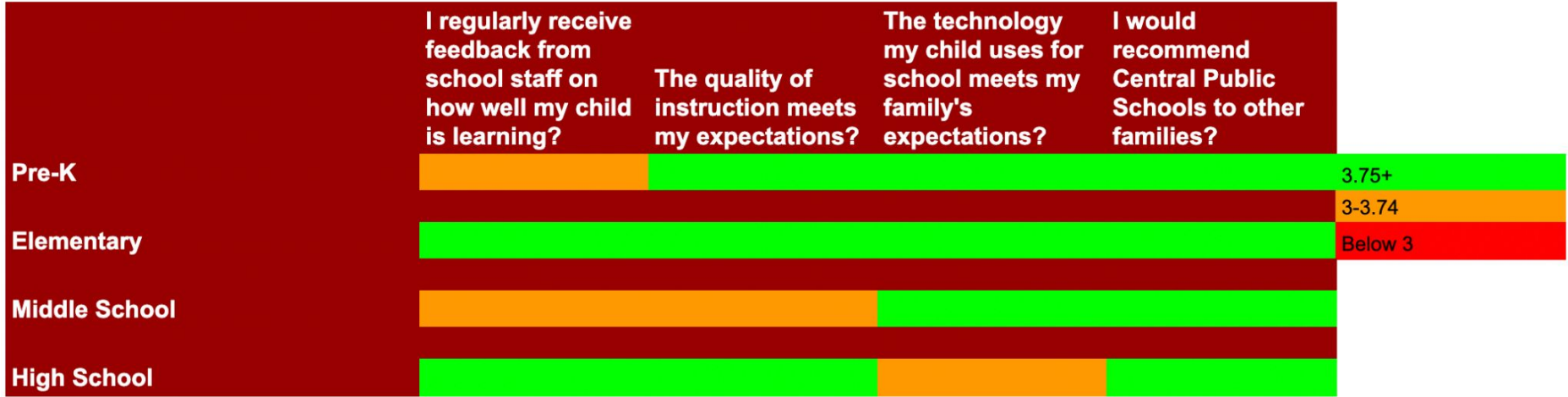


2021-22 Results



3.75+
3.0-3.74
3.0 and lower

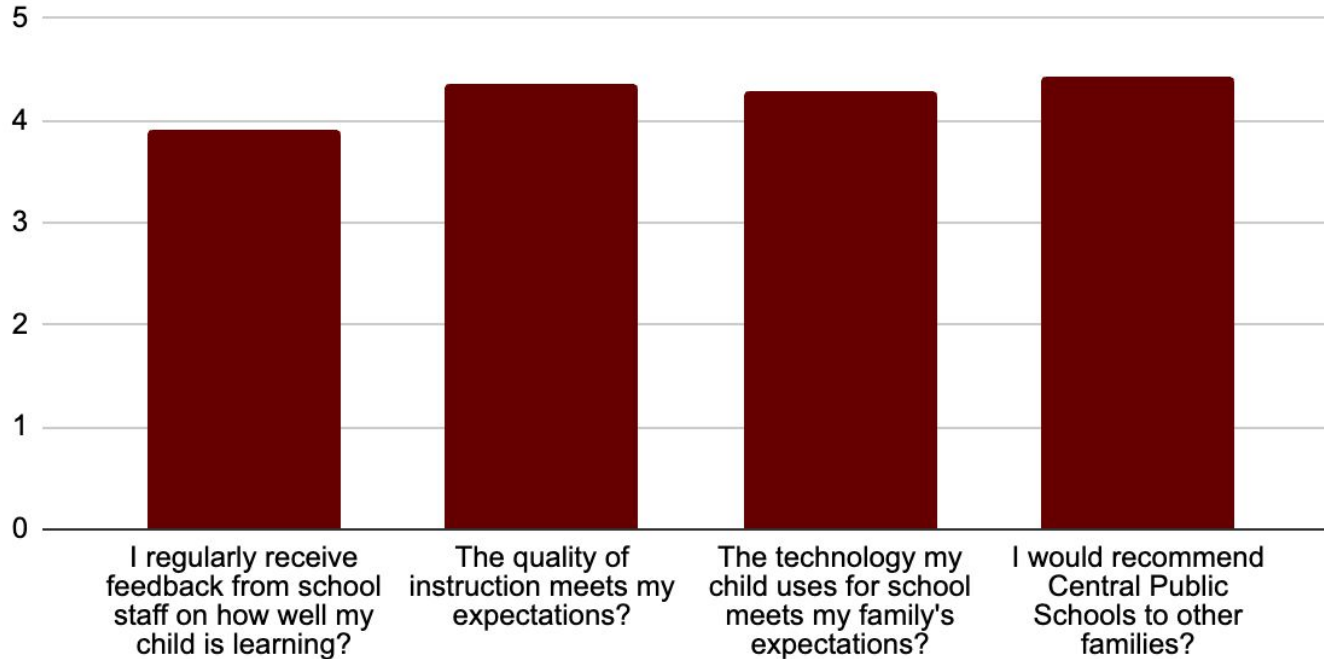
2022-23 Results



Elementary and Pre-K - 2023-24



Elementary

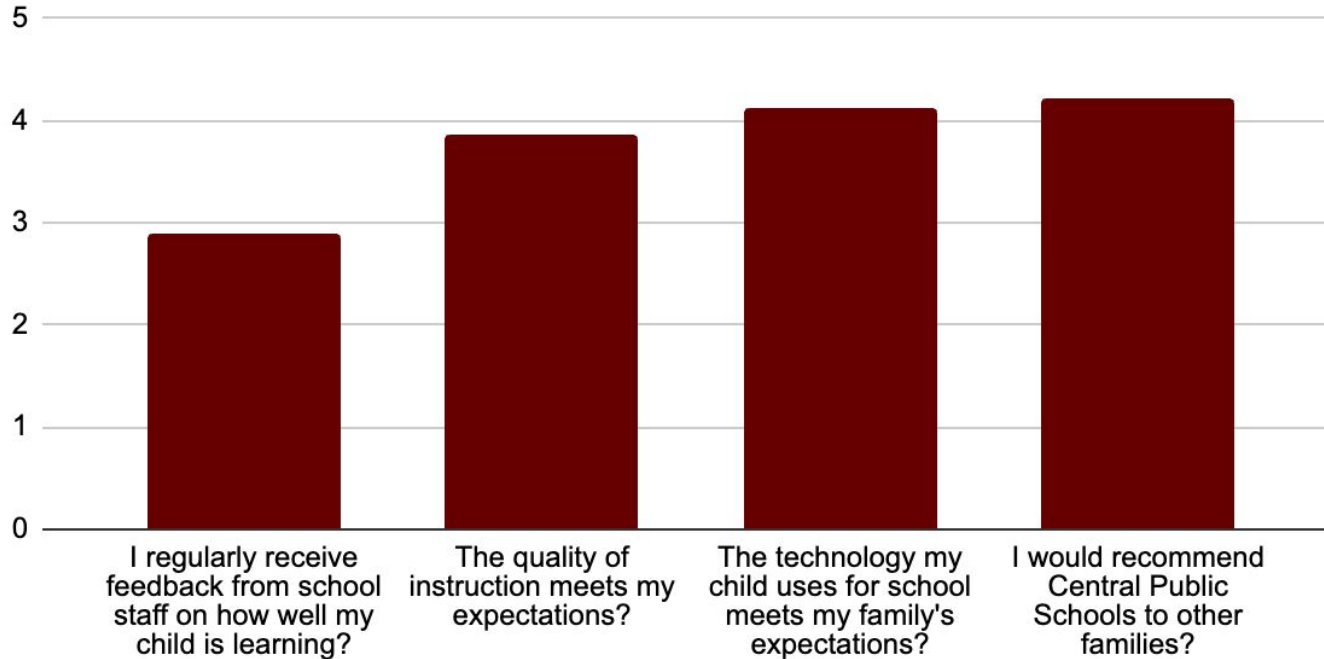


Elementary

Middle School 2023-24



Middle School

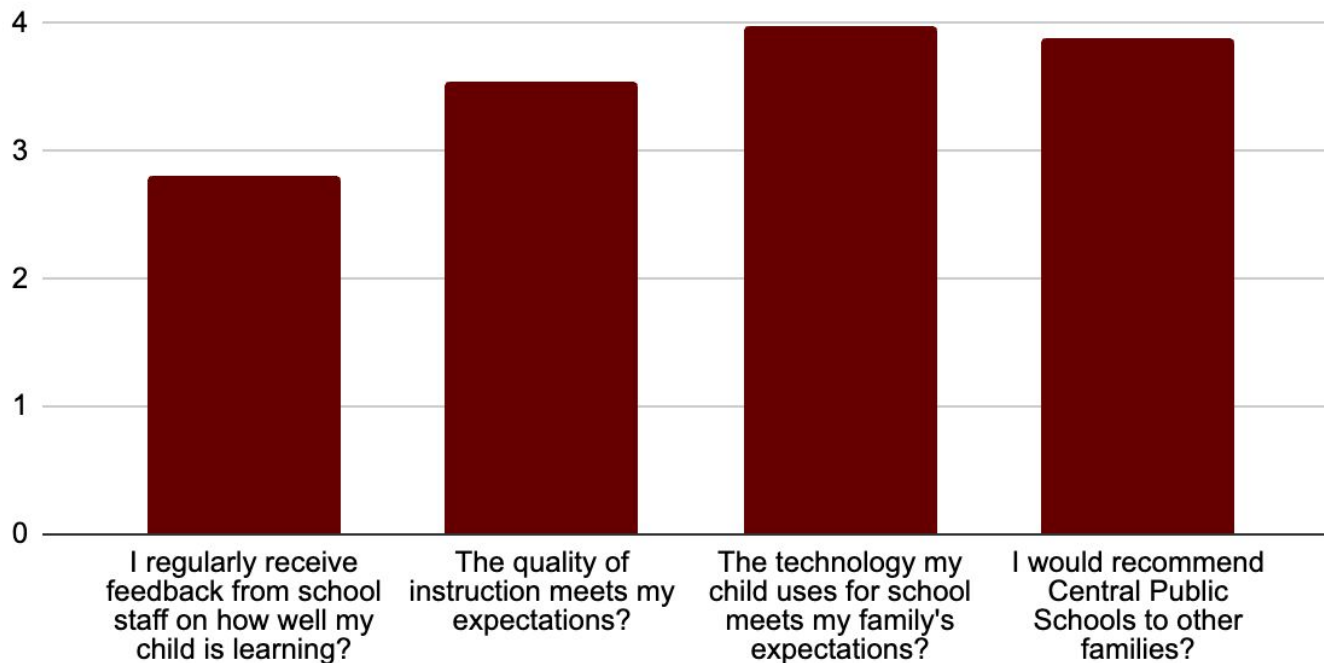


MS

High School - 2023-24



High School

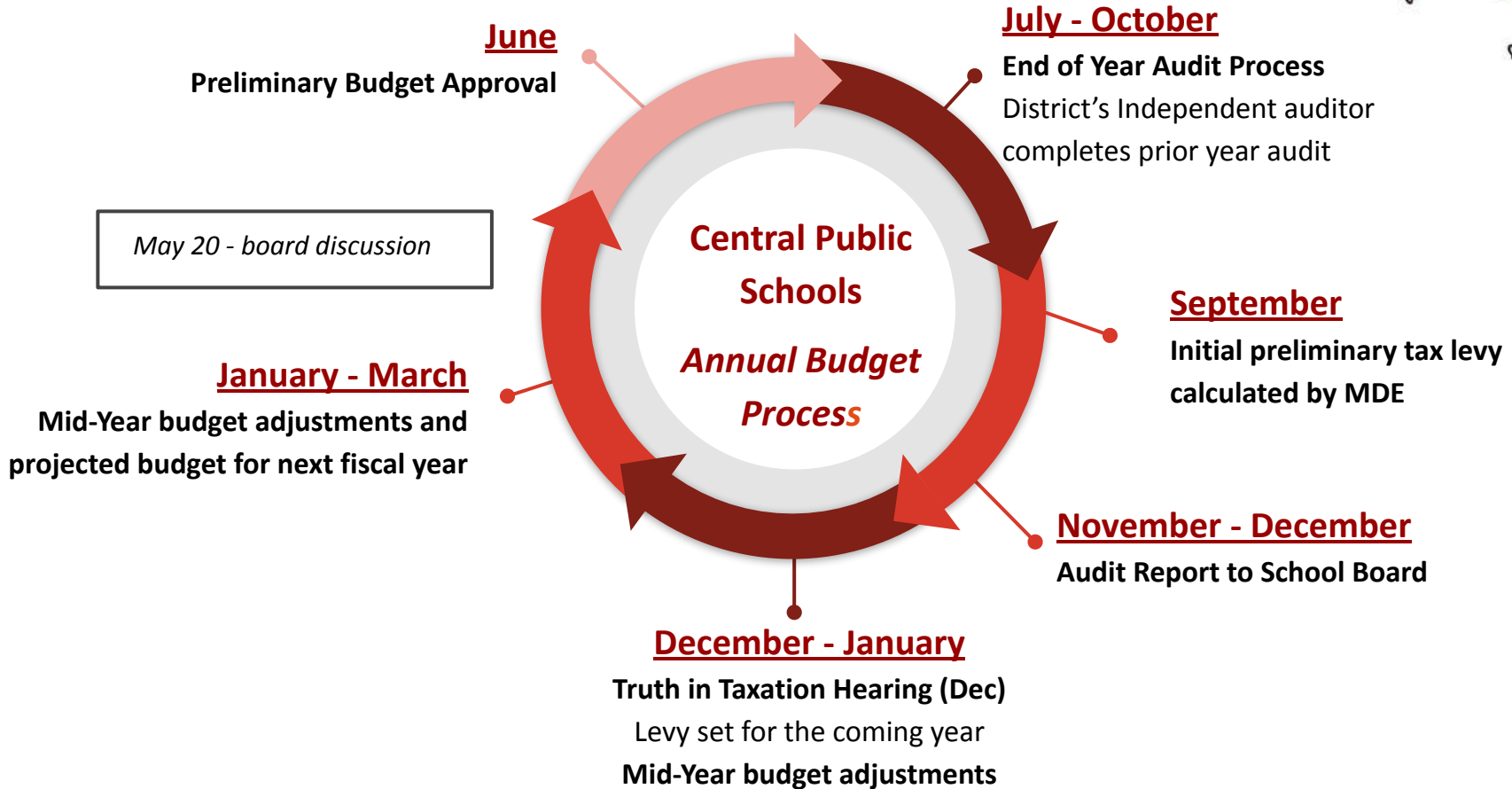


HS

FY25 Preliminary Budget



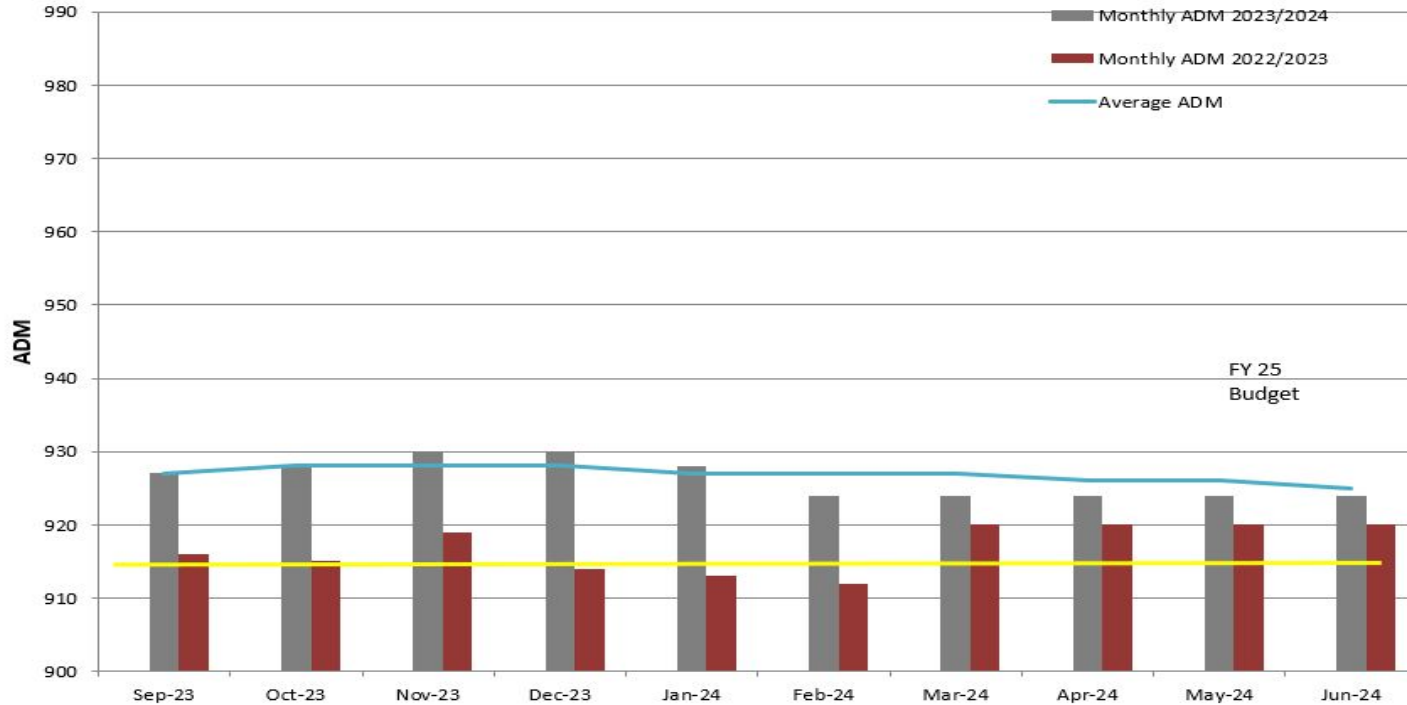
May 20, 2024



Enrollment by Month



23-24 Monthly, Average, and Budgeted Daily Membership



FY 25
Budget

FY25 General Fund Comparison



General Fund	FY25 Preliminary	FY24 Revised	Difference
Levy	2,879,610	2,860,415	19,195
Misc Local Revenue	221,096	245,044	(23,948)
State Aid	9,937,050	9,885,248	51,802
Federal Aid	366,000	626,575	(260,575)
TOTALS	13,403,756	13,617,282	(213,526)

General Fund	FY25 Preliminary	FY24 Revised	Difference
Salaries and Wages	6,900,647	6,779,095	121,552
Employee Benefits	1,911,155	2,042,088	(130,933)
Purchased Services	3,171,165	2,922,137	249,028
Supplies & Materials	837,270	969,277	(132,007)
Capital Expenditures	218,820	1,391,795	(1,172,975)
Other Expenses	31,360	129,960	(98,600)
Other Financing Uses	223,689	76,858	146,831
TOTALS	13,294,106	14,311,210	(1,017,104)

Difference	109,650	(693,928)
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FY25 General Fund Balance

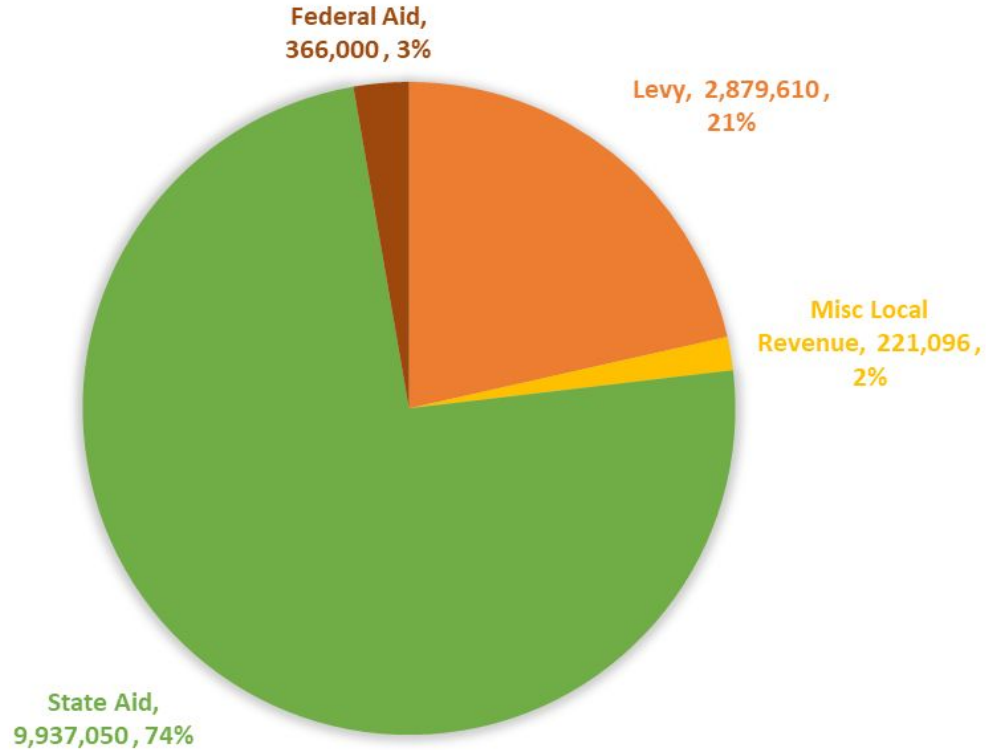


GENERAL FUND - 01	6/30/24 ESTIMATED BALANCE	FY25 ESTIMATED REVENUES	TRANSFERS INTO FUNDS	FY25 ESTIMATED EXPENDITURES	TRANSFERS OUT OF FUNDS	FY25 ESTIMATED BALANCE
Unassigned	\$ 1,015,511	\$ 11,956,770		\$ 11,814,416	\$ 56,923	\$ 1,100,942
Assigned	\$ 382,345					\$ 382,345
Qcomp	\$ -	\$ 236,948	\$ 56,923	\$ 293,871		\$ -
Total Assigned and Unassigned	\$ 1,397,856	\$ 12,193,718	\$ 56,923	\$ 12,108,287	\$ 56,923	\$ 1,483,287
RESTRICTED FUNDS						
Nonspendable	\$ 14,007	\$ -		\$ -		\$ 14,007
Student Activities	\$ 71,475	\$ 66,150		\$ 71,948		\$ 65,677
Scholarships	\$ 31,492	\$ 6,000		\$ 6,000		\$ 31,492
Staff Development	\$ 439	\$ 147,164		\$ 147,603		\$ -
Capital Projects Levy	\$ 50,458	\$ 529,287		\$ 529,408		\$ 50,337
Operating Capital	\$ 225	\$ 237,589		\$ 226,660		\$ 11,154
Gifted and Talented	\$ -	\$ 13,138		\$ 13,138		\$ -
LTFM	\$ 27,693	\$ 134,998		\$ 138,500		\$ 24,191
Safe Schools	\$ -	\$ 45,712		\$ 45,712		\$ -
Medical Assistance/3rd Party Billing	\$ 1,825	\$ 30,000		\$ 6,850		\$ 24,975
Total Restricted	\$ 197,614	\$ 1,210,038	\$ -	\$ 1,185,819	\$ -	\$ 221,833
Total All Revenues	\$ 1,595,470	\$ 13,403,756	\$ 56,923	\$ 13,294,106	\$ 56,923	\$ 1,705,120

FY25 Preliminary Budget Revenue Source



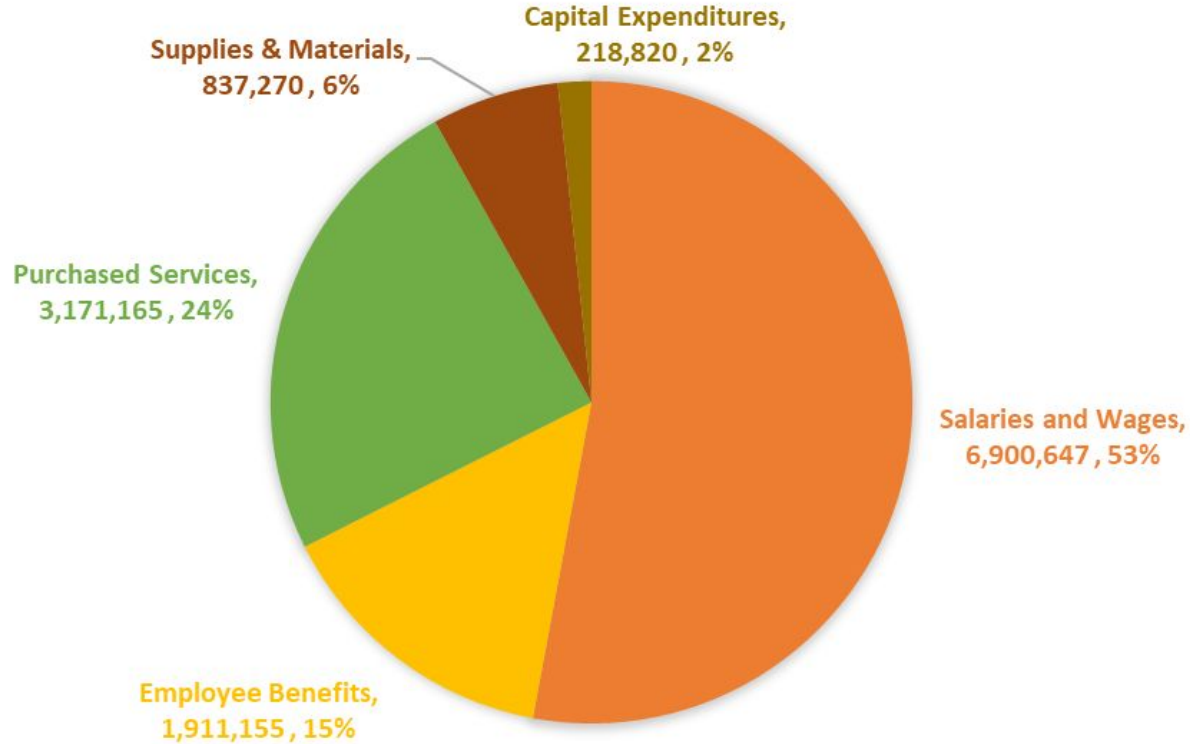
GENERAL FUND REVENUE BY SOURCE



FY25 Preliminary Budget Expense



GENERAL FUND EXPENSES BY OBJECT



FY25 CE Preliminary Budget Overview



Community Ed	FY25 Preliminary	FY24 Revised	Difference
Levy	168,221	125,391	42,830
Misc Local Revenue	596,562	592,620	3,942
State Aid	165,934	162,902	3,032
Federal Aid		-	-
TOTALS	930,717	880,913	49,804

Community Ed	FY25 Preliminary	FY24 Revised	Difference
Salaries and Wages	568,089	704,405	(136,316)
Employee Benefits	140,410	156,817	(16,407)
Purchased Services	179,220	187,787	(8,567)
Supplies & Materials	35,700	48,690	(12,990)
Capital Expenditures		8,780	(8,780)
Other Expenses	100	-	100
TOTALS	923,519	1,106,479	(182,960)

Difference	7,198	(225,566)
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FY25 Preliminary Budget Overview



REVENUES							
	General Fund	Food Service	Community Service	Construction	Debt Service	Trust	Student Activities
Levy	2,879,610		168,221		2,623,423		
Misc Local Revenue	221,096	96,000	596,562	5,000	223,689	6,000	66,150
State Aid	9,937,050	384,200	165,934		450,058		
Federal Aid	366,000	195,000					
TOTALS	13,403,756	675,200	930,717	5,000	3,297,170	6,000	66,150

EXPENDITURES							
	General Fund	Food Service	Community Service	Construction	Debt Service	Trust	Student Activities
Salaries and Wages	6,900,647	2,700	568,089				
Employee Benefits	1,911,155	6,100	140,410				
Purchased Services	3,171,165	331,000	179,220				27,150
Supplies & Materials	837,270	254,600	35,700				43,613
Capital Expenditures	218,820	20,000		6,000,000			
Other Expenses	31,360		100		3,187,213	6,000	1,185
Other Financing Uses	223,689						
TOTALS	13,294,106	614,400	923,519	6,000,000	3,187,213	6,000	71,948
Budget Balance	109,650	60,800	7,198	(5,995,000)	109,957	-	(5,798)

FY24 Preliminary Budget Overview



Questions?

ARTICLE I

PURPOSE

Section 1. Parties: THIS AGREEMENT is entered into between Independent School District 108, Norwood Young America, Minnesota, hereinafter, referred to as the school district, and Rebeca Braun, hereinafter, referred to as the Director of Student Services, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A., to provide the terms and conditions of employment for legally qualified and certified Director of Student Services who agree to perform the duties of an Administrator overseeing all special education staff, coordinating 504 plans, supervising English Language Learner programming (EL), and supervising nursing services in the schools served in the District during the duration of this Agreement commencing July 1, 2024 through June 30, 2026. This contract is subject to the provisions of M.S. 125.12 and to all laws, rules, and regulations of the State of Minnesota relevant to qualifications, certification, employment, termination, and discharge. This contract will remain in full force and effect except if modified by mutual consent of the school board and the exclusive representative.

ARTICLE II

SCHOOL DISTRICT RIGHTS

Section 1. Inherent Managerial Policy. The Director of Student Services recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel.

Section 2. Reservation of Managerial Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this agreement are reserved to the school district.

Section 3. Effect of Laws, Rules and Regulations. The Director of Student Services recognizes that all persons covered by this Agreement shall perform the services prescribed by the School Board and shall be subject to School Board rules, regulations, directives and orders issued by properly designated officials of the School District. The Director of Student Services also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement.

ARTICLE III

DUTY YEAR AND LEAVES

Section 1. Basic Work Year: The Director of Student Services's duty year shall be for the entire year as provided herein and the Director of Student Services shall perform services on those legal holidays on which the school district is authorized to conduct school if the school board so determines. The Director of Student Services shall be on duty during any emergency, natural or unnatural, unless he is otherwise excused in accordance with the school board administrative policy.

Section 2. Vacation. The Director of Student Services shall earn 25 working days of annual vacation each contract year. Vacation earned in a contract year must be used during the contract year in which it is earned, except up to ten (10) days may be carried forward to the next contract year but must be taken within six months following the contract year in which it is earned (December 31).

Section 3. Holidays: The Director of Student Services shall be entitled to 12 paid holidays each contract year as designated by the School Board. Namely: July 4th, Labor Day, Memorial Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Juneteenth, and two floating holidays. The School Board, however, reserves the right, if school is in session, to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the Director of Student Services under this provision will be guaranteed twelve (12) paid holidays per year. Any legal holiday or holidays, which fall within any employees' vacation period, shall not be counted as a vacation.

Section 4. Sick Leave: The Director of Student Services shall earn sick leave at the rate of 15 days(s) annually, which may be accumulated to a maximum of 90 days.

Section 5. Emergency Leave. The Director of Student Services may be granted emergency leave during the contract year at the discretion of the Superintendent and/or School Board.

Section 6. Medical Leave: If the Director of Student Services is unable to perform their duties because of illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation shall upon request be granted a medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written doctor's statement outlining the condition of health and estimated time at which the Director of Student Services is expected to be able to assume their normal responsibilities. The Director of Student Services, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but shall pay the entire premium for such programs as he wishes to retain commencing with the beginning of the leave.

Section 7. Bereavement Leave:

Subd. 1. There may be an allowance of four (4) days annually for absence because of death of relatives and friends. Prior approval must be obtained from the appropriate administrator before leave is granted.

Subd. 2 Leaves granted under this section shall be deducted from sick leave.

ARTICLE IV

INSURANCE

Section 1. Health and Hospitalization: The School District shall provide a fully funded VEBA/HSA insurance plan. Annual participant fee will not be covered by the district.

Section 2. Long Term Disability Insurance: Each Director of Student Services shall pay monthly premiums for a School District long term disability insurance plan for the Director of Student Services providing a benefit of 66 2/3% of the Director of Student Services's regular monthly compensation, with a waiting period of not more than ninety (90) calendar days after the date of disability, with such benefits to continue until the principal reaches the age of sixty-five (65) and as long as the principal remains disabled.

Section 3. Liability Insurance: The School District shall provide an errors and omissions liability insurance policy in the amount of the present policy.

Section 4. Term Life Insurance: The School District shall pay the premium for term life insurance in an amount equal to their salary to the nearest thousand, provided the Director of Student Services is insurable and eligible to be insured under a group insurance plan to be provided for the school district. If life insurance is available the effective date shall be the first of the month following approval by the insurable carrier.

Section 5. Dental Insurance: The District shall pay the full premium toward the individual plan for the Director of Student Services in the school sponsored dental insurance plan.

Section 6. Claims Against the School District: The parties agree that any description of insurance benefits shall be governed by the terms of the insurance policy purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

ARTICLE V

GRIEVANCE PROCEDURE

Section 1. Grievance Definition: A “grievance” shall mean an allegation by a Director of Student Services resulting in a dispute or disagreement between the Director of Student Services and the school district as to the interpretation or application of terms and conditions contained in this Agreement.

Section 2. Representative: Director of Student Services or school board may be represented during any step of the procedure by any person or agent designated by such party to act in his/her behalf.

Section 3. Definition and Interpretation:

Subd. 1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined, as all weekdays not designated as holidays by state law.

Subd. 3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark. The filing or services of any notice or document herein shall be timely if it is personally served and the copies countersigned by each party and dated or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district’s designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within twenty (20) days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall constitute a waiver of the grievance. Failure to appeal a grievance from one level to another within the time limits thereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the principal and the school district’s designee.

Section 5. Adjustment of Grievance: The school district and the Director of Student Services shall attempt to adjust all grievances which may arise during the course of employment of any Director of Student Services within the school district in the following manner:

Sub. 1. Level I: If the grievance is not resolved through informal discussions, the Superintendent or designee shall give a written decision on the grievance to the parties involved with ten (10) days after receipt of the written grievance.

Sub. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the School Board, the School Board may elect to review the matter and render a written decision within twenty (20) days after receipt of the written appeal. However, at the option of the School Board, the School Board may determine to set a hearing on the grievance within twenty (20) days after receipt of the written appeal, and in such case within twenty (20) days after the hearing, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to process the appeal at this level and report the findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. Denial of Grievance. Failure by the School Board or its representative(s) to issue a decision within the time period provided in this article shall constitute a denial of the grievance, and the Director of Student Services may appeal it to the next level.

Section 7. Arbitration Procedures. In the event that the Director of Student Services and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined in this article.

Sub. 1. Request. A request to submit a grievance to arbitration must be in writing signed by the aggrieved party and such request must be filed in the office of the Superintendent within ten (10) days following the decision in Level II of the grievance procedure.

Sub. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not first been duly processed in accordance with the grievance procedure and appeal provisions.

Sub. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties may, within ten (10) days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Commissioner of the Bureau of Mediation Services to submit a panel of seven (7) arbitrators to the parties, pursuant to P.E.L.R.A., provided such request is made within twenty (20) days after request for arbitration. The request shall ask that the panel be submitted within ten (10) days after the receipt of said request. Within ten (10) days after receipt of the panel, the parties shall alternately strike names, and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. Failure to agree upon an arbitrator or the failure to request an arbitrator from the Commissioner within the time period as provided in this article shall constitute a waiver of the grievance.

Sub. 4. Hearing: The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit

evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing denovo (anew: starting again).

Sub. 5. Decision: The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject, however, to the limitation of arbitration decisions as provided by in the P.E.L.R.A.

Sub. 6. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share, equally, fees and expenses of the arbitrator, the cost of the transcript or recording if requested by both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, if one party orders a copy of such transcript that party shall pay for such copy.

Sub. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but not be limited to such areas of discretion or policy as the functions and programs of the District, its overall budget, use of technology, the organizational structure, and selection and direction and number of personnel. In consideration of any issue in dispute, the decision of the arbitrator shall give due consideration to the statutory right and obligation of the Public School District to efficiently manage and conduct its operation within legal limitations surrounding the financing of such operations.

Sub. 8. Notwithstanding the expiration of Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

ARTICLE VI

OTHER BENEFITS

Section 1. Tax Sheltered Annuities: The Special Education Director/School District Assessment Coordinator shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise

provided by law. The school district shall contribute up to \$3000 in matching funds each year into the 403(b) matching fund on behalf of the Director of Student Services and as described and allowed by Minnesota Statute.

Section 2. Mileage: The Director of Student Services will be responsible to use his own vehicle for school purposes. Mileage will be reimbursed at the rate of reimbursement allowed by the Internal Revenue Service in that particular year pursuant to M.S. 471.665, Sub. 1.

Section 3. Conferences and Meetings: The School District shall pay all legally valid expenses to a maximum of \$1000 per year, for participation in professional conferences, seminars, or college coursework which have been pre-approved by the Superintendent. Appropriate claim forms and receipts must be filed for reimbursement.

Section 4. The Director of Student Services will be eligible for up to 7% of base pay for achievement of mutually agreed upon goal/s with the superintendent. The Director must achieve a “meets” or “exceeds” for each goal to be eligible for payment. At the time the goals are agreed upon, a percentage will be determined for each goal not to exceed 7% total for all goals.

ARTICLE VII

OTHER PROVISIONS

Section 1. Dues: The School Board will pay the full cost of the Director of Student Services’s State and National professional dues.

Section 2. Personnel Files: Pursuant to M.S 122A.40, Sub. 19, as amended, all evaluations and files relating to each individual Special Education Director/ School Assessment Coordinator shall be available during regular school business hours to said Director of Student Services upon reasonable written notice. The Director of Student Services shall have the right to reproduce any of the contents of the files at the principal’s expense and to submit for inclusion in the file written information in response to any material contained therein. The school district may destroy such files as provided by law.

Section 3. Cell-phone Allowance: Up to \$120 per month will be allowed for business cell-phone use.

ARTICLE VIII

SALARY

	2024-2025	2025-2026
Director of Student Services	88,640	95,605

ARTICLE IX

DURATION

Section 1. Terms and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing upon the date of its execution through June 30, 2024, and thereafter pursuant to PELRA. In the event a successor Agreement is not entered into prior to the expiration date of this Agreement, a Director of Student Services shall be compensated according to the previous year’s compensation until such time that a successor Agreement is executed. If the exclusive representative desires to modify or amend this Agreement commencing on July 1, 2026, it shall give written notice of such intent no later than May 1, 2026, including complete language and detail of proposed changes. If such notice is not timely served, the School District shall not be required to negotiate any terms of employment for the following school year. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and the Director of Student Services. The provision herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, and School District policies, rules, or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement shall be construed to obligate the School District to continue or discontinue existing or past practices or prohibit the School District from exercising all management rights, functions, and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

Section 3. Finality: Any matters relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

Section 4. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

IN WITNESS WHEREOF, we subscribe our signature this _____ day of _____,
_____.

Director of Student Services

Chairman of Board

Clerk of Board

**DISTRICT OFFICE CONFIDENTIAL EMPLOYEE GROUP
CONTRACT
CENTRAL PUBLIC SCHOOLS**

This agreement is made and entered into by and between Independent School District No. 108, Norwood Young America, Minnesota, hereinafter referred to as the School Board, and District Office Confidential Employee Group, Lynn Peterson, Amy Groschen, during the duration of this Agreement.

I. Basic Service:

The employee shall perform the services prescribed by the School Board whether or not such services are specifically described in this contract or in a general job description, abide by the rules, regulations and policies as established by the School Board for the annual salary indicated below.

II. Duration:

The conditions of employment shall remain in full force and effect, commencing July 1, 2024 through June 30, 2026, except if modified by mutual consent of the School Board and the District Office Confidential Employee Group or unless terminated by written resignation.

III. Duty Year and Leaves:

Section 1. - Basic Work Year:

The employee's duty year shall be twelve (12) months and the employee shall perform services on those legal holidays on which the School District is authorized to conduct school if the School Board so determines.

Section 2. – Vacation:

The employee group shall earn vacation annually at a rate of 25 days per year. Any member joining the group on a date other than July 1 will have days pro-rated. The value of unused days will be deposited into the employee HCSP account at a maximum of 5 days per year. Additionally, up to 10 days can be carried to the next contract year.

Section 3. – Holidays:

The employee shall be entitled to twelve (12) paid holidays each contract year as designated by the School Board, namely: July 4th, Labor Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Memorial Day, Juneteenth and two floating holidays.

The School Board, however, reserves the right to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the employee under this provision will be guaranteed twelve (12) paid holidays per year. Any legal holiday or holidays which fall within an employee's vacation period shall not be counted as a vacation day.

IV. Leaves of Absence:

Section 1. - Sick Leave:

The employee shall earn sick leave with full pay at the rate of fifteen (15) days annually. Unused sick leave days may accumulate to a maximum of one-hundred twenty (120) days. After maximum has been reached for a fiscal year, employee will be paid 25% of remaining sick leave earned, at current rate of pay. Employees will have this payment deposited into their HCSP account as allowed by law.

Section 2. - Bereavement Leave:

There will be an allowance of six (6) days annually for absence because of death of relatives and friends. Leaves granted under this section shall be deducted from sick leave.

Section 3. - Business Leave:

Subd. 1 – One (1) business leave day during any one school year may be used for necessary absence required for the transaction of personal business which cannot be completed outside school duty hours. Requests for business leave must be made in writing at least three (3) days in advance, except in the cases of emergency.

Subd. 2. - Leaves granted under this section shall be deducted from the annual sick leave.

Section 5. - Family Care Leave

Upon school board approval, an employee may take up to one (1) year leave of absence without pay or fringe benefits for the purpose of providing care to his or her child, spouse or parent. Upon return from family care leave the employee shall be reinstated to his or her original position or to a position of similar status and conditions. The contract shall remain in effect, and the employee shall retain all seniority, salary, benefit status and other advantages accrued prior to taking the leave. These provisions shall also apply to an employee returning from pregnancy leave or disability leave. Employees may participate in insurance at own expense while on leave.

V. Worker's Compensation:

Section 1. - Payment:

Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Worker's Compensation Act, the School Board will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's accumulated sick leave and/or vacation pay.

Section 2. - Accumulated Leave:

A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro-rata portions of days of sick leave or vacation time which is used to supplement worker's compensation.

Section 3. - Disability:

Such payment shall be paid by the School District to the employee only during the period of disability.

Section 4. - Normal Compensation:

In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Section 5. - Sick Leave or Vacation Pay:

An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit their worker's compensation check to the School District for photo-copying prior to receiving allowable payment from the School District.

VI. Group Insurance:

Section 1. - Health and Hospitalization:

Subd. 1 The School District shall provide the employee a single or family health and hospitalization fully funded insurance plan at the expense of the School District. This includes the cost of insurance premiums and funding the Health Savings Account or VEBA up to the IRS maximum. If the employee elects not to take insurance through the District, the district shall apply the full single amount to a Health Retirement Account that is chosen by the District.

Subd. 2 When retiring from the District, the employee, if at least 55 years of age and having at least ten years of continuous service in the School District, shall have the option of remaining in the District's health and hospitalization insurance plan until the

age of Medicare or the expiration of five years, whichever date occurs earlier, provided the employee pays the full premium.

Section 2. - Long Term Disability:

The School District shall provide a long term disability insurance plan for the employee providing a benefit of 66 2/3% of the employee's regular monthly compensation, with a waiting period of not more than ninety (90) calendar days after the date of disability, with such benefits to continue until the employee reaches the age of 65 and as long as the employee remains disabled.

Section 3. - Severance Pay

Subd. 1 Two (2) weeks notice shall be required of an employee if he/she wishes to resign or retire in good standing. Two (2) weeks notice shall be given an employee if he/she is to be laid off. If proper notification is given for resignation or retirement the District shall pay severance to employees based on present salary schedule placement as follows:

- 20 or more years of service in the district
55% of salary schedule placement at the time of retirement
- 15 years of service
40% of salary schedule placement at the time of retirement
- 10 years of service
15% of salary schedule placement at the time of retirement

Subd. 2: All employees eligible for severance payment outlined in Section 3, Subd. 1 of this contract will receive 100% of their severance deposited in their Health Care Savings Plan.

Section 4.

Life Insurance: The district shall pay the premium for term life insurance in the amount \$60,000 provided such insurance is available for this employee under a group insurance plan to be provided for the school district.

If term life insurance is available the effective date shall be the first of the month following approval by the insurance carrier.

Section 5. Dental Insurance

The District shall pay the full premium toward the dental plan the employee is best qualified for. If the employee elects not to take insurance through the District, the district shall apply the full single amount to their HCSP.

VII. Other Benefits:

Section 1. Tax Sheltered Annuities:

The employee will be eligible to participate in a tax sheltered annuity plan established pursuant to United States Public Law No. 87-370, M.S. 123.35, Subd. 12, and School District policy.

Section 2 Tax Sheltered Annuities:

The group shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The school district shall contribute up to \$3000 in matching funds each year into the 403(b) matching fund on behalf of the group and as described and allowed by Minnesota Statute.

Section 3. Health Care Savings Plan:

The employee is eligible to participate in the Minnesota Post Employment Health Care Savings Plan (HCSP) established under Minnesota Statutes, section 352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents. All funds paid by the district on behalf of the employee will be deposited into the employee's post-employment health care savings plan account.

The district shall contribute a lump sum payment in the amount listed below to the employee's HCSP account at the end of each fiscal school year. If the employee leaves during the school year, the lump sum payment will be prorated.

1-10 Years	\$4,200
11-20 Years	\$4,700
21+ Years	\$5,200

Section 3. Longevity Pay:

The employee shall be paid longevity pay per the schedule below:
After ten (10) years through 15 yrs of employment .25 per hour
After fifteen (15) years of employment .50 per hour

The longevity pay does not add onto the employee's base pay.

Section 4. Technology Allowance: Up to \$120 per month will be allowed for business cell-phone use and purchase of other job related technology.

VIII. Salary:

Section 1:

The District Office Confidential Employees will be paid an annual salary as follows:

	2024-2025	2025-2026
Finance Coordinator	\$83,669	\$87,852
Payroll Coordinator	\$74,750	\$78,487

Overtime, with advanced approval by the Superintendent, shall be calculated at the rate of 1 ½ times the regular hourly rate for all hours worked in excess of 40 hours per week. Compensation hours will be taken in lieu of the pay and used within the calendar year unless there is written prior approval from the Superintendent.

The employee shall perform the service prescribed by the School Board whether or not such services are specifically described in this contract. The employee shall engage in no other employment, consultant services or other activity for which an honorarium is paid without receiving prior approval of the School Board, but shall devote full time and due diligence to the affairs and activities of the School District.

This contract shall be effective only upon the signature of the officers of the School Board in appropriate action recorded in its Minutes.

IN WITNESS THEREOF, we have
have subscribed my signature this

_____ day of _____, 2024

IN WITNESS THEREOF, we
subscribed our signature this

_____ day of _____, 2024

AGREEMENT

BETWEEN

INDEPENDENT SCHOOL DISTRICT NO. 108

**THE CENTRAL PUBLIC SCHOOLS
NORWOOD YOUNG AMERICA, MINNESOTA**

AND

MINNESOTA SCHOOL EMPLOYEES ASSOCIATION

JULY 1, 2024, THROUGH JUNE 30, 2026

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AGREEMENT

This agreement is made and entered into by and between Independent School District No. 108, Norwood Young America, Minnesota, hereinafter referred to as the School Board, and the Minnesota School Employees Association, hereinafter referred to as the union or exclusive representative.

ARTICLE I PURPOSE

The purpose of this agreement is to encourage and increase orderly, constructive and harmonious relationships between the employer and its employees; to establish procedures for the resolution of differences over terms and conditions of employment; to preserve the paramount rights of the citizens of this community to the operation of their schools without disruption; and to establish an environment in which the children of this community may receive education of the highest quality. Accordingly, the parties have set forth all terms and conditions of employment which have been agreed upon by the School Board and the union pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A.

ARTICLE II RECOGNITION AND DUES CHECK OFF

Section 1. Recognition:

The School Board hereby recognizes the association as the exclusive representative for the purpose of negotiating terms and conditions of employment for all non-certified employees of Independent School District No. 108, Norwood Young America, Minnesota, except for confidential, custodians, and bus drivers, who are public employees within the meaning of Minnesota Statutes 179A.03, Subd. 14.

Subd. 1. Payroll Deductions. Pursuant to Minn. Stat. §179A.06, the Employer will deduct from the regular payroll: Association dues for those employees in the bargaining unit who are members of the Association and who have requested in writing to have their regular Association dues paid by payroll deduction. Employers must commence deductions within thirty (30) days of notice of authorization from the exclusive representative and must remit the deductions to the exclusive representative within thirty (30) days of the deduction. The failure of an employer to comply with the provisions of this paragraph shall be an unfair labor practice under section 179A.13, the relief for which shall be reimbursement by the employer of deductions that should have been made or remitted based on a valid authorization given by the employee or employees.

Subd. 2. Remission of Withheld Funds. The aggregate of funds deducted and withheld from all employees in the bargaining unit shall be remitted by the Employer together with an itemized statement to the Minnesota School Employees Association no later than thirty (30) days following the end of each payroll period.

Subd. 3. Bargaining unit information. Within twenty (20) calendar days from the date of hire of a bargaining unit employee, a public employer must provide

the following contact information to an exclusive representative in an Excel file format or other format agreed to by the exclusive representative: name; job title; worksite location, including location within a facility when appropriate; home address; work telephone number; home and personal cell phone numbers on file with the public employer; date of hire; and work email address and personal email address on file with the public employer.

Subd. 4. Every one hundred twenty (120) calendar days, a public employer must provide to an exclusive representative in an Excel file or similar format agreed to by the exclusive representative the following information for all bargaining unit employees: name; job title; worksite location, including location within a facility when appropriate; home address; work telephone number; home and personal cell phone numbers on file with the public employer; date of hire; and work email address and personal email address on file with the public employer.

Subd. 5. A public employer must notify an exclusive representative within twenty (20) calendar days of the separation of employment or transfer out of the bargaining unit of a bargaining unit employee.

Section 2. School Board:

The exclusive representative recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School Board within its legal limitations and with its primary obligation to provide educational opportunity for the students of the School District.

Section 3. Employee Rights:

Nothing contained in this agreement shall be construed to limit, impair or affect the right of any employee or their representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the exclusive representative.

Section 4. Request for Dues Check Off:

Employees shall have the right to request and be allowed dues check off for the employee organization of their selection pursuant to PELRA. Upon receipt of a properly executed authorization card of the employee involved, the School Board will deduct from the employee's paycheck the dues that the employee has agreed to pay the employee organization. The School District will provide the Union steward with the name and work location of each new employee when that employee begins work with the school district. The School District will also provide thirty (30) minutes of paid time to the Union to meet with the new employee.

ARTICLE III HOURS OF SERVICE

Section 1. Basic Day:

The basic work day for employees shall vary based upon the needs of the School District as determined by the School District.

Subd. 1. If operational needs require an employee to work hours which are not consecutive, the employee shall receive an additional \$10.00 for each day. This excludes employees in the area of community education support staff.

Subd. 2. One 15-minute break will be allowed each four hours as part of the eight (8) hour day. All employees who work six (6) hours or more in a work shift shall be entitled to an unpaid thirty (30) minute duty free break.

Section 2. Overtime:

All work over forty (40) hours per week shall be paid at the overtime rate of time and one-half (1 1/2).

Section 3. Work Year:

The basic work year for employees shall consist of all student contact days, two days during workshop week and one day of professional development during the school year.

Section 4. Shifts, Starting Time and Notice of Assignment:

Subd. 1. Shifts and Starting Time. All employees will be assigned starting times and shifts as determined by the School District. The School District reserves the right to modify starting times and shifts as determined by the School District. The School District shall provide two weeks' notice, except in case of emergency.

Subd. 2. Notice of Assignment. Employees will be notified of their assignment, position, hours and shift assignment and pay level by August 15, or as soon thereafter as practicable, each school year.

The District reserves the right, if it finds circumstances require (such as for discontinuance of positions, lack of pupils, or financial limitations), to modify or reduce the length of the employment period or the number of hours of service. The District shall notify any affected employee of any permanent change in their individual employment contract at least fourteen (14) calendar days in advance.

Section 5. Eligibility for Benefits:

Employees assigned to work in more than one classification shall be allowed to count all hours worked when computing eligibility for benefits.

Section 6. Emergency School Closing:

In the event of a school closing because of inclement weather or other emergency, employees on duty at the time of the closing shall be compensated for a minimum of two hours. Employees required to work during the emergency shall be compensated for all hours worked. Other employees may, to the extent such time is accrued, use personal leave pursuant to Article VII, Section 5, without any other notice or limitations.

In the event there are more than six (6) snow/cold weather days, additional days will be made up as student contact days, staff development days or staff workdays at the District's discretion. If the days are staff development or workdays, the district will strive to provide staff with as much time with the teacher directing their work as possible.

The district will make every attempt possible to assign those days in conjunction with already scheduled staff days. For example, adding them onto the end of the year or adding them to the beginning of the following year.

ARTICLE IV RATES OF PAY

Section 1. Salary Schedule – 2024-2026:

All members of the unit will be placed on the salary schedule developed in Appendix A.

Section 2. Base Wage Increase:

All members in the unit will be placed on the salary schedule for year 1 and will advance to the next highest wage the following year. Those employees "off the schedule" will receive the same base wage increase as the rest of the bargaining unit.

Section 3. Application:

The School District may withhold a salary increase in individual cases where a demonstrable deficiency in performance of the employee occurs, provided the employee affected shall receive notice of such action to withhold a salary increase ninety (90) days prior to the otherwise effective date of increase.

Section 4. New Employees:

A new employee shall be placed in the salary range as agreed between the School District and the employee and shall be eligible for pay increases as provided in this agreement on the following July 1 if employed prior to January 1. An employee hired after January 1 shall not be eligible for any increases on July 1, but shall be eligible for increases on the following July 1. Thereafter, such a new employee shall be subject to all provisions of this Article.

Section 5. Longevity Pay:

After ten (10) years of employment	.35 longevity
After fifteen (15) years of employment	.60 longevity
After twenty (20) years of employment	1.15 longevity
After twenty-five (25) years of employment	1.30 longevity
After thirty (30) years of employment	1.45 longevity
After thirty-five (35) years of employment	1.60 longevity
After forty (40) years of employment	1.75 longevity

Section 6. Work out of Class Pay:

An employee serving as a substitute for a worker for fifteen (15) days or more out of a twenty (20) day work period shall receive that worker's rate of pay, retroactive to the first day of work, if the worker's rate of pay is higher than that of the substitute.

ARTICLE V

GROUP INSURANCE

Section 1. Health and Hospitalization Insurance:

Subd. 1. Eligibility. Health and hospitalization insurance benefits shall be provided for all employees whose assignments require that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year.

Subd. 2. Individual Coverage. Effective July 1, 2024, the School District shall contribute a sum not to exceed \$510 per month toward the premium for individual coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction. Effective July 1, 2025, the School District shall contribute a sum not to exceed \$510 per month toward the premium for individual coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction.

Subd. 3. Family Coverage. Effective July 1, 2024, the School District shall contribute a sum not to exceed \$1100 per month toward the premium for family coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction. Effective July 1, 2025, the School District shall contribute a sum not to exceed \$1100 per month toward the premium for family coverage for each eligible employee employed by the School District who qualifies for and is enrolled in the School District group health and hospitalization plan. Any additional cost for the premium shall be borne by the employee and paid by payroll deduction.

Subd. 4. All eligible employees retiring from the School District, who are at least 55 years of age and have at least ten (10) years of continuous service in the School District, shall have the option of remaining in the District's health and hospitalization insurance plan until the age of Medicare or the expiration of five (5) years, whichever date occurs earlier, provided the employee pays the full premium.

Section 2. Long Term Disability:

The School Board shall contribute the premium for long term disability insurance for all employees whose permanent assignment requires that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year. Long term disability will be made available to all other employees at the employee's expense through payroll deduction providing that they work a minimum of twenty (20) hours per week.

Section 3. Group Term Life Insurance:

The School Board shall contribute the full premium cost for a \$50,000 group term life insurance policy for all employees whose work assignment requires that they work at least an average of thirty (30) hours or more per week and at least nine months or more per year.

Section 4. Dental Insurance:

The School District shall pay up to but not to exceed \$20.20 per month toward the premium for dental insurance for each employee qualified and enrolled in the School District's group dental insurance plan.

**ARTICLE VI
VACATION AND HOLIDAYS**

Section 1. Eligibility:

All employees who are regularly employed on a twelve (12) month basis and working a forty (40) hour week are eligible for vacation as outlined in Section 2. All employees hired before July 1, 1998, and who were regularly employed on an eleven (11) month basis and working at least an average thirty (30) hours per week are eligible for vacation as outlined in Section 2 (Effective July 1, 1999). Employees hired after July 1, 1998 and who are regularly employed on an eleven (11) month basis and working at least an average thirty (30) hours per week are eligible for vacation as outlined in Section 2 after two (2) years of service.

Section 2. Earned Vacations:

Subd. 1. Eligible employees under these provisions shall accrue vacation as follows:

- a) During the first year of service two (2) weeks per annum
Maximum accrual of 75 hours
- b) After completing seven (7) years of service three (3) weeks per annum
Maximum accrual of 75 hours
- c) After completing seventeen (17) years of service four (4) weeks per annum
Maximum accrual of 75 hours
- d) After completing twenty-five (25) years of service five (5) weeks per annum
Maximum accrual of 75 hours

Subd. 2. Non-probationary employees who have not completed a complete year of service prior to the beginning of the fiscal year shall be eligible for prorated vacation benefits.

Subd. 3. All vacation requests must be submitted to the Superintendent one week prior to the vacation date.

Section 3. Holidays:

Subd. 1. There shall be twelve (12) paid holidays for all eligible employees on an 11- or 12 month basis and a forty (40) hour week.

Independence Day	Christmas Day
Labor Day	New Year's Eve Day
Thanksgiving Day	New Year's Day
Day after Thanksgiving Day	Juneteenth
Christmas Eve Day	(2) Floating Holidays
Memorial Day	

Subd. 2. There shall be six (6) paid Holidays for all eligible employees on a 9-month basis and a thirty (30) hour week for the 2024-26 contract. (Christmas Eve, Christmas Day, Thanksgiving Day, the day after Thanksgiving, New Year's Eve and New Year's Day.)

Subd. 3. If a holiday falls on a Saturday, Sunday or school day, another day, (normally Monday or Friday) in conjunction with the holiday will be selected by the district. Overtime pay shall be paid employees who are called upon to work on a holiday for a number of hours worked plus holiday pay.

Subd. 4. Less than full time employees, but more than nine (9) months basis and a thirty (30) hour work week shall receive seven (7) paid Holidays. (Christmas Eve Day, Christmas Day, New Year's Eve, New Year's Day, Memorial Day, Thanksgiving Day & the day after Thanksgiving.)

**ARTICLE VII
LEAVES OF ABSENCE**

Section 1. Sick Leave and Wellness:

Subd. 1. Sick Leave: All employees shall earn sick leave at the rate of 1.25 days per month of service. For purposes of this section, an employee is credited with working a full month if they are scheduled for the majority of normal working days for their position.

Subd. 2: Unused sick leave days may accumulate to a maximum of one-hundred and twenty (120) days of sick leave per employee.

Subd. 3: Wellness Incentive: An employee who does not use sick leave during an academic semester (excluding bereavement and business leave) shall receive a \$150.00 cash award for each semester, payable in June of each year (up to \$300 total).

Section 2. Family Illness Leave:

Subd. 1. Sick leave may be used for family illness. A maximum of five (5) days annually will be allowed for this leave. Employees may take sick leave to care for sick family members in accordance with Minnesota State Statute 181.9413.

Subd. 2. Leaves granted under this section shall be deducted from the annual sick leave.

Subd. 3. Up to twelve (12) weeks of unpaid leave may be granted to qualifying employees for the care of sick or injured family members consistent with the Federal Family and Medical Leave Act.

Section 3. Bereavement Leave:

Subd. 1. Up to three days of leave, per occurrence, shall be allowed for a death in an employee's immediate family. "Immediate family" is defined as the employee's spouse, parent, child, sibling, grandparent or grandchild.

Subd. 2. One day annually may be used in the case of death in the employee's close family. "Close family" is defined as the employee's parent-in-law, sibling-in-law, son or daughter-in-law, niece, nephew, and aunt or uncle.

Subd. 3. Leaves granted under Subd. 1 will not be deducted from sick leave and leaves granted under Subd. 2 shall be deducted from sick leave.

Section 4. Business Leave:

Subd. 1. One day business leave may be granted during any one school year for the purpose of conducting personal business which cannot be completed outside school duty hours. An employee planning to use a business day shall notify the Superintendent at least three (3) days in advance except in cases of emergency. At no time shall more than one (1) employee, per building, be granted business leave. A business leave is defined as attorney meeting, estate issues, home closing, graduate program advisor meeting, court appearance, State or Federal IRS audits and other days approved by the Superintendent that may qualify as defined at the discretion of the administration.

Subd. 2. Leaves granted under this section shall be deducted from sick leave.

Subd. 3. Employees must request all leaves from their immediate supervisor and fill out the appropriate forms which will then be sent to the Superintendent.

Section 5. Personal Leave:

Subd. 1. Each employee shall be granted two (2) personal leave days per contract year with pay.

Subd. 2. One (1) day of personal leave may be accumulated; the maximum personal leave days an employee may take in a school year is three (3).

Subd. 3. No more than two (2) elementary and two (2) high school employees may take a personal leave day on the same day except for an emergency.

Subd. 4. Requests for a personal day must be made in writing to the Superintendent at least three days in advance of taking the day, unless there is an emergency.

Subd. 5. Any employee who does not use or accumulate their personal days shall be paid for an unused accumulated day at the employees' rate of pay effective June. 30. This payment will be made in July of the succeeding school year.

Section 6. Worker's Compensation:

Subd. 1. Payment. Upon the request of an employee who is absent from work as a result of a compensable injury under the provisions of the Workers Compensation Act, the School Board will pay the difference between the compensation received pursuant to the Worker's Compensation Act by the employee and the employee's regular rate of pay to the extent of the employee's accumulated sick leave and/or vacation pay.

Subd. 2. Accumulated Leave. A deduction shall be made from the employee's accumulated sick leave and/or vacation time according to the pro-rata portion of days of sick leave or vacation time which is used to supplement worker's compensation.

Subd. 3. Disability. Such payment shall be paid by the School Board to the employee only during the period of disability.

Subd. 4. Normal Compensation. In no event shall the additional compensation paid to the employee by virtue of sick leave or vacation pay result in the payment of a total daily, weekly, or monthly compensation that exceeds the normal compensation of the employee.

Subd. 5. Sick Leave or Vacation Pay. An employee who is absent from work as a result of an injury compensable under the Worker's Compensation Act who elects to receive sick leave or vacation pay pursuant to this policy shall submit their worker's compensation check to the School District for photocopying prior to receiving allowable payment from the School District for their absence.

Section 7. Jury Duty Pay:

All employees shall be granted pay by the School Board the difference between their regular pay and jury duty pay if required to serve on jury duty.

Section 8. Child Care Leave:

Subd. 1. The District shall grant a child care leave without pay or fringe benefits, except as provided by law, to any employee, regardless of marital status, who requests such a leave for the purpose of providing parental care to his or her natural born or adopted child or children.

Subd. 2. In the event of pregnancy, an employee may commence either a pregnancy leave without pay prior to the onset of disability occasioned by

childbirth, or the employee may continue working until the onset of disability and thereafter commence a disability leave with pay.

- A. Pregnancy leave: If a pregnant employee chooses to commence a pregnancy leave, she shall first submit a written application to the employer at least six (6) weeks prior to beginning the leave. The application shall provide notice of the employee's expected delivery date determined by their attending physician. The pregnancy leave shall remain in effect from the date of commencement through the period of childbirth and recovery.
- B. Disability leave: If a pregnant employee chooses to continue working until the onset of disability occasioned by pregnancy and childbirth, she shall notify the District in writing at least six (6) weeks prior to the expected delivery date as determined by her attending physician. The employee may utilize their accumulated disability/sick leave through the period of pregnancy related disabilities, childbirth, and recovery.

Subd. 3. An employee may take a child care leave of up to twelve (12) months by notifying the employer in writing at least six (6) weeks prior to commencing the leave of the beginning date and length of the leave. The date of return from the leave shall be determined by mutual agreement between the employee and the employer. If the employee initiates a pregnancy leave or a disability leave, pursuant to Subd. 2 above, she may elect to notify the employer of their intent to take a child care leave at the time of notice of pregnancy leave or disability or anytime thereafter, but in no event later than four (4) weeks prior to the commencement of child care leave.

Subd. 4. Child care leave may be extended by mutual agreement between the employee and the District.

Subd. 5. Upon return from child care leave the employee shall be reinstated to their original position or to a position of similar status and conditions. The contract shall remain in effect, and the employee shall retain all seniority, salary, and benefit status, and other advantages, accrued prior to taking the leave. These provisions shall also apply to an employee returning from pregnancy leave or disability leave.

Subd. 6. An employee returning from child care leave shall be re-employed in a similar position in which they are qualified unless previously discharged or placed on unrequested leave.

ARTICLE VIII MATCHING ANNUITY PROGRAM

Section 1. Eligibility:

The Matching Annuity Program will be implemented with the 2002-2003 school year subject to M.S. 356.24 and the Internal Revenue Code 26USC 403(b). Classified employees who are employed by the School District on a regular (not substitute) agreement are eligible to participate in the Matching Annuity Program.

Section 2. Match Deductions:

The School District will match eligible annual contributions based on the completion of the following service credit with the District:

<u>Effective July 1, 2024 – June 30, 2026:</u>	
0-1 years	No Match
2-8 Years	\$600.00 Match
9-14 years	\$650.00 per year
15-21 years	\$700.00 per year
22+ years	\$750.00 per year

The School District shall contribute annually an amount equal to the amount contributed by the employee. The amount contributed by the District shall not exceed the maximum amount outlined in this subdivision.

Section 3. Service Credit Determination:

The School District will use the service credit the employee has reached by Oct. 1st of each school year to determine the years of experience reached in the District.

Section 4. Deadline:

By July 1 of each year, eligible employees shall declare their intent to participate in the Matching Annuity Program by submitting a signed Intent to Participate form to the School District Payroll Office. Responsibility for filing an Intent to participate form each year is solely the responsibility of the employee.

Failure to file an Intent to Participate form by July 1st shall exclude the employee from participation in the Matching Annuity Program during that school year. Employees newly eligible for the Matching Annuity Program shall receive a notice of eligibility from the School District prior to July 1st of the year of initial eligibility (employees not receiving the eligibility notice shall be permitted to submit their Intent to Participate form after July 1st). An Intent to Participate form must be signed and submitted only if the employee changes service credit levels or if the employee desires to change the amount of their contribution/match for some reason. Once received by the School District, the Intent to Participate forms are irrevocable for that school year and will continue for each subsequent school year unless modified by the employee by filing a new Intent to Participate Form by July 1st for the following year and also notifying their annuity carrier.

Section 5. Separation of Services:

Employees who, for whatever reason, leave the service of the School District prior to retirement shall retain ownership of School District contributions and personal contributions made on their behalf to the date of discontinuance of service. The School District shall retain no current or future liabilities for said investment programs as a result of the severing of service.

Section 6. Excess Employee Contributions:

Employees who participate in the Matching Annuity Program may contribute any dollar amount in excess of the maximum yearly School District contribution. IRS rules control the total maximum amount any employee may contribute to an Annuity Program.

Section 7. Approved Vendors:

The School District and the employee will direct their contributions to the same state-approved Matching Annuity company selected by the employee pursuant to M.S. 356.24 and the match matrix. The School District will match an employee's contribution dollar-for-dollar, up to the maximum yearly School District contribution provided for in the match matrix. One service provider must be selected as approved by the employee group.

Section 8. Investment Responsibilities:

Management of both the portfolio or individual investments and the School District contributions shall be solely the responsibility of the employee in whose name these investments have been made. The School District assumes no current or future liability for contributions made to these plans or for investment earnings (losses) which may accrue to these portfolios as a result of investment decisions which are made by the employee.

Employees are not to construe the Plan or the School District contributions to the Plan or the opportunity of the employee to match such contributions as legal, tax, or investment issues relating to contributions in the Plan. The School District has neither reviewed nor approved any investment programs which the employee may obtain by way of contributions under the Matching Annuity Program. Upon participation in the Plan, the employee agrees to indemnify and hold harmless Independent School District No. 108 from any adverse investment experience arising from or connected with contributions to the Matching Annuity Program.

Section 9. Flexible Benefits Plan:

A flexible benefit plan, as authorized by Section 125, shall be available for voluntary participation.

**ARTICLE IX
CONTINUING EDUCATION**

Section 1. Opportunities for Continuing Education:

Paraprofessionals will be notified of opportunities for continuing education through workshops, seminars and course offerings. Attendance at such opportunities may be granted without loss of pay provided that the attendance is requested and approved in advance in writing by the Principal and Superintendent.

Section 2. Reimbursements:

Employees who attend such offerings or who attend events on their time (with prior approval or at the request of their supervisor) shall be reimbursed for the mileage and other reasonable costs as determined in advance by the supervisor and the Superintendent.

**ARTICLE X
SENIORITY/LAYOFF-RECALL/VACANCIES**

Section 1. Seniority:

The School Board will recognize seniority rights as to order of layoff and recall.

Subd. 1. Prior to layoff or reduction in hours of any permanent bargaining unit employee, the District shall first release all temporary employees who are performing bargaining unit duties.

Subd. 2. Layoff. An employee whose position is being eliminated or reduced may displace the employee with the least continuous service within the same classification and comparable hours, or any less senior employee in a lower classification if the displaced employee has prior experience in that position. The School District will determine whether the employee has the necessary skills and abilities to meet the conditions of employment for that new position based on the position description and an interview of the displaced employee.

Subd. 3. Temporary Employees. The District shall not employ temporary employees for more than sixty (60) calendar days if there is a qualified employee subject to recall as described in the following subdivision.

Subd. 4. Recall. Employees on layoff shall retain their recall for a period of one (1) year. If any openings occur in the job classification of the laid off employee, they will be given the first opportunity for recall. If within ten (10) calendar days of being recalled to a position of at least equivalent hours to that occupied prior to the layoff, the former employee does not elect to return to work, the employee shall lose their seniority rights and be taken off the recall list.

A. The District shall grant a six (6) month extension to the period of recall upon written request of an employee who has been laid off and not recalled during the initial twelve (12) month period. The written request must be received prior to the expiration of the twelve (12) month period.

Section 2. Vacancies:

Subd. 1. New positions or vacancies of more than sixty (60) calendar days will be posted in the District buildings for a period of five (5) days in the regular locations. Postings of vacancies occurring during the summer shall be posted in the District Office.

Subd. 2. An employee wishing to receive postings during the summer shall have the right to provide the District with self-addressed envelopes to be used in mailing the postings to the employee.

Subd. 3. District employees will be given first consideration for posted positions or vacancies or new positions, including summer positions. Consideration for hiring District employees for these vacancies or new positions will be based upon the bidding employee's qualifications and the principle of seniority. Provisions of this subdivision are not subject to the grievance process.

Subd. 4. The final decision as to the employment of District employees for new positions or vacancies will remain with the School District.

Subd. 5. There will be no postings of new supervisory positions or vacancies in such positions; however, head jobs, lead jobs, and maintenance positions will be posted.

Subd. 6. The association chief steward will be furnished with a copy of all job postings and also notified as to who the successful applicant was.

ARTICLE XI PROBATION, DISMISSAL/RETIREMENT, RESIGNATION

Section 1. Probationary Period:

An employee under the provisions of this Agreement shall serve a probationary period of nine (9) calendar months of service in the school district during which time the school district shall have the unqualified right to suspend without pay, discharge or otherwise discipline such employee; during this probationary period, the employee shall have no recourse to the grievance procedure, insofar as suspension, discharge or other discipline is concerned. However, a probationary employee shall have the right to bring a grievance on any other provisions of the contract alleged to have been violated.

Subd. 1. If a new member to the bargaining group does not have a two year degree, four year degree, or sixty (60) college credits (Highly Qualified), members assigned as special education paraeducators must take the PARA Assessment through "The Master Teacher" (or like assessment) and will have 90 days to pass the assessment. If the para assessment is not passed within 90 days, the employee is eligible to substitute in the district. If the employee doesn't pass after ninety (90) days, the District will terminate their employment or they could apply for other available positions that are not in special education.

Subd. 2. Any paraeducator not Highly Qualified will be compensated for two (2) hours of time to complete the assessment outlined in Subd. 1 up to six (6) total hours (3 tests).

Section 2. Probationary Period; Change of Classification:

In addition to the initial probationary period, an employee transferred or promoted to a different classification shall serve a new probationary period of three (3) calendar months in any such new classification. During this three (3) month probationary period, if it is determined by the school district that the employee's performance in the new classification is unsatisfactory, the school district shall have the right to reassign the employee to their former classification.

Section 3. Completion of Probationary Period:

An employee who has completed the probationary period may be suspended without pay or discharged only for cause. An employee who has completed the probationary period and is suspended without pay or discharged shall have access to the grievance procedure.

Section 4. Seniority Date:

Employees shall acquire seniority upon completion of the probationary period as defined in this Agreement and, upon acquiring seniority, the seniority date shall revert back to the first date of continuous service in a position governed by this agreement. If

more than one employee commences work on the same date, seniority ranking for such employees shall be determined by their employee number assigned by the district.

Section 5. Seniority List:

An updated seniority list will be posted in each building every year during the month of October. Employees shall have thirty (30) calendar days after the seniority list is posted to notify the District that the employee disagrees with their seniority date, and requests adjustment of their placement.

Section 6. Retirement-Resignation:

Subd. 1. To be eligible for the provisions of this section, an employee must be at least fifty (50) years of age and have more than fifteen (15) years of service in the School District.

Subd. 2. To be eligible for the provisions of this section, 10, 11, or 12 month employees must provide at least ten (10) weeks notice and 9 month employees must provide four (4) weeks notice upon their retirement or resignation.

Subd. 3. An employee eligible for the provisions of this section shall receive:

- A. 50% of the employee's annual salary as severance pay if the employee has 20 years of service in the School District.
- B. 36% of the employee's annual salary as severance pay if the employee has 15 years of service in the School District.

Severance payments to an employee under the provisions of this Section shall be reduced by any amounts which have been contributed on behalf of the employee pursuant to Article VIII hereof. If the total contribution pursuant to Article VIII hereof exceeds the amount of severance pay, the employee will not receive any severance pay nor have any liability to the School District.

Subd. 4. If the employee dies after separation from the School District, but prior to the payment of any severance pay due hereunder, any remaining payments shall be paid to the employee's named beneficiary, if any, or otherwise to the employee's estate.

Subd. 5. Any employee hired after July 1, 1998, will not qualify for the benefits of this section. Such employees will have the opportunity to participate in the 403 (b) plan as defined in Article VIII of this agreement.

**ARTICLE XII
GRIEVANCE PROCEDURE**

Section 1. Grievance Definition:

A "grievance" shall mean an allegation by an employee resulting in a dispute or disagreement between the employee and the school district as to the interpretation of application of terms and conditions contained in the Agreement.

Section 2. Representative:

The employee, administrator, or School Board may be represented during any step of the procedure by any person or agent designated by such party to act on their behalf.

Section 3. Definitions and Interpretation:

Subd. 1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all week days not designated as holidays by state law.

Subd. 3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark. The filing or service of any notice or document herein shall be timely if it is personally served or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver:

Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district's designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within twenty days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver thereof. Failure to appeal a grievance from one level to another within the time periods hereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the employee and the school district's designee.

Section 5. Adjustments of Grievance:

The school district and the employee shall attempt to adjust all grievances which may arise during the course of employment of any employee within the school district in the following manner:

Subd. 1. Level I. If the grievance is not resolved through informal discussions, the school district designee shall give a written decision on the grievance to the parties involved within ten days after receipt of the written grievance.

Subd. 2. Level II. In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent of Schools, provided such appeal is made in writing within five days after receipt of the decision in Level I. If a grievance is properly appealed to the superintendent, the superintendent or his designee shall set a time to meet regarding grievance

within fifteen days after receipt of the appeal. Within ten days after the meeting, the superintendent or his designee shall issue a decision in writing to the parties involved.

Subd. 3. Level III. In the event the grievance is not resolved in Level II. The decision rendered may be appealed to the School Board, provided such appeal is made in writing within five days after receipt of the decision in Level II. If a grievance is properly appealed to the School Board, the School Board shall set a time to hear the grievance within twenty days after receipt of the appeal. Within twenty days after the meeting, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or a representative(s) of the board may be designated by the board to hear the appeal at this level, and report its findings and recommendations to the School Board. The School Board shall then render its decision within 10 days.

Section 6. School Board Review:

The School Board reserves the right to review any decision issued under Level I or Level II of this procedure provided the School Board or its representative notify the parties of its intention to review within ten days after the decision has been rendered. In the event the School Board reviews a grievance under this section, the School Board reserves the right to reverse or modify such a decision.

Section 7. Denial of a Grievance:

Failure by the School Board or its representative to issue a decision within the time periods provided herein shall constitute a denial of the grievance and the employee may appeal to the next level.

Section 8. Arbitration Procedures:

In the event that the employee and the School Board are unable to resolve any grievance the grievance may be submitted to arbitration as defined herein:

Subd. 1. Request. A request to submit a grievance to arbitration must be in writing, signed by the aggrieved party, and such request must be filed in the office of the superintendent within ten days following the decision in Level III of the grievance procedure.

Subd. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not been first duly processed in accordance with the grievance procedure and appeal provisions unless mutually agreed by both parties.

Subd. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within ten days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the BMS (Bureau of Mediation Services) to submit a panel of seven arbitrators to the parties, pursuant to PELRA, provided such a request is made within twenty days after request for arbitration. Within ten days after receipt of the panel, the parties shall alternately strike names and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. The request

shall ask that the panel be submitted within ten days after the receipt of said request. The failure to agree upon an arbitrator or the failure to request an arbitrator from the BMS within the time periods provided herein shall constitute a waiver of the grievance.

Subd. 4. Submission of Grievance Information.

- A. Upon appointment of the arbitrator, the appealing party shall within five days after notice of appointment forward to the arbitrator, with a copy to the School Board, the submission of the grievance which shall include the following:
1. The issues involved.
 2. Statement of the facts.
 3. Position of the grievant.
 4. The written documents relating to Article XII, Section 5 of the grievance procedure.
- B. The School District shall make a similar submission of information relating to the grievance at the same time as provided in (a) above to the Union and the arbitrator.

Subd. 5. Hearing. The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo.

Subd. 6. Decision. The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before them shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided by the P.E.L.R.A. The arbitrator shall issue a written decision and order including findings of fact which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

Subd. 7. Expenses. Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the expense of the party requesting the same. The parties shall share equally fees and expenses of the arbitrator, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration.

Subd. 8. Jurisdiction. The arbitrator shall have the jurisdiction over dispute or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written agreement; nor shall an arbitrator have jurisdiction over

any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but are not limited to such areas of discretion or policy as the functions and programs of the employer, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel. In considering any issue in dispute, in its order the arbitrator shall give due consideration to the statutory rights and obligations of the public-school boards to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

Subd. 9. Election of Remedies and Waiver. A party instituting any action, proceeding or complaint in a federal or state court of law, or before an administrative tribunal, federal agency, state agency, or seeking relief through any statutory process for which relief may be granted, the subject matter of which may constitute a grievance under this Agreement, shall immediately thereupon waive any and all rights to pursue a grievance under this Article. Upon instituting a proceeding in another forum as outlined herein, the employee shall waive their right to initiate a grievance pursuant to this Article or, if the grievance is pending in the grievance procedure, the right to pursue it further shall be immediately waived. This section shall not apply to actions to compel arbitration as provided in the Agreement or to enforce the award of an arbitrator.

ARTICLE XIII MISCELLANEOUS

Section 1. Physical Examinations:

Physicals, x-rays, Mantoux tests or any other examination required will be given at the expense of the School District.

Section 2. Travel

Subd. 1. Between School Travel. Employees required to travel between Central Elementary School and Central High School shall be reimbursed at the rate of 25 cents per one-way trip.

Employees eligible to receive this reimbursement must make an application to the Superintendent for approval.

Subd. 2. Other Travel. Employees required to travel for school approved activities will be reimbursed for mileage at the current IRS maximum nontaxable reimbursement amount. Employees eligible to receive this reimbursement must have prior approval from the Superintendent or their designee.

ARTICLE XIV DURATION

Section 1. Term and reopening Negotiations:

This Agreement shall remain in full force and effect for a period commencing on July 1, 2024, through June 30, 2026, and thereafter pursuant to the P.E.L.R.A. If either party desires to modify or amend this agreement commencing at its expiration, it shall give written notice of such intent pursuant to the P.E.L.R.A. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this agreement.

Section 2. Effect:

This agreement constitutes the full and complete agreement between the School Board and the exclusive representative representing the employees. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Finality:

Any matters relating to the terms and conditions of employment, whether or not referred to in this agreement, shall not be open for negotiation during the term of this agreement except by mutual consent.

Section 4. Severability:

The provisions of this agreement shall be severable and if any provision thereof or the application of any provision under any circumstances is held invalid it shall not affect any other provision of this agreement or the application of any provision thereof.

IN WITNESS WHEREOF: The parties have signed this agreement:

FOR MINNESOTA SCHOOL
EMPLOYEES ASSOCIATION

FOR INDEPENDENT SCHOOL
DISTRICT NO. 108

Staff Representative

Chair

Association Representative

Clerk

Association Representative

Date

Date

APPENDIX A
2024-2025

Year 1	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Paraeducator	\$16.32	\$16.57	\$16.82	\$17.07	\$17.32	\$17.57	\$17.82	\$18.07	\$18.32
Office Staff	\$19.89	\$20.39	\$20.89	\$21.39	\$21.89	\$22.39	\$22.89	\$23.39	\$23.89

2025-2026

Year 2	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9
Paraeducator	\$16.56	\$16.81	\$17.06	\$17.31	\$17.56	\$17.81	\$18.06	\$18.31	\$18.56
Office Staff	\$20.19	\$20.69	\$21.19	\$21.69	\$22.19	\$22.69	\$23.19	\$23.69	\$24.19

MEMORANDUM OF UNDERSTANDING

BETWEEN

CENTRAL PUBLIC SCHOOLS

AND

MINNESOTA SCHOOL EMPLOYEES ASSOCIATION

WHEREAS Central Public Schools (District) and Minnesota School Employees Association (MSEA or Association) agree that the current collective bargaining agreement between the parties governs terms and conditions of employment; and

NOW THEREFORE, be it resolved; that for the 2024-26 contract the following language supplements the language in the collective bargaining agreement between the parties:

1. All MSEA members will be allowed to convert one (1) sick leave day to a personal day in each of the contract years for a total of two (2) days converted over the duration of this agreement.
2. MSEA members who have more than fifty (50) accrued days of sick leave and have more than twenty (20) years of service with the District can convert three (3) days of sick leave to personal leave for a total of six (6) days converted over the duration of this agreement.
3. Both parties agree this MOU does not constitute past practice and expires fully at the end of this contract.

Board Chair Date

MSEA Representative/Date

ARTICLE I

PURPOSE

Section 1. Parties: THIS AGREEMENT is entered into between Independent School District 108, Norwood Young America, Minnesota, hereinafter, referred to as the school district, and the Central Principals' Association, hereinafter, referred to as the exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A., to provide the terms and conditions of employment for legally qualified and certified principals who agree to perform the duties of Administrator in the public schools of the District during the duration of this Agreement commencing July 1, 2024 through June 30, 2026. This contract is subject to the provisions of M.S. 125.12 and to all laws, rules, and regulations of the State of Minnesota relevant to qualifications, certification, employment, termination, and discharge. This contract will remain in full force and effect except if modified by mutual consent of the school board and the exclusive representative.

ARTICLE II

RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition: In accordance with the P.E.L.R.A., the school district recognizes the Central Principals' Association as the exclusive representative of principals employed by the school district, which exclusive representative shall have those rights and duties as prescribed by the P.E.L.R.A., and as described in the Agreement.

Section 2. Appropriate Unit: The exclusive representative shall represent all the principals of the district as defined in this Agreement and in said Act.

ARTICLE III

SCHOOL DISTRICT RIGHTS

Section 1. Inherent Managerial Policy. The exclusive representative recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School District, its overall budget, utilization of technology, the organizational structure, and selection and direction and number of personnel.

Section 2. Reservation of Managerial Rights: The foregoing enumeration of rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this agreement are reserved to the school district.

Section 3. Effect of Laws, Rules and Regulations. The exclusive representative recognizes that all principals covered by this Agreement shall perform the services prescribed by the School Board and shall be subject to School Board rules, regulations, directives and orders issued by properly designated officials of the School District. The exclusive representative also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives, and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement.

ARTICLE IV

DUTY YEAR AND LEAVES

Section 1. Basic Work Year: The principal's duty year shall be for the entire year as provided herein and the principal shall perform services on those legal holidays on which the school district is authorized to conduct school if the school board so determines. The Principal shall be on duty during any emergency, natural or unnatural, unless he is otherwise excused in accordance with the school board administrative policy.

Section 2. Vacation. The principal shall earn 25 working days of annual vacation each contract year. Vacation earned in a contract year must be used during the contract year in which it is earned, except up to five (5) days may be carried forward to the next contract year but must be taken within six months following the contract year in which it is earned (December 31). Principals will use no more than eight (8) vacation days per school year on student contact days. Any member of the association working less than 260 days will have their vacation days prorated.

Section 3. Holidays: The principal shall be entitled to 12 paid holidays each contract year as designated by the School Board. Namely: July 4th, Labor Day, Memorial Day, Thanksgiving Day, Friday following Thanksgiving, Christmas Eve Day, Christmas Day, New Year's Eve Day, New Year's Day, Juneteenth, and 2 floating holidays. The School Board, however, reserves the right, if school is in session, to cancel any of the holidays and establish another holiday in lieu thereof with the understanding, however, that the principal under this provision will be guaranteed twelve (12) paid holidays per year. Any legal holiday or holidays, which fall within any employees' vacation period, shall not be counted as a vacation.

Section 4. Sick Leave: The principal shall earn sick leave at the rate of 15 days(s) annually, which may be accumulated to a maximum of 130 days.

Section 5. Emergency Leave. The principal may be granted emergency leave during the contract year at the discretion of the Superintendent and/or School Board.

Section 6. Medical Leave: If the principal is unable to perform his duties because of illness or disability and has exhausted all sick leave credit available or has become eligible for long term disability compensation shall upon request be granted a medical leave of absence or extension thereof pursuant to this section shall be accompanied by a written doctor's statement outlining the condition of health and estimated time at which the principal is expected to be able to assume his normal responsibilities. The principal, when on medical leave of absence, is eligible to continue to participate in group insurance programs as permitted under the insurance policy provisions, but shall pay the entire premium for such programs as he wishes to retain commencing with the beginning of the leave.

Section 7. Bereavement Leave:

Subd. 1. There may be an allowance of four (4) days annually for absence because of the death of relatives and friends. Prior approval must be obtained from the appropriate administrator before leave is granted.

Subd. 2. Leaves granted under this section shall be deducted from sick leave.

ARTICLE V

INSURANCE

Section 1. Health and Hospitalization: The School District shall provide a fully funded VEBA insurance plan for head principals. The amount to fund the savings portion of the plan is \$2400 per year. Annual participant fee will not be covered by the district. If a principal elects to decline family insurance coverage, an amount of \$6000 shall be deposited into a health retirement account (HRA) as allowed by law. The principal shall be responsible for any fees or taxes associated with this account.

Section 2 . Health and Hospitalization: The School District shall contribute a sum not to exceed \$16,000 per year for health and hospitalization insurance for assistant principals for the purchase of any policy provided under the District's health and hospitalization plan. Any unpaid portion of the premium will be paid by the assistant principal through a payroll deduction.

Section 3. Long Term Disability Insurance: Each principal shall pay monthly premiums for a School District long term disability insurance plan for the principal providing a benefit of 66 2/3% of the principal's regular monthly compensation, with a waiting period of not more than ninety

(90) calendar days after the date of disability, with such benefits to continue until the principal reaches the age of sixty-five (65) and as long as the principal remains disabled.

Section 4. Liability Insurance: The School District shall provide an errors and omissions liability insurance policy in the amount of the present policy.

Section 5. Term Life Insurance: The School District shall pay the premium for term life insurance in an amount equal to their salary to the nearest thousand, provided the principal is insurable and eligible to be insured under a group insurance plan to be provided for the school district. If life insurance is available the effective date shall be the first of the month following approval by the insurable carrier.

Section 6. Dental Insurance: The District shall pay the full premium toward the individual plan for the principal in the Delta Dental Plan.

Section 7. Claims Against the School District: The parties agree that any description of insurance benefits shall be governed by the terms of the insurance policy purchased by the School District pursuant to this section. It is understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claims shall be made against the School District as a result of a denial of insurance benefits by insurance carriers.

ARTICLE VI

GRIEVANCE PROCEDURE

Section 1. Grievance Definition: A "grievance" shall mean an allegation by a principal resulting in a dispute or disagreement between the principal and the school district as to the interpretation or application of terms and conditions contained in this Agreement.

Section 2. Representative: The principal or school board may be represented during any step of the procedure by any person or agent designated by such party to act on his/her behalf.

Section 3. Definition and Interpretation:

Subd. 1. Extension. Time limits specified in this Agreement may be extended by mutual agreement.

Subd. 2. Days. Reference to days regarding time periods in this procedure shall refer to working days. A working day is defined as all weekdays not designated as holidays by state law.

Subd. 3. Computation of Time. In computing any period of time prescribed or allowed by procedures herein, the date of the act, event, or default for which the designated period of time

begins to run shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, a Sunday, or a legal holiday, in which event the period runs until the end of the next day which is not a Saturday, a Sunday, or a legal holiday.

Subd. 4. Filing and Postmark. The filing or services of any notice or document herein shall be timely if it is personally served and the copies countersigned by each party and dated or if it bears a certified postmark of the United States Postal Service within the time period.

Section 4. Time Limitation and Waiver: Grievances shall not be valid for consideration unless the grievance is submitted in writing to the school district's designee, setting forth the facts and the specific provision of the Agreement allegedly violated and the particular relief sought within twenty (20) days after the date of the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall constitute a waiver of the grievance. Failure to appeal a grievance from one level to another within the time limits thereafter provided shall constitute a waiver of the grievance. An effort shall first be made to adjust an alleged grievance informally between the principal and the school district's designee.

Section 5. Adjustment of Grievance: The school district and the principal shall attempt to adjust all grievances which may arise during the course of employment of any principal within the school district in the following manner:

Sub. 1. Level I: If the grievance is not resolved through informal discussions, the Superintendent or designee shall give a written decision on the grievance to the parties involved within ten (10) days after receipt of the written grievance.

Sub. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within five (5) days after receipt of the decision in Level I. If a grievance is properly appealed to the School Board, the School Board may elect to review the matter and render a written decision within twenty (20) days after receipt of the written appeal. However, at the option of the School Board, the School Board may determine to set a hearing on the grievance within twenty (20) days after receipt of the written appeal, and in such case within twenty (20) days after the hearing, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to process the appeal at this level and report the findings and recommendations to the School Board. The School Board shall then render its decision.

Section 6. Denial of Grievance. Failure by the School Board or its representative(s) to issue a decision within the time period provided in this article shall constitute a denial of the grievance, and the principal may appeal it to the next level.

Section 7. Arbitration Procedures. In the event that the principal and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as defined in this article.

Sub. 1. Request. A request to submit a grievance to arbitration must be in writing signed by the aggrieved party and such request must be filed in the office of the Superintendent within ten (10) days following the decision in Level II of the grievance procedure.

Sub. 2. Prior Procedure Required. No grievance shall be considered by the arbitrator which has not first been duly processed in accordance with the grievance procedure and appeal provisions.

Sub. 3. Selection of Arbitrator. Upon the proper submission of a grievance under the terms of this procedure, the parties may, within ten (10) days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on an arbitrator is reached, either party may request the Commissioner of the Bureau of Mediation Services to submit a panel of seven (7) arbitrators to the parties, pursuant to P.E.L.R.A., provided such request is made within twenty (20) days after request for arbitration. The request shall ask that the panel be submitted within ten (10) days after the receipt of said request. Within ten (10) days after receipt of the panel, the parties shall alternately strike names, and the remaining name shall be the arbitrator to hear the grievance. The order of striking will be determined by lot. Failure to agree upon an arbitrator or the failure to request an arbitrator from the Commissioner within the time period as provided in this article shall constitute a waiver of the grievance.

Sub. 4. Hearing: The grievance shall be heard by a single arbitrator and both parties may be represented by such person or persons as they may choose and designate, and the parties shall have the right to a hearing at which time both parties will have the opportunity to submit evidence, offer testimony, and make oral or written arguments relating to the issues before the arbitrator. The proceeding before the arbitrator shall be a hearing de novo (anew: starting again).

Sub. 5. Decision: The decision by the arbitrator shall be rendered within thirty days after the close of the hearing. Decisions by the arbitrator in cases properly before him/her shall be final and binding upon the parties, subject, however, to the limitation of arbitration decisions as provided by in the P.E.L.R.A.

Sub. 6. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party's representatives, witnesses, and any other expenses which the party incurs in connection with presenting its case in arbitration. A transcript or recording shall be made of the hearing at the request of either party. The parties shall share, equally, fees and expenses of the arbitrator, the cost of the transcript or recording if requested by both parties, and any other expenses which the parties mutually agree are necessary for the conduct of the arbitration. However, if one party orders a copy of such transcript that party shall pay for such copy.

Sub. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or disagreements relating to grievances properly before the arbitrator pursuant to the terms of this procedure. The jurisdiction of the arbitrator shall not extend to proposed changes in terms and conditions of employment as defined herein and contained in this written Agreement; nor shall an arbitrator

have jurisdiction over any grievance which has not been submitted to arbitration in compliance with the terms of the grievance and arbitration procedure as outlined herein; nor shall the jurisdiction of the arbitrator extend to matters of inherent managerial policy, which shall include but not be limited to such areas of discretion or policy as the functions and programs of the District, its overall budget, use of technology, the organizational structure, and selection and direction and number of personnel. In consideration of any issue in dispute, the decision

of the arbitrator shall give due consideration to the statutory right and obligation of the Public School District to efficiently manage and conduct its operation within legal limitations surrounding the financing of such operations.

Sub. 8. Notwithstanding the expiration of Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

ARTICLE VII

OTHER BENEFITS

Section 1. Tax Sheltered Annuities: The Principal shall be eligible to participate in a tax sheltered annuity plan through payroll deduction established pursuant to Section 403(b) of the Internal Revenue Code of 1986, Minnesota Statutes, Section 123B.02, Subd. 15, and School District policy, and as otherwise provided by law. The school district shall contribute up to \$3000 in matching funds each year into the 403(b) matching fund on behalf of the Principal and as described and allowed by Minnesota Statute.

Section 2. Health Care Savings Plan: The principals are eligible to participate in the Minnesota Post Employment Health Care Savings Plan (HCSP) established under Minnesota Statutes, section 352.98 (Minn. Supp. 2001) and as outlined in the Minnesota State Retirement System's Trust and Plan Documents. All funds paid by the district on behalf of the principal will be deposited into the employee's post-employment health care savings plan account.

The district shall contribute a lump sum payment in the amount of \$3,000 to each principal's HCSP account at the end of each fiscal school year. If an employee leaves during the school year, the lump sum payment of \$3,000 will be prorated.

Section 3. Mileage: The principal will be responsible to use his own vehicle for school purposes. Mileage will be reimbursed at the rate of reimbursement allowed by the Internal Revenue Service in that particular year pursuant to M.S. 471.665, Sub. 1.

Section 4. Conferences and Meetings: The School District shall pay all legally valid expenses to a maximum of \$750 per year, for participation in professional conferences, seminars, or

college coursework which have been pre-approved by the Superintendent. Appropriate claim forms and receipts must be filed for reimbursement.

ARTICLE VIII

OTHER PROVISIONS

Section 1. Dues: The School Board will pay the full cost of the Principal's State and National professional dues.

Section 2. National Convention: The School District will provide an opportunity for the Administrator to attend a National Convention or Conference of his choice every three years and pay for registration, and ordinary and reasonable transportation, meals and lodging subject to School District policies relating thereto.

Section 3. Nightly Activity Supervision. Nightly activity supervision for grades 9 – 12 will be reimbursed \$100 per night for such activities as approved by the Superintendent.

Section 4. Weekend Activity Supervision. Weekend activity supervision for grades 9 – 12 will be reimbursed \$200 per day for such activities as approved by the Superintendent.

Section 5. Personnel Files: Pursuant to M.S 122A.40, Sub. 19, as amended, all evaluations and files relating to each individual principal shall be available during regular school business hours to said principal upon reasonable written notice. The principal shall have the right to reproduce any of the contents of the files at the principal's expense and to submit for inclusion in the file written information in response to any material contained therein. The school district may destroy such files as provided by law.

Section 6. Technology Allowance: Up to \$120 per month will be allowed for business cell-phone use and purchase of other job related technology.

Section 7: Negotiations may be re-opened in the event the district is approved for Q Comp.

ARTICLE IX

SALARY

Section 1. The Principals will be paid an annual salary as follows:

	Days	2024-25 Base	2025-26 Base	Responsibility Factor
Secondary Principal	260	122,997	126,071	2x (6-12) Oct. 1 enrollment x \$1

	Days	2024-25 Base	2025-26 Base	Responsibility Factor
Elementary Principal	260	114,387	117,246	1x (K-5) Oct. 1 enrollment x \$1
Assistant Principal	230	99,343	101,826	

ARTICLE X

DURATION

Section 1. Terms and Reopening Negotiations: This Agreement shall remain in full force and effect for a period commencing upon the date of its execution through June 30, 2026, and thereafter pursuant to PELRA. In the event a successor Agreement is not entered into prior to the expiration date of this Agreement, a principal shall be compensated according to the previous year’s compensation until such time that a successor Agreement is executed. If the exclusive representative desires to modify or amend this Agreement commencing on July 1, 2026, it shall give written notice of such intent no later than May 1, 2026, including complete language and detail of proposed changes. If such notice is not timely served, the School District shall not be required to negotiate any terms of employment for the following school year. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration of this Agreement.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and the exclusive representative. The provision herein relating to terms and conditions of employment supersede any and all prior Agreements, resolutions, practices, and School District policies, rules, or regulations concerning terms and conditions of employment inconsistent with these provisions. Nothing in this Agreement shall be construed to obligate the School District to continue or discontinue existing or past practices or prohibit the School District from exercising all management rights, functions, and prerogatives, except insofar as this exercise would be in express violation of any term or terms of this Agreement.

Section 3. Finality: Any matters relating to the current Agreement term, whether or not referred to in this Agreement, shall not be open for negotiation during the term of this Agreement.

Section 4. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof.

IN WITNESS WHEREOF, we subscribe our signature this _____ day of _____,
_____.

Administrator/Association President

Chairman of Board

Clerk of Board

Memorandum of Understanding

WHEREAS, the School District and the Association agree that Ron Erpenbach was once a principal at the secondary level and was moved to an elementary position for which he was licensed;

NOW, THEREFORE, in consideration of the promises and agreements hereinafter set forth, Ron Erpenbach will continue to be compensated at the secondary principal level, just like he has been since his employment with the School District, until his retirement, resignation or termination from Central Public Schools.

Nothing Follows

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT # _____
(City)
STATE OF MINNESOTA

108, Pursuant to due call and notice thereof, School Board meeting of School District No. 108, State of Minnesota, was held on 6/24/24, at 6 pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Long-Term Facility Maintenance budget and authorizing the inclusion of a proportionate share of Intermediate School District's Long-Term Facility Maintenance projects in the district's application for long-term facility maintenance.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT
NO. 288'S LONG-TERM FACILITY MAINTENANCE PROGRAM BUDGET AND
AUTHORIZING THE INCLUSION OF A PROPORTIONATE SHARE OF THOSE
PROJECTS IN THE DISTRICT'S APPLICATION FOR LONG-TERM FACILITY
MAINTENANCE REVENUE

BE IT RESOLVED by the School Board of District No. 108, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a long-term facility maintenance program budget for its facilities for the Fiscal Year 2026 in the amount of \$142,106. The various components of the program budget are attached as Exhibit A hereto and are incorporated herein by reference. Said budget is hereby approved (Exhibit A)
2. Minnesota Statutes, Section 123B.53, Subdivision 1, as amended, provides that if an intermediate school district's long-term facility maintenance budget is approved by the school boards of each of the intermediate school district's member school districts, each member district may include its proportionate share of the costs of the intermediate school district programming its long-term facility maintenance revenue application.
3. The proportionate share of the cost of the intermediate school district's Long-Term Facility Maintenance program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Long-Term Facility Maintenance program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The long-term facility maintenance costs shall be funded through annual levy instead of issuing bonds. The inclusion of this proportionate share in the district's long-term facility maintenance revenue

application for the fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education.

4. Upon receipt of the proportionate share of long-term facility maintenance revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. _____. State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. _____, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANSCRIPT INsofar AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's long-term facility maintenance projects in the district's application for long-term facility maintenance revenue.

WITNESS MY HAND officially as such Clerk this ____ day of _____, 2024

Clerk

School District No. _____

EXTRACT OF MINUTES OF MEETING
OF SCHOOL BOARD OF
SCHOOL DISTRICT # _____
(City)
STATE OF MINNESOTA

Pursuant to due call and notice thereof, School Board meeting of School District No. 108, State of Minnesota, was held on 6/24/24, at 6 pm, for the purpose, in part, of approving the SW Metro Intermediate School District No. 288's Safe School Program and authorizing the inclusion of a proportionate share of Intermediate School District's Safe School Program in the district's application for Safe Schools Revenue.

Director _____ introduced the following resolution and moved its adoption:

RESOLUTION APPROVING SW METRO INTERMEDIATE SCHOOL DISTRICT
NO. 288'S SAFE SCHOOL PROGRAM AND AUTHORIZING THE INCLUSION OF
A PROPORTIONATE SHARE OF THIS PROGRAM IN THE DISTRICT'S
APPLICATION FOR SAFE SCHOOL REVENUE

BE IT RESOLVED by the School Board of District No. 108, State of Minnesota, as follows:

1. The School Board of SW Metro Intermediate School District No. 288 has approved a Safe School program for the Fiscal Year 2026 in the amount of **\$224,400**. The various components of the program budget include costs for a School Resource Officer, safety equipment, and non-instructional technology hardware.
2. The proportionate share of the cost of the intermediate school district's Safe School program for each member school district to be included in its application shall be determined by multiplying the total cost of the intermediate school district Safe School program times a percentage that weighs the two components of each member district's portion of the total Special Education Tuition billing and Vocational billing. The Safe School costs shall be funded through annual levy. The inclusion of this proportionate share in the district's Safe School revenue application for the fiscal year 2026 is hereby approved, subject to approval by the Commissioner of Education.
3. Upon receipt of the proportionate share of Safe School revenue attributable to the intermediate school district program, the district shall promptly pay to the intermediate school district the applicable aid or levy proceeds.

The motion for the adoption of the foregoing resolution was duly seconded by Director _____ and, upon vote taken thereon, the following voted in favor thereof:

And the following voted against the same:

Whereupon said resolution was declared duly passed and adopted.

STATE OF MINNESOTA

I, the undersigned, being the duly qualified and acting Clerk of School District No. _____, State of Minnesota, hereby certify that I have carefully compared the attached and foregoing extract of minutes of a meeting of School District No. _____, held on the date therein indicated, with the original of said minutes on file in my office, and the same is a FULL, TRUE AND COMPLETE TRANSCRIPT INsofar AS THE SAME RELATES TO THE APPROVAL OF SW Metro Intermediate School District's Safe School Program in the district's application for Safe School revenue.

WITNESS MY HAND officially as such Clerk this _____ day of _____, 2024

Clerk

School District No. _____

**AMENDMENT TO THE
2022/2023 - 2024/2025 SUPERINTENDENT CONTRACT**

The School Board of Independent School District No. 108, Norwood-Young America, Minnesota (hereinafter “School District”) and Timothy R. Schochenmaier (hereinafter “Superintendent”) are parties to a Superintendent’s Contract, effective July 1, 2022 through June 30, 2025 (“Contract”). The parties have agreed to amend the Superintendent’s contract as follows:

1. Additional Duties/Pay. Due to staffing shortages, the Superintendent has taken on duties of other positions beyond that of his position of Superintendent including, but not limited to, duties of the Human Resources Director. Combining these positions results in a cost savings for the School District but requires additional work by the Superintendent, which he affirms he has the capacity to perform. The parties, therefore, agree that the School District shall employ the Superintendent to perform the additional duties of the position of Human Resources Director, commencing July 1, 2024, through the remaining term of his contract, June 30, 2025. In consideration of this agreement, the School District shall add \$19,000 to the Superintendent’s annual base salary of \$146,873 for the 2024-2025 school year. The assignment of these duties and corresponding pay shall be contingent upon the Superintendent’s continued employment during as Superintendent during the contract term. The assignment of these additional duties to the Superintendent may be terminated at any time upon mutual agreement of the School Board and Superintendent.

2. Insurance. The School District has offered and provided group health and hospitalization and dental insurance coverage for the Superintendent and the Superintendent’s dependents/family or, at the Superintendent’s election, single health and hospitalization and dental insurance coverage in conjunction with a contribution to the Superintendent’s HRA, HSA or other annuity pursuant to Article VII, Sections 1 and 2 of the Contract. The Superintendent is voluntarily choosing to decline such coverage and discontinue participation in this group health coverage at the earliest possible date, which may be during the School District’s open enrollment period in 2024, based on exiting coverage through another group plan provided by the Superintendent’s spouse.
 - a. To effectuate this waiver of insurance coverage, the Superintendent shall be required to execute and submit the required health care waiver form to the School District’s group health and hospitalization and dental insurer(s) with the understanding that he may reenroll in the insurance coverage offered by the School District and its insurers

pursuant to the Contract at a later date should said alternate coverage end, pursuant to any eligibility requirements for reenrollment pursuant to the policy of the insurer(s) and/or state or federal law.

- b. The Superintendent understands and agrees that notwithstanding the additional compensation provided to him as remuneration for his performance of the duties as Human Resources Director, there shall be no cash or other benefit offered in lieu of health and dental insurance coverage provided pursuant to the Contract. The Superintendent understands and agrees that upon submission of the aforementioned waiver the School District's contractual obligations pursuant to Article VII, sections 1 and 2, shall end, subject to written notice by the Superintendent to the School District to reenroll in the School District's group insurance policies and submission of any required application and eligibility terms of the School District's insurer(s).
 - c. To the extent paragraph 2 of this Agreement will cause or does cause penalties, fees, or fines to be assessed against the School District, the parties agree to reopen negotiations that result in a revised Contract between the parties that eliminates or reduces penalties, fees, or fines to be assessed against the School District. The amount of any reduction in the School District's contribution toward the Superintendent's healthcare benefits as a result of addressing any additional fines or penalties owed to the Superintendent shall be placed into another School District provided benefit as agreed upon between the parties.
3. Except as otherwise provided herein, the Superintendent's Contract covering the period of July 1, 2022 through June 30, 2025, shall remain in full force and effect.

These amendments to the Superintendent's Contract shall be effective only upon being signed by the Superintendent and the officers of the School Board after authorization for such signatures by the officers is given by the School Board at a public meeting and properly reflected in School Board minutes.

[SIGNATURES ON NEXT PAGE]

IN WITNESS WHEREOF, I have
subscribed my signature this 24th day of
June, 2024.

Timothy R. Schochenmaier
Superintendent

IN WITNESS WHEREOF, I have
subscribed my signature this 24th day of
June, 2024.

School Board Chair

School Board Clerk

Certification of Updated District Population Estimate

RESOLUTION

CERTIFYING THE POPULATION ESTIMATE FOR THE 2024 PAYABLE 2025 LEVY OF INDEPENDENT SCHOOL DISTRICT ISD #108.

WHEREAS, the Independent School District #108 has experienced an increase in population from the 2020 census figure of 8,697, to the current census figure of 9,006 as determined by the State Demographer.

BE IT RESOLVED, by the School Board of Independent School District #108 that the census figure of 9,006 be certified to the State Demographer for approval of use in the 2024 payable 2025 revenue calculations.

For the adoption of the foregoing resolution was duly seconded by Member _____ and upon vote being taken thereon, the following voted in favor thereof: _____

And the following voted against: _____

Whereupon said resolution was declared duly passed and adopted.

Date: _____

BY ORDER OF THE SCHOOL BOARD

_____ (Clerk Signature)

_____ (Clerk Name)

School Board Clerk

Once the resolution is formally approved at a June 2024 school board meeting, please scan and email the signed copy to megan.dayton@state.mn.us

Finance Committee Report



July 22, 2024

Purpose

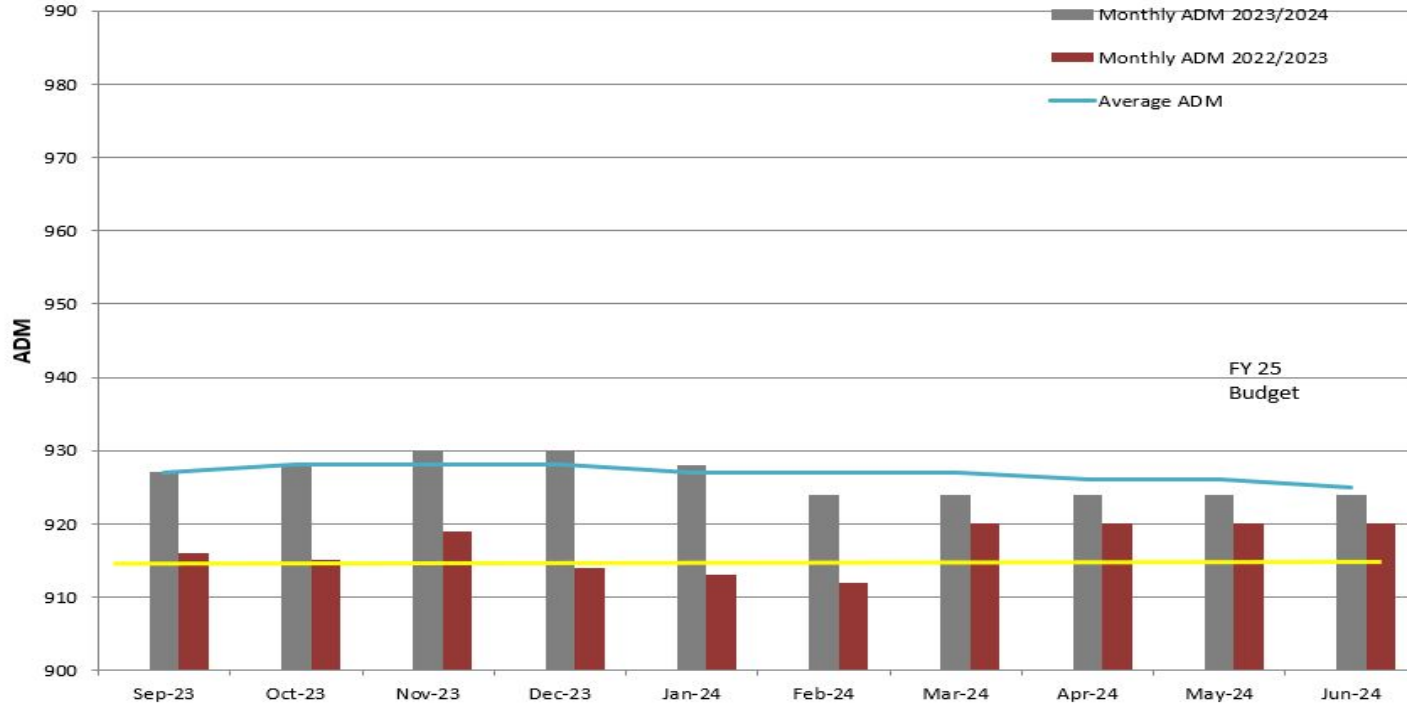


- Provide an overview of the previous months revenue, expense, and enrollment.
- Review significant changes

Enrollment by Month



23-24 Monthly, Average, and Budgeted Daily Membership



Monthly Revenue/Expense



June 2024 Data

Using FY24 Budget

YTD Revenues						
	23-24 Revenue Budget	23-24 Revenue to Date	% of Budget	22-23 Revenue Budget	22-23 Revenue to Date	% of Budget
General Fund	\$ 13,617,282	\$ 12,782,592	93.9%	\$ 12,426,742	\$ 12,128,295	97.6%
Food Services	\$ 670,550	\$ 661,025	98.6%	\$ 649,132	\$ 570,846	87.9%
Community Services	\$ 880,913	\$ 876,888	99.5%	\$ 991,834	\$ 992,484	100.1%
Debt Services	\$ 2,930,801	\$ 3,093,227	105.5%	\$ 2,253,133	\$ 1,980,947	87.9%
Scholarships	\$ 6,000	\$ 4,350	72.5%	\$ 4,000	\$ 2,915	72.9%
Student Activities	\$ 69,775	\$ 79,435	113.8%	\$ -	\$ 81,044	0.0%
Total Revenue	\$ 18,175,321	\$ 17,497,516	96.3%	\$ 16,324,841	\$ 15,756,532	96.5%
YTD Expenses						
	23-24 Expense Budget	23-24 Expenses to Date	% of Budget	22-23 Expense Budget	22-23 Expenses to Date	% of Budget
General Fund	\$ 14,211,210	\$ 13,283,577	93.5%	\$ 12,394,073	\$ 12,639,641	102.0%
Food Services	\$ 629,400	\$ 660,033	104.9%	\$ 555,628	\$ 662,449	119.2%
Community Services	\$ 1,106,479	\$ 1,069,271	96.6%	\$ 939,134	\$ 1,081,441	115.2%
Debt Services	\$ 2,538,762	\$ 2,533,387	99.8%	\$ 2,158,536	\$ 2,154,986	99.8%
Scholarships	\$ 6,000	\$ 5,850	97.5%	\$ 4,000	\$ 3,200	80.0%
Student Activities	\$ 80,165	\$ 97,903	122.1%	\$ -	\$ 102,231	0.0%
Total Expenses	\$ 18,491,851	\$ 17,650,020	95.4%	\$ 16,051,371	\$ 16,643,948	103.7%
Favorable/(Unfavorable)	\$ (316,530)	\$ (152,504)	48.18%	\$ 273,470	\$ (887,416)	-324.5%

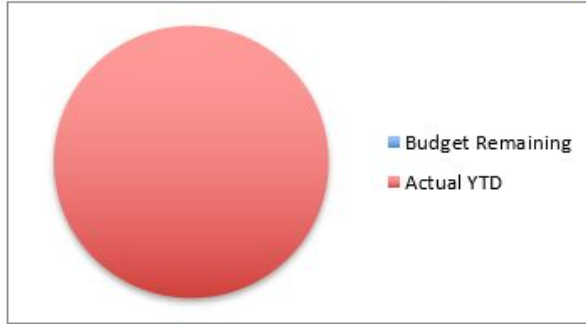
23-24 Fund Balance					
	Audited Fund Balance 7/1/23	23-24 Revenues to Date	23-24 Expenses to Date	Fund Balance 6/30/23	Favorable/(Unfavorable)
General Fund	\$ 2,125,114	\$ 12,782,592	\$ 13,283,577	\$ 1,624,129	\$ (500,985)
Food Services	\$ 152,689	\$ 661,025	\$ 660,033	\$ 153,681	\$ 992
Community Services	\$ 172,917	\$ 876,888	\$ 1,069,271	\$ (19,466)	\$ (192,383)
Debt Services	\$ 20,979	\$ 3,093,227	\$ 2,533,387	\$ 580,819	\$ 559,840
Scholarships	\$ 31,492	\$ 4,350	\$ 5,850	\$ 29,992	\$ (1,500)
Student Activities	\$ 81,865	\$ 79,435	\$ 97,903	\$ 63,397	\$ (18,468)
Total Fund Balance	\$ 2,585,056	\$ 17,497,516	\$ 17,650,020	\$ 2,432,552	\$ (152,504)

ISD 108 Promise to Voters



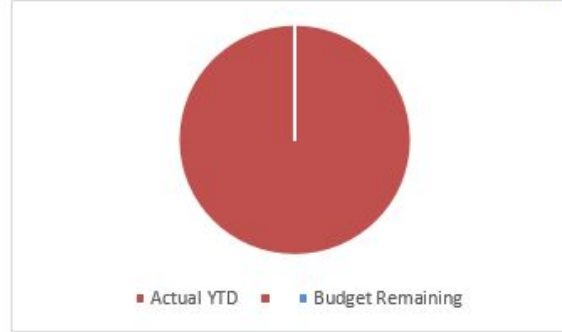
Q1 Curriculum

Budget Remaining Actual YTD
0 156,000



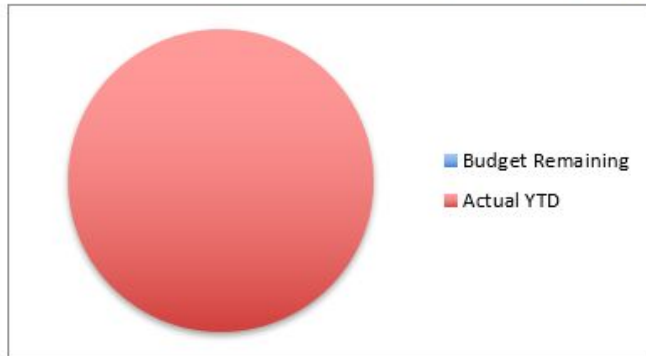
Q1 Staff Development

Actual YTD Budget Remaining
71000 0



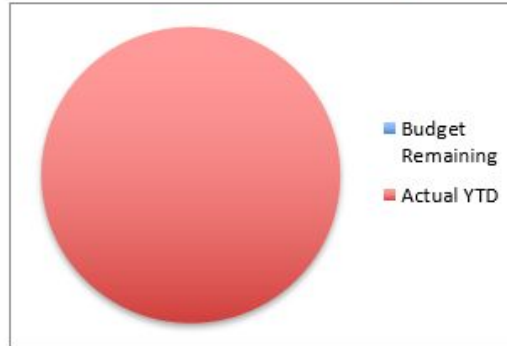
Q2 Tech Levy

Budget Remaining Actual YTD
0 350,000



Q1 Maintain Class Size

Budget Remaining Actual YTD
0 347,772



January

Organizational meeting
Reduction of Licensed Positions
Resolution

February

Highlights from CE
Revised Budget
Budget parameters set

March

Highlights from Secondary

April

Legislative updates
Parent Survey Formation
Highlights from Activities

May

Discussion about next FY budget
IOWA Resolution
MSHSL Resolution
Highlights from Curriculum
Census Certification
End-of-Year Results on Goals

June

Approve next FY budget (required by
law by June 30)
Parent Survey Results

July

Organization meeting #2
Set lunch prices, pay for workers, adjust
meeting dates, set legal, publication,
etc...
Set superintendent and board goals for
the next FY
LTFM Plan Due to MDE

August (was discussed to have this
meeting 2nd week of Aug so not to
overlap with Stif Fest and workshop
week)

School, Activity and CE Handbooks

September

Approve preliminary levy by Sept. 30 by
law
Curriculum and Activities Yearly
Forecast

October

Vision Card results based on MDE and
local data
Principal/Dept Goals to Board

November

Audit from previous FY
School Calendar First Draft
On an election year- canvassing results
Highlights from Student Services

December

Truth in Taxation meeting (required by
law)
Finalize levy for two FYs from now
School Calendar Final Draft
Highlights from Elementary

2023-24 Superintendent Evaluation

Budget Development and Maintenance (ongoing goal)
--

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>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</p>	<p>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</p>	<p>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</p>	<p>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</p>

Facilities Management/Construction

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Ensures facilities management plan is in place and effectively communicates the progress of the current construction projects to the board and community.</p>	<p>Ensures facilities management plan is in place and includes the current status of the buildings.</p>	<p>Discusses facilities needs internally, but no plan is created, addresses issues on an as-needed basis.</p>	<p>Facilities management plan is not created; maintenance is performed when absolutely needed..</p>

Human Resources Management

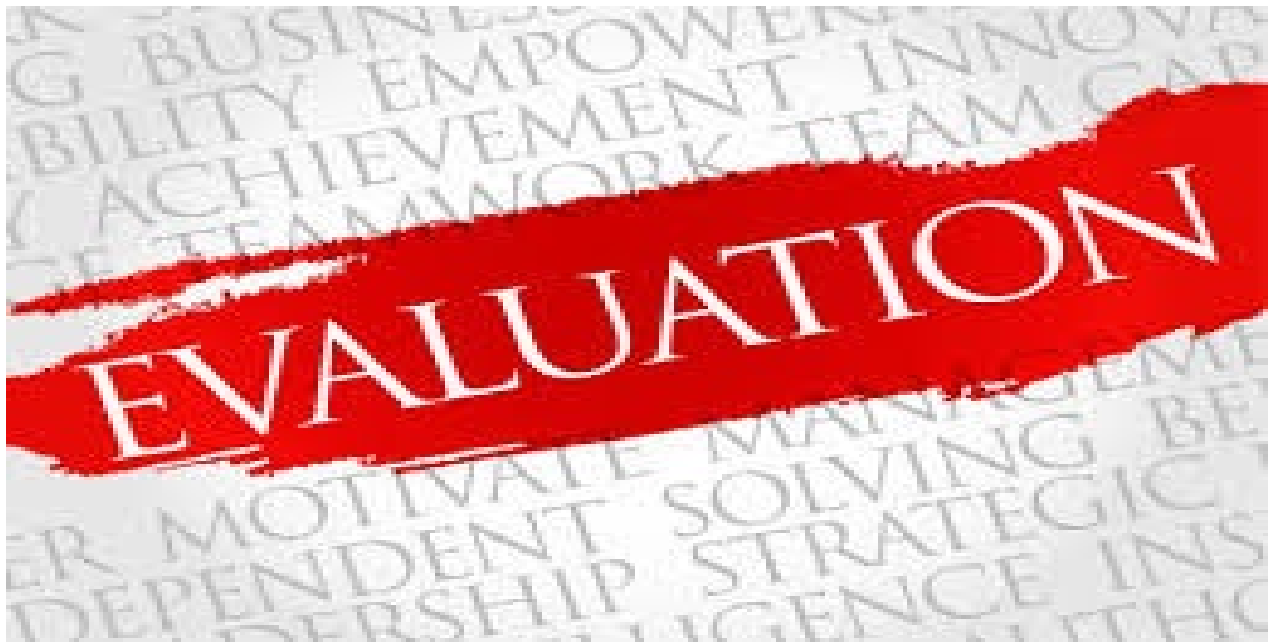
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</p>	<p>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</p>	<p>Assures evaluations are completed, but are consistent or not in compliance with state law</p>	<p>No performance evaluation system in place; evaluations not completed as required by state law</p>

Teaching and Learning: Staff Development

Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)
<p>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</p>	<p>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</p>	<p>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</p>	<p>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</p>

A Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members
and Superintendents



MASA

Minnesota Association of School Administrators

Revised: July 2022

Goals- and Standards-Based Superintendent Evaluation

A Resource for School Board Members and Superintendents

Minnesota School Boards Association
Minnesota Association of School Administrators

INTRODUCTION

This guide, along with the supporting resources, is designed to help school board members and superintendents implement an effective, meaningful superintendent evaluation process that is focused on improving student achievement.

The resources referenced in this document were developed jointly by staff of the Minnesota School Boards Association (MSBA) and staff and officers of the Minnesota Association of School Administrators (MASA).

The basis for all resources are the Program Requirements for All Administrative Licenses, Subparts “1” and “2” ([Minnesota Rules 3512.0510](#)).

FOR MORE INFORMATION

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507-934-2450

Email: kschneidawind@mnmsba.org

MASA

Deb Henton, Ed.D., Executive Director

Phone: 651-645-6272 or
651-439-7719 (cell)

Email: deb.henton@mnasa.org

PREFACE

Effective school boards recognize that hiring the right superintendents to lead and manage the school districts they serve is one of their most important duties. Delegating authority and holding the superintendent accountable are vital. Effective school boards also know that they have a duty to themselves and their communities to determine whether the authority delegated to the superintendents is being used as intended. As a result, evaluating the superintendent's performance should be a major focus of the school board and, by extension, the superintendent.

The Superintendent Evaluation: A Resource for School Board Members and Superintendents (Resource) is divided into three parts as outlined in the Table of Contents. Part 1 provides basic information to help school board-superintendent teams gain knowledge of evaluation principles and holding a closed meeting for superintendent evaluation. Part 2 provides a three-step process for establishing an evaluation that includes both performance goals and standards of performance and information about holding the mid-year and end-of-year evaluations. Part 3 includes examples of evidence of superintendent performance (such as documents, communications, etc.), sample evaluation forms, and a copy of Minnesota Rules 3512.0510.

The information in this Resource provides a framework for effective superintendent evaluations. School board and superintendent teams may choose to focus on establishing a goals-based evaluation; others may choose to develop a hybrid that includes a limited number of performance goals and standards of performance; others may choose a different model or opt to continue using the tool(s) and processes they are currently using. Whichever option the school board-superintendent team selects, the most important consideration is to commit to holding at least an annual evaluation of the superintendent's performance.

Before beginning to read the content of this Resource, two terms used throughout this document should be explained. From this point, the phrase, "performance standard," is a written criteria against which a superintendent's work is assessed to determine growth and/or functioning. While the superintendent's job description lays out what must be done, performance standards provide the superintendent with specific expectations for each job duty. The phrase, "performance goal," is a statement that describes the desired outcome(s) of the superintendent's work. Performance goals are job specific, measurable, and should support the school district's mission, vision, and beliefs.

Finally, training for both the school board and superintendent is suggested prior to implementing the tool.

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OVERVIEW OF PART 1

Part 1: Evaluation Overview

1. Evaluation Overview
 - Reasons to Evaluate the Superintendent
 - Components of a Comprehensive Superintendent Evaluation
 - How to Evaluate Objectively and Fairly
2. Timeline for Superintendent Evaluation
3. Closed Meeting for Superintendent Evaluation
4. Superintendent Job Description

PART 1: EVALUATION OVERVIEW

1. Reasons to Evaluate the Superintendent

Evaluation of a superintendent's performance is one of a school board's most important responsibilities. A school board's evaluation of its superintendent is an inherent managerial right unless negotiated away.

Wise school boards avoid limiting the school board's inherent managerial rights in the superintendent's employment contract. Each school board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included.

Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school board-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for satisfying the public's desire for accountability.

DO	DON'T
Collaborate with the superintendent on expectations, process, and timeline	DON'T expect either the school board or the superintendent to manage the evaluation alone
Develop an effective process for the <i>entire</i> school board to engage in the evaluation	DON'T appoint a school board committee or a single school board member to conduct the evaluation
Develop agreed-upon ratings along with written commentary, feedback, and recommendations to the superintendent	DON'T provide only the agreed-upon ratings
Compile one final evaluation summary so that the school board speaks with one voice	DON'T prepare separate, individual evaluations from each school board member
Allow time for the school board to discuss the results and for the superintendent to give input and respond to the evaluation	DON'T conduct the evaluation as a one-way communication from the school board to the superintendent

2. Elements of a Comprehensive Superintendent Evaluation

Principle	Rationale
Provide opportunities for personal and professional development	Successful evaluation processes must address the whole person and be oriented toward continuous improvement
Focus on improving performance (not proving incompetence)	An effective evaluation process is based on providing feedback for growth, not on finding shortcomings. A school board may use evaluation for the purpose of termination, but doing so should not be the focus or priority
Provide legal, realistic, accurate, useful, and measurable criteria that reflect the competencies in Minnesota Rules 3512.0510	Evaluation criteria should incorporate these qualities
Create an ongoing process connected to school district and school improvement goals and/or performance standards	Evaluation is a process, not a once-a-year conversation; it must be embedded in the school district's goals and plans
Connect the school district's goals with the community's vision for its schools	Goals must reflect the community's hopes for its public schools and students
Link evaluation to academic, social, and emotional growth of all school district students	Accountability should include multiple measures of student learning
Recognize the importance of superintendent leadership to facilitate a better quality of life for all inside the school community and in the community at large	The superintendent's work must be concerned with shaping the community's future and having a positive effect upon people's lives

3. How to Evaluate Objectively and Fairly

While every evaluation process includes some subjectivity, effective tools and procedures will make the process more objective. The components below will help create a quality evaluation process.

Documentation

An evaluation is more than a checklist: deciding whether expectations are met requires careful consideration of documented evidence. School board members and the superintendent should work together to reach consensus on the evidence to be used, keeping in mind that school districts already produce a variety of annual reports, curriculum studies, budget printouts, contracts, meeting minutes, and more—all of which may be used to document a superintendent’s progress and accomplishments related to established goals and/or performance standards.

Criteria and Ratings

An effective evaluation requires that school board members rate performance by using criteria that are mutually agreed upon, understandable, realistic, and measurable.

Written Comments

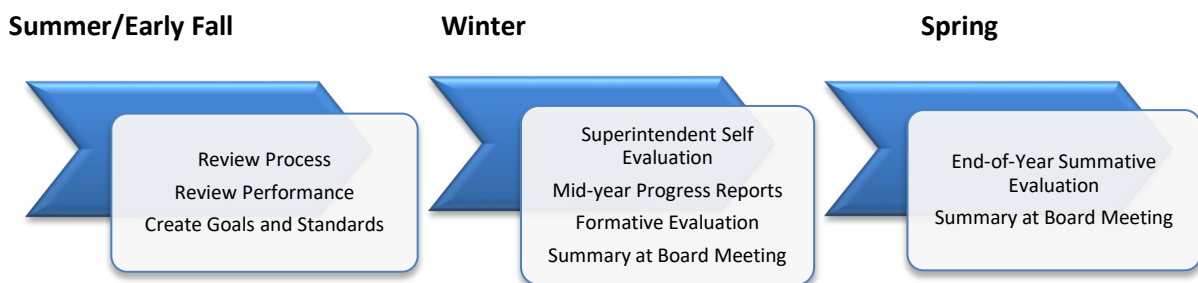
Written comments offer school board members the opportunity to provide specific constructive praise and criticism. They provide the superintendent with useful information that can be used for continuous improvement.

Evaluation Conferences

Face-to-face meetings between a school board and its superintendent are useful to (a) discuss evaluation criteria; (b) establish goals and select performance standards; (c) determine the evaluation instrument, rating scale, and process; and (d) present supporting evidence and discuss the results of the school board’s mid-year formative and year-end summative evaluations.

School boards must comply with Minnesota’s Open Meeting Law ([Minnesota Statutes Chapter 13D](#)), the Minnesota Government Data Practices Act (MGDPA) ([Minnesota Statutes Chapter 13](#)), and other privacy laws. MSBA/MASA Model Policies 205 and 206, MSBA Service Manual Chapter 13 and Law Bulletins C and I, and the Minnesota Office of the Revisor of Statutes offer additional guidance. Please also see *Closed Meeting for Superintendent Evaluation* on page 7.

4. Timeline for Superintendent Evaluation



Summer/Early Fall

- School board and superintendent **review** job description, the evaluation process, form(s), and timelines.
- **Identify acceptable supporting documents**, information, evidence, and data to be used to measure performance.
- School board and superintendent **create goals and/or identify standards** based on school district priorities and that are measurable and achievable in twelve months. If no agreement can be reached, the school board's determination prevails as it is the superintendent's employer.

Winter

- During a school board meeting, the school board chair and superintendent **review evaluation process and forms** with new school board members. Private data may not be shared with new school board members until after they officially take office.
- Superintendent may complete a **self-evaluation**, with supporting documents, to be provided to the school board. The data used to create a self-evaluation is the superintendent's sole property and is shared with the school board only if the superintendent chooses to do so.
- Superintendent makes **mid-year progress reports** to the school board related to the goals and standards.
- Prior to the superintendent's **mid-year formative evaluation**, each school board member receives the mid-year evaluation form, including the evaluation criteria (goals and standards).

A formative evaluation may include informal or formal assessment of current practice and should offer feedback suited to improve future performance.

- School board members **prepare to discuss the superintendent's performance** for each goal and/or standard. The school board may request an opportunity to prepare without the superintendent's presence, but the school board cannot exclude the superintendent.

- At the **formative evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share assessments of the superintendent’s formative evaluation performance.
 - The superintendent may offer clarification and/or progress reports on goals and/or standards.
 - The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.
- At the next open meeting, the school board **summarizes its conclusions** regarding the formative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **formative evaluation is attached to the summative evaluation** when it is completed. Both documents are placed in the superintendent’s personnel file.

Spring

- Each school board member **receives the end-of-year summative evaluation form** and the evaluation criteria.
- The school board members **prepare to discuss the superintendent’s performance** on each goal and/or standard. The school board may request an opportunity to prepare for the summative evaluation without the superintendent’s presence, but the school board cannot exclude the superintendent.
- At the **evaluation meeting**, the school board chair leads the school board’s review of the superintendent’s performance. The school board may close the meeting unless the superintendent requests that the meeting be open. The school board should require that this request be in writing.
 - The school board members share their assessments of the superintendent’s summative evaluation performance.

A summative evaluation is a formal evaluation that is based on all evidence collected throughout the evaluation process. The superintendent receives an overall performance rating and the evaluation is placed in the superintendent’s personnel file.

- The superintendent may provide clarification and/or progress reports on the goals and/or standards.
- The school board seeks to reach consensus on the evaluation. The school board chair completes the evaluation form during the evaluation meeting.

- At the next open meeting, the school board **summarizes its conclusions** regarding the summative evaluation, in compliance with Minnesota’s Open Meeting Law.
- The **final written summative evaluation form** is placed in the superintendent’s personnel file.

5. Closed Meeting for Superintendent Evaluation

A school board may evaluate the superintendent’s performance in a closed meeting. The following steps must be taken:

- a) The school board **provides proper notice** to hold a meeting to evaluate the superintendent
- b) The school board **meets in open session** pursuant to the notice.
- c) A school board member **moves to close the meeting** for the purpose of evaluating the superintendent. This motion must be seconded and a majority vote of the school board members present must support the motion before the school board moves into closed session.
 - **NOTE:** If the superintendent requests that the evaluation meeting be open, the school board cannot meet in closed session. The evaluation must then be conducted in open session.
 - **NOTE:** the superintendent has the right to attend the closed meeting.
- d) The school board **proceeds to the closed meeting** to evaluate the superintendent.
- e) After the school board completes its closed meeting, it must **return to open session**. The school board can proceed with the open meeting or it can move to adjourn.
- f) The school board chair **prepares a summary** of the school board’s conclusions regarding the superintendent’s evaluation. The summary must summarize each specific, salient point of the evaluation and be more detailed than a statement that strengths and weaknesses or areas of growth were identified. The summary must give enough information so that a reasonable person would know what occurred without disclosure of private data.

The summary should include:

- The closed meeting date;
 - The names of attendees;
 - The performance areas that were reviewed, including
 - Whether expectations were met
 - Areas of strength
 - A summary statement of each goal
 - Areas of concern, if any (do not include specific personnel data that led to the concern)
- g) **At its next open meeting**, the school board provides the summary of its conclusions regarding the superintendent’s evaluation. The ‘next open meeting’ applies regardless of the type of meeting (such as a regular meeting, special meeting, work session, work study, etc.). If the next meeting is a special meeting, the school board should ensure that the special meeting notice includes the superintendent evaluation summary in the purpose of the special meeting notice and on the special meeting agenda.

The written summary should be read aloud at the meeting. Copies of the written summary should be given to the school board members at the meeting. A copy must be available at the open meeting for the public to review. The summary should be reflected in the meeting minutes.

6. Superintendent Job Description

To be effective, a superintendent must focus on meeting the regular, ongoing responsibilities that make the school district function effectively and efficiently. The superintendent must have a clearly defined job description to ensure that the school board and superintendent share a common understanding of roles and ongoing responsibilities.

The job description should be grounded in the competencies identified in Minnesota Rules 3512.0510, address the school district's specific needs, and be revisited regularly to ensure that the description accurately describes the full scope of the superintendent's roles and responsibilities. The job description must be consistent with the school board's vision, mission, and goals.

Sample Superintendent Job Description

General Position Description

The superintendent is the chief executive officer of the school district, an advisor to the school board and is directly accountable to the school board.

The superintendent is responsible for guiding and directing all school district operations and activities and for informing the school board of all needs related to the school district's current and future operations. The superintendent shall recommend policies to the school board and shall be responsible for implementing, interpreting, and executing policies that the school board has adopted.

Specific Duties

The superintendent shall

- Provide leadership for educational programs, staff development programs, and curriculum development to provide all the school district's students the best possible learning opportunity and environment;
- Inform and advise the school board about programs, practices, and problems and keep the school board informed of the activities operating under the school board's authority;
- Explain the school district's educational needs to the school board, recommend necessary new and/or revised policies and staffing changes for school board action;
- Serve as a liaison between the school district and the community; respond to concerns of parents, students, residents, and staff to increase understanding of policies and practices and to keep them informed of and involved in school district activities;
- Oversee school district financial operations and prepare, present, and recommend a budget;
- Communicate employee proposals to the school board, recommend adjustments to employee policies and salary structures as appropriate, and manage all employee contracts and policies;
- Develop and maintain a comprehensive strategic planning process, which includes short- and long-term planning and development of school district and instructional goals;

- Establish and maintain working relationships with agencies and organizations outside the school district to promote the school district's best interests through contact with legislators, local government leaders, other superintendents, businesses, and others.
- Maintain and improve effective school board-superintendent relationships by participating in joint seminars and training sessions;
- Delegate responsibility and authority to school district employees as appropriate and define the authority and responsibilities of and effectively evaluate middle managers;
- Complete all required state and federal reports in a timely manner; and
- Assume ultimate responsibility for all aspects of the school district's operation.

OVERVIEW OF PART 2

Part 2: Developing a Goals- and Standards-based Evaluation and Process

1. Establish goals and selecting standards
 - Standard 1: Governance Team
 - Standard 2: School District Finances
 - Standard 3: Communication and Community Relations
 - Standard 4: School District Operations
 - Standard 5: Human Resources
 - Standard 6: Teaching and Learning
 - Standard 7: Student Support
 - Standard 8: Ethical and Inclusive Leadership
2. Schedule and hold a mid-year evaluation
 - Preparing for the mid-year and end-of-year evaluation meetings
3. Schedule and hold an end-of-year summative evaluation meeting
 - Tips for Conducting a Fair and Objective Evaluation Meeting

PART 2: DEVELOPING A GOALS- AND STANDARDS-BASED EVALUATION

Planning is essential to developing an effective goals- and standards-based evaluation. A goal establishes shared expectations for the superintendent's individual job performance. Standards focus on objectives the school district is directed toward. Goals- and standards-based evaluations are important because they help communicate expectations to the superintendent regarding individual improvement and district-level aspirations.

To set goals and standards, the school board must decide how the superintendent should spend the bulk of his or her time to help the school district meet its strategic priorities and goals. The school board and superintendent team must decide the areas that are most in need of the superintendent's attention.

The school board and superintendent are encouraged to develop the evaluation criteria and processes that meet their school district's needs. A hybrid approach that includes a limited number of performance goals and standards may be most helpful to the school board and superintendent. The process of setting performance goals, selecting the standards, and conducting the evaluation can be divided into three steps:

Step 1: Establish goals and standards

Step 2: Schedule and hold a mid-year formative evaluation meeting

Step 3: Schedule and hold an end-of-year summative evaluation meeting

Each step of the process is outlined below.

Step 1: Establish Goals and Select Standards

The school board and superintendent establish two or three district-focused goals and one or two professional development goals for the superintendent. The goals should be clearly aimed at improving student learning, the climate for student learning, and other specific areas of operational oversight. The goals detail expectations for the superintendent to accomplish during the next twelve months, understanding that circumstances may necessitate modifications during the year. [Minnesota Rules 3512.0510](#), which can be helpful in setting superintendent goals, can be found beginning on page A-10.

When possible, measurable progress indicators (the evidence the school board expects to receive from the superintendent for use in determining whether the goals have been accomplished) should be mutually agreed upon by the school board and superintendent. Each measurable progress indicator should be clear, understood by both the school board and superintendent, and recorded under the goal. The sample document found on page A-1 details two possible superintendent goals and evidence associated with each goal.

Once the goals have been selected and the relevant evidence is identified, the school board and superintendent work together to identify standards to be assessed based on the school district's strategic goals and priorities. Each standard includes specific elements that further define the superintendent's responsibilities within the standard. The level of performance is progressive in nature and moves from ineffective to highly effective.

Each year, select two or three standard(s) and all or some of the elements within the selected standard(s). A standard may support (an) established superintendent goal(s), school district goal(s), or a clearly defined operational or organizational area of focus. A list of eight possible standards and associated elements is provided below. A sample completed evaluation form that includes both goals- and standards-based criteria can be found beginning on page A-4. Evidence of performance should also be identified.

Standard	Elements
Governance Team	<ul style="list-style-type: none"> • Roles and Responsibilities • Goals and/or Strategic Plan • Policy Implementation • Information for Decision-Making • School Board Questions and Development
School District Finances	<ul style="list-style-type: none"> • Budget Development and Maintenance • Financial Statements • Financial Controls • Bond and Levy • Asset Protection
Communication and Community Relationships	<ul style="list-style-type: none"> • Relationship with the Community • Engagement • Informs the Community as a Whole • Advocacy • Media • Visibility and Approachability
School District Operations	<ul style="list-style-type: none"> • Facilities • Transportation • Food Service • Technology • Maintenance • Personnel
Human Resources	<ul style="list-style-type: none"> • Internal Communications • Personnel Concerns • Delegation of Duties • Visibility and Approachability • Hiring and Staff Development • Collective Bargaining and Union Relations • Evaluation
Teaching and Learning	<ul style="list-style-type: none"> • Staff Development • School Improvement • Curriculum and Instruction • Professional Knowledge of Teaching and Learning • Culture of Cooperation
Student Support	<ul style="list-style-type: none"> • Student Engagement and Feedback • Student Attendance • Support for Students • Student Discipline • Culture of Cooperation • School Safety and Security • Emotional Health and Social Needs
Ethical and Inclusive Leadership	<ul style="list-style-type: none"> • Ethics and Professional Behavior • Interactions with Staff, Students, and Community • Professional Practice • Diverse Communities • Cultural Competency • Equity Plan Implementation

Standard 1. Governance Team				
Element 1.a. Roles and Responsibilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Models adherence to school board and superintendent roles and responsibilities that have been established and articulated. Facilitates candid and respectful discussion of any issues that are unclear</i>	<i>Works with the school board to review and refine guidelines for effective school board and superintendent roles and responsibilities</i>	<i>Articulates and adheres to the roles and responsibilities of the school board and superintendent</i>	<i>Does not articulate or adhere to the roles and responsibilities of the school board and superintendent</i>	
Element 1.b. Goals and/or Strategic Plan				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Facilitates development of the school district's short- and long-term measurable goals and aligns available resources with school district's budget to accomplish goals</i>	<i>Facilitates development of the school district's short- and long-term goals and recommends necessary financial strategies to meet goals</i>	<i>Goals have been developed but no overall plan or alignment of resources exists</i>	<i>Goals are not developed.</i>	
Element 1.c. Policy Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Leads in determining school district needs and policy priorities; facilitates regular review and revision of school board policy and policy development process</i>	<i>Consults with school board when questions of policy interpretation arise; follows school board policy in decision-making</i>	<i>Occasionally acts without following school board policy</i>	<i>Does not follow or rely on school board policy. Uses personal discretion in decision-making</i>	
Element 1.d. Information for Decision-Making				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Collaborates with school board to review and improve value of information and guidance provided to the board for effective decision-making; ensures meeting materials are comprehensive, with adequate background information and possible action; offers thorough, timely, and prudent recommendations</i>	<i>Assists school board in understanding multiple perspectives surrounding issues as well as possible implications of decisions; provides meeting materials and background and historical perspectives; includes recommendations</i>	<i>Shares information with a few school board members for decision-making in a timely manner; provides incomplete meeting materials that do not include adequate background information or historical perspective</i>	<i>Does not provide timely information needed for effective school board decision-making; meeting materials are not readily available; members do not receive enough information regarding agenda or background information</i>	
Element 1.e. School Board Inquiries and Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Answers school board questions thoroughly to ensure understanding; actively and continuously encourages school board development by seeking and communicating school board development opportunities; creates, follows and annual reviews communication protocols</i>	<i>School board questions are addressed with follow-up to members most of the time. Provides members with information regarding school board development opportunities when they arise. Communication protocols exist and are followed most of the time</i>	<i>School board questions are answered, but not all members are apprised of relevant questions and answers. When asked, provides members with information about school board development. Communication protocols exist, but are rarely followed</i>	<i>School board questions are rarely answered. Does not promote school board development. No communication protocols exist</i>	

Standard 2. School District Finances				
Element 2.a. Budget Development and Maintenance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>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</i>	<i>Engages in proactive budget actions that consider current information and data; seeks balance to meet the students' needs and be fiscally responsible to community; distributes resources in light of school district goals and immediate objectives</i>	<i>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</i>	<i>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</i>	
Element 2.b. Financial Statements				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides constant flow of budgetary and/or financial information and discussion of ramifications of changes</i>	<i>Regularly reports to the school board concerning budget and financial status</i>	<i>Reports status of financial accounts as requested by school board</i>	<i>Does not report financial information to school board other than annual audit</i>	
Element 2.c. Financial Controls				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Promotes appropriate financial controls, including third-party audits and reconciliation of accounts; implements preventive measures to protect school district finances</i>	<i>Is current with general and state accounting procedures; maintains internal controls</i>	<i>Uses annual audit to reveal discrepancies; internal controls are inconsistent</i>	<i>Annual audit reveals areas in need of improvement; financial accounts are not in order</i>	
Element 2.d. Bond and Levy Campaigns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Helps school board assure that levy and bond campaigns meet immediate fiscal needs and advance long-term school district goals and/or priorities</i>	<i>Helps school board develop community engagement strategies that build support for levies and bonds</i>	<i>Helps school board assure that levy and bond campaigns are conducted in legally correct and fiscally responsible manner</i>	<i>Does not provide school board with timely and helpful guidance on conducting levy and bond campaigns</i>	
Element 2.e. Asset Protection				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Protects school district's fiscal health by continually seeking efficiencies and identifying new sources of funding, such as grants and investment opportunities; follows school district policies and procedures to ensure funds and property are secure; bases recommendations and decisions on school district approved priorities and needs</i>	<i>Provides some oversight of school district resource allocations and decisions, including fiscal investments, grant funding opportunities, fixed assets, and external resources; usually follows policies; ensures alignment between school district assets and priorities to support improved instructions and other key goals</i>	<i>Provides limited oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; does not consistently follow policies; some alignment exists between school district assets and priorities</i>	<i>Does not provide oversight of school district resources, including fiscal investments, grant funding opportunities, and fixed assets; has not developed policies to guide asset-related decisions; makes fiscal decisions that do not align with school district priorities and/or are wasteful</i>	

Standard 3. Communication and Community Relationships				
Element 3.a. Relationships with the Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Builds and sustains productive relationships with public and private sectors, such as local law enforcement, MSBA, MASA, etc.</i>	<i>Creates relationships with public and private sectors</i>	<i>Reluctantly seeks some relationships with public or private sectors</i>	<i>Has no relationships with public and private sectors and shows no interest in pursuing partnerships</i>	
Element 3.b. Engagement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Seeks out and provides opportunities for input from external groups and individuals; uses the input in decision-making process</i>	<i>Solicits input from select external groups and individuals</i>	<i>Very rarely seeks input from external groups and individuals</i>	<i>Demonstrates lack of regard for input and influence of external groups and individuals</i>	
Element 3.c. Informs the Community as a Whole				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively keeps community informed with appropriate, regular communication on variety of school district topics, issues, and/or concerns, allowing school board to meet its responsibilities</i>	<i>Keeps community members informed of school district issues and/or concerns as needed so school board may meet its responsibilities</i>	<i>Keeps only some community members informed of school district issues and/or concerns, limiting school board's ability to meet its responsibilities</i>	<i>Does not provide information community needs to understand school district issues and/or concerns, hindering school board's ability to meet its responsibilities</i>	
Element 3.d. Advocacy				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Works with school board and staff to build relationships with government officials to promote students' interests and influence appropriate responses to government actions</i>	<i>Assumes leadership role through numerous contacts with government officials to protect and promote students' interests</i>	<i>Engages with government officials to protect students' interests</i>	<i>Does not engage with city, township, county, state, and federal officials (government officials) to protect students' interests</i>	
Element 3.e. Media				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Actively engages media; maintains professionalism with media; seeks to promote school district in media and community</i>	<i>Is cooperative with media; seeks to promote school district in media</i>	<i>Passively and reluctantly communicates with media</i>	<i>Does not communicate with community</i>	
Element 3.f. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible and approachable by members of the community; attends many and varied events</i>	<i>Is visible and approachable by community; attends some events.</i>	<i>Attends few events and is seldom approachable by community</i>	<i>Is neither visible nor approachable by community</i>	

Standard 4. School District Operations				
Element 4.a. Facilities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future, with projected plan to secure funding</i>	<i>Ensures facilities management plan is in place and includes current status of buildings and need to improve facilities in the future</i>	<i>Discusses facilities needs internally, but no plan is created; addresses issues on an as-needed basis</i>	<i>Facilities management plan is not created; maintenance is performed only when absolutely needed</i>	
Element 4.b. Transportation*				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures transportation department operates efficiently and effectively; has long-range plan for replacing school district vehicles as needed</i>	<i>Ensures transportation department operates efficiently and effectively most of the time; has long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates on day-to-day basis without long-range plan for replacing school district vehicles as needed</i>	<i>Transportation department operates haphazardly without long-range plan for replacing school district vehicles as needed</i>	
Element 4.c. Food Service**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures food service operates efficiently and effectively and offers nutritious and appealing meals that meet or exceed government standards</i>	<i>Ensures food service operates efficiently and effectively most of the time and that meals meet government standards</i>	<i>Food service operates with a deficit; meals meet government standards</i>	<i>Food service operates with a deficit; meals do not meet government standards and are neither nutritious nor appealing</i>	
Element 4.d. Technology				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>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</i>	<i>Ensures technology plan in place with long-range plan to replace and upgrade hardware, software, and infrastructure</i>	<i>Technology plan in place, but no replacement plan for hardware, software, and infrastructure</i>	<i>No technology plan in place; no replacement plan for hardware, software, and infrastructure</i>	
Element 4.e. Maintenance***				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures maintenance department operates efficiently and effectively and has a system for reporting and/or handling work orders in timely manner; schedule for maintenance is in place and is followed</i>	<i>Ensures maintenance department operates efficiently and effectively most of the time; most work orders are completed in timely manner</i>	<i>Maintenance department operates on day-to-day basis, with no system for reporting and/or handling work orders</i>	<i>Maintenance department operates haphazardly with no system for reporting and/or handling work orders</i>	
Element 4.f. Personnel				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures sites are staffed appropriately; staff receive on-going professional development</i>	<i>Most sites are staffed appropriately; staff receive on-going professional development</i>	<i>Multiple sites lack appropriate number of staff; professional development is offered, but not consistently used</i>	<i>Staff level is inadequate across school district with no professional development offered, or, if offered, not utilized</i>	

** Note 4.b.: Safety is a concern regardless of whether the school district operates its own transportation services or contracts with an outside vendor.*

***Note 4.c.: Providing nutritious meals is important regardless of whether the school district operates its own food service or contracts with an outside vendor.*

****Note 4.e.: School district facilities and grounds management is important regardless of whether the school district operates its own maintenance programming or contracts with an outside vendor.*

Standard 5. Human Resources				
Element 5.a. Internal Communications				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Establishes system for keeping staff continually informed of important matters and allowing opportunities for regular input</i>	<i>Keeps staff informed of most important matters and seeks input annually</i>	<i>Inconsistently keeps staff informed of important matters</i>	<i>Lacks specific system to inform staff of important matters or fails to seek input</i>	
Element 5.b. Personnel Concerns				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established comprehensive, proactive system with personnel matters; routinely discusses personnel policies</i>	<i>Uses policies and procedures to address personnel matters with consistency, fairness, discretion and impartiality</i>	<i>Establishes policies and procedures, but does not implement them consistently</i>	<i>Policies and procedures for handling personnel concerns in consistent manner are not in place; some situations may be handled with bias or inconsistency</i>	
Element 5.c. Delegation of Duties *				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Delegates responsibility to staff that will foster professional growth, leadership, and decision-making skills</i>	<i>Delegates responsibility to appropriate staff</i>	<i>Is reluctant to place much authority or decision-making with key staff</i>	<i>Tightly controls decisions made within administrative team</i>	
Element 5.d. Visibility and Approachability				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Is visible at variety of school events and approachable by staff; prioritizes regular visits to buildings and classrooms; consistently follows open door policies</i>	<i>Is visible and approachable by staff; visits buildings and/or classrooms</i>	<i>Seldom visits buildings; attends few building events and activities; is not approachable</i>	<i>Is neither visible nor approachable by staff; is isolated from staff</i>	
Element 5.e. Hiring and Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff while keeping students' interests in mind</i>	<i>Follows established plan for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	<i>Plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff, but is not used consistently</i>	<i>No plan exists for recruiting, hiring, supporting, inducting, developing, and retaining staff</i>	
Element 5.f. Collective Bargaining**				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Assists school board in preparing for and conducting negotiations</i>	<i>Is proactive in preparing for collective bargaining by sharing appropriate information</i>	<i>Accepts that collective bargaining is necessary and may be challenging</i>	<i>Does not seek to understand and/or improve collective bargaining</i>	
Element 5.g. Evaluation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Puts in place appropriate performance evaluation systems; assures school district staff are evaluated at least annually; completes required evaluations; ensures necessary development plans are in place and that evaluations are consistent across school district</i>	<i>Assures most staff are evaluated annually and that evaluations are completed in a timely manner; some needed individualized staff improvement plans not developed</i>	<i>Assures evaluations are completed, but are consistent or not in compliance with state law</i>	<i>No performance evaluation system in place; evaluations not completed as required by state law</i>	

*Note 5.c.: School district finances and structures impact staffing levels and administrative oversight and responsibilities.

**Note 5.f.: School district-related negotiations processes vary based on negotiations philosophy, approach, and models used.

Standard 6. Teaching and Learning				
Element 6.a. Staff Development				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures comprehensive staff development plan exists and aligns with school district and school specific goals and complies with law; assures staff development programs fit school district-specific plan, goals, and priorities and focus on increasing student achievement</i>	<i>Ensures staff development plan exists and is followed most of the time; assures staff development programs are based upon available opportunities targeted toward staff growth and increasing student achievement</i>	<i>A staff development plan in place, but not consistently followed; staff development programs are based upon available opportunities</i>	<i>No comprehensive school district staff development plan; staff development not consistently provided; staff are left responsible for their improvement</i>	
Element 6.b. School Improvement				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>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</i>	<i>Ensures school improvement plans are in place at all buildings and align with school district-wide goals</i>	<i>School improvement plans are in place at building level, but lack school district-wide coordination</i>	<i>School improvement efforts are limited; no comprehensive plan in place</i>	
Element 6.c. Curriculum and Instruction				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures curriculum is in place, aligned across grade levels, and complies with state standards; assures instructional practices are differentiated and personalized to student needs and that technology enhances teaching and learning</i>	<i>Ensures curriculum meets the state standards; strives to accommodate diverse learning styles, needs, and levels of readiness; makes some effort to incorporate technology into learning</i>	<i>Allows teachers to define their own curriculum; little coordination exists; encourages teachers to enhance instructional skills and embrace technology, but no comprehensive program is in place</i>	<i>Curriculum is not a priority and/or is inconsistent across grade levels; little to no focus on instruction exists; Technology not utilized in classroom instruction</i>	
Element 6.d. Professional Knowledge of Teaching and Learning				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates knowledge and comfort with current instructional programs; seeks to communicate how the school district is implementing best practices; participates actively in professional groups for the school district's benefit</i>	<i>Demonstrates knowledge of current instructional programs and is able to discuss them; seeks to learn and improve upon personal and professional abilities</i>	<i>Is somewhat knowledgeable of current instructional programs; relies on others for information/data</i>	<i>Is uninvolved in current instructional programs; is unaware of current instructional issues</i>	
Element 6.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting relationships among staff</i>	<i>Encourages open, productive, caring, and trusting environment among staff</i>	<i>Haphazardly supports open, productive, caring, and trusting environment among staff</i>	<i>Culture of trust does not exist</i>	

Standard 7. Student Support				
Element 7.a. Student Engagement and Feedback				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Empowers staff to cultivate and reinforce student engagement in school; student conduct is positive; actively seeks student input and creates methods for students to be actively involved in setting school district-wide goals</i>	<i>Asks staff to foster and reinforce student engagement in school; most student conduct is positive; readily accepts student input and engages students in school district-wide goal setting</i>	<i>Ensures staff encourage and reinforce student engagement in school; some students engage in positive conduct; accepts student input, but does not seek it</i>	<i>Staff do not foster or reinforce student engagement; positive student conduct does not exist; does not accept student input or feedback</i>	
Element 7.b. Student Attendance				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Prioritizes student attendance; addresses individual student attendance problems early and supports are in place; assures attendance rates are maintained at a high level</i>	<i>Focuses on attendance; plans and interventions to address chronic attendance problems exist, but are not consistently implemented; attendance rates are improving</i>	<i>Attendance is not an area of focus; no plan exists to address attendance; attendance rates fluctuate</i>	<i>Attendance is not addressed as a policy issue; no plan to address attendance exists; attendance rates are decreasing</i>	
Element 7.c. Support for Students				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet range of students' learning needs; ensures coordination and alignment of supports; maintains safe, caring, healthy, respectful, and inclusive learning environment for students</i>	<i>Provides systems of academics, supports, services, extracurricular activities, and accommodations to meet most students' range of learning needs; coordination and alignment could be improved; trusting, safe, inclusive, and respectful school environment exists</i>	<i>Academics, supports, services, extracurricular activities, and accommodations to meet some students' range of learning needs; trusting, safe, inclusive, and respectful school environment exists and is sustained for most students</i>	<i>Academics, supports, services, extracurricular activities, and accommodations are not available for students; trusting, safe, inclusive, and respectful school environment does not exist for many students</i>	
Element 7.d. Student Discipline				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Clearly defines expectations for student behavior and conduct; policies identify student behaviors subject to discipline; enforces violations of student discipline policy in even-handed manner; communicates expectations for student behavior to parents and students on regular basis</i>	<i>Defines expectations for student behavior and conduct; policies identify most behaviors subject to discipline; enforces violations of student discipline policy; communicates expectations for student behavior to parents and students, but not regularly</i>	<i>Defines expectations for some student behavior and conduct; policies specify some behaviors subject to discipline; does not enforce violations of student discipline policy for most students; provides some communication to parents and students</i>	<i>Does not clearly define expectations for student behavior; policies do not specify behaviors subject to discipline; does not consistently enforce violations of student discipline policy; communication not provided to parents and students</i>	
Element 7.e. Culture of Cooperation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Develops and supports open, productive, caring, and trusting school culture among students</i>	<i>Encourages open, productive, caring, and trusting school culture among students</i>	<i>Haphazardly supports creation of open, productive, caring, and trusting school culture among all students</i>	<i>Trusting school climate does not exist</i>	

Element 7.f. School Safety and Security				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures system-wide plan is developed and implemented to assure all school district buildings and grounds are safe and secure; collaborates with local law enforcement and fire prevention agencies; ensures use of effective crisis management strategies and techniques; monitors for effectiveness; ensures drills are conducted to ensure parties know roles and responsibilities</i>	<i>Ensures plan has been developed and implemented to assure school district buildings and grounds are safe and secure; collaborates with local law enforcement and practicing safety drills to ensure parties know responsibilities</i>	<i>Ensures plan has been developed to assure school district buildings and grounds are safe and secure, including some of the required safety drills</i>	<i>No plan has been developed to assure school district buildings and grounds are safe and secure</i>	
Element 7.g. Emotional Health and Social Needs				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>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</i>	<i>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</i>	<i>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</i>	<i>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</i>	

Standard 8. Ethical and Inclusive Leadership				
Element 8.a. Ethics and Professional Behavior				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates commitment to highest standards of ethical and professional behavior, including courage and integrity; creates climate in which employees are highly conscious of ethical and professional expectations and holds each other accountable; provides exemplary model that influences stakeholders to act with high degree of professionalism, respect, and trustworthiness</i>	<i>Consistently models highest standards of ethical and professional behavior, including courage and integrity; guides staff to articulate and reinforce high ethical and professional expectations for school district staff; solicits, engages, and interacts with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Follows acceptable standards of ethical and professional behavior; articulates expectations for ethical and professional behavior by staff and with stakeholders in professional, respectful, and trustworthy manner</i>	<i>Does not comply with standards of ethical and professional behavior; does not articulate expectations or monitor compliance for ethical and professional behavior in the school district; does not interact with others in professional, respectful, and trustworthy manner</i>	
Element 8.b. Interactions with Staff, Students, and Community				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>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</i>	<i>Guides staff to examine school district procedures and practices for adherence to principles of fairness and human dignity; manages dynamics of union relationships</i>	<i>Frequently examines school district procedures and practices for adherence to principles of fairness and human dignity; works to make the best of union relationships</i>	<i>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</i>	
Element 8.c. Professional Practice				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Demonstrates high level of self-awareness of and commitment to improve upon professional practice</i>	<i>Demonstrates self-awareness and need for improved professional practice</i>	<i>Has awareness of need to improve on professional practice</i>	<i>Does not demonstrate awareness of need to improve professional practice.</i>	
Element 8.d. Diverse Communities				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Fosters formal and informal partnerships with diverse groups to support mutual goals.</i>	<i>Develops strategies to help staff and the school board become familiar with views and characteristics of diverse groups in the community</i>	<i>Becomes familiar with views and characteristics of diverse groups within the community</i>	<i>Does not recognize or respond to the existence of diverse groups in the community</i>	
Element 8.e. Cultural Competency				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Engages stakeholders to develop a school district-wide welcoming culture that honors the values, beliefs, norms, and traditions of diverse groups and integrates diverse representation into school and school district decision making</i>	<i>Develops strategies to help staff capitalize on assets that students from diverse cultural, ethnic, racial, and economic backgrounds bring to the classroom</i>	<i>Assures that staff has necessary cultural competence to respond to students' needs</i>	<i>Does not use strategies that recognize and capitalize on community's diversity</i>	

Element 8.f. Equity Plan Implementation				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	NA
<i>Ensures a coordinated, system-wide plan to achieve equity for all students and staff has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, strategies for recruiting diverse staff, closing the achievement gap, and providing staff development; monitors plan is on ongoing manner</i>	<i>Ensures a system-wide plan to achieve equity has been developed and implemented, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds, targeted efforts to close achievement gap, and providing professional development</i>	<i>A plan to achieve equity has been developed, including strategies for meaningful engagement of students and staff from diverse communities and backgrounds</i>	<i>No plan to achieve equity has been developed</i>	

Step 2: Schedule and Hold a Mid-Year Evaluation

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (MGDPA) (Minnesota Statutes Chapter 13).*

Midway through the evaluation cycle, school board members should conduct a formative evaluation of the superintendent to assess the superintendent's progress toward the established goals and standards. The superintendent may choose to complete a self-evaluation. The school board and superintendent should note that superintendent evaluations may be conducted more often.

The school board's completed formative evaluation form should be placed in the superintendent's personnel file and later attached to the summative evaluation. Please see the sample superintendent evaluation timeline (page 5), the sample mid-year formative evaluation form (page A-5), and the sample superintendent self-evaluation form (page A-8).

Preparing for the Mid-Year and End-of-Year Evaluation Meetings

The process and procedures for preparing for and holding the mid-year and end-of-year evaluation meetings should be developed and documented well in advance to ensure the meetings run as smoothly as possible. One process a school board might follow is provided below.

- One month prior to the evaluation, the school board schedules a closed meeting in compliance with [M.S. 13D.05, Subd. 3\(a\)](#) for the purpose of discussing the superintendent's performance evaluation;
- One or two weeks prior to the closed evaluation meeting, the school board chair distributes the evaluation form to the other school board members for review and preparation prior to the evaluation meeting;
- During the evaluation meeting, the school board chair leads the discussion to help the school board reach a consensus on the superintendent performance. As they review each goal and standard, the school board members should note their ratings when appropriate and provide general comments on the superintendent's progress and/or growth;
- The school board chair writes the school board members' comments and ratings on the appropriate evaluation form. After the evaluation meeting, the form completed by the school board chair becomes the school board's overall mid-year or summative evaluation of the superintendent's performance. Once signed by the superintendent and school board chair, the completed form is placed in the superintendent's personnel file.
- The school board chair ensures that the school board complies with all of the requirements of [M.S. 13D.05, Subd. 3\(a\)](#).

**Note: When evaluating the superintendent's performance, school board members should be aware that any data that the school district collects is government data that may become the subject of a MGDPA request.*

Step 3: Schedule and Hold an End-of-Year Summative Evaluation Meeting

At the end of the evaluation cycle, the school board should conduct a summative evaluation of the superintendent. The school board assigns ratings, along with supporting evidence, based on the superintendent's accomplishment of the school board-approved goals and standards. The superintendent's presentations to the school board throughout year, other evidence and data, and an ongoing discussion of the superintendent's progress toward the goals and standards will provide school board members with important information to support their evaluation.

The school board determines the superintendent evaluation process and procedures, which must comply with Minnesota's [Open Meeting Law](#) (Minnesota Statutes Chapter 13D) and the [Minnesota Government Data Practices Act](#) (Minnesota Statutes Chapter 13).^{*} Please see the sample superintendent evaluation timeline (page 5) and a sample end-of-year summative evaluation (page A-6).

School board members prepare for the summative evaluation meeting by reviewing the established goals and standards to determine whether progress was made and/or growth or achievement has occurred. Each school board member should prepare to share observations and ratings for each goal and standard assessed. The school board chair facilitates the discussion and invites the superintendent to provide additional clarification/progress reports, if any, the school district-focused goals and professional development goals for the superintendent.

When considering the rating to choose, school board members should keep the following brief descriptions in mind:

- **“Highly Effective”** – the superintendent's performance goes above and beyond proficiency to achieve an exceptionally high level. This rating is relatively rare.
- **“Effective”** – the superintendent's performance is fully satisfactory, meeting all expectations at a high level. The superintendent not only meets goals and carries out plans effectively, but also shows flexibility and creativity in adjusting to changed circumstances or unexpected roadblocks and can articulate the progress to date and future plans.
- **“Developing”** – the superintendent's performance demonstrates many of the characteristics associated with effective performance, although a few exceptions and inconsistencies may exist.
- **“Ineffective”** – the superintendent's behavior does not demonstrate the characteristics associated with effective performance. The superintendent may behave contrary to expectations or may fail to show positive behaviors desired. This rating is relatively rare.

Based on the discussion, the school board completes an overall end-of-year summative evaluation form and provides a summary of its conclusions at its next open school board meeting. The school board chair ensures that a copy of the summative evaluation is placed in the superintendent's personnel file.

Tips for Conducting a Fair and Objective Evaluation Meeting

Holding the evaluation meeting requires prior thought and tact. The school board has a responsibility to evaluate the superintendent's performance. Unfortunately, no evaluation process or instrument is completely objective and some subjectivity is to be expected. However, every evaluation process should foster a fair analysis of the superintendent's performance.

Tips for conducting the superintendent's evaluation include:

- Maintain a respectful, professional process
- Focus on standards and goals, not personality
- Identify strengths in performance on which the superintendent can build
- Address poor results with tact and constructive criticism
- Give recommendations for corrective action where needed
- Go beyond conclusion reporting; use a problem-solving focus
- Encourage a professional development plan
- Conclude the evaluation by outlining priority goals for the coming year

OVERVIEW OF PART 3

Part 3: Appendices

1. Evidence Examples

2. Goals and Standards Evaluation Forms/Examples
 - Sample Form 1 – Establish Goals and Standards
 - Sample Form 2 – Mid-Year Formative Evaluation
 - Sample Form 3 – School Board’s Final End-of-Year Summative Evaluation
 - Sample Form 4 – Final Performance Summary Sheet
 - Sample Form 5 – Superintendent Self-Evaluation Form (Optional)

APPENDICES

A. Evidence Examples

The validity, reliability, and effectiveness of the evaluation instrument chosen will rely upon school board members' use of evidence to rate the superintendent's performance regardless of whether the performance evaluation is a goal or standard. Evidence helps to demonstrate performance of the superintendent and removes guess work and subjectivity from the evaluation. Data sources are those documents, communications, newspaper articles, agendas, etc., that provide evidence of the superintendent's performance.

The data sources that serve as evidence of the superintendent's performance should be selected at the beginning of the evaluation cycle and be mutually agreed on by the school board and superintendent. Data sources should be limited to only what is needed to inform rating the superintendent's performance for a specific goal or standard. Excessive use of evidence clouds the evaluation process and wastes precious time and resources. The school board and superintendent should also establish when data sources are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

The following list provides a sampling of data sources that may be used as evidence of performance. The list is by no means exhaustive, but it provides an overview of many commonly created and used data sources. Again, the board and superintendent should work together to select the data sources that best demonstrate the superintendent's performance for each goal and/or standard to be assessed.

School District Policies, Plans, and Reports	Relevant Goal/Standard	Date Submitted
Administrative Calendar		
Affirmative Action Plan		
Auditor's Report		
Community Education Annual Report		
Community Survey		
Crisis Management Plan		
Diversity Training/Awareness Plan		
ESSA Accountability Report		
Long-Range Facilities Management Plan		
Minnesota Report Card		
Minnesota Student Survey Results		
NAEP Data		
Needs Assessment		
Q-Comp Plan		
School Improvement Plan		
Staff Handbook		
Strategic Plan		
Student Handbook		
Wellness Report		
World's Best Workforce Report		

School District Employees		
Background Check Verification		
Contract Negotiations Participation		
Grievances (number, reason, status)		
Hiring Process Documents		
Job Descriptions		
Instruction, Curriculum, and Assessment		
Instruction-focused Professional Development		
Presentations to Staff		
Professional Learning Communities		
Teacher Use of Student Data		
Students and Curriculum		
Bullying/Harassment Programs		
Celebrations of Student Achievement		
Character Education Program		
Curriculum and Instruction Audit		
Curriculum Team Meeting Agendas		
Enrollment Projections		
Equity Program Results		
Graduation Rates		
Open Houses		
Parent Classes		
Parent-Teacher Conferences		
Positive Behavior Supports		
Program Evaluation		
Registration Materials		
Student Achievement Data		
School District Finances		
Bids and Quotes		
Fund Management Policies and Procedures		
Grants Applied For/Received		
School District Budget		
Communications and Community		
Civic Group and Stakeholder Presentations		
Community Meeting Agendas/Minutes		
Community Partnerships		
Outreach Programs		
Parent Communications		
Relationship Building Efforts		
School District Communication Plan		
School District Earned Media		
School District Social Media Plan and Presence		
Superintendent Participation in Community Organizations		
Superintendent Professional Memberships		
Website Development, Maintenance, and Usage		

School Board and Administration		
Administrative Team Meeting Agendas/Minutes		
New School Board Member Orientation Program		
Policies and Administrative Procedures		
Recommendations to the School Board		
School Board and Administrative Goals		
School Board Meeting Agendas		
School Improvement Advisory Committee Minutes		
Workshops and Training Programs		

B. Evaluation-Related Forms

A school board and superintendent should collaborate to develop evaluation forms.

Below, five sample forms are provided. The content in each sample form illustrates the nature and extent of the content that might be provided. Your school district may choose to adopt one of these options or create its own evaluation forms.

Form 1: Establish Goals and Standards

The goals for the superintendent are set forth, together with the evidence to be provided to establish the superintendent’s performance of the goal. The evaluation scale that the Governance Team will use to evaluate the superintendent’s performance is included.

Form 2: Mid-Year Formative Evaluation Form

The superintendent’s goals and the standards are stated and evidence of progress or growth to date is described. The school board then provides overall comments.

Form 3: School Board’s Final End-of-Year Summative Evaluation

The superintendent’s goals, which appear on Form 1, are set forth. The school board completes the evaluation scale for each goal and standard and, in addition, states an overall rating for the combined goals and standards. Qualitative guidance is included regarding the goals and standards. The superintendent is provided an opportunity to offer comments.

Form 4: School Board’s Summary of its Conclusions

The school board provides a summary statement on each superintendent goal and standard.

Form 5: Superintendent Self-Evaluation Form (Optional)

The superintendent provides evidence of performance of each goal, together with evidence of progress/growth related to each goal. The superintendent also provides evidence of progress/growth on each standard, noting areas of strength and areas needing improvement.

SAMPLE FORM 1 – ESTABLISH GOALS AND STANDARDS				
Goal 1: Provide leadership to maximize use of school district resources	Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan, identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting needs.			
	Evidence of Performance 2: By the fall of 20__, develop a plan by which the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.			
	Evidence of Performance 3: Annually prepare and submit a report to the school board concerning expected and unexpected revenue/expenditure changes for all funds for the current fiscal year and for the following three (3) years.			
Goal 2: Provide leadership to strengthen school/community communications and relationships.	Evidence of Performance 1: Assess existing communication methods and identify preferred communication methods and content for internal and external stakeholders concerning volunteer and partnership opportunities.			
	Evidence of Performance 2: Increase by ___% the number of parents who “Agree” or “Strongly Agree” that “the school district provides timely and informative communication about the school district” on the school district’s climate survey.			
	Evidence of Performance 3: Conduct a minimum of four school district surveys and/or community meetings on specific school district programs or initiatives.			
Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan <i>Please select one of the following: highly effective, effective, developing, ineffective, or not applicable.</i>				
Highly Effective (4)	Effective (3)	Developing (2)	Ineffective (1)	Not Applicable
<i>Facilitates development of short- and long-term measurable school district goals and aligns available resources to accomplish goals</i>	<i>Facilitates development of short-term and long-term school district goals and recommends financial strategies to meet goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed.</i>	

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

- * No more than three standards should be evaluated at one time.
- ** Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 2 – MID-YEAR FORMATIVE EVALUATION FORM*

Goal 1: Provide leadership to obtain and maximize use of the school district’s resources.

Evidence of Progress and/or Growth to Date: Action plan with status update on plan, including: documents in progress or completed, minutes of staff/administrative team meetings on plan development, and specific school board policies and administrative rules/regulations developed or used to implement measurable indicators

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Evidence of Progress and/or Growth to Date: A list was generated of the existing communication methods used with the community, volunteers, and partnership organizations; identifying the preferred modes of communication for each. Action plan outlining a timeline of data and input gathering surveys to be conducted and community meetings has been provided. One survey has been done, data analysis has been initiated.

Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan

Evidence of Progress and/or Growth to Date: Strategic planning process facilitator has been selected by the school board. Several planning sessions have been scheduled. The school board has approved new school district mission, vision, and beliefs statements and is developing the short- and long-range school district goals with community and staff input.

Overall Comments:

Goal 1: The superintendent developed a detailed and workable action plan. The superintendent has implemented the action plan and has begun to develop short- and long-term goals for the school district, with input from our staff and administrative team. The school board encourages the superintendent to make the goals measurable, as financial strategies will need to be implemented to meet these goals.

Goal 2: Initially, the school board thought it would review the data analysis of two surveys by this time. The surveys may be too broad given the results are generating an overwhelming amount of data. The community input meeting held this fall gleaned supportive and specific information regarding program input. This goal may be ongoing as the survey process and procedures are fine tuned.

Mid-Year Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

*Additional goals and/or standards/elements may be inserted above

SAMPLE FORM 3 – SCHOOL BOARD’S FINAL END-OF-YEAR SUMMATIVE EVALUATION*				
Place <i>one</i> check [✓] in each row for each goal and <i>one</i> check [✓] for overall rating.				
	4 Highly Effective	3 Effective	2 Developing	1 Ineffective
Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.				
Goal 2: Provide leadership to strengthen school/ community communications and relationships.				
Overall Goals Rating:				
Standard 1. Governance Team:				
Element 1.b. Goals and/or Strategic Plan				
Overall Rating Standards Ratings				
Overall Rating Goals and Standards (Combined)				
<p>A. For the goals and standards, which best illustrates the superintendent’s greatest strength and why? Our superintendent believes in school district strategic planning. The superintendent is very organized in his/her efforts to develop short- and long-term goals and to align available resources to that end. The superintendent is visible at community and school events, always cultivating open lines of communication with our stakeholders, and continually enhances positive relationships.</p> <p>B. For the goals and standards, which presented the superintendent with the greatest challenge and why? The abundance of data generated by the survey given was overwhelming. As we move forward with the school district’s new strategic plan, identifying the specific areas that need to be worked on and then inviting community and staff input, both survey and community meeting formats generated is important. The input was invaluable to developing the short-term and long-term goals for our school district and should continue.</p> <p>C. How might the school board enhance the superintendent’s strengths and assist in overcoming challenges? Community meeting involvement by individual school board members may support the superintendent. Using the information that the superintendent gleaned from the community will be important evidence for the alignment of resources as we build next year’s school district budget. The expectation of up to four surveys a year needs to be revisited. Equal weight should be given to committee and group meeting input.</p> <p>D. Superintendent’s Comments: We made good progress on the goals this year. We gleaned an abundance of information from our stakeholders and the community support is overwhelming. I have aligned school district resources to meet the community supported goals in our upcoming year’s budget. With school board support, this budget will facilitate the needed changes. The comments above will be the basis of next year’s goals.</p>				

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

* Additional goals and/or standards/elements may be inserted above.

SAMPLE FORM 4 – SCHOOL BOARD’S SUMMARY OF ITS CONCLUSIONS *

Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.

Summary Statement: The superintendent effectively led our school district through a strategic planning action plan that included the development of short-term and long-term goals. These measurable goals will be the basis of an alignment of resources to accomplish these goals.

Goal 2: Provide leadership to strengthen school/community communications and relationships.

Summary Statement: The superintendent effectively facilitated open communication with our community. The superintendent held small and large group meetings and surveyed stakeholders to get real time data on which to base the short- and long-term goals. This ongoing input is vital to the school district administration and school board as we set school district goals and meet the needs of all of our students.

Standard 1: Governance Team

Element 1.b. Goals and/or Strategic Plan

Summary Statement: The superintendent facilitated the development of the school district’s short-term and long-term goals. The superintendent recommended necessary financial strategies to meet those goals.

Evaluation Period: _____ to _____

Superintendent’s Signature: _____ Date: _____

School Board Chair’s Signature: _____ Date: _____

**Pursuant to M.S. 13D.05, Subd. 3 (a), the school board may close a meeting to evaluate the performance of an individual who is subject to its authority. At its next open meeting, the school board shall summarize its conclusions regarding the evaluation.*

Note: The school board’s summary must give enough information so that a reasonable person would know what occurred without disclosing private personnel data. For more information see page 7 or contact MSBA or MASA.

SAMPLE FORM 5 – SUPERINTENDENT SELF-EVALUATION FORM (OPTIONAL)

<p>Superintendent Goal 1: Provide leadership to obtain and maximize utilization of the school district’s resources.</p>	<p>Evidence of Performance 1: By (month) of 20--, develop and implement a five (5) year capital improvement plan identifying general and deferred maintenance needs for all facilities and an annual allocation of resources for meeting those needs.</p>
	<p>Evidence of Performance 2: By the fall of 20__, the school district will meet the fund balance reserve goal of ___ days or ___% of the annual general fund of the school district.</p>
	<p>Evidence of Performance 3: On an annual basis, prepare and submit a report to the school board concerning expected and unexpected revenue/ expenditure changes for all funds for the current fiscal year and for the following three (3) years.</p>

Evidence of Progress and/or Growth Goal 1 to Date: This year, I facilitated the school board’s strategic planning process. School district staff and community members participated in developing the strategic plan. We are working to align the school district’s resources and the strategic plan priorities and to guide school district decision making. We incorporated the school district’s capital improvement plan into the strategic plan. I am cognizant of the school board’s goal of establishing a 45-day fund balance reserve. I am pleased that we now have set aside an additional five days of fund balance this year and will continue to work toward the established fund balance goal in subsequent years. My annual report includes a review of expected and unexpected revenue and expenditures changes for the current fiscal year and projected scenarios for the next three years

<p>Goal 2: Provide leadership to strengthen school/community communications and relationships.</p>	<p>Evidence of Performance 1: Complete an assessment of existing communication methods and number of types of school district-related volunteer and partnership opportunities that identifies preferred communication methods and information wanted and needed about volunteer and partnership opportunities for both internal and external stakeholders.</p>
	<p>Evidence of Performance 2: Increase by ___% the number of parents who “Agree” or “Strongly Agree” with the statement “The school district provides timely and informative communication about the school district” on the school district’s climate survey.</p>
	<p>Evidence of Performance 3: Conduct a minimum of four school district surveys or community meetings related to specific school district programs or initiatives.</p>

Evidence of Progress and/or Growth Goal 2 to Date: Three surveys were conducted this year. The information from the staff and community was analyzed by the administrative team to determine trends and needs, presented to the staff and the community, and used to establish the strategic plan priorities. The strategic planning process resulted in new school district mission, vision, and belief statements, and measurable short- and long-term goals. The survey information was instrumental in the planning process. We will continue to conduct surveys annually, but we will need to be more specific and mindful in of what we want to know when generating the questions. Parents preferred the online survey format and suggested no more than two surveys per year. Doing this each year will get the parents in the routine of sharing their input and help them understand how important their input is to the school district.


Standard 1. Governance Team: Element 1.b. Goals and/or Strategic Plan				
<i>Believes in and facilitates the development of short- and long-term measurable school district goals and aligns available resources with the budget to accomplish these goals</i>	<i>Facilitates the development of short-term and long-term goals for the school district and recommends necessary financial strategies to meet those goals</i>	<i>Goals are defined by implementing standards and seeking to maximize student achievement</i>	<i>Goals are not developed</i>	
Evidence of Progress and/or Growth Standard 1 to Date: Working through the strategic planning process this year has made me a believer in that process. The input from our stakeholders became the basis and impetus of our school board’s planning. The strategic plan provides a firm foundation on which to make staff, facility, and resource decisions. We will revisit our strategic plan yearly and will glean ongoing input from our stakeholders to guide our work.				
Areas of Strength: As a result of this year’s successful strategic planning process, I have become a strong proponent and advocate for the process and its importance in the school board’s goal of providing a successful learning experience for all students. The strategic plan has focused us all on what is truly important. With this insight, we can use the school district resources appropriately and have made substantial progress toward the school board’s fund balance goal.				
Areas Needing Improvement/Strategies for Improvement: I will take the advice of our stakeholders and streamline our online survey techniques. I will facilitate the school board’s annual review and revision of the school district’s strategic plan. This is a priority that is essential to support the school board’s work.				

Evaluation Period: _____ to _____

* Recommend no more than three standards be evaluated at one time.

** Additional goals and/or standards/elements may be inserted above.

*** MSBA and MASA do not recommend using 360-degree feedback tools for an evaluation because the school board directs the superintendent and should not delegate this responsibility to others. If 360-degree feedback is initiated, it should be used by the superintendent for growth purposes. The decision whether to share the results should be controlled by the superintendent.

		Division of School Finance 400 NE Stinson Blvd Minneapolis, MN 55413		nly	ED - 02478-10
Instructions: Enter estimated, allowable LTFM expenditures (Fund 01 and/or Fund 06 only) under Minneso					
District Info.		(REQUIRED) Enter Information			
District Name:	Central Public Schools				
District Number:	108				
District Contact Name:	Tim Schochenmaier				
Contact Phone #	952-467-7000				
Expenditure Categories					
		2033	2034		
Health and Safety - this section excludes project costs in Category 2 of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366.					
Finance Code		Category (1)			
347	Physical Hazards	\$0	\$0		
349	Other Hazardous Materials	\$0	\$0		
352	Environmental Health and Safety Management	\$46,000	\$48,000		
358	Asbestos Removal and Encapsulation	\$0	\$0		
363	Fire Safety	\$6,000	\$6,000		
366	Indoor Air Quality	\$4,000	\$4,000		
Total Health and Safety Capital Projects		\$56,000	\$58,000		
Health and Safety - Projects Costing \$100,000 or more per Project/Site/Year - Additional Revenue					
Finance Code		Category (2)			
358	Asbestos Removal and Encapsulation	\$0	\$0		
363	Fire Safety	\$0	\$0		
366	Indoor Air Quality	\$0	\$0		
Total Health and Safety Capital Projects \$100,000 or More		\$0	\$0		
Remodeling for Approved Voluntary Pre-K under Minnesota Statutes, section 124D.151					
Finance Code		Category 3 (a)			
355	Remodeling for prekindergarten (Pre-K) instruction approved by the commissioner.	\$0	\$0		
Total Remodeling for Approved Voluntary Pre-K Projects		\$0	\$0		
Remodeling for Gender-Neutral Single-User Restrooms					
Finance/Course Codes		Category 3 (b) LTFM REVENUE EFFECTIVE FY 2025			
Finance Code 384 and Course Code 684 MUST USE BOTH	Remodeling for gender-neutral single user restroom per site.	\$0	\$0		
Total Remodeling for Gender-Neutral Single User Projects		\$0	\$0		
Accessibility					
Finance Code		Category (4)			
367	Accessibility	\$0	\$0		
Total Accessibility Projects		\$0	\$0		
Deferred Capital Expenditures and Maintenance Projects					
Finance Code		Category (5)			
368	Building Envelope	\$85,000	\$90,000		
369	Building Hardware and Equipment	\$0	\$0		
370	Electrical	\$35,000	\$35,000		
379	Interior Surfaces	\$50,000	\$55,000		
380	Mechanical Systems	\$0	\$0		
381	Plumbing	\$60,000	\$60,000		
382	Professional Services and Salary	\$0	\$0		
383	Roof Systems	\$0	\$0		
384	Site Projects	\$0	\$0		
Total Deferred Capital Expense and Maintenance		\$230,000	\$240,000		
Total Annual 10-Year Plan Expenditures		\$286,000	\$298,000		
Fund Balance Section					
Fund 01					
Beginning Fund Balance 01-467-XX		\$50,033	\$48,132		
LTFM Fiscal Year Revenue - Levy		\$245,186	\$246,236		
LTFM Fiscal Year Revenue - AID if Applicable		\$38,913	\$41,538		
LTFM Fiscal Year Revenue Other		\$0	\$0		
LTFM Transfer IN from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0		
LTFM Transfer OUT from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0		
LTFM Transfer OUT if applicable - Special Legislation		\$0	\$0		
LTFM Estimated Fiscal Year Expenditures		\$286,000	\$298,000		
Ending Fiscal Year Fund Balance 01-467-XX		\$48,132	\$37,906		
Fund 06					
Beginning Fund Balance 06-467-XX		\$0	\$0		
LTFM Fiscal Year Bonded Revenue		\$0	\$0		
LTFM Fiscal Year Revenue Other		\$0	\$0		
LTFM Transfer IN from Fund 01 if applicable (see transfer guidance tab)		\$0	\$0		
LTFM Transfer OUT from Fund 06 if applicable (see transfer guidance tab)		\$0	\$0		
Other Transfers		\$0	\$0		
LTFM Estimated Fiscal Year Expenditures		\$0	\$0		
Ending Fiscal Year Fund Balance 06-467-XX		\$0	\$0		

Long-Term Facilities Maintenance Expenditure Categories used in the Excel Spreadsheet Template

Category 1: Health and Safety Expenditures by Uniform Financial and Accounting Reporting Standards (UFARS) Finance Codes 347, 349, 352, 358, 363 and 366 (this section excludes project costs of \$100,000 or more for which additional revenue is requested for Finance Codes 358, 363 and 366).

projects for Fiscal Year (FY) 2025 and FY 2026. The later years can be a rough estimate. Fiscal 2024 is an estimate of what the **final** UFARS expenditures will be. Once the FY 2024 audited financial data is complete and final UFARS data has been submitted, enter the actual FY 2024 Health and Safety (H&S) expenditures on the Health and Safety Data Submission System Category 1 excludes projects costing \$100,000 or more for asbestos removal or encapsulation fire safety, and indoor air quality as they are entered under Category 2 as listed below. Also enter FY 2024, FY 2025 and FY 2026 totals per finance code in the Health and Safety Data Submission on the Minnesota Department of Education (MDE) website (MDE homepage > Districts, Schools and Educators > Business and Finance > Data Submissions, then select the Health and Safety category) so hold harmless revenue calculates properly on the levy.

Category 2: Health and Safety Expenditures by UFARS Finance Code for Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Quality projects costing \$100,000 or more per Project, per Site, per Year.

A district enters totals by finance code for individual projects that cost \$100,000 or more per site, per year for asbestos removal and encapsulation, fire safety, or indoor air quality as they generate additional revenue. Also, enter FY 2024, FY 2025 and FY 2026 H&S projects costing \$100,000 or more on a separate line in the Health and Safety Data Submission System on the MDE website (the project description should include the site name and whether it is financed by “pay-as-you-go” or bonded dollars).

Category 3(a): Remodeling for Approved Voluntary Prekindergarten (VPK) Program

If the district has an approved VPK program include planned expenditures for remodeling projects.

Category 3(b): Remodeling for Gender Neutral Single-User Restroom per site (Effective FY 2025)

For districts who budget for a remodeling project for a gender-neutral single user restroom at least one at each school site.

Category 4: Americans with Disabilities Act (ADA) Accessibility Projects

Enter approved project costs to increase accessibility to school facilities. The project shall conform to both the district’s ADA/Section 504 disabled access transition plan and the current ADA Accessibility Guidelines for Buildings and Facilities, as well as applicable state and local building and fire codes.

Category 5: Deferred Maintenance Projects by UFARS Finance Code.

Facility deferred maintenance projects are broken into nine finance codes. Each code represents a component grouping of a building designed to ease assignment of a project into the proper code. The code breakdown is also meaningful for comparison of costs among school districts and to the Minnesota legislature to assess school facility costs and the ongoing need for facility funding.

Additional Documentation

Category 2 Asbestos Removal and Encapsulation, Fire Safety and Indoor Air Projects \$100,000 or over per Project, per Site, per Year

For districts with asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year for FY 2025 or FY 2026 the ten-year plan includes a narrative describing the scope and cost of the project in greater detail. Individual project approval is required as these projects generate additional revenue.

- a. For **asbestos removal and encapsulation projects**, give a description of the type and amount of asbestos and the scope of the project including an engineer or contractor estimate of the cost -**narrative from contractor/professional engineer - on company letterhead and signed by a company contractor/engineer.**
- b. For **fire safety projects**, include a project description and an estimate of the cost **from the professional engineer.** If a building permit has been pulled for other school construction projects, the building inspector has jurisdiction over the review of the fire suppression rework, but the State Fire Marshal should be contacted for final review and approval; otherwise, the fire suppression rework requires an order from the state fire marshal, schools division. If replacing a fire alarm system which is inoperable, **submit State Fire Marshal orders to substantiate.** Voice activated systems cannot be installed in existing systems unless there are Fire Marshal orders authorizing replacement due to in operable system.
- c. For **indoor air quality projects**, describe which American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) Indoor Air Quality (IAQ) standards are not being met and indicate how the project will result in meeting ASHRAE standards and include an estimate of cost from the project engineer. Also, include a floor plan to reflect classrooms affected and a report listing cubic feet per minute (CFM) ratings (current and projected ratings at completion of project) - **narrative from professional engineer on company letterhead and signed by professional engineer.**

Category 3(a) Approved Voluntary Prekindergarten (VPK) Program - Remodeling Costs

For districts with an approved voluntary prekindergarten program under section 124D.151, a narrative describing the project to remodel existing instructional space to accommodate kindergarten instruction. In the narrative, describe the square footage and use of the existing instructional space, changes to be made to the facility, and the final square footage and features of the prekindergarten instructional space, for example, bathroom space, play area, and small group instruction space. This narrative may be the same narrative submitted to MDE as part of the application to obtain approval for the voluntary prekindergarten program under section 124D.151.

Category 3(b) Gender Neutral Single-User Restrooms - Remodeling Costs

For districts who budget for a remodeling or construction project for a gender-neutral, single user restroom at each school site, include a narrative describing the project scope and cost to remodel existing instructional space to accommodate a single-user restroom (at least one per school site). In the narrative, describe the square footage and changes to be made to the facility, and the final square footage and features of the bathroom space. Include a schematic of the remodeled area. **Narrative information is required to be submitted on vendor/contractor letterhead and signed by the appropriate staff member. If the work is to be done by school facilities staff, please include the narrative information on the school's letterhead and signed by authorized personnel.**

Category 5 Deferred Maintenance Projects costing \$2,000,000 per Project, per Site, per Year

For districts with deferred maintenance projects for FY 2025 or FY 2026 costing \$2,000,000 or more per project, per site, per year, a narrative describing each project in greater detail is required. In the narrative, discuss the deferred capital and maintenance criteria that make the project eligible for Long-Term facilities maintenance revenue and the work necessary to prevent further erosion of facilities. Describe the scope of work in sufficient detail to indicate the change in condition of the facility and provide an indication of the improvement to useful life. Indicate the level of deferred maintenance work needed for the facility before and after the project will be completed. Include an architect or consultant cost estimate detailing categories of work and associated cost including an estimate of fees - narrative from professional engineer/architect.

Updating the Health and Safety Database (Does not include Deferred Maintenance Fina

The Minnesota Department of Education (MDE) will continue to use the existing Health and Safety (H&S) database (located on the MDE website under MDE > Districts, Schools and Educators > Business and Finance > Data Submissions, select Health and Safety) to drive levy processing for fall levies. Districts enter summary data by finance code, consistent with the summary data for Fiscal Year (FY) 2024, FY 2025 and FY 2026 included on the district's ten-year plan expenditure spreadsheet. Detailed information by project will still be required for asbestos removal and encapsulation, fire safety and indoor air quality projects costing \$100,000 or more per project, per site, per year since those generate additional revenue over and above the Long-Term Facilities Maintenance (LTFM) formula allowance. Do not enter information for deferred maintenance or accessibility finance codes. The Health and Safety amounts provide an accurate calculation of the hold harmless revenue estimate on the levy and aid entitlement reports, and either add to revenue or show complete information for persons who seek levy information.

When comfortable with data and assumptions, a district should enter the total health and safety cost from the expenditure spreadsheet in the hold harmless section of the revenue spreadsheet and the Health and Safety Data Submission System. Hold harmless revenue depends on the year's H&S costs plus deferred maintenance revenue for districts that did not qualify for alternative facilities revenue. Hold harmless for an alternative facilities school district is health and safety plus an amount to fund the other ten-year plan projects. For FY 2026 and later, MDE is asking school districts to enter totals by finance code from the expenditure spreadsheet in the Health and Safety Data Submission System (instructions on how to enter H&S data on the data submissions website may be found on the LTFM webpage under MDE > Districts, Schools and Educators > Business and Finance > School Finance > Facilities and Technology > Long-Term Facilities Maintenance, then select "Health and Safety Website Instructions" (these instructions may also be found on the Health and Safety Data Submission System). MDE uses the submission system to load the prior law calculation H&S amount into the Levy Limitation and Certification system and LTFM Aid Entitlement system. Without this step, the levy shows zero in the health and safety line under the old law revenue and the calculation is inaccurate. An alternative facilities school district should not include the amount in both the Health and Safety Data Submission System and in the revenue amount entered for deferred maintenance ten-year plan projects levy as the H&S levy will be doubled. In the Health and Safety Data Submission System, enter the H&S finance totals, six in all (if all are included in the ten-year planned projects) from the expenditure spreadsheet plus separately enter each individual project (asbestos removal and encapsulation, fire safety or indoor air quality) costing \$100,000 or

Note: School Districts should continue to update H&S expenditures in the Health and Safety Data Submission system on a regular basis to accurately cost estimate decreases or increases for applicable fiscal years.

Make sure to update the system for **final, audited UFARS H&S financial data** (reference the 23-24 UFARS Turnaround Report titled **Expenditure by Finance Code Report** on the Minnesota Funding Reports (MFR) webpage located at Data Center > Data Reports and Analytics, locate the School Finance Reports section, select Minnesota Funding Reports (MFR). Enter your school name, view all reports, select UFARS Turnaround Reports category, select 23-24 school year, under Report select "All" and then List Reports.

Facilities Age and Square Footage Reporting

Memo Sent to Superintendents/Business Managers: **Mid-October 2024**

Next Reporting Period: Mid - October to December 15, 2024 for 25PAY26 Levy for FY 2

Districts, Schools and Educators > Business and Finance > Data Submissions, then select

or on Main MDE Webpage: <https://education.mn.gov/MDE/index.htm>, select "Data S

Facilities Age and Square Footage Report

All K-12 independent and special school districts are required to submit information using the Facilities Age and Square Footage Report (accessible below). Login requires a district's four-digit district number and an assigned four-digit password used for accessing the Health and Safety system.

Districts are required to annually review and update the district's inventory of buildings prior to the beginning of the fiscal year. This data is necessary to calculate the operating capital portion of general education revenue under Minnesota Statutes, section 123B.595, for qualifying districts to calculate aids and levies for operating capital and long-term facilities maintenance, as well as to calculate health and safety budget on a biennium basis.

A memo is sent to superintendents, with instructions, when the submission window is open.

[> Enter the Facilities Age and Square Footage Report.](#)

[Age and Square Footage Report - 10/13/23](#)

027

in left grey column, "Facilities Age and Square Footage Report"

submissions" radial button.

Age and Square Footage Report
ord. This same password is also

inning of each calendar year. This
ta Statutes, section 126C.10, and
istricts. The data is used
late district's finance code 352



Search Search

er ▾ Office of the Inspector General

Office of the Inspector General

The Office of the Inspector General is responsible for protecting the Minnesota Department of Education against fraud, waste and abuse. Make inquiries to the office at MDE.Inspector.General@state.mn.us or with the toll-free line at 833-819-8090.

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- 1
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- 4
- 5

[Data Submissions](#)

Long-Term Facilities Ma A

Pay as Yo

Project Expenditures Fund	Project Description
A - Fund 01	Project(s) \$1 to \$1,999,999 per site/year for finance codes 358, 363 and 366 funded on a pay as you go basis . The project is completed with excess funds remaining.
B - Fund 06	Project(s) \$2 million or more per site/year for Finance Codes 358, 363 and 366, funded on a pay as you go basis . The project is completed with excess funds remaining.
E - Fund 06	Funding in Fund 01 has accumulated over time providing for a project \$2 million or more per site/year funded on a pay as you go basis . The project is completed with excess funds remaining.

Bonde

Project Expenditures Fund	Project Description
---------------------------	---------------------

D - Fund 06	Project(s) \$2,000,000 or more per site/year for Finance Codes 358, 363 and 366, funded with debt issued . The project is completed with excess funds remaining.
G - Fund 06	Project(s) under \$2 million per site funded with debt issued . The project is completed with excess funds remaining.
H - Fund 06	Project(s) \$2 million or more per site funded with debt issued , project is completed with excess funds remaining.
end of worksheet	

**Maintenance (LTFM) Fund Transfers
as of 05/2024**

On go Basis		
Conclusion	Minnesota Statutes	Funds
No fund transfer required. MDE will adjust revenues based on the lesser of actual expenditures or approved costs.	123B.595 (reserve)	
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for \$2 million or more project/site/year . At the completion of the project any amount that was transferred in excess of expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
Funds must be transferred from Fund 01 to Fund 06 in the amount of the payments for the projects (\$2 million or more per project/site/year) . At the completion of the project any amount that was transferred in excess of final expenditures must be returned to Fund 01. MDE will adjust revenues in the General Fund 01 - LTFM based on the lesser of final expenditures or approved costs.	123B.595 (reserve)	1 to 6 to 1
Outstanding Debt		
Conclusion	Minnesota Statutes	Funds

<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65). Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>
<p>At the conclusion of the project, if the district does not have further approved LTFM projects that can be funded under the language of the bond issue, the district should transfer the excess funds from Fund 06 to Fund 07 (see other "Use of Proceeds" options under Minnesota Statutes 2022, section 475.65), Districts with additional approved LTFM projects that can be funded under the language of the bond issue should retain the excess in the LTFM Restricted/Reserved Balance Sheet Account 467, Fund 06 and incorporate the excess funds into the calculation of the next LTFM bond issue. LTFM revenue is computed based on actual debt service payments.</p>	<p>123B.595 (reserve) or 475.61 (transfer to Fund 7 - Debt Service), 475.65</p>	<p>6 to 7</p>

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
866	358, 363 and 366		
866 868	358, 363 and 366	910	649
865 868	Not including Finance Codes 358, 363 or 366	910	649

Restricted Grid Codes

Program Code(s)	Finance Codes	Object Code	Source Code
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867	358, 363 and 366	910	649
867	Not including Finance Codes 358, 363 or 366	910	649
867	Not including Finance Codes 358, 363 or 366	910	649

Journal Entry

No Entry Required

Entry 1:

Debit Expense 01-005-866-3XX-910-000
Credit Revenue 06-005-868-000-649-000

Correcting Entry to Return Funds:

Debit Revenue 06-005-868-000-649-000
Credit Expense 01-005-866-3XX-910-000

Entry 1

Debit Expense 01-005-865-3XX-910-000
Credit Revenue 06-005-868-000-649-000

Correcting Entry to Return Funds (Under \$2 Million)

Debit Revenue 06-005-868-000-649-000
Credit Expense 01-005-865-3XX-910-000

Journal Entry

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

Debit Expense 06-005-867-3XX-910-000
Credit Revenue 07-005-000-000-649-000

2024-2025 Organization Items –July 2024

Rate of Pay: School Board Members – \$65 per meeting

Mileage rate: Federal IRS Rate

Facilities designated as official depositories for the District are Citizens State Bank of NYA, Old National Bank, Security Bank, MN School District Liquid Asset Fund, and MN Trust.

Designation of Amy Groschen and Lynn Peterson to have authority to make Electronic Fund Transfers (EFT) for financial and payroll purposes.

Regular Board meetings: Fourth (4) Monday of each month at 6:00 PM, Central High School - exceptions: December move to 3rd Monday (December 16; August 2024 move to 2nd Monday (August 12)

Official school newspaper: Sun Patriot

Committees remain in place until January 2024 Board Meeting.

Non-Certified Substitute Rate for 2024-2025 School Service Employee General Salary Schedule, Level 1, Minimum

2024-2025 Substitute Pay for Certified Teachers: \$125 per day

2024-2025 Meet & Confer Dates and Time:

September 26, 2024, November 7, 2024, February 13, 2025.

2024-2025 Lunch Prices

	Elementary	Middle & High School
Breakfast	\$2.40	\$2.40
Lunch	\$5.00	\$5.00
Milk	\$0.60	\$0.60
Adult Breakfast	\$2.40	\$2.40
Adult Lunch	\$5.00	\$5.00

****Please note Breakfast and Lunch are free for students, these prices reflect a 2nd meal/Adult meal/extra milk**

****The USDA sets prices at the end of July. This will not change any regular meal prices, but it may change the adult meal and second meal price.**

2024-2025 Admission Fee Schedule

Gate Admissions:

- Adult - \$7
- Student - \$5
- Central High school students in grades 9-12 - free admission with student ID
- Preschool Student – Free with adult
- Golden Age Pass – Free to all persons 65+ years

Athletic Activity Pass (Non-transferable)

- Single Activity Pass - \$120 (39)
- Single Adult - \$80
- K-8 Student - \$50

Other Event Admissions:

Other events such as Triple A, Prom, Homecoming, and Concerts, will be charged an admission or a free-will offering collected. (School age and up, till age 65.)

Free Activity Passes:

Anyone who is a non-paid volunteer for any extra-curricular activity for District #108, including Community Education, will receive one single person Central Raider free activity pass. This pass will allow these individuals free admission into any and all school extra-curricular activities, excluding tournaments. This pass will be issued to individuals who are termed “regular volunteers” and will be given out to those who help out more than twice in an activity. These passes will be good for the entire school year and will be given out once the volunteers are determined by the Community Education Director, Activities Director, or building Principal.

A Central Activity pass will be provided for any staff members upon request from a building principal. These passes will be issued with the purpose of encouraging attendance at Central activities and basic supervision of students.

2024-2025 Participation Fees:

High School Athletics

All activities listed are \$175

- Football
- Volleyball
- Cross Country
- Boys Soccer (7-12)
- Girls Soccer (7-12)
- Boys Basketball
- Girls Basketball
- Wrestling (7-12)
- Golf (7-12)
- Baseball
- Softball
- Track
- Gymnastics (7-12)
- Girls Hockey

Middle School Athletics

All activities listed are \$100

- 7th & 8th Grade Football
- 7th & 8th Grade Volleyball
- 7th & 8th Grade Boys Basketball
- 7th & 8th Grade Girls Basketball
- 7th & 8th Grade Baseball
- 7th & 8th Grade Softball
- 7th & 8th Grade Track
- 7th & 8th Grade Cross Country

Other Activities

- Knowledge Bowl - \$80
- Musical/Play - \$80
- Speech - \$100
- One Act Play- \$80
- Robotics - \$100
- E-Sports - \$80

★ **Maximum Per Family – \$700**

★ **All fees must be paid by the conclusion of the first week of practice**

2024-2025 Auxiliary Pay Schedule

Football

- One Timekeeper/Scoreboard Operator - \$50/person
- One Announcer - \$40
- Chains Worker: \$15/person/per game
- Student Worker: \$10.85/hr.

Soccer

- One Announcer - \$40
- One Scorebook - \$50
- One Student Worker \$10.85/hour

Basketball (Boys and Girls, A&B games)

- One Timekeeper/Scoreboard Operator - \$50/person
- One Scorer - \$50
- One Announcer \$50
- One Shot clock operator - \$50
- The same person will work both A&B matches
- Student Worker: \$10.85/hr.

Wrestling (A & B games)

- Two people at the table - \$50/person
- The same person will work both A&B matches
- Student Worker: \$10.85/hr.

Volleyball (A&B games)

- One Timekeeper - \$50
- One Scoreboard Operator - \$50
- Libero Tracker - \$50
- The same person will work both A&B games
- Two adults on the line for both A&B - \$25/person/match
- Student Worker: \$10.85/hr.

Track

- One Starter - \$135/meet or a negotiated amount
- Timers - \$45/meet
- Field Events - \$45/meet
- Student Workers - \$10.85/hr.

Cross Country

- Adult Workers - \$50/meet
- Student Workers - \$10.85/hr.

Speech

- Judge - pay decided by host school

Softball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Baseball

- If necessary, pay will be based on the same rate as the pay for football, basketball, and wrestling workers.

Athletic Officials

- "B" Squad - \$65/game/official or negotiated amount
- "C" Squad - \$60/game/official or negotiated amount
- 8th Grade - \$55/game/official or negotiated amount
- 7th Grade - \$55/game/official or negotiated amount
- Community Education - \$35 an hour or previous rate for returning officials
- *Umpires and Referees negotiable*

Ticket Takers

- \$40.00 per night

Post-Season Athletic Activities

- Bus Chaperone \$75/person



Ad Proof

Not Actual Size

**ISD #108 CENTRAL
PUBLIC SCHOOLS
NORWOOD
YOUNG AMERICA, MN
NOTICE OF ELECTION FOR
SCHOOL BOARD MEMBERS**

-Public Notice Ad Proof-

This is the proof of your ad scheduled to run on the dates indicated below. Please proof read carefully. If changes are needed, please contact us prior to deadline at Cambridge (763) 691-6000 or email at publicnotice@apgecm.com

NOTICE IS HEREBY GIVEN that the Central Public Schools will have an election for School Board Members.

The offices and terms are as follows:

Board Members, FOUR SEATS:

Seat 1, for a four (4) year term

Seat 2, for a four (4) year term

Seat 3, for a four (4) year term

Seat 4, for a four (4) year term

The file period shall commence July 30, 2024, and shall close on August 13, 2024. The final date of Candidate Affidavit withdrawal is August 15, 2024.

All candidates shall file at:

Central Public Schools:

District Office

531 Morse Street

NYA, MN 55368

A candidate for this office must file the required paperwork within file period (including the \$2.00 file fee), be an eligible voter, be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for 30 days before the general election, and must have no other affidavit on file for any other office at the same general election.

Published in the

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July 18, 2024

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NOTICE OF ELECTION FOR SCHOOL BOARD MEMBERS

ISD #108 CENTRAL PUBLIC SCHOOLS
NORWOOD YOUNG AMERICA, MN

NOTICE IS HEREBY GIVEN that the Central Public Schools will have an election for School Board Members.

The offices and terms are as follows:

Board Members, FOUR SEATS:

Seat 1, for a four (4) year term

Seat 2, for a four (4) year term

Seat 3, for a four (4) year term

Seat 4, for a four (4) year term

The file period shall commence July 30, 2024, and shall close on August 13, 2024. The final date of Candidate Affidavit withdrawal is August 15, 2024.

All candidates shall file at:
Central Public Schools: District Office
531 Morse Street
NYA, MN 55368

A candidate for this office must file the required paperwork within file period (including the \$2.00 file fee), be an eligible voter, be 21 years of age or more on assuming office, must have been a resident of the school district from which the candidate seeks election for 30 days before the general election, and must have no other affidavit on file for any other office at the same general election.