# ISD 110 School Board Work Session

Monday, June 8, 2026 7:00 PM
Waconia Public Schools - District Office - Conf Rm A, 512 Industrial Blvd., Waconia, MN 55387

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|---|---|
| 1. **Thank You for Service Student Board Representatives**<br>• **Sydney Sabol**<br>• **Colette Newman** | |
| 2. **School Board Member Interest in District 110 Employment for SY26-27** | |
| 3. **Elementary Configuration Study** | **Presenter:** Brian Gersich, Erika Nesvig, Pam Carmen, Keith Baune, Paul Tordoff, Ann Swanson, Shane Clausen |

# Elementary Grade Configuration Discussion

## June 8, 2026

# Agenda

- Introduction
- Research and Team Study
- Other Districts
- Financial Projections
- Yet to be studied
- Current Recommendations
- What else learned
- Questions and feedback



WACONIA PUBLIC SCHOOLS

# 2024-2028 Strategic Plan

WACONIA PUBLIC SCHOOLS ISD 110

## OUR MISSION

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



## OUR CORE VALUES

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

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

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

**Empathy**
We listen and act with genuine care.

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

## OUR VISION

**ISD 110 commits to:**

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

## OUR STRATEGIC DIRECTIONS



### Student Outcomes

- Evaluation of elementary student performance on MCAs.
- Assessment of middle school student performance on MCAs.
- Evaluation of high school student readiness for post-high school success.



### Student & Staff Experience

- Foster a physically and emotionally safe environment within the school.
- Promote recognition and responsiveness to cultural commonalities and differences, ensuring all individuals feel welcomed, respected, and heard.
- Provide access to inclusive academic, leadership, service, and social opportunities for all community members.

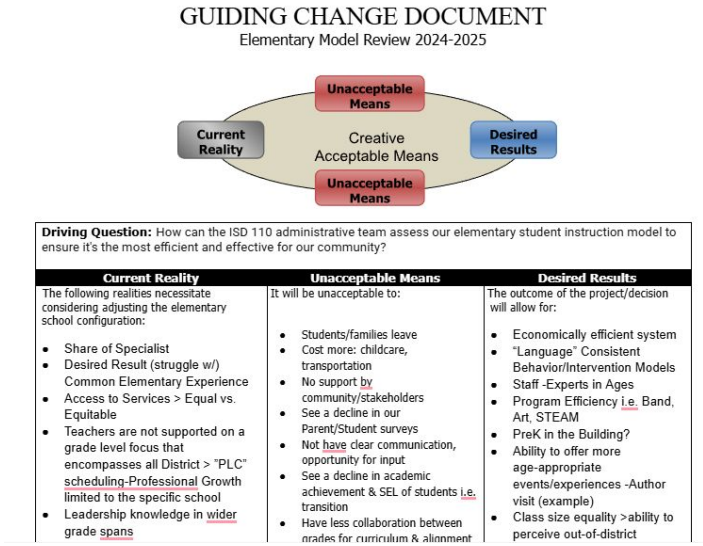


### Systems & Structures

- Effective management of financial resources to support the school's mission and goals.
- Proactive planning for and maintenance of facilities to ensure a conducive learning environment.
- Monitoring and promotion of student enrollment to sustain and enhance the school community.

# Introduction and Why

- Why did we conduct this study?
- Team formation
  - Spring 2024
- Initiated process by discussing the Guiding Change Process
  - Helps frame the conversation
  - Determine commitments and ensure we are able to clearly describe our intended outcomes



GUIDING CHANGE DOCUMENT

Elementary Model Review 2024-2025




**Driving Question:** How can the ISD 110 administrative team assess our elementary student instruction model to ensure it's the most efficient and effective for our community?

| Current Reality | Unacceptable Means | Desired Results |
|---|---|---|
| The following realities necessitate considering adjusting the elementary school configuration:<br>• Share of Specialist<br>• Desired Result (struggle w/) Common Elementary Experience<br>• Access to Services > Equal vs. Equitable<br>• Teachers are not supported on a grade level focus that encompasses all District > "PLC" scheduling-Professional Growth limited to the specific school<br>• Leadership knowledge in wider grade spans | It will be unacceptable to:<br>• Students/families leave<br>• Cost more: childcare, transportation<br>• No support by community/stakeholders<br>• See a decline in our Parent/Student surveys<br>• Not have clear communication, opportunity for input<br>• See a decline in academic achievement & SEL of students i.e. transition<br>• Have less collaboration between grades for curriculum & alignment | The outcome of the project/decision will allow for:<br>• Economically efficient system<br>• "Language" Consistent Behavior/Intervention Models<br>• Staff -Experts in Ages<br>• Program Efficiency i.e. Band, Art, STEAM<br>• PreK in the Building?<br>• Ability to offer more age-appropriate events/experiences -Author visit (example)<br>• Class size equality >ability to perceive out-of-district |

# Research and study

## Key Findings




Current research does not identify or support one grade configuration as the most effective.

Most districts decision to change grade configurations are usually due to:

- Budget
- Space
- Transportation

# Research and study

## Things to Consider

- Some research shows that there is academic loss when students transition to a new school.
- Some districts find that they are better able to tailor both academic and behavior programs when they have a smaller range of students.
- If deciding to reconfigure, it is important that districts:
  - are well planned and anticipate challenges or consequences of a reconfiguration.
  - allow the community to ask questions and give input.
  - have collaboration among all stakeholders.

# Study of Districts

## Grand Rapids (3,972)

- **What:** Moved 2 of 3 elementary sites to primary and intermediate building.
- **Why:** Budget

## Howard Lake Waverly (1,312)

- **What:** Fall 2025 switching their 2 elementary sites to a primary and an intermediate building.
- **Why:** Budget and Teacher Collaboration

## Little Falls (2,424)

- **What:** Switched 2 elementary sites to a primary and intermediate building.
- **Why:** Budget and Curriculum Alignment

# Themes From Districts

## Measurable savings

- All suggested FTE reductions ranging with class sizes, estimated about 1 FTE per grade level.



## Perceived and realized benefits

- Class size balance
- Cost savings
- Instructional Alignment (field trips, curriculum, MCA prep)

# Themes From Districts

**Unexpected drawbacks**

- **Transportation and family drop off**
- **Special Education programming more fragmented, less ability for case managers to build longer relationships with students and families**

**Other notes**

- **Shift to full districtwide PTOs rather than site specific**
- **Transitions were hard for staff and families, mitigated by regular and deliberate communication**
- **Level of competition (open enrollment, private schools) not as “obvious” as metro**

# Financial Pieces and Projections

## Potential Savings and Benefits:

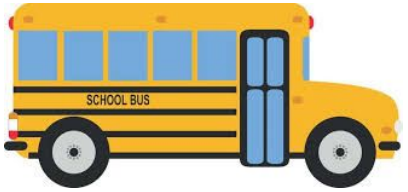
- Staffing efficiencies through grade-level consolidation
- Improved class size balancing
- Operational alignment opportunities

## Potential Offsetting Costs:

- Transportation adjustments and longer routes
- Additional supervision and operational support
- Facility modification and transition costs




# Transportation Impacts




- **Routes would be longer, in some cases significantly**
- **Options**
  - Multiple drop offs (same routes, but drop kids off one site at a time)
  - “Transfers” (would be significantly more than now, which could lead to confusion with so many kids transferring.)
- **Would require staggering start times by about 10 minutes per site, plus some adjustments to WMS and WHS**
- **Cost projected neutral (best case) but potential for marginal increases if route times exceed contracted length.**

# Staffing Scenarios / Comparisons






# Staffing Scenarios / Comparisons

- Each year assumes the goal of trying to stay within target ranges
- Noteable if we changed models, it would be much harder to justify being over targets if that's one of the desired benefits of a model change
- Also notable the impact of being over targets generally means 10 plus sections would be at or over target range compared to a single site (usually 3 at a time)

| Core Subjects: | Below Targeted Range | Within Targeted Range | Above Targeted Range |
|---|---|---|---|
| Kindergarten | 0.00 - 19.99 | 20.00 - 23.00 | 23.10 + |
| Grade 1 | 0.00 - 20.99 | 21.00 - 24.00 | 24.10 + |
| Grade 2 | 0.00 - 21.99 | 22.00 - 25.00 | 25.10 + |
| Grade 3 | 0.00 - 22.99 | 23.00 - 27.00 | 27.10 + |
| Grade 4 | 0.00 - 23.99 | 24.00 - 28.00 | 28.10 + |
| Grade 5 | 0.00 - 24.99 | 25.00 - 29.00 | 29.10 + |

# Pause and Predict




- **If the goal is all sections within targets for a new model, how many FTE would we expect to save each year in this model?**
  - **Assume all grades at a single site**
  - **Exclude potential changes to specials**
- **Think of a number, be prepared to share it.**

| Core Subjects: | Below Targeted Range | Within Targeted Range | Above Targeted Range |
|---|---|---|---|
| Kindergarten | 0.00 - 19.99 | 20.00 - 23.00 | 23.10 + |
| Grade 1 | 0.00 - 20.99 | 21.00 - 24.00 | 24.10 + |
| Grade 2 | 0.00 - 21.99 | 22.00 - 25.00 | 25.10 + |
| Grade 3 | 0.00 - 22.99 | 23.00 - 27.00 | 27.10 + |
| Grade 4 | 0.00 - 23.99 | 24.00 - 28.00 | 28.10 + |
| Grade 5 | 0.00 - 24.99 | 25.00 - 29.00 | 29.10 + |

# Staffing Scenarios / Comparisons 2025-26 (67 sections)

| Bayview | 25-26 | | |
|---|---|---|---|
| | Core Sections (Estimated from 24-25) | Current Enrollment | Avg Class Size |
| Kindergarten | 4 | 86 | 21.50 |
| Grade 1 | 4 | 87 | 21.75 |
| Grade 2 | 4 | 91 | 22.75 |
| Grade 3 | 3 | 73 | 24.33 |
| Grade 4 | 4 | 103 | 25.75 |
| Grade 5 | 4 | 109 | 27.25 |
| **Total** | **23** | **549** | **23.87** |

| Laketown | 25-26 | | |
|---|---|---|---|
| | Core Sections (Estimated from 24-25) | Current Enrollment | Avg Class Size |
| Kindergarten | 3 | 63 | 21.00 |
| Grade 1 | 4 | 81 | 20.25 |
| Grade 2 | 4 | 90 | 22.50 |
| Grade 3 | 4 | 88 | 22.00 |
| Grade 4 | 3 | 91 | 30.33 |
| Grade 5 | 3 | 87 | 29.00 |
| **Total** | **21** | **500** | **23.81** |

| Southview | 25-26 | | |
|---|---|---|---|
| | Core Sections (Estimated from 24-25) | Current Enrollment | Avg Class Size |
| Kindergarten | 4 | 82 | 20.50 |
| Grade 1 | 4 | 91 | 22.75 |
| Grade 2 | 4 | 89 | 22.25 |
| Grade 3 | 3 | 85 | 28.33 |
| Grade 4 | 4 | 100 | 25.00 |
| Grade 5 | 4 | 103 | 25.75 |
| **Total** | **23** | **550** | **23.91** |

# Staffing Scenarios / Comparisons 2025-26 Combined (65 sections)

- **Minimum sections to stay within range**

| Grade | 25-26 | | |
|---|---|---|---|
| | Core Sections (Estimated from 24-25) | Current Enrollment | Avg Class Size |
| Kindergarten | 11 | 231 | 21.00 |
| Grade 1 | 11 | 259 | 23.55 |
| Grade 2 | 11 | 270 | 24.55 |
| Grade 3 | 10 | 246 | 24.60 |
| Grade 4 | 11 | 294 | 26.73 |
| Grade 5 | 11 | 299 | 27.18 |
| **Total** | **65** | **1599** | **24.60** |

# Staffing Scenarios / Comparisons Summary

- 2026-27 (Current enrollments) (1 section)
- 2025-26 (2 sections)
- 2024-25 (4 sections)
- 2023-24 (4 sections)
- 2022-23 (4 sections)
- 2021-22 (1 section)

| Core Subjects: | Below Targeted Range | Within Targeted Range | Above Targeted Range |
|---|---|---|---|
| Kindergarten | 0.00 - 19.99 | 20.00 - 23.00 | 23.10 + |
| Grade 1 | 0.00 - 20.99 | 21.00 - 24.00 | 24.10 + |
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| Grade 4 | 0.00 - 23.99 | 24.00 - 28.00 | 28.10 + |
| Grade 5 | 0.00 - 24.99 | 25.00 - 29.00 | 29.10 + |

# Examples of what still would need to be studied



- Construction
- Cost of moving
- Additional purchase of equipment
- Special Ed - Ensuring center based student needs are still able to be served at each site.
- Accessibility issues at each site (i.e. bathroom/lift space/changing tables or playground)

# Current Recommendations

- **With limited financial savings from staffing, partnered with potential increases in cost from transportation and building construction costs, our recommendation is to remain with our current model of three Prek-5 elementary schools.**









# Current Recommendations

- **Throughout our research, we identified positives for staff in having an entire grade level in the same building including PLC's, but have not found data showing correlation to improved student outcomes. If moving forward with a proposal in the future, it would be critical to ensure we have plans in place to support additional student transitions as research does show this can have a negative impact on student outcomes.**

# Current Recommendations

- **This recommendation also preserves the amazing culture and community built within each of our current sites while providing consistency for families throughout their elementary years.**



# Looking Forward

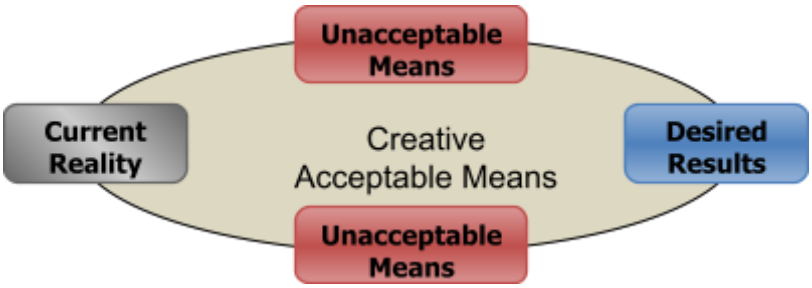
## Desired Outcomes

- Cross district PD, standards, pacing, expectations
- Class size ranges - guide staffing decisions
- Pre-K in all buildings
- Academic Programing & Support- equal at buildings vs student needs
- On-going communication between schools WE ARE 110
- Buildings reach capacity - in the future
  - Revisit 5th grade at the middle school


Thank You

# GUIDING CHANGE DOCUMENT

Elementary Model Review 2024-2025




**Driving Question:** How can the ISD 110 administrative team assess our elementary student instruction model to ensure it's the most efficient and effective for our community?

| Current Reality | Unacceptable Means | Desired Results |
|---|---|---|
| The following realities necessitate considering adjusting the elementary school configuration:<br><br>• Desired Result (struggle w/) Common Elementary Experience<br>• Access to Services > Equal vs. Equitable<br>• Teachers are not supported on a grade level focus that encompasses all District > "PLC" scheduling-Professional Growth limited to the specific school<br>• Leadership knowledge in wider grade spans<br>• Budget<br>• Shifting section sizes causing school transfers >open enrollment uncertainty of placements until Aug. >original assumption of school choice for parents<br>• More intervention resources need w/primary students<br>• neighboring school districts with quality programs | It will be unacceptable to:<br><br>• Students/families leave<br>• Cost more: childcare, transportation<br>• No support by community/stakeholders<br>• See a decline in our Parent/Student surveys<br>• Not have clear communication, opportunity for input<br>• See a decline in academic achievement & SEL of students i.e. transition<br>• Have less collaboration between grades for curriculum & alignment of boundaries<br>• Not to still celebrate we are all Wildcats<br>• Reduction in our inclusion models<br>• (up) Level 4 SE Center-based offering options for SE individual interventions (down)<br>• Accessibility consideration w/i school: 504, IEP, Access | The outcome of the project/decision will allow for:<br><br>• Economically efficient system<br>• "Language" Consistent Behavior/Intervention Models<br>• Staff -Experts in Ages<br>• Program Efficiency i.e. Band, Art, STEAM<br>• PreK in the Building<br>• Ability to offer more age-appropriate events/experiences -Author visit (example)<br>• Class size equality >ability to perceive out-of-district placement more clearly, family communication<br>• Age-appropriate support: intervention, Counselors, ML, Title Funding >supports can be represented @ age/disability levels @ schools >all disability experts represented at each building<br>• Districtwide PTO<br>• More focused PD/PLC based on age<br>• Seeing as all ISD 110 students >reduce perceived Elementary competition<br>• Age-appropriate equipment, furniture, materials, etc.<br>• 110 Waconia feel - We Are 110/Unity >Community feel too |

**Groups**

| Decision Makers (C) | Design Team (B) | Input (A) |
|---|---|---|
| Superintendent | Principal Leadership Team | Teachers & Staff |
| School Board | Building Leadership Teams / Teacher Leaders | Students |
| | Department of Education Services | Parents |
| | | Community |
| | | |

## Action Plan- & Timeline

*Stakeholder Voice and Options:*

- 

*Choice Making*:

- 

*Implementation and Refinement:*

- 

# ISD 110 - WACONIA PUBLIC SCHOOLS
# ELEMENTARY GRADES RECONFIGURATION
# RESEARCH & INFORMATION

Team Members: Baune, Nesvig, Sorgenfrie, DeVaan, Seim, Tordoff, Clausen, Jensen, Swanson

Link: Guiding Change - Elementary Grades Reconfiguration

Link: Guiding Change - 2024 Elementary Model

## OVERVIEW

**Section I:** Research

**Section II:** Interview Highlights: ISD 318 Grand Rapids Area Schools - Sean Martinson, Principal of West Rapids Elementary School

**Section III:** Cost Analysis & Space Analysis

**Section IV:** Strategies for Successful Implementation

**Section V:** Next Steps

## SECTION I: RESEARCH

## KEY FINDINGS

- Current research does not identify or support one grade configuration as the most effective. Research into the potential impact of grade configurations is generally inconclusive, with results that are difficult to generalize to other districts. However, some studies suggest that students perform better at schools with a larger number of grade levels. Another frequent finding is that the most effective grade configuration will vary by district, based on internal factors such as projected enrollment, transportation costs, school facilities, and community support.

***The decision to reconfigure the early grades is typically driven by practical needs such as budget, space, and school accreditation. While schools may see additional benefits as a result of reconfiguration, these are not cited as a driver in the decision to implement the change.***

- Critics of configurations that cluster students into schools with smaller grade spans often cite the increased number of school-to-school transitions as a negative consequence. Research on school transitions finds that academic loss across all content areas should be expected during transition years, though most studies focus on the elementary-to-middle or middle-to-high school transitions. ***To address concerns and mitigate the impact of changing schools, districts should implement ongoing and comprehensive transition plans that engage students, teachers, and parents.***

- Proponents of configurations that cluster students into smaller grade spans highlight the ability to create more targeted programming for students. Districts with distinct elementary and intermediate grade-level buildings note the ***benefits of being able to tailor both academic and student behavioral programs to a narrower range of student interests and needs.***

- Districts are faced with both logistical and cultural challenges when implementing a grade-level reconfiguration. **Administrators must consider student transportation, moving schedules and plans, staff contracts and distribution, and effects on school traffic.** ***Additionally, teachers and parents must be reassured and encouraged about a new school culture. In cases of early grades reconfiguration, additional care should be taken when scheduling classroom set-up time and guiding students through a transition.***

- The critical success factors for a grade level reconfiguration are:





| Planning | Communication | Collaboration |
|---|---|---|

- Districts should plan well in advance and work to anticipate any challenges or consequences of a reconfiguration. Districts should develop project schedules and communication plans early in the process. Administrators should hold public forums or community questions and input, and be sure to be prepared with information and answers to common questions. Schools can ask teachers to box materials as they teach them, so that they can begin the moving process during the regular school day and save time and money.

- Districts should ensure reconfiguration plans are feasible before introducing them to the community for input. Logistical details such as building capacity, transportation resources, and school schedules should be considered and used to narrow down options for grade configurations. ***Introducing configurations without proper vetting can lead to frustration and mistrust from the community.***

- To secure buy-in from teachers, parents, and students, district leaders should communicate about the plan early, often, and through multiple channels (e.g. emails, website, circulars). Schools should hold parent information nights in the evening, as well as student orientation events, to ease the anxiety over the transition.

- Districts must ensure that teachers across grade levels are communicating and sharing information around academic expectations. Teachers of younger grades should participate in regular meetings with teachers from upper elementary schools, so that they are familiar with the increased academic rigor and expectations of these grades.

- ❖ The division of elementary grades is viewed as a challenging transition with cultural implications. Many stakeholders believe that transitioning to a new school and a lack of exposure to older grades may delay the academic progress of students in the primary grades. Young students who are separated from older grades should be exposed to older students through other means, such as high school volunteer programs.

- ❖ Including Preschool in the reconfiguration may also require special planning and consideration to integrate Pre-K classrooms into an elementary school setting. Differences between Pre-K and K-3 instructional practices, teacher professional development, and daily schedules may create a disconnect within the school. Schools should develop specific goals for Pre-K integration and strategies that support integration. ***Additionally, school leaders should support opportunities for meaningful interaction between both teachers and students in Pre-K and elementary grade levels, such as through professional learning communities, paired classrooms, and professional development.***

## IMPLEMENTATION CONSIDERATIONS

The following are potential challenges that districts should plan for and work to mitigate:

### INTEGRATING PRE-K CLASSROOMS

One potential consideration that may be particularly important is the incorporation of Pre-K classrooms into an elementary school. As public Pre-K programs grow in popularity, researchers find that there is often little integration between Pre-K and K-3 programs.

- Using professional learning communities to create opportunities for staff across grade levels to collaborate and explore commonalities and differences;
- Discussing Pre-K integration goals during staff meetings;
- Partnering Pre-K and K-3 classrooms for projects to create relationships between both students and teachers across grade levels;
- Providing strong professional development for Pre-K teachers to match that of K-3 teachers; and
- Planning for the Pre-K to Kindergarten transition.
- Provide a coordinated continuum of education and care in a smooth, uninterrupted flow from Pre-K through Grade 3.
- Offer preparation and professional development for PreK-3 educators that blends sound elementary education teaching strategies focused on content knowledge with the child development pedagogies of early childhood education.
- Ensure that changes to a student's physical environment, instruction, and expectations occur gradually and seamlessly. In doing so, children can focus on attaining fundamental knowledge in language, literacy, math, science, social studies, and the arts, developing social competence, and developing the physical strength and coordination to engage in regular activity.
- Create indoor and outdoor physical environments that offer a variety of settings for different learning opportunities that support each child's unique needs and challenges. A broader repertoire of experiences and instructional approaches must be made available to children. The spaces in which children learn and develop should promote and provide for expanding approaches to education.

## SCHOOL TRANSITIONS

The number of school-to-school transitions is often cited as a potential negative impact of clustering grade levels. Changes to school grade configurations may also result in additional short-term shifting of students between schools. Districts should include a plan for addressing school transitions in any grade reconfiguration as a way to assuage potential concerns. There is limited research on school-to-school transitions within elementary grade levels; much of the literature focuses on transitions to Pre-K/K, middle school, and high school. However, some best practices in these areas may still be relevant to elementary school transitions. Research on elementary-to-middle school transitions recommends that school districts create ongoing and comprehensive transition plans that engage students, teachers, and parents in the process. Transition activities should occur before, during, and after a school change takes place and should support students and create opportunities for learning about and integrating into their new school environment.

A joint position paper from the National Middle School Association and the National Association of Elementary School Principals identifies **three key attributes of a successful school transitio**n program, including:

1. A sensitivity to the anxieties accompanying a move to a new school setting;
2. The importance of parents and teachers as partners in this effort; and
3. The recognition that becoming comfortable in a new school setting is an ongoing process, not a single event.

Recommendations to ease school transitions include:

- Make the planning, implementation, and evaluation of transition activities an annual focus, beginning in the intermediate grades of the elementary school.
- Become knowledgeable about the needs and concerns of young adolescents in transition.
- Engage in collaborative planning with teachers at the elementary and middle levels to ensure a smooth academic transition that recognizes and accommodates variations in curricula across feeder schools.
- Keep parents informed, help them become skilled in dealing with issues related to transition, and welcome their participation in their children's education.
- Provide programs, activities, and curricula to help students understand and cope successfully with the challenges of transition.

## OTHER POTENTIAL CHALLENGES

Here are other potential challenges that may result from grade clustering. These challenges relate to parent involvement, student opportunities, transportation, and facilities:

**Parent engagement** – Parent volunteers may be spread thinner across multiple schools and PTO groups and could be further limited if distances between home and school increase.

**Student mentorship** – Opportunities for older students to mentor and tutor younger students may be limited if fewer grade levels are housed at the same school.

**Transportation** - Costs and complexity may increase due to the need for multiple bus runs and separate bus pick-ups for children in the same family.

**Facilities** - Building design and infrastructure may not support additional same-grade classrooms or may require renovations.

**Neighborhood schools** – Consolidating grade levels into one school may result in the loss of a neighborhood's school or shifting of historic school boundaries; community members and parents may resist these changes.

# SECTION II: INTERVIEW HIGHLIGHTS

Two phone interviews with ISD 318 Grand Rapids Area Schools - Sean Martinson, Principal of West Rapids Elementary School highlighted the following:

ISD 318 in Grand Rapids, Minnesota, implemented a reconfiguration plan, which included changes to East and West elementary schools to grade-level buildings, with:

- East Elementary housing preschool through second grade
- West Elementary housing third through fifth grade

This change was intended to facilitate more equitable distribution of students if future adjustments to classroom needs are made.

Key Components of the Reconfiguration Plan:

- **Grade-Level Elementary Schools:** East and West Elementary Schools would be reorganized, with one focusing on preschool through second grade and the other on third through fifth grade.
- **Improved Class Size Management:** This reconfiguration aims to make it easier to distribute students more evenly across classrooms if adjustments to classroom needs are necessary in the future, says Megan Buffington of KAXE.
- **Teacher Collaboration:** The new structure is expected to allow for greater collaboration among teachers within the same grade level.
- **Financial Considerations:** The reconfiguration itself is not intended to save money but rather to optimize resource allocation in the face of potential budget cuts.

### SHIFTS IN PERSPECTIVES AND CHALLENGES THROUGHOUT THE SCHOOL YEAR:

| TOPIC | 1-2 YEARS PRIOR | FALL | WINTER | SPRING |
|---|---|---|---|---|
| Communication | | | | |
| Perspectives | | | | |
| Allocating Resources | | | | |
| Culture of the Building | | | | |
| Transitioning Students | | | | |
| Transportation | | | | |
| Class Sizes | | | | |
| Events/Field Trips | | | | |
| Special Education Center-Based Programming | | | | |

## SECTION III: COST ANALYSIS & SPACE ANALYSIS

- Comments noted in the presentation

## SECTION IV: STRATEGIES FOR SUCCESSFUL IMPLEMENTATION

- Clear and timely communication is critical throughout the process.
- Be alert to changing perspectives. Parent and Teacher perspectives of the transition shifted throughout the school year: FALL/WINTER/SPRING
- Allocating Resources according to need is important: Counselor, Title 1, Reading Specialist, Gifted/High Achiever
- Extra support for Kindergarten
- Culture of the building - bringing teachers/staff together
- Transitioning students: Special Education Transition Meetings
- Manageable class sizes
- Customize Specialist Choices for the grade configuration
- Social/Emotional Focus - Mental Health Support
- Customize events for the grade configuration
- No construction/remodel
- Moving classrooms/materials needed a comprehensive plan
- Intermediate grades - independence- programming
- Customize Student Experience for the grade configuration
- Special Education: What about transitioning students? Relationships? Intentional Conversations
- Community Education:
    - Early Childhood Classes? Full Day Preschool? What about all our other classes?
    - Kid's Co.? Space
- Do you lose the small community feel? 4 sections vs. 8-10 sections?
- Students benefit from consistency and relationships; hence:
    - Primary Recommendation: PreK - Grade 3
    - Intermediate Recommendation: Grades 4, 5, 6

## SECTION V: NEXT STEPS

Develop a timeline that includes the following:

- Collect data from other school districts
- Positive impact on the students.
- Cost analysis of a variety of options
- Space analysis of a variety of options
- What are optimal section numbers? Range of grades?
- Define PLC structures?
- What are the pros/cons of SPED Programming, specifically center-based programming?
- Begin discussion with expanded Admin. Team
- Provide School Board with Information Meeting that we are considering this change
- Provide staff with Information Meeting that we are considering this change
- Provide parents with Information Meeting that we are considering this change
- Collect input and have focus group meetings
- Share out opportunities that are beneficial for the change
- Other steps we need to take?

4. **Annual Survey Results**

**Presenter:** Matt Thomas, Communications Director

# 2026 EOY Survey Results

## Presented by Matt Thomas

# Student Survey Results

- Survey administered to students in grades 4-12
- 19 Students were opted out of the survey by their parents (13 in 2025)
- A total of 1,769 students took the survey
- Questions are reviewed by principals and Superintendent leadership team every year in March
- Language is consistent from year-to-year to we can analyze trends
- A few changes this year, most notably to questions related to Buildings & Grounds and Nutrition Services

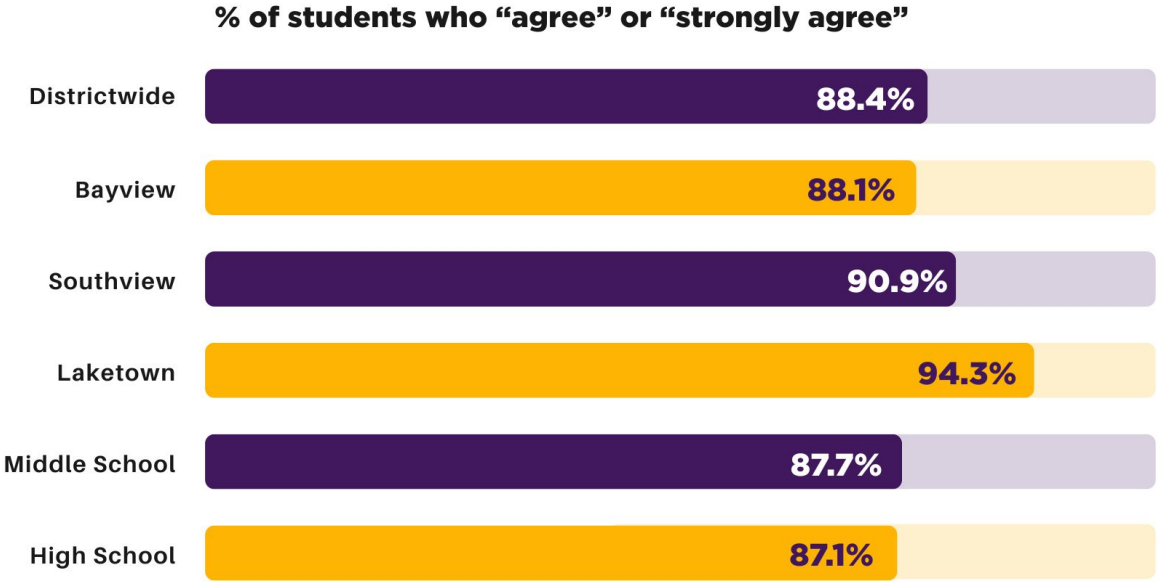
# Results Tied to Strategic Plan

**Strategic Direction:**
Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong.

**Accompanying Student Survey Questions:**

- I feel safe and supported at school
- I feel welcomed, respected, and heard at school
- I am engaged and involved in my school
- I participate in at least one extracurricular activity, student club, and/or sport that is connected to my school

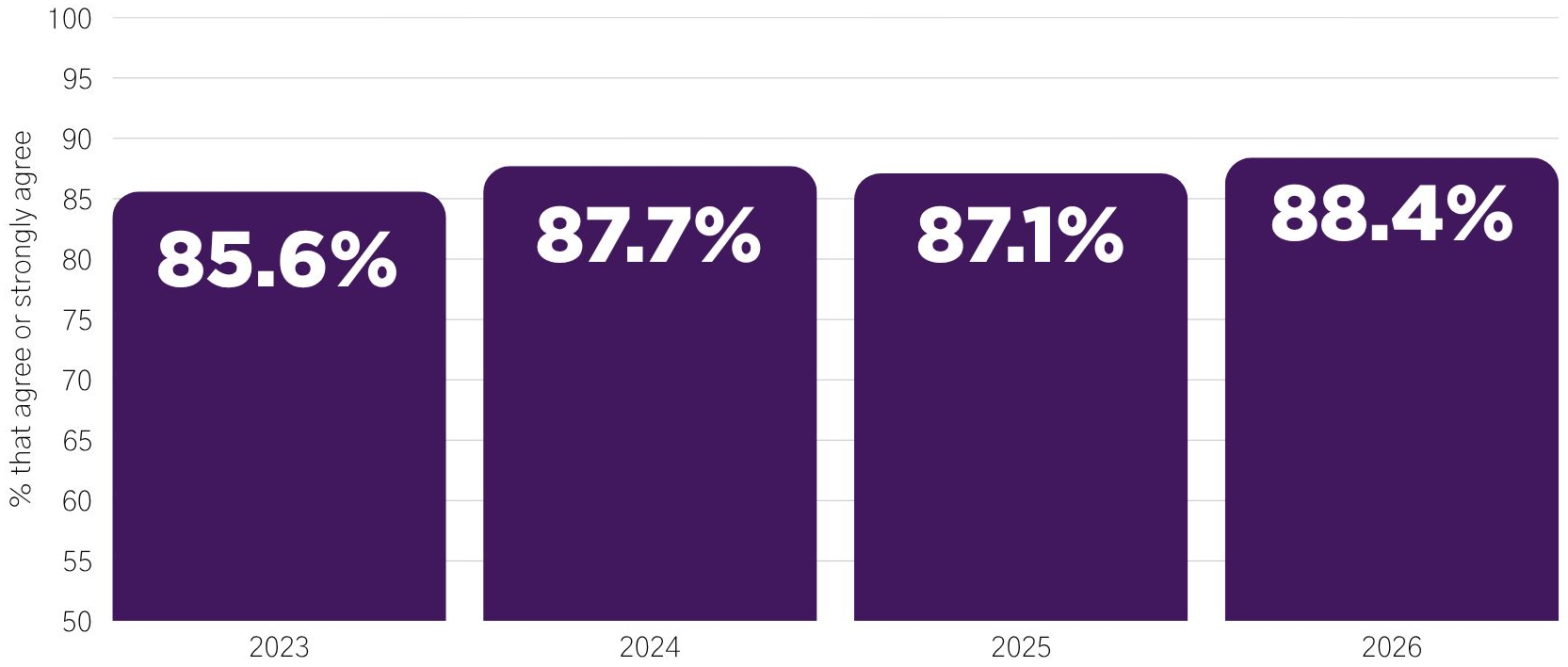
# “I feel safe and supported at school”



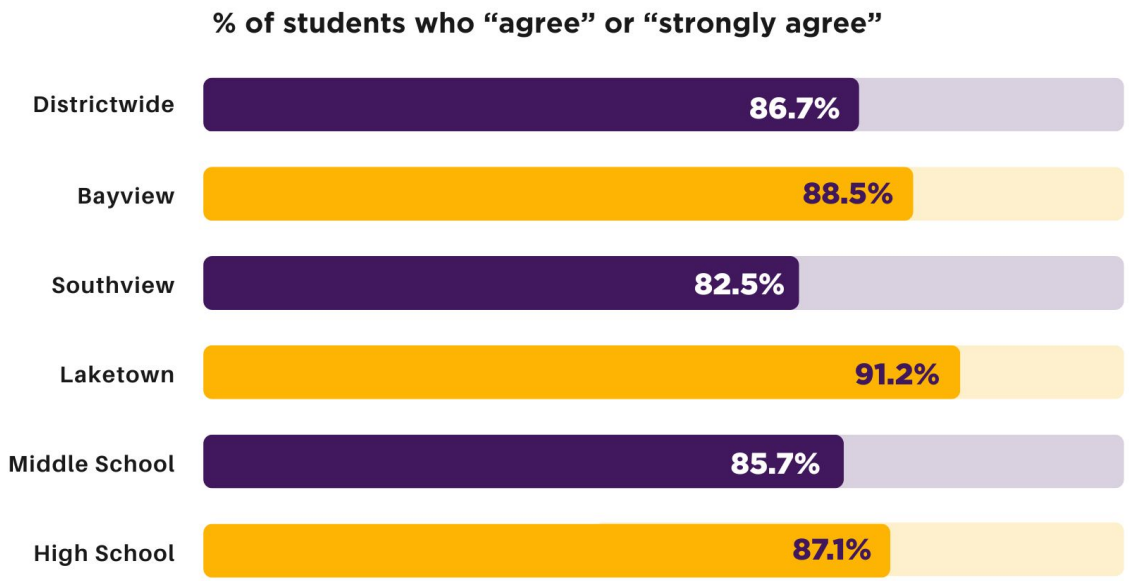

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 80% or Below | 81%-85% | 86%-90% | 91%-95% | 96% or Above |

# “I feel safe and supported at school”

## Four-Year Trend



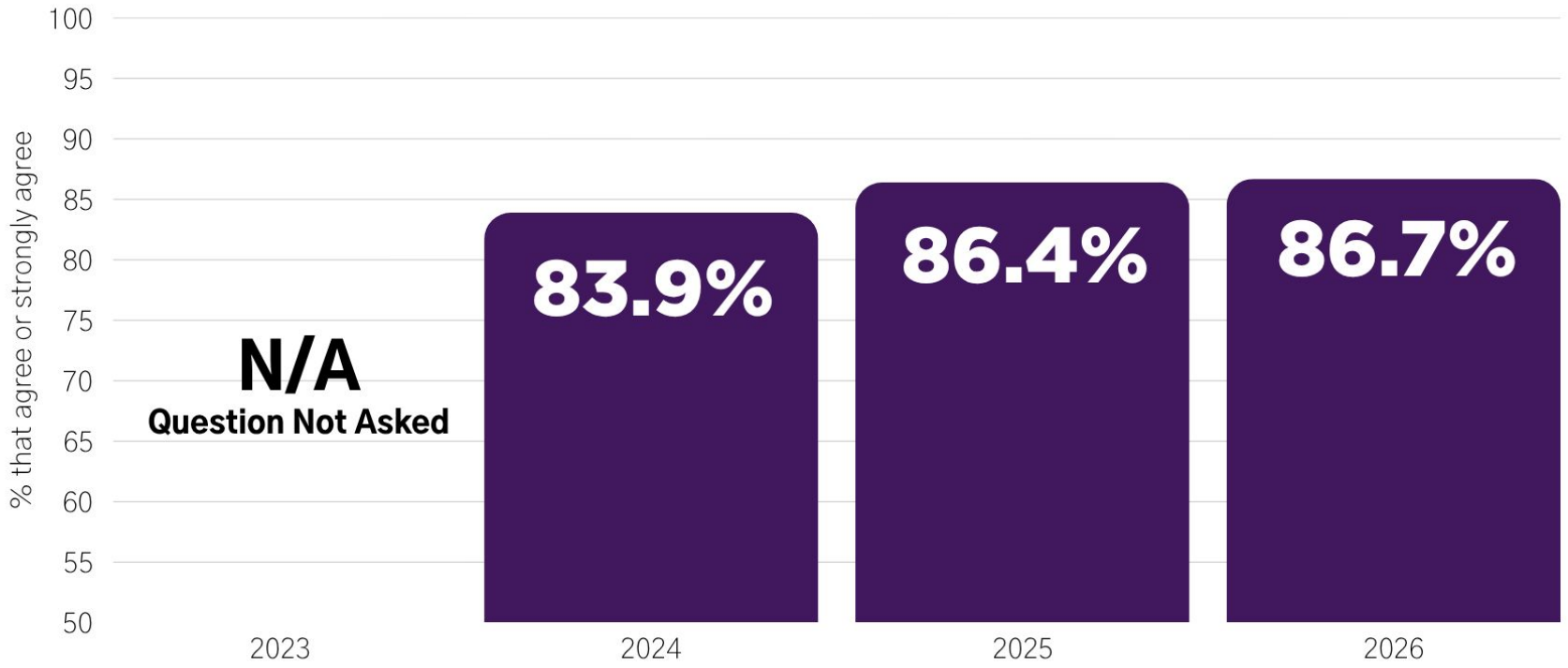
# “I feel welcomed, respected and heard at school”



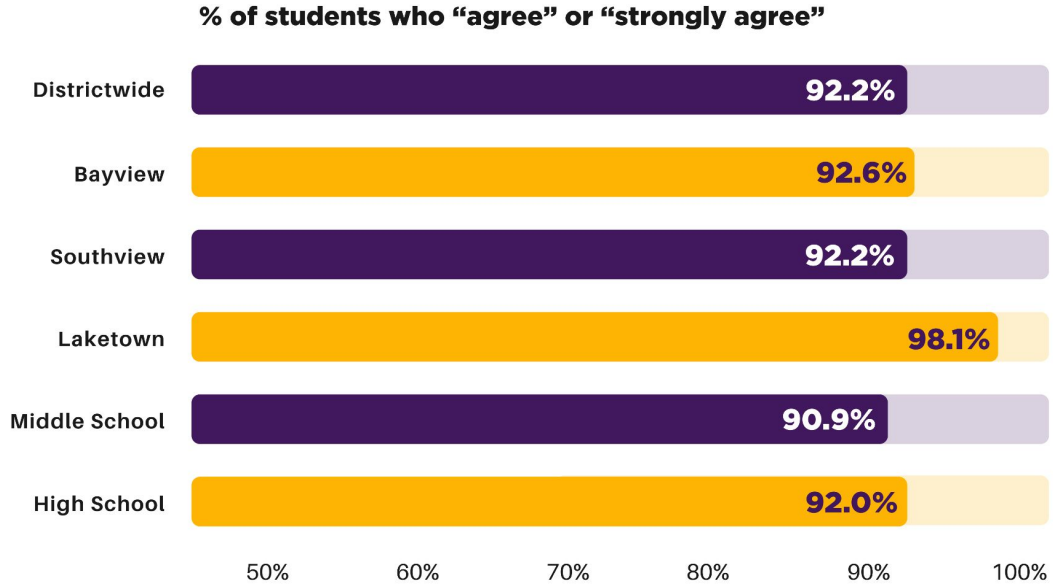

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 80% or Below | 81%-85% | 86%-90% | 91%-95% | 96% or Above |

# “I feel welcomed, respected, and heard at school”

## Four-Year Trend



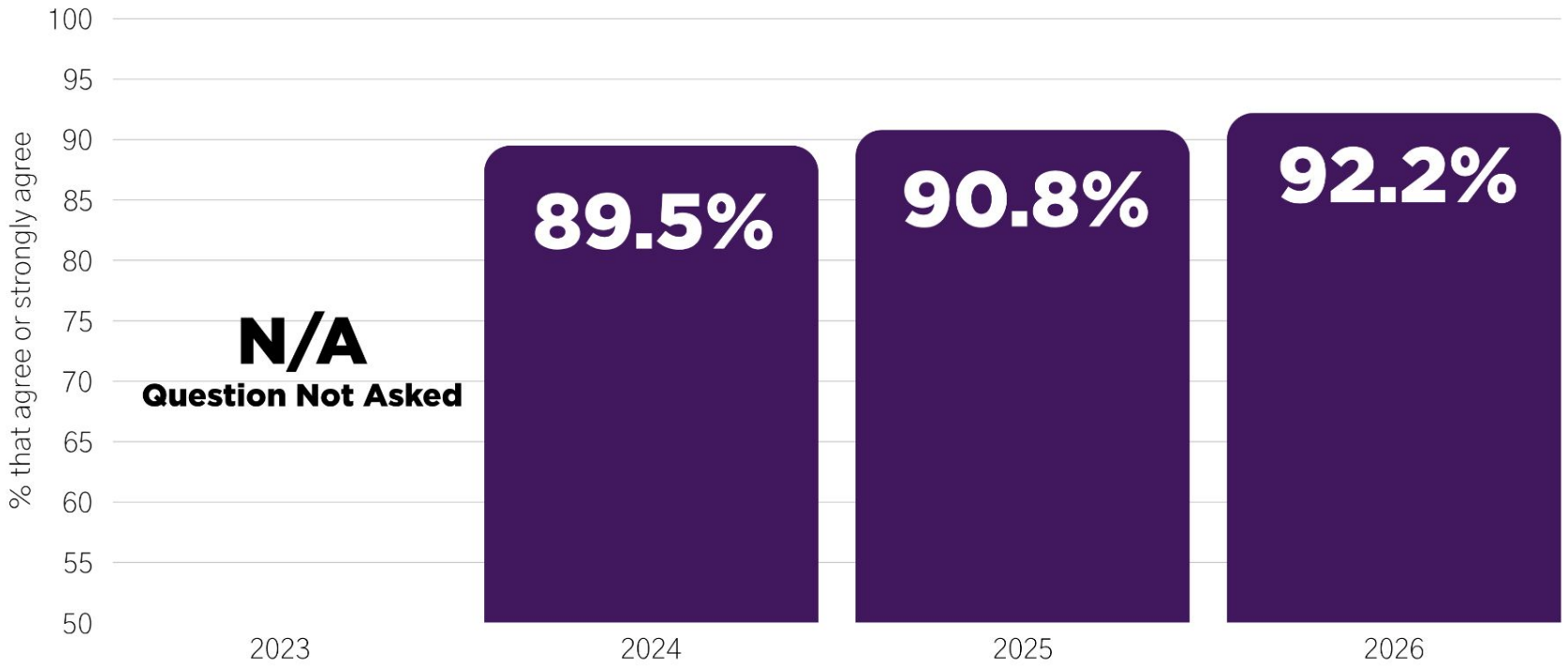
# “I am engaged and involved in my school”



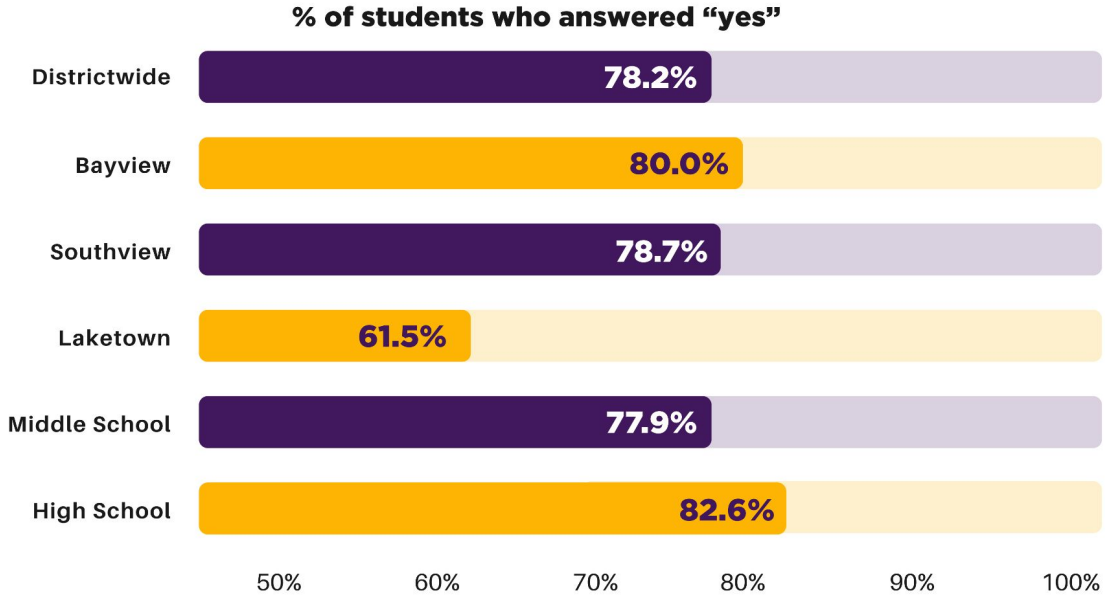

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 80% or Below | 81%-85% | 86%-90% | 91%-95% | 96% or Above |

# “I am engaged and involved in my school”

## Four-Year Trend



## “I participate in at least one extra-curricular activity, student club, and/or sport that is connected to my school”

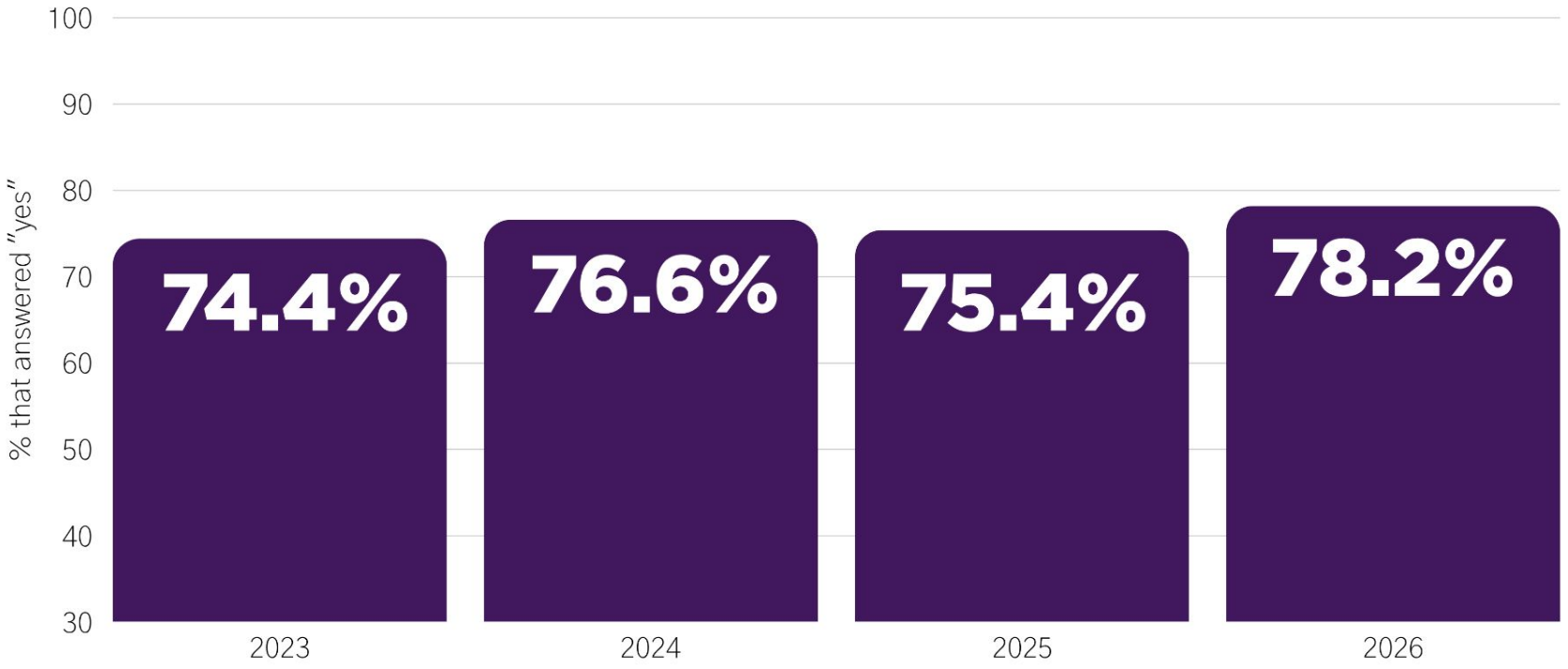



*Strategic direction measurement is specific to the High School

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 67% or Below | 68%-72% | 73%-77% | 78%-84% | 85% or Above |

# “I participate in at least one extra-curricular activity, student club, and/or sport that is connected to my school”

## Four-Year Trend



# Facilities Related Questions

Split into three questions and scored on a five-point scale:
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

**“The classrooms, hallways, and common learning spaces inside my school are clean and well maintained.”**

BV (3.5) SV (3.4) LT (3.8) MS (3.4) HS (3.6) Overall Average: 3.5

**“The bathrooms inside my school are clean and well maintained.”**

BV (2.7) SV (2.3) LT (3.0) MS (2.6) HS (2.9) Overall Average: 2.7

**“The exterior of the school, including grassy areas, playgrounds, and grounds, is clean, well-maintained, and free of garbage.”**

BV (3.7) SV (3.7) LT (4.0) MS (3.5) HS (3.8) Overall Average: 3.7

# Parent / Guardian Survey Results

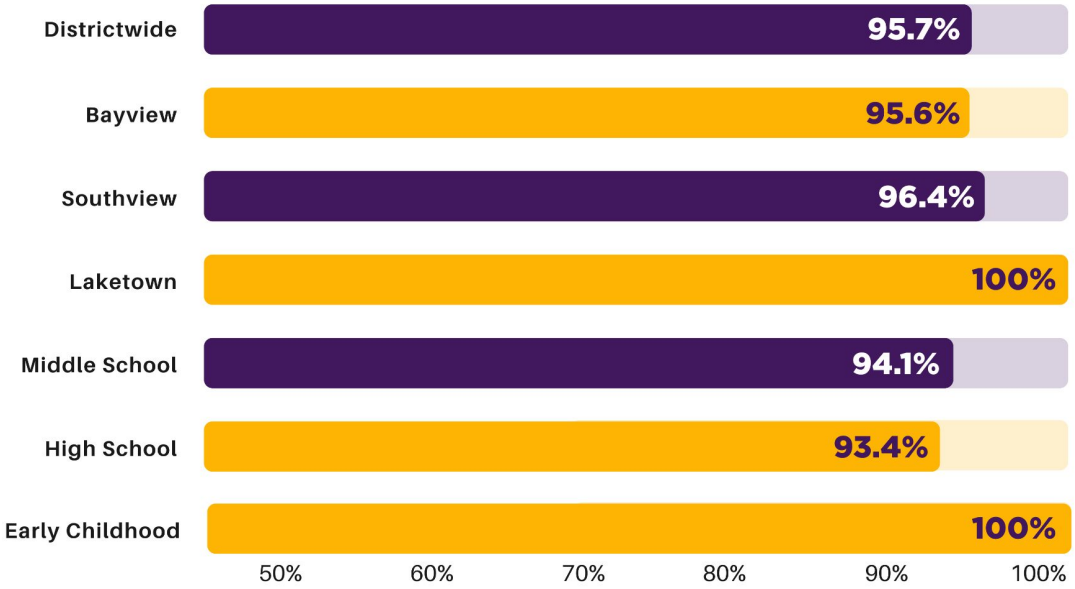
- Survey sent to parents/guardians through various communication channels
  - Infinite Campus Messenger Email
  - CommuniCATor Districtwide Newsletter
  - School Newsletters

- A total of 959 parents/guardians took the survey. Up slightly from 2025 (945).

- Breakdown by building:
  - 245 High School
  - 204 Middle School
  - 168 Southview
  - 147 Laketown
  - 135 Bayview
  - 24 Early Childhood

## "My child feels welcomed, respected, and heard at school"

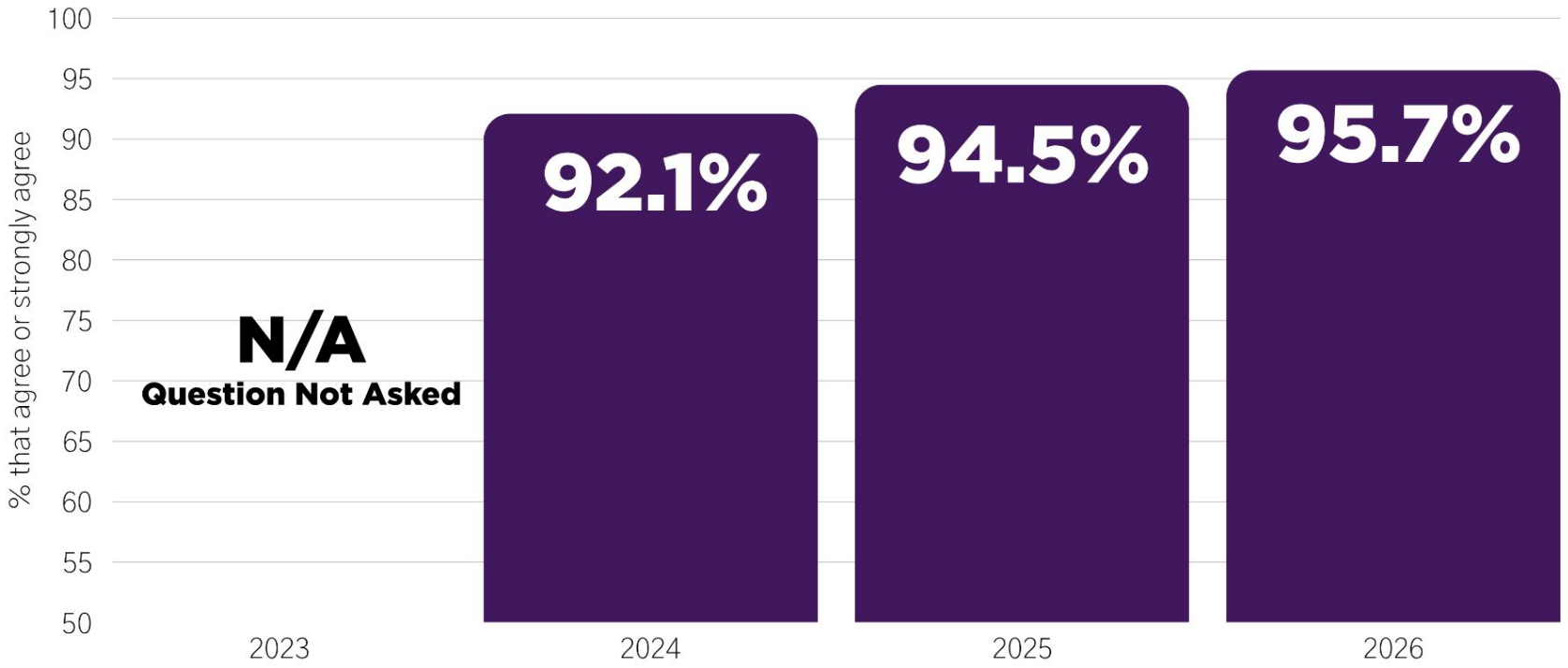
% of parents/guardians who "agree" or "strongly agree"




| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 80% or Below | 81%-85% | 86%-90% | 91%-95% | 96% or Above |

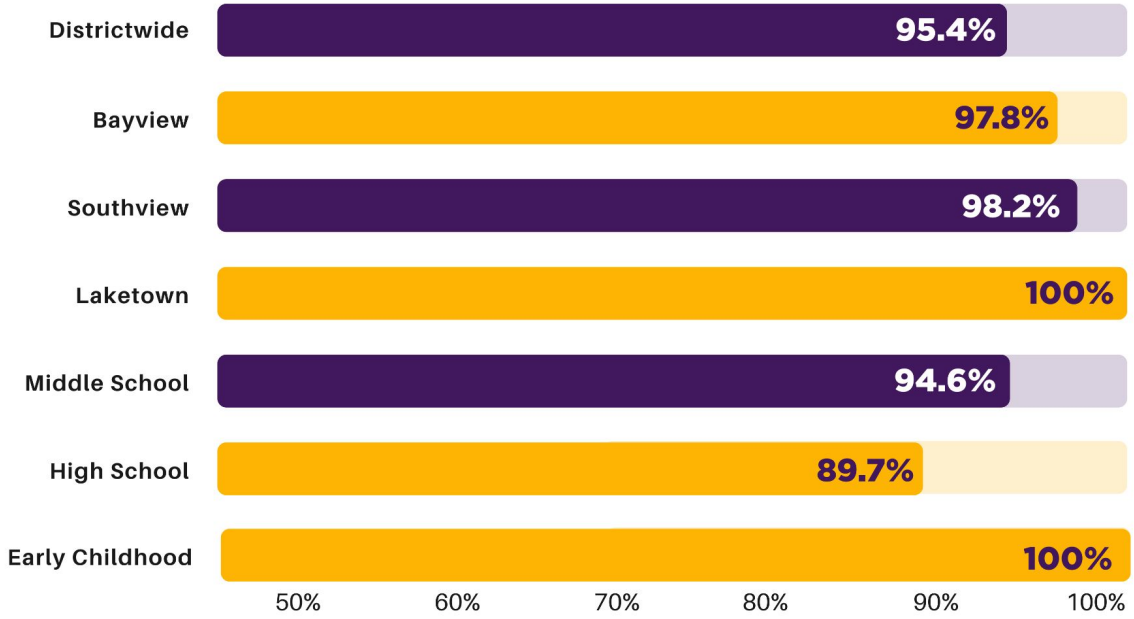
# “My child feels welcomed, respected, and heard at school”

## Four-Year Trend



## “My child is engaged and involved in school”

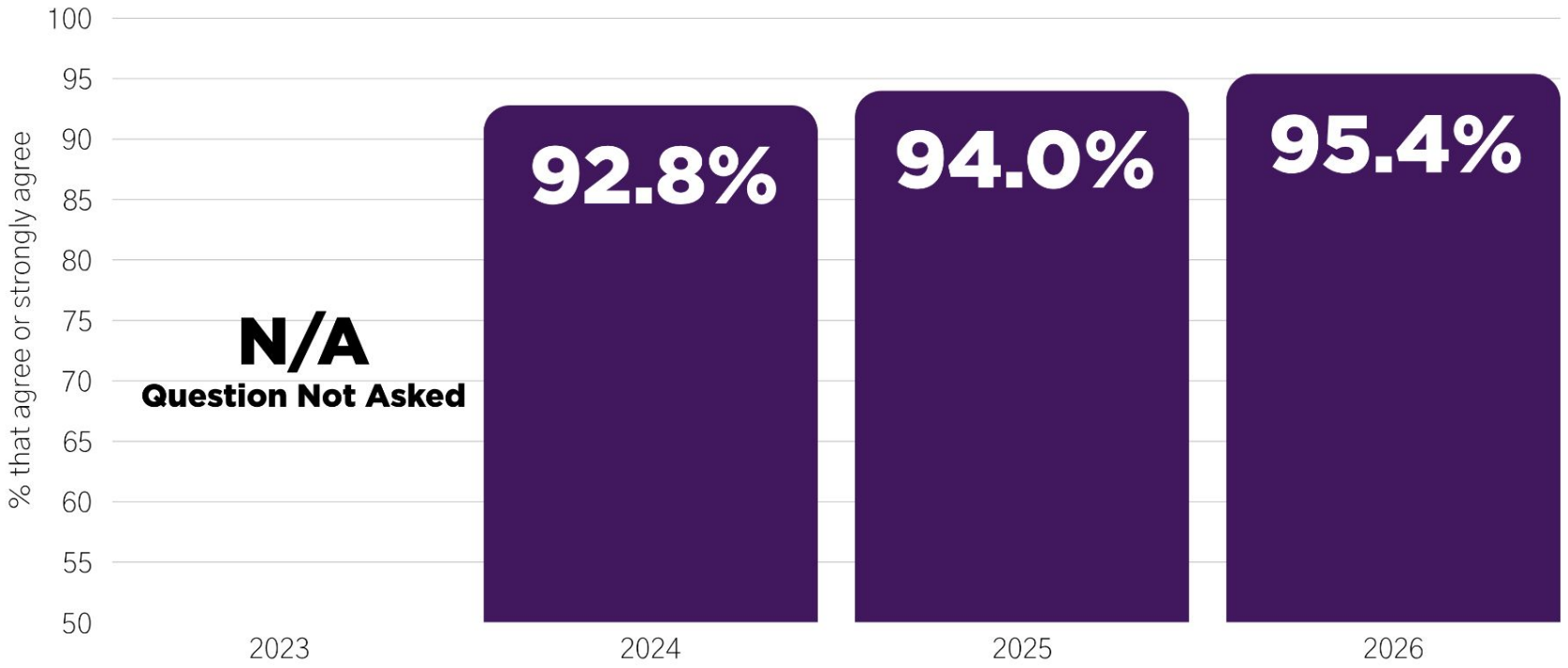
% of parents/guardians who “agree” or “strongly agree”




| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
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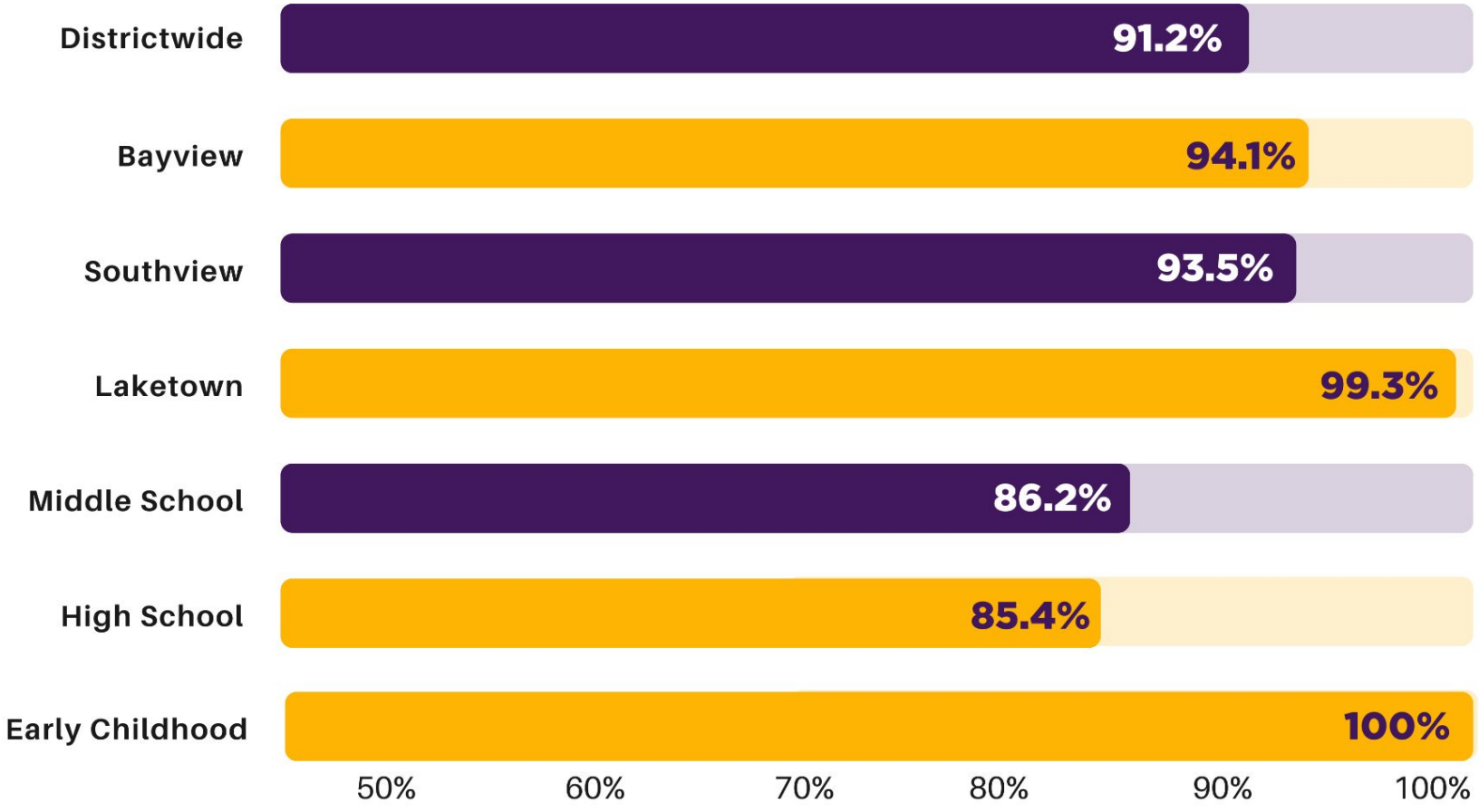
# “My child is engaged and involved in school”

## Four-Year Trend



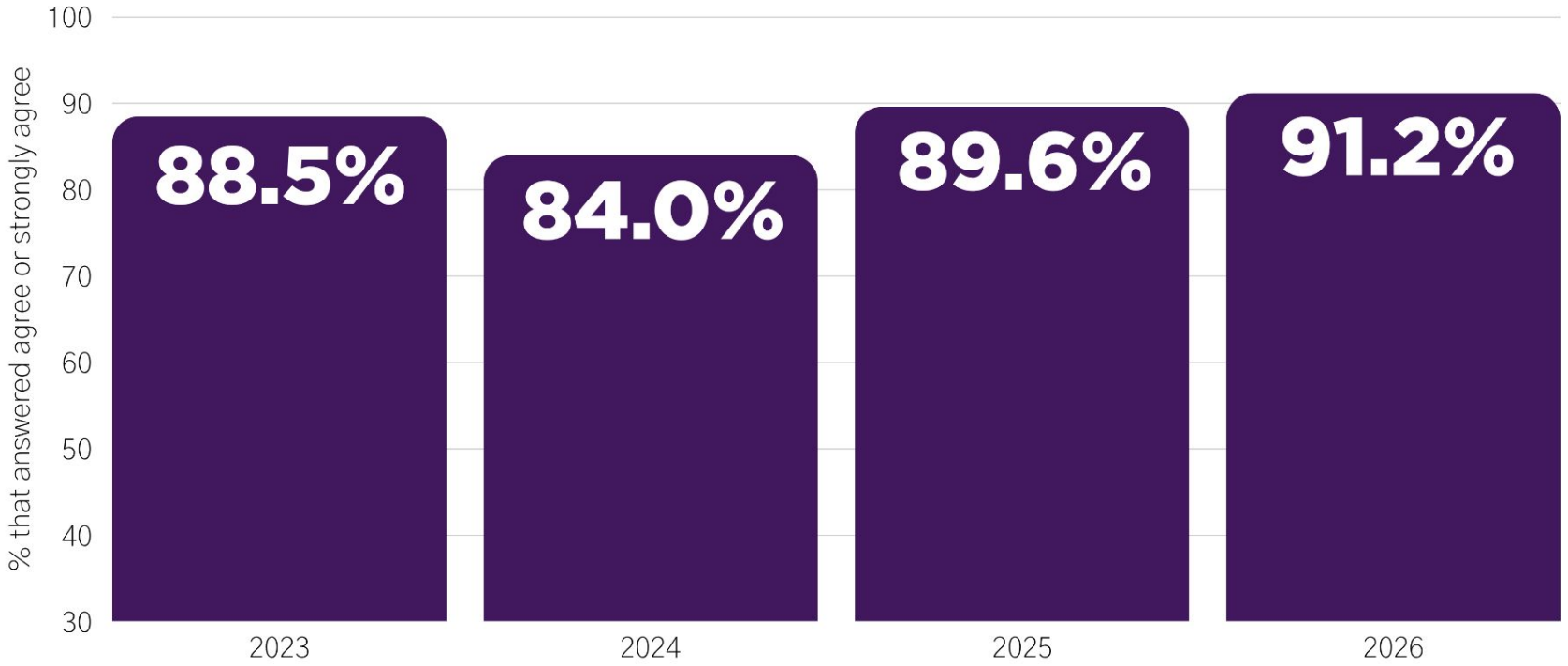
## “My child is receiving a high quality education”

% of parents/guardians who “agree” or “strongly agree”



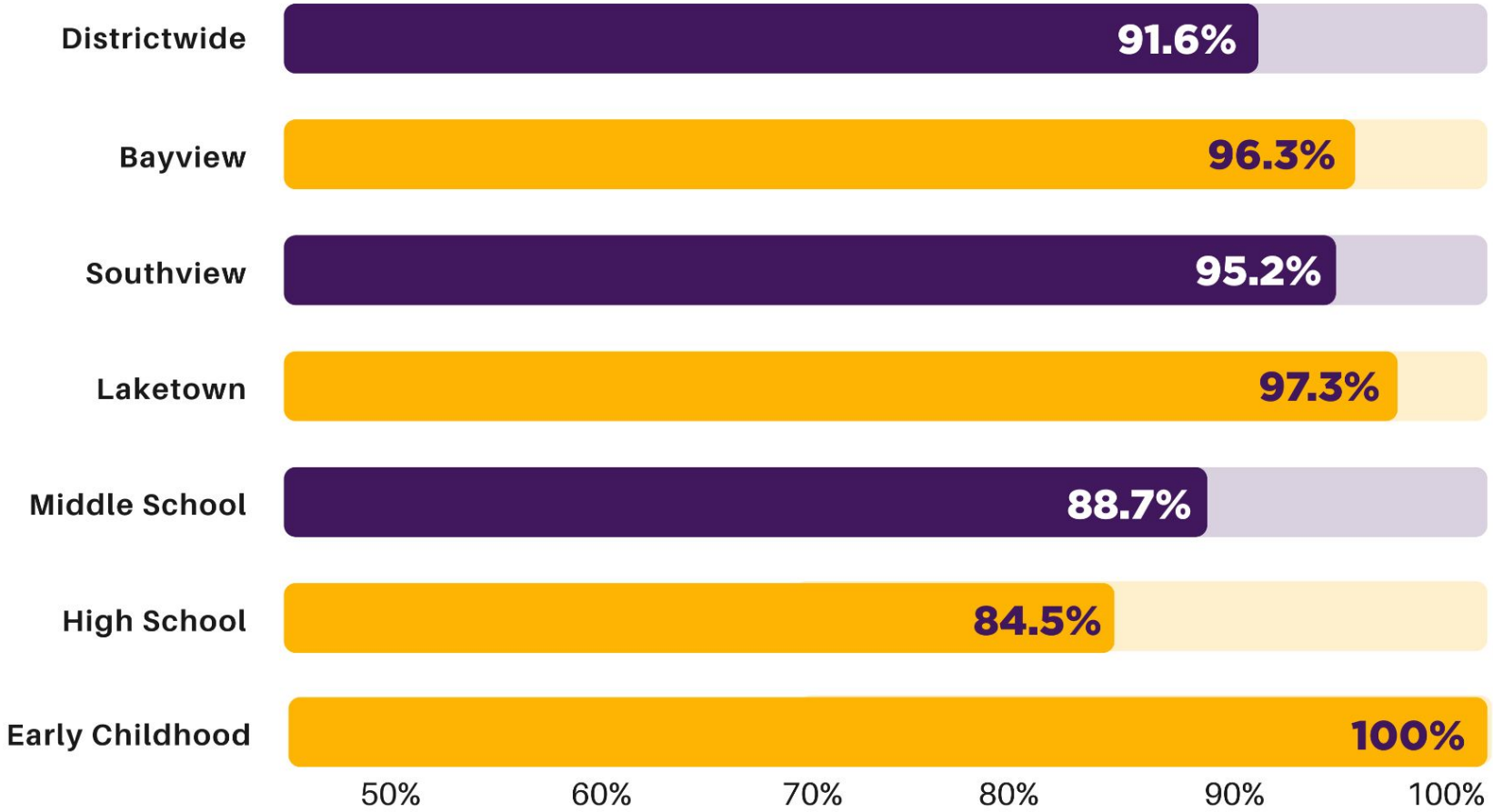
# “My child is receiving a high quality education”

## Four-Year Trend



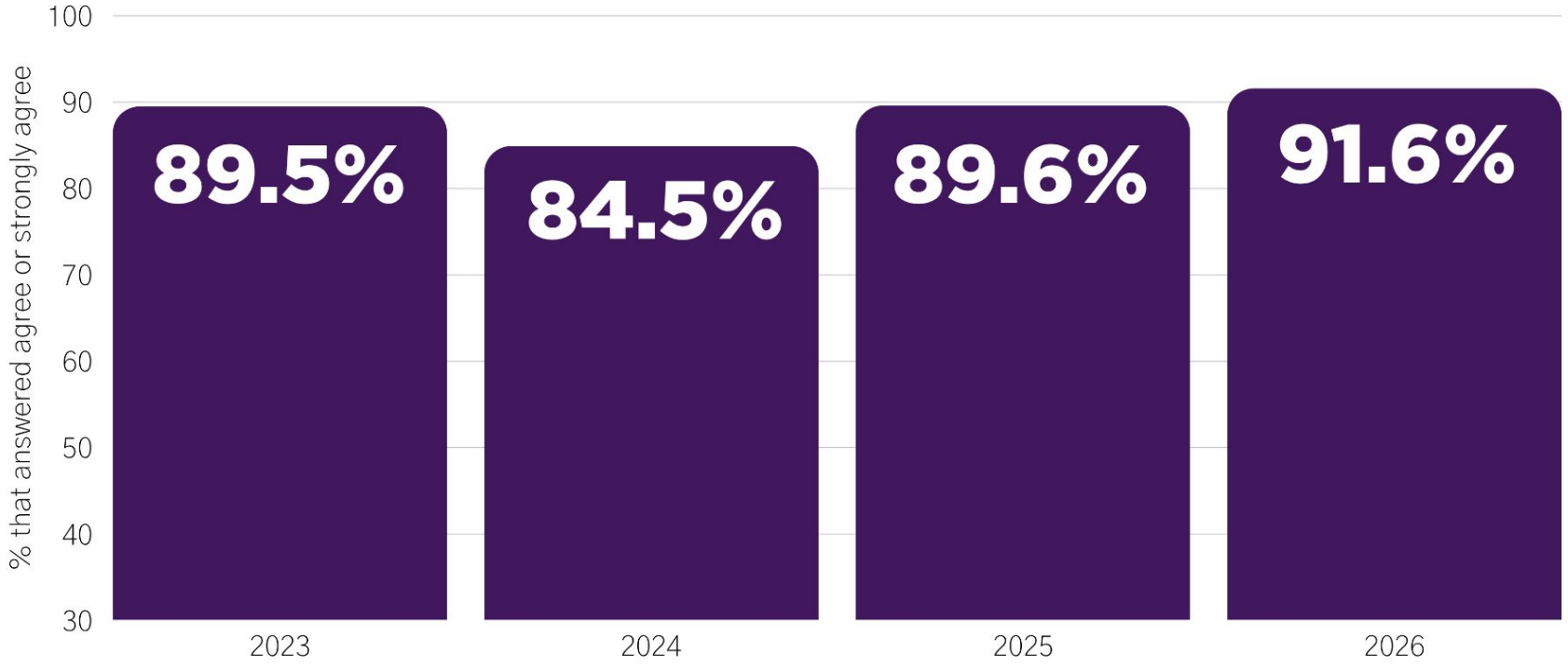
## “Overall, I am satisfied with my child’s educational experience”

% of parents/guardians who “agree” or “strongly agree”



# “Overall, I am satisfied with my child’s educational experience”

## Four-Year Trend



# Open-ended Feedback Themes

- **Strong appreciation for teachers and school staff**
  - The most common theme was praise for teachers, principals, and support staff. Parents frequently described staff as caring, dedicated, responsive, and student-focused. Many families credited teachers and school leaders for creating welcoming environments where students feel supported and successful.

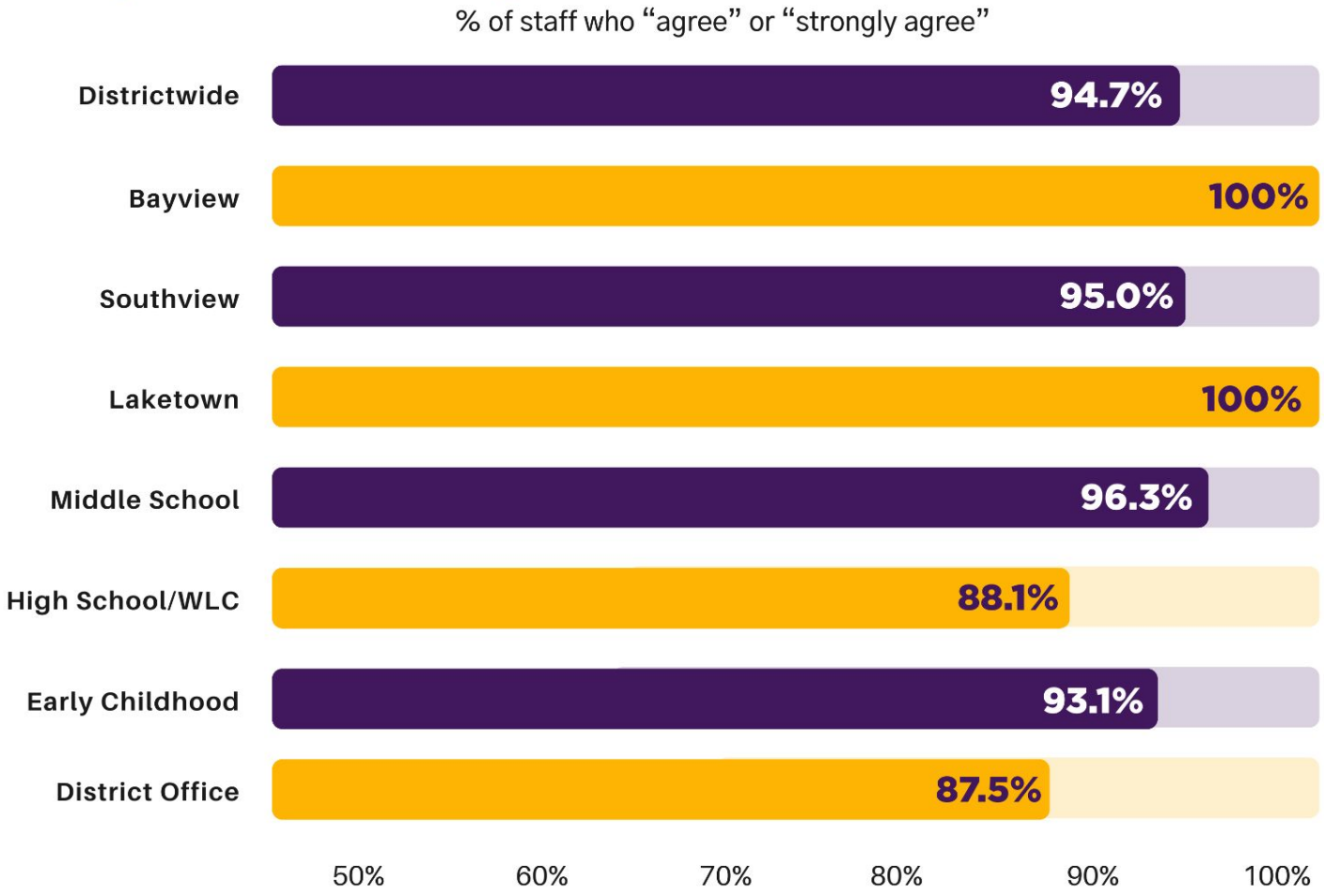
- **Areas of growth to consider from Elementary Parents/Guardians:**
  - School lunch quality / Student nutrition
  - School to home communication consistency
  - Student behavior and student safety
  - Class sizes, programming, academic opportunities

- **Areas of growth to consider from Secondary Parents/Guardians:**
  - Communication, transparency, and consistency
  - Academic rigor, course offerings (specifically world languages), students being challenged
  - Student support, relationships, and school climate
  - Facilities, operations, and student experience

# Staff Survey Results

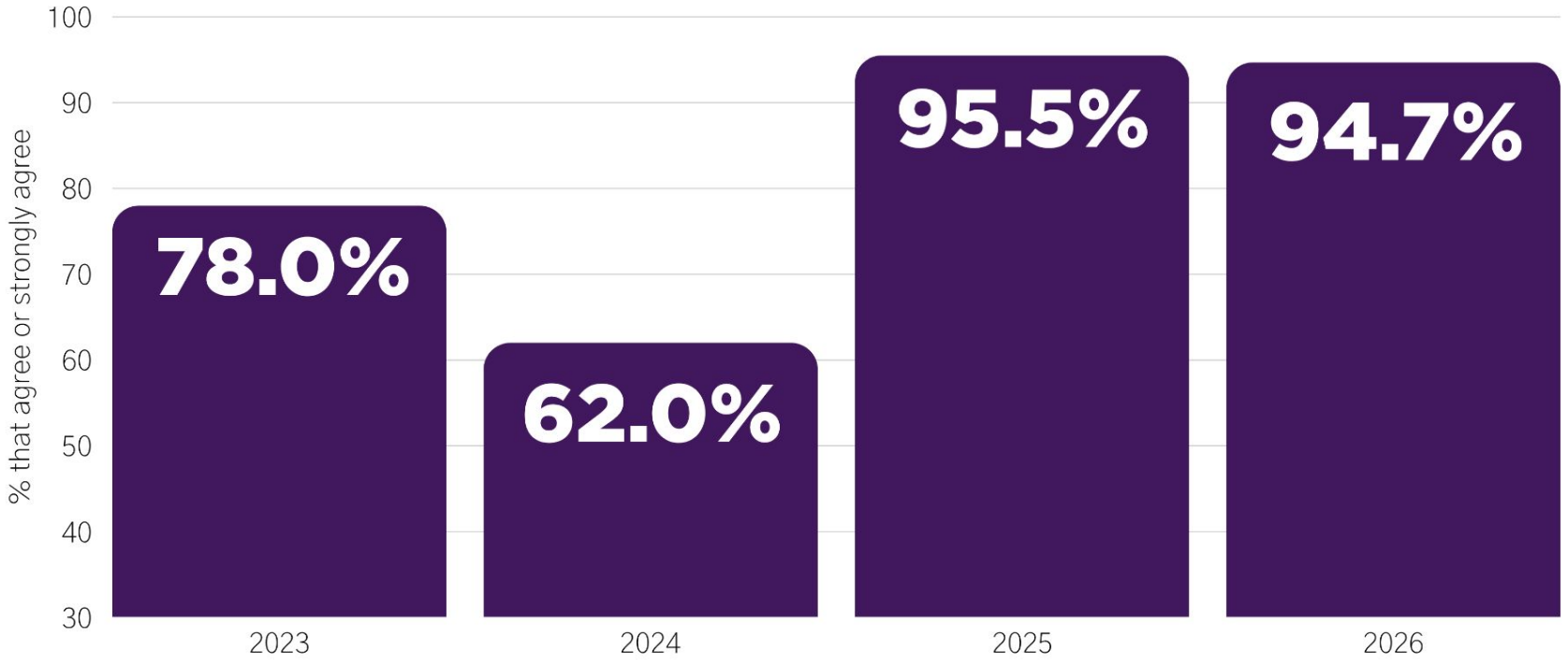
- Staff were sent multiple internal emails reminding them to complete the survey. Also included reminders in internal Board Recap emails.
- 284 staff completed this year's survey. A decrease from 333 in 2025, but similar to previous years including 2024 (276) and 2023 (271).
- Building Breakdown: High School (58), Middle School (54), Laketown (50), Southview (40), Bayview (36), Early Childhood (29), District Office/Community Ed (15), WLC (1)
- Employee Group Breakdown: WEA (181), ESP (63), Other (39)

# “I am proud to be a part of and work in District 110”



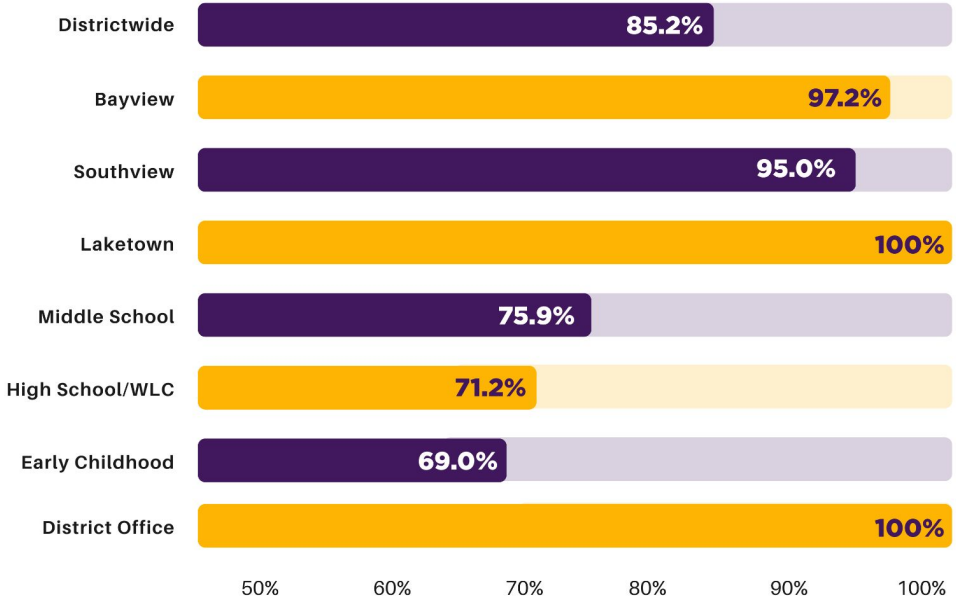
# “I am proud to be part of and work in District 110”

## Four-Year Trend



## “I feel safe and supported at work”

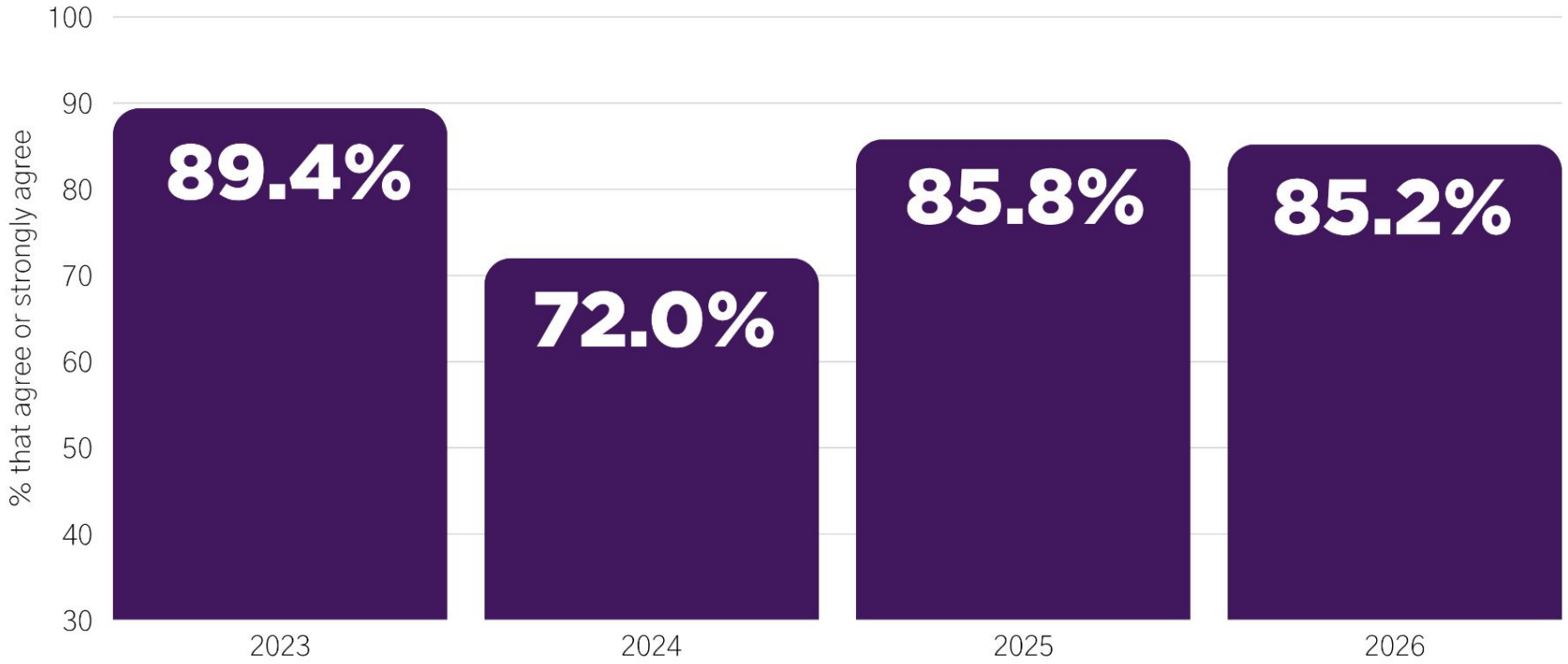
% of staff who “agree” or “strongly agree”



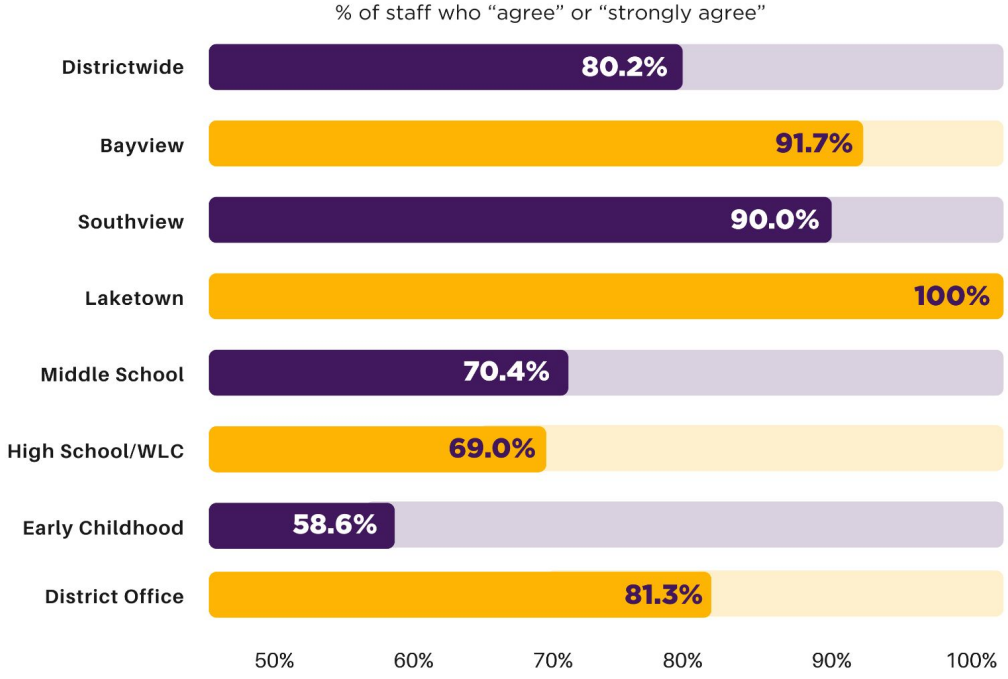

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 80% or Below | 81%-85% | 86%-90% | 91%-95% | 96% or Above |

# “I feel safe and supported at work”

## Four-Year Trend



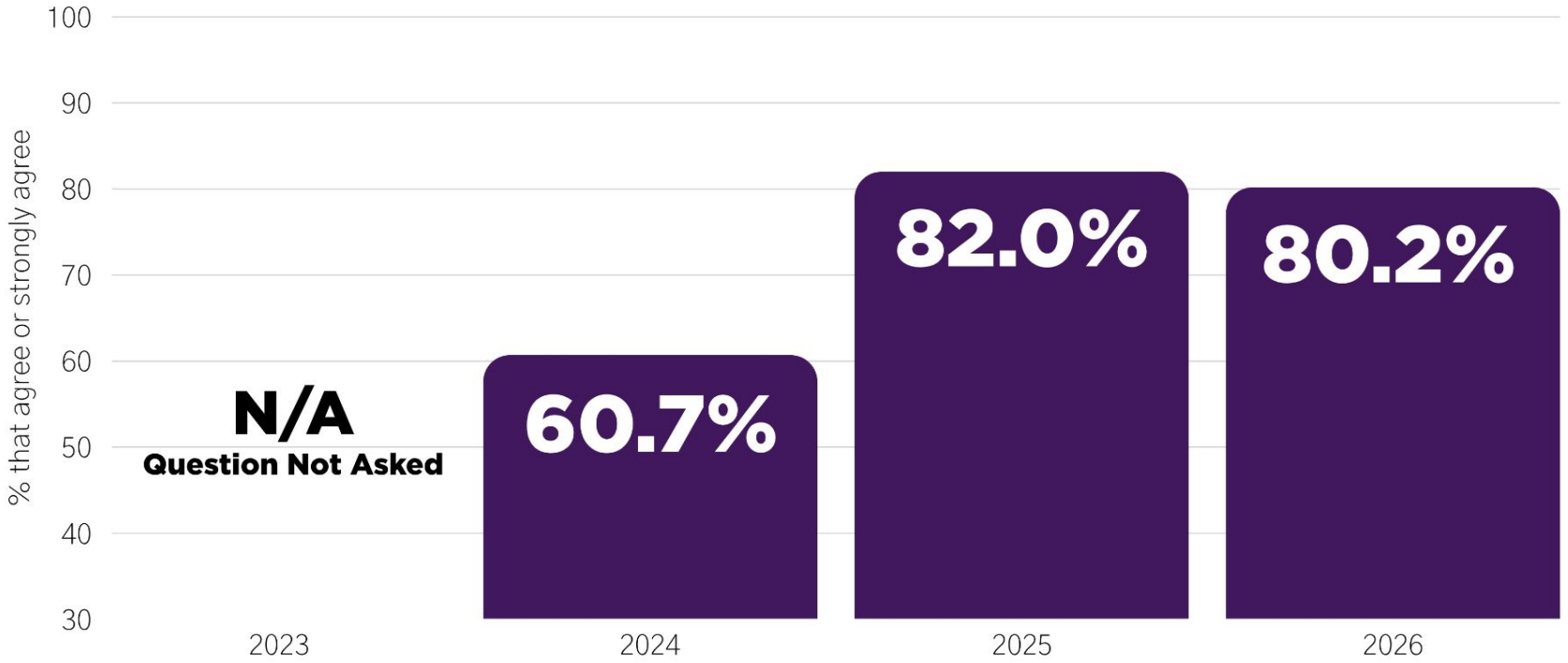
## “I feel welcomed, respected and heard at work”



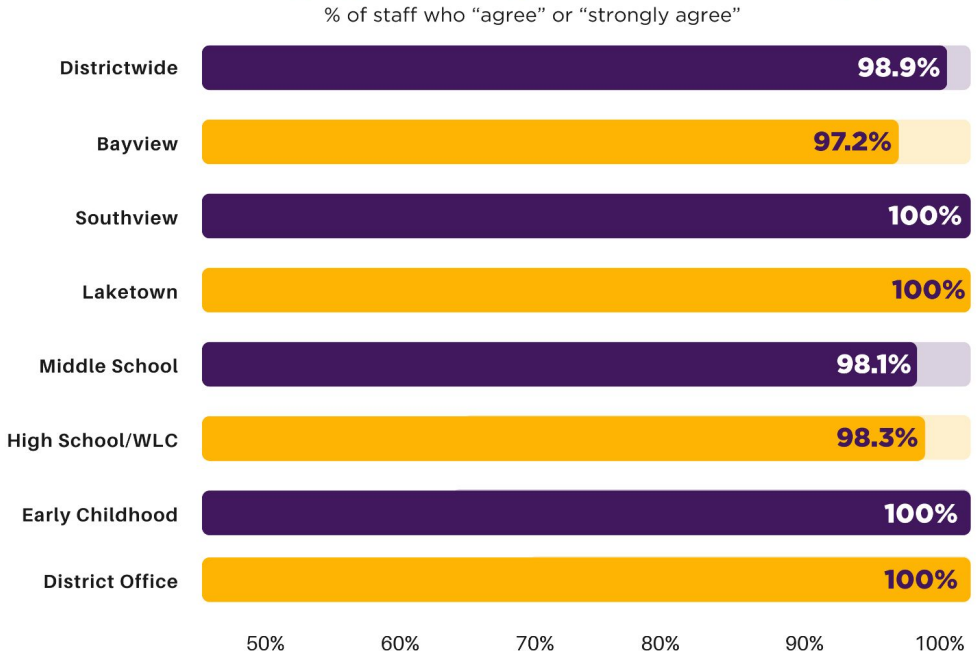

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
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# “I feel welcomed, respected and heard at work”

## Four-Year Trend



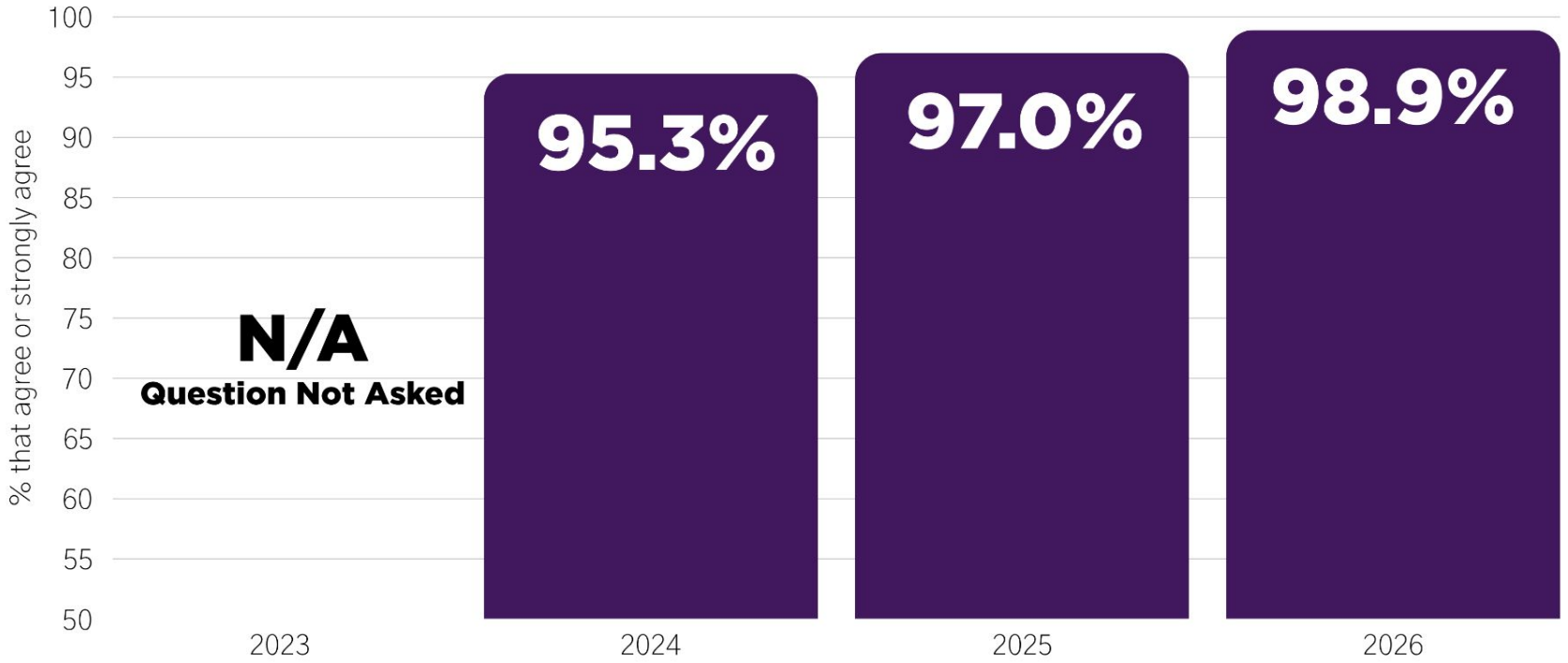
## “I feel that I am engaged and productive in my position”




| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 80% or Below | 81%-85% | 86%-90% | 91%-95% | 96% or Above |

# “I feel that I am engaged and productive in my position”

## Four-Year Trend



# Facilities Related Questions

Split into three questions and scored on a five-point scale:
Strongly Agree (5), Agree (4), Neutral (3), Disagree (2), Strongly Disagree (1)

**“The classrooms, hallways, and common learning spaces inside my school are clean and well maintained.”**

BV (4.5) SV (3.5) LT (4.6) MS (3.4) HS (3.7) EC/DO (3.1) Overall Average: 3.9

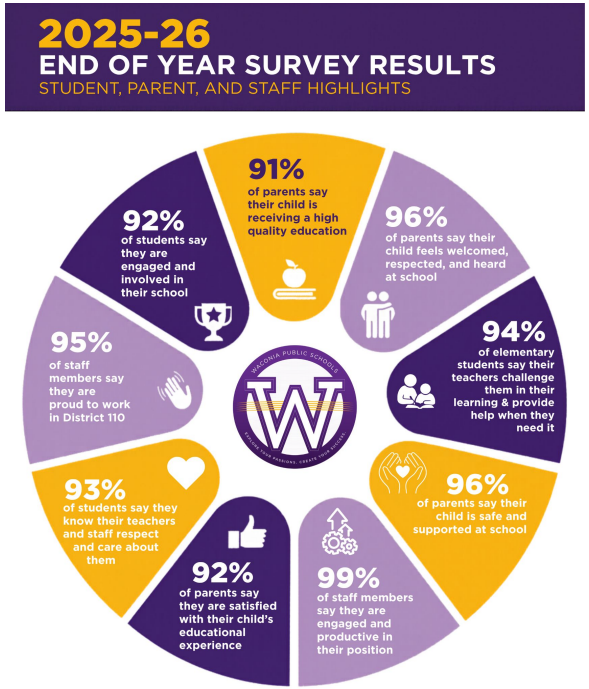
**“The bathrooms inside my school are clean and well maintained.”**

BV (4.3) SV (3.3) LT (4.5) MS (3.6) HS (3.3) EC/DO (2.8) Overall Average: 3.8

**“The exterior of the school, including grassy areas, playgrounds, and grounds, is clean, well-maintained, and free of garbage.”**

BV (4.1) SV (3.6) LT (4.1) MS (3.5) HS (3.6) EC/DO (3.0) Overall Average: 3.8

# Sharing Results With Stakeholders




- Will share this snapshot graphic with families via districtwide newsletter and on social media
- Working together with Directors Nesvig and Super on a plan for a more strategic and intentional effort to share results with staff
- Will use this graphic in various marketing strategies over next 6-9 months.

# Questions?

## Subhead

| | | |
|---|---|---|
| 5. | **Construction Updates** | **Presenter:** Pam Carman, Tim Bisek |

# Construction Update

## Presented By:
## Pam Carman / Tim Bisek

## June 8, 2026

# Items to Complete under $25,000

- Change the District Office heating system from ethylene glycol (EG) to propylene glycol (PC) which is considered “food grade” or lower toxicity — **estimated cost: $7,500**
  - This change would align all district buildings with a consistent food-safe glycol standard.
- Repair wrestling room wall damage that occurred during construction — **estimated cost: $7,500**
- Complete commissioning for additional air handlers being integrated into the CAM system — **estimated cost: $5,000**
- Miscellaneous project-related items and contingencies — **estimated cost: $15,000-$20,000**

# Items to Complete over $25,000

- High School fire alarm panel relocation and system updates — **estimated cost: $125,000–$150,000**
  - Relocate the fire alarm panel from the pool area to a non-corrosive environment and complete necessary updates to ensure system compatibility and compliance with current code and safety standards.
- Air Handler #26 replacement/upgrade serving the High School guidance area — **estimated cost: $65,000**

# Financial Outcome - IAQ and Parking Lots

| Waconia Project Dashboard | | Amount Billed Against Fund |
|---|---|---|
| LTFM | $ 14,902,117.00 | $ 13,588,592.41 |
| **Total Project Value** | **$ 14,902,117.00** | |

Date Updated: 4/6/2026

| Signed Contracts | Original Contract Value | Approved Change Orders | Current Contract Value | Billed To Date | Amount Remaining | % Remaining | Contractor Change Potential Ur |
|---|---|---|---|---|---|---|---|
| MS-Bituminous Roadways | $ 665,976.00 | $ 54,378.00 | $ 720,354.00 | $ 720,353.63 | $0.37 | 0.0% | $ - |
| LT - -MN Roadways | $ 55,118.00 | $ - | $ 55,118.00 | $ 55,118.00 | $ (0.00) | 0.0% | $ - |
| DO - Choice Electric | $ 68,750.00 | $ - | $ 68,750.00 | $ 36,130.00 | $ 32,620.00 | 47.4% | $ - |
| DO - St Cloud Refrigeration | $ 209,000.00 | $ 39,901.54 | $ 248,901.54 | $ 248,901.54 | $ (0.00) | 0.0% | $ - |
| DO - Systems Management & Bal. | $ 4,800.00 | $ - | $ 4,800.00 | $ 4,800.00 | $ - | 0.0% | $ - |
| DO - UHL Company, | $ 51,756.00 | $ - | $ 51,756.00 | $ 49,168.20 | $ 2,587.80 | 5.0% | $ - |
| DO - BCI Construction | $ 175,000.00 | $ 1,624.50 | $ 176,624.50 | $ 176,624.48 | $ 0.02 | 0.0% | $ - |
| DO - Prepurchased Equipment (SVL) | $ 90,710.00 | $ - | $ 90,710.00 | $ 90,710.00 | $ - | 0.0% | $ - |
| HS - BCI Construction | $ 1,035,000.00 | $ 5,972.08 | $ 1,040,972.08 | $ 984,941.78 | $ 56,030.30 | 5.4% | $ - |
| HS - Choice Electric | $ 558,100.00 | $ (1,099.50) | $ 557,000.50 | $ 557,000.50 | $ - | 0.0% | $ - |
| HS - Systems Mgt Bal | $ 53,300.00 | $ 11,000.00 | $ 64,300.00 | $ 5,063.50 | $ 59,236.50 | 92.1% | $ - |
| HS - Cool Air Mechancal | $ 5,636,000.00 | $ 173,473.00 | $ 5,809,473.00 | $ 5,518,999.35 | $ 290,473.65 | 5.0% | $ - |
| HS - Cool Air Controls | $ 659,474.00 | $ 143,625.00 | $ 803,099.00 | $ 669,250.30 | $ 133,848.70 | 16.7% | $ - |
| HS - Prepurchased Equipment (SVL) | $ 1,352,400.00 | $ - | $ 1,352,400.00 | $ 1,352,400.00 | $ - | 0.0% | $ - |
| HS - Contingency | $ 650,599.18 | $ (642,879.18) | $ 7,720.00 | $ - | $ 7,720.00 | | $ - |
| DO - Contingency | $ 48,373.22 | $ (48,373.22) | $ - | $ - | $ - | | $ - |
| MS - Contingency | $ 14,017.74 | $ (14,017.74) | $ 0.00 | $ - | $ 0.00 | | $ - |
| LT - Contingency | $ 3,858.26 | $ (3,858.26) | $ - | $ - | $ - | | $ - |
| SiteLogiQ Professional Services | $ 3,152,812.50 | $ - | $ 3,152,812.50 | $ 3,119,131.13 | $ 33,681.37 | 1.1% | $ - |
| **Total Cost** | **$ 14,485,044.90** | **$ (280,253.78)** | **$ 14,204,791.12** | **$ 13,588,592.41** | **$ 616,198.71** | **4.25%** | **$0.00** |

*NIC-Owner Provided includes interest earnings.*

| | | |
|---|---|---|
| Unallocated Funds | $ | 417,072.10 |
| Approved Change Orders | $ | (280,253.78) |
| NIC - Owner Provided | $ | (332,676.39) |
| Contractor Change Potential | $ | - |
| Remaining Unallocated | $ | 1,030,002.27 |

*(To be Drawn against project contingency)

# Questions?

6. **ACTION ITEMS**

6.A. Minutes of the Previous Meetings

ISD 110 School Board Regular Meeting
Monday, April 27, 2026 7:00 PM

Waconia City Hall
201 S Vine Street
Waconia, MN 55387

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

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

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

2. **ANNOUNCEMENTS, ACKNOWLEDGMENTS, AND CORRESPONDENCE**
**Presenter:** Chair Amott

2.A. Upcoming Meetings:

3. **PUBLIC COMMENT** none

4. **MINUTES OF PREVIOUS MEETING**

Motion by Rosin to approve minutes of the March 23 regular meeting
Arnita second
All in favor
Motion carried

5. **CONSENT AGENDA**
**Presenter:** Chair Amott

Motion by Bergstrom to approve consent agenda
Wilson second
All in favor
Motion carried

5.A. Bills and Wire Transfers

5.B. Human Resource Items:
**Presenter:** Jeni Super, Director of Human Resources

**Employment**

| | | |
|---|---|---|
| **Bessette, Jenna** | Nutritional Assistant | WHS |
| Replacement | 7 Hours/Day; 176 Days | |

| | | |
|---|---|---|
| **Buckingham, Jenny** | Educational Assistant (SPED) | BV |
| Replacement | 6.5 Hours/Day; 175 Days | |
| **Dalziel, Marshall** | Social Studies Teacher | WHS |
| Replacement | Long-Term Substitute Attach K | |
| **Gronlund, Abby** | Special Education Teacher | SV |
| Replacement | 1.0 FTE; 184 Days Attach K | |
| **Paulson, Trevor** | Industrial Technology Teacher | WMS |
| Replacement | 1.0 FTE; 184 Days Attach K | |
| **Petersen, Isabel** | Special Education Teacher | WHS |
| New | 1.0 FTE; 184 Days Attach K | |

**Retirements/Resignations/Terminations**

Bruellman, Kristin, Educational Assistant at BV

Buesgens, Brenda, Administrative Assistant II at Comm Ed

Clark, Marissa, Health Associate at ESC

Fawcett, Beth, Grade 3 Teacher at BV

Hall, Isabell, Special Education Teacher at WMS

Hannes, Jake, Athletic Facilities & Fields Coordinator at Comm Ed

Overby, Mary, Controller at ESC

Seim, Lindsay, Literacy Instructional Coach at ESC

Tackmann, Lori, Teacher Assistant at Comm Ed

5.C. Resolution for Nonrenewal of Probationary Teachers
**Presenter:** Jeni Super, HR Director

5.D. Receipts of Donation

6. **REPORTS**

6.A. Student Representative Report
**Presenter:** Sydney Sabol and Colette Newman

6.B. Administrative Presentation: Community Ed Youth Service Update

6.C. Language Access Plan
**Presenter:** Erika Nesvig, Director of Educational Services

6.D. Social Studies Curriculum
**Presenter:** Erika Nesvig, Director of Educational Services

6.E. Finance Report
**Presenter:** Pam Carman, Director of Finance & Operations

6.F. Preliminary FY27 Budget and 5 Year Forecast
**Presenter:** Pam Carman, Director of Finance and Operations

7. **ACTION ITEMS**

7.A. Resolution Authorizing and Approving the Execution and Delivery of a Master Lease Purchase Agreement; and Approving the Execution and Delivery of Schedule No. 2 to the Master Lease Purchase Agreement (Roll Call Vote)
**Presenter:** Tim Koschinska, Director of Technology

Motion by Kelzer-Breeden to adopt Resolution Authorizing and Approving the Execution and Delivery of a Master Lease Purchase Agreement; and Approving the Execution and Delivery of Schedule No. 2 to the Master Lease Purchase Agreement
Hagen second
Roll Call vote taken
All in favor
Motion carried

7.B. Finance/Controller Support Services - CESO
**Presenter:** Pam Carman, Director of Finance and Operations

Motion by Bergstrom to approve Finance/Controller Support Services – CESO
Rosin second
All in favor
Motion carried

7.C. Second Read Board Policies

Motion by Wilson to approve Second Read Board Policies
Arnita second
All in favor
Motion carried

7.C.1. 712 Video Recording Other than on Buses

7.C.2. 514 Bullying Prohibition

7.C.3. 401 Equal Opportunity Employment
**Presenter:** Jeni Super, Human Resources Director

7.C.4. 402 Disability Nondiscrimination
**Presenter:** Jeni Super, Human Resources Director

7.C.5. 404 Employment Background Checks
**Presenter:** Jeni Super, Human Resources Director

7.C.6. 408 Subpoena of a School District Employee
**Presenter:** Jeni Super, Human Resources Director

7.C.7. 412 Expense Reimbursement
**Presenter:** Jeni Super, Human Resources Director

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7.C.10. 503 Student Attendance

7.C.11. 517 Student Recruiting

7.C.12. 526 Hazing Prohibition

7.C.13. 527 Student Use and Parking of Motor Vehicles, Patrols, Inspections, and Searches

7.C.14. 528 Student Parental Family and Marital Status Nondiscrimination

7.C.15. 529 Staff Notification of Violent Behavior by Students

7.C.16. 531 Pledge of Allegiance

8. **DISCUSSION ITEMS**

8.A. First Read Board Policies

8.A.1. 518 DNR DNI Orders
**Presenter:** Sara Eischens, Health Services Manager

8.A.2. 599 Accommodation of Students with Life Threatening Allergies
**Presenter:** Sara Eischens, Health Services Manager

8.A.3. 530 Immunization Requirements

8.A.4. 401 Equal Employment Opportunity
**Presenter:** Jeni Super, Director of Human Resources

8.A.5. 404 Employment Background Checks
**Presenter:** Jeni Super, Director of Human Resources

8.A.6. 405 Veteran's Preference
**Presenter:** Jeni Super, Director of Human Resources

8.A.7. 406 Public And Private Personnel Data
**Presenter:** Jeni Super, Director of Human Resources

8.A.8. 410 Family and Medical Leave Policy
**Presenter:** Jeni Super, Director of Human Resources

8.A.9. 418 Drug-Free Workplace / Drug-Free School
**Presenter:** Jeni Super, Director of Human Resources

8.A.10. 420 Students and Employees with Sexually Transmitted Diseases and Certain Other Communicable Diseases and Infectious Conditions
**Presenter:** Jeni Super, Director of Human Resources

8.A.11. 427 Workload Limits for Certain Special Education Teachers
**Presenter:** Jeni Super, Director of Human Resources

8.A.12. 211 Criminal or Civil Action Against School Board
**Presenter:** Superintendent Gersich

8.A.13. 515 Protection and Privacy of Pupil Records

8.A.14. 520 Student Surveys

8.A.15. 604 Instructional Curriculum
**Presenter:** Erika Nesvig, Director of Educational Services

8.A.16. 613 Graduation Requirements
**Presenter:** Erika Nesvig, Director of Educational Services

8.A.17. 615 Basic Standards Testing Accommodations, Modifications, and Exemptions for IEP, Section 504 Accommodations, and LEP Students

8.A.18. 616 School District System Accountability

8.A.19. 618 Assessment of Student Achievement

8.A.20. 619 Staff Development Standards

8.A.21. 620 Credit for Learning

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9.A. Self-Governance & Superintendent Relations Committee

9.B. Finance & Facilities Committee

9.C. Policy & Advocacy Committee

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

9.E. Southwest Metro Intermediate District 288 Representative

9.F. MSHSL Representative

9.G. Special Education Advisory Council

9.H. Community Education Advisory Council Representative Hagen reported CE is getting new registration software, shared highlights of survey results noting respondents rated the paper catalogue as an asset

9.I. Teaching & Learning Advisory Council Representative

9.J. City of Waconia Liaison

10. **ADJOURNMENT**

Motion by Kelzer-Breeden to adjourn
Arnita second
All in favor
Motion carried

Meeting adjourned at 8:12 PM

ISD 110 School Board Regular Meeting
Monday, May 18, 2026 6:00 PM Central

Waconia City Hall
201 S Vine Street
Waconia, MN 55387

Members present: Amott, Bergstrom, Kelzer-Breeden, Rosin, Hagen, Wilson, Arnita
Members absent: none

## 1. **CALL TO ORDER, NOTATION OF MEMBERS IN ATTENDANCE**

Call to order by Chair Amott at 6:00 PM

## 2. **ENTER CLOSED SESSION RE: Labor Negotiations Strategy**

Motion by Kelzer-Breeden to enter into closed session
Rosin second
All in favor
Motion carried

## 3. **ADJOURNMENT**

Motion by Bergstrom to adjourn
Kelzer-Breeden second
All in favor
Motion carried

| | |
|---|---|
| 6.B. Proposal to add HOSA (Health Occupation Students of America) as an ISD 110 Sponsored Activity | **Presenter:** Mel Berg, HOSA Advisor |

WACONIA PUBLIC SCHOOLS • EXPLORE YOUR PASSIONS. CREATE YOUR SUCCESS.

MEMORANDUM

**TO:** ISD 110 Administration, School Board

**FROM:** Paul Sparby

**DATE:** June 8, 2026

**SUBJECT:** Proposal to add HOSA

---

**Purpose**

The purpose of this memorandum is to get our Health Occupations Students of America (HOSA) added as a district sponsored activity.

**History and/or Context**

We started our HOSA club in the fall of 2025. In our first year, we had 53 students participate in the club. Next year, we are anticipating over 65 students will be members of our HOSA activity.

**Proposal Summary**

We would like to add HOSA as a district sponsored activity. HOSA is the sister program to our DECA program. DECA focuses on business, marketing, finance and management. HOSA focuses on careers in the healthcare industry. HOSA has over 330k members across thousands of chapters globally and serves as a critical pipeline to address medical workforce shortages along with exposing students to the multitude of career opportunities in healthcare.

**Data and Rationale**

In our inaugural year, we had 53 students participate in the program, which shows a strong need and desire for this type of program within our student body. Next year, we have over 65 students already signed up to participate. Please see the attached spreadsheet with financial breakdown.

**Measures of Success**

Success will be measured by the number of students who have signed up to participate and participate in HOSA competitions. The goal will be to create a club that is self-sustaining financially.

**Potential Pitfalls**

Potential pitfalls may be that students will choose to leave or not participate in other activities due to the time commitment of being in HOSA. However, at the high school level, I feel it is our job to continue to provide opportunities for students to pursue their passions and interests.

**Proposal Cost Estimates**

Advisor stipend: I would propose aligning this position and stipend with our DECA advisor. This percentage in the contract is the percent of BA 15, Step D. The actual stipend amounts would be a starting stipend of $5,554 for the advisor and if numbers warranted, $3534 for the assistant advisor, per our master agreement. Please see attached sheet for more financial details and specifics for stipends, competition fees, and transportation. The district would cover the costs of the HOSA fee ($50/person); advisor stipend; transportation to events; Medical Reserve Camp for officers (up to $500); and state participation fee for all students who qualify ($50/student). All other fees will be covered by fundraising, donations, and/or individual students.

**Funding**

Student fees; donations; fundraising; individual students. See attachment for breakdown.

**Timeline**

We would like to have this in place for the start of the 2026-2027 school year.

HOSA Financial Breakdown 2026-2027

# Waconia HS HOSA Club

**HOSA**- FHP (**H**ealth **O**ccupations **S**tudents of **A**merica -Future Health Professionals

**Preparing Tomorrow's Healthcare Leaders Today**

# What is HOSA?




**A student-led organization focused on healthcare careers**

Mission: To empower members to become **leaders in global health** through education, collaboration, and experience.

Competitions: Test skills in over 58 events in areas of health science, medical professions, emergency preparedness, and leadership.

Focus: Bridge the gap between classroom curriculum and real-world health-care work-based learning.

# Why HOSA Matters

- Explore Health Careers
- Develop leadership and teamwork skills
- Prepare for college and future careers in healthcare
- Connect with healthcare professionals





# WHS HOSA Impact on Community
## *"Learning Beyond the Classroom"*

**<u>Total membership</u> (1st Year) = 53 Waconia HS students 9-12th grade**

***Community Service Opportunities / Leadership Experiences***




Concessions Stand @
WHS FB Game - Oct 15, 2025

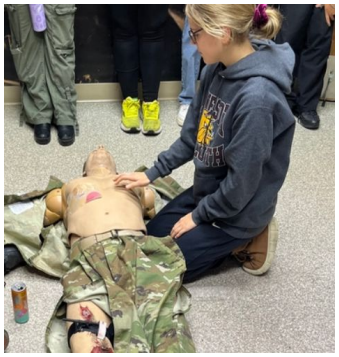


Feed My Starving Children
@ Chanhassen - Oct 23, 2025

# Competitions / Events



**Fall Leadership Conference**
Oct 31st @ St. Paul River Center





**Medical Reserve Camp** (MRC) @ Camp Ripley, Dec 4 – 6, 2025




**Mid-Winter Regionals**
@ Eden Prairie HTC
Jan 5, 2026

** **20** place-winners !

# Our Chapter's Success

- FIRST year as a HOSA chapter
- Earned **Minnesota HOSA Honor Chapter** @ State Leadership Conference in St. Cloud, MN in March 2026 !
- ** **4** students qualified for International Leadership Conference (ILC) in June 2026 in Indianapolis, IN




Ana Long- 1st in Clinical Lab Science. Mia Tiller - 2nd in Pathophysiology, and Caitlyn Miller/Danica Kendrick - 3rd in Health Career Display

# Looking Ahead

Growing Opportunities for Students:

Increase student membership

Expand community service projects

Strengthen partnerships with local healthcare organizations

Continue competitive success at regional & state levels

# Thank You

- We appreciate your support

- Contact: **Mel Berg** @ mberg@isd110.org
- Waconia High School **HOSA** Advisor

WACONIAHOSA






6.C. Resolution Establishing Dates for Filing Affidavits of Candidacy (Roll Call Vote)

**RESOLUTION ESTABLISHING**
**DATES FOR FILING**
**AFFIDAVITS OF CANDIDACY**

BE IT RESOLVED by the School Board of Independent School District No.110, State of Minnesota, as follows:

1. The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 110 shall begin on July 14, 2026 and shall close on July 28, 2026. An affidavit of candidacy must be filed in the office of the school district clerk and the $2 filing fee paid prior to 5:00 o'clock
p.m. on July 28, 2026.

2. The clerk is hereby authorized and directed to cause notice of said filing dates to be published in the official newspaper of the district, at least two (2) weeks prior to the first day to file affidavits of candidacy.

3. The clerk is hereby authorized and directed to cause notice of said filing dates to be posted at the administrative offices of the school district at least ten (10) days prior to the first day to file affidavits of candidacy.

4. The notice of said filing dates shall be in substantially the following form:

**NOTICE OF FILING DATES FOR ELECTION TO THE SCHOOL BOARD**
**INDEPENDENT SCHOOL DISTRICT NO. 110**
**WACONIA PUBLICSCHOOLS**
**STATE OFMINNESOTA**

NOTICE IS HEREBY GIVEN that the period for filing affidavits of candidacy for the office of school board member of Independent School District No.110 shall begin on July 14, 2026, and shall close at 5:00 o'clock p.m. on July 28, 2026.

The general election shall be held on Tuesday, November 3, 2026. At that election, four (4) members will be elected to the School Board for terms of four (4) years each.

Affidavits of Candidacy are available at the District Office located at 512 Industrial Blvd, Waconia, MN 55387. The filing fee for this office is $2. A candidate for this office must be an eligible voter, must 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 thirty (30) days before the general election, and must have no other affidavit on file for any other office at the same primary or next ensuing general election.

The affidavits of candidacy must be filed in the office of the school district clerk and the filing fee paid prior to 5:00 o'clock p.m. on July 28, 2026.

Dated: June ____, 2026

BY ORDER OF THE SCHOOL BOARD

/s/_____
School District Clerk

6.D. Approval of Red Rover Hiring and Employee Records Modules

**Presenter:** Jeni Super, Human Resources Director

**MEMORANDUM**

**TO:** ISD 110 Finance Committee

**FROM:** Jeni Super, Director of Human Resources
Pam Carman, Director of Finance & Operations

**DATE:** May 11, 2026

**SUBJECT:** Red Rover Expansion / Transition from Frontline for Hiring & Records – System Alignment and Next Steps

---

## Purpose

The purpose of this memo is to provide the Finance Committee with an update on the proposed expansion of Red Rover to include hiring and records modules, replacing Frontline for these functions. This memo outlines system alignment, cost considerations, and seeks feedback on next steps prior to bringing a recommendation to the School Board on June 22, 2026.

## Background/Context

Waconia Public Schools currently utilizes:

- Red Rover for electronic timesheets and absence management
- Frontline for hiring and employee records

As part of ongoing efforts to streamline systems and improve operational efficiency, the District has been evaluating the expansion of Red Rover to include hiring and records management. This would consolidate multiple HR functions into a more unified system and reduce reliance on platforms with overlapping functionality.

This approach aligns with the District's long-term technology strategy, including the transition from Skyward SMS to Skyward Qmlativ, which will serve as the District's primary enterprise system.

The District explored short-term contract flexibility with Frontline. Frontline has offered a quarterly extension through October 2026; however, this option includes a 15% cost uplift. While this represents an increased short-term cost, it provides necessary flexibility to appropriately sequence system transitions and reduce operational risk.

A detailed cost comparison is included as Attachment A.

## Current State & Opportunity

### Current State

- Red Rover is in use districtwide for timekeeping and absence management
- Frontline is used separately for hiring and records, resulting in:
    - Multiple systems for HR staff and administrators
    - Increased training and support complexity

### Opportunity

Expanding Red Rover allows the District to:

- Streamline hiring, onboarding, and records management processes
- Improve data consistency and workflow efficiency
- Reduce administrative burden and system redundancy
- Better align systems in advance of the Skyward Qmlativ migration

## Expanded Functionality & Value Considerations

Beyond the immediate hiring and record-keeping improvements, Red Rover provides an integrated platform that offers long-term operational value to the district.

- By moving to a unified system for hiring, records, timekeeping and absence management modules, the district eliminates duplicate data entry inherent in disconnected systems. Applicant data flows directly into required onboarding documents, employee records, time tracking, and absence management, significantly reducing administrative labor hours and potential data entry errors.
- Because the platform is built on a single database, a single employee profile powers every module. This enables sophisticated, automated workflows and role-based permissions that are impossible to maintain across siloed software.
- Red Rover Records provides a centralized, audit-ready organization for employee records. With granular access controls and license/certification management, the district reduces the legal and financial risks associated with non-compliance or lost documentation.

## System Role Clarification (ERP / HCM Alignment)

Skyward Qmlativ will serve as the District's Enterprise Resource Planning (ERP) system, which includes core Human Capital Management (HCM) functions such as payroll, benefits administration, position control and records management. As such, Skyward will remain the District's primary system of record for all financial and personnel data.

Red Rover is not the District's HCM system. Rather, it functions as a complementary, integrated platform that supports specific operational workflows, including:

- Recruiting and hiring
- Onboarding and document management

- Absence management and timekeeping (implemented FY25)

Red Rover will integrate with Skyward to ensure alignment of employee data while enhancing front-end processes. This approach allows the District to:

- Maintain a single authoritative system of record within Skyward
- Improve efficiency and user experience in hiring and onboarding workflows
- Reduce duplicate data entry and manual processes
- Support a more cohesive and streamlined HR system environment

This delineation ensures a clear system architecture and aligns with the District's long-term technology strategy.

**Hiring, Onboarding & Records – Operational Value**

The proposed expansion of Red Rover is expected to:

- Improve the candidate experience through a more modern, user-friendly application process
- Increase speed to hire through configurable workflows and reduced manual steps
- Streamline onboarding through digital document collection and automated processes
- Eliminate duplicate data entry by integrating hiring and employee information within one system
- Centralize personnel records in a secure, searchable, and audit-ready environment

## Implementation Timing & Sequencing Considerations

The timing of this transition is a critical factor in the overall recommendation.

- The District cannot implement the Red Rover expansion concurrently with the Skyward Qmlativ migration, as both initiatives require significant staff capacity, system configuration, and change management.
- The start of the school year represents a high-volume hiring period, making it operationally challenging to transition hiring and records systems during this time.

As a result, the proposed approach is to:

- Extend Frontline through October 2026 utilizing quarterly billing
- Avoid implementation of a new hiring system during peak hiring activity
- Sequence the Red Rover expansion following the start of the school year

The 15% premium associated with quarterly billing is being considered a short-term transition cost to:

- Reduce operational risk
- Ensure a more stable and controlled implementation
- Avoid disruption during critical hiring and onboarding periods

## Implementation Plan (To Be Finalized)

The implementation timeline will be further refined; however, the anticipated sequencing includes:

- Continued use of Red Rover for timekeeping and absence management
- Temporary extension of Frontline through October 2026
- Transition of hiring and employee records to Red Rover following the peak hiring period
- Alignment with Skyward SMS and preparation for Skyward Qmlativ migration (Implementation beginning June 2027; Go-Live February 2028)

## Financial Impact

- Cost comparison between Frontline and Red Rover is included in Attachment A
- Frontline extension includes a 15% premium for quarterly billing
- Red Rover expansion introduces additional module costs that require final evaluation

The cost associated with transitioning from Frontline to Red Rover was incorporated into the Preliminary FY27 budget; the only incremental cost is the 15% Frontline premium associated with the temporary quarterly extension.

## Next Steps - Finance Committee Feedback Requested

Prior to bringing a recommendation to the School Board on June 22, 2026, administration is seeking feedback on:

- Additional information needed to support a decision
- Level of detail required for module justification (Hiring & Records)
- Risk considerations related to system transition
- Readiness to move forward with a formal recommendation

**MEMORANDUM**

**TO:** ISD 110 School Board

**FROM:** Jeni Super, Director of Human Resources
Pam Carman, Director of Finance & Operations

**DATE:** June 8, 2026

**SUBJECT:** Approval of Red Rover Hiring and Employee Records Modules

---

## Purpose

Administration recommends approval of an agreement with Red Rover to expand the District's current platform to include Hiring and Employee Records Management modules, replacing Frontline for these functions.

## Background

Waconia Public Schools currently utilizes Red Rover for absence management and timekeeping and Frontline for hiring and employee records management. Following an evaluation of the District's human resources systems and future technology needs, administration believes expanding Red Rover will improve operational efficiency by consolidating key HR functions within a single platform while maintaining Skyward as the District's primary system of record.

The expanded functionality will support recruiting, hiring, onboarding, employee records management, timekeeping, and absence management through a more integrated workflow environment. The transition is expected to reduce duplicate data entry, improve process consistency, streamline administrative workflows, and enhance the user experience for staff and administrators.

Administration plans to continue utilizing Frontline through October 2026 to allow for an orderly implementation following the District's peak hiring season and to appropriately sequence this transition with other major technology initiatives, including the future migration to Skyward Qmlativ. This phased approach is intended to minimize operational risk and support a successful implementation.

## Financial Impact

The proposed Red Rover expansion includes the following costs:

| Module | Annual Fee | One-Time Setup Fee | Total |
|---|---|---|---|
| Hiring | $13,500 | $3,900 | $17,400 |
| Records | $9,500 | $2,700 | $12,200 |
| **Total** | **$23,000** | **$6,600** | **$29,600** |

Funding for the Red Rover expansion was incorporated into the FY2026–27 budget. Administration is recommending a temporary extension of Frontline through October 2026 to support implementation sequencing and reduce operational risk during the transition.

### Recommendation

Administration recommends approval of the agreement with Red Rover for Hiring and Employee Records Management modules at a first-year cost of $29,600 and authorization for administration to execute the necessary contracts and proceed with implementation.

**Attachment A**

**Cost Comparison: Red Rover vs Frontline**

| Red Rover | Annual Fee | Set up fee | Total |
|---|---|---|---|
| **Hiring** | $13,500 | $3,900 | $17,400 |
| **Records** | $9,500 | $2,700 | $12,200 |
| **Total** | **$23,000** | **$6,600** | **$29,600** |
| **Frontline** (Current) | | | |
| **Hiring & Records** | $6,429.93 | updated with 26/27 pricing | |
| **Annual Difference** | **$16,570.07** | | |

| | | |
|---|---|---|
| 6.E. | ESP Collective Bargaining Agreement 2026-2027 | **Presenter:** Jeni Super, Director of Human Resources |

**Educational Support Professionals**
**Tentative Agreement Summary**

We are pleased to recommend the following tentative agreement and collective bargaining agreement changes for the 2026-27 school year (one-year contract). Below is a detailed summary of information related to pay rate increases and insurance benefits. The proposed settlement is within the financial parameters established by the board.

Language Clean-Up for 2026-2027:
● Multiple language clean up and clarification items

Contract Changes for 2026-2027:
● Hourly Pay Rate Increase: 4.75%
● Employee Step Advancement
● Medical Insurance Benefit District Contribution Increase: 10%
● Longevity Schedule Change and Pay Increase:

| 2025-26 (From) | | 2026-27 (To) | |
|---|---|---|---|
| **Years of Service** | **Hourly Pay Increase** | **Years of Service** | **Hourly Pay Increase** |
| 15 | $0.15 | **10** | **$0.25** |
| 20 | $0.30 | 15 | **$0.40** |
| 25 | $0.40 | 20 | **$0.55** |
| | | 25 | **$0.65** |

● Mentor Program Stipend Increase:

| 2025-26 (From) | | 2026-27 (To) | |
|---|---|---|---|
| **Mentor Program Position** | **Annual Stipend** | **Mentor Program Position** | **Annual Stipend** |
| Mentor Coordinator | $300.00 | Mentor Coordinator | **$330.00** |
| Building Mentor | $200.00 | Building Mentor | **$225.00** |

We value the dedication and contributions of our Educational Support Professionals to Waconia Public School District and hope these updates reflect our commitment to them.

# MASTER AGREEMENT

# BETWEEN

# INDEPENDENT SCHOOL DISTRICT NO. 110
# WACONIA, MINNESOTA

# AND

# EDUCATION MINNESOTA DISTRICT #110
# EDUCATIONAL SUPPORT PROFESSIONALS

# COVERING THE PERIOD

# July 1, 2023~~5~~6 through June 30, 2026~~5~~7

Ratified by the ISD 110 Educational Support Professionals _____.
Approved by the ISD 110 School Board _____.

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~~**ATTACHMENT C.**~~
~~**MEMORANDUM OF UNDERSTANDING:** ESP ECFE/Preschool Teacher Assistants **30**~~

## ARTICLE I

## PREFACE

This Agreement is entered into between Independent School District #110. Waconia, Minnesota (hereinafter referred to as "The School District," "District," "Board," or "Employer") and Education Minnesota District #110 Educational Support Professionals (hereinafter referred to as "Exclusive Representative" or "Union").

## ARTICLE II
## RECOGNITION

In accordance with the Public Employment Labor Relations Act (PELRA), the School District recognizes Education Minnesota District #110 Educational Support Professionals as the Exclusive Representative of all positions listed in Appendices A, B, and C employed by the School District contained in the appropriate unit as certified by the Bureau of Mediation Services.

## ARTICLE III
## DEFINITIONS

**Section 1. Terms and Conditions of Employment**. Terms and Conditions of employment means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits other than the Employer payment of or contributions to premiums for group insurance coverage of retired employees or severance pay and the Employer's personnel policies affecting the terms and conditions of the employment of employees, all subject to the conditions of PELRA.

**Section 2. School Board or School District**. For purposes of this Agreement, the words "School Board" or "District" or "Employer" shall mean the School District or its designated representatives.

**Section 3. Education Minnesota District #110 Educational Support Professionals**. For purposes of this Agreement, the words "Union" or "Exclusive Representative" shall mean Education Minnesota District #110 Educational Support Professionals.

**Section 4. Other Terms**. Terms not defined in this Agreement shall have those meanings as defined by PELRA.

## ARTICLE IV
## MANAGEMENT RIGHTS

**Section 1. Inherent Managerial Rights**. The exclusive representative recognizes that the School District is not required to meet and negotiate regarding 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, direction and number of personnel.

**Section 2. Management Responsibilities**. The exclusive representative recognizes the right and obligation of the School Board to efficiently manage and conduct the operation of the School District within its legal limitations and with its primary obligation being to provide educational opportunities for the students of the School District.

**Section 3. Effect of Laws, Rules and Regulations**. The exclusive representative recognizes that all employees 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 adhere to 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.

**Section 4. Reservation of Management 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 functions not expressly delegated in this Agreement are reserved to the School District.

## ARTICLE V
## EXCLUSIVE REPRESENTATIVE RIGHTS

**Section 1. Right to Views**. Pursuant to PELRA, nothing contained in this Agreement shall be construed to limit, impair or affect the right of an employee or their exclusive representative to the expression or communication or 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 employment or circumvent the rights of the exclusive representative.

**Section 2. Right to Join**. Pursuant to PELRA, employees shall have the right to form and join labor or employee organizations, and shall have the right not to form or join such organizations. Employees in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment for such employees.

**Section 3. Request for Dues Check Off**. Pursuant to PELRA, the exclusive representative shall be allowed dues check off for its members. The School District, upon receipt of a properly executed employee authorization, will deduct from the employee's paycheck the

dues that the employee has agreed to pay to the exclusive representative during the period provided in the authorization.

**Section 4. Indemnification**. The exclusive representative hereby warrants and covenants that it will defend, indemnify, and save the School District harmless from any and all actions, suits, claims, damages, judgments and executions or other forms of liability, liquidated or unliquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the deduction of dues specified by the exclusive representative herein.

**Section 5. Use of School District Facilities and Equipment**. The Exclusive Representative shall have the right to use School District facilities for meetings and shall have the right to distribute materials via employee mailboxes and email on non-work hours for communication with bargaining unit members.

## ARTICLE VI
## DUTY YEAR, SCHOOL CLOSINGS AND PERFORMANCE REVIEW

**Section 1. Work Year Defined**.

**Subd. 1**. Employees shall work on a schedule commensurate with the school calendar as established by the School District. A written notification from the School District shall be provided to each employee by 2:00pm on May 20 stating their employment status, work locations, and tentative assignment for the upcoming school year. Extenuating circumstances such as a late resignation, new staff acquisition or budget considerations may necessitate this timeline need not be followed.

**Subd. 2.** The School District reserves the right to alter an employee's hours due to increases or decreases in the student enrollment or budgetary concerns. In the event of a change in work hours, a three-week notice will be given to the employee.

**Section 2. School Closings**. When school is closed due to inclement weather conditions**,** emergencies, or other unforeseen events, employees shall not report to work unless directed by the School District. Employees will be paid for their regular daily work hours and will not be required to make-up the first two (2) school closings as called by the School District in a given school year. If the School District schedules a make-up day for a third or subsequent school closing day, then employees will work the rescheduled day without additional pay or have a scheduled Flex Learning day. Employees will follow the flex learning day plan, completed and pre-approved by their direct supervisor or assigned administrator. The flex learning day plan will be completed and signed off by November 1 of each year. If a school closing occurs during an employee's paid absence (i.e., personal or sick leave), then the employee will be paid for their regular daily work hours and the applicable leave will be reversed and returned to the employee's accrued leave balance. If a school closing occurs during an employee's unpaid leave of absence, then the employee will not receive school closing pay.

In the event that school starts late or closes early due to inclement weather conditions, emergencies, or other unforeseen events, employees will be paid for their regularly scheduled work day if they report for duty as directed by the School District. When school is released after arrival time, employees may leave as directed by the School District. Routine duties necessary to the daily operation of the school will be performed by employees prior to departure.

In the event that students are released to attend a state tournament event, employees whose presence is not required at such event will have the option to perform other duties as determined by the direct supervisor or assigned administrator for the balance of the employee's regularly scheduled work day. Employees who would prefer to leave early may do so with the use of personal leave or leave without pay and the approval of their direct supervisor or assigned administrator.

**Section 3. Performance Review**. Employees shall receive an annual written performance review by their direct supervisor or assigned administrator. The review will be completed by ~~June 1~~ May 20 of each school year. A copy of the written review will be shared with each employee by the supervisor in a conference setting. A copy of the written review will be placed in the individual's personnel file.

**Section 4. Work Breaks**. An employee who works more than four (4) hours per day is entitled to fifteen (15) minutes of paid break time. It is understood by all parties that work breaks will not be formally scheduled and will be taken at appropriate times as determined by an employee's supervisor (i.e., when student support is unnecessary). It is further understood by all parties that extenuating circumstances (i.e., field trips, special school events, unusually large number of employee absences) may not permit any or a portion of work breaks on some days. It is expected that an employee's break time shall be used for, but is not limited to, the following: restroom breaks, district email access, personal telephone use and other personal activities.

**Section 5. Workshop Week Schedule.** The District will provide employees their schedule for workshop week to include dates and times at least two (2) weeks prior to the start of workshop week.

## ARTICLE VII
## RATES OF PAY

**Section 1. Pay Grades and Classifications.** The pay grade for each classification is determined by the District and is based on the level of inherent responsibility and level of skills the position requires and the School District's comparable worth placement as follows:

| Pay Grades | Classifications |
|---|---|
| Grade 5 | Administrative Assistant I |
| Grade 7 | Teacher Assistant (ECFE/Preschool) |
| Grade 8 | Media Assistant |

| | |
|---|---|
| Grade 9 | Due Process Clerk |
| | Educational Assistant (REG ED) |
| | Educational Assistant (SPED) |
| | Music Accompanist |
| | Title I |
| Grade 11 | Technology Assistant |
| Grade 12 | Health Associate |

**Section 2. Rates of Pay**. Employees will be compensated pursuant to the pay grades as provided in Appendix ~~B~~A for the 2024~~5~~6-2025~~6~~7 school year on one step above their 2023~~4~~5-2024~~5~~6 placement. ~~Employees will be compensated pursuant to their pay grades as provided in Appendix C for the 2025-2026 school year on one step above their 2024-2025 placement.~~

**Section 3. Anniversary Date**. For the purpose of salary/wage advancement and benefit accrual, the anniversary date for each employee will be July 1. Employees hired between July 1 and December 31 will be considered employed one year after the first July 1 following their employment date. Employees hired after January 1 will not be considered employed one year until after the second July 1 following their employment date.

**Section 4. Status of Salary Schedule**. During the duration of this agreement, advancement on any salary step shall be subject to the terms of this agreement. In the event a successor agreement is not entered into prior to the expiration of this agreement, an employee shall be compensated according to the current rate until a successor agreement is executed.

**Section 5. New Employees**. A new employee shall be placed on the step of the salary schedule for the appropriate classification as agreed between the School District and the new employee.

**Section 6. Additional Work Hours and Compensatory Time**. Employees shall be compensated at their regular rate for additional hours worked related to statutory requirements and/or special assignments (i.e., professional development training, substitute duties, special projects, summer employment). If an employee substitutes for another employee who is in a higher pay grade, they will receive the higher rate as noted on their timesheet. The additional work hours must have preapproval by the administration.

The School District may grant an employee's request for compensatory time off in lieu of additional payment to the extent allowed by law. The scheduling of any use of accrued compensatory time requires approval by an employee's supervisor. Accrued compensatory time shall not be carried beyond the end of the school year. Any compensatory time remaining at the end of the school year shall be paid at the employee's regular rate of pay.

**Section 7. District In-Services**. Employees required to attend staff in-service activities sponsored by the School District will be compensated at their regular rate of pay. Time spent

traveling from one school building to another to attend a staff in-service activity is considered work time for the purposes of calculating an employee's work hours.

**Section 8. Change in Pay Grade**. An employee who transfers from a lower pay grade to a higher pay grade shall be compensated on the new pay grade at the lowest step that results in a pay increase for the employee. An employee who transfers from a higher pay grade to a lower pay grade will be compensated on the same step of the salary schedule at the lower pay grade as occupied in the higher pay grade unless the School District determines that a higher step is appropriate.

**Section 9. Holiday Pay**. Employees shall receive four (4) paid holidays per school year, which will be observed on Thanksgiving, Friday after Thanksgiving Day, New Year's Day, and Presidents' Day. An employee will receive pay for such holidays based upon his/her regularly scheduled work day. If the holiday falls on a weekend, the school district's 12-month holiday schedule will be followed. If a paid holiday falls on an employee's non-scheduled work day, they will receive payment based on their average daily work schedule. The employee holiday schedule is listed on the District website.

**Section 10. Wellness Bonus**.

**Subd. 1.** No later than seven (7) calendar days before the last student day, the School District shall provide each employee who has used four or fewer sick leave days during the year and has an accrued sick leave balance of ninety days or more with notice of their total amount of unused sick leave days. Upon notice to the district's Human Resources Department on or before the last student day of the school year, full-time employees who meet such criteria will be eligible to elect reimbursement for unused sick leave days in accordance with the following schedule:

| Total Number of Unused Sick Leave Days at the End of the Fiscal Year | Number of Unused Sick Leave Days for which an Employee May Elect Reimbursement | Reimbursement Rate Per Unused Sick Leave Day |
|---|---|---|
| 90+ | Up to 10 | $50.00 |

A part-time employee will be eligible to elect reimbursement for unused sick leave in accordance with this subdivision in a prorated amount proportional to his/her employment. If an employee elects reimbursement for unused sick leave days under this section, then his/her total unused sick leave will be reduced in accordance with such election.

Any reimbursement for unused sick leave paid pursuant to this subdivision will be paid to a post-employment Health Reimbursement Account on behalf of the employee no later than August 31.

~~Employees who are eligible for a wellness bonus pursuant to this subdivision are not eligible for an additional wellness bonus under the requirements of subdivision 2.~~

~~**Subd. 2.** After employed one year with the School District, as defined in the Anniversary Date section of this Agreement, full-time and part-time employees will be paid $300.00 annually if no sick leave is used during a school year and $100.00 annually if no more than two (2) days of sick leave are used during a school year. Approved bereavement leave will not be considered an absence for the purposes of this subdivision. A part-time employee will receive a prorated wellness bonus in an amount proportional to his/her employment. Wellness bonuses earned pursuant to this subdivision will be paid as a cash payment on the July 15 pay date of the new fiscal year.~~

~~Employees who are eligible for a wellness bonus pursuant to this subdivision are not eligible for an additional wellness bonus under the requirements of subdivision 1.~~

**Section 11. Longevity Pay**. Employees will receive an additional $0.25 per hour on top of their based hourly pay rate upon 10 years of continuous service. They will receive $0.~~15~~40 per hour on top of their based hourly pay rate upon 15 years of continuous service. They will receive $0.~~30~~55 per hour on top of their based hourly pay rate upon 20 years of continuous service, and $0.~~40~~65 per hour on top of their base hourly pay rate upon 25 years of continuous service. An employee's years of service will be calculated in accordance with the anniversary date section of this Agreement.

**Section 12. Paraprofessional Credential**. An employee who receives a voluntary credential for education paraprofessionals pursuant to Minnesota Rule 8710.9000 will receive an additional $0.60 per hour. To qualify for such amount, an employee must present a copy of his/her credential certificate issued by the Minnesota Public Educator Licensing and Standards Board to the Human Resources Department on or before September 1. Employees who present credential certificates after September 1 will qualify for the additional amount beginning in the next school year.

**Section 13. Mentor Program**. The Educational Support Professional Mentor Program will require ISD 110 Educational Support Professionals to fill the following roles:

One district-wide Mentor Coordinator to be selected by the School District; and
One Mentor at each school building to be selected by the Mentor Coordinator.
Transitions will be mentored by the Southview Elementary Mentor.
The Learning Center will be mentored by the High School Mentor.

The School District will establish duties and expectations for the Mentor Coordinator, which will be available in the Human Resources Department. The Mentor Coordinator and Director of Human Resources will work together to establish duties and expectations for the building Mentors.

The Mentor Coordinator will receive an annual stipend in the amount of ~~$300.00~~ 330.00 if all mentor program requirements have been met including the arrangement and facilitation of two district-wide mentor meetings. Mentors will receive an annual stipend in the amount of ~~$200.00~~ 225.00 if all mentor program requirements have been met including their attendance at both district-wide mentor meetings. Stipends shall be paid on the June 30 direct deposit.

**Section 1~~3~~14. Pay Dates**. Pay days shall be in accordance with the calendar of pay dates established by the business office. Full-time employees may elect to be paid over a 12-month period.

## ARTICLE VIII
## INSURANCE

**Section 1. Selection of a Carrier**. The selection of the insurance carrier and policy shall be made by the School District as provided by law.

**Section 2. Hospitalization and Medical Insurance**.

**Subd. 1. Contribution**. The School District will contribute a monthly sum, not to exceed the listed amounts toward the cost of the premium for the current medical/ hospitalization plan for each full-time and part-time employee who qualifies for and is enrolled in the group medical/hospitalization plan. The cost of the premium not contributed by the School District shall be borne by the employee and paid by payroll deduction.

**Full-Time Employees**

| Year | Effective Date | Single Coverage | Single+1 Coverage | Family Coverage |
|---|---|---|---|---|
| 2023-2024 | 9/1/2023 | $767.13 | $1,185.91 | $1,476.88 |
| 2024-2025 | 9/1/2024 | $843.84 | $1,304.50 | $1,624.58 |
| 2025-2026 | 9/1/2025 | $928.22 | $1,434.96 | $1,787.04 |

**Part-Time Employees**

| Year | Effective Date | Single Coverage | Single+1 Coverage | Family Coverage |
|---|---|---|---|---|
| 2023-2024 | 9/1/2023 | $383.57 | $592.96 | $738.44 |
| 2024-2025 | 9/1/2024 | $421.92 | $652.26 | $812.30 |
| 2025-2026 | 9/1/2025 | $464.12 | $717.48 | $893.52 |

**Full-Time Employees**

| Year | Effective Date | Single Coverage | Single+1 Coverage | Family Coverage |
|---|---|---|---|---|
| 2026-2027 | 9/1/2026 | 1,021.04 | 1,578.46 | $1,965.74 |

**Part-Time Employees**

| Year | Effective Date | Single Coverage | Single+1 Coverage | Family Coverage |
|---|---|---|---|---|
| 2026-2027 | 9/1/2026 | 510.52 | 789.23 | $982.87 |

School District monthly insurance contributions for full-time employees reflect the amounts provided in the Waconia Education Association's 2023-2026 collective bargaining agreements. Part-time employee contributions have been adjusted accordingly (i.e., one-half of full-time contribution). There is no school district monthly insurance contribution for part-time II employees.

**Subd 2. Definitions**. For purposes of application of this section, the terms as utilized in Subd. 1 are defined as follows:

A. **Full-time Employees**. Employees regularly employed and scheduled to work one thousand twenty (1,020) hours or more (average of six (6) or more hours per day) during the school year are considered full-time employees.

B. **Part-Time Employees**. Employees regularly employed and scheduled to work more than seven hundred sixty-four (764) hours per school year but less than one thousand twenty (1,020) hours (average of 4.5 hours and less than 6 hours per day) during the school year are considered part-time employees.

C. **Part-Time Personnel II.** Employees regularly employed and scheduled to work less than seven hundred sixty-five (765) hours per school year (average of less than 4.5 hours per day) during the school year are considered part-time personnel II.

**Section 3. Dental Insurance**. All employees working 20 or more hours per week are eligible to participate in the School District's dental insurance program. Employees may use any dollar amounts not used for health insurance coverage for payment of their dental insurance.

**Section 4. Income Protection**. The School District shall provide income protection insurance in an amount equal to the group income protection insurance plan approved by the School District for full-time employees.

**Section 5. Term Life Insurance**. The School District shall provide a $30,000 term life insurance policy for full-time and part-time employees.

**Section 6. Hospitalization Insurance Access Upon Retirement**. Pursuant to Minn. Stat. § 471.61, Subd. 2b, a retired employee may access the School District's hospitalization insurance program, at the employee's expense, with coverage available until the employee's 65th birthday. For purposes of this section, a retiree shall mean an employee who is eligible for or is drawing a retirement annuity from the State of Minnesota. Access shall also be available to an employee, at the employee's expense, who is receiving a disability benefit from a Minnesota public pension plan.

**Section 7. Claims Against the School District**. The School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein, and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

**Section 8. Duration of Insurance Contribution**. An employee is eligible for School District contribution as provided in this article as long as the employee is employed by the School District, enrolled in the particular insurance plan and on paid status, except where the law requires employer contribution while on unpaid status. Upon termination of employment, all School District contribution shall cease.

## ARTICLE IX
## CAREER TRANSITION TRUST

**Section 1. Introduction**. The purpose of the Career Transition Trust (hereinafter called PLAN) is to encourage employees to develop a financial plan for their future by providing money, which would otherwise have been available at retirement, for investment during the course of employment with the School District. The PLAN will require participation by the employee coupled with a matching contribution from the School District. The objective of the PLAN is to develop a long-term solution to the concept of severance for employees.

**Section 2. Defined Contribution Plan.**

District Matching Benefits:

| **Years of Service in District** | **Board Matching Contribution** |
|---|---|
| 0-3 years | No District Match |
| 4-10 years | $375 Match |
| 11-15 years | $625 Match |
| 16-20 years | $925 Match |
| 21-25 years | $1,225 Match |
| 26+ years | $1,525 Match |

Lifetime Maximum School District Contribution $27,000

Employees working twenty (20) hours or more per week (minimum of 688 hours per year) shall be eligible for a pro rata share of the School District's matching contribution.

**Section 3. Administration of PLAN.**

**Subd. 1. Benefits Cannot be Accumulated**. The School District contribution will begin when the employee initiates an eligible investment program at an amount not to exceed the benefit schedule set out in Section 2 above. An employee may elect to contribute to the selected program more than the School District match. The PLAN only defines the limits of the School District's participation in the selected program. The School District match cannot be accumulated on a year-to-year basis if an employee elects to begin participation after the first year of eligibility.

**Subd. 2. Definition – Years of Service**. Years of service shall mean years of accumulated full-time equivalent service in Independent School District #110. Years of service shall be measured as of July 1 of each year.

**Subd. 3. Plan Year**. The annual year for the Level I School District contributions shall be July 1 through June 30. Changes in School District matching amounts, based on years of service, shall occur on July 1 of each year. Employees must establish participation in an eligible Deferred Income or TSA plan, as defined by Minnesota Statutes, before the School District will begin matching contributions.

**Subd. 4. District Contribution**. When an employee has an eligible plan in effect, the District matching shall be automatic unless the employee requests otherwise.

**Subd. 5. Compliance with Law**. The PLAN is subject to applicable code provisions of the Minnesota Statutes, IRS Code Section 403(b), and IRS Code Section 457.

## ARTICLE X
## SENIORITY

**Section 1. Seniority Rights**. Seniority rights affecting the layoff and recall of employees shall be governed by this article. For such purposes, there shall be two separate and distinct seniority lists and attendant seniority rights as follows. Please note that the hours below are for seniority purposes only and do not reflect benefit eligibility.

**Subd. 1. Full-Time Employees.** For purposes of this article, the term full-time employee shall mean an employee regularly employed 774 or more hours per year (4.5 hours times 172 days). All such employees shall be placed upon the full-time seniority list and acquire seniority after completion of their probationary period.

**Subd. 2. Part-Time Employees.** For purposes of this article, the term part-time employee shall mean an employee regularly employed less than 774 hours per year. All such employees shall be placed upon the part-time seniority list and acquire seniority after completion of their probationary period.

**Section 2. Seniority Date**. An employee shall be placed on the seniority list based upon the employee's start date in the School District. If an employee leaves the school district on their own accord and then returns, their seniority date will be the date that they returned to work.

**Section 3. Operation of Seniority**.

**Subd. 1**. Except as otherwise provided herein, there will be no seniority rights between the full-time seniority list and the part-time seniority list.

**Subd. 2**. Subject to the provisions of this Article, layoffs shall be in reverse seniority order within classification and qualification.

**Subd. 3**. If a reduction in the number of employees in an identified classification

is required, the School District will effect such a reduction in reverse order of seniority for the identified seniority list within classification. Recall shall occur by seniority order within classification, qualification and for the identified seniority list. After notification, an employee on layoff has two (2) business days to accept an available position. An employee on layoff who has been offered and has accepted the offer for a position in the same classification to their previous position and on the same identified seniority list shall be considered recalled.

An employee on layoff who has been offered and has refused the offer of a position that is not in the same classification to their previous position and on the same identified seniority list will not forfeit further recall rights, and will remain on the recall list.

An employee on layoff who is offered a position in the same classification to their previous position and on the same identified seniority list shall have the right to refuse one (1) position without forfeiting his/her recall rights. An employee on layoff who is offered and has refused the offer for a second position in the same classification to their previous position and on the same identified seniority list shall forfeit any and all rights to recall.

An employee on layoff is obligated to provide his/her mailing address and telephone number to the Human Resources Department so that he/she can be contacted regarding available positions.

Recall rights shall be forfeited after three (3) years on layoff without recall.

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**Subd. 4**. In the event that the employee cannot hold a position because of lack of seniority in the employee's classification which is being reduced, the employee may be reassigned to a classification in the same or lower pay grade, provided the employee is fully qualified for the classification as determined by the School District.

**Subd. 5**. This article shall not apply to a reduction in hours if the reduction is less than two hours.

**Subd. 6**. For purposes of this article, classification shall be those as provided in Article VII, Section 1.

**Section 4. Reassignment between School District Buildings**. Any involuntary employee transfer between school district buildings that results in a reduction of hours sufficient to change an employee's status from full-time to part-time as defined in Article VIII, section 2, subdivisions 2(a) and (b) will follow seniority within that classification.

**Section 5. Publication of Seniority List**. On or before November 1 of each school year, the administration shall prepare two seniority lists from School District records. The listing on

each seniority list will include the employee's name, start date, classification and pay grade. Placement on the seniority lists will be determined by the start date.

**Section 6. Posting**. These seniority listings will be emailed. Any employee whose name appears on the list shall have ten (10) days from the email to request corrections of any factual errors on the seniority list. The final seniority listings shall be binding on the School District and School District employees.

**Section 7. Loss of Seniority.** Employees listed on either seniority list shall be allowed to retain seniority rights for a period of up to three (3) years' absence due to layoff from active employment in the School District. Recall rights shall be forfeited after three (3) years on layoff without recall.

**Section 8. Change of Category.** The School District may reassign an employee to a different classification. In the event an employee is reassigned, the employee will retain seniority in the prior classification for up to one year. After one year, if the employee remains in the reassigned classification, seniority in the prior classification shall lapse.

**Section 9. Ties in Seniority**. In the event of staff reduction, action affecting employees whose start date commenced on the same date, and have equal seniority, the selection of the employee for purposes of discontinuance shall be at the discretion of Human Resources based upon criteria including: hire date, paraprofessional credential, performance, training, experience, number of hours worked, skills and special assignments, and other relevant factors.

**Section 10. No Bumping by Employee.** Nothing contained in this Agreement shall create or be construed to allow a personal right of "bumping" by the School District employees. Only the School District shall have the right to assign employees to the various employment positions covered by this Agreement in accordance with the seniority listings established by the School District.

## ARTICLE XI
## LEAVES OF ABSENCE

**Section 1. Sick Leave**. All employees shall earn ten (10) days of sick leave each year of service in the employ of the School District. The sick leave will be determined at an hourly rate based on the employee's regular daily work schedule. Unused sick leave may be accumulated to 90 working days, which will be determined at an hourly rate. Employees whose work schedule is reduced will not lose accrued hours, but further accrual will be limited as above. Part-time employees will receive a prorated amount of sick leave hours based on their average daily work schedule. If an employee's work hours change, leave will be prorated accordingly.

An employee may utilize sick leave for personal illness or injury of the employee's family members, including a domestic partner living in the home, pursuant to the provisions of Minn. Stat. § 181.9413. The School District may require the employee to provide a medical

certification from a qualified physician indicating that an absence was necessary due to illness or injury. Additional sick leave days to care for a family member who is suffering from a serious illness may be approved at the discretion of the Superintendent or his/her designee.

**Section 2. Personal Leave**. All employees shall earn one (1) day of personal leave each year of service in the employ of the School District. After five years of continuous employment, employees will accrue an additional personal leave day for a total of two (2) personal leave days each year. Beginning with the eleventh year of continuous employment, employees will accrue a total of three (3) personal leave days each year. A maximum of three (3) personal leave days may be carried over to the next school year. The leave will be determined at an hourly rate based on the employee's regular daily work schedule. Part-time employees will receive a prorated amount of personal leave hours based on their average daily work schedule. If an employee's work hours change, leave will be prorated accordingly.

Personal leave days may not be used during the first week of the school year or the last two weeks of the school year and are to be taken with the approval of the School District Administration. Requests to use personal leave during the first week and last two weeks of the school year will only be granted for extraordinary circumstances, as determined at the sole discretion of the Superintendent or designee. Also, not more than two employees who need substitute coverage can be on personal leave from a building on any given day.

**Section 3. Unpaid Leave**. Employees may be granted leave by the School District for situations which are not covered under the conditions of employment by this Agreement. Approval may be granted by Human Resources in consultation with the direct supervisor or assigned administrator.

**Section 4. Family Bereavement and Emergency Leave**.

**Subd. 1**. All employees may be granted a leave of no more than five (5) days per year, non-accumulative, with the days to be deducted from sick leave, in the event of a death or family emergency in the employee's immediate family. The employee's immediate family shall be deemed to include spouse, domestic partner living in the home, children, father, mother, guardian, brother, sister, father-in-law, mother-in-law, aunt, uncle, grandparent or grandchildren. Request for family leave must be made to the employee's direct supervisor or assigned administrator. The request shall state the reason for the proposed leave. Leave for other family members, and significant others, may be granted upon approval by the School District.

**Subd. 2**. The School District may require an employee to furnish competent evidence of an emergency in order to qualify for emergency family leave. However, the final determination as to the eligibility of an employee for emergency family leave is reserved to the School District. The School District reserves the right to refuse to grant such leave if under the circumstances involved, the School District determines that such leave should not be granted.

**Section 5. Other Bereavement Leave**. In case of death of anyone not specifically addressed by the immediate family, all full-time employees shall receive non-accumulative bereavement leave each school year equivalent to the number of hours in the employee's workday, to be deducted from sick leave. Part-time employees will be prorated based on a percentage of the time that each part-time person works.

**Section 6. Federal Family and Medical Leave Act**. Family and medical leaves are subject to the provisions of the Federal Family and Medical Leave Act (FMLA).

**Section 7. Support of School Activity Leave**. All employees will be allowed two (2) hours per year of non-accumulative time to support a school activity related to the employee's child, step-child, or foster child (i.e., reading in the classroom, helping with vision and screening, attending a performance). A child is defined as an individual under eighteen years of age or under age twenty who is still attending secondary school. The leave will be granted when internal coverage can be provided and preapproval is received from the administration. Additional unpaid leave shall be granted pursuant to Minn. Stat. § 181.9412, subd. 2.

**Section 8. Jury Duty**. Employees called upon to serve as a juror in a federal or state court shall be granted a leave of absence by the School District for that purpose and for those days the employee is required to be in court. The employee shall receive all pay and other benefits that would have occurred had the employee been working during the period of absence, less all per diem reimbursements for such duty.

**Section 9. Benefits While on Unpaid Leave**. Benefits to which an employee was entitled at the time the employee's unpaid leave commenced, including seniority, unused accumulated sick leave, and position on the salary schedule, shall be restored upon the employee's return. The employee shall be returned to the same position the employee left at time of the commencement of the leave or, if not available, to such other position for which the employee is qualified. An employee on an authorized unpaid leave of absence is also eligible to continue in the School District's group insurance programs. The employee shall pay the entire premium for such insurances, commencing at the beginning of the leave and shall pay the School District the monthly premiums in advance on a schedule as determined by the School District. Nonpayment shall result in policy cancellation.

**Section 10. Workers' Compensation.** An employee receiving compensation pursuant to the Workers' Compensation law may elect to use sick leave in order to make up the difference between the workers' compensation payments and the employee's regular rate of pay. In no event shall the additional amount paid to the employee through the use of sick leave result in the payment of total daily, weekly, or monthly compensation in excess of such employee's regular rate of pay.

**Section 11. Sick and Personal Leave Donation.** Employees will be allowed to donate sick or personal leave to a fellow member of the bargaining unit who has exhausted all of his or

her accrued paid leave (sick leave and personal leave) and is experiencing a catastrophic illness or injury as determined by the School District. The amount of leave that may be donated by an employee, or received by an employee, is at the discretion of the School District. Donated days may only be used for an employee's regularly scheduled duty days. The donation of sick and personal leave is voluntary and donated days must be deducted from the donating employee's sick or personal leave accrued balance.

**Section 12. Earned Sick and Safe Time (ESST).** Earned sick and safe time leaves are subject to the provisions of MN Statute 181.9446-A.

**Section 13. Minnesota Paid Leave.** Minnesota paid leaves are subject to the provisions of MN Statutes Chapter 268B.

## 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 of the School District as to the interpretation or application of terms and conditions of employment insofar as such matters are contained in this Agreement.

**Section 2. Definitions and Interpretations**:

**Subd. 1. Extension**: Time limits specified in this Agreement may be altered by mutual agreement.

**Subd. 2. Days**: Reference to days regarding time periods in this procedure shall refer to calendar days.

**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 holiday, in which event the period runs until the end of the next day which is not a Saturday, or a Sunday, or a holiday. The winter and spring breaks will be treated as holidays for the purpose of the grievance procedure timeline.

**Subd. 4. Filing and Postmark**: The filing or service of any notice or document herein shall be timely if it bears a dated postmark of the United States mail within the time period or jointly noted by the parties in the event the notice or document is hand-delivered. The filing or service of any notice or document may be accomplished by electronic means if it bears the date and time of its transmittal to the other party.

**Subd. 5. Time Limitation and Waiver**: 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 designee. The parties may mutually agree to waive and/or extend timelines. Such agreements shall be written.

**Subd. 6. Denial of 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 exclusive representative may appeal it to the next level.

**Section 3. Adjustment of Grievance**. The School District and the exclusive representative 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**: An effort shall first be made to adjust an alleged grievance informally between the employee and the employee's immediate supervisor. If the grievance is not resolved through informal discussion, the exclusive representative shall reduce the grievance in writing, setting forth the facts and the specific provision of the Agreement allegedly violated and the relief sought within thirty (30) days after the date the event giving rise to the grievance occurred. The School District's designee shall respond in writing to the grievance within ten (10) days after receipt of the grievance.

**Subd. 2. Level II**: In the event the grievance is not resolved in Level I, the exclusive representative may appeal to the Director of Human Resources, provided such appeal is made in writing within ten (10) days after receipt of the decision in Level I. If a grievance is properly appealed to the Director of Human Resources, the Director of Human Resources or designee shall set a time to meet regarding the grievance within ten (10) days after receipt of the appeal. Within ten (10) days after the meeting, the Director of Human Resources 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 Superintendent, provided such appeal is made in writing within ten (10) days after the receipt of the decision in Level II. If a grievance is properly appealed to the Superintendent, the Superintendent shall set a time to hear the grievance within ten (10) days after receipt of the appeal. Within ten (10) days after the meeting, the Superintendent shall issue his/her decision in writing to the parties involved.

**Subd. 4. Notice Requirements for Levels I-III**: A written notice required under this section will be deemed to have been received if it is delivered by email.

**Section 4. Arbitration Procedures.** In the event that the exclusive representative and the School District are unable to resolve the grievance, the grievance may be submitted to arbitration as explained herein:

**Subd. 1. Request.** A request to submit a grievance to arbitration must be in writing signed by the exclusive representative, and such request must be filed in the Office of the Superintendent within ten (10) days following the decision in Level III of the grievance procedure.

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

**Subd. 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 PELRA, 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 herein shall constitute a waiver of the grievance.

**Subd. 4. Hearing**. The grievance shall be heard by a single arbitrator, and both parties may be represented by such person(s) as they may choose and designate, and the 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 preliminary meeting.

**Subd. 5. Decision**. The decision by the arbitrator shall be rendered within thirty (30) 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 limitations of arbitration decisions as provided by in the PELRA. 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. 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 that 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 either or both parties, and any other expenses that the parties mutually agree are necessary for the conduct of the arbitration.

**Subd. 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 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, the arbitrator's order shall give due consideration to the statutory rights and obligations of the School District to efficiently manage and conduct its operation within the legal limitations surrounding the financing of such operations.

## ARTICLE XIII
## PROBATIONARY PERIOD, EMPLOYEE DISCIPLINE AND PERSONNEL FILES

**Section 1. Probationary Period**. An employee under the provisions of this Agreement shall serve a probationary period of six (6) months of continuous service in the School District during which time the School District shall have the right to terminate or discipline such employee. During the probationary period, action by the School District to terminate or discipline a probationary employee is not grievable. However, the employee shall be given the reasons for the termination, in writing. Also, probationary employees shall have the right to bring a grievance regarding any other provision of the contract alleged to have been violated.

**Section 2. Completion of Probationary Period**. An employee who has completed the probationary period may be suspended without pay or discharged only for just cause. An employee who has completed the probationary period and is suspended without pay or discharge shall have access to the grievance procedure.

**Section 3. Progressive Discipline**. The School District recognizes the concept of progressive discipline consisting of 1) oral reprimand; 2) written reprimand; 3) suspension without pay; and 4) discharge. However, the School District reserves the right to impose discipline at any level, as determined by the School District, based upon the circumstances surrounding the action and the seriousness of the offense for which the employee is being disciplined. A conference between the employee and his/her supervisor shall be held prior to the imposition of written reprimand, suspension without pay or discharge. An oral reprimand may be grieved up to Level III of the grievance procedure but may not be carried to arbitration. A written reprimand shall be subject to the grievance procedure, and any material found to be false or substantially inaccurate through such procedure, shall be expunged from the employee's file.

**Section 4. 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 reassign the employee to his/her former classification. The employee also has the right to request a return to his/her former classification within the three-month probationary period.

**Section 5. Personnel Files**. Employees shall be given a copy of evaluation or disciplinary entries which are placed in the employee's personnel file, to the extent practicable. The contents of an employee's personnel file shall be disclosed to the employee and/or to the employee's union representative upon written request of the employee. The employee shall have the right to a copy of the contents of the personnel file at the employee's expense.

## ARTICLE XIV
## MISCELLANEOUS

**Section 1. Retroactive Pay**. Retroactive pay pursuant to the provisions of this Agreement shall be made to all employees who are employed as of the date of execution of this Agreement by the parties. Employees who have terminated employment prior to the date of execution of this Agreement shall not be entitled to any payments pursuant to this Agreement.

**Section 2. Children of Employees.** If space is available at an employee's school building, then he/she may enroll his/her children in such building regardless of his/her residence. Enrollment under this section must occur prior to the beginning of the school year and changes shall not be allowed to such enrollment until the following school year. Whether space is available in a particular building and at a specific grade level shall be determined by the School District.

## ARTICLE XV
## DURATION

**Section 1. Term and Reopening Negotiations**: This Agreement shall remain in full force and effect for a period commencing on its date of execution through June 30, 202~~6~~7, and thereafter as provided by PELRA. If either party desires to modify or amend this Agreement commencing at its expiration, it shall give written notice of such intent no later than one hundred and twenty (120) days prior to said expiration. Unless otherwise mutually agreed, the parties shall not commence negotiations more than ninety (90) days prior to the expiration date of this Agreement.

**Section 2. Effect**: This Agreement constitutes the full and complete Agreement between the School District 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, and 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.

**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.

| | |
|---|---|
| **FOR EDUCATION MINNESOTA #110 EDUCATIONAL SUPPORT PROFESSIONALS** | **FOR INDEPENDENT SCHOOL DISTRICT NO. 110** |
| _____ | _____ |
| Amanda Phenix<br>Union President | ~~Dana Geller~~Kelly Amott<br>School Board Chair |
| _____ | _____ |
| ~~Amanda Phenix~~ Nicole Smith<br>Negotiation Committee Chair | ~~Luke DeBoer~~Jesse Bergstrom<br>School Board ~~Clerk~~Vice Chair |
| Dated this ___ day of _____202~~4~~6. | Dated this ___ day of _____202~~4~~6. |

~~**APPENDIX A**~~

~~**RATES OF PAY**~~

~~2023-2024~~

~~APPENDIX B~~

~~RATES OF PAY~~

~~2024-2025~~

## APPENDIX ~~C~~A

## RATES OF PAY

~~2025-2026~~2026-2027

| Position | Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Health Associate | 12 | ~~$ 21.27~~ | ~~$ 21.95~~ | ~~$ 22.64~~ | ~~$ 23.34~~ | ~~$ 24.02~~ | ~~$ 24.73~~ | ~~$ 25.43~~ | ~~$ 26.09~~ | ~~$ 26.80~~ | ~~$ 27.53~~ | ~~$ 28.26~~ | ~~$ 29.11~~ | ~~$ 29.98~~ |
| Technology Assistant | 11 | ~~$ 19.57~~ | ~~$ 20.23~~ | ~~$ 20.89~~ | ~~$ 21.59~~ | ~~$ 22.26~~ | ~~$ 22.92~~ | ~~$ 23.59~~ | ~~$ 24.30~~ | ~~$ 24.95~~ | ~~$ 25.60~~ | ~~$ 26.38~~ | ~~$ 27.17~~ | ~~$ 27.99~~ |
| Educational Assistant (SPED) | 9 | ~~$ 18.48~~ | ~~$ 18.99~~ | ~~$ 19.49~~ | ~~$ 20.03~~ | ~~$ 20.54~~ | ~~$ 21.05~~ | ~~$ 21.54~~ | ~~$ 22.08~~ | ~~$ 22.59~~ | ~~$ 23.11~~ | ~~$ 23.69~~ | ~~$ 24.40~~ | ~~$ 25.13~~ |
| Educational Assistant (REG ED), Title I, Music Accompanist, Due Process Clerk | 9 | ~~$ 17.92~~ | ~~$ 18.44~~ | ~~$ 18.94~~ | ~~$ 19.47~~ | ~~$ 19.98~~ | ~~$ 20.50~~ | ~~$ 20.99~~ | ~~$ 21.52~~ | ~~$ 22.04~~ | ~~$ 22.56~~ | ~~$ 23.14~~ | ~~$ 23.83~~ | ~~$ 24.54~~ |
| Media Assistant | 8 | ~~$ 17.28~~ | ~~$ 17.76~~ | ~~$ 18.22~~ | ~~$ 18.71~~ | ~~$ 19.23~~ | ~~$ 19.70~~ | ~~$ 20.17~~ | ~~$ 20.64~~ | ~~$ 21.14~~ | ~~$ 21.64~~ | ~~$ 22.16~~ | ~~$ 22.83~~ | ~~$ 23.51~~ |
| Administrative Assistant I | 5 | ~~$ 16.58~~ | ~~$ 17.05~~ | ~~$ 17.53~~ | ~~$ 17.98~~ | ~~$ 18.45~~ | ~~$ 18.93~~ | ~~$ 19.42~~ | ~~$ 19.90~~ | ~~$ 20.35~~ | ~~$ 20.82~~ | ~~$ 21.38~~ | ~~$ 22.03~~ | ~~$ 22.69~~ |

| Position | Grade | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 | Step 12 | Step 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Health Associate | 12 | $ 22.28 | $ 22.99 | $ 23.72 | $ 24.45 | $ 25.16 | $ 25.90 | $ 26.64 | $ 27.33 | $ 28.07 | $ 28.84 | $ 29.60 | $ 30.49 | $ 31.40 |
| Technology Assistant | 11 | $ 20.50 | $ 21.19 | $ 21.88 | $ 22.62 | $ 23.32 | $ 24.01 | $ 24.71 | $ 25.45 | $ 26.14 | $ 26.82 | $ 27.63 | $ 28.46 | $ 29.32 |
| Educational Assistant (SPED) | 9 | $ 19.36 | $ 19.89 | $ 20.42 | $ 20.98 | $ 21.52 | $ 22.05 | $ 22.56 | $ 23.13 | $ 23.66 | $ 24.21 | $ 24.82 | $ 25.56 | $ 26.32 |
| Educational Assistant (REG ED), Title I, Music Accompanist, Due Process Clerk | 9 | $ 18.77 | $ 19.32 | $ 19.84 | $ 20.39 | $ 20.93 | $ 21.47 | $ 21.99 | $ 22.54 | $ 23.09 | $ 23.63 | $ 24.24 | $ 24.96 | $ 25.71 |
| Media Assistant | 8 | $ 18.10 | $ 18.60 | $ 19.09 | $ 19.60 | $ 20.14 | $ 20.64 | $ 21.13 | $ 21.62 | $ 22.14 | $ 22.67 | $ 23.21 | $ 23.91 | $ 24.63 |
| Teacher Assistant (ECFE/Preschool) | 7 | $ 17.93 | $ 18.06 | $ 18.20 | $ 18.71 | $ 19.18 | $ 19.68 | $ 20.17 | $ 20.67 | $ 21.17 | $ 21.67 | $ 22.23 | | |
| Administrative Assistant I | 5 | $ 17.37 | $ 17.86 | $ 18.36 | $ 18.83 | $ 19.33 | $ 19.83 | $ 20.34 | $ 20.85 | $ 21.32 | $ 21.81 | $ 22.40 | $ 23.08 | $ 23.77 |

*(Moved from page 30 of 2023-2026 work agreement)*

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teacher Assistant (ECFE&Preschool) | 7 | $ 17.12 | $ 17.24 | $ 17.37 | $ 17.86 | $ 18.31 | $ 18.79 | $ 19.26 | $ 19.73 | $ 20.21 | $ 20.69 | $ 21.22 | | |

## ATTACHMENT A

## MEMORANDUM OF UNDERSTANDING REGARDING JOB GRADE TRANSITION ADJUSTMENT

WHEREAS, Independent School District Number 110, ("District") conducted an analysis of its Pay Equity System and has made adjustments to job classifications and pay ranges and;

WHEREAS, employees represented by Education Minnesota District Number 110 Educational Support Professionals ("Union") were subject to adjustments arising out of the District's analysis of its Pay Equity System and;

WHEREAS, during the course of negotiations between the District and the Union for the 2007-09 Master Agreement, the parties agreed that the adjustments will be implemented without a detrimental impact upon those employees who were subject to the adjustments;

NOW, THEREFORE, the District and the Union have reached the following agreement concerning the employees subject to adjustments arising out of the District's analysis of its Pay Equity System.

Section 1. Previous Grade 3 Employees: Employees who, prior to the 2007-09 Master Contract, were classified as Grade 3 employees will be reclassified as Grade 5A employees. The Grade 5A wages will track with the District's Grade 9 wages for employees represented by the Union. Grade 5A employees will be placed at Grade 5A, Step 10 for 2007-2008 and Step 11 for 2008-2009. Thereafter, changes to Grade 5A will be based upon changes negotiated for other grades of employees represented by the union. No employees other than those named below will be added to Grade 5A. Grade 5A will cease to exist when the employees named below have either transferred to a different job classification in the District or their employment with the District ends for any reason.

Grade 5A employees are:

Kristin Glander
Peggy Rajewsky

Section 3. Term of Memorandum of Understanding: Sections 1 and 2 of this Memorandum of Understanding shall automatically renew and be attached to subsequent Master Agreements between the District and Union until Grades 5A cease to exist.

| | |
|---|---|
| Amanda Phenix | Dana Geller |
| Union President | School Board Chair |
| Dated this ___ day of _____2024. | Dated this ___ day of _____2024. |

**ATTACHMENT B**

**MEMORANDUM OF UNDERSTANDING**
**EDUCATIONAL SUPPORT PROFESSIONAL MENTOR PROGRAM**

**Memorandum of Understanding**
**Between Waconia Public Schools – ISD 110 and**
**Education Minnesota District #110 Educational Support Professionals**

During the 2011-2013 negotiations process, the parties have agreed to establish an Educational Support Professional Mentor Program to begin in the 2012-2013 school year. The parties have agreed to continue the program for the term of the 2023-2026 collective bargaining agreement. The program's purpose will be to provide additional support and guidance to Educational Support Professionals who are in their first year of employment with ISD 110. The program's highlights will include professional building orientations conducted by building mentors, ongoing contact and support by both district-wide and building program participants, and opportunities for both mentors and mentees to share experiences, resources and materials at twice-yearly mentor meetings.

The Educational Support Professional Mentor Program will require ISD 110 Educational Support Professionals to fill the following roles:

- One district-wide Mentor Coordinator to be selected by the School District; and
- One Mentor at each school building to be selected by the Mentor Coordinator.
  - Transitions will be mentored by the Southview Elementary Mentor.
  - The Learning Center will be mentored by the High School Mentor.

The School District will establish duties and expectations for the Mentor Coordinator, which will be available in the Human Resources Department. The Mentor Coordinator and Director of Human Resources will work together to establish duties and expectations for the building Mentors.

The Mentor Coordinator will receive an annual stipend in the amount of $300.00 if all mentor program requirements have been met including the arrangement and facilitation of two district-wide mentor meetings. Mentors will receive an annual stipend in the amount of $200.00 if all mentor program requirements have been met including their attendance at both district-wide mentor meetings. Stipends shall be paid on the June 30 direct deposit.

This Memorandum of Understanding will expire on June 30, 2026.

| | |
|---|---|
| Amanda Phenix | Dana Geller |
| Union President | School Board Chair |
| Dated this ___ day of _____2024. | Dated this ___ day of _____2024. |

**ATTACHMENT C**

**MEMORANDUM OF UNDERSTANDING**
**EDUCATIONAL SUPPORT PROFESSIONAL ECFE/PRESCHOOL TEACHER ASSISTANT ADDITION**

**Memorandum of Understanding**
**Between Waconia Public Schools – ISD 110 and**
**Education Minnesota District #110 Educational Support Professionals**

During the 2023-2026 negotiations process, the parties have agreed to add the Community Education ECFE/Preschool Teacher Assistants to the Education Minnesota District #110 Educational Support Professionals Bargaining Unit.

The Teacher Assistants ("TAs") will be moved to the bargaining unit effective the date the MOU is signed by all parties. Details outlined in the agreement will not be retroactive other than hourly wage (see schedule below) and the 10% district contribution to medical insurance increase which will go back to July 1, 2024.

**2023-2024**

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| $16.22 | $16.33 | $16.45 | $16.92 | $17.34 | $17.80 | $18.24 | $18.69 | $19.14 | $19.60 | $20.10 |

~~ECFE/Preschool TAs will be compensated pursuant to the pay grade provided below for the 2024-2025 school year on one step above their 2023-2024 placement, if eligible.~~

**2024-2025**

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| $16.54 | $16.66 | $16.78 | $17.26 | $17.69 | $18.15 | $18.61 | $19.06 | $19.53 | $19.99 | $20.50 |

~~Employees will be compensated pursuant to the pay grades as provided below for the 2025-2026 school year on one step above their 2024-2025 placement, if eligible.~~

**2025-2026**

| Step 1 | Step 2 | Step 3 | Step 4 | Step 5 | Step 6 | Step 7 | Step 8 | Step 9 | Step 10 | Step 11 |
|---|---|---|---|---|---|---|---|---|---|---|
| $17.12 | $17.24 | $17.37 | $17.86 | $18.31 | $18.79 | $19.26 | $19.73 | $20.21 | $20.69 | $21.22 |

~~**School District monthly insurance contributions:**~~

**Full-Time Employees**

| Year | Effective Date | Single Coverage | Single+1 Coverage | Family Coverage |
|---|---|---|---|---|
| 2024-2025 | 9/1/2024 | $843.84 | $1,304.50 | $1,624.58 |
| 2025-2026 | 9/1/2025 | $928.22 | $1,434.96 | $1,787.04 |

**Part-Time Employees**

| Year | Effective Date | Single Coverage | Single+1 Coverage | Family Coverage |
|---|---|---|---|---|
| 2024-2025 | 9/1/2024 | $421.92 | $652.26 | $812.30 |
| 2025-2026 | 9/1/2025 | $464.12 | $717.48 | $893.52 |

**There is no school district contribution for Part-Time II Employees.**

~~**Classification for purposes of insurance contributions will be as follows:**~~

A. **Full-time Employees**. Employees regularly employed and scheduled to work one thousand twenty (1,020) hours or more (average of six (6) or more hours per day) during the school year are considered full-time employees.

B. **Part-Time Employees**. Employees regularly employed and scheduled to work more than seven hundred sixty-four (764) hours per school year but less than one thousand twenty (1,020) hours (average of 4.5 hours and less than 6 hours per day) during the school year are considered part-time employees.

C. **Part-Time Personnel II.** Employees regularly employed and scheduled to work less than seven hundred sixty-five (765) hours per school year (average of less than 4.5 hours per day) during the school year are considered part-time personnel II.

The Community Education ECFE/Preschool TA's shall have a separate seniority list and shall accrue seniority from their first day of service.

This Memorandum of Understanding will expire on June 30, 2026.

| | |
|---|---|
| Amanda Phenix | Dana Geller |
| Union President | School Board Chair |
| Dated this ___ day of _____2024 | Dated this ___ day of _____2024 |

6.F. Work Agreement with Directors and Managers 2026-2027

**Presenter:** Jeni Super, Director of Human Resources

**Unaffiliated Directors & Managers**
**Work Agreement Summary**
**2026-2027**

We are pleased to recommend the following changes to the Unaffiliated Directors & Managers Work Agreement for the 2026-27 school year. Below is a detailed summary of the proposed adjustments to compensation and insurance benefits.

Key Compensation & Benefit Adjustments

- Annual Salary Increases: 3% – 5% aligned with established parameters for other district groups.
- Medical Insurance: 10% increase to the District's contribution.
- Travel Allowance: increase from $2,500 to $3,000 annually for the following positions:
    - Activities Director
    - Communications Director
    - Director of Buildings & Grounds
    - Director of Educational Services
    - Director of Nutritional Services
    - Director of Special Education
    - EC Program Manager
    - Special Education Manager
    - Technology Director
- Cell Phone Allowance: increase by $20 per month.
- 403(b) District Matching: increase from $3,500 to $3,700 annually.

Structural Updates

- Salary Ranges: Utilized existing pay grades from an independent consultant review to establish clear minimums and maximums for all job classifications, enhancing transparency within the work agreement

These proposed modifications represent a total cost increase that is within the compensation assumptions included in the District's 2026-27 Original Adopted Budget and remains within the budget parameters previously established by the Board for other employee agreements.

7. **ENTER CLOSED MEETING RE: Superintendent's Evaluation**