

Wrenshall Board of Education Work
Session
Thursday, August 1, 2024 6:00 PM Central

Wrenshall School Library Media Center
207 Pioneer Drive
Wrenshall, MN 55797

Eric Ankrum: Present
Misty Bergman: Present
Mary Carlson: Present
Ben Johnson: Present
Alice Kloepfer: Absent
Nicole Krisak: Present

Present: 5, Absent: 1.

The work session was called to order by Chair Carlson at 6:05 p.m. Director Kloepfer was absent with notice.

- 1. Preview of Regular Meeting Agenda for August 12
 - 1.a. Board Committee Reports
- 2. Strategic Planning
 - 2.a. Analysis of Enrollment Projections
 - 2.b. Development of District Organizational Chart
 - 2.b.1. Community Education Leadership and Staffing
 - 2.c. Review Potential Memoranda of Understanding For Employment Groups
 - 2.d. Carlton-Wrenshall Sports Cooperative Oversight
- 3. Superintendent Goals for Fiscal Year 2025

2024 - 2025 School Year

Updated 7/31/2024

Grade	Projection	Target	Variance	Waitlist	Inquiries
K	28	20	+8		
1	24	23	+1		
2	26	23	+3		
3	21	25	-4		
4	30	25	+5	1 - waiting on split decision	
5	24	25	-1		
6	27	25	+2		
7	25	28	-3		
8	31	28	+3		
9	23	30*			
10	31	30*			
11	27	30*			
12	23	30*			
TOTAL	340				

READ Act Model MOU

MN Session Law 2024, Chapter 115, provided each “district” (school district, charter school, and cooperative unit) providing direct instructional services with funding for *Teacher Compensation for READ Act training*.

The law also encouraged the Minnesota School Boards Association and Education Minnesota to collaborate to develop one or more model memoranda of understanding (MOU) by July 1, 2024, to determine how funding provided for will be distributed.

Representatives from the organizations met and collaborated on the model MOU contained in this document.

Instructions

All text in **[red]** must be replaced through a negotiations process between the district and the exclusive representative of its teachers.

Appendices with additional information are provided with examples of model language to include in the MOU.



**THE VOICE FOR PROFESSIONAL
EDUCATORS AND STUDENTS**



MEMORANDUM OF UNDERSTANDING

BETWEEN

Independent School District #xxx (hereinafter referred to as “District”)

AND

[Name of the Local] Education Minnesota, Local #xxx (hereinafter referred to as “Union”)

WHEREAS the District and Union are parties to a collective bargaining agreement (CBA) for the period from July 1, 2023, through June 30, 2025; and,

WHEREAS the District and Union desire to address the time commitment, compensation, schedule, location of training, and deadlines for teachers required to complete the state of Minnesota mandated READ Act training; and,

WHEREAS the District and Union have agreed that teachers will participate in **[name of training and provider of training¹]**; and,

WHEREAS the total anticipated number of hours of training required for **[name of training¹]** is **[number¹]**;

NOW THEREFORE, be it resolved that the parties agree to the following:

1. Eligibility

The Union and District will establish a list of eligible teachers, who must:

- a. Hold a license issued by the Professional Educator Licensing and Standards Board; and,
- b. Be employed by the District between **[starting date²]** and **[ending date²]**; and,
- c. Be required by the District to complete approved training described under Minn. Stat. § 120B.123, subdivision 5.

2. Compensation earned for READ Act training

Teachers will earn compensation as follows:

[Insert language regarding compensation here³. Appendix 3 contains several samples; however, Appendix 3 does not contain an exhaustive list of options. The parties may agree to an option not listed.]

3. Credit Recognition

[Insert language regarding on whether/how credits will be recognized and used toward lane changes⁴.]

4. Proof of completion and payment timeline

In all cases, teachers shall submit proof of training completion to **[District designee]**.

5. **Optional:** Contingencies for additional time

If the training exceeds [number] hours for teachers completing all modules, the District and Union will reconvene to discuss additional compensation in the form of pay, comp time, or other arrangements.

6. **Optional:** Length of the school year

The District and Union agree that pursuant to Minn. Stat. § 120B.123, subdivision 5(e), the 2024-2025 school year will be shortened by a total of five and one-half (5.5) hours to accommodate [name of training¹] training. The parties will jointly determine which calendar days will be changed to accommodate training time.

7. Failure to comply with the READ Act

Compliance with the Minnesota READ Act (Minn. Stat. § 120B.123) is mandatory for both the District and eligible teachers. Failure by the District to comply with these requirements may result in action taken by the Minnesota Department of Education. Failure by an eligible teacher to comply with the training requirements may result in a teacher being out of compliance with READ Act requirements related to reading instruction in accordance with state statute and could result in discipline pursuant to Article [xx] of the CBA.

8. Effective Date and Duration

This MOU shall continue in effect until [date⁵].

NOW THEREFORE, be it further resolved that the parties agree to the following:

Impact on Precedent. Nothing in this MOU may be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the CBA between the District and the Union. Neither the District nor the Union may refer to this MOU or submit it in any proceeding or case as evidence of a precedent or practice.

Entire Agreement. This MOU constitutes the entire agreement between the parties related to compensation for teachers for completing READ Act training. Neither party has relied on any statements, promises, or representations that are not stated in this MOU. The terms of this MOU constitute the entire agreement between the parties and supersede any prior written or oral, or other agreement, statement, or practice between the parties relating to the subject matter of this MOU. No changes to this MOU will be valid unless they are in writing and signed by both parties. A copy of this MOU will have the same legal effect as the original.

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

For the District:

For the Union:

Dated:

Dated:

Appendix 1 – Training Programs

The Minnesota Department of Education (MDE) provided the following estimates related to hours anticipated for state-approved training programs. It is provided here as a reference.

Training Program	Provider	Anticipated Hours to Complete the Training (based on provider estimates)		
		Synchronous Training (virtual group instruction)	Online Modules	Assigned Reading
CAREIALL: Advancing Language and Literacy	Center for Applied Research and Educational Improvement (CAREI, University of MN)	17 hours	45–50 hours	
OL&LA: Online Language and Literacy Academy	Consortium on Reaching Excellence in Education (CORE)	3 hours	45 – 54 hours	
LETRS: Language Essentials for Teachers of Reading and Spelling <hr/> LETRS for Early Childhood Educators <hr/> LETRS for Administrators	Lexia	48 hours	50 – 61.5 hours	18.5 – 28 hours

Appendix 2 – Developing a list of eligible teachers

Employment Period: Starting Date and Ending Date

The starting date of employment period listed in the section - “1. Eligibility”, may mirror the effective date of the MOU.

The ending date of employment period listed in the section - “1. Eligibility”, may mirror the end of the current collective bargaining agreement, June 30, 2025. However, statute requires training to be provided by July 1, 2026, or July 1, 2027, depending on a teacher’s assignment. Because these deadlines are beyond the ending date of the current CBA, the parties should carefully discuss the employment starting and ending date, as well as the ending date for the MOU.

Statutory Requirements

The individuals who must be provided training, as well as deadlines to provide the training, are outlined in MS 120B.123, Subd. 5, which reads as follows:

Subd. 5. Professional development.

(a) A district must provide training from a menu of approved evidence-based training programs to the following teachers and staff by July 1, 2026:

- (1) reading intervention teachers working with students in kindergarten through grade 12;
- (2) all classroom teachers of students in kindergarten through grade 3 and children in prekindergarten programs;
- (3) special education teachers;
- (4) curriculum directors;
- (5) instructional support staff, contractors, and volunteers who assist in providing Tier 2 interventions;
- (6) employees who select literacy instructional materials for a district; and
- (7) teachers licensed to teach English to multilingual learners.

(b) A district must provide training from a menu of approved evidence-based training programs to the following teachers by July 1, 2027:

- (1) teachers who provide reading instruction to students in grades 4 to 12; and
- (2) teachers who provide instruction to students in a state-approved alternative program.

(c) The commissioner of education may grant a district an extension to the deadlines in this subdivision.

(d) Training provided by a department-approved certified trained facilitator may satisfy the professional development requirements under this subdivision.

Appendix 3 – Compensation options

Included here are sample compensation arrangements, but this is not an exhaustive list of options. Parties may agree to an option not listed here.

Model A Stipends paid through one or more installments

Option 1

Stipend of **[\$TOTAL]** paid out in **[3]** installments:

- a) Payment of **[Installment 1 - \$]** after completion of training for units **[Progress Point 1]**, and
- b) Payment of **[Installment 2 - \$]** after completion of training for units **[Progress Point 2]**, and
- c) Payment of **[Installment 3 - \$]** after successful completion of the full training.

Note: the parties can agree to any number of installments. Three (3) is used here as an example only.

Option 2

Stipend of **[\$TOTAL]** paid out in **[2]** installments:

- a) Payment of **[Installment 1 - \$]** after completion of training for units **[Progress Point 1]**, and
- b) Payment of **[Installment 2 - \$]** after successful completion of the full training.

Paid floating professional development release days:

In addition to the stipends listed above, **[number]** paid floating professional development release days may be taken to complete the required training.

- a) These days must be scheduled on student instructional days during the 2024-2025 school year. Note: Add additional statements for subsequent school years, as needed.
- b) These days shall be considered a teacher contract day; no additional compensation will be paid beyond the teacher's regular rate of pay.
- c) The cost of the substitute teacher will be paid by the district.
- d) A substitute teacher must be scheduled in advance. If a substitute is not available, then the teacher will need to reschedule their floating professional development day.

Note: the parties can agree to any number of installments. Two (2) is used here as an example only.

Option 3

Stipend of **[\$TOTAL]** paid out in **[2]** installments:

- a) Payment of **[Installment 1 - \$]** after completion of training for units **[Progress Point 1]**, and
- b) Payment of **[Installment 2 - \$]** after successful completion of the full training.

Graduate credits applied toward a lane change:

In addition to the stipends listed above, upon completion of the full training, teachers are eligible to apply **[#]** graduate credits toward a salary lane advancement. The parties agree these credits do not need pre-approval by the school district. A teacher who is on the list as agreed upon by the Union and the District in “1. Eligibility” shall receive credits upon completion of the training. A lane change earned as a result of the credits shall be effective during the first lane change window (per the CBA) after completion of the training.

Note: If credit language is paired with a compensation option, the “3. Credit Recognition” section may not be needed.

Option 4

Note: Consider this language if the parties agree to consider training previously completed. The parties should develop a list of individuals who previously completed the training. The parties should consider any compensation, credits, or other consideration previously given.

Teachers who have **[determine criteria: completed [xxx] training and were not compensated their daily rate of pay; completed [xxx] training through a different training provider; etc.]** will receive:

- a) A payment of **[\$TOTAL]** after providing evidence of successful completion of **[name of training¹]** training.

Model B Combination of scheduled duty days and compensation for time outside the contracted duty day

Combination of scheduled duty days and compensation for time outside the contracted duty day

Teachers will take **[name of training¹]** training during **[number]** professional development days scheduled throughout the 2024-2025 school year, which will encompass **[number]** hours of the training. *Note: Include subsequent school years, as needed.*

These professional development days will be provided, as follows:

Select one or both of the following:

- **[number]** days will be scheduled as districtwide professional development days.

and/or

- Teachers will be released from instruction for **[number]** days on dates agreed upon by the parties; the cost of subs will be paid by the District.

The remainder of the **[name of training¹]** training shall be compensated, as follows:

Select one or more of the following:

- Up to **[number]** of District-approved READ Act-related training hours worked outside the contracted duty day shall be compensated at the teacher's regular hourly rate of pay as described in Article **[xx, Section xx]** of the CBA.

and/or

- Up to **[number]** of District-approved READ Act-related training hours worked outside the contracted duty day shall be compensated at the professional development rate of pay as described in Article **[xx, Section xx]** of the CBA.

and/or

- A stipend in the amount of **[\$xx]** shall be paid to the eligible teacher for all other time required outside the contracted duty day to complete District-approved READ Act-related training.

Model C Stipends distributed based on daily rate of pay

Note: This model does not provide compensation to eligible teachers who may be hired by the school district in the future.

Stipends distributed based on average daily rate of pay

- a) The District will total the daily rate of pay for all eligible teachers.
- b) The total revenue received for *Teacher Compensation for READ Act Training* will be divided by the total daily rate of pay for all eligible teachers.
- c) Each eligible teacher will receive payment of a stipend calculated by multiplying their daily rate of pay by the ratio calculated above, rounded to two (2) decimal places.
- d) Each eligible teacher will receive payment of the stipend calculated within 30 days of this agreement or within 30 days of providing proof of completing the approved training, whichever is later.

Model D Synchronous and Asynchronous Training

Synchronous and Asynchronous Training

- a) Synchronous Training:
 - i. Eligible teachers that complete District-approved synchronous training during the contracted duty day will be compensated at the teacher's daily rate of pay as per the 2023-2025 collective bargaining agreement. No compensation beyond the daily rate of pay will be paid. The cost of the substitute will be paid by the District.
 - ii. Eligible teachers that complete District-approved synchronous training outside the contracted duty day will receive a stipend of **[\$TOTAL]**.
- b) Asynchronous Training:
 - i. Upon completion of District approved asynchronous training, eligible teachers will receive a stipend of **[\$TOTAL]**.
- c) Each eligible teacher will receive payment of the stipend calculated within 30 days of this agreement or within 30 days of providing proof of completing the approved training, whichever is later.

Appendix 4 – Credit Recognition

Review language in the CBA related to credits to be applied toward lane changes. If the parties agree existing language in the CBA works effectively for READ Act training, the MOU can reference existing language with a statement, such as:

3. Credit Recognition

Requests for graduate credits to apply toward a lane change may be made according to Article [#], Section [#].

If the parties agree language different from existing language is desired, the following should be considered:

- Including a statement in the MOU stating existing language in the CBA does not apply to READ Act training. If some existing language applies and other language does not, indicate those sections, as needed.

For example:

3. Credit Recognition

Language found in Article [#], Section [#] does not apply to this training. Credit recognition for credits earned for **[name of training¹]** will be considered per the language in this MOU.

- Is pre-approval required for credits to be recognized or is a teacher considered pre-approved if they are on the eligibility list for READ Act training?
- Must a teacher work with a higher education institution to formally receive the credits in order for them to be used toward a lane change?
 - If yes, who pays for those credits?
 - If no, how many credits will be granted for completing the training?
- If credits are applied toward lane changes, does that have an impact on the compensation paid? Are there different compensation arrangements for those earning credits versus those who are not?

Option 1

Teachers who elect to be paid through **[compensation arrangement]** are eligible to apply graduate credits from **[name of training¹]** training toward a lane change. Credits earned through completion of **[name of training¹]** training shall be considered pre-approved by the district.

Option 2

Teachers who elect to be paid through **[compensation arrangement]** are not eligible to apply graduate credits from **[name of training¹]** training toward a lane change.

Appendix 5 – End Date

The parties must agree to an end date for the MOU. The following are points to consider in determining the end date:

- Duration and timeline the training provider has given to the District for all teachers to complete the training.
- The compensation model chosen related to how long before the funding is exhausted.
- Statute requires training to be provided by July 1, 2026, or July 1, 2027, depending on a teacher's assignment.
- Statute allows unspent funds received for teacher compensation to be carried over.
- There is no statutory end date for the training requirements. Teachers who are hired by the school district in the future will require training as well.
- Over time, teacher training programs will incorporate the training into their curriculum, but several years may pass before graduates have the necessary training.

Education Minnesota proposed end date language, as follows:

This MOU shall continue in effect until all teachers required by the Minnesota READ Act (Minn. Stat. § 120B.123, subd. 5) have completed the required training.

MSBA's recommendation for all MOUs is to terminate the MOU at the end of the collective bargaining agreement to which it is attached. For this MOU, the termination date would be June 30, 2025. If the parties agree the MOU should continue, another MOU can be drafted and attached to the subsequent CBA. Alternatively, because the training requirements outlined statute extend to July 1, 2027, parties may consider a deadline of June 30, 2027.

This MOU shall continue in effect until June 30, 2027.



Wrenshaw Public Schools

Superintendent- Jeff Pesta
Principal- Michelle Blanchard

August 1, 2024

Annual Superintendent Goals and Priorities FY25

1. District Finances
 - A. Actively strive to maintain positive fund balance and cash flow without new debt
 - B. Pilot a purchasing card system
 - C. Further develop best practices

2. Human Capital/Resources
 - A. Develop first draft of a HR manual.
 - a. Associated job descriptions and evaluation tools
 - B. Develop dynamic organizational chart and recruit candidates for open spots
 - C. Supervise and evaluate all direct reports (remotely or in person)

3. Policy
 - A. Complete online policy manual to include mandatory policy review and legislative updates

4. Governance
 - A. Serve as District Chief Executive Officer and Ex-officio member of the Board
 - B. Prepare meeting agendas and minutes
 - C. Provide guidance to Board Directors on governance