

Tuesday, August 23, 2022

6:30 pm Listening Session
7:00 pm Regular Meeting

Media Center , 3303 33rd Ave NE, St. Anthony, MN 55418

Please [click here](#) to join the 6:30 pm Listening Session and 7:00 pm Regular Meet

AMENDED
REGULAR MEETING

Call To Order

Board Chair Laura Oksnevad

Approval of Agenda

Board Chair Laura Oksnevad

Minutes

Board Chair Laura Oksnevad

Consent Agenda

Board Chair Laura Oksnevad

Action Item - School Board Vacancy

Board Chair Laura Oksnevad

Former School Board Director Penke Valdes announced on June 10th, 2022 her resignation from the St. Anthony-New Brighton School Board, effective August 15th. After working with the Minnesota School Board Association, using Minnesota Statutes, Section 123B.09, Subd. 5b, the SANB School Board developed a process to fill the vacancy by appointment at the June 21st Work Session.

An application process was open from July 11th-August 15th

A rubric to evaluate applications was developed and posted on the website

7 community members applied to fill the vacant position

The school board reviewed the applications from August 16-22nd and rated each application using the rubric criteria

The results of the rubric analysis were collected

The School Board will receive the results of the rubric evaluations and go through a nomination process to fill the open seat.

A Resolution Filling a School Board Vacancy by Appointment will then be brought to the board for approval.

Action Item - Board Goals

Board Chair - Laura Oksnevad

As the entity legally charged with governing a school district, each school board is responsible to its community for governing efficiently and leading effectively to provide for equitable education, resulting in high student achievement. Effective school boards engage in a continuing process of self-assessment and use the results to identify opportunities for improvement. Using the results of the School Board Self-Assessment on June 7th the Board will finalize and approve School Board Goals for 2022-2023.

Action Item - Custodian Contract

Superintendent Dr. Renee Corneille

2022- 2024 Custodian Contract presented for approval.

Discussion - Facilities Review

Director of Facilities - Dr. Troy Urdahl

Discussion - Equity Review Presentations

Superintendent Dr. Renee Corneille

Two options for an equity review company will be presented for consideration. David Turk, representing Equinetrics with Gary Broils, representing RSM and Max Silverman, representing the Center for Educational Leadership - University of Washington.

Discussion - Enrollment Update

Superintendent Dr. Renee Corneille

District administration will present the current enrollment data as of August 15, 2022.

Discussion - Operational Plan

Superintendent Dr. Renee Corneille

District administration has developed operational goals to help support the district's strategic objectives. This document is in draft form and the administration is seeking board feedback.

Annual School Board Policies for Review

Reports

Adjourn

St. Anthony – New Brighton
Independent School District 282
3303 33rd Ave NE
St. Anthony, MN 55418

Regular Meeting –Tuesday, July 12, 2022

MINUTES

Members Present: Board Chair Laura Oksnevad; Vice Chair Ben Phillip; Clerk Cassandra Palmer; Director Lynne Penke Valdes; and Director Mageen Caines
Absent: Treasurer Mike Overman

The Regular Meeting was called to order at 5:01 p.m. by Vice Chair, Ben Phillip.

APPROVAL OF THE AGENDA

A motion was made by Mageen Caines and seconded by Lynne Penke Valdes to approve the July 12, 2022 Amended Regular Meeting agenda, as presented. With a roll call vote, the motion carries 4-0. (present – Oksnevad; Caines; Penke Valdes, and Phillip - late arrival;Palmer- absent;Overman)

APPROVAL OF MINUTES

A motion was made by Mageen Caines and seconded by Laura Oksnevad to approve the Minutes from the June 21, 2022 Work Session, as presented. With a roll call vote, the motion carries 5-0 (absent;Overman).

APPROVAL OF CONSENT AGENDA

A motion was made by Mageen Caines and seconded by Cassandra Palmer to approve the July 12, 2022 Amended Consent Agenda, as presented. With a roll call vote, the motion carries 5-0 (absent:Overman).

DISCUSSION

1. School Board Vacancy

Vice Chair Ben Phillip introduced the school board vacancy process as outlined by the Minnesota School Board Association.

Adjourn

The Regular Meeting of July 12, 2022 was adjourned at 6:19 p.m.

Signed: Cassandra Palmer - School Board Clerk

Attest: Kim Lannier

51
52
53 Independent School District 282
54 3303 33rd Ave NE
55 St. Anthony, MN 55418
56

57 **School Board Professional Development**
58 **Wednesday, August 10, 2022**
59

60 **MINUTES**
61

62 **Members Present:** Board Chair Laura Oksnevad; Vice Chair Ben Phillip; Clerk Cassandra
63 Palmer; Treasurer Mike Overman; and Director Mageen Caines
64 Absent: Director Lynne Penke Valdes
65

66 The School Board Professional Development meeting was called to order at 5:09 p.m. by Board
67 Chair, Laura Oksnevad.
68

69
70 **DISCUSSION**
71

72 The Board reviewed the history of the District's levy and bond referendums; worked on the
73 development of the School Board goals, explored options for an equity audit, and discussed
74 their research and learning of AIPAC land acknowledgements.
75

76 During this meeting, the internet in the building went down at 5:54 pm. After some trouble
77 shooting, the meeting was able to reconvene at 5:59 pm; however, the ZOOM link did not
78 reconnect.
79

80
81 **Adjourn**
82

83 The School Board Professional Development Meeting of August 10, 2022 was adjourned at
84 9:22 p.m.
85 Signed: Cassandra Palmer - School Board Clerk
86 Attest: Kim Lannier
87
88

SCHOOL BOARD CONSENT AGENDA
August 23, 2022

PRESENTER(S): School Board Chair

SCHOOL BOARD CHAIR'S RECOMMENDATION (in the form of a motion): "...to approve the *Consent Agenda*."

1. Personnel

a. Resignation(s)

Last Name	First Name	Position	School	Date Effective
DuBois	Robert	English	SAVHS	June 18, 2022
Jillo	Jelani	Soccer Coach	SAVHS	July 10 ,2022
Martin	Nancy	Nutrition Services	SAMS/SAVHS	July 11, 2022
Egan	Jamie	Physical Education	Wilshire Park	July 12, 2022
Linnell	Lisa	Para educator	Wilshire Park	August 8, 2022
Ott	John	Special Education Teacher	St. Charles	August 10, 2022
Croonquist	Amy	Aquatic Lead and Village Kids	District	August 11, 2022
Winter	Cameron	Health Aide	Wilshire Park	August 31, 2022

b. Hire(s)

Last Name	First Name	Position	School	Date Effective
Pawlyshyn	Paul	Student Safety	SAVHS	August 29, 2022
Collura	Madalynn	English	SAVHS	August 29, 2022
Sullivan	Miranda	Chemistry	SAVHS	August 29, 2022
Schalow	Natalie	Math	SAVHS	August 29, 2022
Chritensen	Sean	Custodian	SAMS/SAVHS	August 15, 2022
Hermes	Mason	Welcome Desk	SAVHS	August 29, 2022
Johnson	Michael	Para educator	SAMS	August 29, 2022
Ledwein	Aiyana	Para educator	Wilshire Park	August 29, 2022
Allbritton	Ky'Alah	Para educator	SAMS	August 29, 2022
Christen	Taylor	Para educator	Wilshire Park	August 29, 2022
Mingo	Amy	Para educator	Wilshire Park	August 29, 2022
Britten	Dante	Grade3 & Assist. Football Coach	Wilshire Park	August 29, 2022
Willmus	Katy	Grade 3	Wilshire Park	August 29, 2022
Behm	Kristine	Physical Education	Wilshire Park	August 29, 2022
Donohue	Kirsten	Dean of Students	SAMS	August 29, 2022
Nelson	Christina	LTS Art	SAMS	August 29, 2022
Diggins	Brynne	Language Arts	SAMS	August 29, 2022

c. Retirement(s)

Last Name	First Name	Position	School	Date Effective
Schlauch	Miriam	Nutrition Services	Wilshire Park	June 10, 2022

c. Leave(s)

Last Name	First Name	Position	School	Date Effective
Geske	John	Science Teacher	SAMS	November 14, 2022 – January 10, 2023

2. Payment of Bills Checks Paid – July 15, 2022

General Fund	\$ 113,581.16
Food Service Fund	\$20,684.95
Community Service Fund	\$12,022.42
Capital Expenditure Fund	\$41,757.07
Transportation Fund	\$4,050.86
Trust Fund	\$732.52

TOTAL: \$ 192,819.98

Payment of Bills Checks Paid – July 29, 2022

General Fund	\$ 110,107.83
Food Service Fund	\$5,079.31
Community Service Fund	\$9,423.81
Capital Expenditure Fund	\$410,416.03
Transportation Fund	\$104.67

TOTAL: \$ 535,131.65

Payment of Bills Checks Paid – August 5, 2022

General Fund	\$70,689.80
Food Service Fund	\$554.33
Community Service Fund	\$3,696.51
Capital Expenditure Fund	\$61,314.90
Transportation Fund	\$186,834.03
Construction Fund	\$39,990.00
Trust Fund	\$2,068.65

TOTAL: \$ 365,148.22

DISPOSITION BY BOARD OF EDUCATION

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2024; and

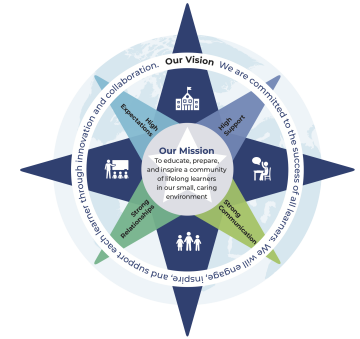
WHEREAS, the vacancy occurred less than ninety (90) days prior to the first Tuesday after the first Monday in November of the third year of the vacant term or on any date during the fourth year of the vacant term;

NOW THEREFORE BE IT RESOLVED by the School Board of Independent School District No. 282, State of Minnesota, as follows:

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b, (to be determined on August 23, 2022) is hereby appointed to fill the vacancy and to serve the remainder of the unexpired term and until a successor is elected and qualified. The appointment shall be effective thirty (30) days after the adoption of this resolution unless a valid petition to reject the appointee is filed with the school district clerk pursuant to Minnesota Statutes, Section 123B.09, Subd. 5b(b) within that thirty (30) day time period.

[DRAFT] SANB School Board Goals 2022-2023

Strategic Direction: High Expectations Community, School Board



Rationale:

- The School Board commits to continue the Equity Review process, including reviewing policies, practices, and learning environments in order to develop a District Equity Vision and Policy.
- See [Board Approved DEI Resolution](#)
- Provide support to our Indigenous students

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
The School Board commits to its own work as individuals and collectively by working toward becoming an equitable school system	<ol style="list-style-type: none">1. Determine the organization to complete an Equity Review2. Analyze equity data from review.3. Discuss potential equity goals as a board with equity organizations support4. Work with AIPAC, historical society, students, and other stakeholders to determine if a land acknowledgment is appropriate and/or work through/understanding land acknowledgements	<ol style="list-style-type: none">1. Choose Equity Review company2. Complete Equity Review3. Develop strategic equity goals for ISD2824. Potential Land Acknowledgement5. Continue to execute all aspects of ISD282 DEI Resolution	2022-2023 School Year	All School Board Members Superintendent Corneille

Strategic Direction: High Expectations, High Support

School Board

Rationale:

- One of SANB's strategic directions focuses on our community, specifically ensuring strong communication and relationships.
- Tell our story (District 282) to cultivate our culture.
- Connect with & inform the community of School Board work.

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Implement new communication and branding strategies as well as those developed during 2021-2022 school year:	<ul style="list-style-type: none"> - Possible Digital Newsletter board topics: new board member, policies, opportunities for involvement and feedback - Expand School Board packets through Board Book - Attend in-person events/host School Board tables 	<ul style="list-style-type: none"> - Publish School District Digital Newsletter <ul style="list-style-type: none"> - At least one board related topic per newsletter will be included - Board members will attend: <ul style="list-style-type: none"> - Back to school events at each school (aligned with school board building assignments) - 3-5 school based functions a month. 	2022-2023 School Year	All School Board Members Superintendent Corneille Communication Team

		<ul style="list-style-type: none"> - Implement a more robust, user friendly, transparent school board webpage. Which includes: <ul style="list-style-type: none"> - Full Board Packets. - Recordings of all meetings. 		
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Strategic Direction: High Expectations

School Board

Rationale:

- The School Board's role in the board governance model is to
 - Establish expectations, parameters, strategic plan
 - Adopt policies, budget, contracts
 - Evaluate the board and superintendent outcomes
- To maintain a systemic throughline of professional development
- Alignment of district Mission/Vision/Values with strategic directions
- Student Achievement for All
- Continue working on the board's ability to foster equitable learning environments (see School Board Approved [DEI Resolution](#))

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
The School Board will hold quarterly School Board Professional Development	Focusing on: <ol style="list-style-type: none"> 1. Success metrics 2. Equity audit 	School Board Professional Development Meetings held in Fall 2022 and Winter,	Quarterly meetings 2022-2023 School Year	School Board Members Superintendent Corneille Inside Out Trainers

meetings in the 2022-2023 school year.	<ul style="list-style-type: none"> a. Including exploring the potential of a Land Acknowledgement 3. Referendum planning 4. Inside Out Training 	Spring & Fall 2023		
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**2022-2023 /2023-2024
Master Agreement**

Between

School Board of Independent School District 282

and

**School Service Employees, Local 284
Custodians**

It is the St. Anthony-New Brighton School District's policy to provide equal education opportunity for all students and to provide equal employment opportunity for all employees. The district does not discriminate in admission, treatment, employment or access to its programs or activities. In addition, the School District does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age.

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ARTICLE I - Purpose of Contract

Section 1. Parties:

This Contract, entered into between the School Board of Independent School District No. 282, St. Anthony, Minnesota, hereinafter referred to as the School Board, and the School Service Employees, Local No. 284, hereinafter referred to as the Union, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971, as amended, hereinafter referred to as the P.E.L.R.A., to provide the terms and conditions of employment for custodial employees during the duration of this Contract.

ARTICLE II - Recognition of Exclusive Representative

Section 1. Recognition:

In accordance with the P.E.L.R.A., the School Board recognizes the School Service Employees Union, Local 284 as the exclusive representative of custodial employees employed by the School Board. The Union shall have those rights and duties as prescribed by the P.E.L.R.A. and as described in the provisions of this Contract.

Section 2. Appropriate Unit:

The Union shall represent all such employees of the School Board contained in the appropriate unit as defined in Article III, Section 2 of this Contract and as certified by the Director of the Bureau of Mediation Services (Case No. 76-PR-1086-A).

ARTICLE III - Definitions

Section 1. Terms and Conditions of Employment:

Shall mean the hours of employment, the compensation therefore including fringe benefits and personnel policies affecting the working conditions of the employees that are established by this Contract.

Section 2. Description of Appropriate Unit:

For the purpose of this Contract, the term *employee* shall mean all custodial personnel employed by the School Board excluding supervisory employees, confidential employees, part-time employees whose employment does not exceed the lesser of 14 hours per week or 35 percent of the normal work week, or temporary employees employed for less than 67 work days per calendar year.

Section 3. School Board:

Shall mean the School Board of Independent School District No. 282 or its designated representative.

Section 4. Other Terms:

Terms not defined in this Contract shall have those meanings as defined by the P.E.L.R.A.

ARTICLE IV - School Board Rights

Section 1. Inherent Managerial Rights:

The Union recognizes that the School Board is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the function and programs of the School Board, its overall budget, the utilization of technology, the organizational structure, and the selection, direction, and number of personnel.

Section 2. Management Responsibilities:

The Union recognizes the rights and obligation of the School Board to efficiently manage and conduct the operation of the school district within its legal limitations and with the primary obligation to provide educational opportunity for the students of the school district.

Section 3. Effect of Laws, Rules and Regulations:

The Union recognizes that all employees covered by this Contract shall perform the services and duties prescribed by the School Board and shall be governed by the laws of the State of Minnesota, and by School Board rules, regulations, directives and orders, issued by properly designated officials of the School Board. The Union also recognizes the right, obligation and duty of the School Board and its duly designated officials to promulgate rules, regulations, directives and orders from time to time as deemed necessary by the School Board insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Contract. The School Board, all employees covered by this Contract, and all provisions of this Contract are subject to the laws of the State. Any provision of this Contract found to be in violation of any such laws, rules, regulations, directives or orders shall be null and void and without force and effect.

Section 4. Reservation of Managerial Rights:

The foregoing enumeration of School Board rights and duties shall not be deemed to exclude other inherent management rights and management functions not expressly reserved herein, and all management rights and management functions not expressly delegated in this Contract are reserved to the School Board.

ARTICLE V - Union Rights

Section 1. Right to Views:

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

Section 2. Right to Join:

The School Board agrees that all employees shall have the right to join or not to join the Union. The School Board will not discriminate for or against any employee with respect to the hours, wages, or other terms established by this Contract because of membership or non-membership in the Union.

Section 3. Request for Dues Check-Off:

Subd. 1. Employees shall have the right to be allowed the check-off of Union dues, in accordance with the P.E.L.R.A.

Subd. 2. The check-off of dues may be terminated by an employee upon 30 calendar days written notice to the School Board to stop deductions. Deductions shall be made each month and transmitted to the Union together with a list of names of the employees from whom deductions were made.

Subd. 3. The Union hereby warrants and covenants that it will defend, indemnify and hold the School Board harmless from any and all, actions, suits, claims, damages, judgments and executions or other forms of liability, liquidated or un-liquidated, which any person may have or claim to have, now or in the future, arising out of or by reason of the dues deduction specified by the Union as provided herein.

Subd. 4. The district shall make available to the union a bargaining unit list of employees including name, address, phone number, work hours, work location (building), position, classification, and wage schedule placement, date of employment and electronic mail addresses. The district shall inform the union representative(s) and steward(s) of all new hires immediately upon hire. The union steward and or business agent will be given an opportunity to address employees regarding membership in the collective bargaining unit during any employee orientation sessions within the district within the two weeks of their start date.

ARTICLE VI - Insurance

Section 1. Life Insurance:

The School District shall contribute one hundred percent (100%) of the monthly premium cost of a fifty thousand dollar (\$50,000) group term life insurance policy for all eligible employees. The group life insurance policy will provide one hundred thousand dollars (\$100,000) in the event of accidental death.

Section 2. Income Protection:

The School Board shall provide each eligible employee, group income protection coverage subject to the following conditions:

Subd. 1. The policy shall have a 90 continuous calendar day waiting period before benefits begin.

Subd. 2. The policy shall provide a benefit of 2/3 of the employee's monthly salary to a maximum of \$2,000 per month. In no case shall the employee's total net compensation while on disability exceed the normal net compensation of the employee.

Subd. 3. The policy shall provide for benefit payments to an age in compliance with the Age Discrimination Employment Act or to termination of the disability, whichever occurs first.

Section 3. Hospitalization:

For the 2022-23 and 2023-24 school years, a hospitalization plan with surgical, major medical, and clinical coverage will be provided with a District contribution following Article X, Section C of the teachers' contract.

The District shall offer a high-deductible health insurance plan coupled with a VEBA Trust in addition to its other health insurance plans. Each employee who chooses to enroll in the high-deductible/VEBA plan shall receive a District contribution to a VEBA account set up for that employee. The following provisions shall apply to the high-deductible/VEBA plan offered by the District.

Subd. 1 Single coverage: The School District shall contribute according to Article X, Section C of the teachers' contract. In addition, the School District will make a \$550 annual contribution to the employee's VEBA Account.

Subd. 2 Dependent Coverage: The School District shall contribute according to Article X, Section C of the teachers' contract. In addition, the School District will make a \$1,100 annual contribution to the employee's VEBA Account.

Subd. 3 Timing of Deposits: VEBA deposits will be made twice annually. Deposits will be made once on October 1st or the next business day if a weekend and on February 1st or next business day if a weekend.

Subd. 4 Administrative Costs: The School District shall contribute up to \$4.00 per account per month toward the cost of administering active employees' VEBA accounts.

Section 4. Tax Sheltered Annuity:

Employees may voluntarily participate, at their cost, in a School Board approved tax sheltered annuity program. The School Board shall only contribute on behalf of any employee covered by this contract, toward a sheltered annuity program. Employees making additions, adjustments, or cancellations of Tax Sheltered Annuity programs must notify the School District by October 1st of the school year of participation. A change could be made after October 1st for the following events, a marriage, divorce, or death of a spouse; birth or adoption of a child; loss or change of job by spouse. The district will notify employees via email by September 15 of the upcoming due date.

Section 5. Dental Insurance:

The Board shall establish and maintain a dental insurance plan for all eligible employees during the 2022-23 school year according to the rates below.

	Base District Rate	Base Rate Employee	Total Monthly Premium
Single	\$32.88	\$0	\$32.88
Family	\$77.74	\$8.64	\$86.38

For the 2023-24 school year, the District and employee will share equally (50/50) any increase in total monthly premium above the district's rate. The District's contribution for 2023-24 shall be equal to the District's base rate plus 50% of any increase beyond the total monthly premium as follows:

	Base District Rate	Base Rate Employee	Total Monthly Premium
Single	\$32.88	\$0	\$32.88
Family	\$77.74	\$8.64	\$86.38

Section 6. Mileage:

Custodians who are required by the School District to use their personal automobile in the performance of assigned duties shall be reimbursed for all such travel in accordance with current IRS rate.

Section 7. Payroll Deductions:

The difference between the monthly premium cost of the group insurance plan (single or family) and the School Board's contribution established by Section 3 of this Article, shall be paid by enrolled employees through payroll deduction.

Section 8. Voluntary Participation:

Participation by any eligible employee in the insurance plans established by this Article is voluntary. Eligible employees who choose not to participate shall receive no additional compensation in lieu thereof.

Section 9. Claims Against the School Board:

The School Board and the Union agree that any description of insurance benefits contained in this Article are intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policies contracted by the School District and an insurance carrier pursuant to this Article. The School Board's obligation is to contract for insurance policies and to contribute such amounts as established by this Article.

Section 10. Eligibility:

To be eligible for the insurance contributions established by this Article, an employee must be employed for a normal work week of thirty (30) hours or more.

Section 11. Duration of Contribution:

Board contributions established by this Article shall cease the day following an employee's discharge, resignation, retirement, lay off, death, or exhaustion of paid absence benefits established by Article VIII. An employee taking early retirement under Article XII shall receive benefits as stated in Article XII.

ARTICLE VII - Salaries

Section 1. Rates of Pay:

Subd. 1. Custodial Schedule Effective 7-1-2022

2022-23	Step 1	Step 2	Step 3	Step 4
Class I	\$20.56	\$22.91	\$25.32	\$27.75
Class II	\$20.82	\$23.26	\$25.72	\$28.15
Class III	\$20.96	\$23.42	\$25.91	\$28.35
Class IV	\$21.27	\$23.78	\$26.26	\$28.79
Class V	\$22.19	\$24.82	\$27.47	\$36.47

2023-24	Step 1	Step 2	Step 3	Step 4
Class I	\$21.81	\$24.16	\$26.57	\$29.00
Class II	\$22.07	\$24.51	\$26.97	\$29.40
Class III	\$22.21	\$24.67	\$27.16	\$29.60
Class IV	\$22.52	\$25.03	\$27.51	\$30.04
Class V	\$23.44	\$26.07	\$28.72	\$37.72

Subd. 2 Job Classifications: Maintenance employees will be compensated in accordance with the following pay classes:

Class I - Custodian

Class II - District Grounds Keeper,

Class III -, HS/MS Night Lead worker

Class IV - HS/MS Mechanical Engineer/Elementary Mechanical Engineer

Class V - District Engineer

For purposes of this subdivision, part-time shall mean 30 hours/week or less.

Section 2. Hourly Rate:

An employee's hourly rate shall be calculated by dividing the employee's monthly salary (base, specialist differential and shift premium by 173-1/3). .

Section 3. Work Shifts and Shift Premium:

Subd. 1. A work shift shall consist of 8 hours of work designated as follows:

- 1.1 1st shift - a shift starting between 6 a.m. and 11 a.m.
- 1.2 2nd shift - a shift starting at 11 a.m. or later

Subd. 2. A shift premium shall be paid in accordance with the following:

- 1.1 2nd shift - \$45.00 per month shift differential

Section 4. License Pay:

Custodians shall receive the following pay according to the license(s) they hold. Pay for the pesticide, pool, and registered unlicensed electrician license will require prior approval from the Superintendent. Current employees as of July 1, 2022 who receive licensure pay shall not require pre approval.

\$ 0.15 per hour Special Engineers License

\$ 0.20 per hour Class II Boilers License

\$ 0.25 per hour Class I Boilers License

\$ 0.30 per hour Chiefs Boilers License

\$ 0.30 per hour Pool License

\$ 0.30 per hour Pesticide License

\$ 0.30 per hour Registered Unlicensed Electrician

Section 5. Uniform Allowance:

Employees shall be provided a yearly uniform allowance, not to exceed \$250.00 to purchase required and approved uniform apparel. Required uniforms include designated shirts, five (5) shall be provided by the district for the

2022-2023 school year, and an additional three (3) shirts shall be provided by the district for the 2023-24 school year, pants to be blue denims (jeans) and/or designated district uniform pants. Required work uniform includes purchased pants and shirts or professional work shorts (when Health and Safety Committee says it is safe to do so). Shoes should have a slip resistant sole. Unacceptable footwear includes moccasins, slippers, and sandals. Acceptable Staff attire may include work boots, slip resistant shoes, jackets, gloves, hats, shorts and other inclement weather clothes.

Section 6. Boiler License Requirements for Custodians:

In order to move from Step 2 to Step 3 on the Salary Schedule, all Class I through Class II employees covered by this Contract must possess, and thereafter maintain, a Special Engineers License. The School Board will reimburse eligible employees for the cost of obtaining appropriate boiler licensure. Employees must submit proof of licensure and payment of fee in October of each year. Appropriate Boiler Licensure means Special Engineers, Class 2, Class 1 or Chiefs.

Section 7. Anniversary Date:

The exact day of employment with the School Board shall be considered the employee's anniversary date in all instances pertaining to vacations and seniority.

Section 8. Pay Day:

Employees shall be paid on the 15th and last day of each month.

Section 9. Step Advancement:

Employees shall advance on the Salary Schedule in accordance with the following:

Subd. 1. All employees not on the top of the salary schedule in one of the five (5) classes will be granted an annual step increase on their anniversary date of hire.

Subd. 2. For less than 12 month employees, advancement from step to step on the Salary Schedule will be made when employees have compiled 2,080 compensated hours of employment, provided the provisions of Article VII, Section 5, are complied with.

Section 10. Substitution for Specialist:

Employees assigned by the School Board to a Specialist's position shall receive the rate of pay of the position following 8 or more consecutive hours of work in the Specialist position.

Section 11. Call-Back Pay:

Employees who are required to return to the job site after the completion of a normal work day will receive a minimum of two (2) hours compensation. Employees who get called back on a non-workday, for alarm calls or other building issues that are not part of a boiler check, will receive a minimum of two (2) hours compensation.

Section 12. Longevity Pay:

Employees shall receive additional hourly amounts of pay after they have completed the indicated number of years of service in the bargaining unit as listed below:

After 5 years of service to the District, employees will receive an additional \$.15/hr. \$.025/hr.
After 10 years of service to the District, employees will receive an additional \$.25/hr. \$.035/hr.
After 15 years of service to the District, employees will receive an additional \$.35/hr. \$.045/hr.
After 20 years of service to the District, employees will receive an additional \$.45/hr. \$.055/hr.
After 25 years of service to the District, employees will receive an additional \$.55/hr. \$.065/hr.
After 30 years of service to the District, employees will receive an additional \$.75/hr. \$.085/hr

ARTICLE VIII - Paid Absence

Section 1. Annual Leave (Vacation):

Subd. 1. Eligible employees shall earn annual leave in accordance with the following:

<u>Years of Employment</u>	<u>Hours Earned Per Month</u>
Start of employment through five years	6-2/3 hours
Start of the 6 th year of employment through ten years	10 hours
Start of 11 th year of employment through 15 years	14 hours
Start of the 16 th year of employment & thereafter	16-2/3 hours

1.1 Hours earned are based on a 40 hour normal work week. Employees who resign or are dismissed during the first 90 calendar days of their employment (probationary period) shall not earn vacation.

1.2 Vacation is granted with full pay and benefits.

1.3 Earned vacation for employees who do not work 12 months during a fiscal year (July 1 - June 30) will be prorated based on a work year of 2,080 hours.

1.4 Annual leave may not be accumulated in excess of 45 days effective with the 2002-03 school year.

Subd. 2. Vacations shall be granted at those times that do not interfere with the normal operation of the schools.

Section 2. Sick Leave:

Subd. 1. Sick leave with pay shall be granted to eligible employees in the amount of twelve (12) days per year for absences necessitated by:

1.1 The illness or injury of an employee which prevents the adequate performance of job duties and responsibilities;

1.2 The serious illness of a member of the employee's immediate family for which other reasonable arrangements for care cannot be made; or

Subd. 2. The Superintendent has the right to verify the use of sick leave by requiring the submission of a written report of a medical authority.

Subd. 3. For the purposes of this section, immediate family shall mean: father, mother, spouse, child, sister, brother, grandmother, grandfather, mother-in-law, father-in-law, sister-in-law, brother-in-law, significant other, parents of significant other, or children of significant other.

Subd. 4. Unused sick leave may be accumulated to a maximum of 120 days.

Subd. 5. Sick leave for employees who do not work 12 months during a fiscal year (July 1 - June 30) will be pro-rated based on 1 day of sick leave for each month of employment.

Subd. 6. Employees who do not utilize a sick leave day during any twelve month period from July 1 of one year to June 30 of the subsequent year shall receive the employee's choice of:

6.1 Two additional paid vacation days to be utilized within the next year following the base year, or

6.2 An additional salary amount of \$150.00 to be paid on August 15 of the year immediately following the base year.

Subd. 7. *If at all possible - sick leave must be requested at least 4 hours prior to work shift start time.*

Section 3. Personal Leave:

Three (3) personal leave days shall be granted each normal school year for incidents involving special obligations or emergencies which cannot be scheduled on non-duty days and are not authorized under other paid leave provisions. Such days shall be granted by the superintendent according to the following guidelines:

Subd. 1. A satisfactory explanation and prior approval by the superintendent shall be necessary if the personal leave day requested falls on a day immediately preceding or following school calendar holidays and scheduled recess periods.

Subd. 2. Personal leave days taken at other times shall require no explanation. The employee shall, however, state in writing prior to the absence that the leave is to be taken for important personal business, not of a recreational nature, and cannot be conducted on a non-duty day.

Subd. 3. In emergency situations, written request for personal leave may be submitted after the fact. It is understood that the employee will assume the responsibility in such an emergency of notifying their supervisor at the earliest possible time.

Subd. 4. Examples of some legitimate claims for personal leave:

- Closing procedures for sale or purchase of home.
- Urgent legal matters or matters related to the settlement of a relative's estate.
- Special examinations administered by universities in connection with degree programs.
- Religious observances.
- Pallbearer or funeral service of close relative, or very close friend, not covered by other paid absence provisions.
- Weddings in immediate family or attendant at a wedding of a close friend.

Subd. 5. Examples of some situations which will not receive approval for personal leave with pay:

- Personal recreation activities.
- Interview and examination for other positions outside of the system.
- Convention attendance with spouse.
- Activities which are for profit or pay.

Subd. 6. Under no circumstances may personal leave be used to engage in a strike, picketing, bannering or in any other concerted activity regarding conditions of professional service or policies of the School Board or in activities which disrupt the normal activities of any school.

Subd. 7. Employees may accumulate personal leave days to a maximum of three (3) days.

Subd. 8. Employees may with written request to payroll by June 15 cash out up to one (1) personal leave day a year at their current hourly rate.

Section 4. Worker's Compensation Policy:

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

Subd. 2. A deduction shall be made from the employee's earned accrual of vacation or sick leave according to the pro-rata portion of sick leave or vacation days which are used to supplement the Worker's Compensation benefit.

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

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

Subd. 5. An employee who is absent from work as a result of an injury or illness compensable under the Worker's Compensation Act who elects to receive sick leave and/or vacation pay pursuant to the provisions of this Section shall submit the employee's compensation check endorsed to the School Board.

Subd. 6. Employees on Worker's Compensation shall continue to accrue sick leave benefits up to 12 days per incident if the employee is deemed, by his supervisor, not to be at fault in the incident.

Section 5. Jury Duty:

Employees serving on jury duty shall have the amount of jury fee paid to them for such service deducted from their regular monthly salary.

Section 6. Holidays:

The following 11 days will be considered paid holidays:

Independence Day	Labor Day
Thanksgiving Day	Friday following Thanksgiving
Christmas Eve Day	Christmas Day
New Year's Day	Martin Luther King Birthday
President's Day	Good Friday
Memorial Day	

Subd. 1. Floating Holidays: Three floating paid holidays shall be observed. The floating holiday(s) shall be observed on a day or days as designated by the School Board.

Subd. 2. The calendar dates on which the above holidays will be observed shall be established by the School Board. The union shall be notified in writing of the established calendar dates.

Subd. 3. Employees working less than a 12 month year shall be eligible for only those holidays which occur during the employee's work year.

Subd. 4. Employees scheduled to a normal work week other than Monday through Friday shall observe the 11 holidays at such times as agreed upon by the School Board.

Subd. 5. In any year when Good Friday falls on a student contact day, the School District and the Union will agree to an alternate day to be used as a floating holiday.

Section 7. Eligibility:

To be eligible for paid absences established by this Article, an employee shall be employed for a normal work week of 30 hours or more.

Section 8. Bereavement Leave:

Upon advance notice and arrangement with the Buildings and Grounds Director, up to five days paid leave, non cumulative, may be used for the attendance at or arrangement of the funeral of a maintenance employee's spouse, child, parent, grandparents, dependents, brother, sister, mother-in-law, father-in-law, brother-in-law, sister-in-law, significant other, parents of significant other, children of significant other, or brother or sister of significant other.

ARTICLE IX -Unpaid Leaves of Absence

Section I. Child Care Leave:

The School Board will grant a leave to an employee who makes a written application for such a leave subject to the following:

Subd.1. The employee shall submit written application for a child care leave to the School Board at least 90 calendar days prior to the desired commencement of the leave except in the case of adoption, in that case, the employee should, upon learning of the date of adoption submit a written application for a request of child care leave to the School Board.

Subd. 2. Child care leave will commence at a date mutually agreed upon, not to exceed 15 calendar months. Upon signifying an interest to return to duty in writing, the School Board shall determine a mutually agreeable date of return. If there is no mutual agreement, the School Board shall establish the date of return after taking into consideration individual characteristics and capacities, the ability to perform the duties of employment, efficiency, willingness to return to work, and the custodial program. Employees shall be reinstated to their original position or to a position of like status. In the case of child birth, the School Board may request the employee to furnish a statement from the employee's attending physician to help determine personal medical safety.

Subd. 3. The employee shall retain all seniority and fringe benefits which had accrued prior to taking the child care leave of absence.

Subd. 4. This shall be a leave of absence without pay during which an employee shall not accrue fringe benefits or be eligible for School Board insurance contributions, but shall accrue seniority.

Section 2. Leave of Absence Without Pay:

A leave of absence without pay may be approved by the School Board upon the recommendation of the Superintendent, to employees who request such a leave in writing.

Subd. 1. An employee on leave of absence without pay will not earn credit for advancement on the salary schedule or accumulated sick leave and other benefits during the period of the leave of absence.

Subd. 2. The duration of a leave of absence without pay shall be for up to one (1) year. Under unusual circumstances, a one (1) year extension of the leave of absence may be approved. Failure of the employee to request and be granted an extension or to return to duty at the end of the leave of absence without pay will thereby terminate the employee's employment with the School Board.

Subd. 3. The employee shall retain all seniority and fringe benefits which had accrued prior to taking leave of absence.

Subd. 4. This shall be a leave of absence without pay, during which an employee shall not accrue fringe benefits, seniority or be eligible for School Board insurance contributions.

Section 3. Leave of Absence for Disability:

The School Board will grant a leave of absence for disability without pay to employees who incur a disabling injury or illness, which prevents them from performing their job duties and responsibilities. The leave shall be for a period commencing on the date of the expiration of sick leave or from the date of income protection benefit eligibility, whichever occurs first, for a period of 12 consecutive months; unless the employee requests in writing a leave for a period of less than 12 consecutive months.

Subd. 1. The employee shall retain all seniority and fringe benefits which had accrued prior to taking disability leave of absence.

Subd. 2. This shall be a leave of absence without pay during which an employee shall not accrue fringe benefits or be eligible for School Board insurance contributions, but shall accrue seniority.

Section 4. Failure to Return from Leave:

Employees who do not return to duty at the expiration of a leave of absence provided by Section 1, 2, and 3 of this Article shall be considered to have resigned, except in the event of extenuating circumstances.

Section 5. Continuation of Insurance:

Employees on an approved leave of absence established by Sections 1, 2, and 3, of this Article may continue to participate in the group insurances established by Article VI, to the extent permitted by the insurance policy, at the employee's personal expense. An employee electing to continue insurance coverage through the period of the leave of absence shall pay the full monthly premium through the District Office. Any insurance benefit based upon income shall be calculated on the salary received during the last year the employee was on duty.

ARTICLE X - Hours of Work

Section 1. Normal Work Day:

The School Board shall have the option of assigning full-time employees to a normal work day of 8, 9 or 10 hours.

Section 2. Normal Work Week:

The School Board shall have the option of assigning full-time employees to a normal work week of 4 or 5 normal work days.

Subd. 1. A 4-day normal work week shall be comprised of four (4) consecutive 10-hour days with overtime paid for each hour worked in excess of ten (10) hours in any day or 40 hours in any week.

Subd. 2. A 5-day normal work week shall be comprised of five (5) consecutive 8-hour days with overtime paid for each hour worked in excess of eight (8) hours in any day or 40 hours in any week.

Subd. 3. A normal work year shall be twelve (12) months consisting of fifty-two (52) weeks and /or 2080 hours.

Section 3. Summer Hours:

A normal summer season 5 day work week shall be comprised of four (4) consecutive 9 hour days, with a fifth (5th) 4 hour work day. Overtime is paid for each hour in excess of nine (9) hours in any day or forty (40) hours in any week.

- Holidays will continue to be based on an eight (8) hour work day
- Vacation days will continue to be based on an eight (8) hour work day
- Sick days will continue to be based on an eight (8) hour work day

Section 4. Split Shifts:

Employees will not be scheduled to a "split shift" normal work day unless agreed upon by the employee and the School Board.

Section 5. Lunch Period:

Employees who work six (6) to eight (8) hours shall receive two (2) fifteen (15) minute breaks. Those employees working four (4) and up to six (6) hours shall receive one (1) fifteen (15) minute break.

Section 6. Building and Boiler Checks:

Employees assigned to week-end building and boiler checks, outside their normal work week, shall be compensated in accordance with the following:

Subd. 1. Three hours at 1-1/2 times the employee's hourly rate for each high school check.

Subd. 2. Two hours at 1-1/2 times the employee's hourly rate for each elementary school check.

Section 7. Dangerous Work:

No employee shall be required to work alone in dangerous areas or on dangerous projects such as aquatic, electrical, tunnels, or on ladders in excess of 6 feet in height.

Section 8. Overtime:

Hours worked under the following conditions shall be considered overtime:

Subd. 1. Daily: Hours worked in excess of a normal work day, as defined by Section 1, shall be paid at the rate of 1-1/2 times the employee's hourly rate of pay.

Subd. 2. Weekly: Hours worked in excess of a normal work week, as defined by Section 2, shall be paid at the rate of 1-1/2 times the employee's hourly rate of pay.

Subd. 3. Seventh Day: Hours worked on a 7th day during a seven (7) calendar-day period shall be compensated at the rate of 2 times the employee's hourly rate. This subdivision shall not apply to building and boiler checks assigned in accordance with Section 5 of this Article.

Subd. 4. Holidays: Hours worked on a holiday, as established by Article VIII, Section 6, shall be compensated at the rate of two (2) times the employee's hourly rate of pay in addition to holiday pay.

Subd. 5. Work on Sunday:

5.1 Employees scheduled to a normal work week of Monday through Friday or Tuesday through Saturday who work on a Sunday shall be compensated at the rate of two times the employee's hourly rate.

5.2 Employees scheduled to a normal work week which includes Sunday as a scheduled normal work day shall be compensated at the rate of 1-1/2 times the employee's hourly rate for all hours worked on a Sunday.

5.3 The provisions of Subdivision 5 shall not apply to building and boiler checks assigned in accordance with Section 5 of this Article.

Section 9. Work Schedules:

In the event the School Board determines to establish a normal work week of other than Monday through Friday, the work week will be posted for bids in accordance with Article XIV, Section 2. If no employee bids for the posted work week, the School Board shall have the right to assign the least senior employee to the posted work week for a period not to exceed 120 calendar days in any calendar year.

Section 10. Compensatory Time

Subd. 1. An employee may be granted comp time in lieu of salary for overtime as set forth in Article X, Section 7, upon prior written approval of the Director/Custodial services, Director of Business Services, or the Superintendent.

Subd. 2. Earned comp time may be taken at any time at the request of the employee, subject to the prior approval of the employee's supervisor.

Subd. 3. Unused compensatory time must be taken within four (4) months after the end of the contract year in which it is earned or it shall be forfeited.

Subd. 4. Pre-approved hours worked in excess of the number of hours normally assigned the employee shall be considered compensatory time.

ARTICLE XI - Absences from Work

Section 1. Employee Notification:

Employees who are unable to report to their normal work day shall have the personal responsibility to notify their immediate supervisor of such absence as soon as possible prior to the beginning of the normal work day, except in the event of extenuating circumstances. Failure to make such notification may be grounds for discipline by the School Board.

Section 2. Resignation:

Failure to report for work without notification to the employee's supervisor may be considered by the School Board as a resignation on the part of the employee, except in extenuating circumstances. As a common courtesy, employees who intend to resign are asked to give the District written notice at least two weeks prior to leaving.

Section 3. Absence Without Pay:

Subd. 1. Employees may be granted absences without pay to a maximum of five (5) normal work days per year. Requests for absence without pay shall be made in writing, at least three (3) calendar days in advance of the date of absence, provided that the three (3) calendar day notice may be waived by the School Board in cases of personal emergency. The approval of requested absence without pay shall be at the sole discretion of the School Board, which is subject to the grievance procedure.

Subd. 2. An absence without pay shall not affect fringe benefits or seniority of an employee.

Subd. 3. Employees requiring an absence without pay in excess of five (5) normal work days during a year, shall request a leave of absence without pay in accordance with the provisions of Article IX, Section 2.

ARTICLE XII - Retirement

Section 1. Options:

The purpose of the Custodian Early Retirement Incentive 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 District. The Plan will require participation by the employee coupled with a matching contribution from the District. The objective of the Plan is to develop a long term solution to the concept of severance for younger custodians, while preserving more traditional plans for senior custodians. Such plan shall be conducted under the rules of I.R.C. 403(b). Employees may participate at only one level.

Subd. 1 Custodian Retirement Trust Level I – (For custodians employed after June 30, 2000)

1.1 Eligibility

a. All full-time custodians whose initial employment in the district begins on or after September 30, 2000, may participate in a district matching annuity program provided in M.S. 356.24 once they have completed two (2) consecutive years of service in the District.

b. Custodians electing to participate must notify the School District by October 1st of the school year of participation. After custodians initially elect to participate in the District Matching funds program, they may only change their contribution amount once per year, by Oct. 1st of each year. A change could be made after October 1st for the following events, a marriage, divorce, or death of a spouse; birth or adoption of a child; loss or change of job by spouse. The district will notify employees via email by September 15 of the upcoming due date.

Defined Contribution Plan:

	Maximum Annual District Matching Contribution	
Step Placement	2022-23	2023-24
1 – 2	\$ 0	\$ 0
3 – 10	\$ 1,350	\$ 1,350
11- 15	\$ 1,600	\$ 1,600
16-20	\$ 1,850	\$ 1,850
21 – 25	\$ 2,100	\$ 2,100
26+ years of service	\$ 2,200	\$ 2,200
Maximum Career District Matching Contribution - \$30,400		

Subd. 2 Custodians Retirement Trust Level II – (For custodians employed before July 1, 2000)

2.1 Eligibility

a. All full-time custodians hired prior to October 1, 2000, may participate in a district matching annuity program provided in M.S. 356.24.

b. Custodians electing to participate must notify the School District by October 1st of the school year of participation. After custodians initially elect to participate in the District Matching funds program, they may only change their contribution amount once/year.

2.2 Any full-time custodians who, because of age and step, will not be able to reach maximum career district contributions by the end of the school year in which they turn 58, will participate in the matching plan at

an enhanced annual rate of \$2,200 beginning July 1, 2010, and an enhanced annual rate of \$2,200 beginning July 1, 2011.

Subd. 3 Early Retirement Incentive (Level III)

3.1 Eligibility - Full-time custodians, as defined in this Agreement, who have completed at least fifteen (15) years of continuous service with the School District and have reached the age of 55, shall be eligible for an early retirement, pursuant to the provisions of this section, upon submission of written resignation, and acceptance by the School Board.

Section 2. Hospital Insurance:

Full-time employees who were employed by the District prior to July 1, 2009, who retire prior to the age of Medicare eligibility and who meet the conditions established by Article XII, Subd. 3, 3.1, may individually elect to continue participation in the group hospitalization plan established by Article VI, Section 3 at the employee's personal cost until Medicare eligibility. Monthly premiums shall be paid by the retired employee one month in advance at the School District's Office.

Subd. 1 School Board Contributions The School Board will contribute according to Article XV, Section D of the teachers' contract, single coverage only, up to a maximum of eight years or Medicare eligibility whichever is first according to the following formula.

- 1.1 Four years of health insurance upon retirement.
- 1.2 One year of health insurance if the employee has served the district for twenty (20) years.
- 1.3 One year of health insurance if the employee has served the district for twenty-three (23) years.
- 1.4 One year of health insurance if the employee has served the district for twenty-five (25) years and had thirty (30) accumulated sick days.
- 1.5 One year of health insurance if the employee has served the district for thirty (30) years and has sixty (60) accumulated sick days.

Eligibility: To be eligible for the early retirement incentive program established by Sections 1 and 2 an employee must be full-time (normal work week of 30 hours or more).

ARTICLE XIII - Grievance Procedure

Section 1. Definition:

A grievance shall be defined as a dispute concerning the interpretation of or the adherence to the terms and/or provisions of this Contract.

Section 2. Procedure:

In the event of an alleged grievance the employee or employees involved shall discuss the matter with their appropriate supervising administrator within 14 calendar days from the date the grievance occurred. If the grievance is not resolved within 5 calendar days following the discussion between the employee(s) involved and their appropriate supervising administrator the grievance may be appealed in accordance with the following:

Step 1. Within 10 calendar days following the employee-immediate supervisor discussion the Union shall give written notice of an appeal to the Superintendent or designee. The Superintendent or designee and the Union Business Representative shall meet and attempt to resolve the grievance within 10 calendar days after the union appeal is received by the Superintendent.

Step 2. If the grievance remains unresolved following the Superintendent-Union Business Representative meeting, the Union may appeal the grievance, within ten (10) calendar days, to arbitration as provided by the provisions of Section 3 by serving written notice to the Chairperson of the School Board.

Section 3. Arbitration:

An alleged grievance appealed in accordance with Step 2 shall be submitted to arbitration in accordance with the P.E.L.R.A.

ARTICLE XIV - Miscellaneous Terms and Conditions

Section 1. Probationary Period:

New employees of the District shall serve a probationary period of 90 calendar days from the first day of service. During the probationary period, an employee may be terminated at the sole discretion of the School Board, without such termination being appealable through the grievance procedure.

Section 2. Posting:

New positions or vacant positions shall be posted at each school in the custodial area for a period of seven (7) calendar days. In the event the School Board determines to discontinue or not fill a vacant position, the Union shall be notified in writing of such determination. Applicants must submit bids in writing before the close of the posting. All applicants will be given consideration for the vacant position and the selected applicant will be notified within seven (7) calendar days after the close of the posting. Written requests for a change in building, lateral change, or downgrade will be considered along with other applicants for the posted position.

Subd. 1 Reassignment: In filling vacant positions (building, work shift, or work week), the School Board will assign the applicant within the job classification in which the vacant position exists, with the most seniority for a 30 calendar day probationary period. If, during the probationary period, the employee does not qualify, the employee shall be returned to the position held prior to the reassignment.

Subd. 2. Promotion: In filling a vacant position in the Specialist job classifications, the School Board shall consider the applicant's qualifications (licenses, training, experience), ability to perform the job classifications duties and responsibilities, and the job description of the vacant job classification.

Subd. 3. Union Participation: Although the Union may offer suggestions relative to reassignments and promotions, the final decision in such matters is reserved to the School Board.

Section 3. Posting of Temporary Vacancy:

A position vacant by the extended absence of an employee due to disability extending over a period of more than 30 calendar days, but not to exceed nine (9) months, shall be considered a temporary vacancy. Temporary vacancies shall be filled by qualified employees who respond to the posting of the position in the same manner as provided by Section 2. Employees holding a temporary position will be paid the salary the position regularly is paid and shall have the right to return to their previously held position upon the return of the employee on extended absence due to disability.

Subd. 1. An employee serving in a temporary position for nine (9) consecutive months shall be permanently classified in the position. Employees shall not be assigned to a like position on a temporary basis (Lead Worker would not be assigned to another Lead Worker position, 1st shift employee would not be assigned to another 1st shift, etc.). Employees assigned to a temporary position shall be eligible to bid for job postings that occur during the period of the employee's temporary appointment.

Subd. 2. A disabled employee who returns to work in less than nine (9) consecutive months shall be assigned to the employee's original position, provided the employee can perform the duties and responsibilities of the position. If, after 30 calendar days, it is determined by the School Board that the employee cannot perform the duties and responsibilities of the position, the School Board shall have the right to assign the employee to a position which the employee can satisfactorily perform.

Subd. 3. A disabled employee who has been absent for more than nine (9) consecutive months and who is able to return to work shall be given first consideration for reemployment when a vacancy occurs in a position for which the employee can perform the job duties and responsibilities.

Section 4. Lay-off:

In the event it is necessary to reduce the work force, employees shall be laid off in accordance with the following:

Subd. 1. Specialist Job Classification: If a specialist job classification is affected or an employee classified as a specialist is reassigned by the School Board to the custodian job classification, that employee shall have the right to replace any employee classified as a custodian with less seniority. The employee that is displaced shall have the right to replace any employee classified as a custodian with less seniority. This procedure will be repeated until the least senior employee is placed on lay-off.

Subd. 2. Custodial Job Classification: If a custodian job classification is affected, that employee shall have the right to replace an employee with less seniority. The employee that is displaced shall have the right to replace an employee with less seniority. This procedure will be repeated until the least senior employee is placed on lay-off.

Subd. 3. Recall from lay-off: Employees shall be recalled from lay-off based on seniority, the last employee laid off shall be the first employee recalled. Employees shall retain rights for a period of 2 years from the date of lay-off. Employees recalled from lay-off shall have their earned sick leave and seniority reinstated as of the date of lay-off.

Section 5. Unscheduled Emergency Closing:

On days when school is closed due to an unscheduled emergency, the District Administration shall make the determination about whether custodial staff shall work.

On the first day of an unscheduled emergency,

- a. Custodians who are asked to report, will work until their job duties are completed and be paid for eight (8) hours.
- b. If custodians are not called into work, the first day they will be paid an equal amount to the hours paid for the normally scheduled workday.

On the second and subsequent days of an unscheduled emergency,

- a. if custodians are asked to report, they will work until their job duties are completed and be paid for eight (8) hours.

- b. If they are not called into work, they will be permitted to use vacation or personal time.
- c. Custodial employees who choose not to use accumulated leave time will not be paid.

ARTICLE XV – Discipline

Section 1. Discipline for Just Cause:

The School Board shall have the right to discipline employees for just cause.

Subd. 1. Disciplinary actions by the School Board shall include only the following:

- 1.1 Oral reprimand
- 1.2 Written reprimand
- 1.3 Suspension
- 1.4 Discharge

Normally, the School District will utilize the levels of Progressive Discipline in order. However, in the case of more serious infractions, the School District reserves the right to impose discipline at any level consistent with the seriousness of the infraction.

Subd. 2. Employees who are to be discharged shall be notified in writing of such action together with a statement of the reason(s) for discharge, a copy of which shall be sent to the Union.

Section 2. Grievance Procedure:

A written reprimand, suspension, or discharge of an employee may be processed through the procedures of Article XIII (GRIEVANCE PROCEDURE).

Section 3. Notice of Resignation:

Employees resigning from employment shall give at least 14 calendar days written notice to the School Board of their intention to resign.

Section 4. Notice of Termination:

The School Board shall be required to give employees at least 14 calendar days written notice of termination, except when discharged for cause.

ARTICLE XVI – Duration

Section 1. Term and Reopening Negotiations:

This contract shall remain in full force and effect for a period commencing on July 1, 2022, unless specified otherwise herein, through June 30, 2024, and thereafter until modifications are made pursuant to P.E.L.R.A. If either party desires to modify or terminate this Contract commencing on July 1, 2022, it shall give written notice of such intent not later than May 1, 2024. All previous memorandums of understanding shall sunset and will not be considered part of this contract. Unless otherwise mutually agreed the parties shall not commence negotiations more than 90 calendar days prior to the expiration of this contract.

Section 2. Effect:

This Contract constitutes the full and complete agreement between the School Board and the Union as the exclusive representative of the employees. The provisions herein relating to terms and conditions of employment supersede any and all prior agreements, resolutions, practices, School Board policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions, excluding the Letter of Intent dated November 2, 1978, which is attached hereto.

Section 3. Finality:

Any matters relating to the terms and conditions of employment, whether or not referred to in this Contract, shall not be open for negotiations during the term of this Contract, provided that the parties may mutually agree to modify any provision of this Contract.

Section 4. Severability:

The provisions of this Contract 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 Contract or the application of any provisions thereof.

AGREED TO as the full and complete understanding between the parties as attested to by the signatures of the following representatives of the School Board and the Union.

FOR THE UNION
SEIU Local 284
450 Southview Blvd.
S. St. Paul, MN 55075-1103

FOR THE SCHOOL BOARD
District No. 282
3303 33rd. Ave NE
St. Anthony, MN 55418

Contract Organizer, SEIU Local 284, Coty Filip

School Board Clerk, Cassandra Palmer

Steward, Mike Ramm

Superintendent, Renee Corneille

Negotiator, Bill Carlson

Executive Director of Finance and Operations, Phan Tu

Negotiator, Gilbert Hanson

School Board Chair, Laura Oksnevad

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into between the St. Anthony New Brighton School District, ISD 282, ("District") and SEIU Local #284 ("Union") to create a Labor Management Committee ("LMC") to discuss what defines a specialist and Substitution for Specialist (Article VII, Section 10), Class and how they interact in all aspects of the contract.

During negotiations between the District and the Union, discussion emerged regarding what defines a specialist and how specialists are compensated along with the sections regarding Posting, Posting of Temporary Vacancy and Lay-off (Article XIV, Sections 2, 3, and 4)

It is agreed between the District and the Union to the following:

1. Discuss the language of Specialist and Class and how it is defined throughout the contract.
2. Determine language for the 2024-2026 contract in regards to how the definitions of Specialist and Class are used to determine:
 - a. Substitution for Specialist (Article VII, Section 10)
 - b. Posting (Article XIV, Section 2)
 - c. Posting of Temporary Vacancy (Article XIV, Section 3)
 - d. Lay-off (Article XIV, Section 4)
 - e. And all other sections that reference Specialist/Class.
3. **Term of MOU.** This MOU will be in effect for the 2022-23 school year and will expire on June 30, 2023.
4. **Specialist/Class Language.** The parties will create a joint Labor Management Committee that will review current language and engage in meaningful conversation to jointly develop language that will be brought forward for the 2024-2026 Custodial contract. The parties will select their own representatives on the committee with each party having equal input. The District and the Union are not required to agree to the Committee's proposals regarding Specialist/Class language.
5. **No Precedent or Past Practice.** Nothing in this MOU shall be deemed to establish a precedent or practice or to alter any established precedent or practice arising out of or relating to the Master Contract between the Union and the District. No party may submit this MOU in any proceeding as evidence of a precedent or practice.

The District and the Union agree to the terms of the MOU through June 30, 2023. The MOU shall be effective upon signature by the authorized officials from the District and the Union.

Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into between the St. Anthony New Brighton School District, ISD 282, ("District") and SEIU Local #284 ("Union") to address an error in the automated payroll system, which resulted in a custodian being awarded step movement beyond step 2 without first acquiring their specialist boiler license.

It is agreed between the District and the Union to the following:

1. **All employees hired prior to July 1, 2022 must have or attain at least a Special Engineers License to remain or move to any step above step 2 in the Custodial Bargaining Agreement. Current employees will have until July 1, 2023 to submit proof of licensure. Employees who fail to submit proof of licensure by July 1, 2023 will be reduced to step 2 until proof of licensure is submitted to the District Office.**
2. **Term of MOU.** This MOU will be in effect for the 2022-23 school year and will expire on June 30, 2023.
3. The District and the Union agree to the terms of the MOU through June 30, 2023. The MOU shall be effective upon signature by the authorized officials from the District and the Union.

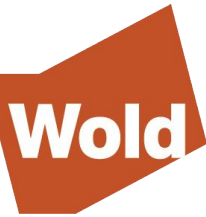
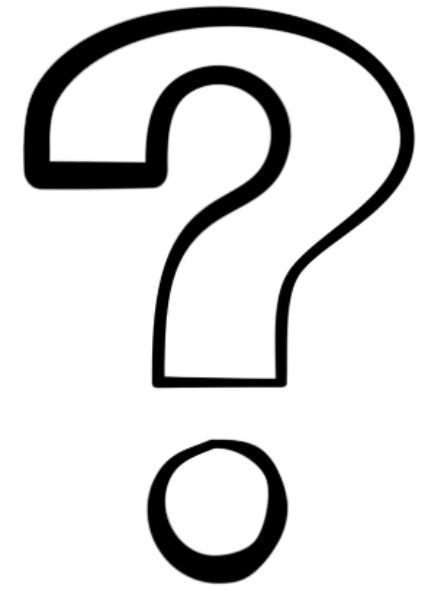
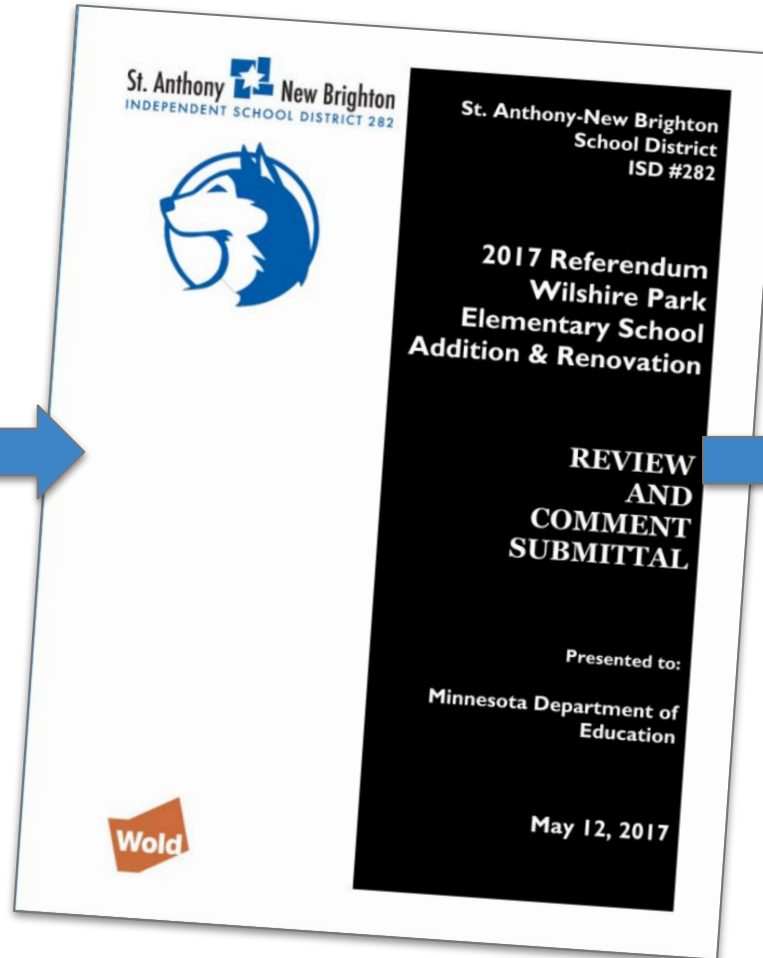
Letter of Intent

- A. Consider this letter as a written statement of intent by Independent School District 282 (ISD 282) regarding the consolidation of ISD 282 with another school district or districts.
- B. In the event that a voluntary consolidation with another school district(s) is to be implemented, representatives of the School Board will meet with representatives of S.E.I.U., Local No. 284 with the intent to negotiate an agreement concerning:
 - 1. the method of transferring employees to the School District created by the consolidation;
 - 2. the merging of the seniority lists of affected employees; and,
 - 3. the procedure for the lay-off of employees, if necessary, because of the consolidation.
- C. Employees affected by this "Letter of Intent" are those employees which are exclusively represented by S.E.I.U., Local No. 284 in the following appropriate units:
 - 1. Custodian and Maintenance - BMS Case No. 76-PR-1086-A;
 - 2. Clerical/Secretarial-Staff Assistants - BMS Case No. 76-PR-1009A;
 - 3. Food Service - BMS Case No. 76-PR-863-A.
- D. In the event that a mandatory consolidation with another school district(s) is required, representatives of the School Board will meet with representatives of S.E.I.U., Local 284 with the intent to negotiate an agreement concerning:
 - 1. the method of implementing the procedures of applicable law or rule and regulation and;
 - 2. the issues stated in paragraph C if no procedures are established by applicable law or rules and regulations.

Sincerely,

Warren J. Rolek
Superintendent

WJR/



ST. ANTHONY PUBLIC SCHOOLS FACILITY MASTER PLAN OVERVIEW



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

Data Gathering	Facility Maintenance Database
	Staff Meetings
	Capacity / Enrollment
	Curriculum Initiatives
	Safety/Security
	Technology
	Acitivites / Community Ed
	Scientific Survey
	Student Survey

STEP I: GATHER DATA



“The *Why* that justifies the *What*.”



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

EXAMPLE: FACILITY MAINTENANCE DATABASE

33	St Anthony HS/MS	High School/Middle School	Interior	Replace old hockey locker doors	5	2040			
34	St Anthony HS/MS	High School/Middle School	Interior	Replace gym/pool balcony doors	5	2040			
35	St Anthony HS/MS	High School/Middle School	Interior	Replace auditorium entry doors	5	2040			
36	St Anthony HS/MS	High School/Middle School	Interior	Replace remaining lower end doors	5	2040			
37	St Anthony HS/MS	High School/Middle School	Interior	Replace auditorium bathroom/ticket doors	5	2040			
38	St Anthony HS/MS	High School/Middle School	Interior	Replace classroom doors HS/MS	5	2040			
39	St Anthony HS/MS	High School/Middle School	Interior	Replace lower gym storage double door	3	2027	\$	70,500.00	LTFM
40	St Anthony HS/MS	High School/Middle School	Interior	Replace lower gym storage single door	5	2040			
41	St Anthony HS/MS	High School/Middle School	Interior	Replace band room steel single door by sink	3	2028	\$	4,000.00	LTFM
42	St Anthony HS/MS	High School/Middle School	Interior	Replace band room steel double door 13	3	2028	\$	8,000.00	LTFM
43	St Anthony HS/MS	High School/Middle School	Interior	Replace interior auditorium doors	5	2040			
44	St Anthony HS/MS	High School/Middle School	Interior	Replace art room doors	3	2029	\$	4,500.00	LTFM
45	St Anthony HS/MS	High School/Middle School	Interior	Replace room 103 door	3	2029	\$	4,500.00	LTFM
46	St Anthony HS/MS	High School/Middle School	Interior	Replace room 116 door	3	2029	\$	8,500.00	LTFM
47	St Anthony HS/MS	High School/Middle School	Interior	Replace flooring in ISS	5	2040	\$	13,000.00	
48	St Anthony HS/MS	High School/Middle School	Interior	Replace flooring in room 100 - carpet	5	2040	\$	17,000.00	

STEP I: GATHER DATA



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

EXAMPLE: SECURITY AUDIT

STEP I: GATHER DATA

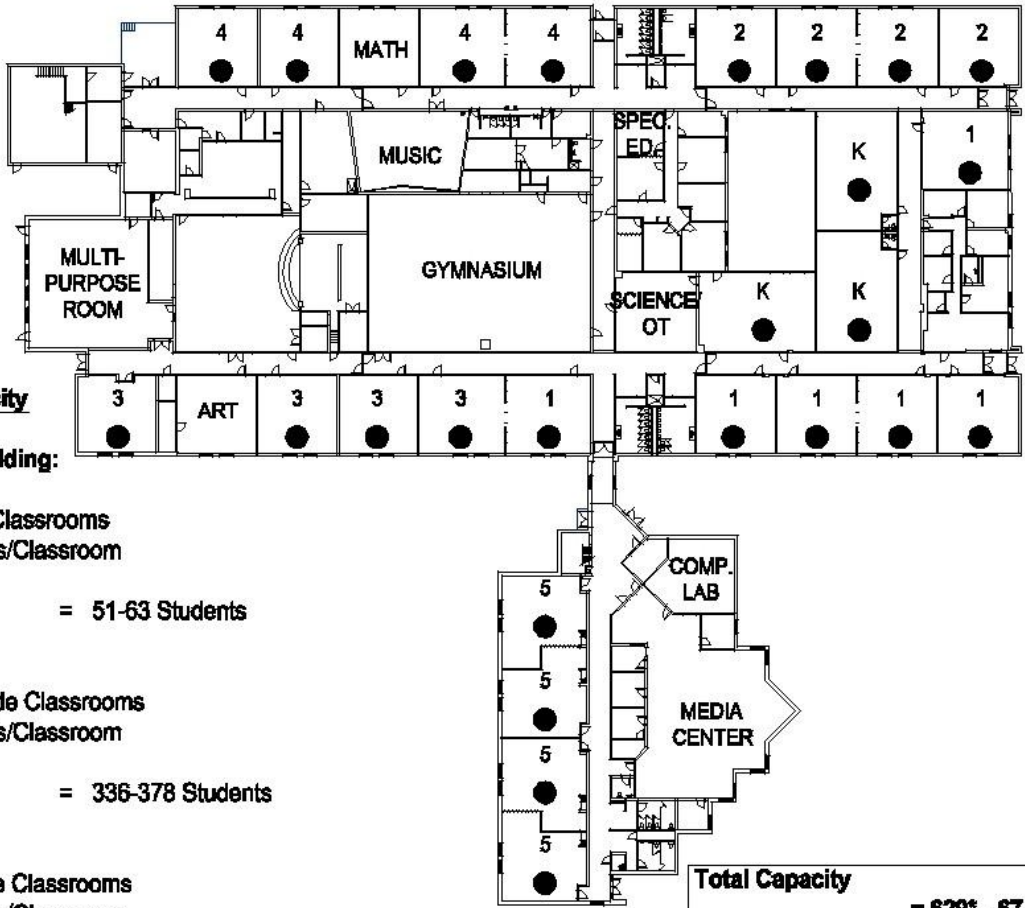
ENTRIES	
Office adjacent to the front door / direct visual (exterior windows) to entry sidewalk	n y
Secure vestibule with inner door set electronically locked	y y
Ability to create secure vestibule with current office location?	y y
Portable Classrooms (No Secure Travel Path)	nn nn
Airphone system (camera and phone with office controlled door in the vestibule) if office is not at front door	y y
Airphone system in combination with secure vestibule with direct controlled door to office	y y
"Duress button" at reception desk to call 911 or police liaison	y
Laminated glass in entry vestibule and/or adjacent windows	y
Computerized sign in equipment	y y
Laminated transaction window to separate staff from visitor	n n
"Sallyport" system within the main office reception including laminated / "bullet resistant"	n n
Visitor / "Welcome" Desk staffed at Entry	y y
Security Guard: armed or unarmed	n n
Metal detector screening	n n
BUILDING PERIMETER	
Card readers to playground, loading dock and other high use doors	
Number of exterior doors / entries (paired doors count as "1") (/ Exit Only)	
Intercoms and camera at loading docks	
Video surveillance system	
Door monitoring / management system (door contacts)	
Opening monitoring / management system (windows, hatches, skylights, etc.)	
Laminated glass at all exterior windows on ground level	
Fixed (inoperable) exterior windows on ground level	
Vehicle impact deterrence: Berms, bollards to protect building / front door	
Control roof access / courtyard access (door/hatch contacts, card readers)	



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

EXAMPLE: CAPACITY



2006/2007 Capacity

(4) Section + Building:

(3) Kindergarten Classrooms
x (17-21) Students/Classroom

= 51-63 Students

(14) 1st - 3rd Grade Classrooms
x (24-27) Students/Classroom

= 336-378 Students

(8) 4th - 5th Grade Classrooms
x (25-28) Students/Classroom

= 200-224 Students

STEP I: GATHER DATA

Total Capacity = 629* - 674 Students

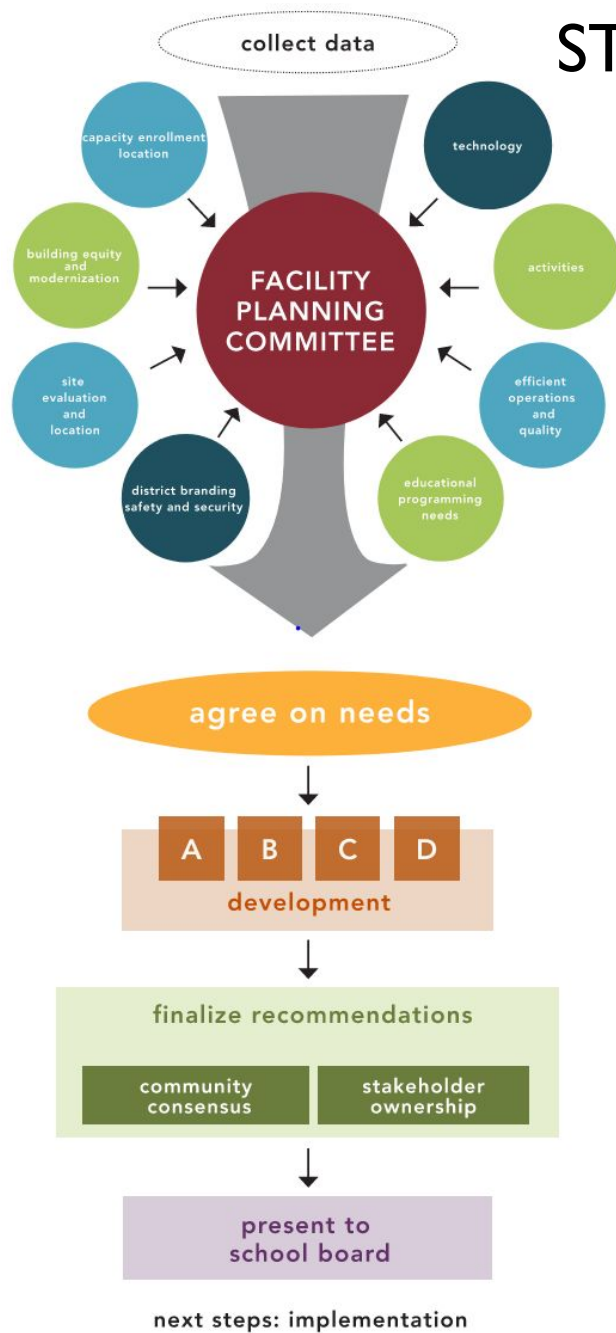
Current Enrollment = 673 Students

*** Best Practice**



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS



STEP 2: PROCESS
THE DATA

ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

Masterplan	Admin Meetings
	Financing Options
	School Board Input Session
	Community Input Sessions
	School Board Input Session



STEP 2: PROCESS THE DATA



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

Masterplan	Admin Meetings
	Financing Options
	School Board Input Session
	Community Input Sessions
	School Board Input Session



STEP 2: PROCESS THE DATA



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

Masterplan	Admin Meetings
	Financing Options
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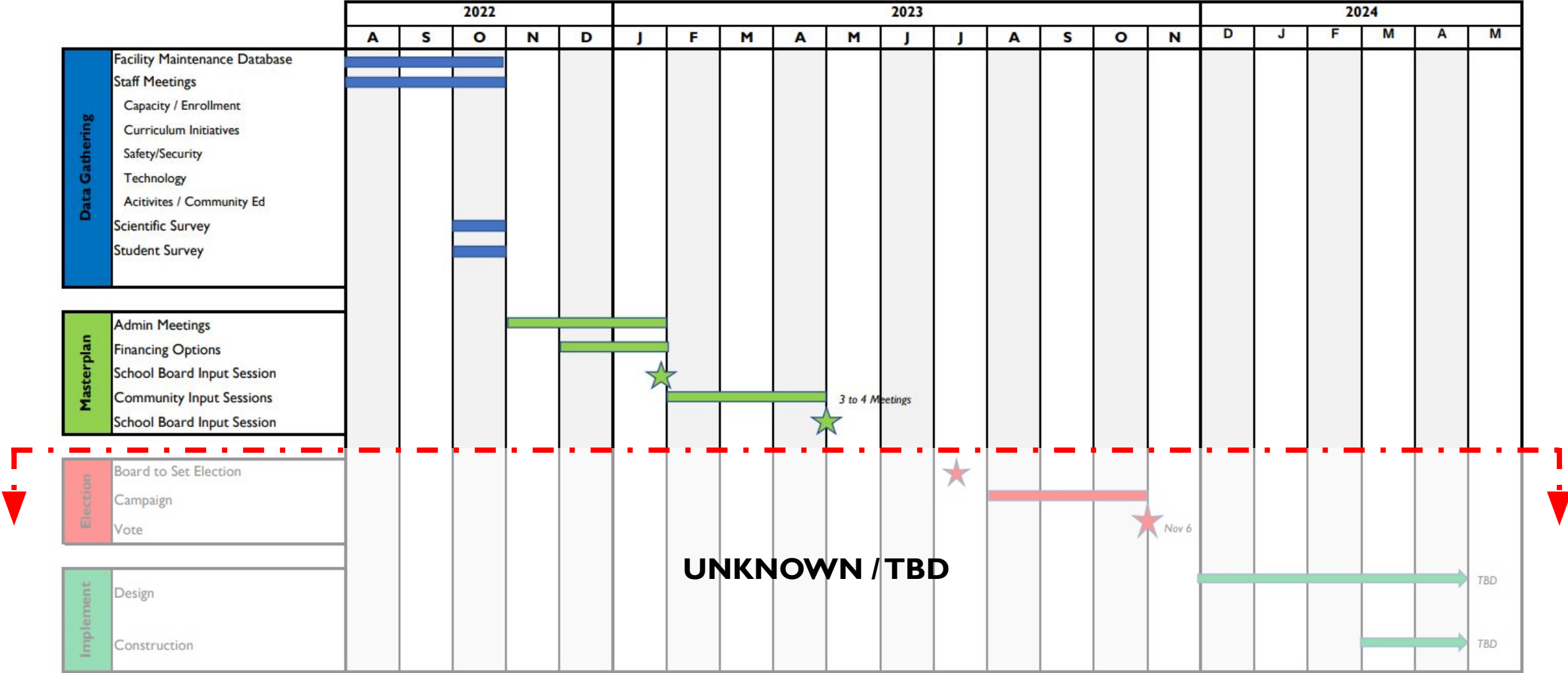
Independent School District #282		Wold Architects and Engineers				
5 Year Capital Plan		December 1, 2009				
FUNDING SOURCE		YR 1 [FY010] 2009-2010	YR 2 [FY11] 2010-2011	YR 3 [FY12] 2011-2012	YR 4 [FY13] 2012-2013	YR 5 [FY14] 2013-2014
1	[Remaining] Bond Referendum Proceeds A	\$1,305,000				
2	[Estimated] Interest Earnings	\$400,000				
3	Capital Funds Remaining	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
4	Deferred Maintenance Budget	\$115,000	\$115,000	\$115,000	\$115,000	\$115,000
5	Life Cycle Budget	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
6	Banked from previous year (Balance Line)	\$113,000	\$438,000	\$393,000	\$408,000	\$373,000
TOTAL FUNDING:		\$1,983,000	\$603,000	\$558,000	\$573,000	\$538,000
DEFERRED MAINTENANCE / ENHANCEMENT PROJECTS		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
1	Food Service Additional Scope B	\$1,300,000				
2	Auditorium: Replace Seating C		\$175,000			
3	Rebuild Gym Floor	\$150,000				
4	Full Walking Path / Fence at Football Field D	Pending				
5	Pool Locker Replacement	\$60,000				
6	Capital Repair Reserves	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
7	Life Cycle Projects	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
8	Music Area: Finishes [Flooring, Paint]			\$25,000		
9	Music Area: Instrument Storage				\$75,000	
10	P.E. Locker Rooms: Finishes [Lights, Paint]			\$40,000		
11	Toilet Area Finishes (Both Buildings)			\$50,000		
12	MS/HS Media Center: Wall at Computer Area				\$50,000	
13	Wilshire Park Boiler Maintenance / Repair				\$40,000	\$40,000
14	Blinds, Keying, Signage					\$50,000
15	Unallocated	For Review	For Review	For Review	For Review	\$40,000
TOTAL COSTS:		\$1,545,000	\$210,000	\$150,000	\$200,000	\$165,000
SUMMARY		2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
TOTAL FUNDING:		\$1,983,000	\$603,000	\$558,000	\$573,000	\$538,000
TOTAL COSTS:		\$1,545,000	\$210,000	\$150,000	\$200,000	\$165,000
BALANCE:		\$438,000	\$393,000	\$408,000	\$373,000	\$373,000
Reductions from October 20, 2009 Budget						
A) Revised estimate for food service project (Original Scope: To Be Bid in Spring)			\$100,000			
B) Additional Scope - revised design modifications			\$146,000			
C) Auditorium seating - reduced budget to reflect proposed chair type			\$25,000			
D) Pending competitive bids on Food Service Project (5% off of Budget)			\$140,000			
E) Additional Bid Savings (Beyond item D)			\$35,000	+		
			\$446,000			
						\$411,000

STEP 2: PROCESS THE DATA



ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS





ST.ANTHONY PUBLIC SCHOOLS

OVERVIEW OF PROCESS

Things we have heard about:

- Maintenance
- Solar / Renewable Energy
- Music
- Locker Rooms

Questions / Comments?

St. Anthony - New Brighton School District - Building Your Equity Leadership Vision

Proposal created: August 5, 2022

Center for Educational Leadership

University of Washington

Box 358731

Seattle WA 98195

Proposal created by:

Max Silverman

silvermx@uw.edu

OVERVIEW

The University of Washington Center for Educational Leadership (CEL) supports school systems with contextualized professional learning to help leaders create equitable student experiences and outcomes. After learning about St. Anthony-New Brighton School District's goals, CEL proposes to support St. Anthony-New Brighton in the 2022-23 school year to further develop equity-centered, learning-focused leaders who make students happy, proud, and inspired to realize their limitless futures.

Research continues to highlight the importance of principal performance for student learning. Through Building Your Equity Leadership Vision, we will collaborate with you to examine the current state of equity leader development in your school system and develop plans for how you can better prepare and support equity leaders in the future.

This approach follows from CEL's theory of action that student social, emotional, and academic learning will not improve until the quality of teaching improves, and that the quality of teaching will not improve until leaders understand what constitutes high-quality instruction and learning environments, along with the role leaders play in improving instructional practice, learning environments, and student learning.

Partnership Outcomes

Your system will develop:

- A clear picture of how equity and equity leadership are defined and supported
- Strategies for authentically listening to stakeholder experiences and perspectives, especially those of students
- An actionable approach for how you can better create shared expectations and supports to develop equity-centered, learning-focused school leaders

We outline our fees and approach below.

PROFESSIONAL LEARNING	DAYS (QUANTITY)	PRICE
Building Your Equity Leadership Vision <i>Phase One - \$30,590; Phase Two - \$11,270 - Phases to be billed upon completion</i>	1	\$41,860.00

TOTAL	\$41,860.00
-------	-------------

DESCRIPTION

CEL will support you to develop a system-wide view of the current state and aspirations for the development of equity-driven instructional leaders.

Phase One: Kickoff, Information Gathering, Development of Findings

We will collaborate with you to refine this approach, convene up 21 focus groups selected with you (to include possibly students, families and caregivers, cabinet members, school leaders, teacher leaders, and community or educational partners) and to review school system artifacts and data.

Inquiry will focus on the following and will be finalized in consultation with you:

- How are equity and equity leadership currently understood and demonstrated across the system?
- What are aspirations for equity and equity leadership across the system?
- What is the vision for the role of school leaders and how is their learning supported to grow in this role?
- Where are the greatest opportunities for growth in equitable school leadership across the system?

Our team will review focus group data and other collected data to synthesize and develop findings and recommendations, culminating in a final report and presentation.

Phase One fees to be billed upon completion: \$30,950

Phase Two: Planning, Coordination and Review of Findings

Upon development of findings and recommendations, we will review those with you and collaboratively craft an 18-month implementation plan contextualized to the strengths and opportunities of your system.

Phase Two fees to be billed upon completion: \$11,270

Key Contacts

Partner Sponsor - Renee Corneille - rcorneille@isd282.org
 CEL Partnership Manager - Max Silverman - silvermx@uw.edu
 CEL Contracts - Mindy Dotson - mjdotsn@uw.edu



UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION



Building your Equity Leadership Vision

CENTER *for*
EDUCATIONAL
LEADERSHIP



UNIVERSITY OF WASHINGTON
COLLEGE OF EDUCATION

Courageous leadership for limitless futures

Mission:

We partner with courageous leaders in classrooms, schools, and the systems that support them to eliminate educational inequities by creating cultures of rigorous teaching, learning, and leading.

Vision:

Transformed schools empowering all students, regardless of background, to create limitless futures for themselves, their families, their communities, and the world.



More simply

We support leaders with professional learning so that they can ensure that every student, especially those who have been most marginalized, has a school experience that makes them happy and proud.



HAPPY / PROUD

“All students don’t get to be happy and proud at school”

Racial equity and our work

We understand that educational inequities are the logical outcome of policies, practices and systems designed primarily by those with privilege.

In order to live in a world where a child’s ability to realize a limitless future for themselves is not predetermined by their race, we recognize the need for deep listening, focused learning and humble cooperation.

We are committed to learning, teaching and leading alongside our colleagues and students of color as partners and allies to raise up and amplify their voices, cultures and experiences in order to co-create communities that uphold the fundamental values of human rights and racial equity.



Building your Equity Leadership Vision

What we'll do together:

Get clear about how equity and equity leadership is understood in your community — and name your system's current and aspirational state.

What you'll accomplish:

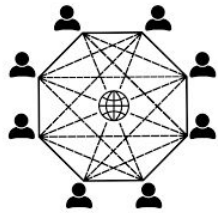
A roadmap for growing equity-driven school leadership across your system.

Who it's for:

For central office leadership teams.



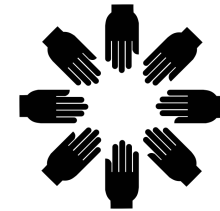
You'll develop knowledge in...



How equity and equity leadership are currently understood and demonstrated across the system.



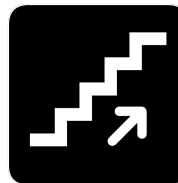
How the central office creates the conditions for principals to serve as equity-driven school leaders.



What aspirations there are for equity and equity leadership.



What the vision is for school leaders and how their learning is supported to grow in this role.



Where the greatest opportunities for growing equitable school leadership practices are.

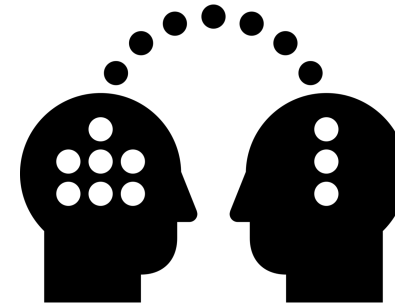


How to plan for growing equity-centered, learning-focused leadership across your system.

You'll also strengthen the mindsets for...



Authentically listening to stakeholder experiences and perspectives, especially those of students furthest from justice.



Developing equity-centered, learning-focused school leaders.

What will be different after?

Leaders have an equity vision of the community.

Leaders continuously develop learning focused school leadership practices across the system.

Leaders contextualize their practices in the equity vision of the community.



What you'll experience

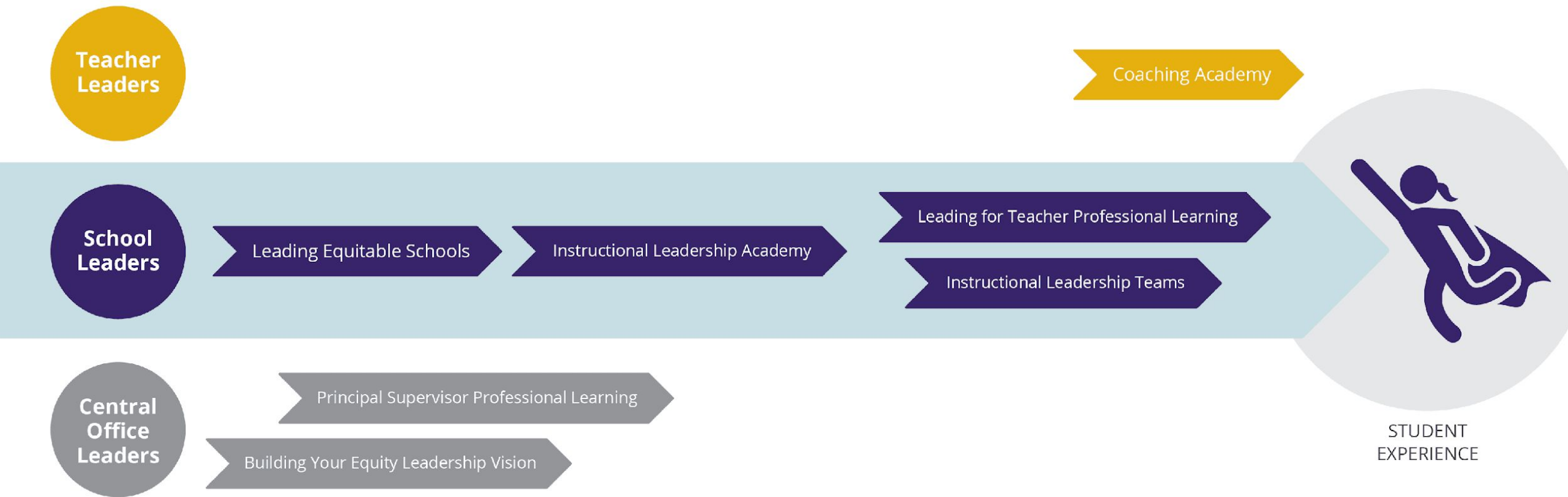
DISCOVERY

- Determine what you'd like to learn, and which stakeholders you'd like to learn from
- Create a process for gathering feedback and aspirations that fits the context of your community
- Conduct focus groups and interviews
- Listen to students to support the understanding of where you currently are and envision where you want to go

PLANNING

- Use the 4 Dimensions of School Leadership™ as a foundation to understand the connections that are being made between equitable student experiences and the expectations and supports for developing leadership practice
- Review and engage on key policies, artifacts and processes
- Use data to develop a roadmap for growing equity-driven school leadership across your system

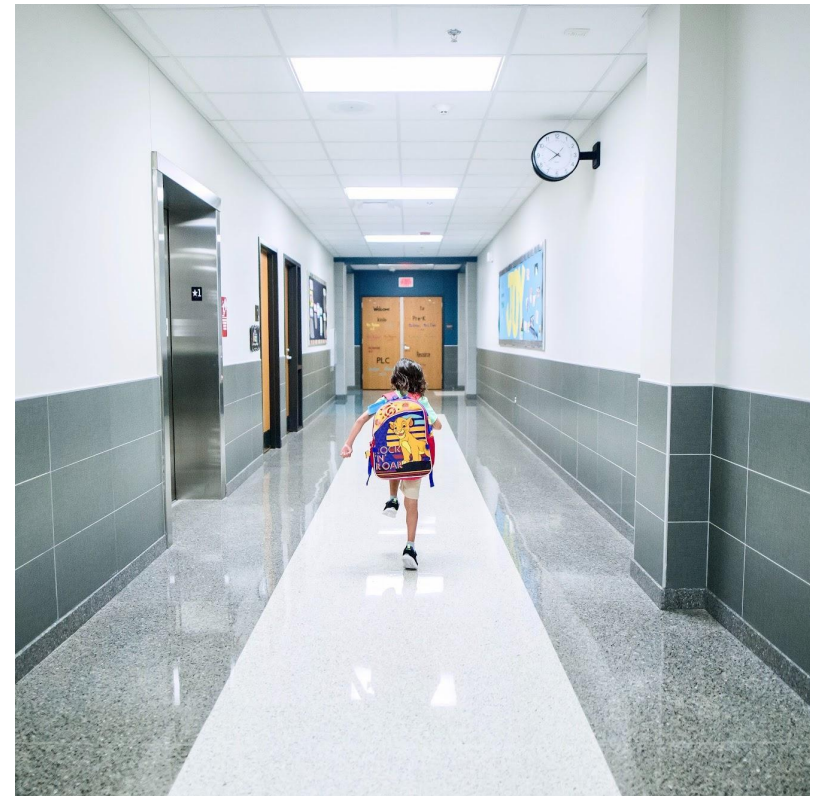
CEL's professional learning connects research to practice



More about professional learning with CEL

We start from your strengths and link research to practice. The learning is grounded in schools and classrooms and emphasizes listening and collaboration.

- Contextualized, side-by-side learning
- Frameworks as scaffolds for learning and collaboration
- Organized by primary participants (often includes leaders from other parts of the system)
- Yearlong — partners build capacity through multi-year engagements
- In-person (onsite) and virtual
- Tracks progress and outcomes
- Meets the needs of a range of districts in terms of size, geography and demographics



What our partners say

“CEL has been an outstanding partner with our organization. Our **leaders have felt heard and supported in creating stronger student outcomes.** We appreciate the expert facilitation, flexibility, and advice that has met our changing needs. Our team is always looking forward to the next opportunity to continue our journey in the safe space CEL provides.”

Superintendent
Washington State school district

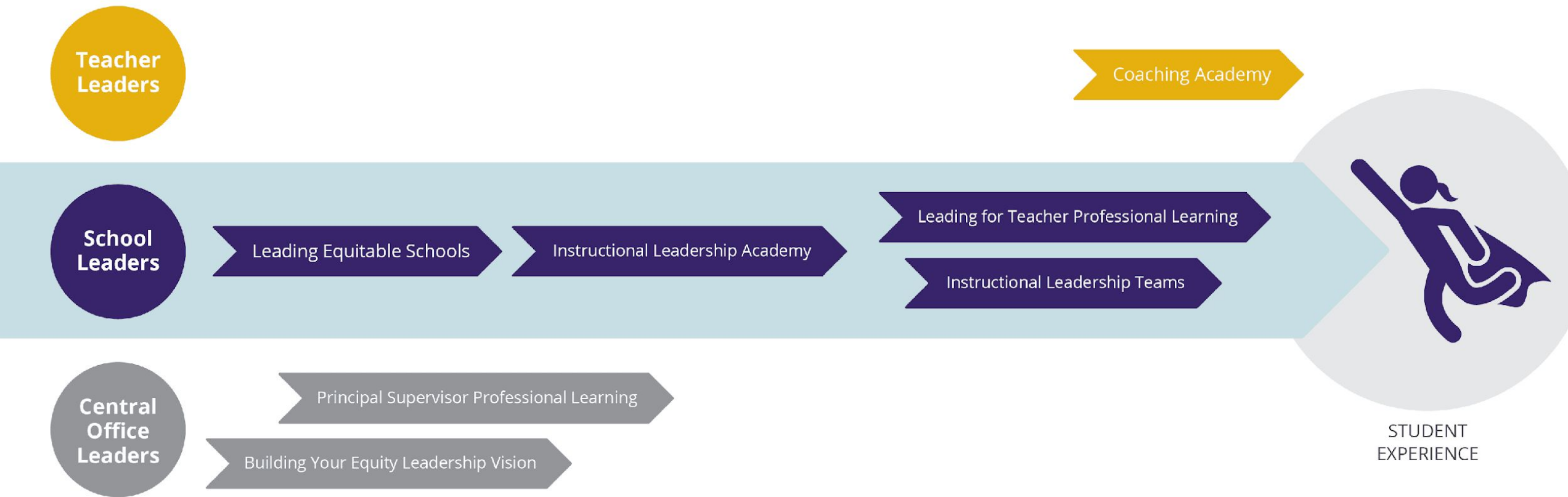
“This experience of working with CEL has been fantastic. The entire team was focused on working collaboratively with district and school leaders and provided **research-based resources, effective facilitation, and growth-oriented feedback.**”

Cabinet member
North Carolina school district

“CEL provides meaningful learning opportunities for leaders to grow. Through the work with CEL, leaders are provided direction, guidance, and inspiration in order to develop confidence and efficacy. CEL **seeks to nurture the skills and strengths of the community of people with whom they work** in order to build a community of leaders who are devoted to the success of all students.”

Superintendent
Louisiana school district

Professional learning connects research to practice



A photograph of three young girls of diverse backgrounds working together on a craft project. They are seated at a table covered with a white cloth, surrounded by numerous colorful pushpins (green, blue, purple, yellow). The girl on the left, with dark skin and long braids, is focused on a small orange object. The girl in the middle, with light skin and blonde hair, is looking down at the table. The girl on the right, with dark skin and glasses, is smiling and looking towards the camera. A name tag with the name 'Amie' is visible on the girl on the left. The background is slightly blurred, showing other people and a bright, indoor setting. The entire image has a soft purple overlay.

Thank you

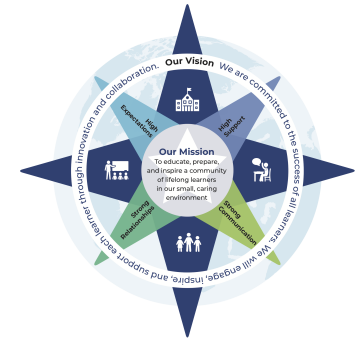
2022-23 Enrollment as of August 15, 2022

Grades	Target	Budget	Actual 8/15/22	Target Difference	Budget Difference	Wait List OE apps
K	110	110	98	(12)	(12)	40
1	110	110	109	(1)	(1)	6
2	110	104	107	(3)	3	7
3	120	110	108	(12)	(2)	2
4	120	115	106	(14)	(9)	1
5	125	125	124	(1)	(1)	3
6	150	145	151	1	6	3
7	150	126	141	(9)	15	0
8	150	150	153	3	3	7
9	200	200	190	(10)	(10)	0
10	180	175	178	(2)	3	0
11	175	161	171	(4)	10	0
12	175	160	174	(1)	14	0
TOTALS	1875	1791	1810	(65)	19	69

Creation of a Facilities and Facilities Capital plan for the future

Strategic Direction: High Support

Staff



Rationale:

- Builds from 21-22 Facility Audit and extending beyond current 10-year plans, studying
A. Physical conditions, B. Capacity and Enrollment, C. Safety & Security, D. Curriculum Initiatives / Delivery, E. Activities / Co-Curricular, and F. Community Use
- Develop the **why** that justifies the **what**
- Systemize facility decision-making with data and a thorough understanding of current status
- Incorporates broad staff and community voice into identifying present realities and planning future priorities
- Alternative energy sources and programs have become increasingly available to school districts

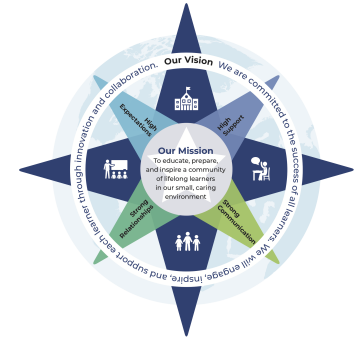
Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Completion of a Facilities Master Plan	<ul style="list-style-type: none"> - Creation of strategic stakeholder committees: Curriculum Initiatives, Capacity and Enrollment, Safety & Security, Activities / Athletics and Community Use. - Development and distribution of facility perception and use surveys for community and 6-12 students - Determination of staff instructional needs (in 	<ul style="list-style-type: none"> - Various committee input and recommendations - Community and student survey results - Administrative analysis and prioritization - Task force findings and recommendations - School Board planning session to study findings, recommendations, and establish priorities - Creation of final Facilities Master Plan 	<p>August - September, 2022: Meet with internal stakeholder groups</p> <p>August - September, 2022: Strategic Goal presentation to the school board</p> <p>October, 2022: Administrative team process review and prioritization</p> <p>November, 2022 - February, 2023: Development of</p>	Troy Urdahl, Mark Gibbs, Wold Architects

	cooperation with Teaching and Learning) - Develop a community task force to review and recommend based on previous groups' work - Creation of final plan and vision to inform future planning and decision making		Community Task Force March - April, 2023: School Board review and vision session Spring / Summer 2023: Final Master Plan approved	
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InSideOut Professional Learning

Strategic Direction: High Support

Staff



Rationale:

- Build community and strengthen relationships
- Growth does not occur in isolation
- To promote staff growth inside and out
- Institution of reflective practices - know yourself to grow yourself
- Promote psychological wellness

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Launch and delivery of InSideOut Professional Learning	<ul style="list-style-type: none"> - Exploration of: <ul style="list-style-type: none"> A. Why do I work at SA - NB Schools B. Why do I work the way I do, C. How does it feel to work with me, and D. How do I define success? - Use of a common language among staff - Creation of individual transformational purpose statements - Community / relationship building activities 	<ul style="list-style-type: none"> - University of North Carolina-Greensboro evaluation (pre- and post-tests) - Creation of individual transformational purpose statements - Staff feedback 	<p>August 29, 2022: ISO session one</p> <p>October 19, 2022: ISO session two</p> <p>January 16, 2023: ISO session three</p> <p>April 21, 2023: ISO session four</p> <p>May 15, 2023 ISO session five</p>	Andrew Hodges, feat. Troy Urdahl

	<ul style="list-style-type: none">- Identification of collective purpose- Reflective professional exercises			
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Strategic Direction: Strong Communication Community

Rationale:

- One of our strategic directions focuses on our community, specifically ensuring strong communication and relationships.
- The goal of a communications plan is to outline the strategies we will use to ensure strong communication with our community of students, parents and staff.

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Utilize recommendations from the Baseline Communications Assessment to update the multi-phase district-wide Communications Plan which outlines the strategy and tools utilized to communicate with our community.	2022-2023 Communications Plan	Conduct community survey	Late winter 2023	Liz Anderson Wendy Webster

Strategic Direction: High Expectations and High Support.

Staff

Rationale:

- Ensure district leadership has a clear understanding of their department budget on a timely basis.
- Improve accountability and fiscal responsibility

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Develop an easy to read/understand quarterly financial report for district leadership to review	Review and evaluate the current budget process with leadership Gather recommendations how to present information that is easy to understand Create a report draft and get feedback Revise draft and finalize	Easy to understand financial reports by buildings/areas that take minimal time to generate.		Phan Tu

Strategic Direction: High Expectations

Staff and Students

Rationale:

- A balanced scorecard will allow the district to assess school performance across a variety of metrics.
- Linking financial data to other indicators of performance allows for accountability and transparency.
- Creating a balance to the data collected within district metrics eliminates redundancies in data collection, increase in transparency, and allows for increased levels of improvements in the process of schooling.

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Identify the measurement tools that will accurately measure the district success metrics.	<p>Research organizations that provide both qualitative and quantitative assessment tools for students.</p> <p>Pilot, in the 8th grade, a capstone course that will allow students to develop an authentic assessment aligned to the district success metrics.</p> <p>Develop a scope and sequence that aligns with the success metrics along with grade level needs.</p>	<p>Multiple data points created from assessments that accurately measure the success metrics.</p> <p>These multiple data points will become a students "record" toward success metric criteria.</p> <p>PK-12 Scope and Sequence of assessments (both qualitative and quantitative measures).</p> <p>Student success :)</p>	<p>22-23 School Year - 8th grade Capstone Course</p> <p>Sept-Jan: research and identify assessment tools that align with district success metrics.</p> <p>Spring 2023 pilot a few assessment tools to determine alignment toward success metrics.</p> <p>Spring 2023 work with Teaching and Learning and Building Principals to determine schedule changes that may be needed to support success metrics in the classroom.</p> <p>Summer 2023 evaluate assessment data to determine alignment to success metrics.</p> <p>Fall of 2023 Execute stage 1 of PK-12 scope and sequence of assessments.</p>	<p>Renee Corneille</p> <p>Andrew Hodges</p> <p>Kari Bodurtha</p>

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Develop district Multi-Tiered System of Support (MTSS) - SEL.	<p>Engage in MDEs 15 month cohort to support MTSS development</p> <p>Focus on SEL at Wilshire Park and St. Anthony Middle School</p> <p>Identify and define Tier 1 strategies</p> <p>Tier 2 SEL - reviewing, improving, and filling in gaps in processes</p>	<p>Physically meeting together during MDE cohort calls.</p> <p>Written timeline and rollout plan.</p> <p>Tier 1 supports and strategies outlined and defined - visual.</p> <p>Identify SEL Screener</p> <p>Administer SEL Screener at WP and SAMS.</p> <p>Clarity and understanding for roles on the mental health team.</p> <p>Defined procedures and practices at Tier 2.</p> <p>Review and revise Operational Plan Goal</p>	<p>March 2023-June 2024: MDE 15 month cohort</p> <p>October 1, 2022</p> <p>December 1, 2022</p> <p>September 15, 2022</p> <p>October 15, 2022</p> <p>October 1, 2022</p> <p>March 1, 2023</p> <p>January 15, 2023</p>	<p>Hope Fagerland</p> <p>Lucy Rosario</p>

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Develop district Multi-Tiered System of Support (MTSS) - Literacy.	<p>Engage in MDEs 15 month cohort to support MTSS development</p> <p>Focus on Literacy at Wilshire Park.</p> <p>Identify and define Tier 1 strategies</p>	<p>Physically meeting together during MDE cohort calls.</p> <p>Written timeline and rollout plan.</p> <p>Tier 1 supports and strategies outlined and defined - visual.</p> <p>FastBridge student data - gathering baseline reading data at Wilshire Park.</p>	March 2023-June 2024: MDE 15 month cohort	<p>Hope Fagerland</p> <p>Andrew Hodges</p> <p>Jaimee Stanley</p>

Strategic Direction: High Expectations and High Support.

Rationale:

- Lead Learner program began in 21-22 school year. Program shifted throughout the year and we redesigned in June of '22.
- Lead Learners are the “guinea pigs” and the front lines in terms of teacher development in SANB

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Increase teacher capacity to implement the RRR Learning Progressions through the Lead Learner Program	Individual Coaching Small Group Learning Professional Learning Development and Presentations	<ul style="list-style-type: none">• Personal Growth on the RRR LPs• Teacher surveys (Post Learning Sessions)	Ongoing	Andrew Hodges Heidi Haagenson Kari Bodurtha

Strategic Direction: High Expectations and High Support.

Rationale:

- New teachers (both new to district and new to teaching) have a variety of information and systems to learn at SANB.
- New teachers have a 50% attrition rate nationally within their first 5 years of teaching. We want to avoid this issue in SANB.
- *In SANB we want to increase of teachers of color as our teaching staff is overwhelmingly white.*

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Increase teacher preparation in SANB and teacher retention, especially teachers of color	Individual coaching with ICs Content Mentors Cohort meetings	Set and make progress on professional growth and student achievement goals Quarterly surveys of new staff	Ongoing	Andrew Kari Heidi

Strategic Direction: High Expectations and High Support.

Rationale:

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Personalize teacher professional learning through voice, choice, and joy	Teacher led pop-up PD sessions Literacy PD Sessions Small Group Professional Learning (Voice, Choice, Joy) Team/Dept. Rigor Sessions/Focus Direct Support Groups Indirect support	Teacher surveyys Progress on RRR indicators (for those on them), or McREL rubric for others	Ongoing	Andrew Kari Heidi Jaimee

Strategic Direction: High Expectations and High Support.

Rationale:

- K-5 literacy currently does not utilize a vertically aligned curriculum or strategies

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Align elementary literacy instructional resources and teaching strategies	Vertical meetings (reps from each GL) Individual coaching Small group and large group PD Curriculum review and purchasing	Creation of 'Literacy Teaching in SANB' for K-5 Student growth on assessments Teacher surveys	Ongoing	Jaimee Andrew

Strategic Direction: High Communications and High Support Staff and Students

Rationale:

- Technology is an important tool to deliver effective and efficient institutional systems & supports.
- A technology plan will focus time & resources towards implementing high-impact operational and systems changes
- A technology plan will inform the district's budget and it's efforts to renew or expand the district's technology levy

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Develop a 3-year Comprehensive District Technology (IT/IS) Plan that is aligned to District strategic goals and grounded in best practice and research	<p>Document existing technology systems & status</p> <p>Review current practices in the areas of training, technology support, technology policies & practices</p> <p>Perform an environmental scan including educational technology best practice, research & trends</p> <p>Conduct a needs assessment through surveys, inventory & helpdesk analysis and audit results</p> <p>Develop goals/strategies informed by identified needs and best practices</p>	A written plan including: action items, timeline, budget assumptions and evaluation metrics	<p>January 2023: Document existing systems & status</p> <p>January-March 2023: Environmental scan, Needs assessment & analysis.</p> <p>April 2023: Completion of the Comprehensive District Technology Plan</p>	Dennis Beekman Jessica Mattson Phan Tu

Strategic Direction: High Support and High Communication

Staff

Rationale:

- Increase efficiencies in the Business Office by moving towards electronic filing
- Improve new hire onboarding process with automated workflow

Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Implement electronic filing system and create a consistent onboarding process	Research product options Consult with technology department on implementation and feasibility Present options to decision makers	Document product research results Meet with decision makers to select a product	Complete research on product options by February 2023 Consult with technology by March 2023 Present findings to decision makers by April 2023	Kim Lannier Phan Tu Taylor Freund

Wilshire Park Operational Plan– School Year 2020-2021

STRATEGIC DIRECTION

High support high care for staff.

OPERATIONAL PLAN - Wilshire Park				
Rationale: With a change in leadership and the disruption of the COVID pandemic, Wilshire Park is poised to take advantage of the moment and recommit to what kind of organization it is and wants to be in an articulate shared vision reflective of its unique strengths, core values, and potential.				
Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Increase alignment of three school-wide practices: Homework, Progress Reports and site-based professional development	1. Homework Committee and Progress Report Committee Identified	Teams meet 2x over the summer Practices developed Practices shared by teams at workshop week	June-Sept 2022	Grade level reps Maria
	2. Professional Development Alignment: a. Small Groups aligned to CORE goals and admin walkthroughs		Completed by May 2023	Maria, V/M Team-Jeff, Dan, Anna, Jaimee, Lisa, Nancy, Sobrina
Increase alignment of literacy instruction and assessment K-2 and 3-5	1. Assess current reality a. Identify K-2 curriculum materials and instructional practices b. Identify 3-5 curriculum materials and instructional practices		December 2022	Jaimee Stanley
	2. Assess current reality		December 2022	Jaimee Stanley Anna Nagle

	a. Assessment practices: training Fastbridge... b. Data use and response....			Maria Roberts
	3. Suggested implementation of curriculum materials and practices		February 2023	Jaimee Stanley
	4. Develop and share plan for 2023-24 school year		May 2023	Jaimee Stanley Maria Roberts M/V Team

SAMS Operational Plan– School Year 2022-2023

STRATEGIC DIRECTION

High support high care for staff.

OPERATIONAL PLAN - St. Anthony Middle				
Rationale: We need clear and aligned assessment, feedback, grading and reporting practices (AFGR).				
Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
SAMS will have shared understanding of around assessment, feedback, grading, and reporting on how stakeholders can understand	Teacher leader group has action committee about AFGR this summer	Agenda notes	Aug. 24	KS KD JM AC HH AK
	Teacher leaders share goals and practices of AFGR during WW and beyond (pop-up PD, team meetings, and dept meetings)	Meeting agendas	WW 2022	
	Teachers set aside time in team meetings to: <ul style="list-style-type: none"> discuss best practices around assessment and feedback eval the follow through to the practices 	Eval	Monthly	
	Create one-pager or flyer to help all stakeholders understand the AFGR	Sent out	Nov. 1	

OPERATIONAL PLAN - St. Anthony Middle				
Rationale: In the name of staff social and emotional care, we will redefine the roles and relationships of staff.				
Goal	Strategies	Performance Indicators/Documentation	Timeframe	Leaders
Staff will report...	Teacher leadership group reads 10 Mindframes	Are these done?	By Aug. 20	AK KS JM
Collective outcome?	Plans PD with focus on 1-2		Workshop Week	
	Identify team agenda shifts		End of WW	

