I. Call Meeting to Order (Action)

II. Recite the Pledge of Allegiance

III. Recognition
   a. Hayden Voxland and Lyndsey Quam are this year’s Triple A award winners.

IV. Adopt Agenda (Action)

V. Communications – Ms. Bredehoft

VI. Reports
   a. PLC Presentation
   b. Administrative Reports
      i. Middle/High School – Mr. Anderson (Enclosure 1)
      ii. Primary/Elementary School – Mr. Rasmussen (Enclosure 2)
      iii. SPED/Ass’t Principal – Wendy Ahern
      iv. Superintendent – Mr. Harvey
         1. December enrollment numbers (Enclosure 3)
         2. Treasurer’s Report to the Board (Enclosure 4)
         3. Board Retreat – February 7, 2018 at 6:00 p.m. Agenda items to Mr. Harvey by January 8, 2018.

VII. Old Business
   a. School Pictures (Action)
      i. It is recommended that HR Imaging Company be approved to take student and athletic pictures beginning in the 2018-19 school year.

VIII. Patron Input
a. Comments from patrons must be informational in nature and not exceed five (5) minutes per issue. The board cannot engage in a discussion or debate in those five minutes, but will take the information and find answers, if that is appropriate. As part of board protocol, it is unacceptable for any speaker to slander or engage in character assassination at a public board meeting.

IX. New Business

a. Adopt Consent Agenda (Action)
   i. Minutes
      1. November 27, 2017 Regular Meeting
      2. December 11, 2017 Work Session
   ii. Bill Consideration
       a. Ms. Bredehoft – Reviewer
       b. Mr. Lohmann – January
   iii. Personnel (Action)
        1. Resignations
           a. It is recommended the following resignations be approved:
           b. Kristi Muchow, Primary SPED Paraprofessional, effective December 21, 2017,
           c. Dylon VanCanneyt, High School/College Program Assistant, effective November 28, 2017
        2. Childcare Leave
           a. It is recommended that leave be approved for Megan Ferguson beginning March 15, 2018 through the end of the 2017-18 school year (dates subject to change).
        3. Leave Request
           a. High School Science teacher, Mary Post, has requested a leave of absence in the 2018-19 school year while her husband is deployed to Kuwait.
   iv. Scoreboard Proposal
      1. Fundraiser and Purchase (Enclosure 5)
   v. District Advisory Committee Meeting
      1. World’s Best Workforce Plan and Report Summary (Enclosure 6)
      2. Achievement and Integration Goals (Enclosure 7)
   vi. 2017-19 Master Agreements
      1. Community Education and Early Childhood Director
      2. Childcare Coordinator
      3. Program Lead Teachers
      4. Coordinator Fiscal Services
   vii. Lunch Accounts Policy (Enclosure 8)
viii. Fund Balances Policy 714 (Enclosure 9)

b. Special Education Resolutions (Action)
   i. It is recommended that the board approve the Resolution to Fully Fund Special Education Services (Minnesota) (Enclosure 10) and the Resolution to Fully Fund Special Education Services (Federal) (Enclosure 11).

c. 2017-19 Teacher Master Agreement
   i. Enclosure 12 is a copy of the draft agreement for your review.

d. 2018-19 School Calendar (Action)
   i. Enclosure 13 is a copy of the calendar recommended for approval.

e. Assistant to Childcare Coordinator (Action)
   i. It is recommended that this position be added to the Community Ed Department. Enclosure 14 is a copy of the proposal. It is also recommended that the agreement reviewed at the work session be approved.

X. Board Comments and Reports
   a. Board Comments

   b. Joint Powers Agreements
      i. Southeast Service Cooperative (Enclosure 15)
      ii. Wasiota Education Technology Cooperative – Ms. Roth/Ms. Hinchley
      iii. Goodhue County Education District – Mr. Wendt (Enclosure 16)

   c. Others

XI. Pertinent Dates
   a. December 22 – January 1 – Holiday Break
   b. January 2 – School Resumes
   c. January 8 – Board Organization Meeting, ZMES Media Center, Mazeppa, 6:00 p.m.
   d. January 8 – School Board Work Session, ZMES Media Center, Mazeppa, Follows Organization Meeting.
   e. January 10 – Early Release
   f. January 10, 11, 12 – MSBA Winter Leadership Conference
   g. January 19 – End 1st Semester
   h. January 22 – No School – Teacher Workday
   i. January 22 – Regular School Board Meeting, ZMES Media Center, Mazeppa, 7:00 p.m.

XII. Future Agenda Items

XIII. Adjourn (Action)
Site: Zumbrota-Mazeppa Elementary School Media Center, Mazeppa, Minnesota.

Members present: Ms. Hinchley, Ms. Roth, Mr. Lohmann, Mr. Wendt, Mr. Niles, and Ms. Bredehoft.

Also present: Mr. Harvey; Mr. Anderson; Ms. Ahern; and Board Clerk’s Secretary, Brenda Windhorst.

Absent: Mr. Rasmussen.

Chair Hinchley called the meeting to order at 7:00 p.m.

The Pledge of Allegiance was recited.

Wendt/Niles motion to adopt the agenda as presented.

Recognition: IBM was recognized for their $4,000 donation for 7-12 technology and the Mazeppa American Legion/Auxiliary for their monetary donation to the elementary media center.

The board extended congratulations to Natasha Sortland, ZM 7th grader, who placed 11th at the State Cross Country meet this fall. She attended with her mother and coach, Brad Smith.

There were no communications.

Reports:

The fall activities report, submitted by Tim McAthie, was available for review.

Mr. Anderson reported for the middle/high school. The 2018-19 registration guide is in the process of being updated with registration planned for February. The Innovation Zone workshop with Pine Island and ZM was held November 6. Triple A award winners have been announced for ZM: Hayden Voxland and Lyndsey Quam. The Veterans’ program was November 10 and thanks was extended to the speaker, Kay Swenson. It was noted that 75 of 87 juniors have signed up to take the ACT test in the spring of 2018.

Mr. Rasmussen’s primary/elementary report was available for review in his absence. There was a 98% turnout at the parent-teacher conferences. The teachers were thanked for their diligence in calling parents and setting up appointments.

Ms. Ahern reported that grades 2-6 targeted services will begin November 28 and 7-8 in two weeks.

Mr. Harvey reported that the November enrollment was 1,211, holding steady since September. The treasurer’s report to the board was available for review. He thanked the board for recognizing staff during American Education Week with bagels. If board members wish to attend early bird sessions at
the MSBA Winter Leadership Conference, they should contact Brenda ASAP. Board retreat items should be submitted to Brenda.

Old Business:

Niles/Lohmann motion to approve high school robotics as an activity at ZM for the 2017-18 school year and that the participation fee be set at $35 per year.  
Motion carried 6:0.

Wendt/Roth motion to approve the 2017-18 SPED transportation contract with Kennedy Transportation as presented.  
Motion carried 6:0.

Wendt/Hinchley motion to approve the 2017-18 Maintenance/Coordinator of Health and Safety agreement as presented.  
Motion carried 6:0.

Roth/Bredehoft motion to approve the 2017-18 teacher seniority list as presented.  
Motion carried 6:0.

Lohmann/Roth motion to adopt district policies #403 Employee Discipline and #620 Credit for Learning as presented.  
Motion carried 6:0.

A statement regarding patron input was read and will be in effect for all future board meetings. It read as follows: “Comments from patrons must be informational in nature and not exceed five (5) minutes per issue. The board cannot engage in a discussion or debate in those five minutes, but will take the information and find answers, if that is appropriate. As part of board protocol, it is unacceptable for any speaker to slander or engage in character assassination at a public board meeting.”

New Business:

Ms. Roth reviewed the November bills and found them ready for payment.

Roth/Hinchley motion to adopt the consent agenda.  
Motion carried 6:0.

B redehoft/Roth motion to approve the following new hires:

- Shelby Latussek, 8th grade softball coach, beginning in the 2017-18 school year
- Rachel Miller, Robotics advisor, beginning in the 2017-18 school year
- Addie Bratrud, long-term substitute teacher during Jamie Ringstad’s childcare leave, beginning March 26, 2018 through the end of the 2017-18 school year.

Motion carried 6:0.

Wendt/Niles motion to approve childcare leave for Jamie Ringstad beginning March 26, 2018 (subject to change) until the end of the 2017-18 school year.  
Motion carried 6:0.
Lohmann/Bredehoft motion to raise the substitute teacher pay from $100 per day to $110 per day beginning in January 2018.
Motion carried 5:0. Roth abstained.

Wendt/Lohmann motion to adopt the resolution establishing combined polling places for Zumbrota-Mazeppa as the Mazeppa Community Center for Wabasha and Olmsted Counties residents and Zumbrota City Hall for Goodhue County residents.
Resolution carried 6:0.

The enrollment options report for 2017-18 was available for board review.

Bredehoft/Hinchley motion to revise the 2017-18 fee schedule to reflect the change of substitute teacher pay and the addition of robotics and hockey.
Motion carried 6:0.

There were no board comments.

Minutes were available from the Southeast Service Cooperative and the Wasioga Education Technology Cooperative. Mr. Wendt reported for the Goodhue County Education District; however, there was no October meeting.

Pertinent Dates:

a. December 7 – ZMHS Choir Concert, 7:30 pm, ZMHS Auditorium
b. December 11 – School Board Work Session, 7:00 pm, ZMHS Media Center, Zumbrota
c. December 14 – ZMHS Band Concert, 7:30 pm, ZMHS Auditorium
d. Monday, December 18 Tax Hearing, 6:30 p.m., ZMHS Media Center, Zumbrota
e. Monday, December 18, Tax Adoption Meeting, following Tax Hearing, ZMHS Media Center, Zumbrota
f. Monday, December 18, Regular School Board Meeting (after Tax Adoption Meeting), ZMHS Media Center, Zumbrota
g. December 22-January 1 – Holiday Break
h. Monday, January 8, 2018, Board Organization Meeting, 6:00 p.m., ZMES Media Center, Mazeppa (Monday, January 1 is a holiday)
i. January 10-12, 2018 - MSBA Winter Conference in Minneapolis

There were no future agenda items.

Wendt/Hinchley motion to adjourn the meeting at 7:33 p.m.
Motion carried 6:0.

Angie Bredehoft, Clerk
School Board Work Session Minutes
Independent School District No. 2805
Monday, December 11, 2017

Site: Zumbrota-Mazeppa Middle/High School Media Center, Zumbrota, Minnesota.

Members present: Ms. Hinchley, Ms. Roth, Mr. Lohmann, Mr. Wendt, Mr. Niles, and Ms. Bredehoft.

Also present: Mr. Harvey

The work session was called to order at 7:00 p.m.

Items for discussion included:

1. The proposed 2018-19 school calendar. If no corrections, this calendar will be on the December 18 agenda for approval.
2. Discussion on the proposal for scoreboards. Will be on the December 18 agenda for approval.
3. Triple A Recognition – Hayden Voxland and Lindsey Quam will be invited to the December 18 meeting for recognition of this prestigious award.
4. The district fund balance policy was discussed. Mr. Harvey proposed following revision for approval at the December 18 meeting: The district will strive to maintain a minimum unassigned fund balance of 1.2 million starting in 2017-18 and increase this amount by $240,000 annually until the end of the 2021-22 school year at which time new unassigned fund balance goals will be set.
5. Facility needs were addressed. The board has targeted August 2018 for a special bond election for building improvements.
6. District Advisory Meeting: the board reviewed the World’s Best Work Force Report and Goal and the Achievement and Integration Goals. These plans will be on the December 18 agenda for approval.
7. A leave request during the 2018-19 school year for high school science teacher, Mary Post, was discussed.
8. The master agreement for the Coordinator of Fiscal Services for 2017-19 was presented for review.
9. There was discussion on student and athletic pictures for 2018-19 and recommended that HR Imaging be employed. Will be an action item on the December 18 agenda.
10. The Lunch Account policy was reviewed and new wording was recommended. The revised policy will be on the December 18 agenda for approval.
11. Community Ed Contracts were available for discussion and review. They will be on the December 18 agenda for approval.
12. Special education resolutions for Minnesota and Federal funding were presented for review. These resolutions will be on the December 18 agenda for approval.

The meeting was adjourned by Chair Hinchley at 8:45 p.m.

Angie Bredehoft, Clerk
7-12 School Board Report: December 18, 2017

- Middle school and high school registration guide will be completed shortly for February 2018 registration. A few noteworthy additions from the ZM staff:
  - Marketing (CLEP), ITV offering.
  - American Government (CLEP), ITV offering
  - Microeconomics (CLEP), ITV offering
  - College Communications (CIS), potential ITV offering

- All 11th graders were given the opportunity to take the ASVAB test at ZM on Friday, December 1.

- Conferences for grades 7-12 will take a slight change for the 18-19 school year as two of the four nights will be scheduled conferences only. PLC’s will work to determine the structure of those scheduled conference evenings.

- Observations continue for probationary and tenured staff. The next round of observations for probationary staff will be after winter break.

- Robotics formally received $3000 from the ZM Education Foundation and a $4000 grant from FIRST robotics. Several members the team traveled to St. Cloud State University on December 2 for a pre-season training event. The season formally kicks off Saturday, January 6, 2018.
K-6 Board Report

December 2017

Below are the community service projects that each grade level takes on during December:

- K – Sing songs at the Care center in Zumbrota
- 1st - Bedtime Drive - PJs, books, tooth brushes and paste.
- 2nd - Toilet paper wars – paper products drive donated to Zumbrota and Mazeppa food shelves
- 3rd - We will be doing our trip to the Ronald McDonald House of Rochester on Wednesday December 20. We will bring down donations for the house plus all the pop tabs too.
- 4th grade - we do the mitten tree where we collect hats scarves and mittens and then donate to the local food shelf. All grades actually also do the community center visits too. 2 classrooms visit each month with a small gift and then we introduce ourselves and visit if time allows.
- 5th grade – Great Bedtime Story Pajama drive – providing pajamas and books to families
- 6th grade – Fleece blankets

With the snow flying our students have been very busy make and deconstructing snowmen.

Congratulations to Shannon Johnson who was nominated a teacher of the year by RAMSP.

The holiday meal put on by Lunchtime Solutions was December 13 and 14.
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| 2016-17 K-12 Total | 1198   | 1192 | 1188 | 1186 | 1183 | 1179 | 1171 | 1169 | 1167 | 1166 |
| 2015-16 K-12 Total | 1159   | 1155 | 1153 | 1155 | 1161 | 1159 | 1151 | 1155 | 1157 | 1159 |
November 2017 Bank Reconciliation

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<th>RECEIPTS</th>
<th>DISBURSEMENTS</th>
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RECONCILEMENT OF TREASURER'S BALANCE WITH BANK

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<th>DESCRIPTION</th>
<th>BALANCE PER BANK STATEMENT</th>
<th>OUTSTANDING CHECKS</th>
<th>DEPOSITS NOT SHOWN ON BANK STATEMENT</th>
<th>OTHER RECONCILING ITEMS</th>
<th>BALANCE PER TREASURER'S BOOKS</th>
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Diane Matthees
12/8/2017
### Scoreboard Proposals:

**FOOTBALL Scoreboard:** Cost $29,390

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<th>5 year = $5878 per year</th>
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<td>Two Panels</td>
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**#1 BASEBALL Scoreboard:** Cost $17,706

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<th>5 year = $3541 per year</th>
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</tr>
<tr>
<td>(3' x 5')</td>
<td></td>
<td>(3' x 20')</td>
</tr>
</tbody>
</table>

**#2 BASEBALL Scoreboard:** Cost $10,906

<table>
<thead>
<tr>
<th></th>
<th>10 year = $1091 per year</th>
<th>5 year = $2181 per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Panel</td>
<td>$272.75</td>
<td>$545.25</td>
</tr>
<tr>
<td>Two Panel</td>
<td>$510.50</td>
<td>$1010.50</td>
</tr>
<tr>
<td>Entire Panel</td>
<td>$1021.00</td>
<td>$2021.00</td>
</tr>
<tr>
<td>(3' x 4')</td>
<td></td>
<td>(3' x 16')</td>
</tr>
</tbody>
</table>
Zumbrota-Mazeppa Schools Mission Statement
Building a bridge to the future where all individuals have the opportunity to reach their full potential in a safe, challenging learning environment.

BRIDGE PHILOSOPHY

BUILDING RELATIONSHIPS
Learning occurs when and only when significant relationships have been established.

RECOGNITION
We all have a need to be recognized and need to take the time to recognize others.

INSTRUCTION
Every act we take with students is an act of instruction.

DIFFERENTIATION
Students possess different strengths and weaknesses and we all need remediation and enrichment at varied times.

GIVING (OF OURSELVES)
We entered the field of education to serve others—thus we must act upon that every day.

EDUCATING ALL
We serve all learners and all families within the mindset of equitable education.
GOALS

All Students Ready for Kindergarten

- All students in ZM School District will be offered screening between their third and fourth birthday.
- All students entering kindergarten in the fall of 2017 will score at 9 or better on the letter naming fluency as measured by FASTbridge benchmark testing.

Strategies

- Increase outreach to district families to communicate readiness expectations through open houses, early childhood kickoff night, and Family Night.
- Professional Learning Communities (PLCs). Preschool teachers will form their own.

All Students in Third Grade Achieving Grade-Level Literacy

- During the 2017-18 school year, the three year average of 3rd grade MCA reading scores will increase by 2 percentage points.
  Average 71.6%  Goal 2018 = 73.6%

Strategies

- Expand ADSIS in the elementary, continue WIN time (What I Need), and after school targeted service.
- Continue Title I to provide targeted interventions based on individual needs.
- Continue “Data Days” where teachers collaborate to define and redefine students’ needs for intervention and personalization.
- PLCs focus on case studies to ensure students are proficient with grade level standards.

2017-18 Close the Achievement Gap Among All Groups

- During the 2017-18 school year, ZM’s MCA proficiency in math, reading, and science will increase to at least 13 percentage points above the state averages.
- 2018 MCA proficiency in reading and math for all subgroups, which include ZM student representation, will be at least 13 percentage points above the state average.

Strategies

- ZM will provide Title I, special education, and ADSIS academic support.
- During the 2017-18 school year, PLCs will research alternative delivery and flexible learning options to meet the needs of all students to close the achievement gap among all identified groups.
- Expand “Data Day” collaboration to 8th grade (now K-8 program) to allow teachers to identify individual student learning needs and develop interventions.
- The district Achievement and Integration Plan also focuses on reducing the gap for identified subgroups. The district Achievement and Integration teacher on special assignment will implement a direct service program for identified students.
- Expand ADSIS in the elementary, continue WIN time (What I Need), and after school targeted service.

Q Comp Goals 2017-18

- Primary: In support of the district reading goal, 80% of primary students will meet grade level goals on local assessments or individually demonstrate a year’s growth.
- Elementary: In support of the district reading goal, 85% of students will meet standards (80% passing) or see a growth of at least 15 percentage points on grade level common assessments.
- Middle/High School: The percentage of all students enrolled 10/1 in grade 7, 8, and 10 at middle/high school who earn achievement levels of M or E in reading on MCAs will be 5% or more above the state average for the 2017-18 school year.
GOALS

All Students Career and College Ready by Graduation
♦ All students will develop a MCIS (individual graduation plan) portfolio in grade 10 or 11.
♦ During the 2017-18 school year, ZM will expand the opportunity for high school students to gain college credit during high school.

Strategies
♦ All ZM students will complete careers class by the end of their junior year.
♦ Participate in the Rochester Area Math Science Partnership to increase learning opportunities for students and teachers.
♦ Explore and implement dual-credit, CLEP, and hybrid courses.
♦ Maintain a 7-12 advisory program.

All Students Graduate
♦ ZM’s graduation rate will exceed 93% in 2017, 97% in 2018, and 100% in 2019.
Results: 2015: 85.6% 2016: 88.2% 2017:

Strategies
♦ All ZM students will complete careers class by the end of their junior year.
♦ Participate in the Rochester Area Math Science Partnership to increase learning opportunities for students and teachers.
♦ Explore and implement dual-credit, CLEP, and hybrid courses.
♦ Maintain a 7-12 advisory program.
♦ Maintain targeted services program and ALP.

Identified Areas of Focus
Using information from PLCs, staff meetings, District Leadership Team meetings, grade/department level meetings, and the World’s Best Workforce meeting, the following areas of focus and action steps have been identified:
♦ Expand and implement enrichment offerings for students P-12
  —PLCs, committee meetings, workshops
  —Site leadership team will develop for implementation enrichment and extensions
♦ Further research and revise grading, homework, and relearning opportunities and philosophies
  —Training: First 2018
♦ Expand implementation of standards based grading and report cards beyond second grade
  —Training: First 2018
♦ Reduce achievement gap in subgroups, and improve graduation rate
  —Achievement and Integration Plan will be revised and implemented
  —Attend January 2018 Equity and Inclusion
  —Data days used to develop a plan for interventions for identified students.
♦ Review, revise, and update curriculum maps and expand opportunities for teachers to examine vertical alignment of curriculum
  —PLCs, curriculum groups
♦ Maintain vibrant PLCs
  —Monthly PLCs on Early Release Days
♦ Research and expand ways to implement STEAM offerings into current curriculum and expand College in School offerings
  —STEAM will be implemented at elementary level and College in Schools will be expanded
  —Membership in Rochester Area Math Science Partnership

ZM’s goal is to have each student meeting grade level, district, state, and national proficiency standards. Teachers continually measure student progress, review data, and conduct quarterly data meetings (PreK-Grade 7) using a data wall to determine Tier I, II, and III students.
Teachers and Principals

Through PLCs, teachers regularly examine national, state, and/or local standards as well as benchmarks and align curriculum maps. Learning targets are displayed in classrooms. Teachers are re-examining the value of homework, opportunities for multiple reassessments and standards based grading. Through in-services, Q Comp peer reviews, and PLCs, teachers have opportunities to observe, study, and implement best practices in instruction.

ZM Schools has established a site curriculum review process where each grade level/department will examine its current needs for updating materials, resources, and curriculum on an annual basis. The District Advisory committee annually reviews high school course offerings, reviews and approves curriculum changes, and is exploring ways to offer more “college in the schools” courses.

ZM’s three-year cycle for teacher evaluation is based on the Charlotte Danielson Framework and uses personalized feedback. The Danielson Framework addresses four domains of quality teaching and allows for principals and teachers to discuss effective instruction within the assigned curriculum. All ZM teachers annually write a Growth and Development Plan and have a triennial summative evaluation.

ZM principals will be evaluated annually using The Evaluation of Minnesota’s School Principals guide (developed by MAA, MESPA, MASSPA, and BOSA) as part of a three-year cycle of performance improvement. Vested in best practice and tied closely to Minnesota’s Principal Competencies, this system is designed to provide the superintendent with the means to assess principal performance and to enhance professional growth.

In the principal evaluation process, the principal uses introspection and reflection, as well as gathering input from various stakeholders. This evidence is used to provide self-assessment, goal setting, professional development, and demonstration of performance on the core competencies.

Students

In order to assess and evaluate ZM students’ progress in meeting state and local academic standards, the following assessments are given:

- MCAs
- Classroom Formative Assessment
- Classroom Summative Assessment
- ACT
- FAST

Student data is disaggregated through PLCs, by individual teachers, grades/departments and by the District Leadership Team and shared with teachers. Identified students can receive additional academic support through:

- Title I (Grade K-5)
- Targeted Services (Grade K-8), during the school year and summer
- WIN Time (Grade K-6)
- Power Hour (Grade 7-8)
- ALP, Credit Recovery (Grade 9-12)

Through their PLCs, individual teachers are identifying students for a 1-2 month case study. These case studies can involve either struggling students or students in need of enrichment.
A district committee has also been formed to address enrichment and individualized learning. Throughout 2017-18, this committee will:

- Define enrichment and individualized learning at ZM
- Examine and/or develop ideas/methods of enrichment and individualized learning at ZM
- Identify needs of implementation (space, supervision, materials) and target implementation.

**District**

Technology: ZM Schools recognizes and embraces the idea that a mobile computing device can be an important educational tool that can offer students access to a wealth of knowledge, learning management, and instructional goals. ZM Schools are in the fourth year of a revised technology implementation and integration plan. Currently, technology devices are used as follows:

- Preschool: 10 iPads shared
- Kindergarten: Classroom sets of iPads
- Grade 1: 1:1 iPads in school use
- Grades 2—5: 1:1 Chromebook for in-school use
- Grades 6-12: 1:1 Devices, students carry
- Middle School and High School students were given three options:
  - Bring your own device
  - Participate in ZM take home mobile lease
  - Device insurance program
  - Daily device checkout

District and site technology committees problem address changing needs, explore options, and develop implementation plans. ZM Middle and High School, as well as grades 5 and 6, are implementing Schoology.

**Collaborative Professional Culture**

ZM aims to maintain an effective learning culture where:

- Teachers pursue a clear, shared purpose, engage in collaborative activities, and continuously engage in the study of their craft,
- Accept a collective responsibility for student learning,
- Value the interchange of ideas with colleagues, and
- Collaboratively work with each other and with the administration to maximize student learning.
EQUITABLE ACCESS TO EXCELLENT TEACHERS

Zumbrota-Mazeppa Public Schools believes it is important that all students, particularly students from low income families and students of color, have equitable access to teachers and principals who can help them reach their potential. ZM’s administrative team will review yearly student achievement results, teaching assignments, staff evaluations and staff experience when determining teaching assignments and purposeful placement of students. ZM’s World’s Best Workforce committee will also make recommendations about the means to improve student equitable access and more diverse teachers after reviewing achievement results and staff experiences.

ZM employs high quality teachers, but because of its small size and rural location, numerous classes do not offer multiple teacher section options; however, ZM uses a variety of information to assure classes are balanced. This includes the use of academic data, information from previous teachers and student support personnel as well as information about student needs and learning style provided by parents. Based on the data for low-income and minority students, as well as all student groups, ZM will continue to provide staff development opportunities, peer reviews, mentorship for new teachers (2-year program) and best practice instructional strategies (PLCs) for all staff.

For the 2017-18 school year, 21% of the teachers are non-tenured and 79% are tenured.

Advisory Committees:

Zumbrota-Mazeppa Schools offers parents and/or patrons the opportunity to serve on the District Advisory committee. This committee focuses on updating, revising, and implementing curriculum changes, meets three times annually, and allows for input regarding many facets of the school, as well as developing a long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce.

Zumbrota-Mazeppa Public Schools District Advisory Committee included representatives from school and the communities.

Members included:

- Michael Harvey — Superintendent
- Dave Anderson — Middle School/High School Principal
- Quinn Rasmussen — Primary/Elementary Principal
- Wendy Ahern — Ass’t Principal/SPED Coordinator
- Jen Burfeind — Community Ed Director
- Rebecca Sjolander — Achievement/Integration Coordinator
- Laura Skogen — Staff Development Coordinator
- Kelsey Bradley — Middle/High School Teacher
- Angela Hunstad — Middle/High School Parent
- Tony Brown — Middle/High School Parent
- Kari Gunhus — Middle/High School Parent
- Pamla Langley — Elementary Teacher
- Jamie Quam — Elementary Teacher
- Britney Thomforde — Elementary Parent
- Roxanne Webster — Primary Teacher
- Layla Sjolander — Student
- Stephanie Everly — Student
- Rich Meyerhofer — Community
- Mary Graves — Community
- Jeanette Richardson — Community
- Dirk Niles — School Board
- Jean Roth — School Board
- Angie Bredehoft — School Board

Site Leadership Teams

Primary-Elementary:

- Micayla Ryan
- Stacy Liebenow
- Caitlin Bonde
- Lisa Nelson
- Marnie Vondal
- Scott Paukert
- Ben Sand
- Jamie Quam
- Christine Schmitt
- Quinn Rasmussen — Principal/Parent
- Wendy Ahern — Ass’t Principal/SPED Coordinator
- Laura Skogen — Staff Development

LINKS TO ZUMBROTA-MAZEPPA PLANS

Achievement and Integration
Staff Development

Literacy
Teacher Development and Evaluation
Technology
School Readiness
Gifted and Talented

Process to Assess and Identify Students for Participation in Gifted and Talented Programs:

ZM believes that the identification of students for a Gifted and Talented Program is a complex, multi-faceted process that requires many sources of information. Identification can take place at any time in a student’s learning years with nomination for consideration coming from parents and teachers.

Information is gathered to provide a comprehensive view of the student’s talents and gifts. Data gathered can include standardized tests of cognition and achievement, teacher observations, rating scales, grades, performances, work samples, and questionnaires. After analysis of student information, families are notified of the team’s decision. ZM is in the process of redesigning its gifted and talented program, both in the identification process, and in exploration of moving to a levels of service model.

Levels of Service:

Level 1: Services are intended for ALL students and could include: a variety of academic competitions and school-wide enrichment opportunities.

Level 2: Services are intended for MANY students, meaning that any student may take advantage of the option but not everyone will.

Level 3: Services are for SOME students who require additional rigor and challenge. Students need to qualify for these services based on observational, academic, and cognitive data.

Level 4: Services are for FEW students who require highly individualized services. Students need to qualify for these services based on observational, academic, and cognitive data.

Acceleration:

ZM shall consider grade or course acceleration in rare and extreme cases. Teachers are urged to utilize levels of instruction which broaden the interests and achievement of those students who are academically superior and use acceleration only in an extraordinary situation. Individual requests for acceleration will be reviewed, and will include additional cognitive and achievement assessments and individual student data. During the 2017-18 school year, ZM’s Enrichment Committee will be revising its Gifted and Talented Education (including acceleration and early admission to kindergarten and first grade) policies and procedures.

Early Admission to Kindergarten and First Grade:

In the event that parents wish to enroll children who have not had their fifth birthday by September 1 of the school year involved, they will follow the following procedure:

1) Parents or guardians must complete an application requesting early entrance. Forms are available from the primary principal at the primary office.

2) Applications may be made any time after April 1 of the year the parent or guardian wishes the child to enter kindergarten and must be completed no later than June 1 of that year. The primary principal shall be responsible for the initial application.

3) The child must be 4 years old on or before September 1 of the year in which early entrance is requested. A copy of the birth certificate is required.

4) The school will schedule an evaluation for the child by personnel from the Goodhue County Education District.

5) The Education District will conduct a criteria-based assessment of the child.

6) The Education District will:
   A. Consult with the school concerning curriculum requirements and student expectations; and
   B. Provide a written report of findings and recommendations, with copies to the parent or guardian, the primary principal, and the early educational coordinator within 15 days of completion of the evaluation.

7. Children who qualify after the assessment and other criteria may be enrolled for a six-week trial period to determine the appropriateness of the placement. During this trial period, the student’s cognitive abilities and motor development, as well as social and emotional maturity, shall be observed and compared with the previous assessment findings. A staffing with the parent shall be held to determine if the child is to continue as a regular kindergarten student. The principal, school psychologist, and teacher shall determine the appropriateness of the placement.

8. The final decision shall normally rest with the superintendent of schools and/or the primary principal; however, an appeal may be made to the Board of Education.
2016-17 World’s Best Workforce Report Summary

District or Charter Name: Zumbrota-Mazeppa ISD 2805
Grades Served: PreK-12
Contact Person Name and Position: Michael Harvey, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce. The school board must publish an annual report on the previous year’s plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic summary of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by December 15, 2017, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

➢ www.zmschools.us

1b. Annual Public Meeting

➢ Date of the school board annual public meeting to review progress from the 2016-17 school year: November 27, 2017
### 1c. District Advisory Committee

<table>
<thead>
<tr>
<th>District Advisory Committee Member</th>
<th>Role in District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Harvey</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Dave Anderson</td>
<td>7-12 Principal</td>
</tr>
<tr>
<td>Quinn Rasmussen</td>
<td>PreK-6 Principal</td>
</tr>
<tr>
<td>Wendy Ahern</td>
<td>Ass’t Principal/SPED Coordinator</td>
</tr>
<tr>
<td>Jen Burfeind</td>
<td>Community Ed Director</td>
</tr>
<tr>
<td>Rebecca Sjolander</td>
<td>Achievement/Integration Coordinator</td>
</tr>
<tr>
<td>Laura Skogen</td>
<td>Staff Development Coordinator</td>
</tr>
<tr>
<td>Kelsey Bradley</td>
<td>Middle/High School Teacher</td>
</tr>
<tr>
<td>Angela Hunstad, Tony Brown, Kari Gunhus</td>
<td>Middle/High School Parent</td>
</tr>
<tr>
<td>Pamla Langley, Jamie Quam</td>
<td>Elementary Teacher</td>
</tr>
<tr>
<td>Brittney Thomforde</td>
<td>Elementary Parent</td>
</tr>
<tr>
<td>Roxanne Webster</td>
<td>Primary Teacher</td>
</tr>
<tr>
<td>Layla Sjolander, Stephanie Everly</td>
<td>Students</td>
</tr>
<tr>
<td>Rich Meyerhofer, Mary Graves, Jeanette Richardson</td>
<td>Community</td>
</tr>
<tr>
<td>Dirk Niles, Jean Roth, Angie Bredehoft</td>
<td>School Board</td>
</tr>
</tbody>
</table>
2. Goals and Results

2a. All Students Ready for School

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students entering Kindergarten in the fall of 2017 will score at 9 or better on letter naming fluency as measured by FASTbridge.</td>
<td>62.2% of the students met the goal.</td>
<td>☒ Goal Not Met</td>
</tr>
<tr>
<td>2. Every student in the ZM Learning Readiness Preschool will be screened within 45 days of their first day of school.</td>
<td>All students were screened within the 45-day timeframe.</td>
<td>☑ Goal Met</td>
</tr>
</tbody>
</table>

2b. All Students in Third Grade Achieving Grade-Level Literacy

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By the end of 3rd grade, all students will meet proficiency as outlined by FASTbridge.</td>
<td>3rd grade: 81% as 3rd graders overall, K-3: 77% are on target.</td>
<td>☒ Goal Not Met</td>
</tr>
<tr>
<td>2. K-7 teachers will identify student needs related to literacy and implement strategic intervention plan to ensure all students achieve one-year’s growth in one year.</td>
<td>“On track” growth based on MCAs Reading: 61.9% Math 60.1%</td>
<td>☒ Goal Not Met</td>
</tr>
</tbody>
</table>
2c. Close the Achievement Gap(s) Among All Groups

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <em>During the 16-17 school year, the achievement gap will reduce to 10% for all subgroups.</em></td>
<td>Goal not met, some narrowing of gap in Hispanic students in math. See chart below.</td>
<td>□ Goal Not Met</td>
</tr>
<tr>
<td>2. <em>2017 MCA proficiency scores for 3-11 in reading, math, science will rank in top 20% (top 3) of a 15 area comparable schools.</em></td>
<td><em>In comparison, ZM ranked 1st in science, 3rd in math, and 4th in reading. See chart in Section 3.</em> Teachers are striving to incorporate more STEAM activities.</td>
<td>□ Goal Not Met</td>
</tr>
<tr>
<td>3. <em>STEAM will be incorporated into the weekly elementary schedule.</em></td>
<td></td>
<td>□ Goal Met</td>
</tr>
</tbody>
</table>

### MCA Sub-Group Data

<table>
<thead>
<tr>
<th>Subgroup</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># Students</td>
<td>Reading Prof</td>
</tr>
<tr>
<td>White, No Hispanic Origin</td>
<td>2016: 405/556</td>
<td>2016: 72.8%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2016: 12/15</td>
<td>2016: 80%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2016: 14/20</td>
<td>2016: 70%</td>
</tr>
<tr>
<td></td>
<td>2017: 9/19</td>
<td>2017: 47.4</td>
</tr>
<tr>
<td>Black, not Hispanic Origin</td>
<td>2016: 4/17</td>
<td>2016: 23.5</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>2017: 77/144</td>
<td>2017: 53.5%</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch</td>
<td>2016: 90/147</td>
<td>2016: 61.2%</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>Not enough students for subgroup</td>
<td></td>
</tr>
</tbody>
</table>

### 2d. All Students Career- and College-Ready by Graduation

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ZM students will participate in post high school planning, including the Ramp Up to Readiness program weekly.</td>
<td>All students participated weekly in Ramp Up to Readiness program.</td>
<td>Goal Met</td>
</tr>
<tr>
<td>2. ZM curriculum committee will expand College in the Schools offering during the 2016-17 school year</td>
<td>One new college credit class was added</td>
<td>Goal Met</td>
</tr>
</tbody>
</table>

### 2e. All Students Graduate

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>
| 1. ZM’s graduation rate will exceed 93% in 2017, 97% in 2018, and 100% in 2019. | 2015: 85.6% 
2016: 88.2% 
2017: data not available on MDE                                     | Goal Not Met |
Q Comp Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Primary: 80% of grade 2 students will show an improvement of at least one point on their scale score on the aMath FAST Assessment, in its first year of use, from the fall of 2016 to the spring of 2017.</td>
<td>Average growth was 6 points</td>
<td>☑ Goal Met</td>
</tr>
<tr>
<td>2. Elementary: 80% of grade 3-6 students will show improvement of at least one point on their scale score on the aMath FAST Assessment, in its first year of use, from the fall of 2016 to the spring of 2017.</td>
<td>Average growth was 9 points</td>
<td>☑ Goal Met</td>
</tr>
<tr>
<td>3. Middle/High School: The average scale score of all students in grades 7-11 will improve on the Star Math Assessment from the fall of 2016 to the spring of 2017 by a minimum of 2%.</td>
<td>Average growth was at least 2%</td>
<td>☑ Goal Met</td>
</tr>
</tbody>
</table>
## 3. Identified Needs Based on Data

### MCA SUB-GROUP DATA

<table>
<thead>
<tr>
<th>Subgroup</th>
<th># Students</th>
<th>Reading Prof</th>
<th>State Ave</th>
<th># Students</th>
<th>Math Prof</th>
<th>State Ave</th>
</tr>
</thead>
<tbody>
<tr>
<td>White, No Hispanic Origin</td>
<td>2016: 405/556</td>
<td>2016: 72.8%</td>
<td>2016: 67.8%</td>
<td>2016: 411/538</td>
<td>2016: 67.8%</td>
<td>2016: 68%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>2016:12/15</td>
<td>2016: 80%</td>
<td>2016: 55.6%</td>
<td>2016: 12/16</td>
<td>2016: 75%</td>
<td>2016: 58.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2016: 14/20</td>
<td>2016: 70%</td>
<td>2016: 37.6%</td>
<td>2016: 10/19</td>
<td>2016: 52.6%</td>
<td>2016: 36.1%</td>
</tr>
<tr>
<td></td>
<td>2017: 9/19</td>
<td>2017: 47.4</td>
<td>2017: 37.9%</td>
<td>2017: 10/18</td>
<td>2017: 55.6%</td>
<td>2017: 35.2%</td>
</tr>
<tr>
<td>Black, not Hispanic Origin</td>
<td>2016: 4/17</td>
<td>2016: 23.5</td>
<td>2016: 34.6%</td>
<td>2016: 7/20</td>
<td>2016: 35%</td>
<td>2016: 30.9%</td>
</tr>
<tr>
<td>Free/Reduced Price Lunch</td>
<td>2016: 90/147</td>
<td>2016: 61.2%</td>
<td>2016: 40.2%</td>
<td>2016: 83/146</td>
<td>2016: 56.8%</td>
<td>2016: 39%</td>
</tr>
<tr>
<td></td>
<td>2017: 77/144</td>
<td>2017: 53.5%</td>
<td>2017: 40.2%</td>
<td>2017: 72/130</td>
<td>2017: 55.4%</td>
<td>2017: 37.9%</td>
</tr>
<tr>
<td>Limited English Proficiency</td>
<td>Not enough students for subgroup</td>
<td>Not enough students for subgroup</td>
<td>Not enough students for subgroup</td>
<td>Not enough students for subgroup</td>
<td>Not enough students for subgroup</td>
<td>Not enough students for subgroup</td>
</tr>
</tbody>
</table>

Based on MCAs from 2016, ZM has identified achievement gaps between:

- Students participating in free/reduced price lunch reading & math
- Hispanic students reading & math
- Special Education students reading & math
ZM ranked in the top 3 when compared to area schools in math and science. ZM’s District proficiency rate was consistently above the state average as noted below.

### 2017 ZM DISTRICT MCA DATA

<table>
<thead>
<tr>
<th>Tested Area</th>
<th>ZM Student Proficient</th>
<th>State Average</th>
<th>Percentage Point Above Average</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>71.1%</td>
<td>58.6%</td>
<td>+12.5</td>
<td>ZM ranked third</td>
</tr>
<tr>
<td>Reading</td>
<td>70.4%</td>
<td>60.1%</td>
<td>+10.3</td>
<td>ZM ranked fourth</td>
</tr>
<tr>
<td>Science</td>
<td>71.1%</td>
<td>53.9%</td>
<td>+17.2</td>
<td>ZM ranked first</td>
</tr>
</tbody>
</table>

### Identified Areas of Focus and Need

Using information from PLCs, staff meetings, District Leadership Team meetings, grade/department level meetings, and the World’s Best Workforce meeting, the following areas of focus and action steps have been identified:

- Expand and implement enrichment offerings for students P-12,
- Explore and establish personalized learning opportunities for students,
- Further research and revise grading, homework, and relearning opportunities and philosophies,
- Expand implementation of standards based grading and report cards beyond second grade,
- Reduce achievement gap in subgroups, and improve graduation rate,
- Continue to raise proficiency rate of all students at ZM.
- Review, revise, and update curriculum maps and expand opportunities for teachers to examine vertical alignment of curriculum,
- Maintain vibrant PLCs,
- Research and expand ways to implement STEAM offerings into current curriculum and expand College in School offerings.

ZM’s goal is to have each student meeting grade level, district, state, and national proficiency standards. Teachers continually measure student progress, review data, and conduct quarterly data meetings (PreK-Grade 8) using a data wall to determine Tier I, II, and III students.
4. Systems, Strategies and Support Category

4a. Students

ZM uses a variety of processes for assessing and evaluating student programs. Student progress is identified through data obtained from MCAs, Fastbridge, formative and summative assessments, and student academic performance. P-8 teachers review this data five times a year (DATA wall meetings) in grade level terms to establish appropriate student interventions. Students identified through this process can be placed in:

- Flexible groups within classroom
- ADSIS Program
- Title I
- Targeted Services After School Program (Grade 1-8)
- Targeted Services Summer Program
- WIN Time (What I Need) K-6
- Power Hour (Grades 7-8)

High school students are identified through MCA data and student academic performance. Interventions available include:

- Classroom intervention
- Advisor/advisee support
- ALP, Credit Recovery

Students needing additional intervention are referred to the Multiple Tiered System of Support.

Student data is also reviewed by disaggregating data by subgroups in PLCs, site teams, and district advisory committee. Students in subgroups have access to the above intervention; plus ZM’s Achievement & Integration Plan and Equity Plan each address additional goals and support.

Through monthly PLC meetings, classroom assessments are aligned to Minnesota Standards, assessment data is reviewed, and teaching/learning strategies are discussed to improve all student learning. All teachers identify small groups (1-3 students) to develop a case study where teachers are focused on increasing student achievement through personalized learning.

During 2016-17, ZM teachers examined their philosophy and practices on grading, homework, and assessment. In order to monitor and report student progress towards meeting academic standards, teachers are moving towards standard-based report cards. The implementation of Schoology is assisting in this process, allowing students and parents, as well as teachers, to see student progress and attainment. Pre and post assessment, based on Minnesota Standards, shows student growth as well as providing teacher information on student attainment of standards, allowing for re-teaching or redesigning teaching strategies.
4b. Teachers and Principals

Through PLCs, teachers regularly examine national, state, and/or local standards, as well as benchmarks, and align curriculum maps. Teachers are re-examining the value of homework, opportunities for multiple reassessments and standards-based grading. Through in-services and PLCs, teachers have opportunities to observe, study, and implement best practices in instruction.

In order to review and evaluate effectiveness of instruction, ZM uses peer coaches through Q Comp to improve teaching practices, delivery methods, strategies, student engagement, classroom management, and student learning. Through observation and reflection, the teacher and coach work on creating change, gaining new perspectives, and to improving teacher practices.

ZM Schools has established a curriculum review process where each grade level/department will examine its current needs for updating materials, resources, and curriculum on an annual basis. Curriculum review is based on student performance on pre and post-standards based assessments. When student attainment of a standard is low, curriculum resources, materials, and strategies are reviewed and revised to maximize student learning. MCA strand data also provides data for curriculum review. ZM is moving towards standards-based curriculum developed and organized by teacher(s) rather than purchased curriculum or textbook series.

ZM’s three-year cycle for teacher evaluation is based on the Charlotte Danielson Framework and uses personalized feedback. The Danielson Framework addresses four domains of quality teaching and allows for principals and teachers to discuss effective instruction within the assigned curriculum. All ZM teachers annually write a Growth and Development Plan and have a triennial summative evaluation.

ZM administrators set growth goals, which are reviewed with the superintendent multiple times during the school year. The Kim Marshall Administrator Evaluation Rubric is used as a tool for administrators to establish goals and monitor progress.
4c. District

ZM’s number-one priority is high functioning PLCs. PLCs are able to address many areas of student achievement, including instruction, curriculum, and interventions for those who may need it. PLCs meet monthly and have set agenda items related to these areas. Administrators are able to follow up with facilitators who update the district as a whole on progress, needs, and additional staff development that may be necessary. This approach is beneficial in monitoring the integrity of our curriculum. Interdisciplinary units and co-teaching are encouraged and supported at ZM. Collaborative curriculum writing is supported, across grade levels, through summer curriculum development opportunities.

ZM Schools strives to develop 21st century learning skills in all students through rigorous curriculum that embraces and integrates technology tools throughout all grade levels. From 1:1 devices to online anywhere, everywhere delivery of rich digital content and assessment tools, ZM strives to personalize learning for our students and actively engage them in learning. At the same time, ZM has recognized and has embraced STEAM and the inquiry-based instruction it represents. From coding to robotics, simulations, construction, and an ever-changing variety of hands on learning activities, our students learn that education is about doing as much as it is about knowledge. Technology is a vital tool in the process as ZM continues to provide students with the skills they need, whether they choose post-secondary education or move to the workforce.

5. Equitable Access to Excellent Teachers

Zumbrota-Mazeppa Public Schools believes it is important that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. ZM’s administrative team will review yearly student achievement results, teaching assignments, staff evaluations, and staff experience when determining teaching assignments and purposeful placement of students. ZM employs high quality teachers, but because of our small size and rural location, numerous classes do not offer multiple teacher section options; however, ZM uses a variety of information to assure classes are balanced. This includes the use of academic data, information from previous teachers and student support personnel, as well as information about student needs and learning style provided by parents. Based on the data for low-income and minority students, as well as all student groups, ZM will continue to provide staff development opportunities, peer reviews, mentorship for new teachers (2-year program) and best practice instructional strategies (PLCs) for all staff.
6. Links to Zumbrota-Mazeppa ISD 2805 Plans

<table>
<thead>
<tr>
<th>Achievement and Integration</th>
<th>Teacher Development and Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development</td>
<td>School Readiness</td>
</tr>
<tr>
<td>Literacy</td>
<td>Technology</td>
</tr>
<tr>
<td>Q Comp</td>
<td></td>
</tr>
</tbody>
</table>

**Gifted and Talented**

**Process to Assess and Identify Students for Participation in Gifted and Talented Programs:**

ZM believes that the identification of students for a Gifted and Talented Program is a complex, multi-faceted process that requires many sources of information. Identification can take place at any time in a student’s learning years with nomination for consideration coming from parents and teachers. Information is gathered to provide a comprehensive view of the student’s talents and gifts. Data gathered can include standardized tests of cognition and achievement, teacher observations, rating scales, grades, performances, work samples, and questionnaires. After analysis of student information, families are notified of the team’s decision. ZM is in the process of redesigning its gifted and talented program, both in the identification process, and in exploration of moving to a levels of service model.

**Levels of Service**

Level 1: Services are intended for ALL students and could include: a variety of academic competitions and school-wide enrichment opportunities.

Level 2: Services are intended for MANY students, meaning that any student may take advantage of the option but not everyone will.

Level 3: Services are for SOME students who require additional rigor and challenge. Students need to qualify for these services based on observational, academic, and cognitive data.

Level 4: Services are for FEW students who require highly individualized services. Students need to qualify for these services based on observational, academic, and cognitive data.

**Acceleration**

ZM shall consider grade or course acceleration in rare and extreme cases. Teachers are urged to utilize levels of instruction which broaden the interests and achievement of those students who are academically superior and use acceleration only in an extraordinary situation. Individual requests for acceleration will be reviewed, and will include additional cognitive and achievement assessments and individual student data. During the 2017-18 school year, ZM’s Enrichment Committee will be revising its Gifted and Talented Education (including acceleration and early admission to kindergarten and first grade) policies and procedures.
Early Admission to Kindergarten and First Grade:

In the event that parents wish to enroll children who have not had their fifth birthday by September 1 of the school year involved, they will follow the following procedure:

1) Parents or guardians must complete an application requesting early entrance. Forms are available from the primary principal at the primary office.

2) Applications may be made any time after April 1 of the year the parent or guardian wishes the child to enter kindergarten and must be completed no later than June 1 of that year. The primary principal shall be responsible for the initial application.

3) The child must be 4 years old on or before September 1 of the year in which early entrance is requested. A copy of the birth certificate is required.

4) The school will schedule an evaluation for the child by personnel from the Goodhue County Education District.

5) The Education District will conduct a criteria-based assessment of the child.

6) The Education District will:

   a. Consult with the school concerning curriculum requirements and student expectations; and

   b. Provide a written report of findings and recommendations, with copies to the parent or guardian, the primary principal, and the early educational coordinator within 15 days of completion of the evaluation.

7) Children who qualify after the assessment and other criteria may be enrolled for a six-week trial period to determine the appropriateness of the placement. During this trial period, the student’s cognitive abilities and motor development, as well as social and emotional maturity, shall be observed and compared with the previous assessment findings. A staffing with the parent shall be held to determine if the child is to continue as a regular kindergarten student. The principal, school psychologist, and teacher shall determine the appropriateness of the placement.

8) The final decision shall normally rest with the superintendent of schools and/or the primary principal; however, an appeal may be made to the Board of Education.
Achievement and Integration Improvement Plan

Purpose - According to the Minnesota Department of Education, the purpose of the Achievement and Integration Plan is:

1. To pursue racial and economic integration
2. To reduce academic disparities based on students’ diverse racial, ethnic, and economic backgrounds.

It seems early in the year to be in the “improvement planning cycle”, but according to MDE, that is exactly what we should be doing. Our current plan is vague and needs a clear, manageable vision. We have two, fairly lofty goals with very vague objectives (or strategies) to get there.

Our current plan consists of 2 goals - an achievement goal and an integration goal.

Achievement Goal - During the 2017-2018 school year, the achievement gap will be reduced to 10% or less for all identified groups as shown by using the MCA Math and Reading Assessments in all tested grade levels.

Objective 1 (current) - 2018 MCA proficiency scores for 3–11 in reading, math, science will rank in top 20% (top 3) of a 15 area comparable schools.

Proposed change approved at DAC mtg in November - 2018 MCA reading and math proficiency will be at least 13 percentage points above the state average for all subgroups in which ZM students are represented.

Objective 2 - STEAM (Science, Technology, Engineering, Arts, and Mathematics) lessons will be incorporated into the weekly schedule for all elementary students.

Proposed change approved at DAC mtg in November - In PLCs, all PreK-12th Grade teachers will develop and carry out at least 4 case studies focusing on: increasing student success, building student connections and confidence, increasing student achievement and preventing dropouts/failures.

Objective 3 - Ramp Up to Readiness will be utilized with all high school students for post high school career and college planning.

Proposed change approved at DAC mtg in November - Ramp Up to Readiness will be utilized with high school students for post high school career and college planning in Careers class.

Goal 1 - Type of Intervention (current) - The ZM Schools will provide equity and cultural competence staff development for all staff in order to meet the needs of all of our learners including our growing diverse populations. The Equity Coordinator will also work directly with
students of diverse cultural and economic backgrounds to support their academic and social growth and success.

Proposed Change #1 - The ZM Schools will provide equity and cultural competence staff development for all staff in order to meet the needs of all of our learners including our growing diverse populations. The Achievement and Integration Coordinator will also work directly with students of diverse cultural and economic backgrounds in 3rd grade to support their academic and social growth and success. The Equity Coordinator will also be available to consult with other grade level teachers and is not limited to only working with 3rd grade.

(This proposed change would directly impact the WBWF Goal of All students in 3rd Gr Achieving Grade Level Literacy.)

Our Integration goal needs a little “tweaking” as well.... We are scheduled to attend the Rochester Student School Board Meeting on March 8th from 11:30-1:00.

Integration Goal (established by Rochester as the Racially Isolated district) - In an effort to increase college and career readiness, the Rochester Area AI collaborative districts will partner annually by sending a team of student leaders to at least one Student School board meeting each year. The ZM Equity Coordinator will accompany our students on this trip and facilitate a comparative conversation to identify the needs of our students. This collaboration will result in a decrease in the number of non-graduates by 3 students per year as measured by our annual graduation rate report.

Objective 1 - The ZM Schools Equity Coordinator will meet with students who are on the watch list for graduation and devise a plan for their successful graduation.

Objective 2 - The ZM Schools will establish an Equity Leadership Team which will meet a minimum of 4 times during the school year.

Objective 3 - The ZM Schools will send a group of HS reps to one of the Rochester’s Student School Board meetings each year in order for both groups to learn from each other.

Object 4 - The ZM Schools will utilize Ramp Up to Readiness with all HS students for post high school career and college planning.
I. PURPOSE

A. The purpose of this policy is to ensure is to establish consistent district practices for the provision of meals to students who have insufficient funds in their school meal accounts and the collection of unpaid meal debt.

II. GENERAL STATEMENT OF POLICY

A. Zumbrota-Mazeppa Public Schools’ goal is to provide nutritious meals to students to promote healthy eating habits and enhance learning as well as maintain the financial integrity of the National School Breakfast and Lunch program and eliminate stigmatization of children who are unable to pay meal charges.

B. It is the policy of Zumbrota-Mazeppa Schools to offer breakfast and lunch meals that meet state and federal guidelines.

C. A Point of Sale (POS) software system is used for the school lunch program.

i. Each student will have his/her own individual Student Account and will have an individual account number.

ii. Check and cash deposits can be received at the individual student’s school and with the District Food Service Office. Checks should be made payable to the Zumbrota-Mazeppa School District.

iii. Separate checks should be written for students at separate schools. To insure credit to the proper account, the student’s full name should be written on the check on the memo line. The minimum deposit must be $20.

iv. If sending cash with a student, place in a sealed envelope, along with the student’s name and lunch account number. We are not responsible for lost, unidentified, or stolen cash. The minimum deposit must be $20.

v. If money needs to be transferred from one sibling’s account to another, then a note or phone call from home is needed. The only exception will be if a student’s sibling has money that can be transferred in order to avoid receiving an alternative meal.

vi. Students must have money deposited in their lunch account in order to purchase extra entrees or extra milk, regardless of eligibility status (paid, free, or reduced). This is also applied to a la carte.

vii. We cannot make change for cash at the schools so please utilize the lunch account for all purchases.

viii. Parents/guardians can check their account balance by calling the Food Service Office at 507-732-1417 or by creating a login through the Infinite Campus Parent Portal to view the paperless version of the lunch account.
D. Families may apply for free/reduced-price meal benefits anytime during the school year. Meal applications are distributed to all families in the district prior to the student’s first day of classes. In addition, applications are available in the primary, elementary, middle/high school, and the district offices, the school webpage, and the food service office during school hours. If household income or size change, families can apply for meal benefits anytime during the school year.

III. CHARGE POLICY/NOTIFICATION OF ACCOUNT STATUS

A. If the student or family account has insufficient funds to pay for breakfast and/or lunch meals, the following policies will be enforced:
   i. The lunchroom computer will give the cashier a student balance. When the student’s individual account is at $10, the student will be reminded that they need to bring money for lunch. No other notification will be given to the student.
   ii. Parents will receive reminder e-mails and text messages from the school indicating a low account balance starting with a $20 balance. These notifications will be sent on Monday’s, Wednesday’s, and Friday’s as needed. Once the student account reaches negative $5 the emails and text messages stop.
   iii. Once the student account reaches negative $5, Lunchtime Solutions will call parents/guardians to discuss the account balance. The purpose of the call is to come up with a plan to reconcile the account and may include:
      1. A plan for the parent to send payment by a specific date.
      2. A plan for the parent to make payments on specific dates.
      3. A plan to connect the school social worker with the family if they are unable to pay. Lunchtime Solutions will communicate this need to the school social worker.
   If after 4 unsuccessful attempts to make verbal contact, Lunchtime Solutions will refer the family to step IV.
   iv. If payment is not received by the indicated date in step III, Lunchtime Solutions will send out a letter from the school district laying out additional options for the family. The options include the student’s/Families current balance, a Free Meal Application, the school social workers name and contact information, and a date in which the social worker will turn the issue over to collections or complete a Free Meal application for the student so the student can continue to eat at school.
   v. If communication is not received by the date indicated on the letter the school social worker will assess the family need and make a decision to refer the family to collections or fill out a Free Meal Application for the family. If a Free Meal application is completed the family will be notified through mailing that they are receiving this meal benefit.

B. Assistance from county social services may be requested from the school social worker for possible educational neglect when the above procedures are unsuccessful.

IV. UNPAID MEAL CHARGES
A. The school district will make reasonable efforts to communicate with families to resolve the matter of unpaid charges. Where appropriate, families may be encouraged to apply for free and reduced-price meals for their children.

B. The school district may not enlist the assistance of non-school district employees, such as volunteers, to engage in debt collection efforts.

C. After thirty (30) days of a negative balance, a follow up call to county social services will be made. County social services are required to investigate claims of “educational neglect” when contacted by a school district. It is the position of the Zumbrota-Mazeppa School District that families that can afford to make payments, yet are refusing to provide their child with basic needs such as a school lunch, are engaging in “educational neglect”.

V. COMMUNICATION OF POLICY

A. This policy and any pertinent supporting information shall be provided in writing (i.e., mail, email, back to school packet, student handbook, etc.) to:
   i. All households at or before the start of each school year;
   ii. Students and families who transfer into the school district, at the time of enrollment; and
   iii. All school district personnel who are responsible for enforcing this policy.

B. The school district may post the policy on the school district’s website, in addition to providing the required written notification described above.
FUND BALANCES

I. PURPOSE

A. The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

A. The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year; however, this must be a determinable amount. A committed fund balance cannot be a negative number.

C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.
E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

A. The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

A. The district will strive to maintain a minimum unassigned fund balance of 1.2 million starting in 2017-18 and increase this amount by $240,000 annually until the end of the 2021-22 school year at which time new unassigned fund balance goals will be set.

VI. ORDER OF RESOURCE USE

A. If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.
VII. COMMITTING FUND BALANCE

A. A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

A. The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The board also delegates the power to assign fund balances to the following: the superintendent and the business manager. Assignments so made shall be reported to the school board on a monthly basis, either separately or as part of ongoing reporting by the assigning party if other than the school board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

A. The school board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.
Resolution to Fully Fund Special Education Services (Minnesota)

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act IDEA to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

WHEREAS, the special education cross-subsidy continues to be a major obstacle for Minnesota School Districts to grapple with, due to the growing number of students receiving special education, more specialized services and rising costs associated with those services and inadequate funding; and

WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for school districts for FY2016 is $679 million; a 5.6 percent increase from FY2015; and

WHEREAS, between rising need and insufficient state and federal aid, the amount funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of $815 per student in FY2017;

NOW, THEREFORE, BE IT RESOLVED, that we urge the Governor and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE BE IT RESOLVED that there is an urgency the Minnesota Legislature to convene a task force to work on special education funding, specifically with a focus on the impacts of the new special education funding formulas, the projected cross-subsidy and recommendation with a timelines to eliminate the cross-subsidy.

Resolution introduced by ____________, seconded by _________ and adopted this 18th day of December 2017 upon the following roll call vote:

AYES:  
NAYS:  None  

__________________________________  __________________________________
Rebecca Hinchley, Chair  Angie Bredehoft, Clerk
Resolution to Fully Fund Special Education Services (Federal)

WHEREAS, local boards of education place a very high priority on ensuring that ALL students receive high quality special education programs and instruction; and

WHEREAS, in 1975 Congress enacted the Education for All Handicapped Children Act (P.L. 94-142) now known as The Individuals with Disabilities Act (IDEA) to: improve access to education for children with disabilities by guaranteeing a Free Appropriate Public Education (FAPE) in the least restrictive environment; assure that the rights of children with disabilities and their parents are protected; assist States and school systems to provide for the education of all children with disabilities; and to assess and assure the effectiveness of efforts to educate all children with disabilities; and

WHEREAS, when IDEA became law in 1975, the federal government promised to fund 40 percent of the additional cost of educating children with disabilities; and yet the federal government has failed to adequately fund the mandated programs and services arising under IDEA, never providing more than 15 percent of the additional cost; and

WHEREAS, sufficient federal funding for IDEA would significantly enhance the ability of local school systems to provide an excellent education for all students; and

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WHEREAS, the state special education funding system has not kept pace with the rising cost of mandated services and supports for students with special needs; and,

WHEREAS, the cross-subsidy for school districts for FY2016 is $679 million; a 5.6 percent increase from FY2015; and

WHEREAS, between rising need and insufficient state and federal aid, the amount funding school districts as a whole in Minnesota will be forced to pay for special education costs will reach an average of $815 per student in FY2017;

NOW, THEREFORE, BE IT RESOLVED, that we urge the President and Legislature to strenuously advocate for significant increases in federal special education funding and meaningful special education reforms at the federal and state levels; and

NOW, THEREFORE BE IT RESOLVED that the State of Minnesota calls upon the Congress of the United States to pass appropriate legislation in order to increase funding for federal special education mandates to meet the urgent financial special education needs of our cities and towns; and

BE IT FURTHER RESOLVED, that the Secretary of the Senate cause a copy of this resolution to be delivered to all United States Representatives and Senators representing Minnesota in the Congress of the United States.

Resolution introduced by ____________, seconded by ________ and adopted this 18th day of December 2017 upon the following roll call vote:

AYES:
NAYS:

Rebecca Hinchley, Chair
Angie Bredehoft, Clerk
AGREEMENT

BETWEEN

INDEPENDENT SCHOOL DISTRICT NO. 2805

ZUMBROTA-MAZEPPA SCHOOLS

AND

EDUCATION MINNESOTA

ZUMBROTA-MAZEPPA

FOR

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ARTICLE I
PURPOSE

This Agreement, entered into between Independent School District No. 2805 of Mazeppa, Minnesota, hereinafter referred to as the School-District, and the Education Minnesota – Zumbrota-Mazeppa, hereinafter referred to as the exclusive representative, pursuant to and in compliance with the Public Employment Labor Relations Act of 1971 as amended, hereinafter referred to as PELRA, provides the terms and conditions of employment for teachers during the duration of this Agreement.

ARTICLE II
RECOGNITION OF EXCLUSIVE REPRESENTATIVE

Section 1. Recognition: In accordance with PELRA, the School District recognizes the Education Minnesota – Zumbrota-Mazeppa, as the exclusive representative of teachers employed by the School District which exclusive representative, shall have those rights and duties as prescribed by PELRA and as described in the provisions of the Agreement.

Section 2. Appropriate Unit: The exclusive representative shall represent all the teachers of the School District as defined in the Agreement and in PELRA.

ARTICLE III
DEFINITIONS

Section 1. Terms and Conditions of Employment: “Terms and conditions of employment” means the hours of employment, the compensation therefore including fringe benefits except retirement contributions or benefits other than School District payment of, or contributions to, premiums for group insurance coverage of retired teachers or severance pay, and the School District’s personnel policies affecting the working conditions of the teachers., The term does not mean educational policies of the School District. The term is subject to the provisions of PELRA.

Section 2. Teacher: “Teacher” shall mean any person employed by the School District in a position for which licensure is required by the State of Minnesota but shall not include Superintendent, assistant superintendent, principal, and assistant principal who devote more than 50% of their time to administrative or supervisory duties and daily substitute teachers who do not replace the same teacher for more than 30 working days.

Section 3. Teacher Duty Day: “Teacher Duty Day” shall mean all days that teachers are required to be present.

Section 4. Teacher on Special Assignment:

Subd. 1 Definition: The term “Teacher On Special Assignment” (TOSA) will be used to describe the reassignment of a non-probationary currently employed teacher into a non-classroom assignment. Special assignment positions may exist to provide leadership, mentorship, peer assistance or review, or coordination for an educational program of the district. The district will require a current Minnesota teaching license in order to be employed in a TOSA position. Teachers in a TOSA position may be required to periodically provide instruction to students, model teaching of students for a peer,
co-teach students with a peer, or substitute teach. TOSA positions are not supervisory positions as defined in PELRA.

**Subd. 2. Assignment.** A TOSA assignment must be mutually agreed on by the teacher and the district. Teachers may not use their seniority status to claim any TOSA position or vacancy. Teachers on unrequested leave of absence (ULA) may apply for TOSA positions, and be considered by the district for these positions. The district will not be required to offer a teacher on ULA a TOSA assignment.

**Subd. 3. Term.** The school board shall determine the beginning and ending dates of a TOSA assignment, but at no time will the duration be for less than one school year. During the term of the special assignment, both parties will have the ability to evaluate the program and/or personnel needs, and if necessary request a change in assignment. In the event that either the district or the TOSA wish to end the term of the assignment, notification must be given to the other party, in writing, by March 15th for the following school year.

**Subd. 4. Compensation and Contractual Rights.** A TOSA under this section shall continue to receive all compensations, fringe benefits and other contractual benefits and protections. Due to the nature of the special assignment, additional time and/or compensation may be required. Such time and compensation will be outlined in the description of the position when the position is posted.

**Subd. 5. Seniority.** Accrual of Seniority shall be unaffected by the TOSA. A TOSA shall continue to earn experience credit (seniority) as if he/she were regularly employed as a teacher in the district.

**Subd. 6. Reinstatement.** An individual returning to their teaching duty from a TOSA under this section shall be reinstated to the teacher assignment he/she held prior to the special assignment, unless that position is not longer available. In that case, the teacher will be reassigned to a comparable position consistent with the teacher’s licensure.

**Section 45. Pupil Day:** “Pupil Day” shall mean all days when students are present.

**Section 56. School District:** For purposes of administering this Agreement, “School District” shall mean the “School Board” or its designated representative(s).

**Section 67. Other Terms:** Terms not defined in this Agreement shall have those meanings as defined in PELRA.

**Section 78. Day:** Unless otherwise stated, “day(s)” shall mean calendar days excluding Saturday, Sunday, and legal holidays as defined by Minnesota statutes.

**ARTICLE IV**
**SCHOOL DISTRICT RIGHTS**

**Section 1. Inherent Managerial Rights:** The exclusive representative recognizes that the School District is not required to meet and negotiate on matters of inherent managerial policy, which include, but are not limited to, such areas of discretion or policy as the functions and programs of the School
Article V
Teachers Rights

Section 1. Right to View: Pursuant to PELRA, nothing contained in the Agreement shall be construed to limit, impair, or affect the right of any teacher or his/her representative to the expression or communication of a view, grievance, complaint, or opinion on any matter related to the conditions or compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful, and proper performance on the duties of employment or circumvent the rights of the exclusive representative.

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

Section 3. Request for Dues Check-off: The exclusive representative shall be allowed dues check-off for its members, provided that dues checkoff and the proceeds thereof shall not be allowed to any exclusive representative that has lost its right to dues check-off pursuant to PELRA. Upon receipt of a properly executed authorization card of the teacher involved, the School District will deduct from the teacher’s paycheck the dues that the teacher has agreed to pay to the teacher organization in 10 equal installments, beginning with the first pay period in October.

Section 4. Fair Share Fee: In accordance with PELRA any teacher (as defined in Section 2. of ARTICLE III) who is not a member of the exclusive representative may be required to contribute a fair share fee for services rendered by the exclusive representative. The fair share fee required of any teacher shall not exceed a pro-rata share of expenses incurred by the exclusive representative in relationship to
negotiations and administration of grievance procedures; however, in no event shall the fee exceed 85% of the regular membership dues.

The exclusive representative shall provide the business office, via a 30 work day written notice, the name or names of the teacher(s) and the amount of the fair share certified by the exclusive representative. The School Board or its designee will then deduct such fair share fee in installments from such teacher’s(s’) paycheck(s) as directed by the exclusive representative. The exclusive representative agrees to notify the School District, promptly whenever any teacher subject to a fair share deduction becomes a member of the exclusive representative, and, in that event, no further fair share fee deductions shall be made.

The exclusive representative hereby warrants and covenants that it will defend, indemnify, and save the School District harmless from actions, suits, claims, damages, judgments, and executions or other forms of liability, liquidated or unliquidated, including associated School District expenses, which any person may have, or claim to have, now or in the future, arising out of or by reason of the deduction of the fair share fee specified by the exclusive representative as provided in this Article.

Section 5. Sums Withheld: Sums withheld by the School Board as either dues or fair share fee shall be promptly transmitted to the exclusive representative. Any member of the bargaining unit may authorize the District to deduct from his/her pay the amount of dues charged by the union. This authorization must be in writing and forwarded to the Payroll Office not less than two (2) weeks before the payday when it is to become effective. The District agrees to implement all the terms of dues-checkoff authorizations submitted to the District by the Union and agreed to by the Employee.

The Employer shall adhere to the specific provisions in each dues check-off authorization regarding the duration, renewal, procedure for revocation, amount of dues deducted, and all other provisions agreed to by the employee as stated in the authorization.

When a bargaining unit member has so authorized a dues deduction, such authorization cannot be canceled except during the week preceding October 1 each year. Cancellation must be in writing, and forwarded to the Payroll Office within that week.

Section 6. Use of Facilities: Duly authorized representatives of the exclusive representative and their respective affiliates shall be permitted to transact official exclusive representative business on School District property at all times, provided that this use shall not interfere with or interrupt the normal operations. If a representative of the exclusive representative who is not an employee desires to meet with a teacher during the non-student contact portion of a teacher duty day, he/she shall first obtain permission from the building principal. Permission will be granted if this meeting does not interfere or disrupt normal operations. The exclusive representative and its representatives shall have the right to use school district buildings for meetings. However, the exclusive representative must obtain prior approval from the school board designee before scheduling meetings if the member attendance for these meetings exceeds twelve staff members. If special custodial service is required for the meeting, the school district may charge for it on the same basis as other non-commercial users are charged.

Section 7. Communication: The exclusive representative shall have the right to post notices and use teacher mailboxes for communication of activities and matters of exclusive representative concern only in the teacher workrooms.
Section 8. Access to Information: The School District agrees to furnish the exclusive representative, upon written request, all information concerning the financial resources of the School District, including, but not limited to: annual financial reports and treasurer's reports, census data, names of all teachers, teachers' salaries and educational background, and other financial information. If the exclusive representative wishes to make copies of this material, the exclusive representative shall pay for the cost of reproduction.

Section 9. Exclusive Representative Leave: Time off for elected officers and/or appointed representative of the exclusive representative is allowed for up to a total of six (6) days, for conducting the duties of the exclusive representative, the substitutes shall be paid for by the exclusive representative. In the event appointed representatives of the exclusive representative must be present for negotiations, mediation, or arbitration, no leave time will be assessed, no pay deducted, but substitute pay will be paid by the exclusive representative. The exclusive representative agrees to notify the Superintendent at least two (2) working days in advance of the intended use of this leave.

Section 10. Copies of the Agreement: Three signed copies of the final Agreement shall be retained for purposes of record: one retained by the School Board, one by the exclusive representative, and one by the Superintendent.

Section 11. Notice of Assignments: School administration will provide teachers with notice of teaching assignments and schedules for the forthcoming school year by the end of the previous school year. It is understood that changes in the teaching assignments do occur beyond this time frame. In the event changes in a teacher’s assignment become necessary, the teacher will have a consultation with the school administration.

Section 12. Teacher Bidding Process: Current teachers are able to bid on open teaching positions (including Schedule C positions) of which they are licensed or scheduled to gain licensure. This bidding must occur within five business days of the position being posted. Postings will be emailed out to staff members. Teachers are provided an interview for the open position. Efforts will be made to hire staff as ZM employees prior to using external resources.

Section 13. Personnel Files: Pursuant to, as amended, all evaluations and files relating to each individual teacher shall be available during regular School District business hours to each individual teacher upon written request. The teacher shall have the right to reproduce any of the contents of the files at the teacher's expense and to submit for inclusion in the file written information in response to any material contained in it. However, the School District may destroy such files as provided by the law.

ARTICLE VI
RATES OF PAY

Section 1. Rates of Pay: The wages and salaries reflected in APPENDIX B-1 and APPENDIX B-2, attached hereto, shall be a part of the Agreement subject to the right of the School Board to withhold salary increases in the form of increments, lane changes, or other increases for just cause. Teachers shall advance on the salary schedule 1 step for each year of service subject to the right of the School Board to withhold a salary increase for unsatisfactory performance. A salary increase shall not be withheld unless the teacher is notified of the unsatisfactory performance in writing and given an opportunity to correct
such unsatisfactory performance. An action withholding a salary increase shall be subject to the grievance procedure.

Section 2. Status of Salary Schedule: The salary schedules are not to be construed as a part of a teacher’s continuing contract, and advancement on the salary schedule shall be governed by the provisions of this Agreement.

Section 3. Placement on Salary Schedule: The following rules shall be applicable in determining placement of a teacher on the appropriate salary schedule:

Subd. 1. Germaine: Credits to be considered for application on any lane of the salary schedule must be germane to the teacher’s teaching assignment as determined by the School District.

Subd. 2. Grade and Credit: To apply on the salary schedule, all credits must be graduate credits calculated on a semester basis and must be earned subsequent to the granting of the degree to which they refer. Any credits submitted for a lane change must carry a total grade average of “B” or better. In a course graded on a pass/fail basis, a pass grade shall be deemed to be a “B”. In the event that a pass/fail grade is submitted, evidence must be supplied that a letter grade was not a grading option for the class submitted.

Subd. 3. Prior Approval: All credits, in order to be considered for application on the salary schedule, must be approved by the teacher’s respective supervisor and the Superintendent, in writing, prior to the start of the course. If a teacher is enrolled in a degree program at a single institution of higher learning, then once a degree program has been approved by a teacher’s advisor and the Superintendent, the teacher can continue taking courses as set forth in the degree plan without individual approval for each course.

Subd. 4. Advanced Degree Program: A teacher shall be paid on the master’s degree lane or higher degree only if the degree program is germane to the teaching assignment as approved by the School District and the degree program is approved in writing by the Superintendent in advance.

Subd. 5. Application: The training level of teachers as of the beginning of each school year will be the basis of pay for that school year. In order to be granted lane changes, applications must be made to the Superintendent by submission of an official transcript by October 1 and February 15 of each year. Approved applications submitted by October 1 shall be effective as of the beginning of the school year. Approved applications submitted by February 15 shall be effective for the second semester.

Subd. 6. Payment of the Present Salary: The rules relating to the application of credits on the salary schedule shall not deprive any teacher of any salary schedule placement already recognized.

Subd. 7. Prior Experience: A teacher who has had experience in other school districts or other fields of endeavor will be placed on the salary schedule as agreed between the superintendent and teacher.

Subd. 8. Experience Credit: To receive a year of credit for experience in this School District, teachers must teach at least 122 teacher work days as stipulated in the adopted school calendar.
Section 4. Pay Deduction: Whenever pay deduction is made for a teacher’s absence, the annual basic salary shall be divided by the number of teacher duty days in the adopted school calendar to determine the amount of pay deduction.

Section 5. Salary Payment: Teachers will be paid in 12 equal, monthly payments on the 25th or last teacher duty day before the 25th, whichever comes first.

Section 6. Longevity Pay: A teacher employed by the School District with 20 years of teaching service to the School District or presently in his/her 5th through 9th year of assignment at “Step 15” of the salary schedule shall receive an annual longevity payment of $1,700 added to his/her applicable salary schedule above “Step 15.”

A teacher employed by the School District with 25 years of teaching service to the School District or presently in his/her 10th year or greater of assignment at “Step 15” of the salary schedule shall receive an annual longevity payment of $2,250 added to his/her applicable salary schedule above “Step 15.”

ARTICLE VII
EXTRA COMPENSATION

Section 1. Additional Assignment: Extra assignments associated with additional compensation shall be detailed in a letter(s) of assignment.

Section 2. Extra-curricular Compensation: The wages and salaries reflected in APPENDIX C, attached hereto, shall be a part of this Agreement for its duration.

Section 3. Assignment of Extra-curricular Duties: The School District may assign the teacher to extra-curricular, co-curricular, or other assignments beyond the regular school day subject to established compensation for such service after effort to attain voluntary acceptance of these assignments and after consultation with teacher(s) involved. If a teacher is unable to perform in total the extra duty assigned and a replacement has to be hired to perform this duty in total, the original teacher will not be paid for extra duty. If a teacher is unable to perform the full duty assigned, and a replacement has to be hired to perform this duty in part, the original teacher’s pay will be prorated.

Section 4. Procedure to Add or Change Items to Schedule C: Teachers will present rationale for changing or adding items to Schedule C to members of the Meet and Confer Committee and Activities Director. The rationale will include duties, hours, and proposed pay based on the Schedule C base pay. Recommendations will be sent to the Board for final approval.

Section 5. Teacher Overload: Teachers who teach an academic overload, along with a normal supervision assignment will be compensated at an increase of 12.50% more than their current teaching salary step. See Memorandum of Understanding. Teachers who teach an academic overload will be compensated at an increase of 12.50% more than their current teaching salary step.

Teachers who supervise a study hall (full 44 minute period) will be compensated at an increase of 6.25% more than their current teaching salary step.

Teachers who supervise a 30 minute lunch will be compensated at an increase of 4.25% more than their current teaching salary step (30/44 x 6.25%).
ARTICLE VIII
GROUP INSURANCE

Section 1. Selection: The selection of insurance carriers and policies shall be made following a review process conducted by the District Insurance Committee comprised of members of bargaining groups impacted by insurance decisions.

Section 2. Benefit Eligibility: Benefits provided in this article are designed for full-time teachers. Part-time teachers shall be eligible for partial benefits proportional to the extent of their employment, provided, however, they meet the hourly eligibility requirement of the appropriate insurance carrier.

Section 3. Required Eligibility: A teacher must be employed at a 0.7 FTE and work a minimum of 85-work days per year to be eligible for proportionate health, dental, life, or disability insurance.

Section 4. Health/Hospitalization and Dental Insurance: The School District shall contribute the sum as reflected in APPENDIX A, attached hereto, toward the premium for individual and dependent coverage for each eligible teacher employed by the School District who qualifies for and is enrolled in the School District group health/hospital and dental insurance plans. Any additional costs of the premium shall be paid by payroll deduction.

Section 5. Life Insurance: The School District will contribute the sum as reflected in APPENDIX A, attached hereto for a $30,000 term life insurance policy for each teacher employed by the School District who qualified for and is enrolled in the School District’s group term-life insurance plan.

Section 6. Long-Term Disability Insurance: The School District shall contribute the sum as reflected in APPENDIX A, attached hereto, towards the premium for individual coverage for each eligible teacher employed by the School District who qualifies for and is enrolled in the School District long-term disability insurance program. Any additional costs of the premium shall be borne by the teacher and paid by payroll deduction. In no event shall the coverage exceed a teacher’s regular contract salary in excess of $60,000.

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

Section 8. Duration of Insurance Contribution: A teacher is eligible for School District contributions as provided in this Agreement as long as the teacher is employed by the School District, on paid status, and enrolled in the School District’s health/hospitalization insurance plan. Upon termination of employment during the school year, all School District contributions shall cease, effective on the last working day. If termination of employment occurs at the end of the school year, a teacher’s participation in the School District’s health/hospitalization and dental insurance plans shall continue until the following August 31, but all other insurance coverage shall cease on the last teacher’s duty day.

ARTICLE IX
HOURS OF SERVICE

Section 1. Basic Day: The teacher’s basic day, inclusive of lunch, shall be eight (8) consecutive hours.
Section 2. Building Hours: The specific hours at any individual building may vary according to the needs of the educational program of the School District. The specific hours for each building will be designated by the School District.

Teacher Hours: The basic day and specific hours of any individual teacher may vary according to the needs of the educational program of the School District. In this instance, the basic day and specific hours for the teacher will be agreed upon by the School District and the teacher. With 24 hours notice of a meeting, a teacher will change to that "work day" schedule.

Section 3. Additional Activities: In addition to the basic school day, teachers may be required to participate in School District activities beyond the basic school day relating to teaching and nonteaching services as is required by the School District.

Section 4. Prep Time: Within the student day, for every 25 minutes of classroom instructional time, a minimum of 5 additional minutes of preparation time shall be provided to each licensed teacher. Preparation time shall be provided in 1 or 2 uninterrupted blocks during the student day. Exceptions may be made by mutual agreement between the School District and the exclusive representative.

Section 4. Prep Time:
Subd. 1: PreK-6 teachers will have a daily average of 85 minutes of preparation time during the student contact portion of the day and will be provided in no more than three uninterrupted blocks per day. Exceptions may be made by mutual agreement between the School District and the exclusive representative

Subd. 2: 7-12 teachers will have a maximum teaching/supervising load of six (6) class periods of an 8 period day or an equivalent ratio of time if the schedule changes from an eight-period day. Preparation time shall be provided in 1 or 2 uninterrupted blocks during the student day. Exceptions may be made by mutual agreement between the School District and the exclusive representative

Section 5. Travel Time: Any teacher who travels between the Zumbrota and Mazeppa sites will be given 20 minutes of travel time in addition to his/her lunch and prep time.

ARTICLE X
LENGTH OF THE SCHOOL YEAR

Section 1. Teacher Duty Days: The School Board shall establish the number of pupil days and teacher duty days for the next school year, and the teacher shall perform services on those days as determined by the School District, including those legal holidays on which the School District is authorized to conduct school and, pursuant to such authority, has determined to conduct school. The school year shall consist of 184 days.

The School Board may decide by May 10 of each year, if the established calendar contains extra days beyond the mandatory number of student contact days, to declare the extra days as inservice days for teachers. The plan for the use of these inservice days will also be decided by May 10. These days may be used to meet the needs of the School District in areas such as curriculum development, overall teacher trainings, management, and organization of individual departments, and/or building or other
concerns deemed relevant to the School District at the time. The School District will consult with the teachers when organizing, but approval of the program is the responsibility of the School Board.

Section 2. Calendar Change: The District Calendar Committee, including members of multiple bargaining units, will reach consensus on annual calendar changes and communicate these changes.

Section 3. Emergency Closings: In the event of a pupil day or teacher duty day lost for any emergency, the teacher shall perform duties on that day or other such days in lieu thereof, as the School District shall determine.

Section 4. Energy Emergency: If an energy emergency exists, the school term or day may be modified as directed by the governor, the legislature, the State Department of Education, or the School Board. Providing that no loss of State aid to the School District results from this emergency, then no teacher shall suffer a loss of any fringe benefits, salary, compensation, tenure, seniority, or status of employment as a result of changes in accommodating an energy crisis.

Section 5. Compensation Deduction: In the event that teacher duty days missed due to school closure are not rescheduled, the teacher shall have a choice of participating in the district approved make-up plan, using PTO or compensation deduction in the amount of 1/184th of the teacher’s salary.

ARTICLE XI
RETIEMENT

Section 1. Eligibility: Teachers, who are at least 56 years of age and have completed at least 20 years of teaching service in the School District, shall be eligible for retirement pay pursuant to the provisions of this article upon submission of a written resignation accepted by the School Board and actual retirement. Teachers who have served the School District as part-time teachers shall receive credit for part-time service on a pro-rata basis.

Section 2. Consecutive Teaching Service: This article shall apply only to teachers whose teaching service has been consecutive as defined by this Agreement.

Section 3. Retirement Pay: A teacher who is eligible for retirement pay shall be paid retirement pay of 125 days times the teacher’s daily rate of pay.

Section 4. Daily Rate of Pay: In applying these provisions, a teacher’s daily rate of pay shall be the basic daily rate at that time of resignation, as provided in the basic salary schedule for the basic school year, and shall not include any additional compensation for extracurricular activities, extended employment, or other extra compensation.

Section 5. Payment: Retirement pay shall be paid by the School District in one (1) lump sum on or before June 30 of the year of termination.

Section 6. Limitations: Retirement pay shall not be granted to a teacher whose employment is terminated pursuant to M.S. 122A.40. A teacher placed on unrequested leave who is subsequently rehired shall have his/her retirement pay accrual restored.
Section 7. Health and Hospitalization Insurance: A retiring teacher shall be eligible for continued health/hospitalization insurance coverage pursuant to M.S. 471.61, Subd. 2b. A teacher wishing to receive continuing coverage shall pay the entire premium for health insurance commencing with the beginning of the retirement and shall pay to the School District the monthly premium in advance. Non-timely payment shall result in immediate policy cancellation.

Section 8. Post – Retirement Health Care Savings Plan: Each teacher who qualifies under this article will place 100% of his/her remaining retirement pay after any required “ARTICLE XI Contract Reductions,” into the “Post-Retirement Health Care Savings Plan” as provided and administered by the Minnesota State Retirement System, said payments to be made as provided above and the balance of said retirement pay to be paid to the teacher as required above.

Section 9. Early Retirement Incentive:

Subd. 1: The retirement incentive is available for all full-time teachers who meet the eligibility requirements and who submit a letter by March 1 of your current contract. This resignation will be effective for the following contract year.

Subd. 2: To be eligible for the early retirement incentive, a full-time teacher must complete at least twenty (20) years of service with the School District and have an accepted retirement through TRA.

Subd. 3: Eligible teachers shall receive a one-time $20,000.00 payment. Part time teachers shall be entitled to this early retirement incentive on a pro-rata basis. The School District payment shall be in the form of a lump-sum contribution into the eligible teacher’s HCSP account administered by MSRS.

Subd. 4: This retirement incentive shall not be construed to limit any other benefit a teacher might be eligible for under the Collective Bargaining Agreement (CBA) when they retire. Benefits provided are in addition to any retirement benefits provided for under the CBA.

Subd. 5: In the event the amount of this early retirement incentive exceeds the available IRS limits in the year of separation, the School District will make a contribution up to the IRS maximum into the eligible teacher’s account in the first year of separation, and make the remainder of the payment the following year.

Subd. 6: Payments will be made with the June payroll dates of the corresponding year(s). In the event of the death of an employee, payment will be made to the estate of the employee.

ARTICLE XII
DEFERRED COMPENSATION

Section 1. 403B Matching Contribution Plan:

Subd. 1. Eligibility: Teachers who are regularly employed at least 0.7 FTE and 85-work days per year and who have completed at least 2 years of teaching service with the School District shall be eligible to participate in a 403 B matching contribution plan pursuant to M.S. 365.24. Also, all teachers
hired before July 1, 1987, and working less than 28 hours per week and less than 85 work days per year may participate in the matching contribution plan on a pro rata basis.

**Subd. 2. School District Contributions:** During the following years of teaching the School District will match eligible annual teacher contributions up to the following annual limits:

*Effective beginning in the 2015-2016 school year, the School District will match eligible annual teacher contributions up to the following annual limits:*

- **Beginning year 5 through year 8:** $5,740
- **Year 9 through year 12:** $11,140
- **Year 13 through year 16:** $17,146
- **Year 17 and beyond:** $23,364

*Effective beginning in 2016-2017-2017-2019 school year, the School District will match eligible annual teacher contributions up to the following annual limits:*

- **Beginning year 5 through year 8:** $5,740
- **Year 9 through year 12:** $11,140
- **Year 13 through year 16:** $17,146
- **Year 17 and beyond:** $23,364

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

**Subd. 3. Career School District Contribution:** The maximum career matching contribution by the School District shall be $40,000 in 2017-2018 and $40,000 in 2018-2019 per teacher.

**Subd. 4. Salary Reduction Authorization:** A salary reduction authorization must be completed by the eligible teacher by October 1 of each school year for the teacher to participate in the 403 B matching contribution plan for that school year.

**Subd. 5. Teachers on Unpaid Leave:** Teachers on unpaid leaves may not participate in the matching plan while on leave.

**Section 2: Retirement Pay:** Full-time teachers hired before July 1, 1987, will continue to be covered under the retirement pay language of ARTICLE XI.

The School District shall, however, subtract any amount it has paid to the 403 B matching contribution plan from the amount a teacher would otherwise have received under Section 3 of ARTICLE XI. The balance of the retirement, if such an amount exists, shall be paid by the School District per ARTICLE XI.

Teachers hired after July 1, 1987, shall not be eligible for retirement pay as provided for in ARTICLE XI. Retirement pay shall ultimately be phased out and eliminated from the Master Agreement.

**ARTICLE XIII**

**LEAVES OF ABSENCE**
Section 1. Paid Time Off (PTO):

Subd. 1. Earning: All full-time teachers shall earn PTO at the rate of 1 day for each month of service in the employment of the School District, which is equivalent to 12 days each school year. All full-time teachers shall be advanced a credit of 12 days PTO at the beginning of each school year.

All part-time teachers shall earn PTO at a rate of 1 day for each month of service in employment of the School District, which is equivalent to 12 days each school year. All part-time teachers shall be advanced a credit of 12 days PTO at the beginning of each school year. A day constitutes the individual teacher’s portion of time worked. PTO will not apply, nor may it be earned or accumulated, during an unpaid leave of absence.

Subd. 2. Accumulation: Unused PTO days may accumulate to a maximum credit of 180 days of “banked” PTO per teacher.

Subd. 3. Banked PTO: Banked PTO shall be used only upon the depletion of the annual PTO allocation. Subsequent days used for illness will be deducted from a teacher’s accrued banked PTO balance. A teacher may use banked PTO, as defined above, for serious illness of the teacher, the teacher’s spouse, or the teacher’s child, parent/in-law parent, grandparent, or sibling.

Subd. 4. Approval: PTO days will be approved upon submission of a request to the superintendent. Teachers should notify the district office at least three (3) days in advance for all scheduled PTO. Teachers may take up to 5 days of scheduled PTO leave consecutively. No more than 6 teachers may be gone at any one time for scheduled PTO.

Subd. 5. Workers’ Compensation: Absence due to injury incurred in the course of the teacher’s employment shall not be charged against the teacher’s PTO days if workers’ compensation insurance pays for the days absent.

Subd. 6. Unearned Use: In the event of resignation, termination, or discharge of a teacher to whom PTO has been advanced in excess of that accumulated, the teacher is required to refund the amount paid for the period of such excess. Accumulated PTO will be forfeited by the teacher upon resignation, termination, or discharge.

Subd. 7. Pay for Unused PTO Days: A teacher who has 120-174 PTO days accumulated as of the last teacher contract day of the school year will be paid for 2 unused PTO days at a rate of $113 per day. Payment shall be made in the form of a district contribution to that teacher’s HCSP account administered by MSRS. Payment shall be made with the June payroll. These paid days will be deducted from the annual PTO account and may not be banked.

A teacher who has 175 PTO days accumulated as of the last teacher contract day of the school year will be paid for an additional 4 unused PTO days at a rate of $113 per day. Payment shall be made in the form of a district contribution to that teacher’s HCSP account administered by MSRS. Payment shall be made with the June payroll. There shall be no more than 180 days of accumulated PTO at year end.

Teachers shall also be eligible for an additional stipend for unused PTO days as of the last teacher contract day of the school year. This stipend will reflect the usage of the yearly 12 PTO days issued and
will not be part of the banked accumulated leave. Teachers with unused PTO days from the 12 issued each year shall be paid the following amounts:

- 12 days unused - $1,300
- 9 – 11 days unused - $1,100
- 6 – 8 days unused - $700

These payments shall be made in the form of a contribution to the teacher’s HCSP account administered by MSRS.

Subd. 8 Use: Scheduled PTO days may be taken on student days up through May 15th. Scheduled PTO days on non-student days and student days after May 15th require prior, written approval from the Superintendent.

Section 2. Banked PTO:

Subd. 1. Medical Certificate. In the event that a medical certificate will be required, the teacher will be so advised.

Subd. 2. Deduction. PTO shall be deducted from the banked PTO days earned by the teacher.

Subd. 3. Approval. Banked PTO pay shall be approved only upon submission of a request to the superintendent.

Section 3. Bereavement Leave: A full-time teacher shall be granted up to 5 days of absence due to the death of a member of the teacher’s or spouse’s immediate family. The “immediate family” will include parents, siblings, spouse, children, grandparents, grandchildren, mother-in-law, father-in-law, and guardian. If the Superintendent deems it necessary more time may be allowed. Such absences shall be deducted from banked PTO, and part-time teachers shall be entitled to leave on a pro-rata basis. In an event that a teacher does not have any banked PTO, they will be allowed to take up to 5 days and it will be deducted from their current PTO.

Section 4. Jury Duty Leave: Leave shall be granted by the School District. The teacher shall receive regular pay from the School District, but will sign over to the School District the pay received for jury duty, which shall not include reimbursement for mileage.

Section 5. Military Leave: Military leave shall be granted to a teacher pursuant to M.S. 192 and other applicable law.

Section 6. Professional Growth Leave: A teacher with a minimum of 3 consecutive years of teaching service in the School District may be granted a leave of absence for professional growth according to the following:

Subd. 1. Application: Written application must be made to the School Board prior to February 1 of the school year preceding the intended leave. Such application shall state the nature of the leave, including the specific activities in which the teacher expects to participate.

Subd. 2. Approval/Disapproval: The School Board shall notify the teacher of an approved or disapproved application no later than the regular March School Board meeting.
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Subd. 3. Length and Purpose: Leave may be approved under this section for a period of up to 2 years for purposes including, but not limited to, a course of study at an accredited college or university related to the teacher's responsibilities, foreign or military teaching, or a cultural or work program related to the teacher's position.

Subd. 4. Compensation and Return to Work: Such leaves shall be without compensation; however, upon return from such leave, the teacher shall be placed in the same position on the salary schedule as he/she was on the date of the commencement of the leave. Credits earned while on such leave, if approved pursuant to the provisions of ARTICLE VI, may be used to advance on the salary schedule.

Section 7. Professional Visitation Leave: Upon written request, teachers may be granted release time for classroom visitation and school observation. Teachers on this leave shall be reimbursed for necessary expenses. Substitutes shall be provided by the School District.

Section 8. Child Care Leave:

Subd. 1. Use: A child care leave may be granted by the School District, subject to the provisions of this section, to one (1) teacher-parent of a natural or adopted child, provided such teacher-parent is caring for the child on a full-time basis.

Subd. 2. Request: A teacher making application for child care or adoption leave shall inform the Superintendent in writing of the request to take the leave at least three (3) calendar months before commencement of the intended leave. Unusual medical or legal circumstances may allow certain modifications and concessions by the school district in regard to the three (3) month notification.

Subd. 3. Medical Statement: A teacher will provide, at the time of the leave application, a statement from the attending physician indicating the expected date of delivery.

Subd. 4. Date of Leave: The School District may adjust the proposed beginning or ending date of a child care leave so that the dates of the leave are coincident with some natural break in the school year – i.e., winter vacation, spring vacation, semester or quarter break, end of a grading period, end of the school year, or the like.

Subd. 5. Duration: In making a determination concerning the commencement and duration of a child care leave, the School Board shall not, in any event, be required to:

(1.) Grant any leave for more than twelve (12) months in duration;

(2.) Permit the teacher to return to employment prior to the date designated in the request for child care leave.

Subd. 6. Reinstatement: A teacher returning from child care leave shall be reinstated in a position for which he/she is licensed and qualified unless previously discharged or placed on unrequested leave of absence.
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Subd. 7. Failure to Return: Failure of the teacher to return pursuant to the date determined under this section shall constitute grounds for termination unless the School District and the teacher mutually agree in writing to an extension in the leave.

Subd. 8. Salary and Fringe Benefits: Leave under this section shall be without pay or fringe benefits.

Section 9. Workers’ Compensation Leave: Pursuant to M.S. 176, a teacher injured on the job in the service of the School District and collecting workers’ compensation insurance, may draw PTO and/or banked PTO and receive full salary from the School District, the teacher’s salary to be reduced by an amount equal to the insurance payments, and only that fraction of the days not covered by insurance will be deducted from the teacher’s PTO and/or banked PTO.

Section 10. Authorized Leave Insurance Coverage: A teacher on authorized leave of absence is eligible to continue in the School District’s group insurance programs provided pursuant to the insurance policy provisions, and the teacher shall remain on authorized leave for no more than 5 years. The teacher shall pay the entire premium for such insurance commencing with the beginning of the leave, and shall pay to the School District the monthly premium in advance. Non-payment shall result in immediate policy cancellation.

Section 11. Compensation Time / In-house Subbing. In the event a substitute cannot be found, a teacher covering the class will be compensated as follows:

Subd. 1. Teachers will earn compensation time equivalent to the time covered, divided by the number of teachers covering the timeframe/period.

Subd. 2. Elementary and Primary – Teachers will earn 7.5 hours of compensation time divided by the number of teachers who covered the class for full day, or earn 3.75 hours of compensation time divided by the number of teachers who covered the class for a half day.

Subd. 3. Middle and High School – Teachers will earn one eighth of a day of compensation (based on the current 8 period day) for every period covered.

Subd. 4. A teacher may carry over up to a maximum of one day to the next school year. This day can only be carried over for one school year or it will be forfeited.

ARTICLE XIV
UNREQUESTED LEAVE OF ABSENCE (ULA) AND SENIORITY

Section 1. Purpose: Pursuant to this article (designed to implement the provisions of M.S. 122A.40, Subd. 10 the School Board may place a teacher on ULA because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation of school districts.

Section 2. Definitions:

Subd. 1. Terms Defined: For purposes of this article, the terms defined shall have the meaning respectively ascribed to them.
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Subd. 2. Teacher: “Teacher” means a member of the appropriate unit as defined in this Agreement.

Subd. 3 Days: “Days” means calendar days excluding Saturday, Sunday, and legal holidays as defined by Minnesota statutes.

Subd. 4. Qualified: “Qualified” shall mean a teacher who possesses current state licensure in the subject matter category as certified by the Minnesota Department of Education, and has taught such subject matter category while holding such licensure.

Subd. 5. Subject Matter: “Subject matter” shall mean teachers in the following categories:

Elementary Categories:
1) Pre-kindergarten; 2) grades one – six (including instructional consultants)

Secondary Categories:
1) agriculture; 2) arts; 3) business; 4) foreign language; 5) family and consumer science; 6) industrial technology; 7) language arts; 8) mathematics; 9) science; 10) social studies.

P-K-12 Categories:
1) counselor; 2) music instrumental; 3) music vocal; 4) library; 5) physical education; 6) special education (all disabilities).

Subd. 6. Seniority: “Seniority” means the number of days in the School District of continuous teaching service during the regular school year by a continuing contract teacher commencing with the first day of actual service. Teachers teaching less than a full contract day shall accrue seniority on a pro-rata basis in their existing assignment or in the other part-time assignments for which they are licensed and qualified, but shall not be able to displace full-time teachers in other assignments. Teachers on an authorized leave under ARTICLE XIII or teachers on ULA shall continue to accrue seniority credit while on leave. The original seniority date shall be retained by any teacher whose employment has been legally terminated by resignation or termination pursuant to M.S. 122A.40 but whose employment was subsequently reinstated by the School Board without actual interruption of regular service.

Section 3 Unrequested Leave of Absence:

Subd. 1. Terms: The School District may place on unrequested leave of absence (ULA) for a period not to exceed 2 calendar years from the time such leave is commenced, without pay or fringe benefits, such teachers as may be necessary because of discontinuance of position, lack of pupils, financial limitations, or merger of classes caused by consolidation with another district or districts. Such leave shall be effective at the close of the school year.

Subd. 2. Notice and Hearing: Teachers to be placed on ULA shall be entitled to the notice and hearing rights specified in M.S. 122A.40.

Subd. 3. Placement: Teachers shall be placed on ULA in inverse order of seniority in the subject matter categories covered by this Agreement. No teacher shall be placed on ULA if any other qualified teacher with less seniority is employed in the same subject matter category. No teacher shall be
placed on ULA if any other teacher in the same areas of certification is 1) employed on temporary approval by the State Department of Education, 2) a holder of limited certificate, 3) a probationary teacher.

Subd. 4. Affirmative Action: This section shall not apply if its application will result in any violation of an affirmative action program required of the School District by any governmental agency or court, which shall include, but not be limited to, ethnic, race, color, or sex, and any person employed in the affirmative action program may be retained in the same field of subject matter of a teacher with greater seniority if such retention is necessary to effectuate the purpose of such affirmative action program.

Subd. 5. Tie-Breakers: If a reduction in number of teachers affects teachers with identical seniority, then the teacher or teachers in a lower lane or lanes of the salary schedule (i.e. reflecting less preparation) shall be terminated first. If teachers with identical seniority, are also in the same lane of the salary schedule, the teacher or teachers to be placed on ULA shall be those with fewer total years of teaching in public or private schools. If, after the application of the above criteria, a tie still exists, the teacher or teachers to be placed on ULA shall be determined by whoever has the higher TRA file number.

Section 4. Status While On Leave: Any teacher placed on ULA shall remain eligible to participate in all teacher benefit plans, subject to the approval of the insurance carrier. The teacher shall pay the entire premium for such insurance commencing with the beginning of the leave, and shall pay to the School District the monthly premium in advance. Non-payment shall result in immediate policy cancellation. Any teacher placed on such leave may engage in teaching or any other occupation during such period and may be eligible under the Unemployment Compensation Act for such compensation, and such leave will not result in loss of credit for years of service in the School District earned prior to the commencement of such leave if the teacher is subsequently reinstated.

Section 5. Reinstatement:

Subd. 1. Process: No new teachers shall be employed by the School District while any qualified teacher is on ULA in the subject matter category in positions covered by this Agreement. Teachers placed on ULA shall be reinstated to the positions from which they have been given leave, or any other available position in the School District covered by this Agreement in the subject matter categories in which they are qualified as such positions become available. The order of reinstatement shall be in inverse order in which the teachers were placed on ULA. A teacher, if reinstated from ULA, shall advance only to the next step on the salary schedule. Additional experience credit shall be granted while on ULA only if the teacher taught full-time in an accredited school during leave.

Subd. 2. Notices: When placed on ULA, a teacher shall file his/her name and address with the School District personnel office to which any notice of reinstatement or availability of position shall be mailed. Notice shall be given by registered mail, return receipt requested, to such teacher's last known address, and the teacher shall be the responsible to provide for forwarding of mail or for address change.

Subd. 3. Acceptance of Reemployment: If a position becomes available for a qualified teacher on ULA, the School District shall, by certified mail, send the notice of vacancy to such teacher as provided above. The teacher shall have 15 workdays after receipt of said notice to accept reemployment. If a teacher fails to respond to a notice within the 15 work days of receiving notice, the School District may offer the position to the next teacher on the seniority list. A teacher who fails to receive notice
within the 15 work day period, as provided above, shall have no claim to the vacant position involved but shall retain his/her position on the seniority list.

Subd. 4. Reinstatement Rights: Reinstatement rights shall automatically cease 2 years from the date ULA, was commenced, and no further rights to reinstatement shall exist unless extended by written, mutual consent with each qualified teacher.

Section 6. Establishment of a Seniority List: The School District shall, each year, cause a seniority list by name, amount of seniority, licensure, qualification in certified areas, salary schedule placement, and total years of service in teaching to be prepared from the records. It shall thereupon post such list in an official place in each school building of the School District with a copy to the president of the exclusive representative.

Subd. 1. Request for Change: Any teacher whose name appears on such list and who may not agree with the findings of the School District and the order of seniority in said list shall have 10 work days from the date of posting to supply written documentation, proof, and request for seniority change to the School District.

Subd. 2. Final Deadline to Furnish Documentation: If, upon written verification from the exclusive representative that a teacher cannot secure the documentation supporting his/her position, the School District will extend the teacher, upon written request, an additional 10 work days to furnish necessary documentation.

Subd. 3. Final List: Within 15 work days after the posting of such seniority list, subject to the provisions of Subd. 2, above, the School District shall evaluate any and all such written communications regarding the order of seniority contained in said list and may make appropriate changes. A final seniority list shall thereupon be prepared by the School District. Any teacher may challenge the final seniority list so prepared by filing a grievance within 15 work days of final posting. In the absence of a grievance, the posted seniority list will be conclusively deemed to be correct. Each year thereafter, the School Board shall cause such seniority list to be updated to reflect any addition or deletion of personnel caused by retirement, death, resignation, other cessation of services, new employees, or lane changes. Such yearly revised list shall govern the application of ULA until revised.

Section 7. Effect: This article shall be effective at the beginning date of this Master Agreement and shall govern all ULA until a new Agreement is officially ratified. This article shall govern all teachers and shall not be construed to limit the rights of any other licensed employee not covered by the Master Agreement or other Master Agreement affecting such employees.

ARTICLE XV. GRIEVANCE PROCEDURE

Section 1. Definitions and Interpretations:

Subd. 1. Grievance: A “grievance” under this procedure, is a claim by a teacher or the exclusive representative that a violation, misinterpretation, or misapplication of any term or terms of this Agreement has occurred.

Subd. 2. Days: Reference to “days” regarding time periods in this procedure shall refer to working days: a “working day” is defined as all week days unless the days are Saturdays, Sundays, or legal holidays.
Subd. 3. In Writing: "In writing," with reference to a grievance, means a concise statement outlining the nature of the grievance, the provision(s) of the Agreement in dispute, and the relief requested and, with reference to an appeal, means a concise statement outlining the reasons for the appeal and the relief requested.

Subd. 4. Answers: "Answer" means a concise response outlining the School Board's position relative to the grievance.

Subd. 5. Filing and Postmark: The filing or service of any notice or document required by this Agreement shall be timely if it is personally served or if it bears the certified postmark of the United States Postal Service within the time period specified.

Subd. 6. Computation of Time: In computing a period of time prescribed or allowed by the procedures in this article, the date of the act, event, or default for which the designated period of time begins shall not be included. The last day of the period so computed shall be counted, unless it is a Saturday, Sunday, or legal holiday, in which event, the period runs until the end of the next day which is not a Saturday, Sunday, or legal holiday.

Section 2. Time Limitation and Waiver: Grievances shall not be valid for consideration unless they are served in writing as specified in this article within 20 days after the date the first event giving rise to the grievance occurred. Failure to file any grievance within such period shall be deemed a waiver of the grievance. Failure to appeal a grievance from one level to another within the time period provided shall constitute a waiver of the grievance.

Section 3. Adjustment of Grievance: The School District and the grievant shall attempt to adjust all grievances which may arise during the course of employment in the following manner:

Subd. 1. Level I: If the grievance is not resolved through informal discussions, the School District’s designee shall give a written decision relative to the grievance to the parties involved within 10 days after receipt of the written grievance.

Subd. 2. Level II: In the event the grievance is not resolved in Level I, the decision rendered may be appealed to the Superintendent, provided such appeal is made in writing within 5 days after receipt of the decision in Level I. If a grievance is properly appealed to the Superintendent, the Superintendent or his/her designee shall set a time to meet regarding the grievance within 15 days after receipt of the appeal. Within 10 days after the meeting, the Superintendent or his/her designee shall issue a decision in writing to the parties involved.

Subd. 3. Level III: In the event the grievance is not resolved in Level II, the decision rendered may be appealed to the School Board, provided such appeal is made in writing within 5 days after receipt of the decision in Level II. If a grievance is properly appealed to the School Board, the School Board shall set a time to hear the grievance within 20 days after the receipt of the appeal. Within 20 days after the meeting, the School Board shall issue its decision in writing to the parties involved. At the option of the School Board, a committee or representative(s) of the School Board may be designated by the School Board to hear the appeal at this level, and report the findings and recommendations to the School Board. The School Board shall then tender its decision.
Section 4. School Board Review: The School Board reserves the right to review any decision issued under Level I or Level II above provided the School Board or its representative(s) notifies the parties of the intention to review within 10 days after the decision has been rendered. In the event the School Board reviews a grievance under this, the School Board reserves the right to reserve or modify such decision.

Section 5. Denial of Grievance: Failure by the School Board or its representative(s) to issue a decision within the time periods provided shall constitute a denial of the grievance, and the teacher may appeal it to the next level.

Section 6. Arbitration Procedures: In the event that the teacher and the School Board are unable to resolve any grievance, the grievance may be submitted to arbitration as addressed below:

Subd. 1. Request: A request to submit a grievance to arbitration must be in writing signed by the aggrieved party, and such request must be filed in the office of the Superintendent within 10 days following the decision in the Level III of the grievance procedure.

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

Subd. 3. Selection of Arbitrator: Upon the proper submission of a grievance under the terms of this procedure, the parties shall, within 10 days after the request to arbitrate, attempt to agree upon the selection of an arbitrator. If no agreement on any arbitrator is reached, either party may request the BMS to appoint an arbitrator, pursuant to PELRA, providing such request is made within 20 days after the request for arbitration. The request shall ask that the appointment be made within 30 days after the receipt of said request. Failure to agree upon an arbitrator or the failure to request an arbitrator from the BMS within the time periods provided shall constitute a waiver of the grievance.

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

Subd. 5. Decision: The decision by the arbitrator shall be rendered within 30 days after the close of the hearing. Decisions by the arbitrator in cases properly before the arbitrator shall be final and binding upon the parties, subject, however, to the limitations of arbitration decisions as provided in PELRA. The arbitrator shall issue a written decision and order including findings of fact, which shall be based upon substantial and competent evidence presented at the hearing. All witnesses shall be sworn upon oath by the arbitrator.

Subd. 6. Expenses: Each party shall bear its own expenses in connection with arbitration including expenses relating to the party’s representatives, witnesses, and any other expenses, which the party incurs in connection with presenting its case in arbitration. A transcript or recording of the hearing shall be made at the request of either party. The parties shall share equally fees and expenses of the arbitrator, the cost of the transcript or recording, if requested by either or both parties, and any other expenses, which the parties mutually agree are necessary for the conduct of the arbitration. However, the party ordering a copy of such transcript shall pay for such a copy.
Subd. 7. Jurisdiction: The arbitrator shall have jurisdiction over disputes or
disagreements relating to grievances properly before the arbitrator pursuant to the terms of this
procedure. In considering any issue in dispute, in his/her order, the arbitrator shall give due
consideration to the statutory rights and obligation of the School District to efficiently manage and
conduct its operation within the legal limitations surrounding the financing of such operations.

ARTICLE XVI
EDUCATIONAL POLICIES

Section 1. Meet and Confer Meetings: The School Board or its representative(s) shall meet with
representatives of the exclusive representative at least once a month during the regular school year if
desired by the exclusive representative. The time for these meetings shall be set by mutual agreement.
Meetings and discussions may concern any matter related to the employment of teachers, not included
under PELRA, which either side desires to discuss. Minutes of the meet and confer meetings or any
suggested policies resulting from these discussions shall be transmitted to the School Board.

Section 2. Topics: The parties shall exchange ideas in the meet and confer process on, but not
limited to, the following subjects: departmental budget administration, extra-curricular budget
administration, extra-curricular transportation, philosophy and educational goals, search and
experimentation, including federal programs, educational specifications for building and educational
equipment, curriculum, and student discipline.

ARTICLE XVII
PUBLICATION OF AGREEMENT

This Agreement shall be duplicated at the expense of the School District and in such quantity as
to provide each teacher with one (1) electronic copy. This agreement will be accessible to teachers
electronically. The executive team members and negotiators may receive a paper copy.

ARTICLE XVIII
DURATION

Section 1. Term: This Agreement shall remain in full force and effect for a period commencing
July 1, 2017, through June 30, 2019, and thereafter until modifications are made pursuant to PELRA.
Between 60 and 90 days prior to the expiration of this Agreement, the parties shall initiate negotiations
for the purpose of entering into a successor Agreement for the succeeding 2 year period, provided that,
if the exclusive representative is not then the exclusive bargaining agent, then, in the absence of lawful
order to the contrary, negotiations shall be undertaken between the School District and the then duly
authorized exclusive bargaining agent.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the
School District and the exclusive representative. The provisions herein relating to terms and conditions of
employment supersede any and all prior Agreements, resolutions, practices, and School District policies,
rules, or regulations concerning terms and condition of employment inconsistent with these provisions.

Section 3. Finality: Any matters relating to the current Agreement term, whether or not referred
to in the Agreement, shall not be open for negotiating during the term of this Agreement.
Section 4. Severability: The provisions of this Agreement shall be severable, and, if any provisions or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provisions thereof.

Section 5. Soft Salary Freeze: The School District and the exclusive representative agree that, until the date of full ratification of the 2019-2021 Master Agreement, the 2018-2019 teachers' salary schedule shall remain in place, although all teachers are eligible for any step and/or lane advancement and/or longevity pay that they may earn. In addition, all extra-curricular, co-curricular, and additional duty pay shall be frozen at the 2018-2019 amounts.

MEMORANDUM-OF-UNDERSTANDING
BETWEEN
ZUMBROTA-MAZEPPA-DISTRICT-#2805
AND
EDUCATION-MINNESOTA-ZUMBROTA-MAZEPPA

This Memorandum of Understanding (MOU) shall modify Article IX: Hours of Service: Section 4. Prep time:

This MOU shall remain in effect for the school years 2014 through 2017. The parties agree to review the impact of this schedule change and make joint decisions regarding its continuation:

To support technology and other educational initiatives in the 2014-2017 school years, the following prep time will be added to Section 4:

- High School: Teachers will teach six (6) class periods and an advisory period in lieu of a study hall supervision, which is currently part of the teacher assignment:

- Primary/Elementary: K-4 teachers will have a daily twenty (20) minute, duty-free, afternoon recess and grades 5-6 teachers will have duty-free band/choir periods (average of 100 minutes per week), which is currently part of the teacher assignment. K-6 teachers excluded from recess/band prep will receive prep time during three (3) preschool conference days and two (2) excused teacher make-up snow days:

- Teachers who teach an academic overload will be compensated at 12.5% more than their current salary step:

If the decision is made not to continue this model, teacher prep will go back to the way it was done prior to this MOU:
IN WITNESS WHEREOF, the parties hereto cause this Agreement to be signed by their respective representatives.

For the EXCLUSIVE REPRESENTATIVE

By: ________________________________
    President

Date: ________________________________

By: ________________________________
    Chief Negotiator

Date: ________________________________

For the School District

By: ________________________________
    School Board Chair

Date: ________________________________

By: ________________________________
    School Board Clerk

Date: ________________________________

By: ________________________________
    School Board Chief Negotiator

Date: ________________________________
APPENDIX A
INSURANCE PAYMENTS

For the 12 month period from September 1, 2015/2017, through August 31, 2016/2019, the School District will contribute an amount not to exceed:

A. (1) $575-660 per month to pay a teacher’s single health/hospital insurance
   a. A teacher who selects a High Deductible HSA insurance plan will receive $535 towards premium and $125 in their HSA Account.
(2) $900-1050 per month to pay a teacher’s and his/her family dependent’s health/hospital insurance if the teacher has legal dependents.
   a. A teacher who selects a High Deductible HSA insurance plan will receive $800 towards premium and $250 in the HSA Account.

B. (1) $43.93 per month to pay District will pay a teacher’s single dental insurance.
(2) $87.86 per month to pay District will pay double the single premium for a teacher’s and his/her dependent’s dental insurance if the teacher has legal dependents. The maximum increase per year can be no more than 10%.

C. $11 per month to pay a teacher’s long-term disability insurance premium.

D. District will pay full premium for a $30,000 term life insurance policy.

E. In no event shall a husband and wife or parent and child working combination exceed the family allowance provided.

For the 12 month period, from September 1, 2016/2018 through August 31, 2017/2019, the School District will contribute an amount not to exceed:

A. (1) $635-660 per month to pay a teacher’s single health/hospital insurance:
   a. A teacher who selects a High Deductible HSA insurance plan will receive $535 towards premium and $125 in their HSA Account:
(2) $1000-1050 per month to pay a teacher’s and his/her dependent’s health/hospital insurance if the teacher has legal dependents:
   a. A teacher who selects a High Deductible HSA insurance plan will receive $800 towards premium and $250 in their HSA Account:

B. (1) $43.93 per month to pay The District will pay a teacher’s single dental insurance:
(2) $87.86 per month to pay The district will pay double the single premium for a teacher’s and his/her dependent’s dental insurance if the teacher has legal dependents: The maximum increase per year can be no more than 10%:

E. $11 per month to pay a teacher’s long-term disability insurance premium:

B. District will pay full premium for a $30,000 term life insurance policy:
E: In no event shall a husband-and-wife working combination exceed the family allowance provided.
## APPENDIX B-1
### Salary Schedule for 2015-2016

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APPENDIX B-2

Salary Schedule for 2016-2017 2018-2019

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2017-2019 Teacher Master Agreement

APPENDIX C – EXTRA-CURRICULAR SCHEDULE

Base for 20175-20186 13.7% of Step 1 BA on the current salary schedule matrix $5,263

A coach who has had experience in the School District, in other school districts, or in other fields of endeavor will be placed on the salary schedule as agreed between the School District and the coach.

<table>
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<tr>
<th>Assignment</th>
<th>% Base</th>
<th>1 Year</th>
<th>% Base</th>
<th>2 Years</th>
<th>% Base</th>
<th>3 Years</th>
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<tr>
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<tr>
<td>Head</td>
<td>0.70</td>
<td>$3,684</td>
<td>0.80</td>
<td>$4,210</td>
<td>0.90</td>
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</tr>
<tr>
<td>Assist.</td>
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<td>$2,895</td>
<td>0.65</td>
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<td>0.75</td>
<td>$3,947</td>
</tr>
<tr>
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<td>0.60</td>
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<td>0.70</td>
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2017-2019 Teacher Master Agreement

APPENDIX C - EXTRA-CURRICULAR SCHEDULE, continued
Base for 2017-18 13.7% of Step 1 BA on the current salary schedule matrix $5,263

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<th>% Base 3 Years</th>
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2017-2019 Teacher Master Agreement

APPENDIX C - EXTRA-CURRICULAR SCHEDULE, continued
Base for 2017-18 13.7% of Step 1 BA on the current salary schedule matrix $5,263

Teacher Instructors at School $28

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<th>Rate/Game</th>
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<tr>
<td>Referees (V.B.)</td>
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</table>

3 or more games=Rate to be agreed upon between athletic director and official.

Ticket Sales/Bus Chaperones $25.00

Scorers

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<td>Wrestling</td>
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Timers

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<td>Football</td>
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Dance Chaperones/P.A. $33.00

Game Supervisor $59.00

Cross Country Driver $35.50

Volleyball Line Judge $21.50

Speech Judges $71.00

Dance Team Tournament Coordinator $400.00

Wrestling Tournament Coordinator Supervisor $300.00

Page 36
APPENDIX C – EXTRA-CURRICULAR SCHEDULE

Base for 2018-2019 13.7% of Step 1 BA on the current salary schedule matrix $5,385

A coach who has had experience in the School District, in other school districts, or in other fields of endeavor will be placed on the salary schedule as agreed between the School District and the coach.

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<th>% Base</th>
<th>1 Year</th>
<th>% Base</th>
<th>2 Years</th>
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<tr>
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<td>0.65</td>
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<tr>
<td><strong>Homebound</strong></td>
<td></td>
<td>$28</td>
<td></td>
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<tr>
<td><strong>Summer Music Lessons</strong></td>
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<td><strong>Curriculum Writing</strong></td>
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<td>$28</td>
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**EXTRA-CURRICULAR SCHEDULE, continued**

**Base for 2018-2019 13.7% of Step 1 BA on the current salary**

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<th>Rate/Game</th>
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<td>Summer School Teaching</td>
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<tr>
<td>Teacher Instructors at School</td>
<td>$28</td>
</tr>
<tr>
<td>Referees (F.B./B.B.B./G.B.B./WR./S.B./B.B.)</td>
<td>$35.50/game</td>
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<tr>
<td>Referees (V.B.)</td>
<td>$35.50/level</td>
</tr>
<tr>
<td>3 or more games=Rate to be agreed upon between athletic director and official.</td>
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</tr>
<tr>
<td>Ticket Sales/Bus Chaperones</td>
<td>$28 per event</td>
</tr>
<tr>
<td>Scorers</td>
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<tr>
<td>Cross Country</td>
<td></td>
</tr>
<tr>
<td>Scorer 1</td>
<td>$71.00</td>
</tr>
<tr>
<td>Scorer 2</td>
<td>$35.50</td>
</tr>
<tr>
<td>Volleyball</td>
<td>$21.50</td>
</tr>
<tr>
<td>Basketball</td>
<td>$21.50</td>
</tr>
<tr>
<td>Wrestling</td>
<td>$21.50</td>
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<tr>
<td>Timers</td>
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<tr>
<td>Basketball</td>
<td>$21.50</td>
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<td>Football</td>
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<td>Speech Judges</td>
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<tr>
<td>Wrestling Tournament Coordinator Supervisor</td>
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“Assistant to the Childcare Coordinator” Position Proposal

December 2017 School Board Meeting

Proposal for the addition of “Assistant to Childcare Coordinator” title be added to a current “Lead Teacher” position to make the position of “Lead Teacher/Assistant to Childcare Coordinator”.

Cougar Care & Bright Beginnings numbers have grown substantially over the past years – currently our Cougar Care before school program has a daily average of 40+ and the Cougar Care afterschool program has a daily average of 100+. We have also expanded the Bright Beginnings 3 & 4 year old childcare programs – currently during the day we have two classrooms of 3 year olds and two classrooms of 4 year olds.

Duties of the Assistant would include assisting the Childcare Coordinator when needed and when the Coordinator is not in the building; assisting with overall operations of Child Care such as program planning, billing, scheduling, staff management, working with parents and most importantly, caring for the kids.

The increase for this addition would be approximately $3,120. This cost could be directly allocated to the 04 Budget.

The Child Care Program is a very valuable program that many parents in the district utilize and depend upon. The addition of this position would help to maintain the excellence and growth of this program.
Southeast Service Cooperative Board of Directors  
November 21, 2017 Regular Board Meeting  
5:30 PM, Tuesday, November 21, 2017

Present: Karla Bauer, Mary Blair-Hoefit, Mike Christensen, Carol Cravath, Lynn Gorski (by phone), Brian Grudem, Brein Maki, Rob Mathias

Absent: Theressa Arrick-Kruger, Don Leathers

Ex-Officio: Suzanne Riley

Staff: Amy Grover, Dale Walston

Consultant: Bill Colopoulos, Health and Benefits Consultant

Call to Order

Meeting called to order at 5:30 PM by Chair Carol Cravath, who declared a quorum.

Consent Agenda

MOTION: Mike Christensen moved, Brian Grudem seconded to approve and accept the items on the consent agenda: Meeting agenda, meeting minutes, Treasurer’s and Finance Committee reports, bills, fiscal audit contract 3-year extension, Superintendent Advisory Committee and Local Government Advisory Committee meeting summaries. The financial reports reflect the following information: Balance Sheet General Revenue over expense $(24,343), Balance Sheet Insurance Fund revenue over expense $260,836, Balance Sheet SEMNET revenue over expense $58,261, Accounts Receivable $278,534, Bills totaling $332,221, and Payroll totaling $163,116. Motion passed.

Fiscal Audit 2016-17

Kyle Meyers of Abdo, Eick & Meyers presented the audit report; there were no adverse findings.

MOTION: Karla Bauer moved, Mike Christensen seconded to accept the 2016-2017 fiscal audit report. Motion passed.

Meet and Learn

There is no presentation this month. SE/Metro Regional Center of Excellence Director, Jane Drennan, plans to visit the Board at the December meeting.

Health and Benefits Services

Minnesota Healthcare Consortium Development Update. The MHC Board (Lynn Gorski and Suzanne Riley, SSC representatives) met by teleconference on November 1 to award the banking/investment contract to Public Financial Management (PFM), which includes services of MSDLAF and US Bank. A summary of that meeting was provided. The MHC Board meets next in Sartell on December 6.

Updates by Bill Colopoulos. Bill provided an update on the Local Government renewal process and progress with group meetings. He also discussed planning for an annual school pool meeting and work in development of quarterly claims updates for group coordinators.

Local Government Health Pool: Group Withdrawal. With renewals of groups in the pool almost 100% complete, three groups have notified us they will withdraw due to lower quotes from PEIP.
MOTION: Karla Bauer moved, Mike Christensen seconded to accept the withdrawal of South Country Health Alliance group, City of Lewiston, and City of Spring Grove from the Local Government Health Pool effective January 1, 2018. Motion passed.

HIPAA Policies: First Reading. Amy Grover has been working diligently with Compliance Group to conduct all the steps toward achieving HIPAA compliance. Along with the other Service Cooperatives in the MN Healthcare Consortium, SSC is required to by HIPAA compliant. Amy reported on progress and introduced as set of security and privacy policies for first reading. Board members should plan to review these over the next few weeks and be prepared to act on them as a whole at our December 20 meeting. Any questions should be directed to Amy by phone or email prior to that meeting.

MOTION: Rob Mathias moved, Brian Grudem seconded to accept the proposed set of HIPAA policies for first reading. Motion passed.

Development and Innovation

Development and Innovation Report. Katie Schmitt provided a written report with an overview on current program development activities, which include: collaboration with MSC on services and solutions for local government, Facilities Management regional meetings in December and the remodeling of the Co-Lab: Staff Collaboration Space.

Administrative Services

Cooperative Purchasing Report. Sarah Ness provided a written report on partnerships, current discount from Really Good Stuff, Fleet GPS and Telematics bid award and food update. The report also provided a comparison of CPC for quarter 1 for FY17 and FY18. Suzanne shared an update on the partnership between NJPA and the Cooperative Purchasing Connection (eight Service Cooperatives), which will give members access to new national contracts.

Facilities Management Updates. Suzanne gave an update on the cluster meetings that Dave Thompson and Katie Schmitt organized that have been held so far. Also, Dave met with the CESA 10 FM staff to review the process and written reports for this year’s mock OSHA inspections.

Instructional Services

Professional Learning Report. Kari Kubicek provided a written report which highlighted voice of customer activities and member visits with staff and/or administrative team to gain input on professional learning interests. Kari, Jodi Dettmann, and Katie Schmitt are contacting individuals at districts of whom they have worked with this past year to gain feedback and requesting them to distribute an electronic feedback survey to their teachers. Amy introduced a new three-part workshop called Racial Justice Series: Promoting Community Conversations, which SSC will offer in collaboration with the YMCA Mankato. Finally, Katie Schmitt has secured a donation of $500 from Kwik Trip for gift cards to be used as random prize drawing for teacher appreciation and outreach by the Professional Development team.

MOTION: Mike Christensen moved, Brian Grudem seconded to accept a donation of $500 from Kwik Trip for teacher appreciation prize drawings through the SSC Professional Development Program. Motion passed.

Rochester Area Math Science Partnership Report. Sarah Ness provided a written report which focused on the Fall STEM Educator Forum on November 8 and the Teacher Advisor Grant (a $10,000 grant through the Collaborative for Learning and Community) to educate register and train regional K-5 math
educators. RAMSP is accepting nominations for the Outstanding Educator Award until November 30. Workforce Development Committee updates will be presented as well as information on the Rochester Area Chamber Foundation’s STEAM Summit.

Lynn Gorski disconnected from the meeting teleconference at this time.

China-US Program Exploration. Suzanne shared information about our exploration of coordinating a program in Minnesota through Annie Wu, director of international project development of NVTCD Foreign Teacher Training Centre, affiliated with Zhangjiagang Education Department in Suzhou area, China. They will meet with Annie again in December and will report back to the Board.

Operations

Board of Directors Elections Process Update. Amy Grover reported on the nominations received thus far. Two new 4-year education terms, one 1-year education term, and one new 4-year local government term are open for election. We have received nominations for Bree Maki from Lewiston-Altura Public Schools, Jason Marquardt from Mabel-Canton Public Schools, and Carol Cravath from Plainview-Elgin-Millville Public Schools. Ballots have been mailed and are due to SSC by December 19, 2017. Because we had not received a nomination for the local government opening by the deadline, Chairwoman Cravath authorized staff to extend the nomination deadline and a communication was sent to Local Government members immediately. Since then, we received a nomination for Mary Blair-Hoefn from City of Byron.

MOTION: Karla Bauer moved, Rob Mathias seconded to extend the deadline for nomination for the new Local Government term to Wednesday, November 29 and extend the balloting deadline to Wednesday, December 27, after which the Canvassing Committee will count ballots and announce the elected candidate for this position. Motion passed.

Personnel: Open RCE Graduation Support Specialist/School Advocate Position. One of the new charges of the Every Student Succeeds Act (ESSA) is that the MDE statewide system of support will assist schools and districts in the areas of graduation support, principal development and district leadership. When Jane Drennan visits with the Board at the December meeting, she’ll talk about these new responsibilities and how they are being addressed through the Regional Centers of Excellence. The MDE is promoting collaboration between the RCE teams and the Service Cooperative professional development staff, and we are exploring the implementation of a School Principals cohort as a collaborative effort.

As the six Centers gear up for these new responsibilities, staff are being added. With the high number of metro area high schools and several in southeast expected to be served by the SE/Metro RCE, we will be adding a graduation specialist/school advocate position. Document 74 is a description of this position.

MOTION: Mike Christensen moved, Karla Bauer seconded to authorize the Executive Director and RCE Director to conduct a search and selection process and fill the position as soon as possible. Motion passed.

New Executive Director Onboarding Progress Report. Suzanne updated the Board on work with Steve Sallee to prepare for his January 1 official start, as well as planning for orientation and learning with staff when he is here in December.

Executive Director Performance Review. A summary of responses was shared by Chair Cravath.

Board Self-Assessment. A summary of responses was shared by Chair Cravath.
Wood Lake Meeting Center Report. Amy Grover provided a written report outlining monthly comparison occupancy and usage data.

Next Meeting and Adjournment

The December 2017 regular Board meeting date is Wednesday, December 20 at 5:30 PM (preceded by the Canvassing Committee at 4:30 PM and the Finance Committee at 5:00 PM).

MOTION: Rob Mathias moved, Brian Grudem seconded to adjourn the meeting. Motion passed.

Brian Grudem, Clerk
CALENDAR

2017 and 2018 Board Meeting Schedule – Meetings are located in the Wood Lake Meeting Center at Southeast Service cooperative and start at 5:30 PM unless otherwise noted.

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<thead>
<tr>
<th>2017 Meeting Schedule</th>
<th>2018 Meeting Schedule</th>
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<td>Wednesday, January 31, 2017 – Annual Meeting</td>
<td>Wednesday, January 24, 2018 – Annual Meeting</td>
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<td>Wednesday, April 26</td>
<td>Wednesday, April 18, 2018</td>
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<td>Wednesday, May 24</td>
<td>Wednesday, May 23, 2018</td>
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<td>Wednesday, June 28</td>
<td>Wednesday, June 27, 2018</td>
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<td>NO REGULAR MEETING IN JULY</td>
<td>NO REGULAR MEETING IN JULY</td>
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<td>July 12–14, MSC Board Conference</td>
<td>July 11-13, MSC Board Conference</td>
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<td>Wednesday, August 16</td>
<td>Wednesday, August 15, 2018</td>
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<td>Wednesday, September 27</td>
<td>Wednesday, September 26</td>
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<td>Thursday, October 12 – Exec Dir (2nd Interviews)</td>
<td>Wednesday, October 24</td>
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<td>Friday, October 13 – Exec Dir Candidate Review</td>
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<td>Thursday, October 19 – Exec Dir (3rd Interviews)</td>
<td>Wednesday, December 26</td>
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<td>Wednesday, October 25</td>
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<td>Tuesday, November 21 – changed from 11/22</td>
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<td>Wednesday, December 20 – changed from 12/27</td>
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MSC (MN Service Cooperatives) Board Meetings: Mike Christensen elected at the June 2014 Board meeting to a four-year term on the MSC Board July 1, 2014 through June 30, 2018. Mary Blair-Hoefp elected at the June 2015 Board meeting to a four-year term on the MSC Board July 10, 2015 through June 30, 2019. Meeting dates:

- Wednesday, January 10, 2018, Time 3:00 – 4:30 PM, Minneapolis, location TBD
- July 2018 – Time/Date to be determined, in conjunction with MSC Board Conference

MN Service Cooperatives Board Conference 2018
Wednesday-Friday, July 11 – 13 at Cragun’s Resort, Brainerd

CPC Board (Cooperative Purchasing Connection): Mary Blair-Hoefp, SSC Representative
- Tuesday, October 17 Teleconference
- Wednesday, January 10, 2018 in conjunction with MSBA Leadership Conference, Minneapolis Convention Center. Meeting time and location - TBD

MHC Board (Minnesota Healthcare Consortium): Lynn Gorski and Suzanne Riley
- Wednesday, November 1, Time 11:00 AM Teleconference
- Wednesday, December 6, 2017, Time 3:30 – 5:30 PM at Resource Trg & Solutions, Sartell
- Wednesday, May 2, 2018, Time 3:30 – 5:30 PM at Resource Trg & Solutions, Sartell
- Wednesday, July 11, 2018, Time 3:30 – 5:30 PM, Cragun’s Resort

Association of Education Service Agencies Conference
- 2017: November 29 – December 2 in San Antonio, Texas
- 2018: November 28 – December 1, Colorado Springs, Colorado
Minutes of Board Meeting
Goodhue County Education District

Members Absent: B. Owens, CF

A Board Meeting of the Goodhue County Education District was held Thursday, November 2, 2017, beginning at 7:00 PM in the River Bluff Education Center, Red Wing.

I. Call to Order/Adoption of Agenda: J. Wendt called the meeting to order. D. Balow motioned to adopt the agenda. K. Bauer seconded, motion carried.

II. Consent Agenda: A. Lohman motioned to approve the claims and September 28th, 2017 minutes. D. Balow seconded, motion carried.

A. Approval of Claims: Amber Lohman (Please come in 15 minutes early)
   1. Approval of the September 28th, 2017 Minutes

B. Staff Updates: C. Johnson mentioned that we have been able to hire remaining paraprofessional positions at RBEC. C. Hovel had been 1.0 in years past, CF had a decline in EC enrollments and didn’t need that position as a 1.0 so it was reduced to .8 beginning of the 17-18 school year. Since then CF EC enrollment has again increased and CF has requested to increase C. Hovel from .8 to 1.0. K. Bauer motioned to approve the increase. B. Borgschatz seconded, motion carried.

1. New Hire: Amanda McDonnell, Paraprofessional - RBEC; Brian Sherman, Paraprofessional - RBEC; Courtney Hovel, EC Teacher - CF from .8 to 1.0; Jackie Salo, Paraprofessional - RBEC

2. Transfers:

3. Resignations:

4. Leave of Absence:

III. Public Input:

IV. Reports and Communication:

A. Business Manager Report: J. Paradis reported on the 2017-2018 budget as of 9/30/17. We have received $2,043,068 or 17% of the adopted revenue budget, compared to 17% at 9/30/16 and 19% at 9/30/15. We have expended $1,843,885 or 15% of the adopted expense budget, compared to 14% at 9/30/16 and 14% at 9/30/15. Our supply purchases are running ahead of trend, but should slow as budgets are hit for the year. Cash flow for 2017-2018 has a few low spots in January and February based on the latest IDEAS projections from MDE. These have improved since the September board meeting. J. Paradis will continue to monitor this as we receive updates. The September bank reconciliation has been included in the packet for your information.

V. Old Business:

A. Negotiations Update: C. Johnson mentioned that the next negotiations session is scheduled for Monday November 6th. Some of the member districts are settled.
VI. New Business:

A. GCED Audit: C. Johnson introduced Steve Salveson from Smith-Schafer Associates, LTD. Mr. Salveson presented on the GCED audit. For an Audit Opinion, Smith-Schafer issued an unmodified "clean" opinion on the District’s June 30, 2017 Financial Statement, which he commented has been the same as in the past. The Audit Opinion provides reasonable, but not absolute, assurance that District’s financials are free of material misstatement. S. Salveson also reported under the Minnesota legal compliance, that there were no compliance exceptions. The Internal Control Letter, also had no findings as did the Single Audit. Most of the revenues increased due to Lake City becoming a member district. In summary, S. Salveson mentioned the General Fund revenues exceeded expenditures by $148,529 in FY 2017, this was $169,847 better than the budgeted decrease of $21,318. The unassigned General Fund balance at June 30, 2017 is 7.5% of current General Fund expenditures. Cash flow and fund balance consideration include: changes in metering of State payments which effects payments of State special education aid and payment by member districts; no authority to borrow or levy taxes and new building construction completed in fiscal 2016. Key financial highlights for the 16-17 fiscal year include: Lake City joined GCED and began receiving services and participating in federal grants; GCED was the host to two alternative high schools, one middle level program and Targeted Services programs were held in all of our member districts; GCED continued hosting FuelEd Online courses and has expanded county wide; GCED was approved as a Q Comp district and GCED was awarded a Setting IV Staff Development Grant intended to build the capacity of adults working with students that have extreme behavior needs. S. Salveson thanked C. Johnson, J. Paradis and C. Luhman for all their help this year. C. Johnson commented that S. Salveson and Smith-Schafer Associates have been doing the GCED audit for almost 11 years.

B. Caseload Policy: C. Johnson presented the first reading of Caseload Policy 50. C. Johnson mentioned that the percentages have changed from 50% to 60%. C. Johnson commented that member districts must update this caseload policy. C. Johnson will add this to the agenda for the next superintendent meeting.

C. Habitat Trip Request: Lori Nicolai, Social worker at RWHS presented the 2018 SEA program Habitat for Humanity Trip Proposal. This proposal listed an estimated cost for this year’s trip. Estimated cost which includes housing, food transportation and other activities is $14,825. This trip is scheduled for May 6-12, 2018. L Nicolai mentioned that students and staff are yet to be determined. There are criteria that students must meet in order to be eligible for the habitat trip. The trip is funded by grants from The United Way and supplemented by GCED. J. Wendt motioned to approve the Habitat Trip Request. B. Borgschatz seconded, motion carried.

D. CAP Analysis: C. Johnson presented this information at the last superintendent meeting and went through the spreadsheet thoroughly so that each district understands how their formulas work. Districts just received actual SFY16 amounts middle of September. C. Johnson commented that at some point, if
trends continue, each district will reach their CAP. J. Paradis along with C. Johnson discussed each line with the board to explain how each district will end up with funding. A decrease in enrollment and increase in special education is what brings districts closer to reaching their CAP.

E. Cross Subsidy Analysis: C. Johnson presented the cross subsidy analysis which shows how much districts are paying for special education students which impacts all services in a district. C. Johnson commented that the best way to control special education costs in member districts is intervention, close those achievement gaps before referral is necessary.

F. Fernbrook: C. Johnson commented that GCED has a CTSS agreement with Fernbrook to provide diagnostic, skills work and mental health for students at RBEC. Those students with IEP’s and receive MA help pay for those services. Currently have three mental health providers here at RBEC that service students on IEP’s and about 4% of general education students. There were some discrepancies in paperwork. C. Johnson commented that every student received services and those services were good. C. Johnson commented that when the discrepancies became apparent, GCED took action and is currently working with DHS on the implications. C. Johnson has implemented new procedures effective 10/13/17.

VII. Other:

VIII. Comments: Board/Director

IX. Next Meeting Date: Wednesday December 6th, 2017 at 6:00 pm at Liberty's

X. Adjournment: J. Wendt motioned to adjourn. K. Bauer seconded, motion carried.