

# **WAYZATA PUBLIC SCHOOLS**

Independent School District 284  
Wayzata, Minnesota

## **BOARD OF EDUCATION**

Special Meeting - June 28, 2010 - 5:45 PM  
District Administration Building  
210 County Rd. 101, N, Plymouth, MN

### **AGENDA**

- |    |  |    |
|----|--|----|
| 1. | CALL TO ORDER - Board Chair Peterson             | 3  |
| 2. | HUMAN RESOURCES RECOMMENDATIONS                  | 4  |
| 3. | APPROVAL OF PRINCIPALS' CONTRACT FOR 2010 - 2012 | 5  |
| 4. | APPROVAL OF CUSTODIAL CONTRACT FOR 2010 - 2012   | 11 |
| 5. | READY4K SCHOOL BOARD ENDORSEMENT                 | 26 |
| 6. | ADJOURN  | 36 |

# WAYZATA PUBLIC SCHOOLS

Independent School District 284

Wayzata, Minnesota

## MISSION

### **Our Core Purpose:**

The mission of Wayzata Public Schools is to ensure a world-class education that prepares each and every student to thrive today and excel tomorrow in an ever-changing global society.

## VISION

### **What We Intend to Create and Experience:**

The vision of Wayzata Public Schools is to be a model of excellence where all students discover their unique talents, develop a love and tenacity for learning and demonstrate confidence and capacity for success through:

### **Exceptional Student Learning, Experiences and Relationships:**

- High achievement by each and every student—no exceptions, no excuses;
- Content-rich, rigorous and personalized education;
- Meaningful relationships with teachers, staff, mentors and peers in a welcoming, nurturing and safe environment where all are valued for who they are and the contributions they make.

### **Community Trust, Confidence and Partnership:**

- Comprehensive learning opportunities meeting diverse learner needs and community aspirations;
- Committed to being the first choice for students and families;
- Maintaining the highest levels of satisfaction and pride by staff, parents and community.

### **Operational Excellence:**

- Attraction, development and retention of exemplary, creative and engaged employees;
- Accountability by all staff for individual and collective performance;
- Effective and efficient use of time and human, financial and physical resources;
- Culture of continuous improvement and responsive innovation;
- High performing district governance, management and partnerships.

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Special Meeting – June 28, 2010**

**AGENDA ITEM:** 1. CALL TO ORDER/ROLL CALL

**COMMENTS BY:** Board Chair Peterson

**Susan Droegemueller, Board Clerk, will call the roll:**

	<u>PRESENT</u>	<u>ABSENT</u>
Ms. Linda A. Cohen	_____	_____
Ms. Susan Hayes Droegemueller	_____	_____
Ms. Susan Gaither	_____	_____
Ms. Patricia L. Gleason	_____	_____
Mr. Jay A. Hesby	_____	_____
Mr. John A. Moroz	_____	_____
Ms. Carter G. Peterson	_____	_____
Dr. Chace B. Anderson, Ex Officio	_____	_____

**WAYZATA PUBLIC SCHOOLS**  
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**BOARD OF EDUCATION**

Special Meeting – June 28, 2010

**AGENDA ITEM: 2. HUMAN RESOURCE RECOMMENDATIONS**

**COMMENTS BY: Ms. Annie Doughty**

Employment

**Brenda Arrington** Director of Research & Evaluation District  
Retirement – Lois Robbins

Rescind Contract Modification and Cancel Contract for 2010-11 School Year

**Mercedes Sheldon**, rescind contract modification (.833 to .916) approved at April 12, 2010 Board of Education meeting, of teacher who was non-renewed at the May 10, 2010 Board of Education meeting. The 2010-11 contract with Ms. Sheldon is canceled, consistent with the Board’s May 10, 2010 action to non-renew her contract.

**RECOMMENDED ACTION:** Approve the Human Resource Actions as recommended.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions<sup>4</sup> \_\_\_\_\_

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Special Meeting – June 28, 2010**

**AGENDA ITEM: 3. APPROVAL OF PRINCIPALS’ CONTRACT FOR 2010-2012**

**COMMENTS BY: Ms. Annie Doughty, Mr. Jay Hesby**

The School Board Bargaining Team and the Wayzata Principals’ Association have reached an agreement for the 2010-2012 contract. The Principals’ Association voted on June 24, 2010 and ratified the contract. Attached is a copy of the language and costing model.

Salary schedule improvement is 1.5% for 2010-2011 and 1.00% for 2011-2012.

Negotiation team members were:

Steve Root, Tom Koch, Gary Kipling and Jeff Ridlehoover represented the principals.

Jay Hesby, Board member, and Annie Doughty, Executive Director of Human Resource Services, represented the School Board.

We continue to enjoy and appreciate a very professional and collaborative working relationship with the Principals’ Association. They are consummate professionals and it is exemplified in all they do on behalf of the students and staff in their buildings.

**RECOMMENDED ACTION:** Approve the contract with the Principals for the period July 1, 2010 through June 30, 2012 as tentatively agreed upon by the bargaining teams.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions \_\_\_\_\_



## Wayzata Principal's Association

And

## Independent School District 284

### 2010-12 Tentative Agreement - June 22, 2010

#### Section 4.2 Basic School Year

Effective July 1, 2006, the number of scheduled work weeks will be as follows: High School Principal, High School Associate Principals, Middle School Principal(s) – 48 weeks, Elementary Principals – 47 weeks; Middle School Associate Principals – 46 weeks. ~~There shall be no carry-over of non-work days from one basic school year to another.~~ There shall be no payment for work days in excess of contracted days unless approved by the Superintendent. Principals may schedule ten (10) non-work days during the teacher work year subject to supervisor approval. No more than five (5) consecutive non-work days may be scheduled at one time. Changes to these limits may be approved at the discretion of the Superintendent. Principals may carryover up to five (5) non-work days per year. Deduction for each work day of absence without pay during the basic school year will be based upon the principal's annual salary divided by the annual number of work days and paid holidays. If so requested by the Employer, an individual principal may continue his regular basic duties beyond the basic school year. The individual principal may request a one year modification to the number of work days in the basic school year. If approved, the salary for that year shall be prorated from the basic salary schedule.

#### Section 6.5 Deferred Compensation (Tax Sheltered Wages)

A Deferred Compensation Option shall be available to all principals. Salary Reduction Agreements (SRA) may be submitted for approval at any time during the calendar year. Approved SRA's will be implemented not later than twenty-one (21) days following the submission of an accurate application.

For each fulltime principal, the Employer will match the contributions of such principal to a Deferred Compensation Agreement, subject to a maximum contribution by the Employer of two percent (2%) of such principal's basic salary.

~~Effective July 1, 1994,~~ The employer will contribute up to \$2,000 to a deferred compensation plan if matched by the individual principal.

All principal and employer contributions to deferred compensation plans must be within the limits specified by law.

#### Section 6.6 Dental Insurance

~~Effective July 1, 1982, or as soon thereafter as the principals have enrolled in a dental insurance plan,~~ The Employer shall contribute the total monthly premium for each principal enrolled in individual employee or family coverage under the plan.

Participation in the insurance program selected shall be voluntary. Coverage shall be available from the first day of employment but shall be effective only upon the enrollment of the individual principal and his or her family.

### **Section 7.4 Personal Leave**

Each full-time principal is eligible for two (2) days of leave during each basic school year for absence required for the transaction of personal business which cannot be completed outside the normal school day. This leave ~~is non-cumulative~~ may accrue to a maximum of three (3) days. Requests for such leave shall be submitted to the Superintendent in writing at least three (3) duty days in advance, except for emergency situations.

### **Section 7.8 Child Care Leave**

A full-time principal who has been continuously employed for a period of at least one (1) full year prior to the time that the leave of absence is to become effective may be granted a leave of absence without pay for a period of up to twelve (12) months for the purpose of providing full-time care for a newborn or newly adopted child or children. An employee may utilize accumulated sick leave up to a maximum of two weeks for child care leave. Additional days may be granted based on individual circumstances. Written application for such leave shall be submitted to the Superintendent at least four (4) months prior to the effective date of such leave.

A child care leave shall be for the period approved by the Employer in consultation with the principal. The Employer may adjust the starting time for the leave for good cause shown.

### **Section 9.4 Payment**

For purposes of this section, Severance Pay is defined as Sick Leave conversion, and the Severance Pay Calculation. The employee will not receive direct payment from the District for severance pay.

Severance Pay will be distributed according to the following plan: 50% will be distributed to the Minnesota State Retirement System Health Care Savings Plan and the remainder will be distributed to a 403(b) account established by the employee exclusively for the purpose of receiving such payment (“the Severance 403(b)”).

Upon request of the District, the employee shall provide information needed to determine the amount of the District contribution that may be deposited into the Severance 403(b) without exceeding the applicable IRS limits on annual additions to all tax-deferred accounts held by the employee. The information needed shall be provided regardless of whether the employee has retired or is still employed by the District. For purposes of calculating the deferment limit, the District will provide the employee with contribution information for the last 12 months.

The District contribution to the Severance 403(b) shall be made on the schedule currently used, except that, in the event any such deposit would violate the applicable IRS limits, the Board may adjust the payment schedule as needed.

The retiree will not make any other deposits to the Severance 403(b) until the District has paid out the entire amount of severance due.

In the event the full amount of severance cannot be deposited into the 403(b) due to the IRS limits, any amount remaining shall be deposited on the first January payroll in the year following the retirement date (e.g. June 30<sup>th</sup> 2007 retirement, the first

payment would be July 31<sup>st</sup> of the same year 2007 and the final payment would be January 15<sup>th</sup> 2008- of the following year..)

## **Section 9.5 Insurance Benefits**

For eligible principals hired on or before June 30, 1994 ~~and retire on or before June 30, 2008~~, the following retirement benefits apply. Any eligible principal who has completed ten (10) or more years of continuous service to the District and who has attained the age of fifty-five (55) as of the effective date of retirement shall be eligible for the same employer contribution toward the premium actually charged by such retired principal's insurance carrier for hospital/medical insurance, for the same life insurance benefit, and individual or family dental insurance as provided to eligible principals actively at work. ~~Benefits available under the hospital/medical insurance plan shall be coordinated with any government-provided benefits (such as Medicare) to provide the same total benefits available to principals actively at work.~~ Such hospital/medical and dental insurance shall terminate at the end of the month in which the principal attains age ~~seventy (70)~~. Medicare eligibility.

~~For~~ eligible principals hired after June 30, 1994 ~~and retire on or before June 30, 2008~~ the following retirement benefits apply. Any eligible principal who has completed ten (10) or more years of continuous service to the District and has attained the age of fifty-five (55) as of the effective date of retirement, shall be eligible for a maximum contribution of 90% of the District contribution for the coverage level the retiree is enrolled for lowest cost of the family premium toward hospital/medical insurance and dental insurance. Such hospital/medical and dental insurance shall terminate at Medicare eligibility.

~~For eligible principals who retire after June 30, 2008 such continued employer insurance premium contribution shall terminate at the end of the month in which the principal becomes eligible for Medicare.~~

~~Dental insurance coverage shall terminate at the end of the month in which the principal attains age sixty-five (65).~~ Benefits under the life insurance plan shall be based on the last annual salary of the retired principal. Such coverage shall terminate at the end of the month in which the principal attains the age of sixty-five (65).

In the event of the death of a retired principal, the Employer will pay the total premium for continued hospital/medical insurance for the surviving spouse for a period of twelve (12) months or until the date the retired principal would have attained ~~age seventy (70)~~ Medicare eligibility, whichever occurs earliest. The surviving spouse may, at their own expense, continue participation in the hospital/medical insurance plan beyond the twelve (12) month period until the date the retired principal would have attained ~~age seventy (70)~~. Medicare eligibility.



COST CHANGE FACTORS SECTION:			2009-10	2010-11	Pct Incr	2011-12	Pct Incr		
WAGES PERCENT INCREASE:				1.50%		1.00%			
(Change in cells C5 and D5, not here)									
<u>Wage Base</u>									
TRA (increase to 6.0 7/1/11)	0.055	\$ 128,523	\$ 131,337	2.19%	\$ 145,021	10.42%		2010-11	2011-12
FICA	106,800	0.062	\$ 125,810	\$ 125,810	0.00%	\$ 125,810	0.00%	106,800	106,800
Medicare	unlimited	0.0145	\$ 33,883	\$ 34,625	2.19%	\$ 35,047	1.22%		
403 (b)		2%	\$ 46,736	\$ 47,759	2.19%	\$ 48,340	1.22%		
Def Comp		\$2,000	\$ 38,000	\$ 38,000	0.00%	\$ 38,000	0.00%		
LTD (change from .00398)		0.0029	\$ 9,300	\$ 6,925	-25.54%	\$ 7,009	1.22%		
Life Insurance (change from .001476)		0.00096	\$ 6,898	\$ 4,585	-33.54%	\$ 4,641	1.22%		
Vacation Accrual			\$ 19,755	\$ 20,187		\$ 20,433			
<b>TOTAL COST BENEFITS</b>			<b>\$ 408,905</b>	<b>\$ 409,228</b>	<b>0.08%</b>	<b>\$ 424,301</b>	<b>3.68%</b>		
<b>Health Insurance Low Deductible:</b>			<b>2009-10</b>	<b>2010-11</b>		<b>2011-12</b>			
Pct Increase in Rates		# of participants		6.00%		6.00%			
Single Rate		3	\$ 401.80	\$ 425.91	6.00%	\$ 451.46	6.00%		
<b>Total Cost Single</b>			<b>\$ 14,465</b>	<b>\$ 15,333</b>	<b>6.00%</b>	<b>\$ 16,253</b>	<b>6.00%</b>		
1+1 Rate		4	\$ 836.22	\$ 886.39	6.00%	\$ 939.58	6.00%		
<b>Total Cost 1+1</b>			<b>\$ 40,139</b>	<b>\$ 42,547</b>	<b>6.00%</b>	<b>\$ 45,100</b>	<b>6.00%</b>		
Family Rate		7	\$ 1,172.49	\$ 1,242.84	6.00%	\$ 1,317.41	6.00%		
<b>Total Cost Family</b>			<b>\$ 98,489</b>	<b>\$ 104,399</b>	<b>6.00%</b>	<b>\$ 110,662</b>	<b>6.00%</b>		
<b>Retirees</b>			<b>\$ 34,926</b>	<b>\$ 37,021</b>	<b>6.00%</b>	<b>\$ 39,242</b>	<b>6.00%</b>		
<b>Health Insurance High Deductible:</b>									
Single Rate		1	\$ 401.80	\$ 425.91	6.00%	\$ 451.46	6.00%		
<b>Total Cost Single</b>			<b>\$ 4,822</b>	<b>\$ 5,111</b>	<b>6.00%</b>	<b>\$ 5,418</b>	<b>6.00%</b>		
1+1 Rate		1	\$ 812.11	\$ 860.84	6.00%	\$ 912.49	6.00%		
<b>Total Cost 1+1</b>			<b>\$ 9,745</b>	<b>\$ 10,330</b>	<b>6.00%</b>	<b>\$ 10,950</b>	<b>6.00%</b>		
Family Rate		3	\$ 1,147.90	\$ 1,216.77	6.00%	\$ 1,289.78	6.00%		
<b>Total Cost Family</b>			<b>\$ 41,324</b>	<b>\$ 43,804</b>	<b>6.00%</b>	<b>\$ 46,432</b>	<b>6.00%</b>		
<b>Retirees</b>			<b>\$ 8,771</b>	<b>\$ 9,297</b>	<b>6.00%</b>	<b>\$ 9,297</b>	<b>0.00%</b>		
<b>TOTAL COST HEALTH</b>			<b>\$ 252,680</b>	<b>\$ 267,841</b>	<b>6.00%</b>	<b>\$ 283,354</b>	<b>5.79%</b>		
<b>Dental</b>				Single	1+1	Family			
Pct Increase in Rates 10-11				3.00%	3.00%	3.00%			
Pct Increase in Rates 11-12		# of participants		3.00%	3.00%	3.00%			
Single Rate		4	\$ 41.56	\$ 42.81	3.00%	\$ 44.09	3.00%		
<b>Total Cost Single</b>			<b>\$ 1,995</b>	<b>\$ 2,055</b>	<b>3.00%</b>	<b>\$ 2,116</b>	<b>3.00%</b>		
1+1 Rate		5	\$ 73.50	\$ 75.71	3.00%	\$ 77.98	3.00%		
<b>Total Cost 1+1</b>			<b>\$ 4,410</b>	<b>\$ 4,542</b>	<b>3.00%</b>	<b>\$ 4,679</b>	<b>3.00%</b>		
Family Rate		10	\$ 106.50	\$ 109.70	3.00%	\$ 112.99	3.00%		
<b>Total Cost Family</b>			<b>12,780</b>	<b>13,163</b>	<b>3.00%</b>	<b>\$ 13,558</b>	<b>3.00%</b>		
<b>Retirees</b>			<b>\$ 3,440</b>	<b>\$ 3,543</b>		<b>\$ 3,649</b>			
<b>TOTAL COST DENTAL</b>			<b>22,625</b>	<b>23,303</b>	<b>9.00%</b>	<b>24,003</b>	<b>9.00%</b>		

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Special Meeting – June 28, 2010**

**AGENDA ITEM: 4. APPROVAL OF CUSTODIAL CONTRACT FOR 2010-2012**

**COMMENTS BY: Ms. Annie Doughty, Mr. John Moroz**

The School Board Bargaining Team and the Wayzata Custodial Maintenance Union have reached agreement for the 2010-2012 contract. The Custodial Maintenance Union Membership voted on June 28, 2010 to ratify the contract. Attached is a copy of the language and the costing model.

Salary schedule improvement was 1.5% for 2010-11 and 1.00% for 2011-12.

The negotiation team members were:

Leif Grina, Dave Horn, Rich Kimpel, Pat Olson, Mark Tierney and Carri Williams for the Custodial Maintenance unit.

Joe Matson, Mike Johnson, John Moroz and Annie Doughty represented the School Board.

We would like to express appreciation for the hard work and collaborative efforts put forth by the negotiation team members throughout the negotiation process. The entire process was one of respect, professionalism and collaboration.

**RECOMMENDED ACTION:** Approve the contract with the Custodial Maintenance employees for the period July 1, 2010 through June 30, 2012 as tentatively agreed upon by the bargaining teams.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions<sup>11</sup> \_\_\_\_\_



**ISD 284 Custodial Maintenance Employees  
SEIU Local 284 And  
District 284**

**2010-12 Tentative Agreement - June 16, 2010**

New Language underlined

~~Deleted Language strike through~~

**Section 3.1 • Probationary Period**

Each new employee shall serve a probationary period of one hundred eighty (180) work days of continuous service. Upon hiring, the Employer shall inform the new employee of the end date of their probationary period. The Employer will provide each probationary employee at least one (1) written performance evaluation within the first ninety (90) workdays during the probationary period. The Employer may terminate a probationary employee without specifying any cause and without recourse to the grievance procedure. After an employee has completed the probationary period, the Employer may discipline or discharge such employee for just cause. Vacation shall be accrued but not taken during the probationary period unless with the approval of the Director of Buildings and Grounds or designee.

Each new full-time employee shall earn and may use up to one (1) personal day during their first six months of employment and shall earn and may use the additional day in their second six months of employment. Floating Holidays may not be used until the custodian has worked six continuous months.

~~Commencing July 1, 2002, all Designated Head Custodians and Specialists Employees~~ identified as receiving a “factored” rate of pay, shall serve a probationary period of one hundred eighty (180) workdays of continuous service in the newly assigned position. The Employer may return the employee during the probationary period without recourse to the grievance procedure. Likewise, the promoted employee may rescind the promotion during the probationary period except when an specialist employee's position is filled by a new hire. The reassignment or request to rescind would be to the position said employee held immediately prior to the promotion. All subsequent postings directly related to probationary position posting would likewise bump back to the position held immediately prior to the promotion.

**Section 3.3 • Progressive Discipline**

Upon completion of the probationary period as provided in Section 3.1, the Employer may discipline or discharge an employee only for just cause. Disciplinary action shall normally include the following steps, except in cases of serious misconduct:

1. Oral reprimand
2. Written reprimand
3. Suspension

#### 4. Termination

Depending on the severity of the issue, the District reserves the right to pursue any level of discipline the District deems appropriate.

Employees who are subject to the above actions shall have the right to have union representation, if desired, at any meeting with the district's representative(s). They also have the right to the grievance procedure.

### **Section 4.1 • Wage Rates**

The following wage rates shall be applicable to employees covered by this agreement during the 2008-2010 contract years.

#### **2008-2009 2010-11**

<b>Full Time Custodians</b>	<b>New Hires &amp; Former Building Cleaners</b>	
Step 1	<del>\$13.54</del>	<u>\$14.13</u>
Step 2	<u>\$14.05</u>	<u>\$14.66</u>
Step 3	<u>\$14.62</u>	<u>\$15.26</u>
Step 4	<u>\$15.86</u>	<u>\$16.54</u>
Steps 5 - 6	<u>\$17.80</u>	<u>\$18.57</u>
Steps 7 - 10	<u>\$19.76</u>	<u>\$20.61</u>
Steps 11 - 15	<u>\$19.92</u>	<u>\$20.79</u>
Steps 16 - 20	<u>\$20.13</u>	<u>\$21.00</u>
Steps 21 - 25	<u>\$20.35</u>	<u>\$21.23</u>
Steps 26 - 29	<u>\$20.57</u>	<u>\$21.47</u>
Steps 30 and beyond	<u>\$20.78</u>	<u>\$21.68</u>
<b>Part Time Custodians</b>	<u>\$13.54</u>	<u>\$14.13</u>

#### **2009-2010 2011-12**

<b>Full Time Custodians</b>	<b>New Hires &amp; Former Building Cleaners</b>	
Step 1	<u>\$13.92</u>	<u>\$14.27</u>
Step 2	<u>\$14.44</u>	<u>\$14.81</u>
Step 3	<u>\$15.03</u>	<u>\$15.41</u>
Step 4	<u>\$16.30</u>	<u>\$16.71</u>
Steps 5 - 6	<u>\$18.30</u>	<u>\$18.76</u>
Steps 7 - 10	<u>\$20.31</u>	<u>\$20.82</u>
Steps 11 - 15	<u>\$20.48</u>	<u>\$21.00</u>
Steps 16 - 20	<u>\$20.69</u>	<u>\$21.21</u>
Steps 21 - 25	<u>\$20.92</u>	<u>\$21.44</u>
Steps 26 - 29	<u>\$21.15</u>	<u>\$21.68</u>
Steps 30 and beyond	<u>\$21.36</u>	<u>\$21.90</u>
<b>Part Time Custodians</b>	<u>\$13.92</u>	<u>\$14.27</u>

Part-time employees moving to full-time employment will be placed on Step 1 of the full-time custodian pay scale.

Step and pay changes will occur as of July 1 of each year. Such pay changes will be paid on the next regularly scheduled pay day.

### **Section 4.2 • Compensation**

An employee moving between classifications shall be placed on the new wage schedule at the same step s/he was on in the prior classification. A new employee shall normally be placed on step 1 of the wage schedule unless the district cannot fill a position with an appropriately qualified applicant without higher placement. The district will notify the union steward(s) of any placement higher than step 1 prior to hiring a new employee. A position posting will indicate the salary scale that is applicable to the posted position. Placement higher than Step 1 shall only apply to the wage rate and not to vacation accrual. The new employee must have completed the actual number of years of continuous years of service to advance on the vacation schedule as outlined in Section 6.1- Vacations.

#### **Section 4.4 • Boiler License**

All full-time employees shall be required to obtain and maintain a valid boiler license according to the terms of this section.

New employees are required to obtain a Special Engineer's License within their first year of employment. Failure of new employees to obtain a boiler license within their first year of employment shall result in the automatic disqualification from future postings which involve a factored rate of pay.

An employee with less than one year of service may apply for a factored position and if chosen for a factored position the employee must obtain the required Special Engineer's License within the first year of their initial employment date and the appropriate boiler license within three (3) years. Failure to obtain the Special Engineer's License within the first year of initial employment may result in freezing of their salary step until the license is obtained.

Failure of other non-factored employees to obtain or renew their boiler license prior to expiration shall result in the automatic disqualification from future postings which involve a factored rate of pay.

Applicants for a factored position must have or must be able to obtain within three (3) years the appropriate boiler license to be considered for appointment.

Failure of factored employees to obtain within three (3) years of appointment or renew their boiler license prior to expiration shall result in freezing their salary including their factor pay.

The Employer shall reimburse all employees for their boiler license renewal every two years.

#### **Section 4.5 • Other License**

The Employer shall reimburse employees for the renewal of the following required licenses: Commercial Driver's License (Class A with Air Brake Endorsement); Pesticide Applicator's License; Certified Pool Operator; Contractor's License; Refrigeration License; Maintenance Electrician License.

#### **Section 4.5 6 • Designated Factored Positions**

Designated Factored Positions will receive the monthly wages produced by multiplying the factor indicated below by the individual's wage range specified in Section 4.1.

<b>Position</b>	<b>Factor</b>
Maintenance and Grounds Foreman	1.190
Senior High Head Custodian	1.165
Maintenance <u>Specialist Technician</u> – District	1.165
CMS Head Custodian	1.150
Maintenance <u>Specialist Technician</u> - Building	1.150

Warehouse <u>Specialist Technician</u>	1.150
EMS & WMS Head Custodian	1.125
Elementary Head Custodian	1.100
Senior High Night Lead Custodian	1.075
CMS Night Lead Custodian	1.075
Grounds <u>Specialist Technician</u>	1.075
Building Maintenance – EMS, WMS, CMS, WHS, District	1.075
Ice Arena/Grounds <u>Specialist Technician</u>	1.075
Senior High Night Maintenance	1.060
Truck Driver	1.060
EMS & WMS Night Lead Custodian	1.050
WHS & CMS Day Custodian <u>Specialist</u>	1.025
<u>Elementary Night Lead</u>	<u>1.018</u>

If an injury or prolonged illness keeps a designated factored position employee from work, the Employer may name another employee to replace the absent designated replacement for a factored position for a period of ten (10) consecutive workdays; the employee shall receive the appropriate factored position's rate of pay, retroactive to the first day of such temporary assignment.

#### **Section 4.6 7 • Night Shift Differential -**

An employee will be paid a second shift differential of ~~\$.25~~ \$.30 per hour for all hours actually worked on second shift. Second shift is defined as any hours for which more than one-half of the hours worked are after 5:00 p.m. Third shift differential is ~~\$.30~~ \$.50 per hour. Third shift is defined as any hours worked for which more than one-half of the hours worked are after 11:00 p.m.

All second shift employees called in to work first shift to fill in for a Head Custodian or Maintenance person, shall be paid the second shift differential for the day(s). This applies only during the normal school days.

Employees working a split-assignment position shall be paid a split-assignment differential of \$.10/hour for all normal work hours.

#### **Section 4.7 8 • Uniforms**

The Employer will provide each new permanent employee with five (5) ~~sets of uniforms shirts~~. ~~All specialists will be provided with jackets~~. Within ten (10) days of the first day of full-time permanent employment, shirts will be provided.

During each successive calendar year the Employer will also provide seven (7) points to each permanent employee to be used to order new uniforms and the employee agrees to return worn uniforms to the Employer for proper disposal.

#### **Section 4.8 9 • Part-time Custodians**

During the duration of this contract, ~~(2008-10)~~ (2010-12) the staffing of part-time custodians shall not exceed six employees. This number does not include summer or seasonal employees or substitute custodians.

#### **Section 4.9 10 • Trainer Position**

We will have a designated trainer position to work with new employees. Selection of trainers will be made jointly by the employer ~~and Union Steward(s)~~. The designated trainer would be paid a \$1.00 premium for the hours actually worked in the training process, not to exceed three (3) days or 24 hours per new employee. ~~We would propose having one designated trainer at each level, elementary, middle school and high school and various specialists when needed.~~

#### **Section 4.10-11- • License Incentive Program**

### 2008 – 2009 2010-11

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Chief C	\$.25/hr
First Class	\$.20/hr
<u>Second Class</u>	<u>\$.10/hr</u>
CPO	\$.15/hr
Pesticide	\$.15/hr
CDL	\$.20/hr
Trade School Diploma (Carpentry/HVAC)	\$.25/hr
Refrigerant License	\$.25/hr
Maintenance Electrician License	\$.25/hr
Contractor's License	\$.25/hr

### 2009 – 2010 2011-12

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Chief C	\$.25/hr
First Class	\$.20/hr
<u>Second Class</u>	<u>\$.15/hr</u>
CPO	\$.15/hr
Pesticide	\$.15/hr
CDL	\$.20/hr
Trade School Diploma (Carpentry/HVAC)	\$.25/hr
Refrigerant License	\$.25/hr
Maintenance Electrician License	\$.25/hr
Contractor's License	\$.25/hr

These incentives are stackable to a maximum of two for positions with specific position position requirements only. Example (Chief C and CPO for First Class and Pesticide).

## **Section 5.1 • Definition of Full-Time and Part-Time**

The regular work week for full-time employees consists of forty (40) hours, made up of five (5) consecutive days of eight (8) hours each.

A part-time employee is one who works less than eight (8) hours per day and / or less than five (5) days per week.

~~The District can only change an employee's hours by two (2) hours earlier or later than what the position was posted as. If the District needs to make hourly changes, it can do so on a temporary basis with permission from the employee and Union Steward and understanding from the exclusive representative. If the District needs to make hourly changes of more than two (2) hours, the position would need to be posted and the affected employee would have bumping rights per Section 9.3. The following exclusion(s) would apply: for those employees work summer hours and employees that need to adjust their schedules for night snowplowing in winter months.~~

## **Section 5.2 Schedule Changes**

The District can only change an employee's hours by two (2) hours earlier or later than what the position was posted as. If the District needs to make hourly changes, it can do so on a temporary basis with permission from the employee and Union Steward and understanding from the exclusive representative. If the District needs to make hourly changes of more than two (2) hours, the position would need to be posted and the affected employee would have bumping rights per Section 9.3. The following exclusion(s) would apply: for those employees assigned to working a summer schedule hours and employees that need to adjust their schedules for night snowplowing in winter months or for emergencies.

## **Section 5.23 • Overtime and Call Back Rates**

No proposed change to the language in this section – only Title Number Change.

### **Section 5.34 • Four Day Work Week**

Employees who would like to work a four-day work week during the summer ~~schedule hours would need to~~ **must** request in writing to their Head Custodian/~~Foreman~~ and the ~~Buildings and Grounds office. Assistant Director of Buildings and Grounds.~~ **Approval will be** based on adequate coverage for buildings and the individual departments. The Employer will determine starting times and days of the week for all employees.

Those working four-day weeks will work ten (10) hour days except ~~that~~ during the week including the Fourth of July ~~holiday. During the week which includes including the Fourth of July holiday, they will have the option to work thirty-two (32) hours during a three-day week work four (4) eight (8) hour days.~~ All buildings must have at least one (1) employee on duty on each regular work day. Employees on four-day weeks who take vacation or sick leave will be charged with 1 1/4 days for each day of absence. **Floating holidays must be used in 8-hour increments.**

Four-day work weeks may begin on the Monday at least one week following the teachers last work day and shall end on the Friday at least one week prior to the return of teachers to work.

### **Section 5.45 • Snow Days and Emergency Closing**

No proposed change to the language in this section – only Title Number Change.

### **Section 6.1 • Vacations**

Full-time twelve-month employees shall accrue one (1) day of vacation per month of employment to an annual maximum of ten (10) days. In the first year of employment an employee's vacation shall be prorated from their date of hire through June 30. During the first month of employment, the employee must work prior to the fifteenth (15th) day for these months to be used in computation of vacation time. For vacation accrual, an employee will be given a full year's credit if the employee is hired before January 1 of the fiscal year. Employees hired January 1 or later will not be given credit for that year. Additional vacation time is accrued based on consecutive years of service as a full-time employee. **Employees must complete the actual number of consecutive years of service to advance on the vacation schedule as outlined below regardless of the employee's pay rate step.**

**Employees working 8-hour shifts may, at the discretion of the Head Custodian and Director of Buildings & Grounds or designee, use their accumulated vacation time during non-school days each Friday or Monday, but not both, through the summer break as long as it does not create a hardship for the building or fellow employees. This schedule may start on the Monday at least one week following the teachers last work day and end at least one week prior to the teachers return to work.**

Additional vacation time is accrued as follows:

Fifteen (15) days after six (6) consecutive years and able to begin using at the start of the seventh (7th) year of employment.

Sixteen (16) days after twelve (12) consecutive years and able to begin using at the start of the thirteenth (13th) year of employment.

Twenty (20) days after fourteen (14) consecutive years and able to begin using at the start of the fifteenth (15th) year of employment.

Twenty-two (22) days after seventeen (17) consecutive years and able to begin using at the start of the eighteenth (18th) year of employment.

Twenty-five (25) days after twenty (20) consecutive years and able to begin using at the start of the twenty-first (21st) year of employment.

Twenty-seven (27) days after twenty-three (23) consecutive years and able to begin using at the start of the twenty-fourth (24th) year of employment.

Part-time twelve-month employees shall earn vacation according to the schedule for full-time employees, but shall be paid for such vacation based on their normal daily schedule.

Employees shall be allowed to carryover up to five (5) days of unused vacation into the next contract year.

Employees are encouraged to schedule their vacations during the summer prior to August 15th, during the Teachers' Convention time, or during the winter or spring breaks when schools are not in session. The Employer will permit a limited number of employees to take vacations during times when schools are in session. The Employer will have sole authority to determine if a vacation is permitted when school is in session. This determination will, primarily, be based on the Employer's ability to cover an employee's responsibilities without hiring substitutes or paying overtime.

No more than two (2) employees per building on custodial staff of or four (4) or fewer full-time persons or three (3) employees per building on staffs of five (5) or more full-time persons may take vacations at the same time. In no event shall any building be left unattended. In granting vacation applications, regular vacation periods shall take preference over sick leave trade-in days.

Initial request for all vacations must be submitted at least two months prior to the proposed period and the vacation schedule shall be posted thereafter. Any changes in schedule or subsequent vacation requests must be made in advance and receive written approval from the employer. In constructing vacation schedules, the person in charge shall give senior employees first choice of dates. The schedule shall be constructed so that as many employees as possible will be satisfied with recognizing that seniority will determine any conflicts. A senior employee shall not have the right to vacation at winter or spring break periods for two years in a row if other employees on the same staff desire vacation during those periods. All summer vacations shall be completed by August 15.

- a.) Vacation is accrued on a monthly basis to the maximums illustrated in Section 6.1.
- b.) Vacation must be earned prior to the time it is taken.
- c.) Employer will develop a spreadsheet to outline vacation anniversary dates and make it available to each employee.

d.) Vacation time must be used in 30-minute increments.

## **Section 6.2 • Holidays**

During the 2008-2009 and 2009-2010 contract years there shall be eleven (11) holidays for twelve-month employees. Ten (10) holidays will be set by the Employer each year, and will be consistent with the district's annual school calendar.

Floating Holidays shall be determined per individual employee request, where such request(s) do not create a hardship for the Employer. Floating Holidays may not be used until the probationary employee has worked six continuous months. Floating Holidays must be used in 8-hour increments. A maximum of one (1) Floating Holiday may be carried over to the next fiscal year.

Part-time school year employees shall receive five (5) paid holidays if they work at least three (3) hours per day/5 days per week, and shall receive seven (7) paid holidays if they work at least six (6) hours per day. These holidays will be determined by the employee, chosen from the list of Employer designated holidays.

In order to be eligible for holiday pay, an employee must work the last regular work day immediately before the holiday and the first regular work day immediately following the holiday, unless the employee's absence qualified for leave with pay. If the leave is due to sickness or illness, the Employer reserves the right to require substantiation of illness from a physician.

All work performed on a school district holiday will be paid at a double time rate unless an employee's regular work schedule calls for work on such holidays.

### **Section 6.3 • Perfect Attendance Incentive**

Effective July 1, 2006, full-time employees who have perfect attendance (no sick leave used) for one full fiscal year (July 1 through June 30) shall earn one (1) floating holiday, to be used during the subsequent fiscal year. Floating Holidays must be used in 8-hour increments. An employee shall earn one (1) additional floating holiday for each five (5) consecutive years of perfect attendance, to be used in the subsequent fiscal year.

### **Section 7.5 • Dental Insurance**

Effective July 1, ~~2008~~ 2010 the Employer will contribute ~~\$41.56~~ \$42.80-per month toward the premium for each eligible employee. Effective July 1, 2011 the Employer will contribute \$42.80- \$44.09 per month toward the premium for each eligible employee. Participation in the Dental Insurance Program will be voluntary. Each employee enrolled under the plan shall contribute through payroll deduction any excess of the monthly premium over the maximum monthly Employer contribution.

### **Section 7.6 • Tax-Sheltered Annuities**

A Tax-Sheltered Annuity Program shall be available to all employees. Salary Reduction Agreements (SRA) may be submitted for approval at any time during the calendar year. Approved SRA's will be implemented not later than twenty-one (21) days following submission of an accurate application.

The Employer will contribute up to a one percent (1%) match of annual base salary per school year to an approved Tax Sheltered Annuity Program for eligible full-time employees. The match would begin on the first July 1<sup>st</sup> following completion of ~~ten~~ (10) seven (7) years of district service. Full-time is defined in Section 5.1.

For the TSA match, an employee will be given a full year's credit if the employee is hired before January 1 of the fiscal year. Employees hired January 1 or later will not be given credit for that year.

### **Section 8.1 • Sick Leave**

In conjunction with the income protection insurance provided above, the Employer has established the following provisions for paid sick leave in order to minimize an employee's loss of income because of unavoidable absence due to illness or injury. Paid sick leave is not available during the term of any leave of absence without pay.

Paid sick leave is provided for eight (8) hour employees at the rate of one (1) day of eight (8) hours per month of employment. Employees working four (4) to seven (7) hours earn days of sick leave of four (4) to seven (7) hours, in proportion to their scheduled work day. Unused portions of such sick leave may be accumulated up to a total of one hundred twenty (120) days.

The Employer reserves the right to require substantiation of illness after an employee misses three consecutive days or after an employee exceeds eight (8)

occurrences in a school year or if an individual has established trends or patterns which may indicate abuse of sick leave.

After an employee has accumulated one hundred twenty (120) days of sick leave, such employee shall be granted one (1) day of vacation time for each ~~three (3)~~ two (2) days of sick leave accumulated beyond one hundred twenty (120) days. There shall be no vacation allowance for less than ~~three (3)~~ two (2) days segments of accumulated sick leave. The accumulation of sick leave trade-in shall be computed annually at the end of each traditional fiscal year on July 1. The employee shall have the option at that time to either select: Option A - Vacation to be taken during the vacation period following the accumulation of excess days. The employee is eligible to use the trade-in days during the following fiscal year subject to the provisions of Article VI, Section 6.1 Vacations. Option B: Vacation to be placed into a "Severance Bank" to be used only as vacation days at the time of retirement. Vacation days cannot be removed from the "Severance Bank" until the time of retirement. The ~~3-4~~ 2:1 ratio occurs when the days are placed into the "Severance Bank". Option C: The employee may request a cash payment for the sick leave trade-in days (~~3:1~~ 2:1 up to ~~four (4)~~ six (6) days annually) to be paid on the first scheduled pay period following July 1<sup>st</sup> of each year.

If, when an employee exercises Option A, Option B or Option C, there is a sick leave day segment that is too small to be traded-in for vacation (i.e. one hundred twenty one [121] days of accumulated sick leave), the employee shall be allowed to carry over the remaining segment into the next fiscal year.

### **Section 8.3 • Death or Critical Illness of Relative or Close Friend**

Upon advance notice and approval by the supervisor, an employee may take up to five (5) days leave for the death of a spouse, child, step-child, step-parent, grandchild, parent, brother or sister without using sick time, personal days or vacation. Upon advance notice and approval by the supervisor, an employee may take up to three (3) days leave for the death of a grandparent without using sick time, personal days or vacation. There will be no deduction from accumulated paid leave. Any additional days granted at the discretion of the Employer will be deducted from accumulated sick leave.

Upon advance notice and approval by the supervisor, an employee may apply up to three (3) days of accumulated sick leave benefits toward an absence during their basic work year due to the death of other relatives or close friends.

### **Section 8.4 • Personal Leave**

Each full-time custodian is eligible for two (2) days of leave during a fiscal year for necessary absence required for the transaction of personal business which cannot be completed outside the normal work day. This leave is cumulative up to four (4) days and will not be deducted from sick leave credits. Requests for such leave must be submitted to the Supervisor of Buildings and Grounds in writing at least three (3) work days in advance, except for emergency situations, and must be approved by the Supervisor of Buildings and Grounds. Personal leave must be taken in 30-minute increments. No more than ten percent (10%) of the members in the appropriate unit will be granted personal leave at the same time. In unusual circumstance, the Supervisor of Buildings and Grounds may elect to exceed the limitations on the number of custodians on personal leave on any given day.

Each new full-time employee shall earn and may use up to one (1) personal day during their first six months of employment and shall earn and may use the additional day in their second six months of employment.

**Section 9.3 • Layoffs/Elimination**

On layoffs and/or elimination(s) among positions within all classifications shall be made on the basis of seniority. The last person hired within a classification shall be the first person laid off; provided, however, that employees retained have the qualifications and ability to perform the work available. The employee within the affected classification who is laid off may bump an employee in the same classification on the same shift, with less seniority, or an employee in a lower classification on the same shift with least seniority or the least senior person on either shift provided the laid off employee has greater seniority than the employee being bumped. Written notice shall be given to the Human Resource Services Office within five (5) days from notice of layoff. For the purpose of this section the classification and position sequence are as follows:

Maintenance and Grounds Foreman
WHS Head Custodian Maintenance <del>Specialists</del> <u>Technicians</u> - District
CMS Head Custodian Maintenance <del>Specialists</del> <u>Technicians</u> - Building <u>Warehouse Specialist Technicians</u>
EMS & WMS Head Custodians
Elementary Head Custodians
WHS Night Lead Custodian CMS Night Lead Custodian Building Maintenance Grounds <u>Specialists Technicians</u> Ice Arena/Grounds <u>Specialists Technicians</u>
Truck Driver WHS Night Maintenance
EMS & WMS Night Lead Custodian WHS & CMS Day Custodian <u>Elementary Night Lead</u>
Evening or Night Custodian
Part-time Custodian

**Section 9.5 • Posting Positions**

There shall be posting of all jobs open at all schools for a period of five (5) days.

Job postings shall not be on a Monday or the day immediately following a school holiday. Such posting shall list only custodial positions and shall indicate the job location and the work hours and days normally scheduled for the job. The postings shall be distributed to hHead eCustodians, the mMaintenance and gGrounds fForeman, and the sSteward designated by the union, who shall have the obligation to post positions in a place they have designated for their buildings.

**Section 9.8 • Appointment Notification**

When the employer has appointed a Regular Custodian, Head Custodian, Specialist Technicians, or any other Custodial or Maintenance employee, the employer shall notify the bargaining unit of the appointment. The notification shall be distributed to hHead eCustodians, the mMaintenance and gGrounds fForemen, and the sSteward(s) designated by the union, who shall have the obligation to post positions in a place they have designated for their buildings.

**Section 10.2 • Insurance Benefits**

Any employee may retire prior to Medicare eligibility age and receive the same fringe benefits for hospital / medical and life insurance to Medicare eligibility age as that stipulated for active employees, provided the sum of the employee's age and years of full-time service to the District equals or exceeds seventy five (75).

Any custodian who has accumulated ten (10) or more years of continuous service to the district, who is fifty-five (55) years of age, and who voluntarily terminates their employment with the district may be allowed to continue participation with the district hospital/medical group. The complete cost of such insurance shall be paid by the employee on the dates specified by the employer.

The provision will become effective only if the present hospital / medical insurance carrier agrees to offer this coverage with no increase in the total group rates.

This section is retro to all bargaining unit retirees as of July 1, 2002.

## **Letter of Understanding-Posting/Interview Process**

Independent School District No. 284 (hereinafter referred to as the School District) and School Service Employees Local No. 284 (hereinafter referred to as the Union) have collaboratively agreed to the following:

1. The School District will modify their postings as follows:
  - a. Include a statement on first page of the posting that encourages all bargaining unit members to apply.
  - b. If the posting refers to a job description, the job description will accurately describe certificates, licenses, and registrations required or desired for the position. These descriptions will include language as to when the District expects certificates, licenses, and registrations to be upgraded if candidates do not currently hold the desired or required certificates, licenses, or registrations.
2. As part of the interview process, the School District will:
  - a. Give interviewees reasonable prior notification if there will be tests or examinations included in the interview process.
  - b. Notify all job candidates not awarded the open position of the District's decision on their candidacy. The notification will be given in the form of a letter in a sealed envelope and will be delivered to the school of each candidate prior to the Appointment Notification required in Section 9.8 of the CBA.
3. The School District will continue to share any new or changed job descriptions with the Union's Custodial Committee prior to postings the positions. These meetings will be called when needed.
4. The Director of Building and Grounds or designee will continue to request or attend Custodial Committee meetings to review issues of concern to the bargaining unit.

This Letter of Understanding is effective upon signing.

### **Labor/Management Committee**

## **Local 284-Custodial/Maintenance And Wayzata Public Schools**

### **Memorandum of Understanding**

As part of the ~~2008-2010~~ 2010-12 Custodial/Maintenance and Wayzata Public Schools Negotiations process, we agree to meet regularly (e.g. monthly) to impart information which

affects the District and employees and discuss issues/concerns/suggestions which may arise during the terms of the contract.

The committee will consist of:

- a) Union Steward
- b) Four (4) building representatives appointed by Union Members
- c) Director of Buildings and Grounds
- d) Assistance Director of Buildings and Grounds
- e) Executive Director of Human Resource Services (attend as necessary)

The Union Steward will continue to serve as the immediate contact for the Director of Buildings & Grounds or designee for individual personnel issues and matters which need immediate attention.

The Union will appoint an alternative for the Union Steward who will be contacted when the Union Steward is not available.

In no way, will this committee alter or change the terms and conditions of employment outlined in the Master Agreement nor will it restrict the rights of Management.

INDEPENDENT SCHOOL DISTRICT NO 284

WAYZATA, MINNESOTA

CUSTODIAL BARGAINING UNIT CONTRACT COSTING MODEL

UPDATED:

FINAL-June 16, 2010

Pct Increase 10-11 11-12  
 \$ Increase \$ - \$ -  
 1.50% 1.00%

COST SUMMARY SECTION: BASE YEAR 2009-10 YEAR 1 2010-11 \$ CHG % CHG YEAR 2 2011-12 \$ CHG % CHG 2 YEAR \$ CHG 2 YEAR % CHG

FTE Equivalent	74.375	74.375			74.375					
Total Wage Cost	\$3,153,087	\$3,251,247	\$98,160	3.11%	\$3,325,269	\$74,022	2.28%	\$172,182		
Night Shift Differential		\$3,425				\$3,425				
Second Class License		\$1,044				\$1,566				
Total Benefit Cost	\$973,124	\$1,021,020	\$47,896	4.92%	\$1,062,671	\$41,651	4.08%	\$89,547		
Total Cost	\$4,126,211	\$4,276,736	\$150,525	3.65%	\$4,387,940	\$111,204	2.60%	\$261,729		
<b>Increased Cost of the Contract:</b>										
				2 Yr. Base	2Yr New	Difference	Percent			
		Salaries:		\$6,306,174	\$6,576,516	\$270,342	4.29%			
		Total Salaries/Benefits:		\$8,252,422	\$8,664,676	\$412,254	5.00%			
<b>Recap of Benefits:</b>										
FICA, Medicare - .0765	241,211	249,062	7,851	3.25%	254,383	5,321	2.14%	\$13,172	5.46%	
PERA - 6.75-09, 7.0-10, 7.25-11	216,775	231,970	15,195	7.01%	236,925	4,955	2.14%	\$20,150	9.30%	
Life - .00096 eff. 7/1/10	4,654	3,121	-1,533	-32.94%	3,192	71	2.27%	(\$1,462)	-31.41%	
LTD - .0029 eff. 7/1/10	12,549	9,429	-3,120	-24.86%	9,643	214	2.27%	(\$2,906)	-23.16%	
TSA	17,421	19,067	1,646	9.45%	20,657	1,590	8.34%	\$3,236	18.58%	
Medical	448,097	474,982	26,885	6.00%	503,481	28,499	6.00%	\$55,384	12.36%	
Dental	32,417	33,389	972	3.00%	34,390	1,001	3.00%	\$1,973	6.09%	
<b>Total</b>	<b>973,124</b>	<b>1,021,020</b>	<b>47,896</b>	<b>4.92%</b>	<b>1,062,671</b>	<b>41,651</b>	<b>4.08%</b>	<b>\$89,547</b>	<b>9.20%</b>	

\*PERA = 50% at old rate, 50% at new rate

COST CHANGE FACTORS SECTION:				2010-11	2011-12				
WAGES:									
GLOBAL PERCENT INCREASE				1.50%	1.00%				
GLOBAL HOURLY RATE INCREASE				\$ -	\$ -				
NIGHT SHIFT DIFFERENTIAL (2nd)				\$0.25	\$0.25				
NIGHT SHIFT DIFFERENTIAL (3rd)				\$0.30	\$0.30				
HOURS OF SERVICE				2088	2088				
COORD PERA				6.875%	6.875%				
FICA				7.65%	7.65%				
<u>HEALTH INS</u> Rate Changes:				6.00%	6.00%				
				<u>Total District Cost</u>					
	# Employees	09-10Mo. Rate		<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>			
Single	42	\$401.80		\$202,507	\$214,657	\$227,536			
Single-Ret	0	\$401.80		\$0	\$0	\$0			
One + One	18	\$787.15		\$170,024	\$180,225	\$191,039			
1+1 Ret.	0	\$787.15		\$0	\$0	\$0			
Family	8	\$787.15		\$75,566	\$80,100	\$84,906			
Ret w/mc & 1 v	0	\$726.81		\$0	\$0	\$0			
<b>TOTAL HEALTH INSURANCE</b>				<b>\$448,097</b>	<b>\$474,982</b>	<b>\$503,481</b>			
<u>DENTAL INS</u> Change in District Contribution:				3.00%	3.00%				
				<u>Total District Cost</u>					
	# Employees	09-10Mo. Rate		<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>			
Single	35	\$41.56		\$17,455	\$17,979	\$18,518			
One + One	15	\$41.56		\$7,481	\$7,705	\$7,936			
Family	15	\$41.56		\$7,481	\$7,705	\$7,936			
<b>TOTAL DENTAL INSURANCE</b>				<b>\$32,417</b>	<b>\$33,389</b>	<b>\$34,390</b>			

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Special Meeting – June 28, 2010**

**AGENDA ITEM: 5. READY4K SCHOOL BOARD ENDORSEMENT**

**COMMENTS BY: Superintendent Anderson**

At the June 2010 Caring for Kids Initiative meeting, a representative from the Ready4K organization presented information relative to their platform for supporting early childhood education. The program is called "Minnesota's Future: An Early Childhood Agenda for the Youngest Minnesotans." The representative was seeking endorsement from the Caring for Kids Initiative partners, including Wayzata Public Schools, for this "Minnesota Future" initiative.

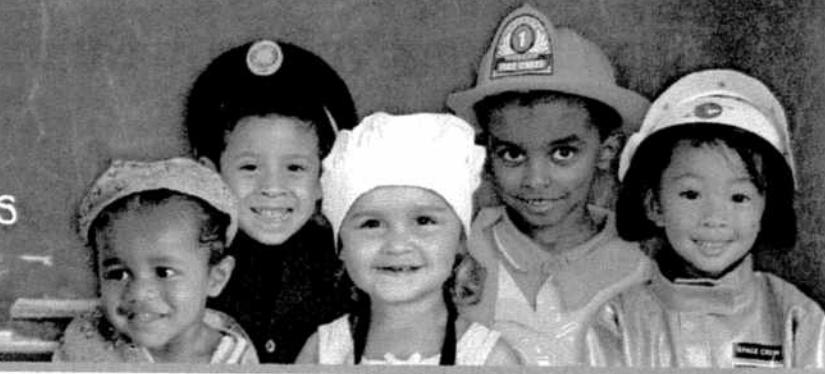
**RECOMMENDED ACTION:** It is recommended by the administration that the School Board endorse the “Minnesota Future” initiative and join the other Caring for Kids Initiative members in support of the Ready4K Early Childhood Agenda.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions 26

# Minnesota's Future: An Early Childhood Agenda for the Youngest Minnesotans



The path to Minnesota's future prosperity begins with the well-being of all our children. That's why it's important to make smart investments in early childhood development and lay the foundation for future success in school, career and life.

Early experiences literally shape how the brain gets built; a strong foundation in the early years increases the probability of positive outcomes. A weak foundation increases the odds of later difficulties. Chronic stressful conditions in the early years such as extreme poverty, abuse and maternal depression — known as "toxic stress" — can harm a child's developing brain.

Advances in neuroscience, combined with years of research on evidence-based interventions, have helped us design effective policies for children in the first five years of life.

Policies that support the ability of parents, providers of early care and education, and other community members to interact positively with children in stable and stimulating environments help create a sturdy foundation for later school achievement, economic productivity, and responsible citizenship.

## What Minnesota Can Do


Minnesota's next governor should provide leadership on early childhood by adopting these proven investments:

- ✓ Offer home visits and parent education to every first-time parent to help get their children off to a great start.
- ✓ Double the number of at-risk children who participate in high quality early learning opportunities.
- ✓ Implement a statewide quality rating and improvement system for early learning programs.
- ✓ Create community partnerships to coordinate and leverage investments in children's and families' success.
- ✓ Appoint a cabinet-level position to lead a statewide system of child development and early learning services.

## Our Vision:

***Minnesota children are nurtured, healthy, eager to learn and prepared to succeed in school AND in life***

- Children have access to high quality early childhood experiences
- Parents are supported in their responsibility as their children's most important teachers and caregivers
- Families and other adults in a child's life are supported in helping children succeed
- Communities embrace a collective responsibility for children's success



Minnesota's next Governor should offer voluntary home visiting and parent education to every first-time parent to help get their children off to a great start.

**VISION:** New and expectant parents will be offered voluntary home visiting and parent education services that are matched to their needs and concerns. First time teen parents and other families under stress will be offered more intensive services. Every Minnesota community will have quality evidence-based home visiting and parent education services available for their families.

**WHAT:** Support, expand and build upon effective home visiting and parent education services so every first-time parent is offered voluntary in-home visits or parent education by a staff specially trained to work with infants and their parents. These services focus on the child's health and development, maternal health, meeting the child and family's basic needs, and addressing issues of concern voiced by parents to create a strong foundation for parenting and child development..

**WHY:** Some of our nation's costliest problems — child abuse and neglect, school failure, poverty, unemployment, crime and chronic health conditions — are rooted in early childhood. Children's earliest experiences shape how the architecture of the brain is developed and affect the child's life-time health, behavioral and educational outcomes. Parents are responsible for ensuring their child's health and development but parenting can be a challenging job. Infants and toddlers with young parents, parents in poverty, or those with health issues are at high risk. Voluntary home visiting and parent education are well-established ways to help parents become more effective, assess their risks and overcome obstacles. Addressing the needs and strengths of the family and child as early as possible in child's life brings the best results for both children and parents.

**THE CURRENT SITUATION:** Minnesota can build on existing services and funding of effective home visiting services through the state and counties. Since the ROI (return on investment) is to the taxpayer is high for effective programs, current state funding (\$8 million in TANF funds and \$43.8 million in state and local funds for ECFE) should be preserved and Minnesota should seize the opportunity to take advantage of the new federal funds as they become available.

**IT'S A GOOD INVESTMENT:** Early investment in home-based parent support and education starts a positive chain reaction resulting in stronger families. Home visiting and parent education are an important part of early childhood services, particularly for children birth to three years of age. Evidence-based programs can document results: lower public expenditures for services and, improved health, self-sufficiency, behavioral and educational outcomes for families. Investing early in children and families is good for families and good for the public pocketbook.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

Minnesota's next Governor should double the number of at-risk children who participate in high quality early learning opportunities.



**VISION:** By 2015, Minnesota should double the number of at-risk children participating in a variety of high quality early learning settings by expanding funding for high quality child care and pre-school programs — offering at least another 18,000 at-risk children access to high quality early care and education services.

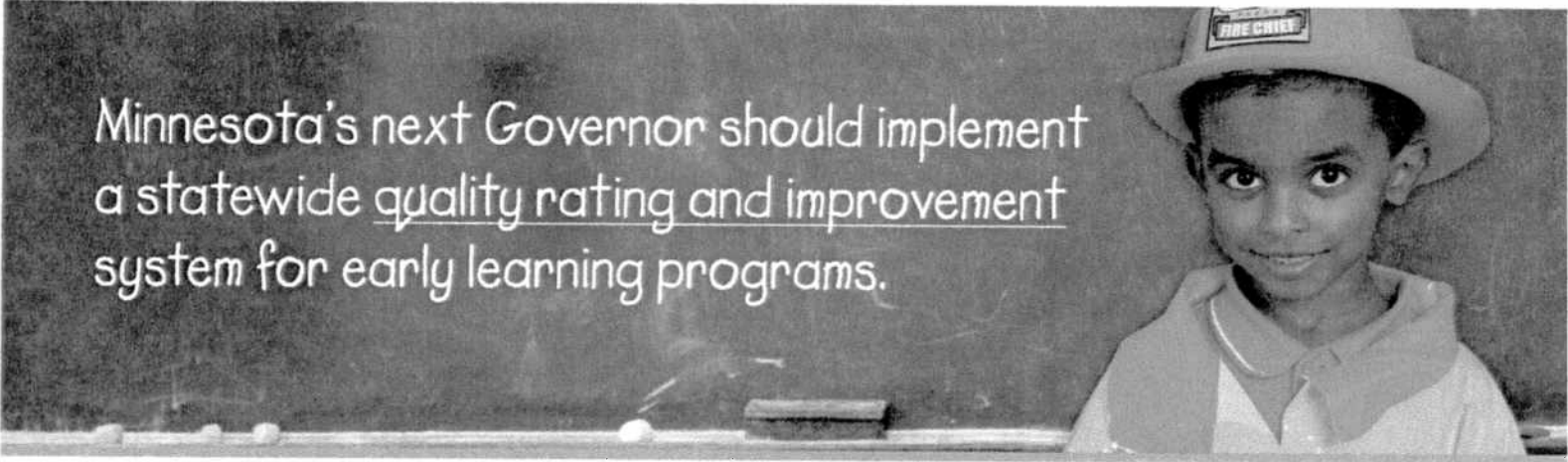
**WHAT:** Minnesota currently invests 1% of the state budget on early childhood care and education services. Reaching an additional 18,000 at-risk children (ages 0-5) with high quality early learning opportunities would double that investment to 2% of the state budget. Additional funding would build on the existing diverse delivery system in early childhood, which includes child care, Head Start and school-based programs.

**WHY:** Long-term investments in Minnesota's youngest children will have far-reaching results for economic growth and future prosperity. At-risk children who participate in high quality early learning opportunities are more likely to succeed in school and become educated workers and citizens. Economic studies demonstrate that the return on investment (ROI) is as much as \$12 for every \$1 invested in the early years.

**CURRENT SITUATION:** Of the 353,901 children under the age of 5 in Minnesota, at minimum 14% or about 50,000 children can be considered at-risk based on their families' income. Currently, we know at least 18,000 Minnesota children (ages 0-4) living in poverty participated in high quality services offered through Early Head Start and Head Start in 2008. Minnesota has a diverse delivery system of early care and education programs that stand ready to expand services and enhance quality to meet the needs of at-risk children.

**IT'S A GOOD INVESTMENT:** Economists say that investing in high quality early learning for at-risk children is the best investment we can make. Increasing Minnesota's investment in early childhood is a smart use of resources and good public policy.

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Minnesota's next Governor should implement a statewide quality rating and improvement system for early learning programs.

**VISION:** With a statewide quality rating and improvement system (QRIS):

- Parents are empowered to become savvy consumers, and have easily accessible information about the quality of early care and education programs.
- Programs and providers use one streamlined set of standards that are connected to supports and fiscal incentives to help them meet and maintain the standards.
- Policymakers understand where and how to invest additional resources.
- The public feels confident that their tax dollars are invested in quality opportunities.

**WHAT:** A quality rating and improvement system is a method to assess, improve, and communicate the level of quality in early care and education programs. All children have the right to attend good programs that promote their development and learning. High-quality care and education programs include: highly skilled teachers; age-appropriate curricula and stimulating materials in a safe physical setting; a language rich environment; warm, responsive interactions between staff and children; high and consistent levels of child participation; and small class sizes and low adult-to-child ratios.

**A QRIS typically has five components:**

1. *Standards*
2. *Monitoring and Accountability*
3. *Program and Practitioner Supports*
4. *Fiscal Incentives*
5. *Family and Consumer Engagement*

**WHY:** High quality early care and education is a critical element in helping children to be ready for school. A quality rating and improvement system provides accountability that quality standards are being met.

**CURRENT SITUATION:** Minnesota is piloting a quality rating and improvement system called Parent Aware. The Early Childhood Legislative Caucus is developing options for a statewide QRIS financing plan that builds on existing funding as well as tapping new funding sources.

**IT'S A GOOD INVESTMENT:** While we now have a greater appreciation of the importance of the early years, we currently do not have an early learning system that adequately supports the needs of our youngest citizens.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

Minnesota's next Governor should create community partnerships to coordinate and leverage investments in children's and families' success.



**VISION:** Building on their unique assets, communities throughout Minnesota will develop community partnerships to provide a family-friendly system of services and supports to children and families. The state will set outcome goals and provide grants to assist communities in developing partnerships that achieve results aligned with statewide goals.

**WHAT:** Early childhood community partnerships help coordinate the complex delivery system of services for families with young children. Partnerships help local communities communicate, coordinate, and collaborate to deliver services that families and children need. They involve multiple stakeholders — parents, schools, Head Start, child care, county services, unions, business, and non-profits — and recognize that children's success is dependent on a family's and children's overall well-being. Coordinated services include family supports, special needs intervention, and health and mental health care in addition to quality early learning.

**WHY:** Communities are unique in their racial, cultural and language make-up, with young children leading the way in diversity, and communities know best what families and children need to succeed. Partnerships are an effective mechanism that allows communities to build on their strengths to address the distinctive needs of the families and children in their community.

**CURRENT SITUATION:** While we now have a greater appreciation of the importance of the early years, we currently do not have an effective system of early learning services and supports that adequately addresses the needs of our youngest citizens. The delivery system of services for families with young children is often disjointed and uncoordinated.

**IT'S A GOOD INVESTMENT:** Funding to support community partnerships allows communities to streamline services, more effectively share and utilize limited resources, and build public awareness of the importance of the early years. State support for community partnerships offers an important policy lever to create and unify the early childhood system.

**WE CAN DO MORE:** *The next Governor of Minnesota CAN and MUST create a path to Minnesota's future prosperity by investing in our greatest asset and highest potential — our children!*

## Invest Early:

### ***A Prime Example of a Successful Community Partnership***

The Blandin Foundation's **Invest Early** initiative in Itasca County, Minnesota is a prime example of an early childhood community partnership that's achieving results.

**Invest Early partners** include: Blandin Foundation, Itasca County Public Health, ECFE and School Readiness programs from all four school districts, KOOTASCA Head Start, Itasca Community College, Children's Mental Health, Adult Basic Education, and Bemidji State University.

Invest Early provides four **core services** to children and families: infant/toddler classrooms, preschool classrooms, parent education, and health services.

**A menu of additional services** is available based on needs or interest: adult basic education, transportation, full-day full-year child care, family development, and mental health support. Parents complete one application that meets the requirements of Head Start, child care and school-based programs.

Minnesota's next Governor should appoint a Cabinet level position to lead a statewide system of child development and early learning services.



**VISION:** Minnesota's Early Childhood Director will focus the state's efforts to educate, care for and support our youngest citizens. Minnesota's children deserve to have a smart, strong and well-led system that invests in their success and is one of the state's top priorities. In appointing the Director, Minnesota will align current children's services for maximum effectiveness — achieving the best results for children today, and supporting them as they emerge into our state's next generation of leaders.

**WHAT:** A cabinet level position, reporting directly to the Governor, will design and coordinate a system of state services that focus on the development, learning, safety and economic security of children. When combined toward common goals for children, these services will improve child development and early learning outcomes, increase child safety and family stability, and eliminate school readiness and educational disparities. This position will be accountable for making the best use of Minnesota's resources for children by: giving all children early learning and appropriate developmental opportunities; providing on-going support to the children who are most at risk; and supporting families so they can provide safe, secure and stable environments for their children.

**WHY:** Services, resources and administration of children's development, learning, safety and economic security must be coordinated to serve the whole child and support their families. In doing so, government resources will be most efficiently used in order to provide a stable, healthy, safe and learning-rich environment for each child. By coordinating the delivery and objectives of these supports Minnesota will streamline services, reduce inefficiencies, maximize state and federal resources and move together toward positive outcomes for children.

**CURRENT SITUATION:** Administration of early care and education programs and services is currently shared by the Minnesota Departments of Education, Human Services and Health. No one department or commissioner is accountable for creating an early childhood system that is focused on key outcomes for children and families. This fragmentation is costly, inefficient, and results in many needs of young children going unmet.

**IT'S A GOOD INVESTMENT:** Now is the time for Minnesota to maximize its investment in children through smart coordination and strategic progress toward the best possible outcomes: improved early and on-going learning; increased child safety and family security; elimination of school readiness and educational disparities. Together, these services will create opportunities for children today and will be a smart investment in Minnesota's future.

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## **Ways organizations can participate in the Minnesota's Future campaign**

The purpose of the Minnesota's Future campaign is to educate candidates for Governor and legislators to encourage their support for the policy proposals in the Minnesota's Future platform.

- Have your organization sign on as an Endorser of Minnesota's Future and encourage other organizations in your community to become an Endorser.
- Write Letters to the Editor urging support for Minnesota's Future.
- Attend candidate forums/events and ask candidates if they will support Minnesota's Future.
- Organize a nonpartisan event in your community to meet with candidates for Governor and Legislature to educate them about Minnesota's Future; invite allied early childhood organizations in your community to attend with you.
- Organize parents, teachers and community members to attend Minnesota's Future events in your community, coordinated with the Early Childhood Allies.
- Contribute video testimonials from children, parents, teachers and community members on the importance of investing in early childhood education as part of the Minnesota's Future video project. (Instructions on how to create and share your video will be coming soon.)
- Participate in editorial board meetings in your community on Minnesota's Future.
- Vote in the primary election (August 10) and in the general election (November 2) for the candidate that you think best supports Minnesota's Future.

These activities are supported by the group of Early Childhood Allies who came together to develop the Minnesota's Future platform: Child Care Works, Minnesota Association for the Education of Young Children, Minnesota School Age Care Alliance, Minnesota Association for Family and Early Education, Minnesota Child Care Association, Minnesota Child Care Resource & Referral Network, Minnesota Coalition for Targeted Home Visiting, Minnesota Community Education Association, Minnesota Head Start Association, and Ready 4 K.

For more information, visit [www.ready4k.org/minnesotasfuture](http://www.ready4k.org/minnesotasfuture).

# Minnesota's Future: An Early Childhood Agenda for the Youngest Minnesotans



The path to Minnesota's future prosperity begins with the well-being of all our children. That's why it's important to make smart investments in early childhood development and lay the foundation for future success in school, career and life.

Early experiences literally shape how the brain gets built; a strong foundation in the early years increases the probability of positive outcomes. A weak foundation increases the odds of later difficulties. Chronic stressful conditions in the early years such as extreme poverty, abuse and maternal depression — known as “toxic stress” — can harm a child's developing brain.

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# Principles and Values to Guide Policy Decisions

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## **Opportunity**

Children and families from all backgrounds and all economic circumstances have equal access to high quality early childhood services.

## **Quality**

Early learning programs and services meet high quality standards that address the developmental needs of children birth to school age.

## **Choice**

Parents have meaningful choices among a variety of quality early childhood services.

## **Coordinated**

Building on a diverse delivery system, structures are in place to ensure coordination and integration at the federal, state, and local levels.

## **Comprehensive & Holistic**

Early childhood programs meet the developmental needs of the whole child within the context of their family and their community.

## **Accountable**

Early childhood services are driven by defined outcomes to which programs, providers and the system as a whole are held accountable.

## **Sustainable**

There is sufficient and sustainable investment from both the public and private sectors to ensure continuous access to high quality early childhood services.

## **Valuing Parents & Families**

Parents are recognized as playing the most significant role in their children's healthy development; policies acknowledge that children learn and grow most successfully in strong families.

## **Valuing Professionals**

Early childhood programs and services are staffed with high quality professionals who are supported, both educationally and financially, to meet the developmental needs of children birth through school age.

## **Valuing Diversity**

Early childhood policies and services acknowledge and respond to differences in terms of race, culture, language, geography and a child's particular needs and strengths.

*This platform was developed by an alliance of early childhood organizations that includes: Child Care WORKS, Minnesota Association for the Education of Young Children/ Minnesota School Age Care Alliance, Minnesota Association for Family and Early Education, Minnesota Child Care Association, Minnesota Child Care Resource & Referral Network, Minnesota Coalition for Targeted Home Visiting, Minnesota Community Education Association, Minnesota Head Start Association, and Ready 4 K.*

**WAYZATA PUBLIC SCHOOLS**  
Independent School District 284  
Wayzata, Minnesota

**BOARD OF EDUCATION**

**Special Meeting – June 28, 2010**

**AGENDA ITEM: 6. ADJOURN**

**COMMENTS BY: Board Chair Peterson**

If there is no additional business before the School Board, the Chair will call for a motion to adjourn the meeting.

Motion by: \_\_\_\_\_ Yes \_\_\_\_\_ Passed \_\_\_\_\_

Second by: \_\_\_\_\_ No \_\_\_\_\_ Failed \_\_\_\_\_

Abstentions \_\_\_\_\_