



Windom Area Schools

District Office:
PO Box 177
Windom MN 56101
Phone: 507-831-6901
Fax: 507-831-6919

An Equal Opportunity Employer
Windom Area Elementary
1200 17th Street
PO box 177
Windom MN 56101
Phone: 507-831-6925

Windom Area
Middle /High School
1400 17th Street
PO Box 177
Windom MN 56101
Phone: 507-831-6910

Windom Schools will create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

WWW.WINDOM.K12.MN.US

January 27, 2024 Worksession
Windom City Council Chamber
444 9th Street
Windom, MN 56101

January 27, 2025

6:30 PM

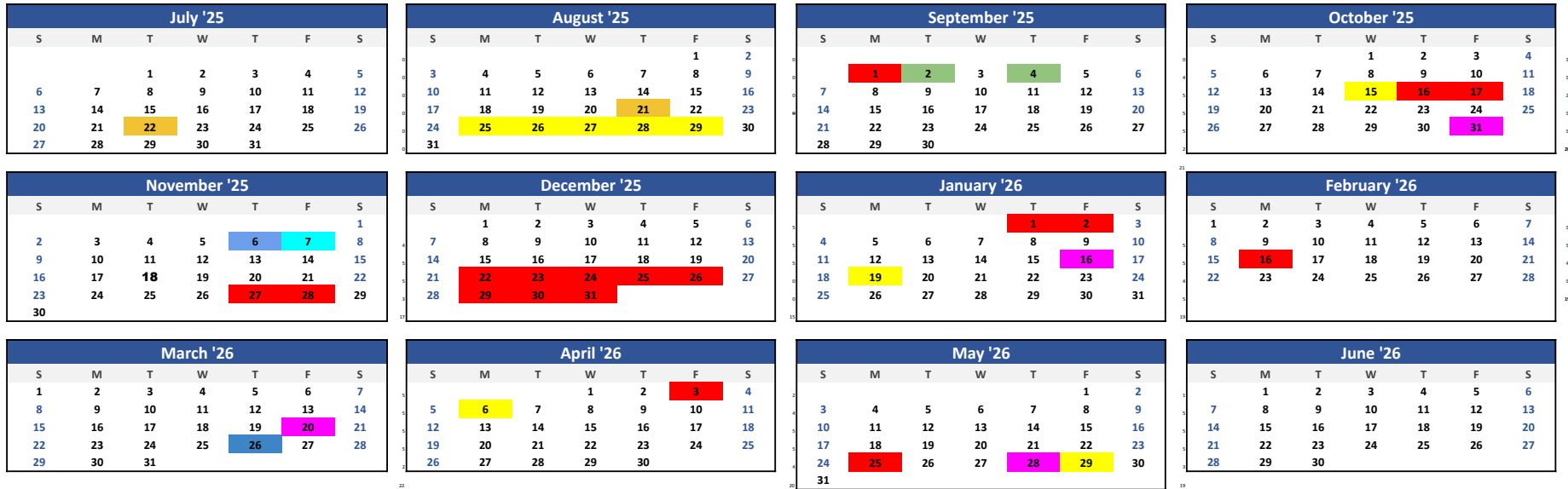
Live at [Media SB22](#) on youtube

1. Call to order
Joel Bordewyk
2. The Pledge of Allegiance
Joel Bordewyk
3. Approval of Agenda (revise as necessary)
Joel Bordewyk
4. UFLI Presentation - Informational
Jamie Frank
UFLI is an approved Literacy Curriculum from MDE. Many elementary teachers are using this to teach phonemic awareness and phonics. Erin Purrington is with us tonight to show the board UFLI and tell about her successes.
5. Approve Fit Plan for SWWC(Southwest Westcentral) Educational Cooperative - Action
Jamie Frank
The SWWC Executive Director, Cliff Carmody is with us tonight to discuss the long-term facility maintenance of the Winfair Building. The Winfair Building generates \$19,300 in LTFM and \$3165 in Operating Capital. This doesn't go very far when it comes time to replace roofs, parking lots, or tuckpointing. Cliff and I have been talking about the best way to save up for larger projects so that when it is time to replace a part of the roof, we are prepared. He is here tonight to present ideas for working together to identify programming space needs and solutions.
6. 2025-2026 Academic Calendar - Informational
Jamie Frank
The calendar committee is comprised of representatives from the teaching staff (Ashley Schmit, Kylie Neilsen, Gina Friewald, and Jace Harwood) and administrative staff (Jacob Johnson and Jamie Frank). This group met to draft the initial calendar in December. The teachers were then surveyed to learn which the majority preferred: a full two-week holiday break or a more extended summer break. The committee met again to adjust the calendar based on the survey results, and the final copy is in the board packet for review.

7. Approve the Rental Agreement with ElevaCare to rent an office space at the Highland Early Learning Center -Action.
Jamie Frank
ElevaCare (formally Southwestern Mental Health) is interested in leasing an office space at the Highland Early Learning Center. We have a space available in the west wing. They plan to provide therapy, including play therapy, to children and possibly adults in the community.
8. Resolution Authorizing Execution of Sub-grant Agreement for the FEMA BRIC Application. - Action
Jamie Frank
The FEMA BRIC grant requires a board resolution authorizing Peggy and Jamie to sign the grant application and represent the district in any communication related to the BRIC Grant.
9. Approve the three-year Superintendent Contract from July 1, 2025-June 30, 2028 - Action
Angie Klassen
A three-year contract for Superintendent Jamie Frank is enclosed in the packet for board approval.
10. Approve School Board Handbook - Action
Chairperson
The School Board Handbook was presented at the last meeting. It is a resource for board members to quickly find policy and procedures.
11. Review Budget to Actual % for FY2025 as of December 31, 2024 - Information Only
Peggy Pfeffer
This document compares our budget to actual for both revenues and expenditures for this year with prior fiscal years at the same point in time. This is the second review of the year - the prior one was done in October 2024. The last review will be done in April 2025. We review this upon the recommendation of our auditor and for our bond rating.
12. Estimated Cash Flow Report for 2024-2025 (FY2025) as of December 31, 2024 - Informational
Peggy Pfeffer
The preliminary cash flow report was done back in July 2024, and is brought to the board 2-3 times per year, but is monitored monthly by the Business Manager. At this time, unless something major happens, our cash flow is adequate to meet all of our obligations and there is no need to have any Aid Anticipation Certificates (AAC). The last time an AAC was done was back in 2011, this shows good financial strength for our district.
13. Adjourn
There being no other items to discuss.
14. Review Budget to Actual % for FY2025 as of December 31, 2024 - Information Only
Peggy Pfeffer
This document compares our budget to actual for both revenues and expenditures for this year with prior fiscal years at the same point in time. This is the second review of the year - the prior one was done in October 2024. The last review will be done in April 2025. We review this upon the recommendation of our auditor and for our bond rating.

2025-2026

Windom Area School District



Calendar is subject to change by administration with board approval.

* 1st Draft January 26 for 2025 board review

* For approval at the February 10 meeting

Quarter End Dates

October 31	1st	41
January 16, 2026	2nd	42
March 20, 2026	3rd	43
May 28, 2024	4th	46

172

	Student Days	Inservice Work Days	P/T Conf. Days
August	0	5	0
September	21		
October	20	1	
November	17		2
December	15	0	
January	19	1	
February	19	0	
March	22	0	1
April	20	1	
May	19	1	
June	0	0	
Totals	172	9	3

- NEW TEACHER In-Service and BOOT CAMP
- INSERVICE/WORK DAYS - NO SCHOOL
- First Day of School
- School Breaks - NO SCHOOL
- Night Parent Teacher Conferences
- Day Parent Teacher Conf. - NO SCHOOL
- Last day of Quarter/Semester
- Half Day Early Out (k-5 @ 12:30 & 6-12 12:35)

Notations for Above Calendar Days

- July 22 - New Teacher Boot Camp
- Aug. 21 - New Teacher Inservice
- Aug. 25-29 Staff Development (All Staff)
- Sept. 2 - 1st day of school for grades 5-12
- Sept. 4 - 1st day of school for grades K-4
- Oct. 15-Staff Development
- Oct. 16-17 - MEA Fall Break
- Oct. 31- Last day of Quarter 1 - Early Release at 12:30 for Elem & 12:35 for MSHS
- Nov. 6 - Parent Teacher Conf. 3:30 - 8:30
- Nov. 7- Parent Teacher Conf. 7:45 - 3:45 - No School
- Nov. 27-28 - No School Thanksgiving Break
- Dec. 22 - Staff Development- No School
- Dec. 23 - Jan. 2- NO SCHOOL Winter Break
- Jan. 16- End of Quarter- Early Release Early Release at 12:30 for Elem & 12:35 for MSHS
- Jan. 19- MLK Staff Development NO SCHOOL
- Feb. 16 President's Day - NO SCHOOL (potential make up day for weather)
- Mar. 20- Last day of Quarter 3 - Early Release at 12:30 for Elem & 12:35 for MSHS
- Mar. 26- Parent Teacher Conf. 3:30 - 8:30
- April 3-5 - NO SCHOOL Spring Break
- April 6- Staff Development Day
- May 22 - GRADUATION 7pm
- May 25 - NO SCHOOL Memorial Day
- May 28 - Last Day of School - Half Day Early out (k-5 @ 12:30 & 6-12 12:35)
- May 29- INSERVICE/WORK DAYS - NO SCHOOL

Inclimate Weather Days

5 EARNING DAYS - PreK, Elementary, and Middle School Students- check binders for work.

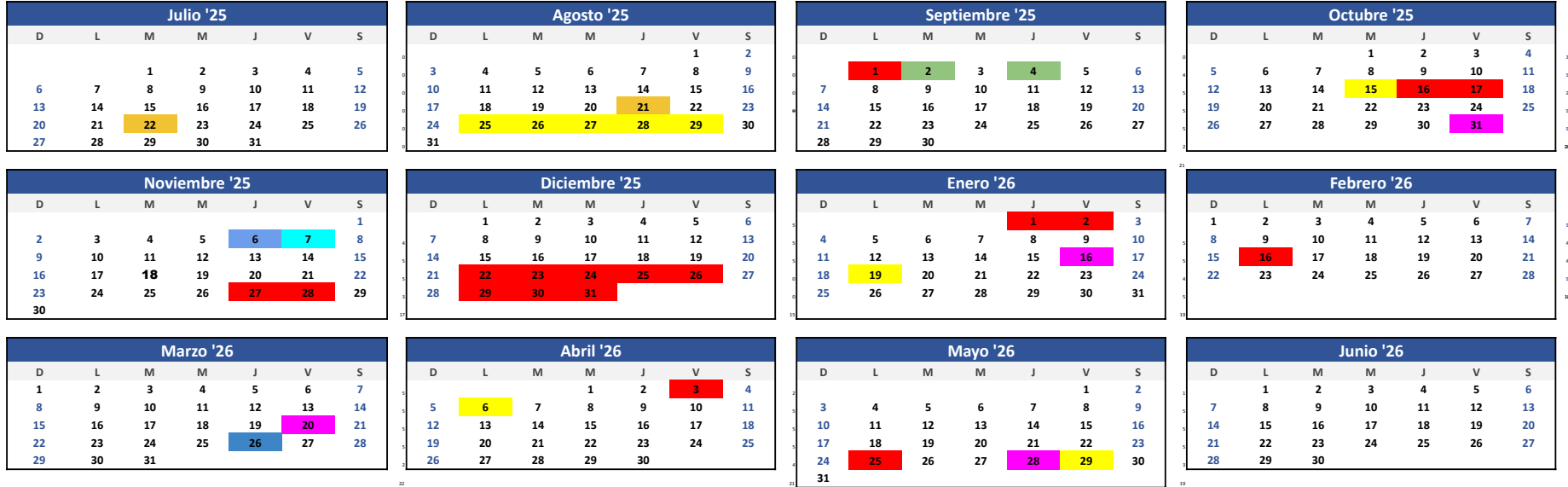
High School HS- log into Infinite Campus

Wednesdays Early Out: Elementary 2:30 & MSHS 2:35

Snow Make Up Day - February 16

2025-2026

Distrito Escolar del Área de Windom



El calendario está sujeto a cambios por parte de la administración con la aprobación del consejo escolar.

*1er borrador el 26 de enero para revisión del consejo escolar 2025

*Para su aprobación en la reunión del 10 de febrero.

Fechas de fin de trimestre

31 de octubre	1ro	41
16 de enero, 2026	2do	42
20 de marzo, 2026	3ro	42
28 de mayo, 2026	4to	47
		172

Notaciones para los Días del Calendario Anterior:

- 22 de julio - Campamento de orientación para maestros nuevos
- 21 de agosto - Capacitación para maestros nuevos
- 25-29 de agosto - Desarrollo profesional (Todo el personal)
- 2 de septiembre - Primer día de clases para los grados 5-12
- 4 de septiembre - Primer día de clases para los grados K-4
- 15 de octubre - Desarrollo profesional
- 16-17 de octubre - Vacaciones de otoño (MEA)
- 31 de octubre - Último día del primer trimestre - Salida temprana a las 12:30 para primaria y 12:35 para secundaria
- 6 de noviembre - Conferencias de padres y maestros de 3:30 a 8:30 p.m.
- 7 de noviembre - Conferencias de padres y maestros de 7:45 a 3:45 p.m. (No hay clases)
- 27-28 de noviembre - No hay clases por el Día de Acción de Gracias
- 22 de diciembre - Desarrollo profesional (No hay clases)
- 23 de diciembre - 2 de enero - Vacaciones de invierno (No hay clases)
- 16 de enero - Fin del segundo trimestre - Salida temprana a las 12:30 para primaria y 12:35 para secundaria
- 19 de enero - Día de MLK - Desarrollo profesional (No hay clases)
- 16 de febrero - Día del Presidente - No hay clases (día potencial de recuperación por clima)
- 20 de marzo - Último día del tercer trimestre - Salida temprana a las 12:30 para primaria y 12:35 para secundaria
- 26 de marzo - Conferencias de padres y maestros de 3:30 a 8:30 p.m.
- 3-5 de abril - Vacaciones de primavera (No hay clases)
- 6 de abril - Día de desarrollo profesional
- 22 de mayo - GRADUACIÓN a las 7 p.m.
- 25 de mayo - No hay clases por el Día de los Caídos
- 28 de mayo - Último día de clases - Medio día, salida temprana (K-5 a las 12:30 y 6-12 a las 12:35)
- 29 de mayo - Capacitación/Día de trabajo (No hay clases)

Días de Clima Inclemente
5 DÍAS DE APRENDIZAJE EN LINEA - Estudiantes de primaria y la escuela Media: revisen sus carpetas para obtener trabajo. Estudiantes de la escuela Secundaria: revisen Infinite Campus

	Días Estudiantiles	Días de Servicio	P/M Días de Conferencias
Agosto	0	5	0
Septiembre	21		
Octubre	20	1	
Noviembre	17		2
Diciembre	15	0	
Enero	19	1	
Febrero	18	0	
Marzo	22	0	1
Abril	21	1	
Mayo	19	1	
Junio	0	0	
Total	172	9	3

- Nuevos maestros en servicio y campamento de entrenamiento
- DÍAS DE SERVICIO/ TRABAJO - NO HAY CLASES
- Primer día de clases
- Descansos escolares - NO HAY CLASES
- Conferencias de padres y maestros en la noche
- Conferencias de padres y maestros durante el día - NO HAY CLASES
- Último día del trimestre/semestre
- * Medio día, salida temprana (K-5 @ 12:30 & 6-12 12:35)

Miércoles Salidas Tempranas: Primaria 2:30 y Media/Secundaria 2:35

Día de recuperación por nieve - 16 de febrero

Resolution Authorizing Execution of Sub-grant Agreement

Be it resolved that Windom Area Schools enter into a sub-grant agreement with the Division of Homeland Security and Emergency Management in the Minnesota Department of Public Safety for the program entitled Hazard Mitigation Assistance.

Peggy Pfeffer, Business Manager and Jamie Frank, Superintendent, are hereby authorized to execute and sign such sub-grant agreements and any amendments hereto as are necessary to implement the project on behalf of Windom Area Schools.

I certify that the above resolution was adopted by the School Board of Windom Area Schools on February 10, 2025.

SIGNED:

WITNESSETH:

(Signature)

(Signature)

(Title)

(Title)

(Date)

(Date)

Windom Area School Board Handbook



Last Updated: 12/6/24

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Introduction

Navigating This Handbook

The purpose of this handbook is to outline the board’s operating procedures and norms. It also includes important information on policies, meetings, committees, partnerships, and communication. Its ongoing guidance is meant to enable each board member to fulfill essential governance duties and to exercise their responsibilities as a board member, while also providing expectations and standards of behavior for the conduct of the board.

Handbook Maintenance and Review Procedure

- Annually, the handbook will undergo a review by the board. As part of this review, the board will:
 - Review mutual expectations of board norms;
 - Seek input and feedback regarding best practices, as needed;
 - Check the MSBA website for suggested handbook updates;
 - Adopt the updated handbook by a majority vote of the board.
- Board members may propose additions/revisions to the handbook by sending an email to the chair and superintendent requesting to add “handbook discussion” as a topic for an upcoming working session.
- The handbook may be updated to reflect adopted policy changes without further board action;
- Hyperlinks within the handbook may be updated without further board action;
- The date this handbook was last reviewed, updated, and/or revised, is included on the cover page of this handbook.

District Information

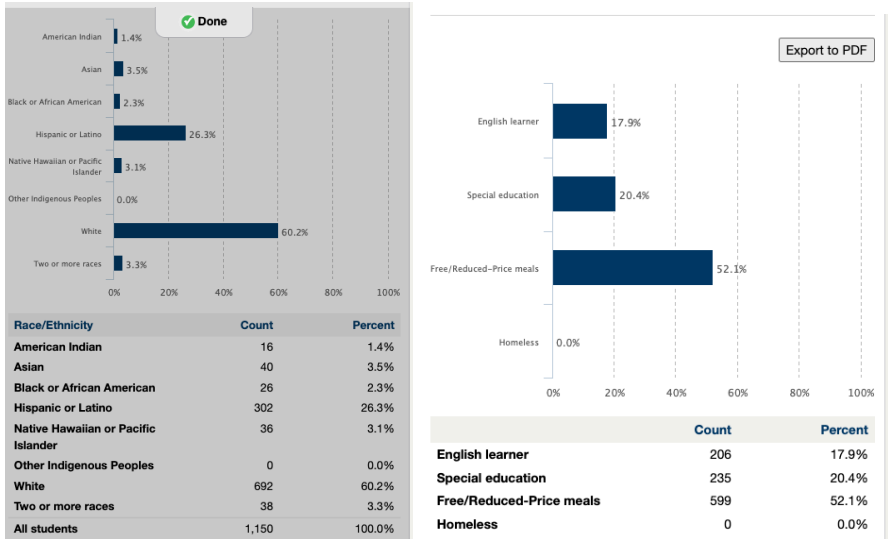
The effectiveness of your decisions as a board member hinges on your knowledge of the district’s schools, staff, students, and the communities they inhabit. Recognizing the specific needs and aspirations of Windom Area Schools will empower you to advocate for policies and initiatives that truly enhance our educational outcomes. By engaging with this information, you will not only enhance your ability to make informed decisions but also build trust and credibility with fellow board members, the community, staff, and students alike. Let this knowledge serve as the foundation of your tenure, guiding your decisions and initiatives to foster an environment where every student can succeed.

District Identity

Windom Area Schools is located in Windom Minnesota serving approximately 1150 students in Kindergarten through 12th grade.

- History of the District – Windom Schools was established in 1893. The current high school was built in 1973 and the Middle School Addition and Gym Area was constructed in 2000. Windom Elementary was built in 2020. WAS owns four buildings: Highland Early Learning Center, Winfair (leased to SWWC), the Elementary School and the Middle High School.

- Demographics –



Points of Pride –The elementary school was named a MN School of Excellence in 2019-2020. We take pride in our CTE (Career Tech Ed) Center, College in the Schools courses, and the vast array of extracurricular activities available to students.

- Programming – Bridges Preschool, Windom Elementary, Middle High School
- Community Partnerships – Booster Club, Elementary PTO, Middle School Advisory, SWWC, Law Enforcement Center, Chamber, DVHHS, Greater MN, MN West, SMSU, MSU, Windom Area Health, Sanford, Avera, Kiwanis, local churches, and others.

Leadership Directory

Board Members

Name	Board Position	Phone Number	Email Address
Joel Bordewyk	Chair	605-496-2656	jbordewyk@isd177.com
Angie Klassen	Vice Chair	507-822-2405	aklassen@isd177.com
Bruce Mews	Clerk	507-822-5664	bmews@isd177.com
Brianne Miller	Director	507-832-9209	bmiller@isd177.com
Barbara Jones	Treasurer	507-822-3229	bjones@isd177.com
Matt Steffen	Director	507-822-1900	msteffen@isd177.com
Lynn Liepold	Director	701-610-6015	lliepold@isd177.com

Superintendent's Office

Name	Position	Phone Number	Email Address
Teresa Haken	Administrative Assistant	507-832-8732	thaken@isd177.com
Jamie Frank	Superintendent	507-822-0707	jfrank@isd177.com

Leadership Cabinet

Name	Position	Phone Number	Email Address
Peggy Pfeffer	Business Manager	507-832-8734	ppfeffer@ids177.com
Doug Holtz	Director of Buildings and Grounds	507-832-8740	dholtz@isd177.com
Jacob Johnson	Activities Director	507-832-8744	jjohnson@isd177.com
Ryan Christoffer	Director of Technology	507-832-8730	rchristoffer@isd177.com
Corey Barfknecht	Preschool & Elementary Principal	507-832-8742	cbarfknecht@isd177.com
Dane Nielsen	Middle School Principal	507-832-8736	dnielsen@isd177.com
Bryan Joyce	High School Principal	507-832-8738	bjoyce@isd177.com
Kathryn Ralston	Director of Special Education	N/A	Kathryn.Ralston@swsc.org

District Facilities

Building	Address	Phone Number
Highland Early Learning Center	68 10th Street, Windom, MN 56101	507-832-8746
Windom Elementary	1200 17th Street, Windom, MN 56101	507-831-6925
Middle High School	1400 17th Street, Windom, MN 56101	507-831-6910
Winfair - leased to SWWC	1454 6th Avenue, Windom, MN 56101	507-831-6935

[Schedule a Facility Visit or Tour](#)

You have the same right as a parent or community member to visit the schools in your district as long as you adhere to the procedures the district has for visitors. You may also visit the schools in an official capacity with the board's authority or to fulfill a specific duty required of you as a board member. In any event, be sure to communicate with the superintendent and building administrator to schedule your visit.

You should use school visits to build good working relations with building principals and staff, to celebrate the positive accomplishments of the schools, and to show your pride as a member of the board. Look for opportunities to visit when a school is hosting a special event or recognition program for students and staff.

The superintendent does walk-throughs periodically of the buildings and will be invited to attend as it works in your schedule. If there is an area of interest, please let the superintendent know of your wishes and she will schedule a walk-through.

Strategic Framework

Mission Statement

Windom Schools will create a safe, responsive, and nurturing environment in which every learner will receive a high-quality, challenging education that will empower them with the skills and knowledge needed for a successful future.

Vision

Learning. Leading. Excelling. Together.

Core Values

- Safe, Respectful Learning Environment
- High-Quality Education
- Opportunities for All (Academic, Athletics, Arts)
- Collaboration amongst all stakeholders

Belief Statements

We believe:

- Respect, integrity, self-worth, and honesty are the Windom Way.
- Every student has the right to a high-quality education that meets their individual needs.
- Learning is a collaborative effort among students, staff, family, and the community.
- All students deserve a safe learning environment.
- The District is very proud of the Strategic Plan which was written in 2022-2023. [Please click here to view the plan in its entirety.](#)

References for Further Information

Handbooks:

[Elementary Handbook](#)

[Middle High School Handbook](#)

[Policy Manual](#)

Contracts:

[Teacher's Contract](#)

[Para Contract](#)

[Secretary, Custodian, Food Service Contract](#)

[Admin Contract](#)

[Superintendent Contract](#)

Reports for MDE:

[World's Best Workforce/Comprehensive Achievement and Civic Readiness Report Achievement and Integration](#)

[Literacy Plan](#)

[QComp Goals](#)

Board Membership

When considering your governance role, embracing the procedural steps that underpin the integrity of the democratic process is paramount. From post-election procedures to the establishment of board offices, each action reflects your commitment to transparency and accountability. By being diligent in these duties, you acknowledge the trust placed in you by constituents. Prioritizing effective governance ensures you serve the community and prioritize the needs of students.

[Committee Assignments](#)

<Insert Picture>

Post-Election Procedures

Canvass and Declaration of Results

Between the third and tenth days after a district election, the board must canvass the returns and declare the results of the election. [Minn. Stat. 205A.10, Subd. 3.](#)

Certification of Results

The district clerk shall certify the results of the district election to the county auditor. [Minn. Stat. 205A.10, Subd. 3.](#)

Issuance of Certificate of Election

After canvassing the election and the time for contesting an election has passed (seven days after the canvassing board has declared the result of the election), the board shall issue a certificate of election to the candidate for each office who received the largest number of votes cast for the office. If there is a contest, the certificate of election to that office must not be issued until the outcome of the contest has been determined by the proper count. [Minn. Stat. 205A.10, Subd. 3](#); [Minn. Stat. 204C.40, Subd. 2.](#)

Campaign Financial Report Certification of Filing

The Certification of Filing is due no later than seven days after the general election. [Minn. Stat. 211A.05.](#)

Taking Office

Board members take office the first Monday in January. [Minn. Stat. 123B.14, Subd. 1.](#)

Official Oath of Office

The official oath of office is administered once elections have been canvassed, the candidates have turned in their certificate of campaign filing report, and the seven-day contest period has ended. When the contest period ends, the school election officer should give each winning candidate the certificate of election. Each winning candidate then has thirty days to sign the official oath and acceptance of office form in front of a notary. By signing this document, the individual officially becomes a board member on the first Monday in January. [Minn. Stat. 358.05.](#)

Ceremonial Oath of Office

The ceremonial oath of office is usually administered at the organizational meeting on the first Monday in January (or as soon thereafter as practicable). While the official oath of office is required, the ceremonial oath of office is optional.

Organizational Meeting

On the first Monday in January (or as soon as practicable thereafter) each year, newly elected board members' terms of office begin, and boards must meet to organize for the year. [Minn. Stat. 123B.14, Subd. 1.](#) During this meeting, ceremonial oaths of office may be administered, officers are elected, committee assignments are established, and meeting schedules are adopted. This process lays the groundwork for the board's operations, emphasizing collaboration and effective governance to serve the district and its stakeholders.

For more regarding organizational meetings see, [MSBA's First Monday in January Handbook.](#)

District Intake Paperwork

District Customization –The district office will contact new board members after the election and what information the department representative will request or provide. Topics include:

- Providing a copy of the board handbook
- Providing a copy of school and board calendars
- Providing access to district electronic resources
- Completing onboarding paperwork

- Collecting contact information including home address and cell phone number and a photo
- Completing payroll paperwork
- Completing a background check
- Setting up a district email
- Scheduling a one-on-one meeting with the superintendent
- Scheduling a one-on-one meeting with your board mentor
- Providing MSBA login information
- Providing MSBA's contact information (Phone: 507-934-2450; [Online Inquiry Form](#))

Board Organization

Eligibility Requirements

To run for a board seat, you must be (1) at least 21 years old, (2) an eligible voter, (3) a district resident for at least 30 days prior to election/appointment, and (4) not convicted of a felony. [Minn. Stat. 123B.09](#); [Minn. Stat. 204B.06, Subd. 1.](#)

Term of Office

Board members are elected to four-year terms and take office on the first Monday in January. The term of a member who has been appointed to fill a vacancy will be for the remainder of the predecessor's term until the date of the district's next general election. There is no limit on the number of consecutive terms a board member can serve. [Minn. Stat. 123B.09.](#)

Filling Vacancies

A vacancy on the board can occur for a number of reasons including when a member dies, resigns, or ceases to be a resident of the district. All vacancies will be filled according to [Minn. Stat. 123B.09.](#)

For more information, regarding filling vacancies see: [Steps to Fill a School Board Vacancy with Sample Application and Interview Questions.](#)

Board Composition

School boards in Minnesota are made up of either six or seven members. Some exceptions have been created by special legislation, often for consolidated districts. The superintendent is an ex-officio (non-voting) member of the board. [Minn. Stat. 123B.09.](#)

Board Offices

Officers of the board include chair, vice-chair (optional), clerk, and treasurer. These positions are determined annually at the organizational meeting. All board members, regardless of office, maintain

equal rights and equal voices. See the Election of Board Officers section on page 27 for information regarding nominating and voting procedures.

Role of the Chair

- The chair, when present, shall preside at all meetings of the board, countersign all orders upon the treasurer for claims allowed by the board, represent the district in all actions, and perform all duties a chair usually performs.
- In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.

Role of the Vice-Chair

- The vice-chair shall perform the duties of the chair in the event of the chair's temporary absence.

Role of the Clerk

- The clerk shall keep a record of all meetings in the books provided.
- Within three days after an election, the clerk shall notify all persons elected of their election.
- On or before September 15 of each year, the clerk shall:
 - file with the board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
 - make and transmit to the Commissioner of the Minnesota Department of Education (Commissioner) certified reports, showing:
 - revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the Commissioner;
 - length of school term and enrollment and attendance by grades; and
 - other items of information as called for by the Commissioner.
- The clerk shall enter into the clerk's record book copies of all reports, the teachers' term reports, the proceedings of any meeting, and keep an itemized account of all expenses of the district.
- The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax levy voted by the district or the board for school purposes.
- The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
- The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
- The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Role of the Treasurer

- The treasurer shall deposit the funds of the district in the official depository.
- The treasurer shall make all reports which may be called for by the board and perform all duties a treasurer usually performs.
- In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with [Minn. Stat. 123B.12](#).
- By resolution, the board may combine the duties of clerk and treasure in a single person in the Office of Business Affairs. Typically, that single person almost always delegates at least some duties to others.

Associated Policy – [Policy 202 – School Board Officers](#).

Board Compensation

The clerk, treasurer, and superintendent of any district shall receive such compensation as may be fixed by the board. Unless otherwise provided by law, the other members of the board shall also receive such compensation as may be fixed by the board. All members of the board may receive reimbursement for transportation at the rate provided for in [Minn. Stat. 471.665](#). No board member or district employee shall receive any compensation or benefits based on incentives or other money provided to the district by or from a source of group insurance coverage referenced in [Minn. Stat. 471.6161, Subd. 1](#), except for a refund provided under [Minn. Stat. 123B.75, Subd. 10](#), or a wellness plan that is mutually agreed upon by the district and the exclusive representatives of employees.

Board Salaries are set at the Organizational Meeting In January of each year.

Set 2024 Board Salaries Current

- a. 2023 salary was set at \$3475.44 per board member per year. Note: last year the salary was not raised
- b. Board Chair – additional \$200/year
- c. Board Clerk – additional \$100/year
- d. Special meetings set at \$75/meeting.
- e. Out-of-town meetings at \$15.00 per hour maximum of 8hrs. Hours include travel time.
- f. Negotiations committee, Superintendent hiring committee, buildings/grounds, and project oversight committee (POC) rate of \$15.00 per hour.
- g. No deduction from stipend due to board member absence from meeting
- h. In odd years, board members receive \$700.00 technology stipend.

*Note: may be used for technology or internet services. The stipend is taxable.

Expense Reimbursement

Board members must submit an expense report to receive payment for special, out-of-town and committee/negotiations meetings and to be reimbursed for mileage or meals for overnight meetings, conventions or training. Original itemized receipts must be submitted along with the form, that form can be found by [clicking here](#). Payment for meetings and reimbursement of expenses happen through the payroll system, expense reports must be submitted to the business office by the 6th of the month to be included in that month's payroll.

Associated Policy –

[Policies 212](#) – *School Board Member Development*

[Policy 214](#) – *Out-of-State Travel by School Board Members*

[Policy 412](#) – *Expense Reimbursement.*

Learning the Job

Learning from Board Colleagues

One of the most valuable resources at your disposal, outside of this handbook, is the wealth of experience and knowledge possessed by your fellow board members and district staff. Engaging with them can significantly enhance your understanding of board operations, policies, and educational best practices. Your colleagues on the board bring diverse backgrounds and perspectives that can provide invaluable insights. Here are a few ways to leverage their experience:

Worksessions and Retreats – Participate actively in board workshops and retreats. These sessions are designed not only to address key issues but also to foster team building and collective learning. School board workshops are held the fourth Monday of each month. Retreats are held as needed.

Committee Participation – Join board committees that align with your interests and expertise. Working closely with other members on specific topics will deepen your understanding and contribute to your professional growth.

Mentorship

The district recognizes the importance of supporting new board members as they transition into their roles. To facilitate this, the district has implemented a mentorship program designed to provide guidance, support, and valuable insights. Each new board member will be paired with an experienced mentor who will help them navigate their responsibilities and become effective contributors to the board. This mentor will be a seasoned board member with a deep understanding of the district's operations, policies, and culture. The assignment will be made by the board chair in consultation with the superintendent to ensure a good match based on experience and areas of expertise.

To support you in this transition, you and your mentor will use the [MSBA New Board Member Orientation Year At-a-Glance](#) to guide you through your first year. This program aims to provide you with the knowledge, tools, and support necessary to become an effective and confident board member.

Mentor and mentee should schedule a time before each school board meeting to check-in regarding the upcoming agenda, policies, and procedures.

Our orientation program is structured to ensure you receive a balanced combination of printed materials, hands-on training, and personal mentorship. Throughout the year, you will engage in various learning sessions, attend MSBA training events, and participate in board meetings and district activities. These experiences are designed to deepen your understanding of board operations, district policies, and educational goals. By the end of your first year, you will have a solid foundation to effectively contribute to the board's mission of providing quality education for all students. Mentors are encouraged to attend the workshops and trainings with the mentees to make the information more relevant and specific to the district.

Ongoing Professional Development

Continuous learning is crucial for effective governance. Board members are encouraged to participate in school board and related workshops and activities sponsored by local, state, and national school boards associations, as well as in the activities of other educational groups. Each board member shall receive training in school finance and management developed in consultation with the Minnesota School Boards Association. [Minn. Stat 123B.09, Subd. 2](#). Below is a full list of MSBA’s Learning to Lead Phase Workshops.

- [Learning to Lead – School Board Basics: Phase I Workshop](#)
- [Leadership Foundations – School Finance and Management: Phase II Workshop](#)
- [Building a High-Performance School Board Team: Phase III Workshop](#)
- [Representing Your Community Through Policy and Engagement: Phase IV Workshop](#)

Other MSBA Professional Development Opportunities – To learn more about these opportunities, see the [Workshops and Events](#) section of the MSBA website.

In District Workshops	Events
Mutual Expectations Workshop	Leadership Conference
School Board Self-Evaluation Workshop	Summer Seminar
Superintendent Search Workshop	Delegate Assembly
Superintendent Evaluation Workshop	Day at the Capitol
Regional Workshops	Advocacy Tour
Officers’ Workshop	Coffee and Conversation Series
Negotiations Seminars	Board Chair Chat
	Monthly Webinars

District Customization – Contact Teresa Haken to register. Phase I and II are required for all board members as soon as possible. Phase III and IV are recommended to be completed within the first term.

Associated Policy – [Policy 212 – School Board Member Development](#).

MSBA Series of Publications – New board members automatically receive the following publications to stay current on education related news.

- **eClippings** – Receive daily links to K-12 news from around the state.
- **Leader Newsletter** – Monthly updates regarding MSBA news and events, topical news items, administrative topics, and much more.
- **Journal Magazine** – Bimonthly magazine includes school features, exploration of leadership issues, in-depth stories on education trends, and a directory of vendors.

Other Professional Development Options:

MREA Conference- in Brainerd each year in November

National School Board Conference - location varies. Windom Schools will offer this on a 3-5 year rotational basis.

MSBA Conference - in Minneapolis each year in January.

It is strongly recommended that board members attend a conference of choice at a minimum one time per term.

Individual Board Membership

Duties as an Individual Board Member

The position of board member carries with it a profound responsibility to uphold the highest ethical standards. A commitment to integrity, transparency, and accountability will not only enhance the effectiveness of educational policies but also strengthen the community's confidence in the board's decision-making. Remember that your actions and decisions will help shape the future of our students, schools, and community. Let the Code of Ethics in District Policy 209 guide you in navigating the complexities of governance with unwavering moral clarity and purposeful dedication.

Associated Policy – [Policy 209 – Code of Ethics.](#)

Board Time Commitment

The time required to complete your board responsibilities will most vary by time of year. It will depend on how many meetings are scheduled, which committees you serve on, what issues are going on in the district at the time, and how much time you need to prepare for upcoming meetings. For example, if the

district is going through a building project, hiring a superintendent, or developing the district budget, the time needed for board meetings may be more extensive. On average, however, you can anticipate spending about nine to twelve hours a month on board service.

Conflict of Interest

As a board member, you are expected to uphold the highest standards of integrity by actively avoiding any conflicts of interest in your official capacity. This means refraining from any personal financial involvement in district transactions such as sales, leases, or contracts you oversee or participate in. If a potential conflict arises, you must fully disclose your interests and abstain from decision-making processes related to those interests. You will operate under stringent guidelines to ensure that any exceptions to this rule are handled transparently, with unanimous consent and clear documentation. This approach maintains the community's trust and ensures all decisions are made solely in the best interest of the district and its stakeholders.

Associated Policy [*Policy 210 – Conflict of Interest*](#)

Working as a Board Team

At the heart of educational excellence lies the steadfast commitment of the board, entrusted with duties that shape the very fabric of our district's future. Defined by statute, yet driven by a passion for progress, the board's responsibilities encompass a profound dedication to nurturing thriving learning environments and supporting the endeavors of our administration. Crucial to fulfilling these responsibilities is the collaborative spirit of board teamwork, where collective wisdom and shared vision pave the path toward transformative change. By fostering an environment of mutual respect and collaboration, the board can harness its collective strength to address challenges, capitalize on opportunities, and ultimately, advance the educational journey of every student in our district.

Duties of the Board

- The board has powers and duties specified by statute. The board's authority includes implied powers in addition to specific powers granted by the legislature.
- The board exercises administrative functions. It also has certain powers of a legislative character and other powers of a quasi-judicial character.
- The board shall hire a superintendent to manage the schools of the district; adopt rules for their organization, government, and instruction; prescribe textbooks and courses of study; and make and authorize contracts.
- The board shall have the general charge of the business of the district, its facilities and property, and of the interest of the schools.
- The board, among other duties, shall perform the following in accordance with applicable law:
 - provide by levy of tax, necessary funds for the conduct of schools, the payment of indebtedness, and all proper expenses of the district;
 - conduct the business of the schools and pay indebtedness and proper expenses;

- employ and contract with necessary qualified teachers and discharge the same for cause;
- provide services to promote the health of its pupils;
- provide school buildings and erect needed buildings;
- purchase, sell, and exchange district property and equipment as deemed necessary by the board for school purposes;
- provide for payment of claims against the district, and prosecute and defend actions by or against the district, in all proper cases;
- employ and discharge necessary employees and contract for other services;
- provide for transportation of pupils to and from school, as governed by statute; and
- procure insurance against liability of the district, its officers, and employees.

The board, at its discretion, may perform the following:

- provide library facilities, public evening schools, adult and continuing education programs, summer school programs, and intersession classes of flexible school year programs;
- furnish school lunches for pupils and teachers on such terms as the board determines;
- enter into agreements with one or more other independent districts to provide for agreed upon educational services;
- lease rooms or buildings for school purposes;
- authorize the use of school facilities for community purposes that will not interfere with their use for school purposes;
- authorize co curricular and extracurricular activities;
- receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose; and
- perform other acts as the board shall deem to be reasonably necessary or required for the governance of the schools.

Associated Policy [-Policy 201 – Legal Status of the School Board](#)

Board Governance Model

The [MSBA Board Governance Model](#) delineates the distinct roles and responsibilities of the board and the superintendent, ensuring both governance and management functions are clearly articulated and understood. It outlines the board's role in setting expectations and parameters through policy adoption, budgeting, contracting, and focusing on student achievement for all. It also highlights the superintendent's responsibilities in providing leadership and supervision, thus ensuring policies and strategies set by the board are effectively implemented.

Standards for Board Leadership

The board is responsible to the community to govern efficiently and lead effectively to provide students an equitable education that results in high achievement. To assist in this journey, see the [Standards for](#)

[School Board Leadership](#) developed by the MSBA. This document outlines best practices for board members and provides the standards we should strive to meet as part of a high-performing board team.

Attributes of High-Performing Board Teams

1. Everyone clearly understands the mission, goals, and role of the board; everyone knows who is, and who should be, doing what.
2. Board members are skilled in group leadership and/or membership functions.
3. Board members have a high degree of trust in one another.
4. Interaction occurs in a supportive atmosphere. Suggestions, comments, ideas, information, and criticism are all offered in a manner that is helpful. Respect is shown for varying team viewpoints.
5. Expectations for the group and its members are high. Goals are stretched.
6. The board is not dominated by an individual or sub-group; everyone participates and has the opportunity to influence the discussion.
7. The board has established procedures for operation including decision-making, conflict resolution, and meeting management.
8. The board is future focused. Decisions are made with long-term consequences and benefits in mind.
9. The board evaluates its performance periodically.

School Board Self-Evaluation

School Board self-evaluations can be an invaluable tool for assessing and enhancing the effectiveness of our governing body. This process allows us to reflect on our collective performance, identifying strengths, challenges, and opportunities for improvement. Engaging in a self-evaluation enables us to gain insights into individual contributions and understand the dynamics and overall functioning of the board. It also fosters open communication, promotes accountability, and strengthens teamwork among board members. By participating in the process, we can gain insights that will empower us to make informed decisions, enhance our effectiveness in serving the community, and contribute to the continuous improvement of the board's performance and impact.

- Learn about [MSBA's School Board Self-Evaluation in-district workshop](#).

Role of the Superintendent

The board employs a superintendent to lead and manage the district. The superintendent is an ex-officio, non-voting member of the board and the chief executive officer of the school system. The superintendent's duties and responsibilities are derived largely from three sources: statute, the employment contract, and the job description. Superintendents are responsible for the management of the schools, the administration of all board policies, and are directly accountable to the board. The superintendent must annually evaluate each principal assigned responsibility for supervising a school building in the district. Also, the superintendent may delegate responsibilities to other district personnel but shall continue to be accountable for actions taken under such delegation. [Minn. Stat. 123B.143](#).

Hiring a Superintendent

One of the most critical responsibilities of the board is the hiring of a superintendent. The selection of the superintendent is a decision that shapes the future of the district, influencing the quality of education, the effectiveness of school management, and the overall success of students. The importance of this decision cannot be overstated. The superintendent's vision and leadership directly impact educational outcomes and the district's ability to achieve its strategic goals. Therefore, it is imperative that the board conducts a thorough and meticulous search process, considering candidates' experience, leadership style, and alignment with the district's values and objectives. This decision requires careful deliberation and a commitment to finding a leader who will foster a positive educational environment, promote innovation, and address the diverse needs of the school community. In essence, the hiring of a superintendent is not just a routine administrative task but a defining moment that sets the course for the district's future.

Duties of the Superintendent (copied from contract):

The Superintendent shall have charge of the administration of the schools under the direction of the School Board. The Superintendent shall be the chief executive officer of the School District; shall direct and assign teachers and other School District employees under the Superintendent's supervision; shall organize, reorganize, and arrange the administrative and supervisory staff, including instruction and business affairs, as best serves the School District subject to the approval of the School Board; shall select all personnel subject to the approval of the School Board; shall, from time to time, suggest policies, regulations, rules, and procedures deemed necessary for the School District, and, in general, perform all duties incident to the office of the Superintendent and such other duties as may be prescribed by the School Board from time to time. The Superintendent shall abide by the policies, regulations, rules, and procedures established by the School Board and the State of Minnesota. The Superintendent shall have the right to attend all School Board meetings and all School Board and citizen committee meetings, serve as an ex-officio member of the School Board and all School Board committees, and provide administrative recommendations on each item of business considered by each of these groups.

Tenets of an Effective Board-Superintendent Relationship

Understanding and fostering a productive relationship between the board and the superintendent is critical for the success of our educational institution. The [17 Tenets of an Effective Board-Superintendent Relationship](#) provides a comprehensive guide outlining key principles and best practices for maintaining a collaborative and effective partnership. This document highlights essential responsibilities and expectations for both the board members and the superintendent, promoting a clear understanding of each party's role in governance and administration. By adhering to these tenets, our board can ensure decisions are made efficiently, communication remains open and transparent, and the strategic goals of our district are met.

Evaluating the Superintendent

Evaluation of a superintendent's performance is one of the board's most important responsibilities. The evaluation of the superintendent is an inherent managerial right of the board. Each board member should review the superintendent's employment contract to determine the evaluation-related provisions, if any, that may be included. Done correctly, an evaluation is a useful governance tool that helps drive school improvement. In fact, a high-quality evaluation process enhances positive school-superintendent relationships, improves communication, clarifies leadership roles, creates common understandings, and provides a mechanism for accountability and communication.

Windom Schools evaluates the Superintendent in July of each year. Each board member completes an individual evaluation. The chair compiles the results. These are delivered to the superintendent during a closed session in July. A summary is read by the chair at the following meeting.

Board Communication Guide

Communication Between Board Members

Adhering to guidelines for effective and lawful communication with your fellow board members is crucial. While open and collaborative communication is vital for the board's success, remember that discussions outside of official board meetings must be handled carefully to avoid violating the Minnesota Open Meeting Law (OML). This law requires any gathering of a quorum of board members, where official business is discussed, must be conducted in public and notice must be provided to ensure transparency. (See exceptions in the Closed Meeting Chart on pages 25.) Therefore, while informal discussions can be valuable for building relationships and exchanging ideas, avoid veering into areas of official board business unless they are part of a scheduled public meeting.

Building Collaborative Relationships – School governance is founded on the belief that a group of very different people representing various constituencies in their district can make better decisions than any one person alone. That diversity is the board's strength. It's best to be open-minded about the opinions of your fellow board members. Your goal should not be to change them to your point of view, but rather to determine the best solution to an issue by working together to try and accommodate all views. You want the students to be the "winners" — not one board member or another.

Addressing Team Dysfunction – Open communication is critical to the proper functioning of the board. If you feel the board is not functioning well, it may be appropriate to suggest a workshop where the board reviews its ground rules, board policies on board operations, and board/administrative relations that establish how the leadership team will function. If these ground rules and policies are not effective, then consider modifications to them. The board may want to hire a facilitator to assist with discussions to improve the board's working relations. MSBA can help with a custom board in-service tailored to the board's specific situation.

Guidelines for interacting outside a board meeting

- **Do Not Discuss Board Business.** Focus on topics such as general education trends, personal updates, or board training and development without steering into specifics of pending decisions or board business.
- **Be Cautious with Written Communication.** Exercise caution with emails, texts, and social media interactions among board members. Avoid group messages or email chains discussing board business that could be construed as a meeting.
- **Be Transparent with Your Intentions.** Always make the purpose of any gathering clear, ensuring it is social or educational in nature and not meant for making decisions or deliberations that should be reserved for official meetings.
- **Consider Public Perception.** When planning to meet outside of formal board meetings, consider how such gatherings might be perceived by the public. It's crucial to remember any appearance of conducting board business or decision-making outside of the designated public meetings could undermine community trust and confidence.

Associated Policy – [Policy 205 – Open Meetings and Closed Meetings.](#)

Situation	District Protocol
I have general questions about board governance and/or operation.	<i>Set a meeting with your mentor or the Superintendent.</i>
I have a concern or questions regarding board governance.	<i>-Set a meeting with the Superintendent and School Board Chair.</i>
I have a concern or questions regarding district operations.	<i>-Set a meeting with the Superintendent and School Board Chair.</i>

Communication with the Superintendent

A productive working relationship with the superintendent is vital to the success of the district. To do this, transparent communication is required. If you have questions or concerns, please call or email the superintendent to talk about it. If the questions are concerns or relate to negative feelings from the community, superintendents appreciate knowing about them in advance of the board meeting so they can come prepared to address them. It is appropriate to call the superintendent, set up a meeting to discuss questions, or send an email for simple questions or requests. When contacting the superintendent, it is important for you to keep the scope of such contacts within reason, to permit adequate time to receive a response, and to generally remain cognizant of the superintendent's other responsibilities and demands on their time.

Situation	District Protocol
I have general questions about the district.	<i>Contact the Superintendent</i>
What if I disagree with a report or presentation to the board from the superintendent or other staff member?	<i>Contact the Superintendent and Board Chair.</i>

Communication with District Administrators and Staff

You will likely come in contact with district employees, including administrators, teachers, and other staff members. While there's nothing wrong with talking to district staff, keep in mind that complaints should

follow the chain of communication. Additionally, understand individual board members do not have authority to direct the work of district staff members.

Discussing Your Child with Staff – This can be a tricky area. No matter what you say about “speaking as a parent, not a board member,” it may be difficult for some teachers to separate your role on the board from your role as a parent. Some board members have indicated their significant others frequently take the lead in speaking to their children’s teachers. Make sure you’re not using your position as a board member to secure special treatment for your child. If there are issues you wish to discuss with a teacher, you should follow the normal procedures for contacting your child’s teacher to discuss them. Keep in mind that you do not relinquish your parental rights now that you’re a board member.

Communication with Constituents Including Staff, Students, Parents, and Community

Identify the person contacting you and ensure you have their contact information. Seek to understand the situation or interest but, generally, do not agree or commit to resolve it personally as that is not the role of individual board members.

Here are some general expectations:

- Do not agree to confidentiality or commit to limit your options of notification.
- Do not get involved in staff employment or contractual issues.
- Do not attempt to work with a parent who is working on behalf of an organized group rather than on behalf of their own student.
- When applicable, redirect the person to the appropriate staff person or administrator to address the concern. First, ask the parent to talk to the person with whom the issue is concerning. This could be a teacher, counselor, or the like. If the issue is not resolved, refer the parent to the principal. If the issue is not resolved, refer the parent to the superintendent. The superintendent appreciates knowing about these conversations so that she can follow up.
- Be alert to patterns of like concerns and notify the superintendent’s office of the possibility.
- If the concern raises governance or public relations questions, contact the board chair in addition to the superintendent.
- Avoid forming and communicating opinions about a board decision before the board has discussed it in a board meeting.

Situation	District Protocol
If I get a phone call, email, or stopped in public from a constituent with concerns regarding the district.	<ul style="list-style-type: none"> - <i>listen to the concern and do not promise to fix the item.</i> - <i>refer them to the appropriate administrator.</i>

	<i>- contact the superintendent to let them know about the conversation/concern.</i>
If I get a phone call, email, or stopped in public from a constituent regarding the board's decisions.	<i>- listen to the individual and share the information with the Superintendent.</i>
If I get an email that is addressed to the entire board with concerns from a constituent.	<i>- listen to the individual and share the information with the Superintendent.</i>
There is a situation that requires the district's legal counsel to be contacted.	<i>- provide information to the Superintendent so that they can contact legal counsel.</i>

Engaging with the Community

Be proactive. The board can engage key stakeholders by inviting and appointing them to participate in standing and ad hoc committees, advisory panels, focus groups, forums, and surveys to describe a vision for the district, set its goals, plan strategically, align resources with goals, and other actions offering them an opportunity to learn about public education and to influence governance decisions. Encourage all members of the community to visit their schools. Invite them to extracurricular activities, schedule a grandparents' day, and offer tours. In public education, familiarity often breeds support.

Use a variety of means to engage community members, inform them about the district, and learn about their interests, priorities, and concerns. Print and electronic media, social media (be mindful of emerging trends for younger parents), the district's website, and face-to-face conversations all play important roles in a year-round district campaign to inform and to be informed.

While accentuating the positive — student successes and district progress — don't neglect the negative. Be the first to let the community know about clouds looming on the horizon, and what the board is doing to dispel them. The board should be ambassadors for the district by scheduling dialogues with a cross section of the community — preferably in their neighborhoods as well as in online forums. And be prepared to address negative comments and feedback in a positive, proactive manner.

In addition, consider the varying expectations of the district's constituents. The parents of seniors may have far different expectations than the parents of kindergartners, and elderly community members with no students in the district may want completely different types of communication.

Associated Policy – [Policy 612.1](#) – *Development of Parent and Family Engagement Policies for Title I Programs.*

Communication with the Media

It's important to handle media interactions with care to maintain the veracity and unified voice of the board. Maintaining a unified voice is crucial as it ensures all board communications are consistent, clear, and reflect the collective decisions and strategic direction of the board. This unified approach helps to build trust and credibility with the community, stakeholders, and the media.

Situation	District Protocol
If I am approached by the media regarding a concern or board decision.	<i>Share that the district has a communication process for communication and that they should contact the Superintendent.</i>

Communication on Social Media

Social media plays a significant role in board members’ responsibilities. To use social media effectively while avoiding potential pitfalls, remember your posts should reflect well on your role and set a good example for students and the community. Be careful not to share personal, confidential, or legally protected information about students, employees, or board members. Opt for face-to-face or telephone conversations for private matters instead of using social media. Control your emotions and avoid posting in anger or frustration, as negative statements can have lasting consequences and may lead to legal issues. Always use polite language and refrain from abusive, profane, or offensive comments. Additionally, avoid posting on behalf of the district or sharing commercial messages linked to the district. Use social media primarily for listening, making announcements, and gathering feedback rather than conducting board business. Finally, ensure you comply with all relevant laws and district policies, including those related to acceptable use, harassment, discrimination, and privacy. Your online actions should always reflect the values and responsibilities of your position within the district.

Situation	District Protocol
I know about an upcoming district event that should be featured on social media.	<i>Contact the District Communication Coordinator to share the information.</i>
I saw a post containing false or misleading information regarding the board or district.	<i>Contact the Superintendent.</i>

Using a District Email

You should use a district email account for your board communications. While this creates another account to monitor, the extra effort is well worth it. As an elected official, your communications related to your office are presumed to be public data unless a provision of law makes part or all of the email private. Your emails may contain private personnel data ([Minn. Stat. 13.43](#)), private educational data

([Minn. Stat. 13.32](#)), correspondence with a private individual ([Minn. Stat. 13.601](#)), or protected medical information.

Members of the public may request access to public government data for any reason. Government entities must respond to these requests, and any work required to separate private data from public data, known as redaction, cannot be charged to the requester. The government entity must keep public data readily accessible, and redacting private data is its responsibility. Often, decisions about redaction need to be made by legal counsel, which adds to the expense.

If you use a personal or work email account, access to the public data may require you to turn over the personal or work device on which the emails are stored. If you use a district email address, the district's computer system can be searched to respond to public data requests. As a result, you do not have to worry about your personal or work devices being unavailable or about your personal or work information being shared with others.

Using a separate email account also separates your board work from personal or business correspondence. This reduces the number of emails that need to be searched in preparation for responding to a public data request, saving the district time and money.

Another reason this separation is helpful is in how you think about your emails related to board work. Remembering the presumed public status of what you write in emails to other board members, the superintendent, and other district personnel about board work can save you from explanations and embarrassment. Public data may end up on the local news or social media, so it is wise to keep this in mind as you compose emails related to board work.

A final consideration is the potential to violate the OML. If a two-way communication about board business occurs among a quorum of the board (or a quorum of a board committee), it results in an OML violation, and the emails create a record of the violation.

Communicating with Board Members Via Email – To ensure OML compliance, you are strongly discouraged from using email to communicate with other board members about issues within the board's realm of authority, except for procedural elements like establishing meeting dates and locations. Generally, you should use email only for one-way communications to and from the board chair or superintendent to distribute information.

Situation	District Protocol
I have questions regarding an email I received from the board chair or superintendent.	<i>Call the Superintendent regarding this information.</i>
Another board member emailed me regarding board business.	<i>Contact the individual directly.</i>
I have important information that everyone on the board needs to know before the next board meeting.	<i>- Contact the Board Chair/Superintendent regarding the information, so that they can address this with item.</i>

References for Further Information

- MSBA's Board Development and Recognition Program
- [MSBA Legal Requirements for School Board Members](#)
- [MSBA Common Acronyms Used in Education](#)
- [MSBA Glossary of Educational Terms](#)
- MSBA School Finance Guide
- [MSBA Election Manual](#)
- [MDE – School Finance Reports](#)
- MN House Research – Minnesota School Finance: A Guide for Legislators

Board Meetings and Governance

Board meetings are pivotal gatherings that dictate the course of educational policies and decisions within a district. Governed by a structured framework, these meetings encompass various types, from regular sessions to emergency convenings, each serving distinct purposes and following legal mandates outlined in Minnesota statutes. Moreover, the operational norms, roles of board officers, and adherence to parliamentary procedures shape the conduct of these meetings, ensuring efficiency, transparency, and accountability. In this comprehensive overview, we delve into the intricacies of board meetings, covering everything from meeting types and legal obligations to procedural guidelines and public participation protocols.



Meetings of the Board

Types of Meetings

Regular Board Meeting – Regular meetings of the board are held according to an established schedule. The schedule must be kept on file at the district office. No additional notice required unless the date, time, or place of the regular meeting is changed. [Minn. Stat. 13D.04, Subd. 1.](#)

Regular Board Meetings are typically held on the second Monday of each month at 6:30 in the City Council Chambers.

Special Meeting – The board may hold a special meeting to conduct business as needed. A special meeting can provide extra time for presentations, such as review of building-level outcomes, or to deal with an issue that arises but is not likely to be ongoing. A special meeting requires three days’ notice (posted on the district’s main bulletin board and either published in the official newspaper or mailed/delivered to those persons requesting notice) of the date, time, place, and purpose of the meeting. Board discussion and action must fall within the posted purpose(s) of the meeting. [Minn. Stat. 13D.04, Subd. 2.](#)

Emergency Meeting – The board may hold an emergency meeting called to deal with a situation that requires immediate board consideration and possible action, such as a response to a school fire, a school safety issue, etc. The board determines when an emergency meeting is needed. Good faith effort must be made to notify the news media that have requested notice in the same manner as notice is given to board members. If the situation allows for a three-day notice, hold a special meeting. [Minn. Stat. 13D.04, Subd. 3.](#)

- **Business:** At business meetings, boards take action on policies, contracts, bid awards, personnel appointments, etc. This meeting may be a regular, a special, or an emergency meeting.
- **Work or Study Session:** A work or study session is a meeting of the board with selected staff or presenters to study and discuss in depth matters which potentially will come before the board. This meeting may be a regular or a special meeting.
- **Retreat/Workshop:** This is a leadership team meeting for board members and the superintendent, often led by a professional facilitator and dealing with evaluation and/or development issues. This is usually a special meeting.
- **Committee:** Board committee meetings are covered by the OML. Other committee meetings that include board members may also be covered by the OML. [Minn. Stat. 13D.01, Subd. 1.](#)

Organizational Meeting – The first meeting in January will be devoted to business required for the proper organization of the board. The agenda may include:

- Seating new members including administering the ceremonial oath of office
- Electing officers for chair, vice-chair (optional), clerk, and treasurer
- Setting the dates, time, and location(s) for regular board meetings
- Setting board member compensation
- Establishing standing committees and committee members
- Passing a [Resolution for Combined Polling Places](#)
- Determining time, place, and manner for public comments
- Designating district depositories
- Selecting the official newspaper and the district’s legal counsel

Open Meeting Law (OML)

The Open Meeting Law ([Minn. Stat. Ch. 13D.](#)) is intended to preserve the rights of the public to observe actions and decisions of its representatives. To satisfy this, all meetings of the board will be open to the public for attendance, and a schedule of the board's regular meetings and working sessions will include times and locations and shall be kept on file at the district office. (See the Closed Meeting Law Chart link below for exceptions). Additionally, the board will ensure a schedule of meetings is posted on the district's website. The OML applies to all meetings of the public body and, in general, meetings of its committees and subcommittees. For the law to apply, a quorum (a majority of the members of the board) must be present. Although the responsibility to ensure meetings are properly noticed lies with the board, this operational activity is typically carried out by the staff member who functions as the clerk to the board.

Closed Meetings

Minnesota's OML requires all board meetings to be open to the public with few exceptions. A public body must begin in an open meeting and state on the record the specific grounds permitting the meeting to be closed and describe the subject to be discussed. A majority vote is needed to close the meeting, with the time and place announced at the public meeting before going into closed session. Please review [Minn. Stat. 13D.05](#) before proceeding to close a meeting. For specific questions, consult with legal counsel.

For more information regarding closed meetings, see [MSBA's Closed Meeting Law Chart](#).

Meetings Conducted by Interactive Technology

In the ever-evolving landscape of governance, technology has become an indispensable tool for facilitating communication and collaboration. Section 13D.02 of the Minnesota Statutes acknowledges this reality by outlining the conditions under which meetings governed by section 13D.01 can be conducted using interactive technology.

For more information regarding remote meetings, see [Minn. Stat. 13D.02 Meetings Conducted by Interactive Technology](#).

Meeting Operations

Attendance of Meetings

All board members are expected to attend all meetings. However, it is recognized scheduling conflicts will occur. If you are unable to attend a regular, special or committee meeting, please contact the School Board Chair, Superintendent, or School Board Secretary to share that you will not be able to attend. We will attempt to find another board member to cover the absence. If you are unable to attend, it is required that you watch the recording of the meeting, found [on the district website](#). This is critical for staying informed with the discussion and actions of the board in a timely manner. This also impacts the collaborative working relationship amongst board members.

Acceptable Dress Code

The expectation for the school board meeting or other meetings is business casual attire. For important events such as graduation the expectation is more of formal attire. If you would have questions, please contact the School Board Chair or Superintendent.

Location of Meetings

Regular Board Meetings and monthly Worksessions are held at City Hall in the Council Chambers.

Addressing Others

It is important to keep a strong present of formality at the meetings and maintain continued respect of all members present at the meeting. Using sir names is not a requirement but does create a more formal approach to the meetings. Since this is a formal meeting of the board it is important to address conversation, understand and respect of all as a part of the process for each meeting.

Presentations

Presentations at a board meeting are a common occurrence that is to provide information, data or background into some of the decisions that will be made at a school board level. Presenters should be allowed to address the board in an organized and respectful. Questions should wait until the end of the presentation in most cases and a member may request that they return at a later date for follow up on the information provided.

Voting

Each elected member of the board will have one vote. A roll call vote will be taken when required by law or when requested by any board member. Board members should speak up clearly and loud enough so that each board member and those in attendance can hear the vote and/or comments. Board members must speak directly into the microphones when utilized at a meeting.

Quorum of the Board

In order for a board meeting to be official and before any action can be taken by the board, at least a quorum of board members must be present. In the absence of a quorum, the only official action that the board may take is to adjourn the meeting. The gathering of a quorum constitutes a meeting if “members discuss, decide, or receive information as a group on issues relating to the official business of the district.”

Parliamentary Procedure During Meetings

The school board will follow the use of Robert’s Rules of Order when conducting a meeting. If an item is not clear as to process or procedure the members will attempt to clarify the proper procedure prior to moving forward in the meeting.

Associated Policies – 203 Operation of the School Board Governing Rules and 203.1 School Board Procedures; Rules of Order.

Presiding Officer

The chair will preside over all board meetings. If the chair is unable to preside, the vice-chair (if one has been appointed), will perform the duties of the chair. Should both the chair and vice-chair be unable to

preside, the clerk will perform the duties of the chair. In the unlikely event that the chair, vice-chair, and clerk are unable to preside, the treasurer will perform the duties of the chair.

Superintendent’s Role in Board Meetings

The superintendent is a key person at all board meetings. The superintendent and chair commonly plan the meeting agenda together. The superintendent makes certain the meeting room is set up as required and all tools needed are available, such as audio or visual recording equipment, internet access, microphones, etc. Each item on the agenda is introduced by the chair; however, for discussion or action items, the superintendent or a designee is often asked to explain the issue.

Board Committees

Committees may be established to address recurring needs of the board. Committees are in place to make the board’s work more efficient and effective. They serve in advisory capacities and bring recommendations to the full board for decision making. Board committees should meet as often as necessary to accomplish their work and should meet only when there is substantive work to be done.

2024 BOARD OF EDUCATION COMMITTEE/REPRESENTATIVE ASSIGNMENT		
Board Approved:		
<u>BOARD COMMITTEES REQUIRED BY POLICY 213*</u>		
<p>*AUDIT (Finance)</p> <ol style="list-style-type: none"> 1. Chair 2. Vice-Chair 3. Treasurer 	<p>*BUILDING AND GROUNDS</p> <ol style="list-style-type: none"> 1. Mews 2. Klassen 3. Stevens <p style="padding-left: 40px;">Bordewyk - Alternate</p>	<p>*POLICY</p> <ol style="list-style-type: none"> 1. LaCanne 2. Miller <p style="padding-left: 40px;">Mews- Alternate</p>
<u>*SALARY NEGOTIATIONS COMMITTEES</u>		
<p>A. Superintendent /Business Manager</p> <ol style="list-style-type: none"> 1. -Chair 2. Vice-Chair 3. Clerk 	<p>D. Custodians, Secretaries/Paraprofessionals, Food Service</p> <ol style="list-style-type: none"> 1. Jones 2. Bordewyk <p style="padding-left: 40px;">LaCanne - Alternate</p>	
<p>B. Principals/Administration</p> <ol style="list-style-type: none"> 1. LaCanne 2. Miller 3. Mews 	<p>E. Transportation</p> <ol style="list-style-type: none"> 1. Stevens 2. LaCanne <p style="padding-left: 40px;">Mews – Alternate</p>	
<p>C. Licensed Staff (Education MN-Windom)</p> <ol style="list-style-type: none"> 1. Jones 2. Stevens 3. Klassen 	<p>F. Supervisors/Office Staff</p> <ol style="list-style-type: none"> 1. Jones 2. Klassen 3. LaCanne 	

BOARD REPRESENTATIVES

A. Advisory Committee Representatives

1. Middle School - Bordewyk
Miller – Alternate
2. Winfair –Stevens
LaCanne - Alternate

B. Vocational Representative

1. Mews
Jones – Alternate

C. Community Education Representative

1. LaCanne
Bordewyk – Alternate

D. MN State High School League Representative/ Activities, Extra-Curricular Committee

1. Bordewyk
Klassen – Alternate

E. Staff Development Representative

1. Miller
Bordewyk - Alternate

F. Health & Safety Representatives

1. Klassen
2. LaCanne
Mews - Alternate

G. Foundation Representatives

1. Jones
2. Miller
LaCanne – Alternate

H. Integration Committee Representatives

1. Klassen
2. Bordewyk
Jones- Alternate

I. City/County/School Representatives

1. Klassen
2. Stevens
Mews- Alternate

OUTREACH GROUPS

A. **Mt. Lake** - Jones, Klassen

D. **JCC** -Jones, Bordewyk

B. **Star Concept/HLO** – Stevens, Miller

E. **SWWC Service Coop** -Bordewyk, Jones, Stevens

C. **RRC**- LaCanne, Mews

Election of Board Officers

Minnesota law is silent on the method of electing officers, except that the election must be by open vote and not by any form of secret ballot. [Minn. Stat. 13D.01, Subd. 4](#). The district will follow the general rule and practice established in the policy and Robert’s Rule of Order for electing board officers.

For more information regarding officer elections, see [MSBA’s First Monday in January Handbook](#).

Guide to Board Meeting Roles and Responsibilities

Effective management and clear understanding of roles are essential for the smooth operation of board meetings. The [Guide to Board Meeting Roles and Responsibilities](#) provides a detailed outline of the duties and expectations for board members, the chair, the superintendent, and administrative staff before, during, and after meetings. This comprehensive guide helps ensure all participants are well-prepared, meetings are conducted efficiently, and follow-up actions are clearly defined. It covers everything from agenda preparation and legal advice to maintaining a positive meeting atmosphere and accurate record-keeping.

Data Privacy

It's essential to understand how data privacy relates to board meetings. When discussing district matters in board meetings, we encourage open dialogue. However, we need reasonable restrictions to ensure orderly proceedings and protect individuals' privacy and due process rights. These rights extend to both

employees and students of the district. For employees, this includes the privacy of their personnel data. Similarly, students have privacy rights concerning their educational data. To uphold these privacy rights, we have procedures in place for handling agenda items and complaints.

Associated Policy – – [406 Public and Private Personnel Data](#) and [515 Protection and Privacy of Pupil Records](#)

Public Comments to the Board

The board recognizes the value of participation by the public in deliberations and decisions on district matters. However, the board retains the right to determine whether and how public comment may occur. [View Policy 207 for protocol on Public Hearings.](#)

Associated Policy – [Policy 206 Public Participation](#)

Agendas and Minutes

Agenda Procedures

The board will conduct business during meetings through an adopted agenda that advances board work and district goals. The agenda serves as a roadmap for the meeting, outlining topics such as reports, presentations, discussions, and decisions. It is expected all board members will read the agenda and any supporting documents prior to the meeting. Each board member has the right to request additions, amendments, or revisions to the agenda prior to its adoption, and the board will determine if those changes are to be made.

Associated Policy – [Policy 203.5 – School Board Meeting Agenda.](#)

Consent Agenda

The superintendent, in consultation with the board chair, may place items on the consent agenda. A consent agenda is a part of the agenda that includes items typically approved together in one motion. These items may include meeting minutes, routine reports, personnel appointments, and other administrative matters. By grouping these items together, the board can streamline the meeting process and focus on more substantive discussions. If any board member wishes to discuss or vote separately on an item listed in the consent agenda, they can request to have it removed for individual consideration.

Meeting Minutes

Minutes will be carefully recorded to include all actions of the board and all votes taken at a board meeting by the board's clerk or designee. Minutes do not include discussion or editorial comments.

References for Further Information

- Copies of Meeting Minutes from the past year
- [MSBA Sample Board Meeting Agenda](#)
- [MSBA School Board Ceremonial Oath of Office](#)
- [MSBA Guidelines with Meeting Minutes](#)
- [MSBA First Monday in January Booklet](#) (regarding the Organizational Meeting)
- [MSBA Parliamentary Procedure Overview](#)

PERCENTAGE OF ACTUAL TO BUDGET AS OF 12-31-2024

Budget is based on 1,199.5 ADMS (VPK=26.5 ADM)

FY2025 REVISED

FY2025 REVISED

FUND DESCRIPTION	FY2025 REVISED		FY2025 REVISED		FY2024 as of 12-31-2023		FY2023 as of 12-31-2022		FY2022 as of 12-31-2021		FY2021 as of 12-31-2020		FY2020 as of 12-31-2019		FY2019 as of 12-31-2018		FY2018 as of 12-31-2017		FY2017 as of 12-31-2016		FY2016 as of 12-31-2015	
	2024-2025 BUDGET REVENUES	2024-2025 % ACTUAL REVENUES	2024-2025 BUDGET EXPENDITURES	2024-2025 % ACTUAL EXPENDITURES	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses
GENERAL FUND																						
A. 1 - UNASSIGNED (422)	\$ 15,769,867		\$ 15,669,371																			
B. 2 - NON SPENDABLE (460)																						
C. 2 - COMMITTED (418)																						
D. 3 - ASSIGNED (462)	\$ 32,649		\$ 112,903																			
B. RESERVED FOR																						
(1) STAFF DEVELOPMENT (403)	\$ 190,546		\$ 189,637																			
(2) LEARNING AND DEVELOPM (428)	\$ 268,483		\$ 268,483																			
(3) BASIC SKILLS (441)	\$ 1,320,515		\$ 1,320,515																			
(4) BASIC SKILLS EXTENDED TIME (459)																						
(5) GIFTED & TALENTED (438)	\$ 17,021		\$ 17,021																			
(6) SAFE SCHOOL LEVY (449)	\$ 47,483		\$ 35,665																			
(7) CAREER TECHNICAL PROG (445)	NA		NA																			
(8) OPERATING CAPITAL (424)	\$ 297,482		\$ 299,497																			
(9) DEFERRED MAINTENANCE (405)	NA		NA																			
(10) HEALTH & SAFETY (406)	NA		NA																			
(11) ACHIEVEMENT & INTEGRATION (448)	\$ 181,539		\$ 181,539																			
(12) LONG TERM FACILITIES MAINT. (467)	\$ 312,843		\$ 591,332																			
(13) MEDICAL ASSISTANCE (472)	\$ 120,000		\$ 120,000																			
(14) FEDERAL EIDL (474)	NA		NA																			
(15) PAYMENT IN LIEU OF TAXES (476)	\$ 15,724		\$ 15,724																			
(16) SCHOLARSHIPS (402)	\$ 1,510		\$ 1,000																			
(17) STUDENT ACTIVITIES (401)	SEE BELOW		SEE BELOW																			
(18) LITERACY INCENTIVE AID (412)	\$ 50,941		\$ 50,941																			
(19) ENGLISH LEARNER (439)	\$ 354,817		\$ 354,817																			
(20) SCHOOL LIBRARY (443)	\$ 40,000		\$ 40,000																			
(21) Q COMP-ALT TEACHER PAY (437)	\$ 345,734		\$ 300,900																			
(22) READ ACT LITERACY AID (456)	\$ 45,950		\$ 45,950																			
(23) READ ACT TEACHER COMP (457)	\$ 41,469		\$ 41,469																			
TOTAL GENERAL FUND (01)	\$ 19,454,572	36%	\$ 19,656,764	38%	37%	38%	39%****	42%	33%	39%	32%	38%	32%	38%	31%	39%	32%	39%	35%	40%	41%	40%
TOTAL FOOD SERVICE (02)	\$ 1,196,520	25%*	\$ 1,232,042	40%	28%*	40%	36%****	40%	41%***	39%	32%	38%	28%	34%	25%	37%	32%	37%	30%	37%	36%	39%
COMMUNITY EDUCATION																						
REGULAR COMMUNITY ED (431)	\$ 178,074		\$ 148,864																			
EARLY CHILDHOOD FAMILY ED (432)	\$ 71,566		\$ 52,740																			
SCHOOL READINESS (444)	\$ 200,637		\$ 200,646																			
ADULT BASIC EDUCATION (447)	\$ 33,000		\$ 33,130																			
RESTRICTED (464)	\$ 7,301		\$ 9,439																			
TOTAL COMMUNITY EDUCATION (04)	\$ 490,577	36%	\$ 444,819	42%	40%	36%	39%	37%	34%	45%	33%	40%	36%	38%	39%	41%	36%	40%	37%	43%	58%	43%
TOTAL DEBT SERVICE (07)	\$ 2,295,861	64%	\$ 2,264,763	20%	61%	21%	55%	22%	53%	23%	49%	24%	50%	24%	110%**	6%	42%	10%	41%	14%	654%*	14%
TOTAL STUDENT ACTIVITY ACCOUNTS (21)	\$ 193,516	70%	\$ 210,500	33%	55%	47%	85%	56%	80%	76%	25%	29%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL DISTRICT WIDE	\$ 23,631,046		\$ 23,808,888																			

*Behind 1 month in meal reimbursement

*Behind 1 month in meal reimbursement

**** Higher due to 2 large grants received as well as higher % of F/R students than prior years

***Summer meal program higher, MDE payment received earlier than normal

** Higher amount due to distribution of net proceeds on building bond issuance

Estimated Cash Flow Schedule for FY2025 Aid Anticipation Certificates

Please enter the appropriate data into the highlighted cells below.

School District Name: Windom ISD#177 Contact Name: Peggy Pfeffer Phone: 507-831-6901
 Funds Included in Cash Flow (may be any combination of funds 1-4): 1-4
 Est. **Cash and Investment** Balance for these funds, 06/30/2024 \$7,866,324 only Fund 01, 08,21, 02 and 04
 (Please include proceeds from outstanding anticipation certificates in this balance)
 Total Est. Expenditures for these funds, 2024-2025: \$21,036,110 only Fund 01, 08,21, 02 and 04

Month	Estimated Receipts				Estimated Disbursements				Ending Balance	
	Property Taxes	State Aids	Other	Total	Payroll	Other	Certificate Pmt. (if any)	Total		
Jul-24		369,825	539,564	909,390	306,355	794,832		1,101,187	7,674,526	ACTUAL
Aug-24		2,357,909	110,733	2,468,642	208,341	693,400		901,740	9,241,428	ACTUAL
Sep-24		1,417,940	197,704	1,615,643	1,005,412	479,171		1,484,583	9,372,488	ACTUAL
Oct-24	413,811	841,521	164,001	1,419,334	985,543	750,301		1,735,844	9,055,978	ACTUAL
Nov-24	0	515,179	269,866	785,045	1,112,861	989,194		2,102,055	7,738,968	ACTUAL
Dec-24	522,941	1,356,743	338,809	2,218,493	1,071,683	458,898		1,530,581	8,426,880	ACTUAL
Jan-25	25,000	1,416,544	440,000	1,881,544	1,250,000	405,000		1,655,000	8,653,425	
Feb-25		1,414,607	200,000	1,614,607	1,320,000	485,000		1,805,000	8,463,032	
Mar-25		1,711,550	235,000	1,946,550	1,296,000	395,000		1,691,000	8,718,582	
Apr-25		1,759,535	275,000	2,034,535	1,330,000	380,000		1,710,000	9,043,117	
May-25	210,000	1,452,489	455,000	2,117,489	1,343,750	408,610		1,752,360	9,408,245	
Jun-25	960,000	685,186	400,000	2,045,186	2,930,000	555,000		3,485,000	7,968,431	
FY2025 TOTALS	2,131,753	15,299,028	3,625,677	21,056,458	14,159,945	6,794,405		20,954,350		
Jul-25		377,000	330,000	707,000	335,000	566,000		901,000	7,774,431	
Aug-25		2,401,000	115,000	2,516,000	310,000	556,000		866,000	9,424,431	
Sep-25		1,406,000	210,000	1,616,000	1,211,000	598,000		1,809,000	9,231,431	

Term Rates/Amount with MSLAF

Term Rates with MSLAF	RATE	DUE DATE
\$1,500,000 90 DAYS	4.60%	1/14/2025
\$1,500,000 90 DAYS	4.51%	2/18/2025
\$1,500,000 90 DAYS	4.47%	3/4/2025

PERCENTAGE OF ACTUAL TO BUDGET AS OF 12-31-2024

Budget is based on 1,199.5 ADMS (VPK=26.5 ADM)

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TOTAL STUDENT ACTIVITY ACCOUNTS (21)	\$ 193,516	70%	\$ 210,500	33%	55%	47%	85%	56%	80%	76%	25%	29%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
TOTAL DISTRICT WIDE	\$ 23,631,046		\$ 23,808,888																			

*Behind 1 month in meal reimbursement

*Behind 1 month in meal reimbursement

**** Higher due to 2 large grants received as well as higher % of F/R students than prior years

***Summer meal program higher, MDE payment received earlier than normal

** Higher amount due to distribution of net proceeds on building bond issuance