

Regular
Monday, December 7, 2015 6:30 PM

Teaching & Learning Center, Becker High
School
12000 Hancock Street
Becker, MN 55308

Agenda

1. PROCEDURAL ITEMS
 - 1.A. Call to Order
 - 1.B. Pledge of Allegiance
 - 1.C. Agenda
 - 1.D. Recognition of Visitors and Public Forum
2. REPORTS
 - 2.A. Superintendent's Report
 - 2.B. Committee Reports
3. CONSENT AGENDA
 - 3.A. Minutes
 - 3.B. Financial Report
 - 3.C. Disbursements
 - 3.D. Personnel
 - 3.E. Gifts
 - 3.F. 2014-15 Word's Best Workforce Report Summary
4. 2014-15 FINANCIAL AUDIT
5. TRUTH AND TAXATION INFORMATION / PAYABLE 2016 LEVY
6. PUBLIC HEARING FOR PUBLIC TESTIMONY RELATING TO THE QUALIFICATIONS OF PROSPECTIVE APPOINTEES TO FILL SCHOOL BOARD VACANCIES PER MS 123B.095, SUBD. 4.
7. RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT
8. STRATEGIC PLANNING
9. ADJOURN

Date: December 3, 2015

To: School Board

From: Dr. Malone

RE: Meeting Notes, December 7, 2015

2A. Superintendent's Report

- i. School Board members are registered for the MSBA Conference Thursday, January 14th and Friday, January 15th. The theme this year is "unleashing the heroes in your midst." This is an excellent professional development opportunity and I am glad that the Becker School Board will be well represented.
- ii. The administration is planning to increase specialists' time (art, media, music, keyboarding, and phy. ed.) for grades K-8. Also, more classes will be added to the high school. The specialists' time for students will be similar to the schedule that was in place during the 2014-15 school year. Reinstating these programs is possible because of the funding provided by the passage of Question 2 in the recent referendum election.
- iii. Stakeholder Input Planning: The number of stakeholders invited and those who have attended is shown below:

Year	Stakeholder Group	Invited	Attended	%
2015	Parents	250	12	5%
2014	Parents	200	14	7%
2013	Parents	90	8	9%
2012	Parents	60	6	10%
2011	Parents	60	11	10%
2015	District Residents	400	17	4%
2014	District Residents	300	11	4%
2013	District Residents	125	4	3%
2012	District Residents	100	6	6%
2011	District Residents	80	5	6%
2015	Staff Members*	36	7	19%
2014	Staff Members	29	6	21%
2013	Staff Members	25	9	36%
2012	Staff Members	20	16	80%
2011	Staff Members	20	18	90%

2015	Students	28	10	36%
2014	Students	24	8	33%
2013	Students	20	15	75%
2012	Students	20	15	75%
2011	Students	20	18	90%

*Teachers - 16
 Local #284 – 16
 Principal - 1
 Transportation – 1
 Food Service – 1
 District Office - 1

We could increase the number of invitations for 2016 in hopes of increasing the number of attendees. However, as I discussed at the November 9th meeting, I think we can garner more participation and collect more meaningful data by using a digital process.

I am developing a crowdsourcing recommendation that will 1) gather ideas from stakeholders around the school board’s strategic questions, 2) enable stakeholders to prioritize ideas, 3) allow the school board to select or prioritize from the top ideas to establish strategic goals.

I have investigated Spigit (www.spigit.com) and Thought Exchange (thoughtexchange.com) to include viewing presentations and demos, discussing how the products would interface with the substance of our strategic planning process, and preliminary pricing.

Last week I began conversations with Joel Morris, Director of Ignite! Innovation. His company can provide outsourcing expertise to select and manage crowd sourced innovation. He will help us select crowdsourcing software, support the program, and provide advise for our strategic planning process, which can later be used as an innovation platform.

I will bring a recommendation to the January or February school board meeting. The stakeholder input process will take about 3 weeks using a crowdsourcing platform. The data from stakeholders should be available at or before the April school board meeting, which would be a month earlier than we have had the stakeholder input data in the past.

3. Consent Agenda

D. I recommend approving the personnel items as presented.

E. Policy 706 Acceptance Of Gifts permits the school board to accept donations or gifts under the terms of the policy. **I recommend accepting the gifts as described on the enclosure.**

F. MS 120B.11 requires the school board to adopt the prior year World’s Best Workforce Report Summary. **I recommend adopting the 2014-15 World’s Best Workforce Report Summary.**

4. KDV, the school district auditors, will present the 2015 financial audit. The audited general fund summary is shown below.

	7/1/14	2014-15			6/30/15
	Beginning Fund Balance	Revenues and Other Funding Sources	Expenditures	Net change Fund Bal.	Ending Fund Balance
General Fund	\$845,285	\$27,291,439	-\$27,574,763	\$-283,324	\$561,961

Joe Prom and I recommend approving the FY 15 financial audit as presented. The June 30, 2015 unassigned fund balance is 1.7% of expenditures. This represents a \$96,959 decrease from last year. District Policy 714 Fund Balances states that the school district will strive to maintain a minimum unassigned general fund balance of 8%. (KDV PowerPoint attached.)

5. Truth and taxation information will be presented by Joe Prom, Director Of Business Services. **I recommend approving the payable 2015 levy in the amount of \$9,712,083.**

6. MS 123B.09 requires that, before appointing a school board member to fill a vacancy, the school board must hold a public hearing inviting public testimony from persons residing in the district relating to the qualifications of the prospective appointees to fill the vacancy. Applications were received from Ross Demant and Connie Robinson (attached.) **I recommend inviting public testimony from persons residing in the district relating to the qualifications of the prospective appointees to fill the vacancy.**

The statute also requires that, before making an appointment, the board must notify county commissioners, town supervisors, and city council members, and enter into the record at the board meeting in which the appointment is made, the names and addresses of the public officials notified: County Commissioner: John.Riebel@co.sherburne.mn.us, Mayor Jerome Kleis: jkleis@ci.becker.mn.us, Rick Henderson: rhenderson@ci.becker.mn.us, Adam Oliver: aoliver@ci.becker.mn.us, Lori Keller: lkeller@ci.becker.mn.us, Tracy Bertram:

tbertram@ci.becker.mn.us, Chair Gary Hammer: gary@beckertownship.org, Joe Danielson, Supervisor: joe@beckertownship.org, Brad Wilkening, Supervisor: brad@beckertownship.org, Jamie Johnson, Supervisor: jamie@beckertownship.org, Brian Johnson, Supervisor: brian@beckertownship.org

7. At the November meeting, the school board decided to accept applications for the vacant school board position until November 30th at 4:00 p.m. Applications were submitted by Ross Demant and Connie Robinson. The term will expire on the first Monday in January 2017. **The attached resolution should be used to appoint a school board member.**
8. The board should complete strategic goals for 2016-17. A draft of potential goals from the board's discussion last month is attached along with other relevant information. The goals can be adopted as a revision to Policy 223 Strategic Goals next month.

Please contact me with any questions or concerns.

Board & Administrator

FOR SCHOOL BOARD MEMBERS

November 2015 Vol. 29, No. 7

Editor: Jeff Stratton

What is the board's response to a candidate with a vendetta?

Too often, candidates run for the school board with a single-issue: firing a teacher, a coach, or in some cases, the superintendent.

When the board has a member who sees this as his one job on the board, the body needs to be prepared to ask a pointed question: What will be your next act if you are successful in your desire to oust an individual from the district?

The board should stress to its members that the position of board member requires the board to represent the best interests of all the district's stakeholders.

The key here is for the board to work at professionalism in its approach to school governance. This is an expectation that the community has of its board: Professional behavior, with no distracting sideshows at board meetings, no members using

their board seat to pursue a vendetta, and no member seeking personal gain from board service.

To achieve this:

- Come to meetings prepared.
- Contact your superintendent before the meeting with any questions you might have about the agenda.
- Make a commitment to keep board meetings orderly and business-focused.
- Never become verbally abusive of another board member, school staff or the superintendent.
- Maintain confidentiality.
- Communicate. Practice "no surprises."
- Keep your focus on students.
- Respect the chain of command.
- Review and sign a conflict-of-interest statement annually as a reminder to the board. ■

Don't let personnel issues create confusion

Staff problems often create conflict between the board and superintendent. To clear up any confusion surrounding the relationship between the board and employees, keep these thoughts in mind:

1. Who manages individual staff members?

The superintendent hires, disciplines, fires, and evaluates employees. She is the person ultimately responsible for actions in these areas. The board manages only one employee: the superintendent. The board gives the superintendent a contract to manage the district.

2. What problems can occur when board members give direction to employees? Giving orders to school staff is a sure-fire way to disrupt the chain of command and compromise the superintendent's authority. To compound the problems, interfering with staff sends them the wrong message: "I can

turn to a board member anytime I have a problem."

When this occurs, it wastes board time and diverts the board from its proper role. To many board members and potential board members, this is a colossal waste of time.

3. What are some productive ways for board members and staff to interact?

It's always informative and engaging when teachers and other staff address the board about their work, and give examples of their accomplishments with students, for example. The board should also recognize employees for their achievements.

Finally, when the board and superintendent engage in strategic planning for the district, it is a good idea to gather thoughts from employees about what they consider the top challenges the schools face going forward. ■

Serve your board as a general, not a detail-focused sergeant

By Paul Vranish

Why is micro-management a problem with some boards? Most people who have been elected to a school board have not held a position on a corporate board; they have no experience in strategic or philosophical management. However, they may hold a mid-management position themselves, and have experience in task management.

It is quite natural that such people will gravitate to a mode where their life experience provides a foundation for their actions. Unfortunately, even a small school district is a multi-million-dollar business. Like any similar business, the district functions best when its corporate board is providing guidance, values, philosophies, and direction at the level of a general, not a sergeant.

Consider the following two examples.

Military

A sergeant will gather his men before going on patrol and disseminate instructions similar to these orders. "People, we will be on patrol for two days, with a high possibility of enemy contact. Each of you should carry eight clips of ammunition, two frag grenades, one smoke grenade, and a two-day supply of water and rations. Are there any questions?"

While these orders are critical for a unit on patrol, a general would never get involved in such "down the ladder" information. A general would focus his efforts in a more global mode: deciding which military units to deploy in which situations, ensuring that supply chains are established and maintained, and seeking overfly privileges from foreign countries. The big stuff.

School District

A trustee leans on the fence at a football game and converses with a friend. They agree that the football

coach should be fired. After this conversation, the trustee pursues an agenda to fire the coach; nagging and lobbying the superintendent and the remainder of the board. Well, we have a small-thinker here; actually, beneath the operational smarts of a sergeant.

Another trustee is also concerned about the football program, but this trustee thinks like a general. At the next board meeting, during an appropriate time, she poses the following questions to her colleagues and the superintendent:

- What do we expect from our football program?
- If we had the program to the level we wish, what would that look like?
- By what parameters is the football coach evaluated? How are all coaches, and their programs evaluated? And, who conducts these evaluations?
- How much of our resources, within the budget, are we willing to commit?
- How long, reasonably, would it take to achieve this desired state?

This trustee is a general, and an effective board member. The students and the taxpayers are the ultimate winners when this type of high-level thinking is prevalent on a school board.

If you, as a trustee, find yourself wanting to be on the campus to "check on things," giving directives to school employees, or needing to directly command the operations, then you are a "sergeant." The best way to fulfill your attraction to this mode of operation is to get off the board and into a school position.

Until you are ready to be a strategic thinker, a "general," you will reduce the effectiveness of your board, harm the students' school experience, and live in a state of perpetual personal frustration.

Vranish is a retired superintendent and school board consultant. ■

Establish guidelines for communicating with the public

Between board meetings, trustees can expect questions. Usually, the board president serves as spokesman when official board comment is requested. But as a board member, you may need to speak to the news media at some point in your service. Remember these three tips when dealing with the media:

1. Know the facts and have them ready. When interviewed by a reporter, provide accurate information. If you have any doubts, tell the reporter

you need time to check your information and will get back to him.

2. Don't finger-point. Remember that you have an obligation to support the majority's decision. Bad-mouthing other board members does your position no good and damages board teamwork.

3. Don't feel you have to talk to the media. If you are unsure of what to say, refer the reporter to the superintendent or board president. ■

Chair Aaron Jurek called the regular meeting of the School Board of District #726 to order on the 9th day of November, 2015 at 6:30 p.m. in the High School Teaching & Learning Center.

Roll Call. Members present: Aaron Jurek, Jason Kindred, Lori Molus, Phil Norgaard, Bryan Olson, Mark Swanson (remotely)

Others present: Dr. Stephen Malone, Superintendent
Student Representative Andrea Molus

Members absent: None

Public Comments: None

REPORTS

Superintendent Malone:

- Veteran's Day Programs
- TRAK Public Informational Meeting
- Questions 1 & 2 Approved by Voters on November 3

Student Council Representative Andrea Molus: Veteran's Day, Holiday Decorating, Donation Drive for Homeless Teens, "Dream Team"

Motion by Jason Kindred seconded by Bryan Olson, to **Approve the Agenda** as presented. Motion carried unanimously.

CONSENT AGENDA

MINUTES FROM OCTOBER 5, 2015 REGULAR SCHOOL BOARD MEETING

FINANCIAL REPORT

Fund	2015-16 Budget	October 2015	2015-16 Year-to-Date	Remaining Budget	% Spent
General	26,946,244	2,140,625	6,634,073	20,312,171	24.62%
Food Service	1,292,629	72,515	243,682	1,048,947	18.85%
Community Service	953,586	67,675	227,842	725,744	23.89%
Building Construction	600,000	53,566	505,653	94,347	84.28%
Debt Service	3,451,083	-	484,041	2,967,042	14.03%
	\$33,243,542	\$2,334,381	\$8,095,291	\$25,148,251	24.35%

DISBURSEMENTS – in the amount of \$1,844,515.03

PERSONNEL

Name	Status	Job Title	Loc	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Anderson, Laura	Resignation	Varsity Head Dance Team Coach	HS	Seasonal	BEA - Schedule C	n/a	15-16 Season	n/a
Doimer, Nate	New	Asst. Boys Basketball Coach	HS	Seasonal	BEA - Schedule C	Anthony Miller	11/9/15	\$3,371 per season
Humphrey, Michael	New	Asst. Boys Hockey Coach	HS	Seasonal	BEA - Schedule C	Scott Barta	11/9/15	\$3,371 per season
Miller, Anthony	New	JV Boys Basketball Coach	HS	Seasonal	BEA - Schedule C	Dan Baird	11/9/15	\$3,371 per season
Neumann, Andrew	New	Jr. High Boys Basketball Coach	MS	Seasonal	BEA - Schedule C	Steve Whittaker	10/26/15	\$2,036 per season
Donley, Jacquelyn	New	Paraprofessional	IS	7 hrs per day	Multi-Unit	Corinne Steele	10/23/15	\$16.29 per hour
Hillesheim, Stephanie	New	Technology Assistant	Tech	7.5 hrs per day	Multi-Unit	Molly Murphy-Valker	10/26/15	\$15.82 per hour
Jensen, Lynn	New	Paraprofessional	EC	2.75 hrs per day (Mon - Thurs)	Multi-Unit	n/a	10/12/15	\$17.28 per hour
Pilarski, Anita	New	Paraprofessional	PS	4.25 hrs per day	Multi-Unit	n/a	11/2/15	\$15.82 per hour
Wicksall, Shawna	New	Paraprofessional	EC	2.25 hrs per day, 2 days per week	n/a	Lynn Jensen	10/19/15	\$9.75 hr
Abraham, Mary	Resignation	Bus Driver	Trans	n/a	Trans	n/a	10/30/15	n/a
Bainbridge, Fred	New	Bus Driver	Trans	2 routes per day	Trans	Mary Abraham	11/2/15	\$35.05 per route
Lumley, Adam	New	Bus Driver	Trans	2 routes per day	Trans	Lee Brown	10/20/15	\$35.05 per route

GIFTS

Donor Name	Description of Gift	Purpose of Gift
Clear Lake Lions	\$2,000	HS Musical
Trustone Financial	\$1,000	Activities Dept. in Honor of Austin Rasummusen

EXTENDED FIELD TRIP – *High School Alternative Learning (BASE) Program to Little Falls November 11-12*

Motion by Mark Swanson, seconded by Phil Norgaard to **Approve a Resolution Canvassing Election Results.** Upon roll call vote, the following voted in favor thereof: Aaron Jurek, Jason Kindred, Lori Molus, Phil Norgaard, Bryan Olson, Mark Swanson. Motion carried.

Motion by Bryan Olson, seconded by Phil Norgaard to **Approve the Following Policy Recommendation:**

210 New CONFLICT OF INTEREST – SCHOOL BOARD MEMBERS

Motion carried.

Motion by Phil Norgaard, seconded by Mark Swanson to **Approve the Resignation of Phil Norgaard, School Board Member, as of December 31, 2015.** Motion carried unanimously.

The following process will be followed to fill the vacancy:

- A. The school board would advertise for candidates in the local paper and on the website.
- B. Candidates would complete a simple application including a few questions:
 - i. What background and skills have prepared you to serve on the school board?
 - ii. What do you see as the board's roles and responsibilities?
 - iii. How would you describe an effective school board member?
 - iv. What would be your top objectives if appointed to the school board?
- C. Applications would be due to the district office on November 30 and forwarded to school board members.
- D. The school board would interview candidates and vote to appoint a member on December 7.
- E. The term for the appointed school board member would begin January 6, 2016 and expire on January 2, 2017.

The school board **discussed potential goals / goal areas for the 2016-17 school year.** The discussion will continue at the next school board meeting on December 7.

The meeting was **adjourned** at 7:35 p.m.

Aaron Jurek, Chair

Mark Swanson, Clerk

Recorder: Angela Oswald

**BECKER PUBLIC SCHOOLS
MONTHLY FINANCIAL REPORT
November 2015**

EXPENDITURES

Fund	2015-16 Budget	2015	2015-16 Year-to-Date	Remaining Budget	% Spent
General	26,946,244	2,111,366	8,892,370	18,053,874	33.00%
Food Service	1,292,629	62,114	370,611	922,018	28.67%
Community Service	953,586	74,281	303,813	649,773	31.86%
Building Construction	600,000	28,189	534,842	65,158	89.14%
Debt Service	3,451,083	-	484,041	2,967,042	14.03%
	\$ 33,243,542	\$ 2,275,950	\$ 10,585,677	\$ 22,657,865	31.84%

Name	Status	Job Title	Loc	Hrs Per Day/FTE	Group	Replacing	Effective	Wage
Gonzalez-Lezcano, Fernando	New	Spanish Teacher	HS	1 FTE	BEA	Amber Einerwold	1/21/16	BA1 (\$19,393.77)
Wiant, Kathy	Retirement	5th Grade Teacher	MS	n/a	BEA	n/a	12/1/15	n/a
Baloun, Julie	New	Co-Head Dance Coach	HS	Season	BEA - Schedule C	Laura Anderson	10/19/15	\$2,486 per season
Fischer-Danzeisen, Nadia	New	Co-Head Dance Coach	HS	Season	BEA - Schedule C	Laura Anderson	10/19/15	\$2,368.50 per season
Lindsay, Michael	New	9th Grade Girls Basketball Coach	HS	Season	BEA - Schedule C	Reyan Robinson	11/16/15	\$3,057 per season
Maine, Maggie	New	Asst. Robotics Coach	HS	Season	BEA - Schedule C	n/a	11/19/15	\$2,036 per season
Aaseby, Sarah	New	Paraprofessional	HS	6.5 hours per day	Multi-Unit	Kirsten Doucette	12/7/15	\$15.82 per hour
Mullin, Danielle	New	Paraprofessional	HS	7 hours per day	Multi-Unit	Carrie Skelton	12/14/15	\$15.82 per hour
Sommerdorf, DeWayne	New	Paraprofessional	HS	4.5 hours per day	Multi-Unit	n/a	12/1/15	\$15.82 per hour
Czanstkowski, Megan	New	Food Server	HS	2 hours, 25 min. per day	n/a	Nancy Hannisch	11/2/15	\$9.75 per hour
Humphrey, Michael	Resignation	Asst. Boys Hockey Coach	HS	n/a	n/a	n/a	11/9/15	n/a
Nelson, Andria	Resignation	Camp Opportunity Asst.	PS/IS	n/a	n/a	n/a	11/4/15	n/a

2014-2015 World's Best Workforce Report Summary

District or Charter Name: Becker Public Schools

Contact Person Name and Position: Jean Duffy, Director of Curriculum and Instruction

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

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- *The World's Best Workforce Plan and Annual Reports are posted on the Becker School District website at this link: <https://sites.google.com/a/isd726.org/curriculum/>*

Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- *Each year The Board of Education gathers stakeholder input from parents, staff, and community members during the months of Jan-April. District goals are set based on input from these groups and current level of student performance.*
- *The Becker Schools District Advisory Committee will review this World's Best Workforce Report on October 27th, 2015. The District Board of Education will review this report on December 7th, 2015.*

District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- > *The School District Advisory Committee included eight community representative and parents, two teacher representatives, two Board of Education representatives and the Director of Curriculum and Instruction.*

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results.]

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<i>The percentage of students entering Kindergarten scoring at or above benchmark on DIBELS Early Literacy Indicators will increase from 21% in Fall 2014 to 25% in Fall 2015.</i>	<i>In Fall 2015 31.5% of students entering Kindergarten scored at or above benchmark on DIBELS Early Literacy Indicators.</i>
All Students in Third Grade Achieving Grade-Level Literacy	<i>The percentage of students scoring proficient or above on MCA III reading at the end of 3rd Grade will increase from 71.7% in Spring 2014 to 75.7% in Spring 2015.</i>	<i>In Spring 2015 62.7% of 3rd grade students scored proficient or above on MCA III reading.</i>
Close the Achievement Gap(s) Among All Groups	<i>The economic achievement gap in reading proficiency on MCA IIIs will reduced by 2% from the Spring 2014 percentage of 15.8%</i>	<i>In Spring 2015 the economic achievement gap in reading proficiency on MCA IIIs was 16.4%.</i>
All Students Career- and College-Ready by Graduation	<i>The percentage of 2015 graduating seniors enrolled in</i>	<i>Data on Fall 2015 post-secondary enrollment is not yet</i>

	<p><i>a post-secondary institution the fall immediately following high school graduation will remain at or above 76%. (76% of 2014 graduating seniors were enrolled - this percent was a 7% increase over the previous 5-year trend.</i></p> <p><i>The average ACT score of senior students who took the ACT exam will improve from 22.5% in Spring 2014 to 22.7% in Spring 2015.</i></p>	<p><i>available.</i></p> <p><i>In Spring 2015 the average ACT score of senior students who took this exam was 23.4%</i></p>
All Students Graduate	<p><i>By Spring 2015, the 6 year count will indicated 95% of students will graduate successfully from Becker High School.</i></p>	<p><i>In Spring 2015, the 6 year count indicated 95.20% of students graduated from Becker High School.</i></p>

Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district’s needs that were identified at the start of the 2014-2015 school year, and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 200 words.*
- *In Summer 2014 district and building administrators analyzed MMR data to determine proficiency and growth of all students and district progress in closing the achievement gap. The Dynamic Indicators of Early Literacy (DIBELS) and NWEA Measurement of Academic Progress were analyzed to determine the readiness of all students for Kindergarten and annual growth of students in grades 1-8. In addition, National Student Clearinghouse and SLEDS information combined with College and Career Readiness Assessments (ACT) and Graduation Rates from MDE provided information on district progress in preparing all students for postsecondary success. This analysis reveal the following needs:*
 - *Improvements have been made in post-secondary enrollment of graduating seniors.*

- o *Improvements have been made in ensuring all students are ready for kindergarten however there is significant room for continued growth.*
- o *Special Education students make less annual growth than the general population of students.*
- o *Special Education student 6 year graduation rate is 83.33%*
- o *Economically disadvantaged students are less likely to score at or above proficiency*
- o *Additional progress needs to be made in elementary literacy in order to ensure all students are reading at grade level by the end of grade 3.*

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - o *Include the process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - o *Include the process to disaggregate data by student group.*
 - o *Include key indicators of progress to demonstrate evidence of implementation.*
 - o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- *In order to address the needs detailed above 14-15 efforts focused on the following:*
 - o *Improving the district and building infrastructure that is critical for effective implement of a seamless K-12 Multi-Tiered System of Support. This infrastructure included building teams and PLC analysis of the progress of each individual student. Analysis of student by student data helped ensure the needs of all students were correctly identified, limited intervention resources were used for the most critical students, and that students were placed in the correct research-based intervention program. As part of MTSS the progress of these students was monitored at least bi-weekly.*
 - o *As part of the ongoing curriculum review progress NWEA, DIBELS. and MCA data was disaggregated by student groups. This provided opportunity for grade level teams and High School departments to make necessary changes to curriculum.*
 - o *Continued analysis of student progress and growth on DIBELS, MCA, and NWEA serve as indicators of student progress for each of these areas. Principal classroom observations, both informal and as part of the Teacher Evaluation Plan along with and implementation work and observations of curriculum teams led by Director of Curriculum and Instruction served as Key Indicators of Progress for levels of implementation.*

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*

- o *Include the system to review and evaluate the effectiveness of instruction and curriculum, including teacher and principal evaluations.*
- o *Include key indicators of progress to demonstrate evidence of implementation.*
- o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- *The support offered to teachers and principals during the 2014-2015 school year is detailed in the District section below.*
- *Student progress and growth on DIBELS, NWEA, and MCA IIIs serve as indicators of progress for these strategies. Evidence of implementation was measured through principal observations (both formal and informal).*

District

- *Describe the support offered at the district level during the 2014-2015 school year to meet the goals.*
 - o *Include the district practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture.*
 - o *Include key indicators of progress to demonstrate evidence of implementation.*
 - o *Include only the district focus areas for the 2014-2015 school year and limit response to 200 words.*
- *In order to support building principal efforts to ensure effective teaching practices are implemented in all classrooms the District provided principals and teachers with the ongoing training necessary in the district Instructional Framework. Building principals worked with building leadership teams to plan details of this implementation.*
- *District leadership facilitated the curriculum review process which resulted in the selection of research-based programs for K-5 English Language Arts and Special Education and Tier 3 reading for grades 6-8. As part of this process teachers were trained and follow-up implementation challenges have begun to be addressed. District also facilitated year 2 of Special Education and Tier 3 math intervention curriculum for grades 6-8.*
- *District leadership provided staff training designed to improve the efficiency and effectiveness of the Multi-Tiered System of Support. In addition the district application for ADSIS funding provided additional highly qualified personnel for this goal.*
- *District technology leadership efforts are focused on improving student achievement through alignment with grade level essential outcomes.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by

inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.

KDV, the school district auditors, will present the 2015 financial audit. The audited general fund summary is shown below.

	7/1/14	2014-15			6/30/15
	Beginning Fund Balance	Revenues and Other Funding Sources	Expenditures	Net change Fund Bal.	Ending Fund Balance
General Fund	\$845,285	\$27,291,439	-\$27,574,763	\$-283,324	\$561,961

Joe Prom and I recommend approving the FY 15 financial audit as presented. The June 30, 2015 unassigned fund balance is 1.7% of expenditures. This represents a \$96,959 decrease from last year. District Policy 714 Fund Balances states that the school district will strive to maintain a minimum unassigned general fund balance of 8%. (KDV PowerPoint attached.)



Independent School District
No. 726
Becker, Minnesota

Audited Financial Statements
June 30, 2015

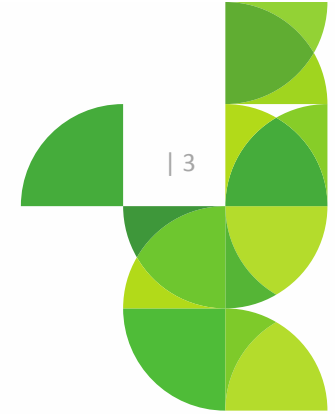


Components of the Audit



- Opinion on the District's Basic Financial Statements – Unmodified Opinion
- Report on the results of an audit performed in accordance with *Government Auditing Standards* – one internal control finding
- Report on the results of an audit performed in accordance with *OMB Circular A-133* – Unmodified Opinion
- Report on the results of testing on *Minnesota Legal Compliance* – one compliance finding
- Required Communication

Pupil Unit Funding – General Education Aid



		General Education Aid Formula Allowance	
		Amount	Percent Increase
Year			
2005	\$	4,601	0.0%
2006		4,782	4.0%
2007		4,974	4.0%
2008		5,074	2.0%
2009		5,124	1.0%
2010		5,124	0.0%
2011		5,124	0.0%
2012		5,174	1.0%
2013		5,224	1.0%
2014		5,302	1.5%
2015*		5,831	1.9%
2016		5,948	2.0%
2017		6,067	2.0%

* General Education Aid - Of the \$ 529 increase over 2014, \$ 105 is for inflation at 1.9%; the remaining \$ 424 is a shifting of revenue to adjust for pupil weight changes, pension adjustments changes and other restructuring.

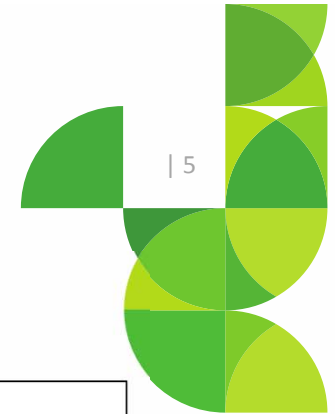
Resident Average Daily Membership and Pupil Units



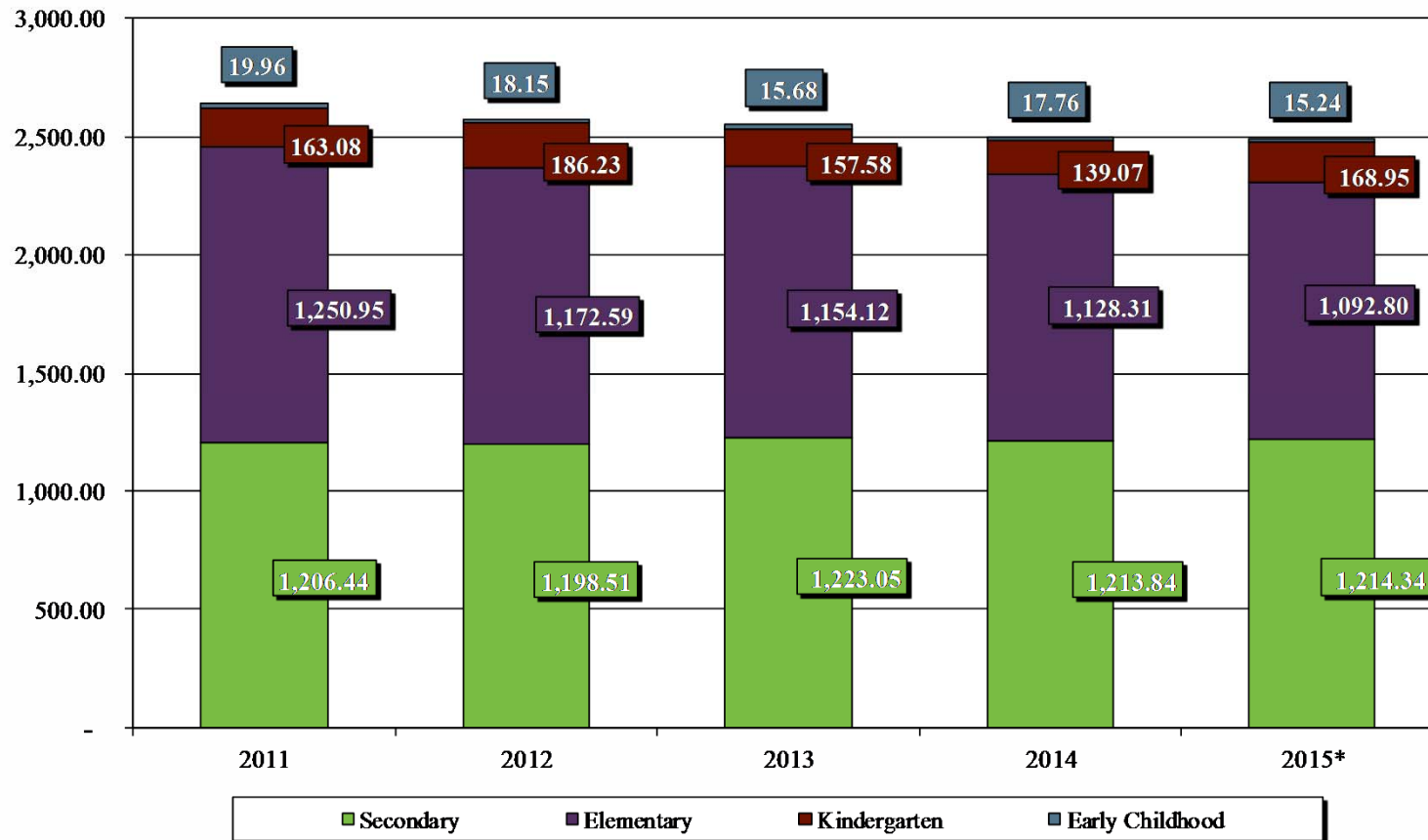
ADM	2011	2012	2013	2014	2015*
Early Childhood	19.96	18.15	15.68	17.76	15.24
Kindergarten	163.08	186.23	157.58	139.07	168.95
Elementary	1,250.95	1,172.59	1,154.12	1,128.31	1,092.80
Secondary	1,206.44	1,198.51	1,223.05	1,213.84	1,214.34
Total Resident ADM	2,640.43	2,575.48	2,550.43	2,498.98	2,491.33

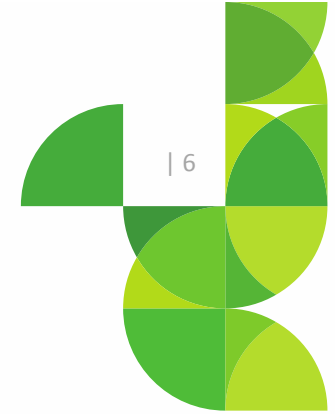
* Estimate

Resident ADM



Students (Average Daily Membership)





Weighted Pupil Units

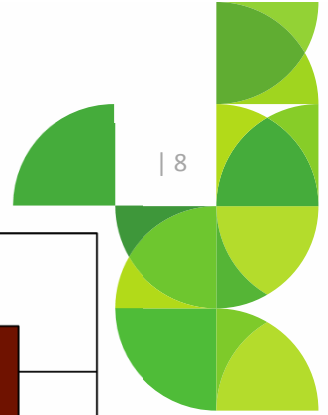
Pupil Units Weighting						
	Early Childhood	Handicapped Kindergarten	Kindergarten	Elementary Grades 1-3	Elementary Grades 4-6	Secondary
2011 - 2014	1.250	1.000	0.612	1.115	1.060	1.300
2015	1.000	1.000	1.000	1.000	1.000	1.200

Adjusted WADM/PUN	2011	2012	2013	2014	2015*
Residents	3,056.42	2,974.28	2,963.33	2,915.82	2,734.20
Resident Loss	(121.47)	(121.94)	(149.13)	(139.46)	(133.29)
Nonresident Gain	210.42	281.93	337.46	387.08	396.65
Total Adjusted WADM/PUN	3,145.37	3,134.27	3,151.66	3,163.44	2,997.56

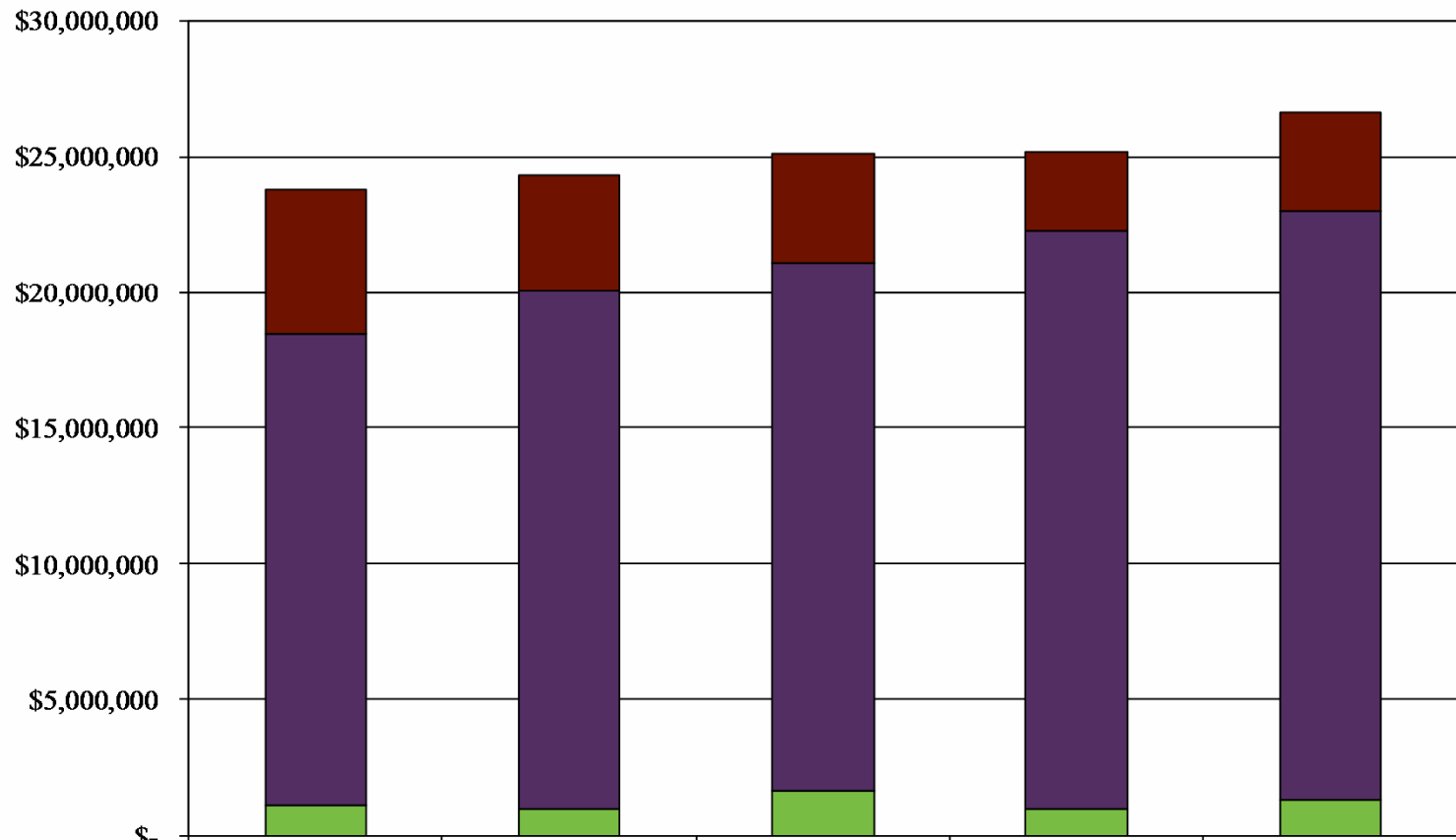
* Estimate

General Fund Budget and Actual

	Original Budget	Final Budget	Actual Amounts	Variance with Final Budget - Over (Under)
REVENUES				
Local Property Taxes	\$ 3,636,881	\$ 3,636,881	\$ 3,618,571	\$ (18,310)
State Sources	20,968,779	21,505,540	21,738,657	233,117
Other	1,026,440	1,219,277	1,298,337	79,060
Total Revenues	<u>25,632,100</u>	<u>26,361,698</u>	<u>26,655,565</u>	<u>293,867</u>
EXPENDITURES				
Administration	1,349,629	1,294,293	1,296,893	2,600
District Support Services	568,920	538,559	530,532	(8,027)
Elementary and Secondary Regular Instruction	12,994,442	13,809,217	13,896,110	86,893
Vocational Education Instruction	125,000	114,873	124,313	9,440
Special Education Instruction	4,016,390	4,110,200	4,123,019	12,819
Instructional Support Services	1,754,925	1,724,630	2,207,762	483,132
Pupil Support Services	1,805,615	1,857,291	1,906,819	49,528
Sites and Buildings	2,627,874	2,741,596	3,035,863	294,267
Debt Service, Fiscal and Other Fixed Costs	441,303	453,553	453,452	(101)
Total Expenditures	<u>25,684,098</u>	<u>26,644,212</u>	<u>27,574,763</u>	<u>930,551</u>
Excess of Revenues				
Under Expenditures	(51,998)	(282,514)	(919,198)	(636,684)
OTHER FINANCING SOURCES				
Proceeds from Capital Lease	170,000	170,000	635,874	465,874
Net Change in Fund Balances	<u>\$ 118,002</u>	<u>\$ (112,514)</u>	<u>\$ (283,324)</u>	<u>\$ (170,810)</u>

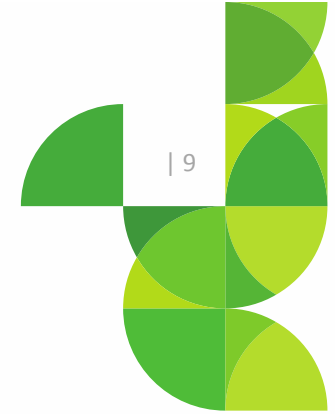


General Fund Sources of Revenue

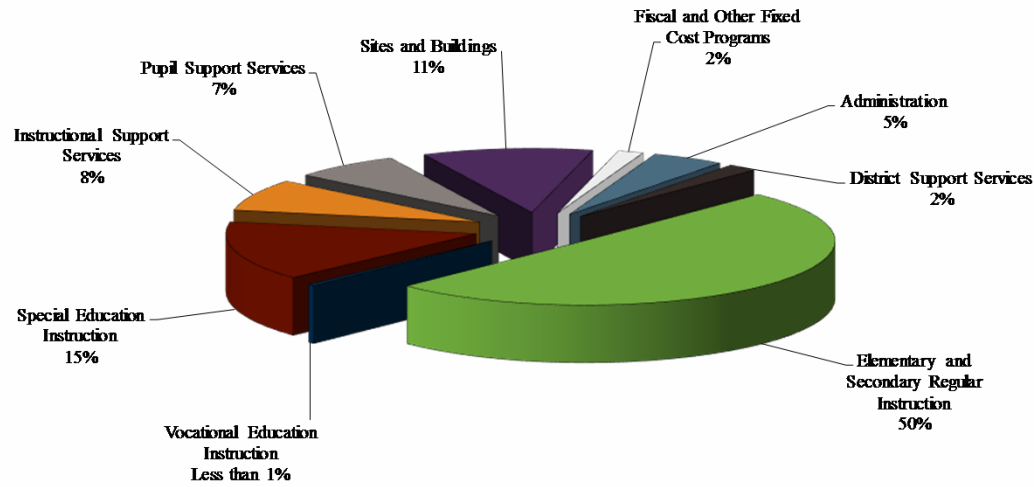


	2011	2012	2013	2014	2015
Local Property Taxes	\$5,369,487	\$4,274,173	\$4,015,400	\$2,933,570	\$3,618,571
State Sources	17,347,880	19,037,431	19,484,207	21,250,329	21,738,657
Other	1,099,278	1,003,582	1,640,561	1,002,024	1,298,337

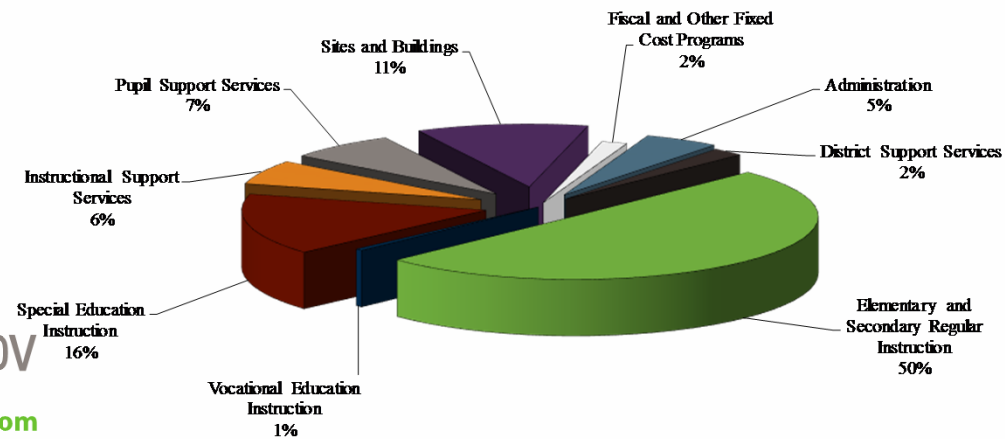
General Fund Expenditures

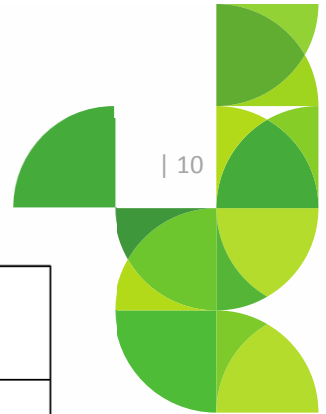


2015 General Fund Expenditures

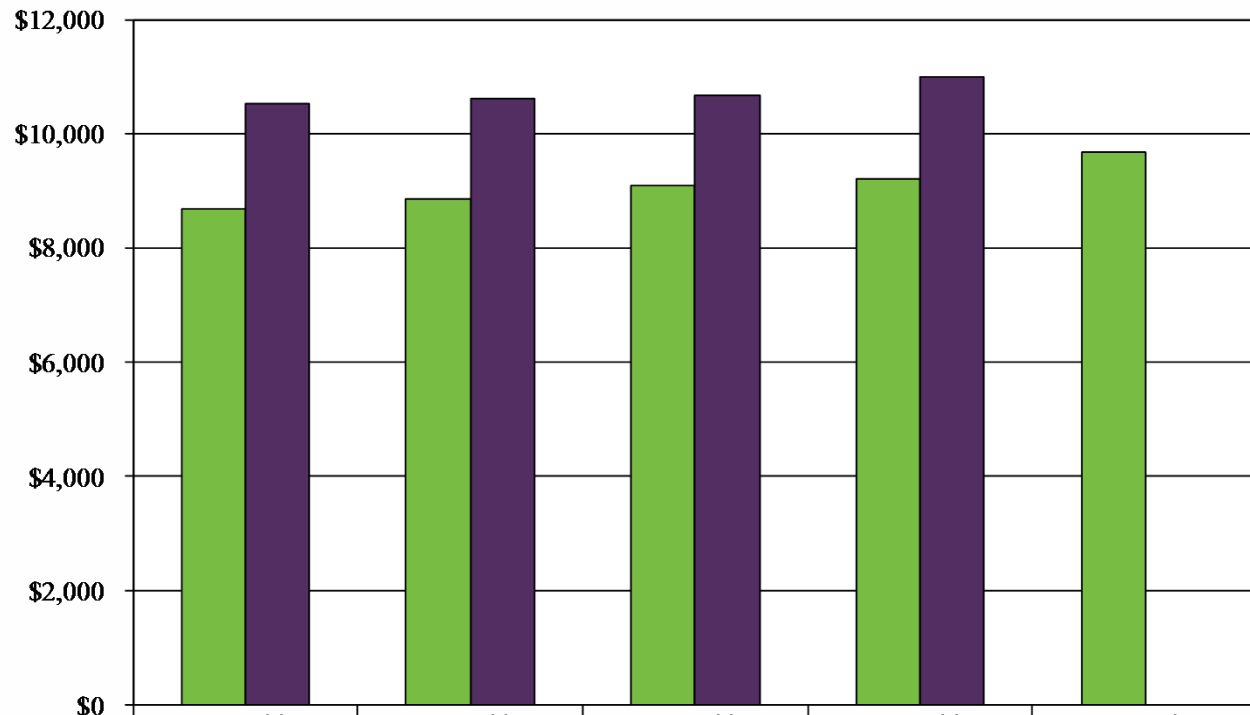


2014 General Fund Expenditures





Revenues Per ADM Served

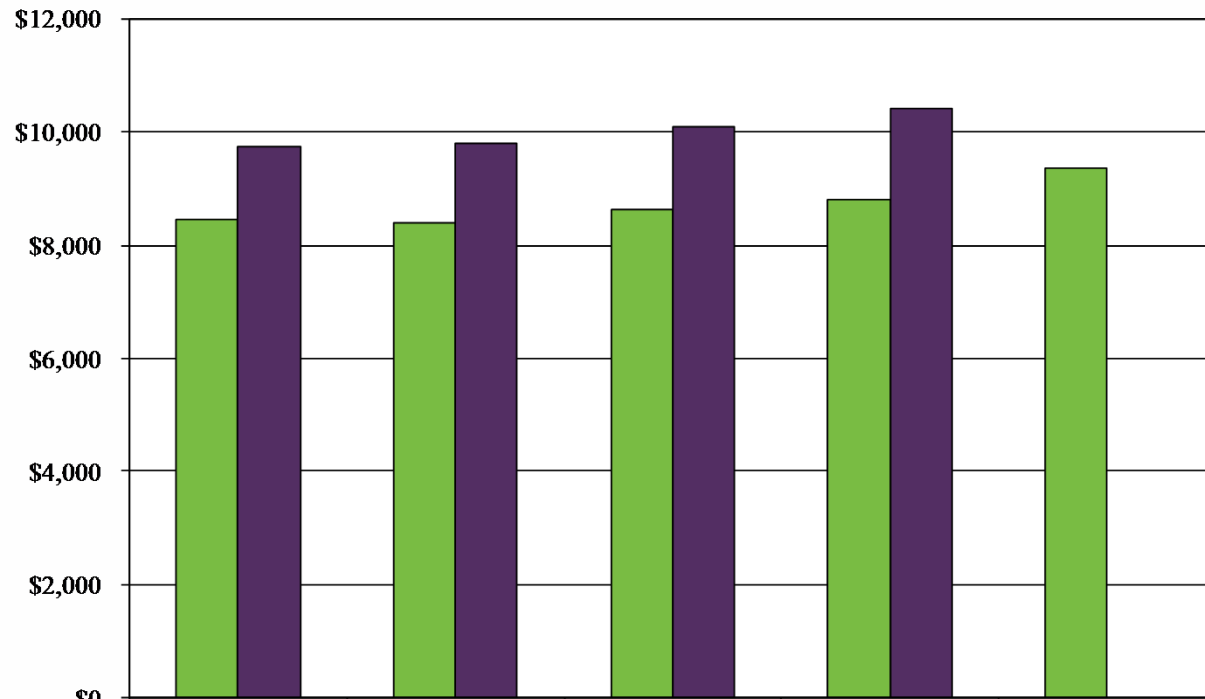


	2011**	2012**	2013**	2014**	2015*
District Revenues	\$8,690	\$8,886	\$9,116	\$9,222	\$9,692
State Average Revenues	10,537	10,617	10,698	11,000	-

* Estimate

** State averages obtained from the Minnesota Department of Education's (MDE) publication *School District Profiles*. Amounts for 2015 are not yet available.

Operating Expenditures Per ADM Served



	2011**	2012**	2013**	2014**	2015*
District Expenditures	\$8,473	\$8,404	\$8,639	\$8,826	\$9,361
State Average Expenditures	9,739	9,817	10,096	10,433	-

* Estimate

** State averages obtained from the Minnesota Department of Education's (MDE) publication *School District Profiles*. Amounts for 2015 are not yet available.

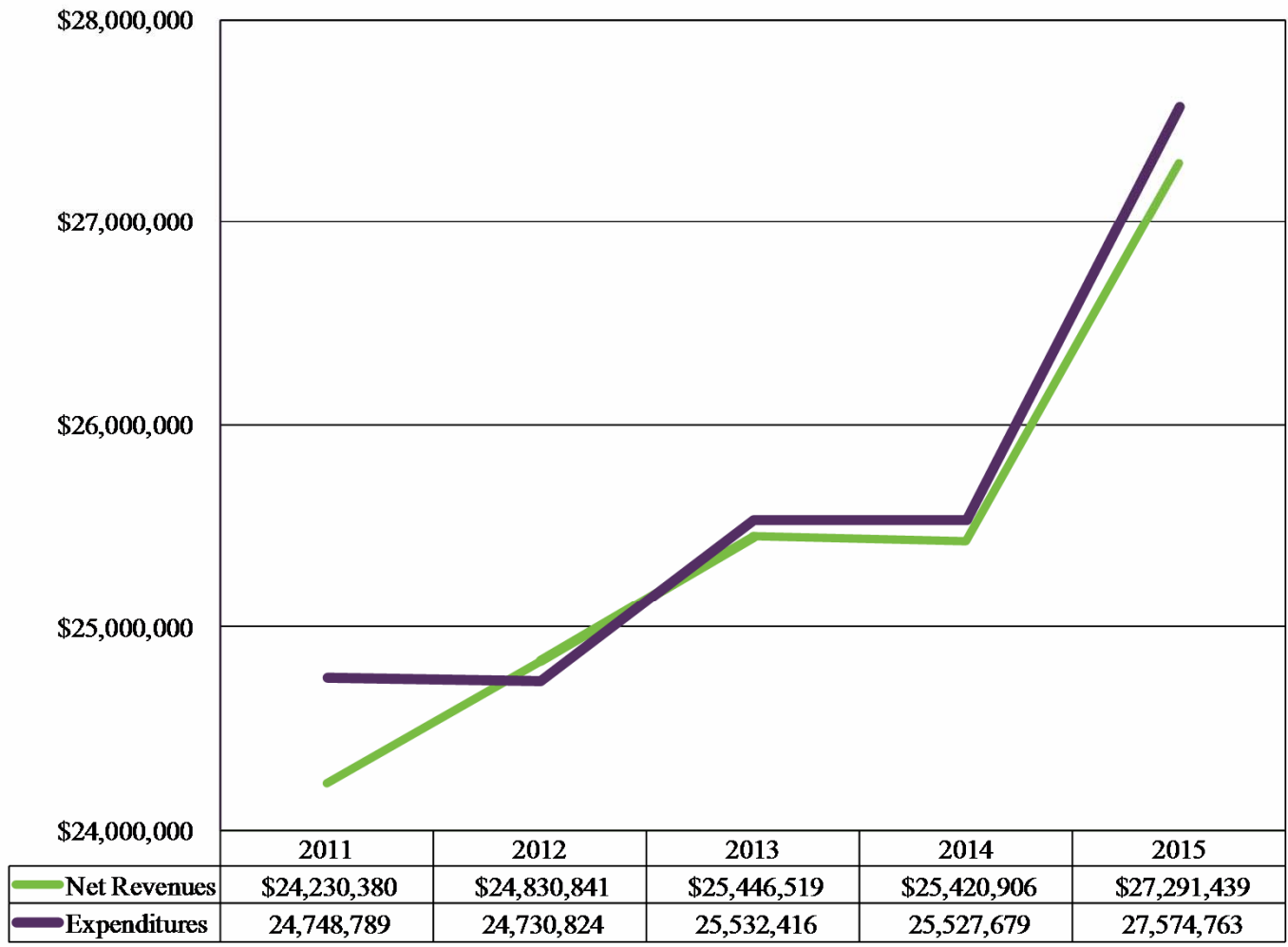
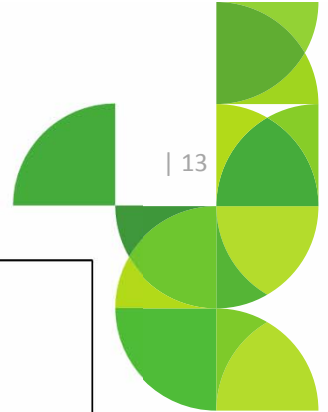
Expenditures and Revenues per ADM served

	District	State	District	State
	2014**	Average	2015*	Average
	2014**	2014**	2015*	2015
District and School Administration	7.8%	8.4%	6.6%	NA
Regular Instruction***	50.3%	45.9%	50.1%	NA
Vocational Instruction	0.5%	1.2%	0.5%	NA
Special Education Instruction	15.6%	18.0%	14.9%	NA
Instructional Support Services	4.7%	4.8%	6.1%	NA
Pupil Support Services****	6.6%	8.6%	6.8%	NA
Sites, Buildings and Equipment	9.8%	7.9%	10.7%	NA
Capital Outlay	4.7%	5.2%	4.3%	NA
	100.0%	100.0%	100.0%	

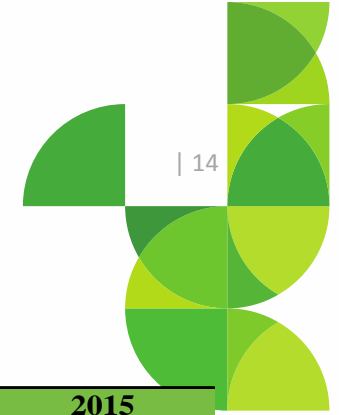
* Estimate

** State averages obtained from the Minnesota Department of Education's (MDE) publication *School District Profiles*. Amounts for 2015 are not yet available.

General Fund Net Revenues and Expenditures

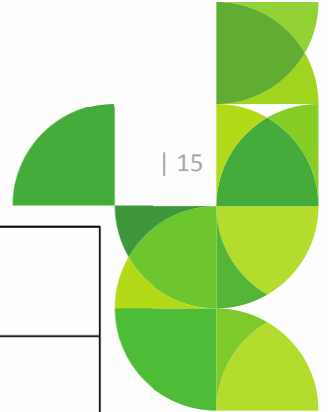


General Fund Operations

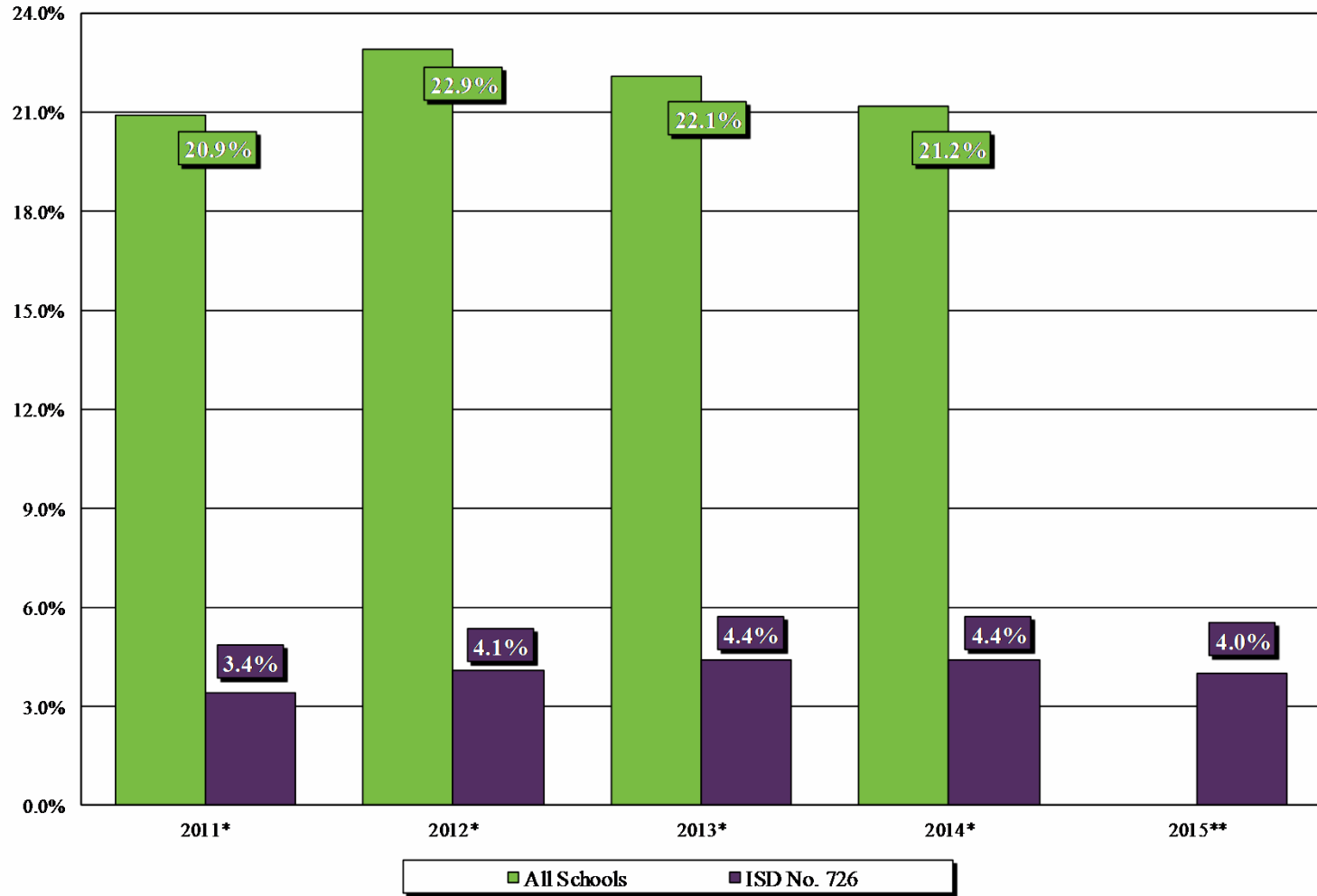


For the Year Ended June 30,	2011	2012	2013	2014	2015
Revenues	\$ 23,816,645	\$ 24,315,186	\$ 25,140,168	\$ 25,185,923	\$ 26,655,565
Expenditures	24,748,789	24,730,824	25,532,416	25,527,679	27,574,763
Excess of Revenues					
Under Expenditures	(932,144)	(415,638)	(392,248)	(341,756)	(919,198)
Other Financing Sources	413,735	515,655	306,351	234,983	635,874
Fund Balance, July 1	1,968,583	937,938	1,037,955	952,058	845,285
Prior Period Adjustment	(512,236)	-	-	-	-
Fund Balance, June 30	\$ 937,938	\$ 1,037,955	\$ 952,058	\$ 845,285	\$ 561,961
Components					
Nonspendable	\$ 53,346	\$ 151,879	\$ 173,023	\$ 221,302	\$ 240,140
Restricted/Reserved for:					
Operating Capital	141,882	26,608	-	-	-
Health and Safety*	27,910	118,140	(38,303)	(145,458)	(388,332)
Deferred Maintenance	20,810	6,796	6,006	7,147	13,322
Assigned for:					
Building Level Activity	120,396	139,616	188,814	189,990	221,486
Unassigned	573,594	594,916	622,518	572,304	475,345
Total	\$ 937,938	\$ 1,037,955	\$ 952,058	\$ 845,285	\$ 561,961

* The deficit amount is shown in the unassigned fund balance on the Balance Sheet.



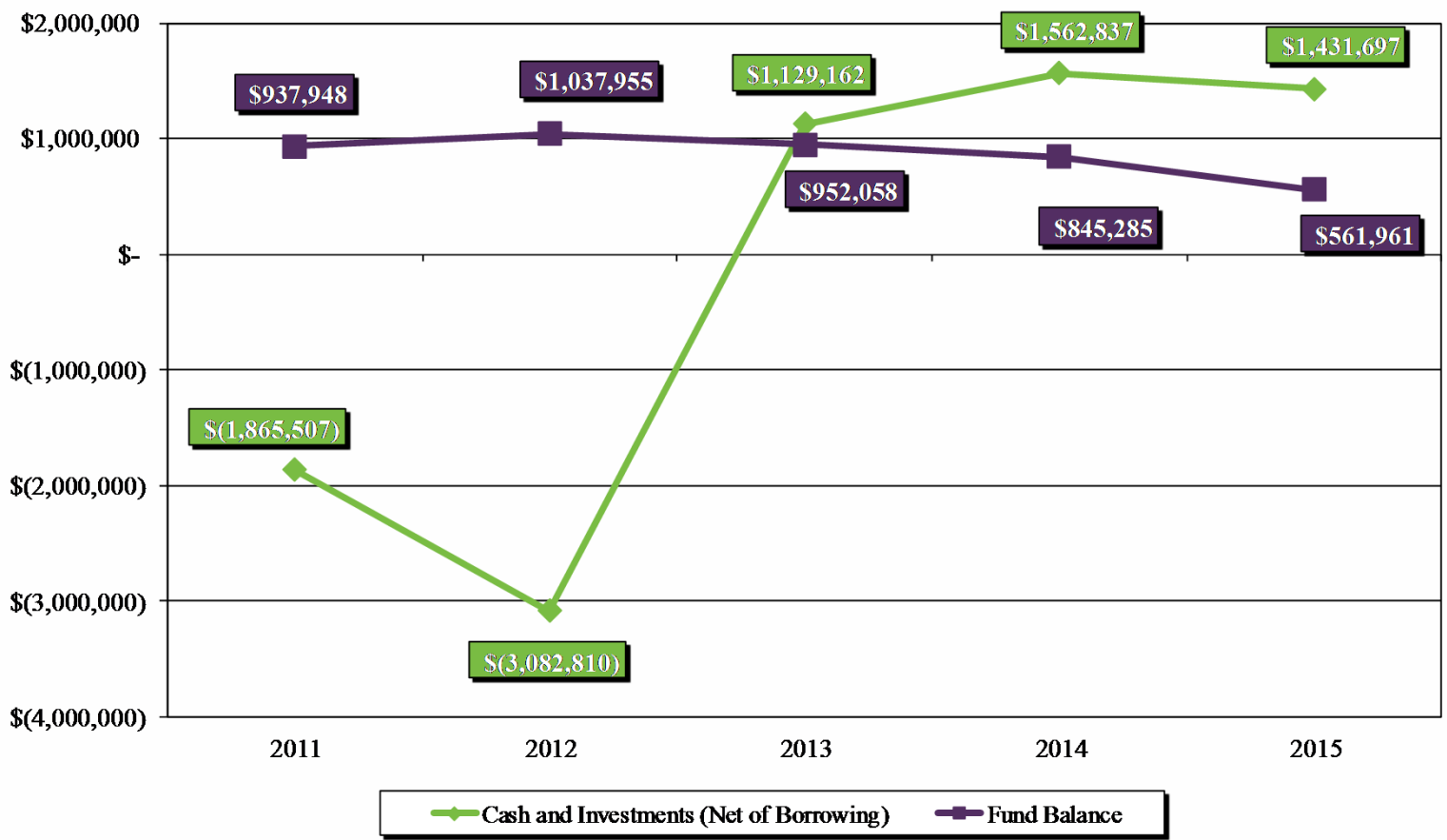
General Fund Expenditures of Fund Balance



* Information was obtained from the MDE web site report *Fiscal Year 2012-2014 General Fund Unreserved Balance*. 2015 information is not available.

** Estimate

General Fund Financial Position

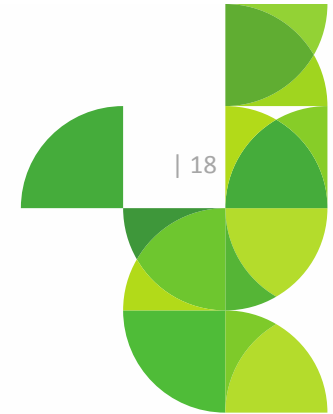


Food Service Fund



For the Year Ended June 30,	2011	2012	2013	2014	2015
Revenues	\$ 1,107,995	\$ 1,146,550	\$ 1,219,513	\$ 1,142,179	\$ 1,173,868
Expenditures	1,063,971	1,161,995	1,218,295	1,257,680	1,294,792
Excess of Revenues Over (Under) Expenditures	44,024	(15,445)	1,218	(115,501)	(120,924)
Fund Balance, July 1	252,108	296,132	280,687	281,905	166,404
Fund Balance, June 30	\$ 296,132	\$ 280,687	\$ 281,905	\$ 166,404	\$ 45,480

Community Service Fund



For the Year Ended June 30,	2011	2012	2013	2014	2015
Revenues	\$ 704,538	\$ 876,179	\$ 1,010,430	\$ 1,067,682	\$ 998,594
Expenditures	690,188	849,905	918,340	1,014,472	954,530
Excess of Revenues					
Over Expenditures	14,350	26,274	92,090	53,210	44,064
Fund Balance, July 1	(103,415)	(89,065)	(62,791)	29,299	82,509
Fund Balance, June 30	\$ (89,065)	\$ (62,791)	\$ 29,299	\$ 82,509	\$ 126,573

Components					
Nonspendable	\$ 623	\$ 6,236	\$ 400	\$ -	\$ -
Restricted/Reserved for:					
Community Education*	(145,108)	(129,147)	(36,885)	3,362	29,174
Early Childhood and					
Family Education	32,108	37,467	47,679	64,839	87,774
School Readiness	23,312	22,653	18,105	14,520	9,625
Unassigned	-	-	-	(212)	-
Nonspendable	\$ (89,065)	\$ (62,791)	\$ 29,299	\$ 82,509	\$ 126,573

* In years when deficit, the deficit amount is shown in the unassigned fund balance on the Balance Sheet.

Questions

Nancy Schulzetenberg
320-650-0219

Thank you!

bergankdv.com

Truth and taxation information will be presented by Joe Prom, Director Of Business Services. **I recommend approving the payable 2015 levy in the amount of \$9,712,083.**



Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

Truth in Taxation For Taxes Payable in 2016

December 7, 2015



Becker Public Schools

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Truth in Taxation Law

Two Major Requirements

- 1) **Counties must send out “proposed property tax statements” in November, based on preliminary tax levies set by all jurisdictions (counties, cities, townships, school districts, etc.).**
- 2) **Most taxing jurisdictions must hold a hearing prior to certifying the final levy**

**You are here for the
School District’s annual
required hearing**



Becker Public Schools

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Tax Hearing Requirements

- **State law requires that we present information on the current year budget and actual revenues and expenses for prior year**
- **State law also requires that we present information on the proposed property tax levy**
- **District must also allow for public comments**

2014-15 General Fund Results

Fund	6/30/14	Other				6/30/15
	Audited Fund Balance	Revenues	Expenditures & Adjustments	Financing Sources	Variance	Audited Fund Balance
General Fund	\$ 845,285	\$26,655,565	\$ 27,574,763	\$ 635,874	\$ (283,324)	\$ 561,961
Less: Capital Reserves						
Health & Safety	\$ (145,458)	\$ 143,328	\$ 386,202	\$ -	\$ (242,874)	\$ (388,332)
Operating Capital	\$ -	\$ 1,062,948	\$ 1,698,822	\$ 635,874	\$ -	\$ -
Deferred Maintenance	\$ 7,147	\$ 146,074	\$ 139,899	\$ -	\$ 6,175	\$ 13,322
Total Capital Reserves	\$ (66,459)	\$ 1,352,350	\$ 2,224,923	\$ 635,874	\$ (236,699)	\$ (375,010)
Assigned Fund Balances	\$ 189,990	\$ 289,704	\$ 258,208	\$ -	\$ 31,496	\$ 221,486
Non-Spendable Fund Balances	\$ 221,302	\$ 240,140	\$ 221,302	\$ -	\$ 18,838	\$ 240,140
General Fund Unassigned	\$ 572,304	\$24,773,371	\$ 24,870,330	\$ -	\$ (96,959)	\$ 475,345

2014-15 Financial Results (All Funds)

Fund	6/30/14	Other				6/30/15
	Audited Fund Balance	Revenues	Expenditures & Adjustments	Financing Sources	Variance	Audited Fund Balance
General Fund	\$ 845,285	\$26,655,565	\$ 27,574,763	\$ 635,874	\$ (283,324)	\$ 561,961
Food Service Fund	\$ 166,404	\$ 1,173,868	\$ 1,294,792	\$ -	\$ (120,924)	\$ 45,480
Community Service Fund	\$ 82,509	\$ 998,594	\$ 954,530	\$ -	\$ 44,064	\$ 126,573
Building Construction Fund	\$ 4,296,640	\$ 1,457	\$ 3,405,259	\$ -	\$ (3,403,802)	\$ 892,838
Debt Service Fund	\$ 393,578	\$ 3,286,966	\$ 3,444,610	\$ -	\$ (157,644)	\$ 235,934
Total All Funds	\$ 5,784,416	\$32,116,450	\$ 36,673,954	\$ 635,874	\$ (3,921,630)	\$ 1,862,786

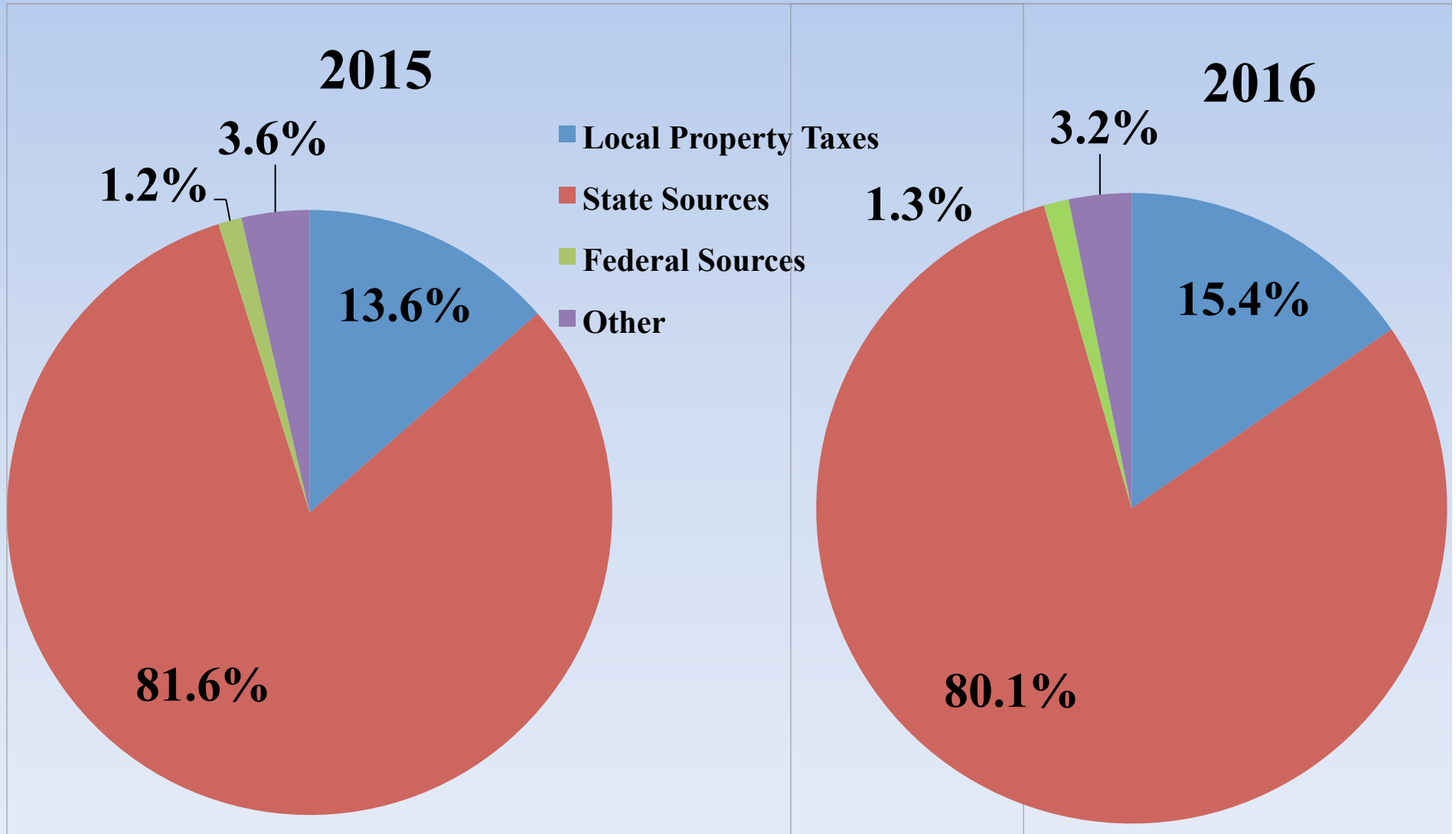
2015-16 General Fund Original Budget

Fund	6/30/15 Audited Fund Balance	Revenues	Expenditures & Adjustments	Other Financing Sources	Variance	6/30/16 Proj. Ending Fund Balance
General Fund	\$ 561,961	\$ 27,212,021	\$ 27,560,244	\$ 614,000	\$ 265,777	\$ 827,738
Less: Capital Reserves						
Health & Safety	\$ (388,332)	\$ 518,061	\$ 295,800	\$ -	\$ 222,261	\$ (166,071)
Operating Capital	\$ -	\$ 1,033,895	\$ 1,647,895	\$ 614,000	\$ -	\$ -
Deferred Maintenance	\$ 13,322	\$ 145,330	\$ 145,330	\$ -	\$ -	\$ 13,322
Total Capital Reserves	\$ (375,010)	\$ 1,697,286	\$ 2,089,025	\$ 614,000	\$ 222,261	\$ (152,749)
Assigned Fund Balances	\$ 221,486	\$ 210,400	\$ 210,400	\$ -	\$ -	\$ 221,486
Non-Spendable Fund Balances	\$ 240,140	\$ -	\$ 22,540	\$ -	\$ (22,540)	\$ 217,600
General Fund Unassigned	\$ 475,345	\$ 25,304,335	\$ 25,238,279	\$ -	\$ 66,056	\$ 541,401

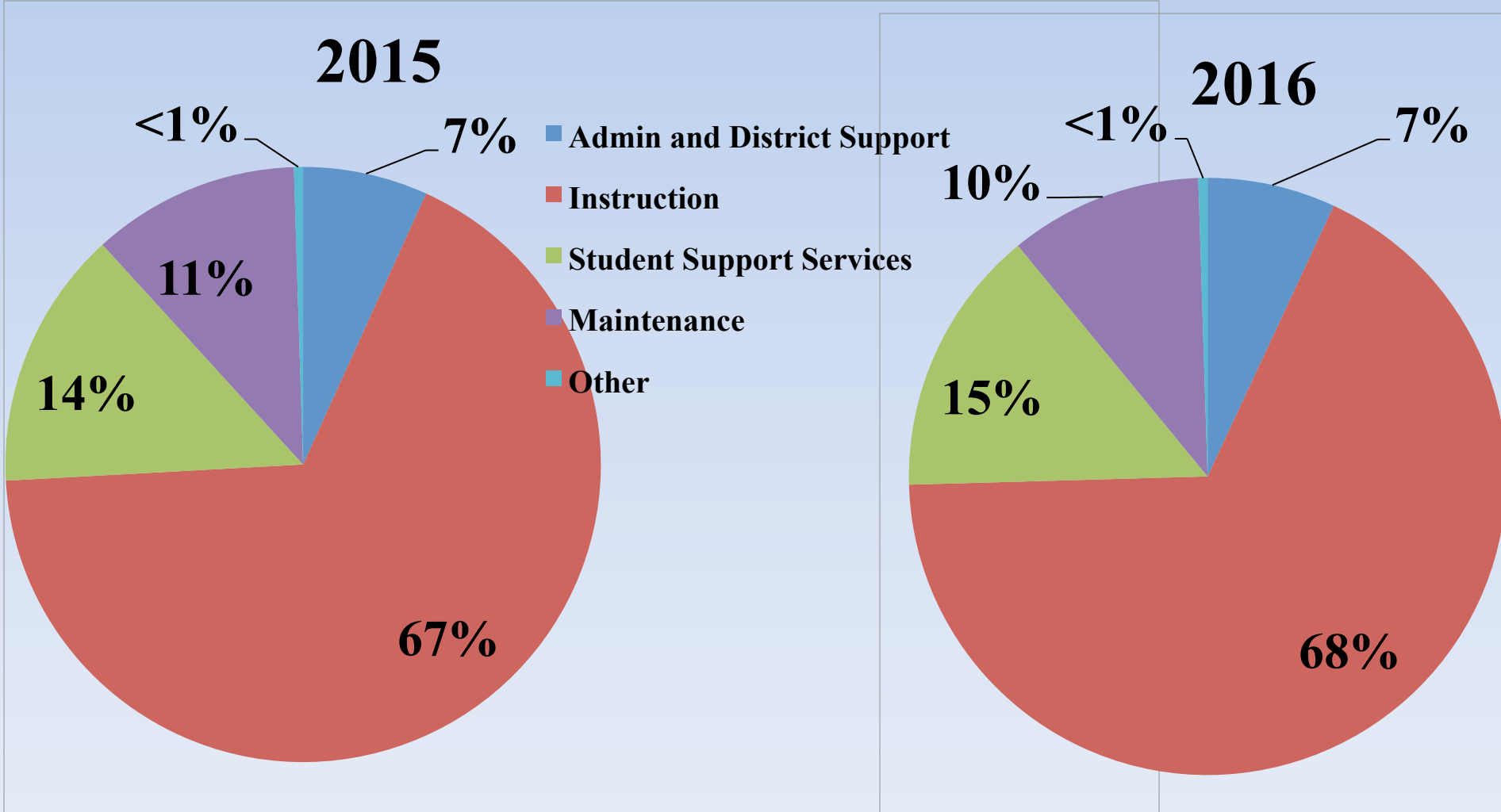
2015-16 Original Budget (All Funds)

Fund	6/30/15 Audited Fund Balance	Revenues	Expenditures & Adjustments	Other Financing Sources	Variance	6/30/16 Proj. Ending Fund Balance
General Fund	\$ 561,961	\$ 27,212,021	\$ 27,560,244	\$ 614,000	\$ 265,777	\$ 827,738
Food Service Fund	\$ 45,480	\$ 1,293,700	\$ 1,292,629	\$ -	\$ 1,071	\$ 46,551
Community Service Fund	\$ 126,573	\$ 973,370	\$ 953,586	\$ -	\$ 19,784	\$ 146,357
Building Construction Fund	\$ 892,838	\$ 1,500	\$ 600,000	\$ -	\$ (598,500)	\$ 294,338
Debt Service Fund	\$ 235,934	\$ 3,339,759	\$ 3,451,083	\$ -	\$ (111,324)	\$ 124,610
Total All Funds	\$ 1,862,786	\$ 32,820,350	\$ 33,857,542	\$ 614,000	\$ (423,192)	\$ 1,439,594

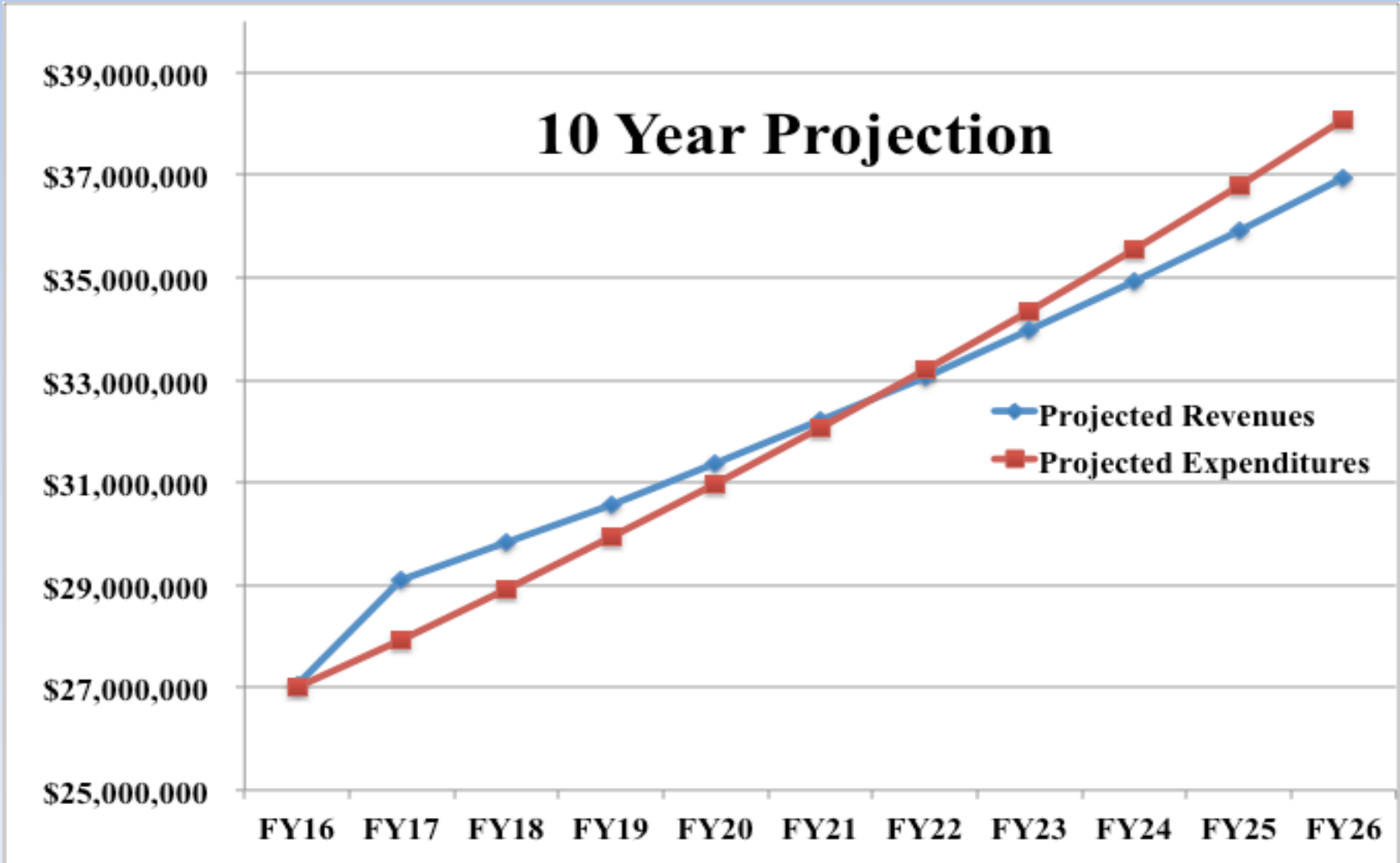
General Fund Revenues



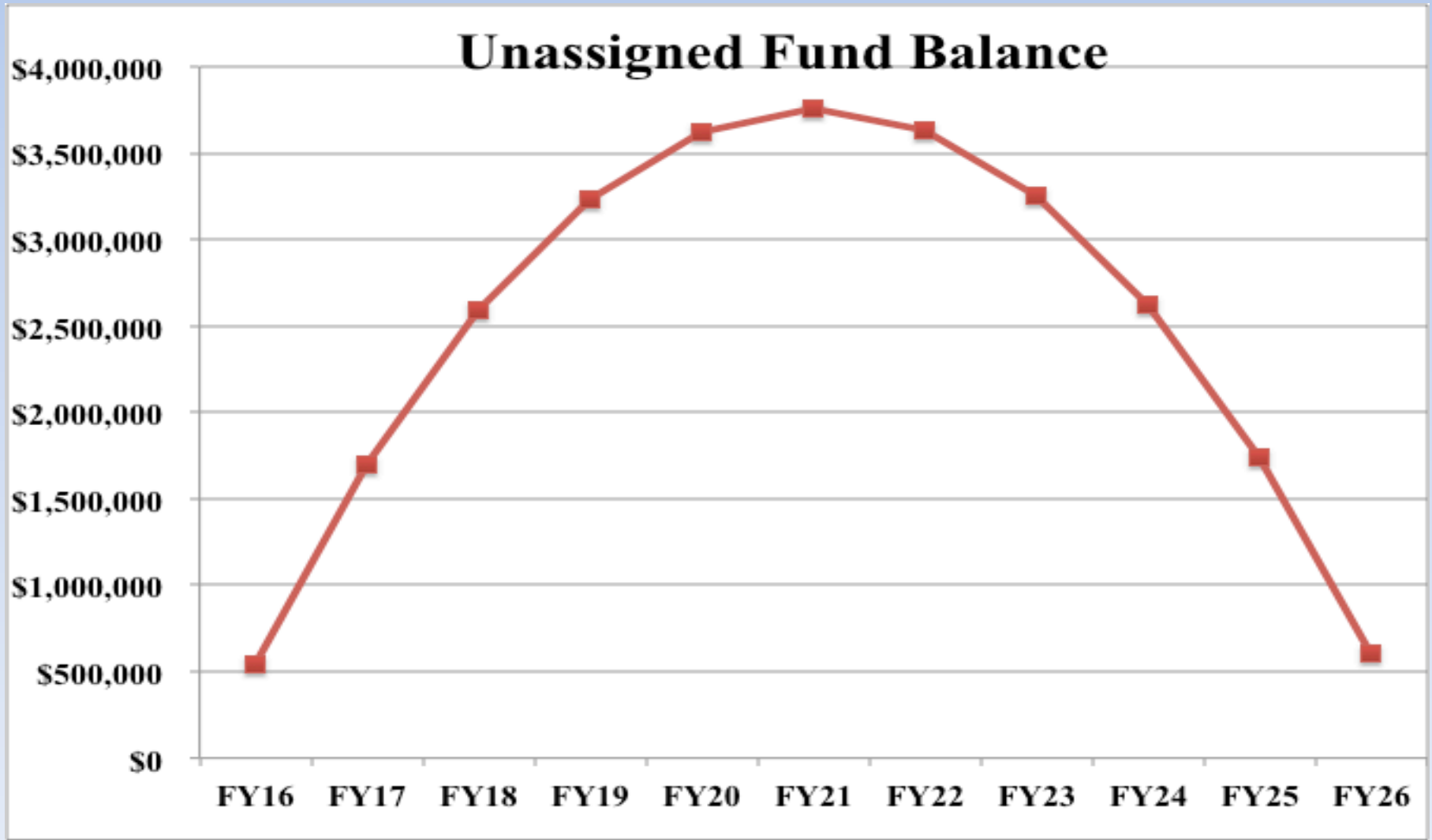
General Fund Expenditures by Program



General Fund



General Fund





Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

General Education Funding Formula Allowance

X

Students

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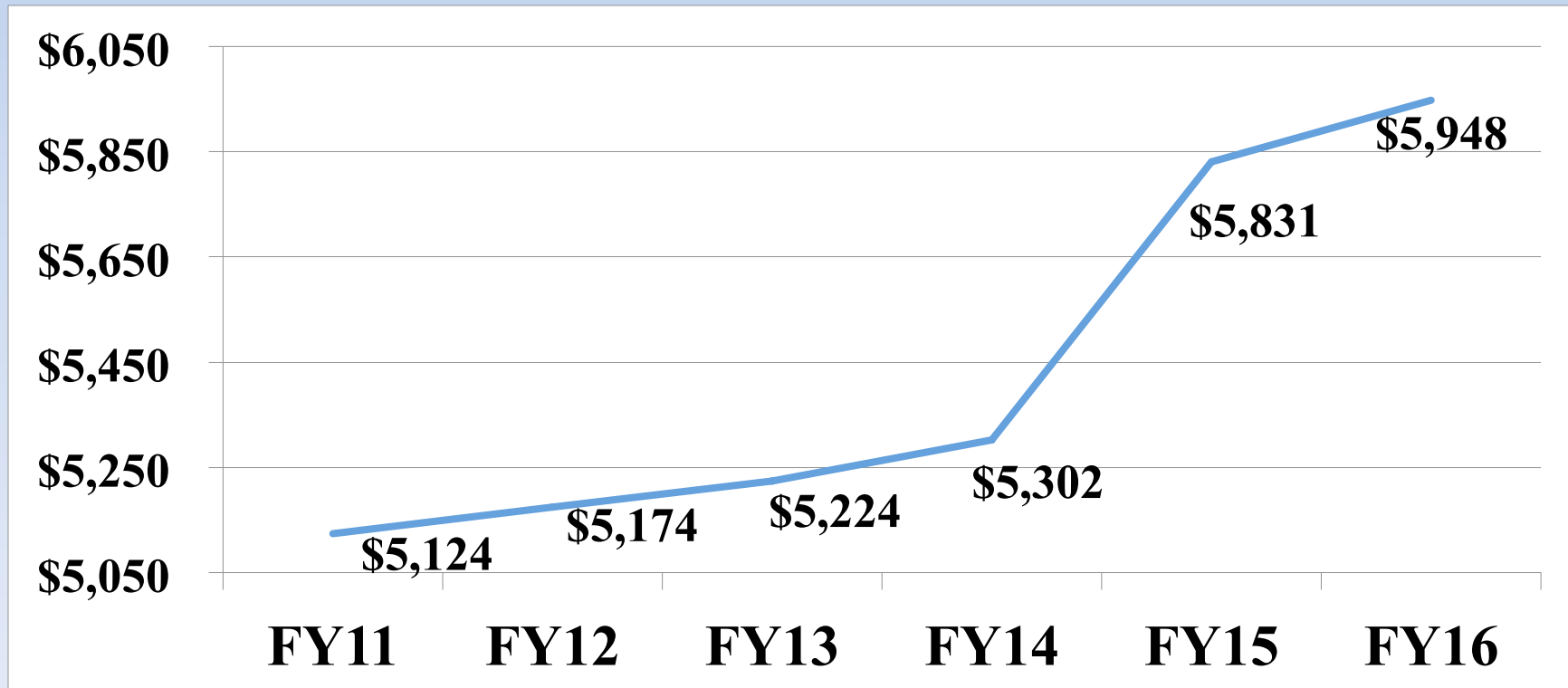
Revenue



Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

Formula Allowance

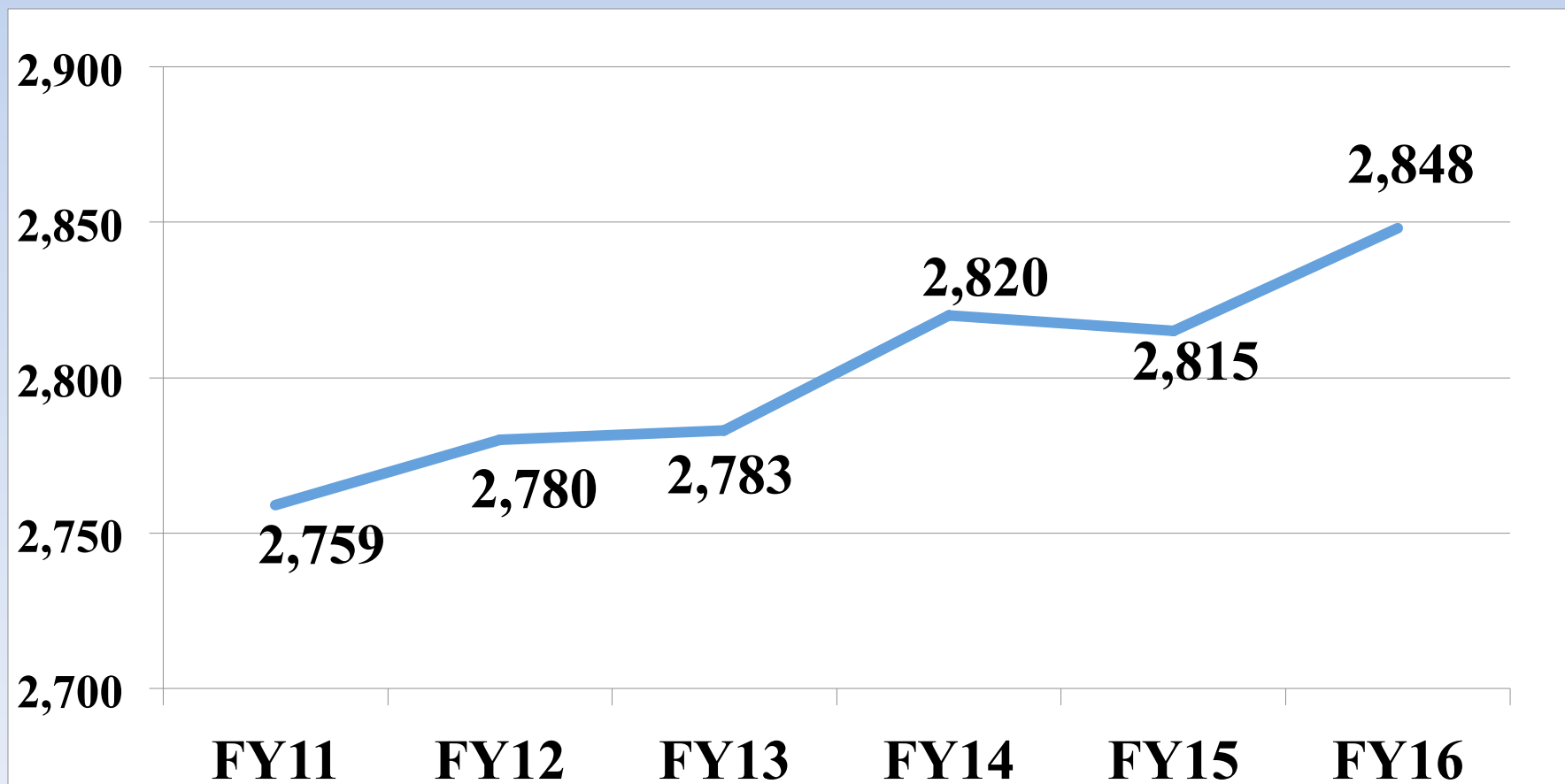




Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

Becker Students (Oct 1)





Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

How Are Levy Amounts Determined?

- **Legislature** sets formulas in statute to determine levy limits.
- **Mn Dept of Ed** calculates levy limits for each District, based on these formulas.
- **Board of Education** adopts proposed levy in September; final levy cannot exceed this, except for voter-approved levies.

Payable 2016 Proposed Levy All Funds

	ACTUAL 2014 PAY 2015	PROPOSED 2015 PAY 2016	DOLLAR DIFFERENCE	% Change
General Fund	\$ 4,050,001	\$ 5,916,455	\$1,866,454	46.09%
Community Education Fund	199,522	201,754	\$ 2,232	1.12%
Debt Service Fund	3,334,758	3,593,874	259,116	7.77%
TOTAL PROPOSED LEVY	\$ 7,584,281	\$ 9,712,083	\$2,127,802	28.06%

General Fund Levy Changes

Overall change is \$1,866,454 increase

- **Operating Referendum levies** increased by \$1,655,841. Result of Q1 & Q2 approval on 11/2/15.
- **Health & Safety levy** decreased by \$133,369; result of projects approved by MDE.
- **Deferred Maintenance levy** decreased by \$150,053; replaced by LTFM
- **Long Term Facilities Maintenance (LTFM) levy** increased by \$426,733; replaces other levies

General Fund Levy Changes (continued)

Overall change is \$1,655,841 increase

- **Annual OPEB levy** decreased by \$39,150. Pays retiree health insurance.
- **Operating Capital levies** increased \$84,006 based on Net Tax Capacity.
- **All other levies combined (9 categories)** increased by \$22,446.

Community Ed Levy Changes

Overall change is \$2,232 increase

- **Early Childhood levy** increased \$2,362 as a result of increased funding in statute.
- **Other Community Ed levies** decreased by \$130 combined.

Debt Service Levy Changes

Overall change is \$259,116 increase

- **Reduction for Debt Excess** increased levy by \$285,843. Statute requires 105% of obligations be levied; collections over 100% over time reduce levy in future years. Becker levy is not longer being reduced for excess collections.

How is MY Property Tax Determined?

1. **County Assessor** determines market value for each parcel of property.
2. **MN Legislature** sets formulas for Tax Capacity. These formulas determine how the tax burden is split on different types of property (residential, commercial, ag, etc.).
3. **County Auditor** calculates the tax capacity for each parcel based on steps 1 & 2.
4. **County Auditor** divides the total levy by total tax capacity of the District to determine tax rate needed. Tax Rate is multiplied by each property's tax capacity*.

* Certain Levies are spread based on the Market Value rather than the tax capacity.

Who can I contact for answers?

District Specific Levy Questions:

Joe Prom, Director of Business Services – Becker Public Schools

jprom@isd726.org

(763) 261-4502

Questions regarding your Property Value:

Sherburne County Assessor's Office

assessor@co.sherburne.mn.us

(763) 241-2880



Becker Public Schools

Preparing self-directed learners to thrive in a changing global community

Any Questions?



MS 123B.09 requires that, before appointing a school board member to fill a vacancy, the school board must hold a public hearing inviting public testimony from persons residing in the district relating to the qualifications of the prospective appointees to fill the vacancy. Applications were received from Ross Demant and Connie Robinson (attached.) **I recommend inviting public testimony from persons residing in the district relating to the qualifications of the prospective appointees to fill the vacancy.**

The statute also requires that, before making an appointment, the board must notify county commissioners, town supervisors, and city council members, and enter into the record at the board meeting in which the appointment is made, the names and addresses of the public officials notified: County Commissioner: John.Riebel@co.sherburne.mn.us, Mayor Jerome Kleis: jkleis@ci.becker.mn.us, Rick Henderson: rhenderson@ci.becker.mn.us, Adam Oliver: aoliver@ci.becker.mn.us, Lori Keller: lkeller@ci.becker.mn.us, Tracy Bertram: tbertram@ci.becker.mn.us, Chair Gary Hammer: gary@beckertownship.org, Joe Danielson, Supervisor: joe@beckertownship.org, Brad Wilkening, Supervisor: brad@beckertownship.org, Jamie Johnson, Supervisor: jamie@beckertownship.org, Brian Johnson, Supervisor: brian@beckertownship.org

APPLICATION

For Appointment to The School Board

to Fill a Vacancy for the Term of January 5, 2016 to December 31, 2016

**Applicants must reside in the Becker School District and be at least 18 years of age*

Name: Ross Demant
Address: 13387 Ivy Street, Becker MN 55308
Phone Number: (320) 336-8939

1. What background and skills have prepared you to serve on the school board?

My family and I moved to Becker 11 years ago, and since that time I have been consistently involve with volunteering on boards and councils at many different levels. I have served on the Becker Youth Soccer Association board as President and Vice-President, on the Becker Blast Youth Softball board for approximately 4 years as a board member. I was also a Commissioner on the Becker Parks and Recreation Commission and currently I serve on the Faith Lutheran Church Council and the Becker High School Activities Council. I have also had a chance to work with the Becker Community Education office to help start the Becker Flag Football League in 2008.

I am currently employed with the City of Otsego as the Parks and Recreation Director. As part of my position, I have frequent contact with the City Council through staff presentations and budget requests. I also am the City Liaison for the City's Parks and Recreation Commission.

These roles have provided me with the background and skills to understand the some of the current topics in the School District, and how a governing body operates.

2. What do you see as the board's roles and responsibilities?

I see the role and responsibilities of the school board as assisting in setting goals

and the vision for the district, adopting policies, aiding in evaluating the effectiveness of the current curriculum, and adopting and overseeing the District's budget.

3. How would you describe an effective school board member?

I would describe an effective school board member as one who is willing to work as a team with the other board members. They should make decisions taking into account the District's current goals and vision. An effective board member is one who also needs to be willing to discuss issues and decisions with parents and community members.

4. What would be your top objectives if appointed to the school board?

If appointed to the School Board, I would make it a priority to become familiar with the current projects the Board is working on. I would also work with the current Board members to find ways to best contribute to the team.

Applications must be submitted by November 30, 2015, 4:00 p.m. to:
Angela Oswald, Administrative Assistant To The Superintendent
12000 Hancock St, Becker, MN 55308, aoswald@isd726.org



APPLICATION

For Appointment to The School Board

to Fill a Vacancy for the Term of January 5, 2016 to December 31, 2016

*Applicants must reside in the Becker School District and be at least 18 years of age

Name: Connie Robinson

Address: 12425 Riley Ave.

Phone Number: 763-360-6169

1. What background and skills have prepared you to serve on the school board?

I am a parent of two sons who graduated from Becker Public Schools and I have a daughter who is in Kindergarten this school year. I have also worked in a few different capacities within our district which gives me a unique perspective. I have my Master's Degree in Accounting and I currently work for the City of Becker. I have experience in government entities and how school boards function.

2. What do you see as the board's roles and responsibilities?

The board's primary roles + responsibilities are to set a vision and the district to move it forward. The board also adopts policies + gives the district direction to set priorities + achieve its goals. The board adopts + oversees the budget. It also tends to business items such as approving contracts + adopting curriculum. The board must balance running the district while maintaining the district priorities.

3. How would you describe an effective school board member?

An effective school board member helps keep our school on track by setting policies that affect our students and school. A school board member works collectively to set goals and have a vision for the district as a whole. One person cannot do it alone so each member must contribute + collaborate as a team to do the best job possible for our students.

What would be your top objectives if appointed to the school board?

One objective that I would want to follow through with is keeping class sizes down and competitive with other schools. Another would be finding ways to keep our test scores high so we know our students are able to thrive in our ever-changing world. I would also like to see our students + school district thrive with all of the technological advances. My top objectives embrace our students and giving them what they need to be their best!

Applications must be submitted by November 30, 2015, 4:00 p.m. to:

Angela Oswald, Administrative Assistant To The Superintendent
12000 Hancock St, Becker, MN 55308, aoswald@isd726.org

At the November meeting, the school board decided to accept applications for the vacant school board position until November 30th at 4:00 p.m. Applications were submitted by Ross Demant and Connie Robinson. The term will expire on the first Monday in January 2017. **The attached resolution should be used to appoint a school board member.**

RESOLUTION FILLING SCHOOL BOARD VACANCY BY APPOINTMENT

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2017; and

WHEREAS, less than one year remains in the unexpired term and the vacancy has not occurred within ninety days of the next general election; and

WHEREAS, a public hearing on the appointment has been held pursuant to Minnesota Statute Section 123B.09, Subd. 4: and

WHEREAS, (name) meets the qualifications established by Minnesota law to serve as a school board member;

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

Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, (name) is hereby appointed to fill the vacancy and to serve the remainder of the unexpired term ending the first Monday in January, 2017 and until a successor is elected and qualifies.

The board should complete strategic goals for 2016-17. A draft of potential goals from the board's discussion last month is attached along with other relevant information. The goals can be adopted as a revision to Policy 223 Strategic Goals next month.



2016-17 School Board Strategic Goals

School Board Goal	Administrative Means	School Board Progress Indicator	Exit Outcome Area
<p>Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by testing in the Fall of 2016 for NWEA to the Spring of 2017 and Spring of 2016 to Spring of 2017 for MCA.</p>		<p>Z Scores available in May of 2017 from NWEA and MCA tests.</p>	<p>2. Students will demonstrate proficiency of core academic standards.</p>
<p>Examine the viability of providing school district support for unfunded school activities (girls lacrosse, dance, marching band, robotics, hockey)</p>	<p>Revenue, expenses, net cost, and cost per participant have been identified. The additional cost for the school to support the 5 unfunded activities would be \$63,000 or about \$50 per student participant.</p>	<p>The school board will make a decision relative to supporting unfunded school activities (girls lacrosse, dance, marching band, robotics, hockey) than March 7, 2016 to be effective for the 2016-17 school year.</p>	<p>5. Students will demonstrate the ability to effectively apply life skills.</p>
<p>Provide additional financial planning instruction for high school students.</p>	<p>Ideas/Information</p> <ul style="list-style-type: none"> • Saturday financial planning seminar for HS students. • Required financial planning seminar for HS students on an “early out” day. • Various financial institutions have curricula and personnel available at no cost to public schools, this could occur within or outside the school day. • The HS Personal Finance Class could be changed from elective to required. This would reduce the number of electives for HS students and obligate all the funding provided by Question 2, which is intended to add electives to the HS. 	<p>The superintendent will report on the financial planning instruction, which was provided to students no later than May of 2017.</p>	<p>5. Students will demonstrate the ability to effectively apply life skills.</p>

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2015 Stakeholder Input Organized by Exit Outcomes

Students will become self-directed learners, self-disciplined, and autonomous workers, while being critical thinkers with a drive for innovation and problem solving

- Critical thinking
- Place creative and innovative teachers above new technology
- Strive to be above average

Students will demonstrate proficiency of core academic standards by meeting or exceeding developmentally appropriate benchmarks for academic competency

- Well-rounded in all subjects and competitive academically
- Running good programs and ensuring a good education
- Ensure each student is challenged to excel to their highest potential - ensure students are academically challenged - provide the best possible education
- Keep traditional common-core classes
- More focus on student academics, less on sports

Students will have the opportunity to pursue expertise in areas of personal academic or career interest

- Focus on the areas that they are gifted in
- Bilingual
- More academic opportunities such as Knowledge Bowl, USAT, Debate, more arts options – more foreign language opportunities
- Meet the needs of those that will not be attending college
- Bring back Gifted & Talented teacher
- Continue music and choir opportunities
- Diversity (fine arts/sports/clubs)
- Work skills / Trade skills

- Local internships with more local businesses, vocational instruction classes (including internships)

Students will effectively collaborate and communicate using an array of media

- Stay on cutting edge of technology
- Communication skills, including public speaking
- Cursive
- Keyboarding
- How to transition from one learning setting to another (technology vs. no technology classes), learn multiple studying skills, based on learning styles

Students will demonstrate the ability to effectively apply life skills

- Learn interpersonal skills, away from technology
- Time management skills
- Conflict/resolution and problem-solving skills, how to deal with difficult situation, social skills and ethics
- Understanding the importance of school for themselves, now and later
- Basic job skills – interviewing, resume-building, understanding employer expectations, preparing for life after high school (college/trade school/job)
- Basic life skills: balancing checkbook, credit cards (budgeting), personal finance skills
- Respect for others and authority
- Flexibility for changing family lifestyles

Students will effectively use technology to function in a knowledge economy

- Teaching with technology
- Internet safety
- Keep pushing the envelope in technology – continue with innovation, such as Robotics

- Keep up with technology
- Teach us to respect and appreciate that we are an Apple school

The district will properly maintain up-to-date school environments where students are physically and emotionally safe and secure

- Keep improving facilities
- Comfortable temperatures in rooms for students to learn in
- Maintaining the buildings
- School pride
- Maintain reputation
- Leadership opportunities with quality staff development
- Safe schools to attend / work at

The district will maintain the financial integrity of the school district

- Strategic plan / long-term financial plan
- Yes, as long as the district is providing diverse extracurricular programs
- We need more than just staff and board members promoting Vote Yes – we need parent involvement
- Because it is the future of this city
- My parents want to support all of the program I like
- Fund all sports or after-school activity
- I would pay more so all kids could eat a meal
- Financially responsible
- I'd rather just give a monetary donation than have fundraisers
- My parents would continue to support if they knew we were happy
- I would be willing to give more if I understood what the money donation was for (more education)
- Because it takes money to operate the school district at full potential
- Encourage open enrollment into our district
- Provide funding for quality resources and faculty

Administrative Means

- Don't lose sight of looking at the whole student, that they are not just a number
- Understand the viability of SHERCO
- It's hard to say no when questions are framed responsibly
- Keep students engaged
- Develop good relationships with state reps
- More opportunities in engineering fields
- Web-based options
- More opportunities for 1:1 teacher help
- Have bulletins posted for activity sign-up
- Shorten math classes.
- Supplement transportation
- Provide more opportunities for students to meet with various recruiters for colleges, trade organizations, military, prepare students for college (what to expect and how much it will cost), host college fairs
- What can we glean from schools such as Montessori, STEM and Charters? We need to stay competitive.
- Purchase new solar panels.
- Reconsider tenure.
- MN State Standards.
- More club options (BPA, DECA)
- Offer exceptional opportunities
- Special educational opportunities for young parents
- College entry requirements
- Communicate clearly and be consistent with expectations for staff and students
- Offer teachers a platform to speak regarding student performance (not just what the data shows)
- Common-core basics: math, reading, writing, and science.
- Offer a student paper / website (like Twitter for Student Council?)
- Provide quality teachers/staff, who possess high standards
- Help teachers supplement student needs, instead of it coming out of their own pocket

- Keep class sizes small
- Offer more clubs and information on how we can form a new club
- Valuing district employees and expressing it, recognize teachers for “above and beyond” performance, “Attract / Retain / Recognize”
- Improve the lunch program
- More language options, and offer at a younger age
- Less government involvement
- Staff development for all groups, not just teachers
- More study time
- Changing block schedule might help improve student performance and offer an opportunity to explore more subjects per day
- Return to the “art” of teaching (basic joy of teaching and learning)
- Provide a safe atmosphere /environment (physically/mentally/emotionally), more focus on mental health
- Not take a stance on social or political issues
- Teachers be given freedom to be creative and not focus on teaching for the standard tests
- Student input for teacher evaluations



2015-16 School Board Strategic Goals

School Board Goal	Administrative Means	School Board Progress Indicator	Exit Outcome Area
<p>Classroom instruction will more often foster Critical Thinking.</p> <p>Classroom instruction will more often foster Creativity.</p>		<p>The number of staff reporting that they use Creativity in the classroom once at least every few months, as measured by the Clarity survey, will increase from 49% to 59%.</p> <p>The Clarity survey will be administered to the staff in the Spring of 2016 to measure this goal.</p> <p>The number of staff reporting that they use Creativity in the classroom once at least every few months, as measured by the Clarity survey, will increase from 60% to 65%.</p> <p>The Clarity survey will be administered to the staff in the Spring of 2016 to measure this goal.</p>	<p>1. Students will become self-directed learners, self-disciplined, autonomous workers, and critical thinkers with a drive for innovation and problem solving.</p>
<p>Grades 1-8, 10 and 11 will increase achievement by a positive Z Score in reading and math comparing the actual to expected growth as determined by testing in the Fall of 2015 for NWEA to the Spring of 2016 and Spring of 2015 to Spring of 2016 for MCA.</p>		<p>Z Scores available in May of 2016 from NWEA and MCA tests.</p>	<p>2. Students will demonstrate proficiency of core academic standards.</p>
<p>The school board will develop a long-term operational funding strategy no later than May of 2015.</p>		<p>The school board will develop a long-term operational funding strategy no later than May of 2015.</p>	<p>8. Maintain the financial integrity of the school district.</p>

Becker Public Schools								
Activities Cost Data								
Data from 2014-15 (Most Recent Completed Year)								
		(A)	(B)	(C)	(D)	(A-B-C+D)		
		Gross	Misc		General		Participants	Net Cost/
Activity	Gender	Expenses	Revenues	Player Fees	Costs*	Net Cost	Grades 7-12	Participant
One Act & Three Act	Both	6,270	2,156	2,755	2,039	3,398	34	100
Soccer	Boys	17,913	-	7,605	5,825	16,133	65	248
Track	Both	30,204	-	11,855	9,822	28,171	107	263
Football	Boys	81,013	21,868	24,465	26,343	61,023	211	289
Baseball	Boys	28,175	-	9,855	9,162	27,482	84	327
Volleyball	Girls	37,925	5,911	11,050	12,332	33,296	100	333
Soccer	Girls	19,647	-	6,910	6,389	19,126	58	330
Cross Country	Both	15,612	750	5,155	5,077	14,784	44	336
Tennis	Girls	15,995	-	6,305	5,201	14,891	41	363
Basketball	Boys	48,545	8,042	10,955	15,786	45,334	92	493
Tennis	Boys	16,842	-	4,390	5,477	17,929	37	485
Softball	Girls	32,575	2,028	7,330	10,593	33,810	67	505
Swimming	Girls	19,149	4,008	3,335	6,227	18,033	29	622
Musical	Both	49,427	23,128	4,170	16,072	38,201	53	721
Basketball	Girls	33,076	4,255	5,470	10,755	34,106	49	696
Golf	Both	29,213	4,125	4,795	9,499	29,792	40	745
Wrestling	Boys	37,206	4,499	5,835	12,098	38,970	49	795
Speech	Both	10,403	-	1,020	3,383	12,766	12	1,064
Gymnastics	Girls	27,428	3,385	2,760	8,919	30,202	22	1,373
Total District Funded		556,618	84,155	136,015	180,997	517,445	1,194	433
Unfunded Activities								
Dance	Girls	25,306	3,600	2,905	-	18,801	24	783
Hockey	Boys	33,041	10,000	1,260	-	21,781	9	2,420
LaCrosse	Girls	11,125	-	4,530	-	6,595	35	188
Trap Shooting	Both	9,192	3,100	3,565	-	2,527	31	82
Marching Band	Both	9,295	-	-	-	9,295	30	310
Robotics	Both	23,886	20,000	-	-	3,886	60	65
Total Self-Funded		\$ 111,845	\$ 36,700	\$ 12,260	\$ -	\$ 62,885	189	333
*General Costs includes Athletic Director and Secretary, MSHSL fees, athletic trainer & related expenses, capital purchases, and all other costs not directly attributable to				\$ 180,997		1,383	Total Participants	
				General Cost		-90	Marching Band/Robotics not Charged	
						1,293		
						\$ 62,885	Net Cost to Cover	
						\$ 48.63	Add'l Fees Per Student	
Note: Calculations do not include allowance for 2 years inflation.								