

BOARD AGENDA

INDEPENDENT SCHOOL DISTRICT 191

Burnsville High School Senior Campus
Diamondhead Education Center
Regular Meeting
March 1, 2012
6:30 PM

- I. Call to Order
 - A. Welcome
 - B. Pledge of Allegiance
- II. Business Meeting
 - A. Approval of Agenda
 - B. Consent Agenda

Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

 - 1. Meeting Minutes 2
 - 2. Human Resources Report 6
 - 3. Donation of \$13,400 from the Hidden Valley PTO to Hidden Valley Elementary in support of student programs and activities; \$250 from Paula Nania to the Metcalf Junior High Music Department; 103 children's books valued at \$103.00 from Judy Corrigan to Sioux Trail Elementary; \$124.62 from Deborah Johnson thru the Wells Fargo Community Support Capaign to Gideon Pond to support learning opportunities for the second grade students; and \$1,000 from Daniel Kuhl & Tien Cai to Harriet Bishop Elementary School
 - 4. Approve extended field trip request for the BHS Band to travel to Costa Rica, March 10-16, 2012 8
 - 5. Approve the joint powers agreement with the City of Savage for the BOLDR Wall located on the M.W. Savage Elementary School playground 9
- III. New Business
 - A. Approve the iSD 191 Mission, Core Values and Vision Statements (15 minutes) (Clegg) 13
 - B. Approve the indexing of district policies to align with the system used by the Minnesota School Boards Association (10 minutes) (Clegg) 15
 - C. Approve the purchase of the "Parent Engagement Education Program" and the "Early Childhood Development Program" published by PIQE (Parent Institute for Quality Education) (15 minutes) (Lindholm) 17
- IV. Reports
 - A. Student Advisor
 - B. Superintendent
 - C. Board Members
- V. Adjourn to Board Workshop on unacceptable means for balancing FY 2013 and FY2014 Budgets and Closed Session for discussion of negotiation strategies.

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
February 16, 2012

The meeting of the Board of Education was called to order by Chair Hill at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Currier, Schmid, Sweep, Teiken, VandenBoom, and Chair Hill. Others in attendance were Superintendent Clegg, Student Advisor Green, administrators and staff.

Attendance

Members absent: Director Luth

Chair Hill welcomed the audience and asked Student Advisor Green to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Director Currier, seconded by Director Schmid, to approve the agenda. Motion carried unanimously (6,0).

Agenda

Moved by Director Teiken, seconded by Director VandenBoom, to approve the consent agenda.

Consent
Agenda
Minutes

- Minutes of the February 2, 2012 board meeting and closed session
- Personnel changes for P. Savage, C. Coleman, E. Copeland, S. Erickson, S. Kloeckl, K. Komar, T. Lenton, J. Marshall, J. O'Neill-Mager, H. Thompson, S. Hart, N. Holden, K. Musa-Agboneni, L. Henrickson, K. Aars, B. Robb, J. Sullivan, S. Harrison, Z. Wahidi, L. LaDuke, J. Ville, K. Castle, R. Pelinka
- Donation of \$173.07 from Brionne Sillman and \$34.62 from Robin Swanson through Wells Fargo to Hidden Valley; \$403.86 from William Haugen through Wells Fargo to Sioux Trail; a matching gift of \$65 from Wells Fargo to Harriet Bishop; and \$180 from Kathleen Volner through Wells Fargo to Harriet Bishop
- Approve January payroll checks numbered 716293-716348, and Direct Deposit notices numbered 455280-458030, in the net amount of \$3,449,327.86. January and February claims to date represented by checks numbered 413777-414352, 1004426-1004584, 100596-100608 and wire transfers and adjustments, totaling \$1,231,651.94. Also, that the Board accepts January receipts of \$10,983,399.11 and investments for Alt. Facilities and OPEB of \$16,543,604 as of January 31, 2012
- Approve the Budget Analysis for the Month ending January 31, 2012

HR Report

Donations

Payroll, Claims
and Receipts

- Reject bids for the 2012 M.W. Savage Elementary heating plant replacement and HVAC alterations
 - Schedule Closed Sessions following the regularly scheduled board meetings on March 1 and March 22, 2012 for the discussion of negotiation strategies.
- Chair Hill made special mention of the generous donations. Motion carried unanimously (6,0).

Budget Analysis
 Reject Bids
 Schedule Closed Session

Preliminary guidelines and assumptions for development of the 2012-13 General Fund Budget were presented by Lisa Rider, Executive Director of Business Services. She indicated that the projected year-end enrollment number (9,426 ADMs) will be used for planning; state aid of \$5,224/student reflects a \$50/ADM increase over current year in the general education formula; there will be a decrease in federal funding through the loss of the Ed Jobs funds; with the district discussing approval of Q-Comp, we are budgeting for both revenue and expenditures; and, general fund expenditures will be adjusted for inflation. Long range budget forecast shows a need to reduce expenditures by \$5 million each year through 2014-15. The 2012-13 budget must be adopted by June 30.

Preliminary Guidelines & Assumptions

Moved by Director Currier, seconded by Director Sweep, to approve the call for re-bid of 2012 M.W. Savage Elementary heating plant replacement and HVAC alterations upon receipt of the Commissioner's Letter of Approval for Review and Comment. Motion carried unanimously (6,0).

Review & Comment

Board members received an overview of the Strategic Road Map from Superintendent Clegg. With much time and effort expended by board members, plus input from students, family, staff and community residents, a draft of the Strategic Road Map has been completed. The purpose of the Road Map is to provide the framework of mission, core values and vision that will guide administration as they plan, prioritize and align the work of the district. It is anticipated that this will come to the board for approval at their March 1, 2012 meeting. Once adopted, this will become the foundation upon which measurable strategic directions and actions will be built.

Strategic Road Map

Moved by Director VandenBoom to adjourn to a Board Workshop on FY 2013-14 Operational Budget and Closed Session for discussion of negotiation strategies at 7:08 p.m.

Adjourn

Jim Schmid, Clerk

**Closed Session Notes
INDEPENDENT SCHOOL DISTRICT 191
February 16, 2012**

The School Board Closed Session was called to order by Chair Hill at 8:22 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Currier, Schmid, Sweep, Teiken, VandenBoom and Chair Hill

Attendance

Members absent: Director Luth

Others in Attendance:

Randy Clegg, Superintendent

Chris Lindholm, Assistant Superintendent

Lisa Rider, Executive Director of Business Services

Stacey Sovine, Director of Labor Relations

The following item(s) were discussed:

Agenda

- Negotiation strategies with the BEA.

The Closed Session adjourned at 9:00 p.m.

Adjourn

Jim Schmid, Clerk

**Burnsville-Eagan-Savage Public Schools
Independent School District 191
Human Resources**

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Stacey Sovine, Human Resources Administrator

DATE: March 1, 2012

RE: Recommended Personnel Changes

**Certified
Appointment**

Beverly Bliss *New-Speech/Lang. Pathologist, .5 FTE, SPED Cluster, effective 3/5/12

Beth Gruenke -Replacement-Long term substitute, 1.0 FTE, Grade 3, GP, effective 2/27/12 - 5/22/12

Laura Langhoff *Replacement-Long term substitute, 1.0 FTE, Math, BHS, effective 2/28/12 - 5/25/12

William Tapper -Replacement-Long term substitute, 1.0 FTE, Grade 4, GP, effective 3/5/12 - 5/31/12

Katherine Wiegand *Replacement-Long term substitute, 1.0 FTE, Grade 1, Byrne, effective 2/29/12 - 6/8/12

Leave of Absence

Cynthia Mullins *Teacher, BHS, requests a 1.0 FTE professional leave of absence, effective May 2, 2012 through May 31, 2012

Resignation

Laura Fuschetto *Teacher (currently on leave), effective 6/8/12

Denise Lutgen-Gallatay *Teacher (currently on leave), effective 6/8/12

Retirement

Dianne Bloomquist -Teacher, HV, after 24 years in the District, effective 6/8/12

Katherine Carlson -Teacher, MWS, after 38 years in the District, effective 6/8/12

Beverly Feil -Teacher, SO, after 23 years in the District, effective 6/8/12

Mary Grzesiak -Teacher, Byrne, after 23 years in the District, effective 6/8/12

Mary McHugh -Teacher, HV, after 34 years in the District, effective 6/8/12

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 3/1/2012

Sally Rix	-Teacher, SO, after 41 years in the District, effective 6/8/12
Terry Ruhsam	-Teacher, MJH, after 42 years in the District, effective 6/8/12
Sally Smith	-Teacher, HV, after 34 years in the District, effective 6/8/12
Patricia Sommerstad	-Teacher, HV, after 39 years in the District, effective 6/8/12
Bradley Taylor	-Teacher, Rahn, after 34 years in the District, effective 6/8/12

Classified
Appointment

Sarah Erbes	*Replacement-Level 2 EA, 3.5 hrs/day, GP, effective 3/5/12
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Resignation

Ruth Stousland	*MEA (currently on leave), effective end of 2011/12 school year
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Retirement

Katherine Castle	*Revised Date-Cook Manager, GP, after 22 years in the District, effective 3/2/12
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Joan Wilebski	-Health EA, MWS, after 23 years in the District, effective 6/7/12
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*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 3/1/2012

TO: Members of the School Board

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: March 1, 2012

RE: Extended Field Trip – BHS High School Band to Costa Rica March 10-16, 2012.

Recommendation: That the school board approve an extended field trip for the BHS High School Band to Costa Rica March 10-16, 2012.

The Burnsville High School Band is planning an extended field trip to Costa Rica from March 10-16, 2012. 75 students and 8 chaperones will visit Costa Rica for band performances and sightseeing.

The primary objective is to enhance student's musical experiences through performance. Performances include daytime/evening concerts, joint school concerts and/or clinics with professional conductors. Students will broaden their awareness of other cultures through interactions in Costa Rica.

All qualifying factors have been met.

I recommend approval.

LKR

Attachments: Application for Approval



TO: Members, Board of Education

FROM: Lisa K. Rider, Executive Director of Business Services

DATE: March 1, 2012

RE: Approval of the Joint Powers Agreement with the City of Savage

RECOMMENDATION: That the Board of Education approves the joint powers agreement with the City of Savage for the BOLDR Wall located on the Marion W Savage Elementary School playground

This agreement is intended to outline each entities responsibilities as the related to the BOLDR wall at M.W. Savage ES that was installed in November of 2000. The responsibilities in this agreement are as follows:

City of Savage:

- Perform an inspection of BOLDR wall at least once annually, and maintain records of the inspection.
- Repair and/or replace minor defective or worn parts of the BOLDR wall as necessary;
- Repair and/or replace minor features of the BOLDR wall site as needed; and
- Only be responsible to pay up to \$100 per year for such minor repairs and replacements.

City and District 191 will:

- Share equally in the cost of any major repairs (repairs that cost more than \$100) to the BOLDR wall;
- Share equally in the cost of any major repairs to the BOLDR wall site; and
- Share equally in the cost of replenishing wood fiber mulch safety surface material as needed.

This is a one year initial agreement and shall automatically renew for one-year periods unless proper notification is given by either entity.

Att: joint powers agreement



Naturally Resourceful

August 23, 2011

Mr. Randall Clegg
Superintendent, ISD 191
Burnsville-Eagan-Savage School District
100 River Ridge Ct
Burnsville, MN 55337

Dear Mr. Clegg:

The Savage City Council approved the partnership for cost-sharing the purchase and installation of the BOLDR Wall at MW Savage Elementary School in November of 2000. The staff report from that time referenced an agreement to follow the approval of the purchase.

I've attached a revised copy of the agreement that is consistent with the expectations of both parties for the original cost-share and installation of the BOLDR Wall feature. Please review the attached proposal and if you are in agreement, please include the appropriate signatures and return it to me.

Sincerely,

Jon Allen
Parks & Natural Resources Superintendent

JA/kk

cc: Jon Deutsch, Director of Operations and Properties
Jeremy Willey, Principal – MW Savage Elementary

**Independent School District 191 and City of Savage Letter of Understanding
for the BOLDR Wall at Marion W. Savage Elementary School**

THIS AGREEMENT is made and entered into the _____ day of _____, ~~2011~~²⁰¹²,
by and between City of Savage (“City”) and Independent School District 191 (“District 191”).

WHEREAS, City and District 191 are committed to maintaining a safe condition and optimal usage of the BOLDR wall at Marion W. Savage Elementary School (the “BOLDR wall”).

WHEREAS, City and District 191 desire to optimize the present and future expenditures of community resources by minimizing duplicate facilities and grounds at the expense of taxpayers.

WHEREAS, City and District 191 would like to maintain a safe condition of, and access to the BOLDR wall, within the ability of their available budgets, use policies, fee structures, and legal restrictions.

NOW, THEREFORE, in consideration of the mutual promises contained in this contract, the parties agree as follows:

1. The City of Savage will:

- perform an inspection of the BOLDR wall at least once annually, and maintain records of the inspections;
- repair and/or replace minor defective or worn parts of the BOLDR wall as necessary;
- repair and/or replace minor features of the BOLDR wall site as needed; and
- only be responsible to pay up to \$100 per year for such minor repairs and replacements.

2. City and District 191 will:

- share equally in the cost of any major repairs (repairs that cost more than \$100) to the BOLDR wall;
- share equally in the cost of any major repairs to the BOLDR wall site; and
- share equally in the cost of replenishing wood fiber mulch safety surface material as needed.

This agreement may be amended by mutual written agreement signed by authorized officials. Any modification by either party to this agreement requires the approval of all parties.

The City will not be responsible for inspections or maintenance of the modular play system located adjacent to the BOLDR wall on District 191 property.

This agreement shall be for an initial term of one year and shall automatically renew for one-year periods thereafter unless either party gives notification in writing to the other party 60 days prior to the renewal date of its desire to alter this agreement in any way.

If either party believes that the other party is not fulfilling the performance obligations established by this agreement, it shall give written notice of its complaint to the other party. The party receiving the complaint shall within 30 days deny the complaint, correct the problem, and/or

respond in writing, explaining the mitigating circumstances or why the party cannot remedy the problem.

City agrees to defend, indemnify, and hold harmless District 191 against any and all claims, liability, loss, damage, or expense arising under the provisions of this Agreement and caused by or resulting from negligent acts or omissions of City and its employees or agents. District 191 agrees to defend, indemnify, and hold harmless City against any and all claims, liability, loss, damage, or expense arising under the provisions of this Agreement for which District 191 is responsible, including future operation and maintenance of facilities owned by District 191 and caused by or resulting from negligent acts or omissions of District 191 and/or those of District 191's employees or agents. Under no circumstances, however, shall a party be required to pay on behalf of itself and the other party any amounts in excess of the limits on liability established in Minnesota Statutes Chapter 466 applicable to any one party. The limits of liability for both parties may not be added together to determine the maximum amount of liability for either party. The intent of this paragraph is to impose on each party a limited duty to defend and indemnify each other subject to the limits of liability under Minnesota Statutes Chapter 466. The purpose of creating this duty to defend and indemnify is to simplify the defense of claims by eliminating conflicts among the parties and to permit liability claims against both parties from a single occurrence to be defended by a single attorney.

Signed:

Mayor of City of Savage

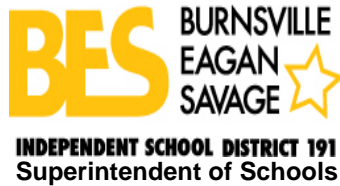
Chair of the Board, District 191

City Administrator

Superintendent of Schools

Dated

Dated



TO: Members, Board of Education Agenda Item III.A
March 1, 2012

FROM: Randy Clegg, Superintendent

DATE: February 24, 2012

RE: ISD 191 Strategic Roadmap

Recommendation: That the Board of Education approve the ISD 191 Mission/Core Values/Vision statements.

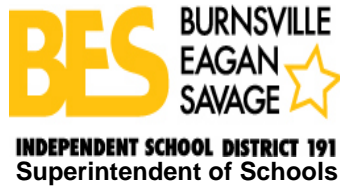
The first step in creating the Strategic Road Map was to develop a mission statement, core values and vision for the district. The mission describes the core purpose of the district while the values summarize what matters most in District 191. The vision outlines what the district intends to create and the experiences it hopes to provide.

A draft of the statements was presented to the Board at the February 16, 2012 meeting and this evening we are asking your approval.

ISD 191 Strategic Roadmap

January, 2012

<p>Mission DRAFT <i>Our Core Purpose</i></p> <p style="text-align: center;"><i>Our Schools will Empower Learning, Energize Achievement, Embrace Community</i></p> <p style="text-align: center;">Each Student Real-World-Ready</p>	<p>District Core Values DRAFT <i>Drivers of our Words and Actions</i></p> <p>Expectations: <i>I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community</i></p> <p>Respect: <i>I will honor the uniqueness of myself and others</i></p> <p>Integrity: <i>I will do the right thing...even when no one is looking</i></p> <p>Partnership: <i>I will engage in relationships and action which empowers learning for ALL</i></p>
<p>Vision 2015 DRAFT <i>What We Intend to Create and Experience</i></p> <p>ISD 191 will become the leading and preferred source of learning and education for its students and adult learners because we:</p> <ul style="list-style-type: none"> • Serve the unique needs of our students, families and communities first and foremost • Provide relevant and engaging student learning and enrichment leading to college and career readiness for all • Develop innovative, attractive and aligned academic programs, support services, and opportunities • Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with district mission and core values • Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world-ready learners and citizens • Attract, value, retain and develop the very best employees in education and operations to serve our students and families 	<p>Strategic Directions <i>Focused Allocation of Resources</i></p> <ol style="list-style-type: none"> A. Increase student engagement and learning, dramatically reduce the achievement gap and improve the process of teaching and learning based on relevancy to students and results B. Redesign for equitable allocation of district human, financial, and physical resources based meeting specific student needs for learning, support, services and development C. Develop staff capacity to engage in the Mission and Vision work of the District through professional development and professional evaluation / feedback D. Implement continuous improvement across all aspects of District programming, operations and services through the development and use of leading data, analysis, feedback and application systems and practices E. Fast-track the development of a compelling and competitive District brand and message increasingly backed by student, staff and family experience and performance F. Reframe and redefine the district partnership practices, preferences and performance across those who govern, those who manage and those who consult.



TO: Members, Board of Education Agenda Item III.B
March 1, 2012

FROM: Randy Clegg, Superintendent

DATE: February 24, 2012

RE: Policy Indexing

Recommendation: That the Board of Education approve the indexing of district policies to align with the system used by the Minnesota School Boards Association.

There are two classification systems, alphabetical and numerical, in general use by school districts across the county as a means for efficiently organizing policies and regulations. The classification system currently used by the ISD 191 Board of Education is based upon an alphabetical coding system employed by the National School Board Association (NSBA). The NSBA alphabetical coding system divides board policies into 12 sections, with alphabetical subcoding, as presented below. The Board adopted the current classification system sometime in the late 1980s. However, the district has not maintained its membership with NSBA and as a result has not had access to NSBA model policies for many years. The classification system employed by the Minnesota School Board Association (MSBA) is numeric system and divides board policies into nine categories numbered 100 through 900 as presented below.

The Board Policy Committee reviewed the Board's current policy classification system and considered MSBA's classification system. Since the district uses the model policies developed by MSBA's staff and is no longer is an affiliate member of NSBA, the Board Policy Committee is recommending the Board transition to MSBA's numeric classification system as it begins the next cycle of policy reviews and revisions. The advantages of converting to a numeric classification system include making it easier to incorporate policy recommendations provided by MSBA and allows for a more condensed classification structure that is easier to navigate.

Alphabetic and Numeric Policy Classification Systems

A Foundation and Basic Commitments	100 School District
B School Board Governance and Operations	200 School Board
C General School Administration	300 Administration
D Fiscal Management	400 Employees/Personnel

F Facilities Development	500 Students
G Personnel	600 Education Programs
H Negotiations	700 Non-Instructional Operations and Business Services
I Instructional Programs	800 Buildings and Sites
J Students	900 School District – Community Relations
K School- Community Relations	
L Education Agency Relations	

TO: Members, Board of Education Agenda Item III.C
March 1, 2012
FROM: Chris Lindholm, Assistant Superintendent
DATE: February 24, 2012
RE: PIQE

Recommendation: That the Board of Education approve the purchase of the “Parent Engagement Education Program” and the “Early Childhood Development Program” published by PIQE (Parent Institute for Quality Education).

The recommendation to approve purchase of the “Parent Engagement Education Program” published by PIQE (www.piqe.org) for implementation in ISD191 is the result of several positive variables coming into alignment to drive our district mission, vision, and strategic directions forward. PIQE was originally launched in California in 1987 specifically targeting the need to increase meaningful parent involvement with under-represented parent subpopulations as a core strategy for increasing student achievement and closing achievement gaps. The program involves training local members of our community to facilitate cohorts of parents attending seven to nine week classes focused on child development, language development, math, reading, preparing for kindergarten, and planning for post-secondary education starting in early childhood. Multiple strands of the program are offered targeting parents of children in elementary school, junior high, and high school, and PIQE also offers other programs targeting Early Childhood Development, Family Financial Literacy, and Parent Leadership. Most importantly, PIQE publishes a solid research base demonstrating a direct link to increased student achievement. More information about each of the PIQE programs is available on their website at www.piqe.org.

Investment in the PIQE program directly aligns with the implementation of our continuous improvement framework requiring each school to develop a measurable improvement plan that includes action plans for each of the following areas:

- Core Instruction
- A System of Interventions and Enrichment
- School Climate and Culture
- Community Engagement

The Teaching and Learning Teams has focused most of our district support for principals this year on the areas of core instruction and building a system of interventions. Purchasing and implementing the PIQE program will greatly enhance our ability to support the work of principals and leadership teams in the area of community engagement in the years ahead. In addition, the program aligns with federal Title I and Title III requirements to develop and implement parent engagement plans that utilize these funding streams to engage the parents of Title I and III students in our district work.

Approval of the recommendation to purchase the “Parent Engagement Education Program” from PIQE for a one-time cost of \$55,000 will allow district staff to move forward using current Title I funds allocated for parent engagement efforts in a manner that will deliver results for years to come. Continuing expenses after this purchase include only the cost of copying materials and implementing the program (space, facilitators, food, etc...). PIQE programs are intended to be personalized to local district needs and the investment includes one calendar year of professional development services, support, and access to resources created by other participating districts. Several metro area school districts began implementation of PIQE this past fall following the lead of Minneapolis and Duluth.

Along with the “Parent Engagement Education Program,” I am recommending the purchase of the “Early Childhood Development Program” through PIQE in an effort to enhance the collaborative work being implemented by 360 Communities, Community Education, the district Literacy Team, and many local community activists. The program is an additional one-time cost of \$12,500 and will be an excellent resource for this work that is directly aligned to the “Parent Engagement Education Program.” Again, this one-time cost will support a multi-year effort to ensure every child in our community enters kindergarten ready to learn, excel, and actualize the words in our district mission statement.