

BOARD AGENDA

INDEPENDENT SCHOOL DISTRICT 191

Burnsville High School Senior Campus
Diamondhead Education Center
Regular Meeting
June 20, 2013
6:30 PM

- I. Call to Order
 - A. Welcome Public
 - 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. Minutes 3
 - 2. Human Resource Report 6
 - 3. Donations 8
 - 4. Payroll, Expenditures, Receipts and Investments 16
 - 5. Budget Analysis 56
 - 6. Fiscal Year Designations, Appointments and Memberships 67
 - a. Designation of Official Newspapers
 - b. Appointment of Auditor
 - c. Appointment of Agent of Record - Property Liability Insurance
 - d. Appointment of Agent of Record - Employee Benefits
 - e. Appointment of Agent of Record - Workers' Compensation
 - f. Membership in Minnesota School Boards Association
 - g. Membership in Minnesota State High School League 69
 - h. Membership in Association of Metropolitan School Districts
 - 7. Authorize the Release of June and July Checks Covering District Obligations Due and Payable for June and July Business 70
 - 8. Approve Contract for Property, Casualty and Liability Insurance for 2013-2014 71
 - 9. Approve Change Order #1 for BHS Phase 2 73
 - 10. Approve on a Second Reading Basis Board Policy 414: *Mandated Reporting of Child Neglect of Physical Abuse or Sexual Abuse* 76
 - 11. Approve Board Agenda Committee and Board Policy Committee Meeting Date Changes 81
 - 12. Schedule a Board Retreat on July 31, 2013, beginning at 8:30 a.m. at the Oak Ridge Conference Center (1 Oak Ridge Drive, Chaska, MN 55318) 83
- III. New Business

A. Approve MDE Report on 2012-13 Propay Implementation (10 minutes) (Bernard)	84
B. Approve Propay MOU for 2013-14 (5 minutes) (Sovine)	105
C. Approve Principal Evaluation Systems (10 minutes) (Black/Nelson)	117
D. Approve Committed Fund Balance for FY13 (10 minutes) (Rider)	172
E. Adopt FY14 Budget (10 minutes) (Rider)	173
F. Approve ISD 191's Ten Year Alternative Facility Plan (5 minutes) (Rider)	345
G. Approve Contract for Mental Health Services with Headway, Inc. for 2013-14 (5 minutes) (Rider)	356
H. Approve Annual Application for Health and Safety Program (5 minutes) (Rider)	363
I. Award Bid - Paper for Copiers and Printers (5 minutes) (Rider)	366
J. Terms and Conditions of Community Education Employees (5 minutes) (Sovine)	367
IV. Adjourn to a Closed Session for Discussion of Negotiation Strategies	

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 June 6, 2013

The meeting of the Board of Education was called to order by Chair Sweep at 6:32 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Currier, Schmid, Hill, Alt, VandenBoom, Luth and Chair Sweep. Others in attendance were Dr. Randy Clegg, Student Advisor Jensen, administrators and staff.

Attendance

Chair Sweep welcomed the audience and asked Director Schmid to lead the Pledge of Allegiance.

Pledge of Allegiance

Chair Sweep conducted the swearing in ceremony for appointed School Board Director Abigail Alt.

Oath of Office

Student Advisor Alex Jensen was commended by board members for the outstanding job she has done representing her fellow students while serving as the student advisor to the board during the 2012-13 school year. Alex Jensen introduced Sangeetha Shreedaran as the student representative for 2013-14.

Public Recognition

Roxanne Williams was recognized for being selected as the 2013 Midwest Region Outstanding Food Service Director.

The 2012-13 Employees of the Year were recognized by the board for their outstanding performance including Sherry Gilbertson, educational assistant, Vista View Elementary School; Lori Huberty, food service, Metcalf Junior High; and Myron Schuur, district-wide maintenance.

Dr. Randy Clegg was recognized by the board for his accomplishments during his time at ISD 191.

Moved by Director Schmid, seconded by Director Luth, to approve the agenda. Motion carried unanimously (7, 0).

Agenda

Moved by Director Hill, seconded by Director Alt, to approve the consent agenda.

Consent Agenda

- Minutes of the May 16, 2013, board meeting
 - Personnel changes for S. Sovine, E. Mehdizadeh, J. Anderson, J. Davidson, J. Flug, H. Lamont, E. Odegard, A. Ridgley, A. Thibeault, C. Tomala, K. Vogt, M. Holmes, M. Stucynski, K.
- Minutes
HR Report

Sweep, Director VandenBoom and Director Alt voting in favor; and Directors Luth, Schmid, Hill, and Currier voting opposed). Moved by Director Hill, seconded by Director Schmid to adopt a friendly amendment to the original motion that includes having an advisory group of parents review the handbook before it comes to the board beginning in the 2013-14 school year. The amended motion carried unanimously (7, 0).

Moved by Director Hill, seconded by Director VandenBoom, to approve the 2013-14 parent handbook for the ECSE Program. Motion carried unanimously (7, 0).

Moved by Director Schmid, seconded by Director Luth, to approve the 2013-14 student/parent handbook for the BEST Services Transition Program. Motion carried unanimously (7, 0).

Moved by Director VandenBoom, seconded by Director Currier, to approve on a first reading basis, Board Policy 414: *Mandated Reporting of Child Neglect or Physical Abuse or Sexual Abuse*. Motion carried unanimously (7, 0).

Dr. Randy Clegg gave an oral report regarding upcoming events.

Directors VandenBoom, Luth, Currier, and Chair Sweep gave oral reports. A report was not given by the Legislative Committee.

Moved by Director Schmid, seconded by Director Currier, to adjourn at 8:31 p.m. to a board workshop to discuss the FY15 Budget guiding change document, attendance boundary updates, and managed school choice. The workshop adjourned at 10:30 p.m.

ECSE Handbook

BEST Handbook

Policy 414

Sup't Report

Board Member Reports

Adjourn to Board Workshop

Bob VandenBoom, clerk

David Weinberg

-New-Teacher, LA, .6 FTE, BHS, effective 8/20/13

Recall from Layoff

Anna Abbe

-Teacher, Science, .8 FTE, MJH, effective 2013/14 school year

Resignation

Kathy Paulsen

-Work Experience Teacher, Sec. Cluster, effective 6/7/13

Classified

Appointment

Alexander Dolney

*Replacement-Level I Tech. Specialist, 8 hrs/day, District Wide, effective 6/24/13

Change in Assignment

Kimberly Adamson

*Assignment changes to Level 4 MEA, 6.5 hrs/day, SO, effective 8/27/13

Lisa Lake

-Assignment changes to Media EA, BHS, 8 hrs/day, effective 2013/14 school year

Leave of Absence

Verna King

-MEA, Rahn, requests an extended leave of absence, effective for the 2013/14 school year

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 06/20/2013

DATE: June 12, 2013

Agenda II.B.3.

TO: Superintendent Clegg
Board of Education

FROM: Kristine Black, Principal

RE: Wells Fargo donation

I recommend the Board of Education recognize and accept the donation of \$336.56 received from contributors through the Wells Fargo Community Support campaign. The contributors are: Deborah Johnson; \$161.56, Rebecca Henricks; \$70.00, and John Walsh; \$105.00. The donation will be used to enhance the learning opportunities for our students in third grade.

I am grateful for the generous support from Mrs. Johnson, Ms. Henricks and Mr. Walsh.



**Agenda Item II.B.3.
June 20, 2013**

TO: Members, Board of Education

FROM: Tom Umhoefer, community education director

DATE: June 20, 2013

RE: BrainPower in a Backpack Donations

Recommendation: That the ISD 191 Board of Education accept the following donations to BrainPower in a Backpack.

Date	Received from	Amount	Check # or cash	Noncash	Est. Value
5/16/2013	Hidden Valley Family fundraiser	\$112.00	cash		
5/16/2013	Jamie Bartzen	\$100.00	12332		
5/21/2013	Vista View raffle extra cash	\$6.00	cash		
5/29/2013	Nick Hernandez	\$20.00	cash		
5/23/2013	Hidden Valley Elementary School			food	\$50.00
6/3/2013	Johnnie Hernandez	\$100.00	5762		
6/3/2013	Sheryl and Mike Burkhardt	\$350.00	10327		
	Total by column	\$688.00			\$50.00



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: June 11, 2013
RE: Donation

Please accept the donation of a 1998 Dodge Avenger
Vin #,4B3AU52N2WE140478 to Burnsville High School presented by:

Randy Drummer
13347 Elaine Ct
Savage, MN 55378

This vehicle will either be disassembled in the consumer auto class to give the students the opportunity to work with the tools of the trade, and to demonstrate and explain the subsystems of the automobile or used in the Auto Body class to give students the opportunity to remove, replace, and repair panels to provide real industry experience.



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: June 11, 2013
RE: Donation

Please accept the donation of a 1997 Jeep Cherokee to Burnsville High School presented by:

Lawrence E. Nichols
1971 Seneca rd Suite A,
Eagan MN. 55122

This vehicle will either be disassembled in the consumer auto class to give the students the opportunity to work with the tools of the trade, and to demonstrate and explain the subsystems of the automobile or used in the Auto Body class to give students the opportunity to remove, replace, and repair panels to provide real industry experience.

Mr. Helke, It is my recommendation that we accept the donation of a 1997 Jeep Cherokee from Lawrence E. Nichols of 1971 Seneca rd Suite A, Eagan Mn.
55122

This vehicle will either be disassembled in the consumer auto class to give the students the opportunity to work with the tools of the trade, and to demonstrate and explain the subsystems of the automobile or used in the Auto Body class to give students the opportunity to remove, replace, and repair panels to provide real industry experience.

Sincerely,

Russell Tesmer II
Automotive Instructor
Burnsville High School



TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: June 11, 2013
RE: Donation

Please accept the donation of \$500.00 to Burnsville High School Hall of Fame presented by:

Minnesota Valley Electric Cooperative
Attn: Chris Schwinger
125 Minnesota Valley Electric Drive
Jordan, MN 55352

This check is funded through Operation Round Up program. This program is funded by MVEC members who round up their electric bills to the nearest dollar.



TO: Dr. Clegg
FROM: Dave Helke
DATE: June 11, 2013
RE: Donations

Please accept the following donations to the Burnsville Senior High School Scholarship Fund for a total of \$68,250.00 from the following individuals, families, and organizations.

Dick Hanson	\$6000
Fairview Ridges Hospital	\$1500
Burnsville Breakfast Rotary	\$3000
Burnsville Noon Rotary	\$3000
Burnsville Lion's Club	\$9000
Burnsville Education Association	
Class Acts	\$11,000
District 191 Employees	\$5000
Kopp Family Foundation	\$3000
Lifetouch	\$3000
Family of Renae Gutafson	\$2000
Dakota Electric Association	\$8000
Burnsville Association of	
Educational Assistants	\$500
Burnsville Principal's Association	\$750
Burnsville High School	
Student Council	\$500
Harriet Bishop PTO	\$500
Family of Jenny Sandquist	\$500
Family of Lon Hitch	\$1000
Marion W. Savage PTO	\$500
Mary Lanhart Memorial	\$2000
Metcalf PTO	\$1000
Family of Robert Naffziger	\$500
Dakota County Technical College	\$1000
Burnsville Athletic Club	\$4000
Burnsville High School National	
Honor Society	\$2500
Minnesota Valley Electric	\$1,000
Cooperative	



Gideon Pond Elementary School
ISD 191 Burnsville-Eagan-Savage

Kristine Black, Principal
613 E. 130th Street
Burnsville, MN 55337
952-707-3000
Fax 952-707-3002

DATE: June 13, 2013
TO: Dr. Randall Clegg, Superintendent of Schools
FROM: Kristine Black, Principal
SUBJECT: 2012-13 PTO Donation

It is my recommendation that the School Board of Independent School District #191 accept the generous donation from the Gideon Pond PTO of \$36, 814.58. This total includes a \$25,962.92 cash reimbursement for purchases made through the District purchasing system and a \$10,851.66 gift donation for services and purchases paid directly through PTO.

On behalf of our students and staff, I extend a sincere thank you to our PTO and our many volunteers throughout the 2012-13 school year.

A handwritten signature in cursive script that reads "Kristine C. Black".

Attachments:
PTO Letter
PTO Cash reimbursements
PTO Cash purchases/donations with account codes

Cc: File



Agenda II.B.4
June 20, 2013

TO: Dr. Randall Clegg, Superintendent
FROM: Lisa K. Rider, Executive Director of Business Services
DATE: June 20, 2013
RE: May Payroll, Claims and Receipts

RECOMMENDATION: That the Board approves May payroll checks numbered 717185-717233, and Direct Deposit notices numbered 500514-503389, in the net amount of \$3,512,537.56. May & June claims to date represented by checks numbered 424428-425247, 1007459-1007746, and 100806-100814 and wire transfers and adjustments totaling \$8,281,558.40. Also, that the Board accepts May receipts of \$9,692,498.94 and investments for the General Fund, 2011 Alt. Facilities, 2012A Alt Facilities, and OPEB of \$66,249,184.89 as of May 31, 2013.

May payroll, wire transfers, claims and receipts have been prepared under the direction of Brady Hoffman, Director of Accounting Services, and are presented for approval by the School Board. I would be glad to answer any questions.

LKR/mw

**INDEPENDENT SCHOOL DISTRICT 191
FINANCIAL REPORT
MAY 31, 2013**

Cash Receipts

Receipts	\$9,692,498.94
Miscellaneous Adjustments	

TOTAL MAY CASH RECEIVED	9,692,498.94
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CASH DISBURSEMENTS

May

Regular Payroll Checks	717185-717233	\$3,512,537.56
Direct Deposit Notices	500514-503389	

Apr Payables previously approved	\$324,122.25
May Claims Previously Approved:	\$96,507.73

May Claims:	424428-424747	
	424871-425031	
	1007459-1007691	
	100806-100809	\$3,773,839.89

May Wire Transfers	\$3,606,150.42
Miscellaneous Adjustments	\$57,983.71

TOTAL MAY CASH DISBURSED	11,371,141.56
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TOTAL EXPENSES TO BE APPROVED

May Cash Disbursed	\$11,371,141.56
Less: Items Previously Approved	-\$698,772.00

Plus: May Payables	424748-424870	
Checks	425159-425247	\$471,842.33

June Claims:	425032-425158	
Checks	1007692-1007746	
	100810-100814	\$371,742.05

TOTAL TO BE APPROVED	11,515,953.94
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	Money Market	(Original Cost) Investments	Total 5/31/13
GENERAL FUND	\$15,835.62	\$31,801,823.36	\$31,817,658.98
OPEB	\$439,540.39	\$15,374,580.39	\$15,814,120.78
2011 ALT FACILITIES	\$182,212.76	\$1,943,885.24	\$2,126,098.00
2012A ALT FACILITIES	\$2,148,328.23	\$14,342,978.90	\$16,491,307.13
	\$2,785,917.00	\$63,463,267.89	\$66,249,184.89

Note: The attached investment reports are provided by our investment advisor, PMA Financial Network, Inc. These reports include our investment and money market balances.



Total Portfolio Report CAR

As of: 5/31/13

PMA Financial Network, Inc.

2135 CityGate Lane
7th Floor
Naperville, Illinois 60563
Telephone . 630-657-6400
Facsimile . 630-718-8701

BURNSVILLE ISD 191 / GENERAL FUND

2960

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$15,835.62	\$15,835.62	
CD	177630	1	8/17/12	7/10/13	ONEWEST BANK FSB	\$249,979.69	\$249,400.00	0.259
CD	177631	1	8/17/12	7/10/13	BANCO POPULAR NORTH AMERICA	\$249,957.79	\$249,600.00	0.160
CD	177632	1	8/17/12	7/10/13	ASSOCIATED BANK, NA (N)	\$249,656.45	\$249,300.00	0.160
CD	177633	1	8/17/12	7/10/13	FIRST AMERICAN BANK	\$249,762.24	\$249,400.00	0.162
CD	177634	1	8/17/12	7/10/13	CITIBANK	\$249,657.35	\$249,300.00	0.160
CD	177635	1	8/17/12	7/10/13	MERCHANTS BANK OF INDIANA	\$249,656.47	\$249,300.00	0.160
CD	177636	1	8/17/12	7/10/13	THE FIRST, NA	\$249,863.48	\$249,500.00	0.163
CD	176981	1	7/26/12	7/29/13	EAST WEST BANK	\$249,986.61	\$249,000.00	0.393
TS	177119	1	7/31/12	7/29/13	MN TRUST TERM SERIES	\$2,003,978.08	\$2,000,000.00	0.200
TS	181580	1	12/31/12	7/29/13	MN TRUST TERM SERIES	\$6,255,034.25	\$6,250,000.00	0.140
TS	182346	1	1/31/13	7/29/13	MN TRUST TERM SERIES	\$661,197.36	\$660,743.70	0.140
SEC	27545	1	7/30/12	7/30/13	Doral Bank Certificate of Deposit	\$248,000.00	\$248,000.00	0.351
CDR	177219	1	8/2/12	8/1/13	Amalgamated Bank	\$244,959.69	\$244,352.04	0.249
CDR	177219	10	8/2/12	8/1/13	Tristate Capital Bank	\$244,959.69	\$244,352.04	0.249
CDR	177219	11	8/2/12	8/1/13	Alliance Bank of Arizona	\$244,959.69	\$244,352.04	0.249
CDR	177219	12	8/2/12	8/1/13	Cecil Bank	\$71,384.34	\$71,207.22	0.249
CDR	177219	2	8/2/12	8/1/13	Amarillo National Bank	\$244,959.69	\$244,352.04	0.249
CDR	177219	3	8/2/12	8/1/13	Central Bank of Lake of the Ozarks	\$244,959.69	\$244,352.04	0.249
CDR	177219	4	8/2/12	8/1/13	Everbank	\$244,959.69	\$244,352.04	0.249
CDR	177219	5	8/2/12	8/1/13	FirstCapital Bank of Texas, N.A. / First National Bank of Mi	\$244,959.69	\$244,352.04	0.249
CDR	177219	6	8/2/12	8/1/13	Flagstar Bank, FSB	\$244,959.69	\$244,352.04	0.249
CDR	177219	7	8/2/12	8/1/13	HeritageBank of the South	\$244,959.69	\$244,352.04	0.249
CDR	177219	8	8/2/12	8/1/13	Southwest National Bank	\$244,959.69	\$244,352.04	0.249
CDR	177219	9	8/2/12	8/1/13	Biltmore Bank of Arizona	\$244,959.69	\$244,352.04	0.249
SEC	27534	1	8/1/12	8/1/13	Sovereign Bank Certificate of Deposit	\$248,000.00	\$248,000.00	0.451
SEC	27554	1	8/1/12	8/1/13	Mizuho Corporate Bank (USA) Certificate of Deposit	\$248,000.00	\$248,000.00	0.301
SEC	27559	1	8/1/12	8/1/13	Discover Bank Certificate of Deposit	\$248,000.00	\$248,000.00	0.401
CD	179716	1	10/4/12	8/12/13	PRIVATE BANK - MI	\$249,939.88	\$249,500.00	0.206
CD	179717	1	10/4/12	8/12/13	PLAINSCAPITAL BANK	\$249,998.82	\$249,700.00	0.140
CD	179718	1	10/4/12	8/12/13	BANK OF COMMERCE	\$151,382.00	\$151,200.00	0.141
TS	181393	1	12/20/12	12/19/13	MN TRUST TERM SERIES	\$2,004,986.30	\$2,000,000.00	0.250
TS	181472	1	12/26/12	12/26/13	MN TRUST TERM SERIES	\$1,002,500.00	\$1,000,000.00	0.250
CD	183008	1	2/25/13	2/25/14	ORRSTOWN BANK	\$249,673.95	\$249,300.00	0.150
CDR	183012	1	2/28/13	2/27/14	Reliant Bank	\$241,842.54	\$241,481.25	0.150
CDR	183012	10	2/28/13	2/27/14	IBERIABANK	\$94,592.42	\$94,451.11	0.150
CDR	183012	11	2/28/13	2/27/14	ViewPoint Bank (MHC)	\$80,488.55	\$80,368.31	0.150
CDR	183012	12	2/28/13	2/27/14	Carolina Alliance Bank	\$47,007.09	\$46,936.90	0.150
CDR	183012	2	2/28/13	2/27/14	Meridian Bank	\$241,842.54	\$241,481.25	0.150
CDR	183012	3	2/28/13	2/27/14	NBT Bank, National Association	\$241,842.54	\$241,481.25	0.150
CDR	183012	4	2/28/13	2/27/14	Park National Bank	\$241,842.54	\$241,481.25	0.150
CDR	183012	5	2/28/13	2/27/14	Lorain National Bank	\$241,842.54	\$241,481.25	0.150
CDR	183012	6	2/28/13	2/27/14	Metropolitan Bank	\$241,842.54	\$241,481.25	0.150
CDR	183012	7	2/28/13	2/27/14	Union Bank & Trust Company	\$241,842.54	\$241,481.25	0.150
CDR	183012	8	2/28/13	2/27/14	Union State Bank	\$241,842.54	\$241,481.25	0.150

BURNSVILLE ISD 191 / GENERAL FUND

2960

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
CDR	183012	9	2/28/13	2/27/14	SpiritBank	\$96,537.90	\$96,393.68	0.150
SEC	29306	1	3/7/13	3/7/14	Synovus Bank Certificate of Deposit	\$249,000.00	\$249,000.00	0.250
TS	184788	1	4/25/13	4/24/14	MN TRUST TERM SERIES	\$5,009,972.61	\$5,000,000.00	0.200
TS	185406	1	5/23/13	5/22/14	MN TRUST TERM SERIES	\$4,758,526.59	\$4,750,000.00	0.180
CD	183007	1	2/25/13	7/29/14	LIBERTY BANK OF ARKANSAS	\$249,554.96	\$249,000.00	0.161
CD	184105	1	3/28/13	7/29/14	METROPOLITAN NATIONAL BANK	\$249,565.56	\$248,900.00	0.200
CD	184106	1	3/28/13	7/29/14	ROCKFORD B&TC	\$249,966.63	\$249,300.00	0.200
CD	184107	1	3/28/13	7/29/14	SONABANK	\$249,966.63	\$249,300.00	0.200

Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Total Amount --> **\$31,870,906.53** **\$31,817,658.98**

Time and Dollar Weighted Portfolio Yield: **0.193 %**

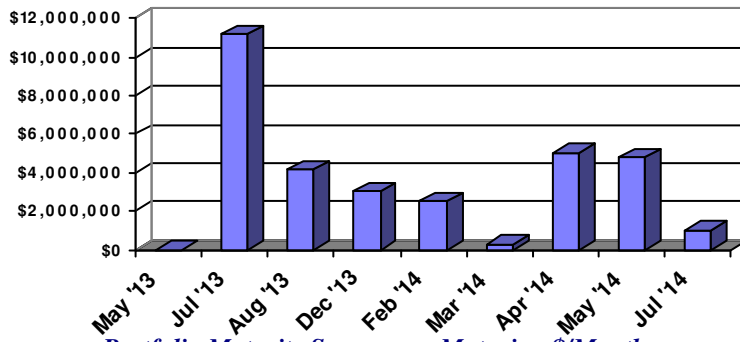
MM: 0.05%

CD's: 12.23%

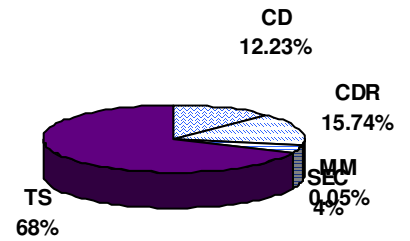
Weighted Average Portfolio Maturity: **188.74 Days**

CP: 0.00%

SEC: 3.90%



Portfolio Maturity Summary - Maturing \$/Month



Portfolio Allocation by Transaction Type

BURNSVILLE ISD 191 / 2009 OPEB TRUST

3596

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
SEC	23783	1	12/20/10	2/1/17	Woodridge Illinois Taxable	\$150,000.00	\$150,000.00	3.350
CD	182782	1	2/15/13	2/15/18	PLAINS COMMERCE BANK	\$249,902.70	\$236,400.00	1.142
SEC	28287	1	10/9/12	1/15/19	Lakewood Township NJ Ref	\$630,000.00	\$630,000.00	1.580
SEC	28397	1	11/15/12	8/15/19	DENTON TX INDEP SCH DIST TXBL -REF - SER C	\$1,000,000.00	\$1,000,000.00	1.520
SEC	28355	1	10/19/12	10/1/19	COOK CNTY IL HIGH SCH DIST #205 THORNTON TWP	\$350,000.00	\$350,000.00	1.939
SEC	28316	1	10/15/12	10/15/19	ABERDEEN TWP NJ REF	\$390,000.00	\$390,000.00	1.570
SEC	28317	1	10/16/12	12/1/19	FAIRFIELD & UNION OH LOCAL SCH DIST	\$330,000.00	\$294,162.00	1.620

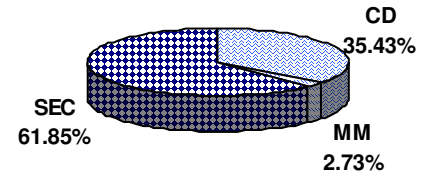
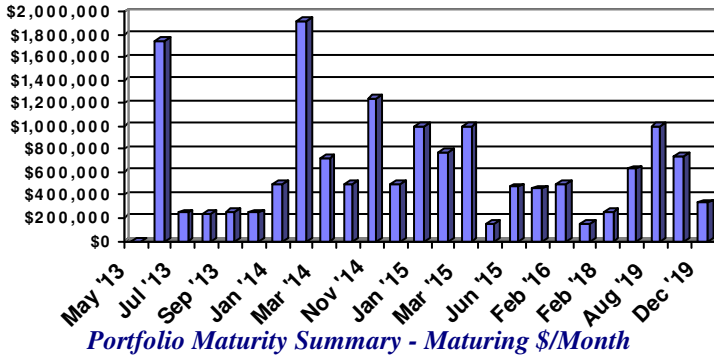
Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Total Amount --> \$15,987,028.12 \$15,814,120.78

Time and Dollar Weighted Portfolio Yield: 1.643 %

Weighted Average Portfolio Maturity: 737.30 Days

MM: 2.78%
CD's: 36.12%
CP: 0.00%
SEC: 61.10%



May 2013

Wire Transfers

Date	From	To	Amount	Description
050113	MSDLAF	Medica	814,493.65	Health Insurance
050113	MSDLAF	Internal Revenue Service	705,061.09	April 30, 2013 Federal Payroll Taxes
050113	MSDLAF	State of Minnesota	117,764.08	April 30, 2013 State Payroll Taxes
050113	MSDLAF	State of Minnesota	2,589.10	April 30, 2013 Payroll - Child Support
050113	MSDLAF	State of Minnesota	660.00	April 30, 2013 Payroll - Levies
050113	MSDLAF	Teacher Federated Credit Union	35,118.32	April 30, 2013 Payroll - Teacher Dues
050213	State of Minnesota	MSDLAF	325.56	State Wire Payment
050613	MSDLAF	Delta Dental	34,706.30	Dental Insurance
050813	State of Minnesota	MSDLAF	22,546.94	State Wire Payment
050813	MSDLAF	Delta Dental	9,178.27	Dental Insurance
051013	State of Minnesota	MSDLAF	4,526.88	State Wire Payment
051013	MSDLAF	TRA	278,979.49	April 30, 2013 Payroll - TRA
051013	MSDLAF	PERA	90,016.08	April 30, 2013 Payroll - PERA
051313	MSDLAF	State of Minnesota	105.00	Sales Tax
051513	MDE	MSDLAF	976,535.19	May 15, 2013 State Aid Payment
051513	MSDLAF	Delta Dental	14,532.95	Dental Insurance
051513	MSDLAF	People's Bank	144,319.14	May 15, 2013 Payroll - TSA Deductions
051513	MSDLAF	Teacher Federated Credit Union	34,972.06	May 15, 2013 Payroll - Teacher Dues
051513	MSDLAF	Internal Revenue Service	891.32	May 15, 2013 Payroll - 3rd Party Sick
051613	State of Minnesota	MSDLAF	1,373.87	State Wire Payment
051613	MSDLAF	Internal Revenue Service	657,880.73	May 15, 2013 Federal Payroll Taxes
051613	MSDLAF	State of Minnesota	110,610.07	May 15, 2013 State Payroll Taxes
051613	MSDLAF	State of Minnesota	2,589.10	May 15, 2013 Payroll - Child Support
051613	MSDLAF	State of Minnesota	260.30	May 15, 2013 Payroll - Levies
052213	MSDLAF	Wells Fargo	42,843.45	Pates Stadium Lease
052213	MSDLAF	Pitney Bowes	5,000.00	Mailroom Postage

052313	State of Minnesota	MSDLAF	336,761.30	State Wire Payment
052313	MSDLAF	Delta Dental	19,611.73	Dental Insurance
052413	Dakota County	MSDLAF	5,682,000.00	Tax Advance
052413	Scott County	MSDLAF	1,771,780.22	Tax Advance
052413	MSDLAF	TRA	275,837.91	May 15, 2013 Payroll - TRA
052413	MSDLAF	PERA	87,444.14	May 15, 2013 Payroll - PERA
052813	State of Minnesota	MSDLAF	2,941.32	State Wire Payment
053013	MDE	MSDLAF	107,290.15	May 30, 2013 State Aid Payment
053013	MSDLAF	Delta Dental	15,843.39	Dental Insurance
053113	MSDLAF	State of Minnesota	18,789.43	State Unemployment Insurance

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1	1007500		\$64.41	05/15/13	88888	9390	ANDERSON, BARBARA JEAN
1	1007501		\$66.36	05/15/13	88888	14115	ANDREWS, BRIDGETTE
1	1007502		\$7.46	05/15/13	88888	17359	BANKEN, JAMIE B
1	1007503		\$24.75	05/15/13	88888	4467	BARLAGE, SUSAN
1	1007504		\$74.95	05/15/13	88888	17540	BARRY, AMBER LEIGH
1	1007505		\$190.76	05/15/13	88888	3696	BERG, CAROL K
1	1007506		\$9.91	05/15/13	88888	11821	BLANDIN, MELISSA
1	1007507		\$6.05	05/15/13	88888	9960	BOEKHOFF, LYNETTE
1	1007508		\$12.60	05/15/13	88888	8189	BRAUN, JEAN C
1	1007509		\$83.96	05/15/13	88888	7298	BRENNAN, CAROL ANN
1	1007510		\$54.75	05/15/13	88888	15074	CHAMERLIK, KAREN
1	1007511		\$39.55	05/15/13	88888	17216	CHOUANARD, MARY E
1	1007512		\$82.95	05/15/13	88888	15717	COPELAND, ERIN C
1	1007513		\$178.55	05/15/13	88888	15717	COPELAND, ERIN C
1	1007514		\$163.71	05/15/13	88888	12806	CORBAY, STEPHANIE A
1	1007515		\$111.98	05/15/13	88888	12806	CORBAY, STEPHANIE A
1	1007516		\$8.81	05/15/13	88888	5747	CORDAHL, AMBER
1	1007517		\$40.23	05/15/13	88888	9750	CORONIS, ANTHONY L
1	1007518		\$76.28	05/15/13	88888	15885	CROSBIE, CYNTHIA
1	1007519		\$34.86	05/15/13	88888	15021	DALY, JULIE
1	1007520		\$41.02	05/15/13	88888	11756	ERICKSON, CONSTANCE
1	1007521		\$14.85	05/15/13	88888	13256	FANDRICH, KARI M
1	1007522		\$41.58	05/15/13	88888	14219	GRIES, BRENDA J
1	1007523		\$14.74	05/15/13	88888	11818	HAMMER, JEFFREY
1	1007524		\$99.44	05/15/13	88888	17782	HANDLEY, CHRISTOPHER W
1	1007525		\$110.75	05/15/13	88888	13378	HAPPE, NICOLE
1	1007526		\$52.28	05/15/13	88888	13378	HAPPE, NICOLE
1	1007527		\$147.59	05/15/13	88888	14112	HARTL, ARAN J
1	1007528		\$100.00	05/15/13	88888	8309	HENDRIX, EUGENIA M
1	1007529		\$7.34	05/15/13	88888	14594	HEWETT, THOMAS
1	1007530		\$82.40	05/15/13	88888	14601	HOESCHEN, KERRY
1	1007531		\$160.46	05/15/13	88888	17743	HOFFMAN, BRADY JOHN
1	1007532		\$84.75	05/15/13	88888	16683	HREHA, JUSTIN T
1	1007533		\$21.81	05/15/13	88888	9394	HUEMOELLER, MICHAEL T
1	1007534		\$54.25	05/15/13	88888	9093	JACKSON, DEBORAH K
1	1007535		\$21.96	05/15/13	88888	9093	JACKSON, DEBORAH K
1	1007536		\$19.19	05/15/13	88888	168	KARAGEORGIOU, ANDREW JAMES
1	1007537		\$65.31	05/15/13	88888	14479	KIBLER, JEANNE
1	1007538		\$62.55	05/15/13	88888	15691	KING, LAURIE J
1	1007539		\$273.77	05/15/13	88888	15691	KING, LAURIE J
1	1007540		\$9.53	05/15/13	88888	9358	KRAFT, STEPHEN

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1007541		\$56.51	05/15/13	88888	16648	LARSON, KIRSTIN M
1	1007542		\$120.28	05/15/13	88888	13290	LINDELL, MICHELLE M
1	1007543		\$39.18	05/15/13	88888	13288	LUTZ, AMANDA J
1	1007544		\$106.86	05/15/13	88888	11073	MEYER, CHAD
1	1007545		\$181.37	05/15/13	88888	15112	NELSON, TARA A
1	1007546		\$210.18	05/15/13	88888	16501	NESS, KAREN M
1	1007547		\$146.34	05/15/13	88888	13692	NIEMIEC, ALICIA
1	1007548		\$131.08	05/15/13	88888	13692	NIEMIEC, ALICIA
1	1007549		\$21.81	05/15/13	88888	17719	NIERENGARTEN, BRIANNA L
1	1007550		\$5.90	05/15/13	88888	16740	NURMELA, CRYSTAL
1	1007551		\$64.00	05/15/13	88888	10313	OLSON, AMY
1	1007552		\$30.34	05/15/13	88888	10313	OLSON, AMY
1	1007553		\$34.24	05/15/13	88888	9239	OPATZ, LARRY
1	1007554		\$107.43	05/15/13	88888	8627	ORTH, STEVEN D. R.
1	1007555		\$12.67	05/15/13	88888	5209	PAHULA, JACQUELINE L.
1	1007556		\$13.49	05/15/13	88888	5209	PAHULA, JACQUELINE L.
1	1007557		\$22.37	05/15/13	88888	16624	PERRY, JESSICA A
1	1007558		\$51.63	05/15/13	88888	16003	PRANSCHKE, STEPHANIE T
1	1007559		\$59.72	05/15/13	88888	11315	PROCTOR, BETH
1	1007560		\$23.13	05/15/13	88888	17950	QUESENBERRY, KIMBERLY
1	1007561		\$11.00	05/15/13	88888	17950	QUESENBERRY, KIMBERLY
1	1007562		\$69.27	05/15/13	88888	17730	RICHARDS, JOO REE
1	1007563		\$94.36	05/15/13	88888	9670	ROBOLE, VICKI M
1	1007564		\$45.37	05/15/13	88888	8937	SAMPERS, CYNTHIA
1	1007565		\$185.77	05/15/13	88888	4356	SIMON, GLENN D.
1	1007566		\$341.38	05/15/13	88888	14619	SLATTERY, CARA
1	1007567		\$17.74	05/15/13	88888	13470	SMALLEY, AMY C
1	1007568		\$139.00	05/15/13	88888	12887	SODERHOLM, ANDREA FRIENDT
1	1007569		\$63.67	05/15/13	88888	6968	SODERHOLM, WM ERIC
1	1007570		\$38.65	05/15/13	88888	11808	SPODEN, ANNEMARIE
1	1007571		\$249.73	05/15/13	88888	14961	SPRY, KARIE
1	1007572		\$52.23	05/15/13	88888	17904	STASKYWICZ, SHELLY L
1	1007573		\$72.13	05/15/13	88888	16046	STRAHOTA, SARA J
1	1007574		\$16.84	05/15/13	88888	16021	STREET, CHERYL K
1	1007575		\$259.88	05/15/13	88888	17937	TUDISCO, MELINDA
1	1007576		\$11.87	05/15/13	88888	17937	TUDISCO, MELINDA
1	1007577		\$228.75	05/15/13	88888	11462	VAURIO, SONYA
1	1007578		\$721.71	05/15/13	88888	16431	WARD, KARI M
1	1007579		\$36.61	05/15/13	88888	17161	WEATHERFORD, ANDREA M
1	1007580		\$33.34	05/15/13	88888	10299	WEIGHTMAN, ELIZABETH C
1	1007581		\$75.00	05/15/13	88888	12021	WEINGARTZ, MARY L

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1007624		\$54.98	05/22/13	88888	14130	MCCROSKEY, SHARI
1	1007625		\$24.99	05/22/13	88888	12901	MCCUE, MICHELLE
1	1007626		\$344.64	05/22/13	88888	9501	MOSEY, PATRICIA
1	1007627		\$283.74	05/22/13	88888	9501	MOSEY, PATRICIA
1	1007628		\$216.96	05/22/13	88888	13692	NIEMIEC, ALICIA
1	1007629		\$50.00	05/22/13	88888	16740	NURMELA, CRYSTAL
1	1007630		\$26.95	05/22/13	88888	15697	OLSON, KIMBERLY LENORA
1	1007631		\$22.99	05/22/13	88888	13879	REISINGER, TONETTE A
1	1007632		\$150.00	05/22/13	88888	16999	RENKEN, CARISSA M
1	1007633		\$61.65	05/22/13	88888	16999	RENKEN, CARISSA M
1	1007634		\$191.25	05/22/13	88888	16166	RIDER, LISA K
1	1007635		\$105.09	05/22/13	88888	16574	ROBASSE, CHRISTINE M
1	1007636		\$87.91	05/22/13	88888	13144	ROLF, BRENDA J
1	1007637		\$74.43	05/22/13	88888	11543	RUHLAND, MARIA
1	1007638		\$167.97	05/22/13	88888	17562	SAHLI, SCOTT J
1	1007639		\$52.26	05/22/13	88888	16194	SCALZO, KRISTIN
1	1007640		\$43.51	05/22/13	88888	11825	SIEBER, ANDREA
1	1007641		\$182.00	05/22/13	88888	15288	STAPP, BENJAMIN
1	1007642		\$11.86	05/22/13	88888	12312	STROH, CAROL
1	1007643		\$38.21	05/22/13	88888	16616	TAPPER, COURTNEY AH
1	1007644		\$136.55	05/22/13	88888	17937	TUDISCO, MELINDA
1	1007645		\$804.00	05/22/13	88888	15399	WILKINSON, PERRY J
1	1007646		\$165.00	05/22/13	88888	15911	WILLSON, DAWN M
1	1007647		\$130.00	05/22/13	88888	10982	YOUNG, MARY C
1	1007648		\$195.79	05/22/13	88888	9298	ZUPKE, SAMUEL
1	1007649		\$42.81	05/29/13	88888	17772	ADEDEJI, OLUWATONI
1	1007650		\$12.58	05/29/13	88888	14006	BECK, LYND SAY K
1	1007651		\$112.04	05/29/13	88888	17523	BERNARD, DAVID
1	1007652		\$546.35	05/29/13	88888	17523	BERNARD, DAVID
1	1007653		\$34.53	05/29/13	88888	9748	BLAIR, FRANCES M.
1	1007654		\$400.00	05/29/13	88888	16560	CLEGG, RANDALL B
1	1007655		\$97.43	05/29/13	88888	16920	DETTLING, AMY LYN
1	1007656		\$23.73	05/29/13	88888	9940	ELVESTAD, JANET
1	1007657		\$71.96	05/29/13	88888	12099	FUNCHES, MONIQUE ROY
1	1007658		\$295.17	05/29/13	88888	16244	GILBERTSON, SHERRY A
1	1007659		\$33.75	05/29/13	88888	14652	HERKENHOFF, PATRICIA ANN
1	1007660		\$29.09	05/29/13	88888	13925	HINMAN, JENNIFER J
1	1007661		\$436.28	05/29/13	88888	13202	HRIMNAK, SANDI J
1	1007662		\$48.67	05/29/13	88888	13396	HUTCHINSON, JENNIFER L
1	1007663		\$37.12	05/29/13	88888	17773	JOHNSON, SONJA L
1	1007664		\$17.80	05/29/13	88888	14624	JORDAN, JOANNA
1	1007665		\$65.32	05/29/13	88888	16004	JORGENSON, SHANNON E

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1007666		\$15.96	05/29/13	88888	168	KARAGEORGIOU, ANDREW JAMES
1	1007667		\$35.99	05/29/13	88888	14986	KESSLER, CECILIA
1	1007668		\$74.94	05/29/13	88888	14986	KESSLER, CECILIA
1	1007669		\$804.00	05/29/13	88888	9358	KRAFT, STEPHEN
1	1007670		\$49.76	05/29/13	88888	15527	LIMBERG, MINDI L
1	1007671		\$41.39	05/29/13	88888	12875	MATHEWS, STEPHANIE A
1	1007672		\$170.00	05/29/13	88888	12889	MOORLACH, BRIAN
1	1007673		\$139.73	05/29/13	88888	9294	MORLOCK, KATHERINE R
1	1007674		\$190.23	05/29/13	88888	8627	ORTH, STEVEN D. R.
1	1007675		\$44.74	05/29/13	88888	14964	PARENT, ANDREA J
1	1007676		\$20.58	05/29/13	88888	7820	PAULY, LYNN L
1	1007677		\$15.95	05/29/13	88888	16589	PLANTE, MARY TRACEY
1	1007678		\$89.15	05/29/13	88888	14453	RHINEVAULT, LYNN
1	1007679		\$13.22	05/29/13	88888	17916	ROBASSE, CHARLES W
1	1007680		\$29.38	05/29/13	88888	17916	ROBASSE, CHARLES W
1	1007681		\$39.18	05/29/13	88888	17725	ROMANSKY, ROBERT J
1	1007682		\$200.12	05/29/13	88888	17725	ROMANSKY, ROBERT J
1	1007683		\$41.24	05/29/13	88888	17240	SCHNOBRICH, ANGELA M
1	1007684		\$38.36	05/29/13	88888	6968	SODERHOLM, WM ERIC
1	1007685		\$351.03	05/29/13	88888	6851	STEPHES, THOMAS J
1	1007686		\$198.02	05/29/13	88888	11318	STORCK, MARK R
1	1007687		\$75.90	05/29/13	88888	17289	THOMPSON, LINDEE G
1	1007688		\$48.92	05/29/13	88888	8543	TOLLERUD, TERESA JO
1	1007689		\$23.22	05/29/13	88888	15399	WILKINSON, PERRY J
1	1007690		\$23.63	05/29/13	88888	17247	WOOD, KIMBERLY R
1	1007691		\$365.00	05/29/13	88888	9298	ZUPKE, SAMUEL
1	1007692		\$29.15	06/05/13	88888	14534	BABIASH, JENNIFER
1	1007693		\$21.13	06/05/13	88888	17359	BANKEN, JAMIE B
1	1007694		\$35.00	06/05/13	88888	11213	BEERLING, LORIE A
1	1007695		\$1,815.00	06/05/13	88888	14183	BELLMONT, CHRISTOPHER
1	1007696		\$22.04	06/05/13	88888	7879	BERG, DAVID A
1	1007697		\$13.06	06/05/13	88888	9363	BIEN, BERNADETTE L
1	1007698		\$6.00	06/05/13	88888	10851	BURNS, POLLYANNA M
1	1007699		\$26.44	06/05/13	88888	8784	CARROLL, MICHELE
1	1007700		\$35.98	06/05/13	88888	12100	DELMONT, BROOKE
1	1007701		\$15.17	06/05/13	88888	11911	ELFERING, JEAN
1	1007702		\$74.00	06/05/13	88888	12411	ERZ, MARCIA
1	1007703		\$1,516.71	06/05/13	88888	8297	GALLAND, JOHN
1	1007704		\$374.70	06/05/13	88888	8297	GALLAND, JOHN
1	1007705		\$86.69	06/05/13	88888	7314	GAMBUCCI, ANN MARIE
1	1007706		\$33.95	06/05/13	88888	16602	GOMER, JENNA M

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4	424428		\$58.00	05/07/13	00000	1755	ALBERTS, DONNA
4	424429		\$19.00	05/07/13	07375	1	AMERICAN LIBRARY ASSOCIATION
4	424430		\$51.00	05/07/13	26245	1	AUDIO LOGIC SYSTEMS
4	424431		\$506.18	05/07/13	00016	2530	CARMAN, KATHERINE
4	424432		\$60.00	05/07/13	25919	0	CORDOVA-MORALES, LETICIA
4	424433		\$201.75	05/07/13	26331	0	EDUCATION TO GO
4	424434		\$124.57	05/07/13	28202	0	FOUNDATION 191
4	424435		\$4,595.49	05/07/13	02235	2	HM RECEIVABLES CO LLC
4	424436		\$120.00	05/07/13	01994	0	J&R SCHOOL SUPPLIES, INC.
4	424437		\$56.00	05/07/13	00000	6871	LARSON, SANDRA
4	424438		\$212.35	05/07/13	27932	1	MATHESON TRI-GAS, INC.
4	424439		\$220.33	05/07/13	00016	2077	MEIN, LISA
4	424440		\$775.00	05/07/13	08118	0	METRO ATHLETIC SUPPLY
4	424441		\$535.00	05/07/13	02538	0	MN ELEMENTARY SCHOOL PRINCIPALS ASSOC (MESPA)
4	424442	Void	\$659.00	05/07/13	02613	0	MN ZOO
4	424443		\$60.00	05/07/13	27424	0	MOHAMED, IDIL A.
4	424444		\$83.98	05/07/13	03519	0	NAPA AUTO PARTS
4	424445		\$179.00	05/07/13	28239	0	NATIONAL SEMINARS TRAINING
4	424446		\$4,169.88	05/07/13	02489	1	OFFICE DEPOT COMPANY
4	424447	Unissued	\$0.00	05/07/13	02489	1	OFFICE DEPOT COMPANY
4	424448	Unissued	\$0.00	05/07/13	02489	1	OFFICE DEPOT COMPANY
4	424449	Unissued	\$0.00	05/07/13	02489	1	OFFICE DEPOT COMPANY
4	424450	Unissued	\$0.00	05/07/13	02489	1	OFFICE DEPOT COMPANY
4	424451		\$79.40	05/07/13	25300	1	ORANGE TREE EMPLOYMENT SCREENING
4	424452		\$1,223.76	05/07/13	26086	0	ORKIN COMMERCIAL SERVICES
4	424453		\$770.00	05/07/13	06862	0	PEPITOS RESTAURANT
4	424454		\$371.00	05/07/13	21744	0	QUALITY AIR MECHANICAL, INC.
4	424455		\$60.00	05/07/13	22793	0	RABINOWICZ, JACK
4	424456		\$60.00	05/07/13	21343	0	RAMACHER, THUY
4	424457		\$2,756.00	05/07/13	28185	0	RANDSTAD WORK SOLUTIONS
4	424458		\$4,388.27	05/07/13	09588	0	SAVAGE, CITY OF
4	424459		\$665.00	05/07/13	02490	1	SEA LIFE MINNESOTA, INC.
4	424460		\$56.00	05/07/13	00000	4229	SPANGLER, MARY
4	424461		\$16,688.00	05/07/13	21008	0	TLC SPECIAL TRANSPORTATION
4	424462	Unissued	\$0.00	05/07/13	21008	0	TLC SPECIAL TRANSPORTATION
4	424463	Unissued	\$0.00	05/07/13	21008	0	TLC SPECIAL TRANSPORTATION
4	424464	Unissued	\$0.00	05/07/13	21008	0	TLC SPECIAL TRANSPORTATION
4	424465	Unissued	\$0.00	05/07/13	21008	0	TLC SPECIAL TRANSPORTATION
4	424466		\$112.00	05/07/13	03986	0	TROPHY HOUSE, INC.
4	424467		\$56.00	05/07/13	00000	6872	TURNER, DOROTHY
4	424468		\$31,076.85	05/07/13	04417	1	US FOODS INC

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4	424510		\$275.00	05/09/13	03412	0	MERZER, SHEILA M.A.L.P.
4	424511		\$2,135.00	05/09/13	27757	0	MINNEAPOLIS GUN CLUB
4	424512		\$297.06	05/09/13	27547	1	MINNESOTA OFFICE TECHNOLOGY GROUP
4	424513		\$9,508.82	05/09/13	07448	0	MINNESOTA VALLEY ELECTRIC COOPERATIVE
4	424514		\$550.00	05/09/13	26466	0	MN HIGHWAY SAFETY & RESEARCH CENTER
4	424515		\$150.00	05/09/13	26124	0	MN TEACHERS OF TRANSPORTATION&INDUSTRIAL AREAS
4	424516		\$559.00	05/09/13	02613	0	MN ZOO
4	424517		\$864.00	05/09/13	27983	0	MOLINETT, CATHY
4	424518		\$12.00	05/09/13	28234	0	MOORE, LYNN
4	424519		\$1,310.00	05/09/13	03216	0	MROS, RICHARD
4	424520		\$160.00	05/09/13	04911	0	MULTI-HEALTH SYSTEMS, INC.
4	424521		\$3,531.54	05/09/13	00766	0	NORTHFIELD LINES, INC.
4	424522		\$632.20	05/09/13	02489	1	OFFICE DEPOT COMPANY
4	424523		\$60.00	05/09/13	26396	0	OSMAN, NIMO
4	424524		\$690.00	05/09/13	24879	0	PEREZ, MELISSA M.
4	424525		\$25.00	05/09/13	24126	0	QUINN VIOLINS
4	424526		\$1,723.00	05/09/13	03744	0	RENAISSANCE LEARNING, INC.
4	424527		\$171.50	05/09/13	28168	0	ROARK, RICHARD JEFFREY
4	424528		\$240.00	05/09/13	28427	0	ROBINSON, STEPHANIE
4	424529		\$1,755.00	05/09/13	26796	0	SAFEWAY DRIVING SCHOOL
4	424530		\$27,120.99	05/09/13	23848	0	SFM
4	424531		\$1,776.00	05/09/13	27462	0	SOLIANT HEALTH
4	424532		\$632.50	05/09/13	25137	1	TEAMWORX APPAREL
4	424533		\$978.00	05/09/13	27819	0	US BANK EQUIPMENT FINANCE
4	424534		\$1,132.03	05/09/13	20019	0	VERNON COMPANY
4	424535		\$212.78	05/09/13	00000	5972	VOSS, SUSAN
4	424536		\$144.99	05/09/13	20007	0	WASTE MANAGEMENT
4	424537		\$255.00	05/09/13	25837	0	WILLIAMS, REBECCA
4	424538		\$3,188.99	05/09/13	04451	11	XEROX CORPORATION
4	424539	Unissued	\$0.00	05/09/13	04451	11	XEROX CORPORATION
4	424540		\$736.75	05/14/13	05419	0	A COOL CAVE INC
4	424541		\$44.00	05/14/13	06215	0	AIRPORT TAXI, INC.
4	424542		\$2,459.07	05/14/13	26795	1	ALLIED PROFESSIONALS, INC.
4	424543		\$440.00	05/14/13	07257	0	AUTISM SOCIETY OF MN (AUSM)
4	424544		\$212.44	05/14/13	04016	0	BEHAVIORAL DIMENSIONS, INC.
4	424545		\$63.82	05/14/13	00016	2530	CARMAN, KATHERINE
4	424546		\$2,397.78	05/14/13	00132	0	CLINICARE CORPORATION
4	424547		\$598.20	05/14/13	03866	0	CONTINENTAL CLAY COMPANY
4	424548		\$120.00	05/14/13	25919	0	CORDOVA-MORALES, LETICIA
4	424549		\$922.50	05/14/13	20524	0	DEWALD, RINA C.

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	424550		\$13,599.16	05/14/13	00641	0	DICK'S/LAKEVILLE SANITATION, INC.
4	424551		\$1,860.00	05/14/13	22061	0	DISTRIBUTED WEBSITE CORPORATION
4	424552		\$577,235.03	05/14/13	28300	1	DURHAM SCHOOL SERVICES
4	424553		\$3,131.91	05/14/13	02333	1	EARTHGRAINS BAKING CO. INC.
4	424554		\$120.00	05/14/13	09272	2	ECM PUBLISHERS, INC.
4	424555		\$3.23	05/14/13	01463	0	FEDEX
4	424556		\$60.00	05/14/13	25866	0	FLORES, ROSA
4	424557		\$1,428.50	05/14/13	01390	0	INTERMEDIATE SCHOOL DISTRICT 287
4	424558		\$7,748.08	05/14/13	09327	0	INTERMEDIATE SCHOOL DISTRICT 917
4	424559		\$80.00	05/14/13	26825	0	ITH, VANHUON
4	424560		\$133.99	05/14/13	03003	2	J.W. PEPPER & SON INC.
4	424561		\$10.75	05/14/13	00016	2532	KIEFFER, JEFFREY
4	424562		\$992.00	05/14/13	27465	0	KRUSE, JULIE ANNA
4	424563		\$525.00	05/14/13	22385	0	METRO TRANSIT
4	424564		\$373.00	05/14/13	27547	1	MINNESOTA OFFICE TECHNOLOGY GROUP
4	424565		\$183.09	05/14/13	02540	0	MN SCHOOL BOARDS ASSOCIATION
4	424566		\$4,929.90	05/14/13	02544	1	MTI DISTRIBUTING CO.
4	424567		\$243.80	05/14/13	02489	1	OFFICE DEPOT COMPANY
4	424568		\$300.00	05/14/13	24879	0	PEREZ, MELISSA M.
4	424569		\$905.28	05/14/13	26642	0	ROASTED PEAR
4	424570		\$53.48	05/14/13	03532	2	SCHMITT MUSIC
4	424571		\$580.00	05/14/13	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC
4	424572		\$1,800.00	05/14/13	27182	0	SUMMIT AMUSEMENT COMPANIES
4	424573		\$6,938.99	05/14/13	03802	0	TRIO SUPPLY
4	424574	Unissued	\$0.00	05/14/13	03802	0	TRIO SUPPLY
4	424575		\$28,319.11	05/14/13	04417	1	US FOODS INC
4	424576	Unissued	\$0.00	05/14/13	04417	1	US FOODS INC
4	424577	Unissued	\$0.00	05/14/13	04417	1	US FOODS INC
4	424578		\$13,293.79	05/14/13	02776	0	XCEL ENERGY
4	424579		\$19,752.90	05/14/13	27490	0	XEROX FINANCIAL SERVICES LLC
4	424580		\$240.00	05/17/13	26550	0	BRUNSWICK ZONE XL
4	424581		\$45,447.73	05/14/13	20099	0	RELIASTAR LIFE INSURANCE COMPANY
4	424582		\$607.52	05/14/13	20099	1	RELIASTAR LIFE INSURANCE COMPANY
4	424583		\$166.25	05/17/13	09215	0	MN CHILDREN'S MUSEUM
4	424584		\$495.00	05/17/13	04895	0	ASSOCIATION OF CLERICAL EMPLOYEES
4	424585		\$37.63	05/17/13	00016	1690	BALLARD, EILEEN
4	424586		\$3,017.50	05/17/13	27679	0	BENEFITFOCUS.COM, INC.
4	424587		\$49.00	05/17/13	00000	6874	CAISSE, ANGIE
4	424588		\$9,375.04	05/17/13	02519	0	CENTERPOINT ENERGY
4	424589		\$489.03	05/17/13	02781	5	CENTURYLINK
4	424590		\$440.00	05/17/13	25145	0	CHEZ DANIEL
4	424591		\$4,330.00	05/17/13	22015	0	CM CONSTRUCTION COMPANY, INC.

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	424592		\$3,365.52	05/17/13	24984	0	CORY, BRENT
4	424593		\$65,650.84	05/17/13	00809	0	DAKOTA ELECTRIC ASSOCIATION
4	424594		\$367.00	05/17/13	26702	0	DELTA MANAGEMENT ASSOCIATES, INC.
4	424595		\$64.00	05/17/13	00000	6875	DUONG, HANH
4	424596		\$350.00	05/17/13	09272	2	ECM PUBLISHERS, INC.
4	424597		\$245.00	05/17/13	27974	0	ECMC
4	424598		\$228.60	05/17/13	24275	0	FAGERNESS, JOYCE
4	424599		\$111.00	05/17/13	28381	0	FEAR THE RODENT SPORTS
4	424600		\$124.57	05/17/13	28202	0	FOUNDATION 191
4	424601		\$228.00	05/17/13	27604	0	GREAT LAKES HIGHER EDUCATION CORPORATIO
4	424602		\$408.00	05/17/13	20324	1	GURSTEL,STALOCH & CHARGO PA
4	424603		\$231.40	05/17/13	21252	0	HARMER, MARY
4	424604		\$92.07	05/17/13	27533	0	HENDERSON, JUDY M.
4	424605		\$471.86	05/17/13	26918	0	IMB DISTRIBUTION
4	424606		\$120.00	05/17/13	01390	0	INTERMEDIATE SCHOOL DISTRICT 287
4	424607		\$3,878.48	05/17/13	09327	0	INTERMEDIATE SCHOOL DISTRICT 917
4	424608		\$1,036.40	05/17/13	04113	0	J&D TROPHY
4	424609		\$113.00	05/17/13	27225	0	K&K EXPRESS, LLC
4	424610		\$45,557.83	05/17/13	27633	0	KELLY SERVICES, INC.
4	424611		\$150.00	05/17/13	00016	2534	KERKHOFF, LESLIE
4	424612		\$46.35	05/17/13	00001	1392	LEWISTON, JEFFREY
4	424613		\$240.00	05/17/13	24253	0	LOFFLER COMPANIES, INC.
4	424614		\$50.00	05/17/13	02634	6	MASBO
4	424615		\$2,184.51	05/17/13	03029	1	MINNESOTA ENERGY RESOURCES CORPORATION
4	424616		\$100.00	05/17/13	07914	0	MN DEPT OF LABOR AND INDUSTRY
4	424617		\$435.00	05/17/13	09813	1	MN HISTORICAL SOCIETY
4	424618		\$18.00	05/17/13	28234	0	MOORE, LYNN
4	424619		\$420.00	05/17/13	09389	0	MORTENSEN, SALLY
4	424620		\$1,626.25	05/17/13	06477	0	OFFICE OF ENTERPRISE TECHNOLOGY
4	424621		\$2,017.89	05/17/13	03219	1	PEPSI-COLA COMPANY
4	424622		\$3,397.50	05/17/13	28429	0	R ONLINE STORE
4	424623		\$60.00	05/17/13	21343	0	RAMACHER, THUY
4	424624		\$2,602.80	05/17/13	28185	0	RANDSTAD WORK SOLUTIONS
4	424625		\$15,585.90	05/17/13	26836	0	RELIANCE COMMUNICATIONS LLC
4	424626		\$20.00	05/17/13	00016	2533	RIVERA, ALENA
4	424627		\$233.00	05/17/13	28277	0	ROBERT J. BRUNO, LTD
4	424628		\$232.00	05/17/13	25562	0	SACHS, ALICE
4	424629		\$354.00	05/17/13	25227	0	SHAW, STACY
4	424630		\$2,111.00	05/17/13	22408	1	SKATETIME SCHOOL PROGRAMS
4	424631		\$164.00	05/17/13	03413	0	SOUTH METRO SPORTS
4	424632		\$162.00	05/17/13	01076	1	SOUTHWEST NEWSPAPERS

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	424755	Unissued	\$0.00	06/01/13	28147	1	AGROPUR
4	424756		\$67.25	06/01/13	09673	1	ALIMED, INC.
4	424757		\$97.65	06/01/13	03503	0	AMERICAN TIME & SIGNAL
4	424758		\$528.25	06/01/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	424759	Unissued	\$0.00	06/01/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	424760		\$27,443.00	06/01/13	00249	1	APPLE COMPUTER INC.
4	424761		\$726.06	06/01/13	03205	0	ASTLEFORD
4	424762		\$399.20	06/01/13	25449	2	AUTOMATED LOGIC CORPORATION
4	424763		\$84.99	06/01/13	01253	1	BATTERIES PLUS
4	424764		\$2,339.29	06/01/13	09987	1	BEARCOM
4	424765		\$114.00	06/01/13	25425	0	BERRY BLENDZ
4	424766		\$162.45	06/01/13	03931	0	BERRY COFFEE COMPANY
4	424767		\$302.22	06/01/13	21653	0	BEYOND PLAY, LLC
4	424768		\$18,392.99	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424769	Unissued	\$0.00	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424770	Unissued	\$0.00	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424771	Unissued	\$0.00	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424772	Unissued	\$0.00	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424773	Unissued	\$0.00	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424774	Unissued	\$0.00	06/01/13	00477	0	BIX PRODUCE COMPANY
4	424775		\$88.77	06/01/13	00172	1	BLICK ART MATERIALS
4	424776		\$504.40	06/01/13	00529	1	CAROLINA BIOLOGICAL SUPPLY COMPANY
4	424777		\$68,746.01	06/01/13	20289	1	CDW GOVERNMENT, INC.
4	424778		\$632.00	06/01/13	28424	0	CENTRAL ROOFING COMPANY
4	424779		\$240.15	06/01/13	25513	1	CHURCH OFFSET PRINTING, INC.
4	424780		\$125.03	06/01/13	00645	0	CUB FOODS
4	424781		\$1,329.01	06/01/13	00782	1	CURRICULUM ASSOCIATES, INC.
4	424782		\$1,139.25	06/01/13	02444	0	CYNMAR CORPORATION
4	424783		\$2,614.22	06/01/13	00279	0	D.S.D., INC.
4	424784	Unissued	\$0.00	06/01/13	00279	0	D.S.D., INC.
4	424785		\$271.69	06/01/13	00837	1	DEMCO, INC.
4	424786		\$222.50	06/01/13	22343	0	DIFFERENT ROADS TO LEARNING, INC.
4	424787		\$297.44	06/01/13	09859	1	DISCOUNT SCHOOL SUPPLY
4	424788		\$5,305.90	06/01/13	01078	0	ELECTRO WATCHMAN, INC.
4	424789		\$125.00	06/01/13	23953	0	ELECTRONIC COMMUNICATION SYSTEMS, INC.
4	424790		\$465.07	06/01/13	22450	1	ERIC ARMIN INC.
4	424791		\$2,851.45	06/01/13	01231	0	FLINN SCIENTIFIC, INC.
4	424792		\$585.00	06/01/13	02623	1	GENERAL BINDING CORPORATION
4	424793		\$268.14	06/01/13	01541	1	GENERAL PARTS, LLC
4	424794		\$679.76	06/01/13	01458	1	GOPHER

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	424837		\$1,830.95	06/01/13	03808	1	SCANTRON CORPORATION
4	424838		\$212.53	06/01/13	03532	2	SCHMITT MUSIC
4	424839		\$53.10	06/01/13	03196	3	SCHOLASTIC INC.
4	424840		\$231.55	06/01/13	26145	1	SCHOOL OUTFITTERS
4	424841		\$56.07	06/01/13	27518	1	SCHOOL SPECIALTY
4	424842		\$1,623.26	06/01/13	25097	1	SCHOOL SPECIALTY INC
4	424843	Unissued	\$0.00	06/01/13	25097	1	SCHOOL SPECIALTY INC
4	424844		\$149.00	06/01/13	27772	0	SEWER DAWGS PLUMBING & DRAINS LLC
4	424845		\$147.56	06/01/13	03472	2	SHIFFLER EQUIPMENT SALES INC
4	424846		\$1,179.82	06/01/13	03587	1	SIMPLEX GRINNELL
4	424847		\$2,490.58	06/01/13	28241	0	SOCIAL THINKING PUBLISHING
4	424848		\$9,600.00	06/01/13	02978	0	SOLUTION TREE
4	424849		\$792.62	06/01/13	03640	1	STAPLES ADVANTAGE
4	424850		\$675.00	06/01/13	03640	5	STAPLES PRINT SOLUTIONS
4	424851		\$252.83	06/01/13	03689	0	STATE SUPPLY CO., INC.
4	424852		\$1,614.07	06/01/13	23998	2	SUMMIT FACILITY & KITCHEN SERVICE
4	424853		\$141.20	06/01/13	04308	0	SUPER DUPER SCHOOL CO.
4	424854		\$203.21	06/01/13	03703	0	SUPREME SCHOOL SUPPLY
4	424855		\$87.96	06/01/13	27981	0	TEACH BRIGHT
4	424856		\$186.00	06/01/13	02899	0	TESSMAN COMPANY
4	424857		\$42.00	06/01/13	00233	3	COLLEGE BOARD
4	424858		\$916.86	06/01/13	08203	1	TIES
4	424859		\$114.17	06/01/13	04060	0	TRANS-MISSISSIPPI BIOLOGICAL SUPPLY
4	424860		\$6,597.42	06/01/13	03802	0	TRIO SUPPLY
4	424861	Unissued	\$0.00	06/01/13	03802	0	TRIO SUPPLY
4	424862		\$89.27	06/01/13	21820	0	ULTIMATE OFFICE
4	424863		\$2,072.07	06/01/13	01197	1	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC
4	424864	Unissued	\$0.00	06/01/13	01197	1	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC
4	424865		\$27,824.65	06/01/13	04417	1	US FOODS INC
4	424866	Unissued	\$0.00	06/01/13	04417	1	US FOODS INC
4	424867	Unissued	\$0.00	06/01/13	04417	1	US FOODS INC
4	424868	Unissued	\$0.00	06/01/13	04417	1	US FOODS INC
4	424869		\$674.95	06/01/13	27728	1	US GAMES
4	424870		\$139.00	06/01/13	09213	0	ZERO TO THREE
4	424871		\$645.00	05/30/13	02490	1	SEA LIFE MINNESOTA, INC.
4	424872		\$556.64	05/30/13	08340	0	VALLEYFAIR
4	424873		\$345,678.57	05/30/13	27335	0	AMERICAN HEALTH RESOURCES
4	424874		\$439.70	05/30/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	424875	Unissued	\$0.00	05/30/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES

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4	424956		\$315.00	05/30/13	02613	0	MN ZOO
4	424957		\$14.08	05/30/13	27342	0	MONOPRICE
4	424958		\$470.52	05/30/13	02544	1	MTI DISTRIBUTING CO.
4	424959		\$79.55	05/30/13	03519	0	NAPA AUTO PARTS
4	424960		\$2,419.95	05/30/13	04476	0	NATIONAL TREASURE KUNG FU INC
4	424961		\$144.00	05/30/13	08769	0	NCPERS MINNESOTA
4	424962		\$551.25	05/30/13	25372	4	NCS PEARSON INC
4	424963		\$5,031.65	05/30/13	22639	1	NEXTEL
4	424964		\$393.50	05/30/13	20320	0	NORTHERN AIR CORPORATION (NAC)
4	424965		\$411.99	05/30/13	02489	1	OFFICE DEPOT COMPANY
4	424966		\$60.00	05/30/13	26396	0	OSMAN, NIMO
4	424967		\$166.31	05/30/13	25134	0	PATIO TOWN BURNSVILLE
4	424968		\$120.00	05/30/13	28131	0	PAULSON, MIKE
4	424969		\$1,055.42	05/30/13	03219	1	PEPSI-COLA COMPANY
4	424970		\$60.00	05/30/13	24879	0	PEREZ, MELISSA M.
4	424971		\$148.00	05/30/13	28059	0	PILOTO-OLIVA, ROGELIO
4	424972		\$110.00	05/30/13	27140	0	PRICE, TIM
4	424973		\$42.00	05/30/13	24681	0	PROFESSIONAL WIRELESS COMMUNICATIONS
4	424974		\$1,952.04	05/30/13	21744	0	QUALITY AIR MECHANICAL, INC.
4	424975		\$2,373.00	05/30/13	28185	0	RANDSTAD WORK SOLUTIONS
4	424976		\$125.00	05/30/13	05511	0	RED WING SHOE STORE
4	424977		\$372.00	05/30/13	23100	1	REGAL EAGAN CINEMA
4	424978		\$66.00	05/30/13	28342	0	RIESGRAF, DANIEL
4	424979		\$10.00	05/30/13	00016	2538	RIGGS, ERICA
4	424980		\$204.00	05/30/13	28277	0	ROBERT J. BRUNO, LTD
4	424981		\$140.00	05/30/13	26289	0	SALGADO-LANDA, NOE
4	424982		\$74.00	05/30/13	22484	0	SARGENT, KEN
4	424983		\$284.67	05/30/13	03808	1	SCANTRON CORPORATION
4	424984		\$120.00	05/30/13	26138	0	SHELLING, TODD
4	424985		\$120.00	05/30/13	27156	0	SCHLUENDER, JOE
4	424986		\$74.00	05/30/13	04844	0	SCHMIT, JEFF
4	424987		\$66.00	05/30/13	24557	0	SCHMITZ, STEVE
4	424988		\$48.91	05/30/13	03196	0	SCHOLASTIC
4	424989		\$254.32	05/30/13	03196	3	SCHOLASTIC INC.
4	424990		\$7,623.97	05/30/13	07382	0	SCHOOL SERVICES EMPLOYEES LOCAL 284
4	424991		\$2,100.74	05/30/13	25097	1	SCHOOL SPECIALTY INC
4	424992		\$55.00	05/30/13	27348	0	SEGLEM, SCOTT
4	424993		\$189.00	05/30/13	27772	0	SEWER DAWGS PLUMBING & DRAINS LLC
4	424994		\$132.00	05/30/13	04741	0	SHAWN, JACK
4	424995		\$156.45	05/30/13	03745	2	SHERWIN-WILLIAMS
4	424996		\$113.37	05/30/13	03472	2	SHIFFLER EQUIPMENT SALES INC

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Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	425038		\$124.57	06/04/13	28202	0	FOUNDATION 191
4	425039		\$4,933.62	06/04/13	28411	0	GAGE MARKETING GROUP, LLC
4	425040		\$258.10	06/04/13	01541	1	GENERAL PARTS, LLC
4	425041		\$62.80	06/04/13	00000	1348	GILLIES, HEIDI
4	425042		\$533.50	06/04/13	08391	1	GROUP HEALTH INC.-WORKSITE
4	425043		\$6,215.00	06/04/13	20873	0	HEINEMANN WORKSHOPS
4	425044		\$71.76	06/04/13	27533	0	HENDERSON, JUDY M.
4	425045		\$219.88	06/04/13	26918	0	IMB DISTRIBUTION
4	425046		\$40.00	06/04/13	09327	0	INTERMEDIATE SCHOOL DISTRICT 917
4	425047		\$455.00	06/04/13	00906	5	ISD 917-FUND CHEF
4	425048		\$29.95	06/04/13	28265	0	LASER GRAPHICS, INC.
4	425049		\$20.00	06/04/13	20730	0	LAWROW, MIKE
4	425050		\$4,728.89	06/04/13	26241	0	M&E REALTY COMPANY
4	425051		\$933.55	06/04/13	25512	0	MAYER ARTS, INC.
4	425052		\$871.21	06/04/13	27547	1	MINNESOTA OFFICE TECHNOLOGY GROUP
4	425053		\$35.00	06/04/13	28256	0	MINNESOTA READING ASSOCIATION
4	425054		\$15,202.88	06/04/13	07448	0	MINNESOTA VALLEY ELECTRIC COOPERATIVE
4	425055		\$60.00	06/04/13	24879	0	PEREZ, MELISSA M.
4	425056		\$110.00	06/04/13	27103	0	POWELL, APRYL
4	425057		\$118.00	06/04/13	00000	6877	RAINEY, HAROLD
4	425058		\$2,066.60	06/04/13	28185	0	RANDSTAD WORK SOLUTIONS
4	425059		\$3,062.50	06/04/13	27355	0	SAGE TECHNOLOGY GROUP, LLC
4	425060		\$8,958.33	06/04/13	09588	1	SAVAGE, CITY OF
4	425061		\$1,776.00	06/04/13	27462	0	SOLIANT HEALTH
4	425062		\$522.00	06/04/13	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC
4	425063		\$30,935.00	06/04/13	08203	1	TIES
4	425064		\$49,846.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425065	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425066	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425067	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425068	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425069	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425070	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425071	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425072	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425073	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425074	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425075	Unissued	\$0.00	06/04/13	21008	0	TLC SPECIAL TRANSPORTATION
4	425076		\$889.58	06/04/13	01197	1	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC
4	425077		\$15,161.59	06/04/13	04417	1	US FOODS INC
4	425078	Unissued	\$0.00	06/04/13	04417	1	US FOODS INC

Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	425079		\$144.99	06/04/13	20007	0	WASTE MANAGEMENT
4	425080		\$60.00	06/04/13	25837	0	WILLIAMS, REBECCA
4	425081		\$1,820.16	06/04/13	04451	11	XEROX CORPORATION
4	425082		\$645.25	06/05/13	07314	0	CEDARVALE LANES
4	425083		\$6,672.00	06/06/13	01049	1	EAGAN, CITY OF
4	425084		\$200.00	06/07/13	00111	1	ACT, INC
4	425085		\$2,694.00	06/07/13	06890	2	ADVANTAGE EDUCATIONAL PROGRAMS LLC
4	425086		\$800.00	06/07/13	26303	0	ALL FURNITURE, INC.
4	425087		\$653.98	06/07/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	425088		\$8.95	06/07/13	00001	1400	ANNONI, LISA
4	425089		\$425.00	06/07/13	00778	0	ARMSTRONG, MAUREEN
4	425090		\$15,150.00	06/07/13	28410	0	AUGUST ASH, INC.
4	425091		\$15.55	06/07/13	00001	1399	BARBER, JASON
4	425092		\$3,017.50	06/07/13	27679	0	BENEFITFOCUS.COM, INC.
4	425093		\$31.76	06/07/13	00016	1897	BOAZ, LISA
4	425094		\$163.47	06/07/13	00016	2543	BONGARD, THERESA
4	425095		\$400.00	06/07/13	27623	0	BROWN, ALASTAIR
4	425096		\$225.00	06/07/13	06939	0	BUREAU OF CRIMINAL APPREHENSION
4	425097		\$9,549.90	06/07/13	04226	0	BURNSVILLE, CITY OF
4	425098	Unissued	\$0.00	06/07/13	04226	0	BURNSVILLE, CITY OF
4	425099		\$23.98	06/07/13	00016	2544	CARRASCO, EMMANUEL
4	425100		\$266.02	06/07/13	02781	5	CENTURYLINK
4	425101		\$3,400.00	06/07/13	28454	1	CHILDREN'S SUCCESS FOUNDATION
4	425102		\$60.00	06/07/13	28260	0	CHOY, SERGIO R.
4	425103		\$450.76	06/07/13	00647	0	CROWN RENTAL, INC.
4	425104		\$50.20	06/07/13	00001	1395	DRESCHER, SALLY
4	425105		\$2,557.16	06/07/13	01002	0	EAGAN, CITY OF
4	425106		\$134.50	06/07/13	26331	0	EDUCATION TO GO
4	425107		\$623.40	06/07/13	26262	0	EDUCATORS BENEFIT CONSULTANTS, LLC
4	425108		\$3.23	06/07/13	01463	0	FEDEX
4	425109		\$47.35	06/07/13	00001	1401	FLICKINGER, LISA
4	425110		\$491.21	06/07/13	16514	0	GRAFF, SALLY M
4	425111		\$105.06	06/07/13	00016	1377	HAAG, ANN
4	425112		\$74.00	06/07/13	28447	0	HARTMAN, ED
4	425113		\$120.00	06/07/13	28107	0	HEARTLAND SIGNS & VEHICLE GRAPHICS
4	425114		\$56.26	06/07/13	27533	0	HENDERSON, JUDY M.
4	425115		\$104.65	06/07/13	00862	3	HERFF JONES, INC.
4	425116		\$38.45	06/07/13	00001	1014	HUA, HA
4	425117		\$3,878.48	06/07/13	09327	0	INTERMEDIATE SCHOOL DISTRICT 917
4	425118		\$5,352.20	06/07/13	26691	1	IPARADIGMS, LLC
4	425119		\$53,391.99	06/07/13	27633	0	KELLY SERVICES, INC.

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Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	425120		\$614.81	06/07/13	27230	1	MAGAZINES.COM
4	425121		\$50.00	06/07/13	02634	6	MASBO
4	425122		\$1,008.00	06/07/13	25512	0	MAYER ARTS, INC.
4	425123		\$100.00	06/07/13	27590	0	MCBRIDE, DEBORA
4	425124		\$70.02	06/07/13	00000	9206	METZGER, KATHRYN
4	425125		\$5,913.98	06/07/13	27547	1	MINNESOTA OFFICE TECHNOLOGY GROUP
4	425126		\$1,310.00	06/07/13	02422	5	MN VALLEY YMCA
4	425127		\$140.00	06/07/13	22324	0	MULTILINGUAL WORD, INC.
4	425128		\$216.65	06/07/13	25300	1	ORANGE TREE EMPLOYMENT SCREENING
4	425129		\$60.00	06/07/13	22010	0	OSTGARD, SEVERA E.
4	425130		\$66.00	06/07/13	28449	0	PALMER, RACHEL
4	425131		\$180.00	06/07/13	24879	0	PEREZ, MELISSA M.
4	425132		\$196.51	06/07/13	00016	1387	PERRIN, GAYLE
4	425133		\$148.00	06/07/13	28451	0	PIGEON, THOMAS
4	425134		\$132.00	06/07/13	28448	0	RADEMACHER, ANTHONY
4	425135		\$650.00	06/07/13	28453	0	RIVERLAND COMMUNITY COLLEGE
4	425136		\$33.21	06/07/13	00016	2542	ROTH, AMY
4	425137		\$2,535.00	06/07/13	26796	0	SAFEWAY DRIVING SCHOOL
4	425138		\$5,640.01	06/07/13	09588	0	SAVAGE, CITY OF
4	425139		\$182.00	06/07/13	28283	1	SCHOOL PAPER EXPRESS
4	425140		\$20.40	06/07/13	00001	1396	SLEDGE, SHARAE
4	425141		\$287.18	06/07/13	00016	1599	SMITH, LISA
4	425142		\$4,650.00	06/07/13	27742	1	STRATEGIC SOURCE INC
4	425143		\$2,450.00	06/07/13	26627	0	THE PLAYS THE THING PRODUCTIONS
4	425144		\$1,398.95	06/07/13	00826	1	TIERNEY BROTHERS, INC.
4	425145		\$978.00	06/07/13	27819	0	US BANK EQUIPMENT FINANCE
4	425146		\$7,157.86	06/07/13	04417	1	US FOODS INC
4	425147		\$13.85	06/07/13	00016	2340	VANG, BERNADETTE
4	425148		\$199.80	06/07/13	09251	0	VIDEO PROJECT
4	425149		\$125.00	06/07/13	08133	0	VISTA VIEW P. T. O.
4	425150		\$116.40	06/07/13	24743	0	WALBRAN, SHARON
4	425151		\$29.70	06/07/13	00001	1397	WALTERS, THEODORE
4	425152		\$120.00	06/07/13	28450	0	WALZ, RICHARD
4	425153		\$167.22	06/07/13	04321	1	WARD'S NATURAL SCIENCE
4	425154		\$60.00	06/07/13	25560	0	WARSAME, KADRA
4	425155		\$3,877.59	06/07/13	24793	0	WATCH ME DRAW! LLC
4	425156		\$84.05	06/07/13	00001	1398	WILLIAMS, MARY
4	425157		\$160.66	06/07/13	23405	0	YANTA, REBECCA
4	425158		\$1,134.00	06/07/13	24245	0	YOUTH ENRICHMENT LEAGUE
4	425159		\$4.99	06/14/13	05588	0	ACE HARDWARE & PAINT
4	425160		\$4,031.84	06/14/13	26700	0	ADVANCED TOOLWARE, LLC
4	425161		\$16,216.38	06/14/13	28147	1	AGROPUR

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Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	425162	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425163	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425164	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425165	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425166	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425167	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425168	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425169	Unissued	\$0.00	06/14/13	28147	1	AGROPUR
4	425170		\$33,512.60	06/14/13	00216	1	ALPHA VIDEO & AUDIO, INC.
4	425171		\$8,930.64	06/14/13	27586	0	AMERICAN OFFICE PRODUCTS
4	425172		\$474.40	06/14/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	425173	Unissued	\$0.00	06/14/13	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	425174		\$35.63	06/14/13	00551	1	APPERSON
4	425175		\$16,093.00	06/14/13	00249	1	APPLE COMPUTER INC.
4	425176		\$341.98	06/14/13	00106	0	AQUA ENGINEERING, INC.
4	425177		\$33.00	06/14/13	25023	1	AUDIO & VIDEO LABS
4	425178		\$4,500.00	06/14/13	27223	1	AVID CENTER
4	425179		\$405.00	06/14/13	00386	1	BARNES & NOBLE INC
4	425180		\$142.50	06/14/13	25425	0	BERRY BLENDZ
4	425181		\$136.45	06/14/13	03931	0	BERRY COFFEE COMPANY
4	425182		\$16,070.64	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425183	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425184	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425185	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425186	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425187	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425188	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425189	Unissued	\$0.00	06/14/13	00477	0	BIX PRODUCE COMPANY
4	425190		\$3,363.10	06/14/13	26720	0	BLUE BELL ENTERPRISES, INC.
4	425191		\$608.98	06/14/13	28124	0	BRIN NORTHWESTERN GLASS COMPANY
4	425192		\$2,307.43	06/14/13	03865	1	CARGILL INC.
4	425193		\$5,859.24	06/14/13	20289	1	CDW GOVERNMENT, INC.
4	425194		\$82.95	06/14/13	20879	1	CHARACTER ED TOOLS
4	425195		\$58.00	06/14/13	00647	0	CROWN RENTAL, INC.
4	425196		\$250.52	06/14/13	00645	0	CUB FOODS
4	425197		\$370.02	06/14/13	00279	0	D.S.D., INC.
4	425198		\$95.33	06/14/13	09859	1	DISCOUNT SCHOOL SUPPLY
4	425199		\$175.00	06/14/13	24933	0	DURAND MANUFACTURING, INC.
4	425200		\$362.56	06/14/13	01078	0	ELECTRO WATCHMAN, INC.
4	425201		\$24.95	06/14/13	22450	1	ERIC ARMIN INC.
4	425202		\$56.25	06/14/13	02995	0	FAST SIGNS

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Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	425245		\$271.40	06/14/13	21052	0	TRAINERS'S WAREHOUSE
4	425246		\$285.00	06/14/13	28169	1	UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN
4	425247		\$542.20	06/14/13	04377	1	WIGEN COMPANIES, INC.
Check Count	819	Grand Total	<b style="text-align: right;">\$3,964,945.91				



**Agenda II.B.5
June 20, 2013**

TO: Dr. Randall Clegg, Superintendent

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

DATE: June 20, 2013

RE: Budget Analysis for the Month Ending May 31, 2013

RECOMMENDATION: That the Board accept the Budget Analysis for the month ending May 31, 2013

The May Budget Reports are presented for Board information and review. The reports indicate that year-to-date expenditures plus encumbrances in all funds total \$114,180,452 or 72.61% of the Revised Budget. Year-to-date revenue in all funds total \$120,952,643 or 82.04% of the Revised Budget.

Summary financial reports are provided to allow monthly monitoring of the budget as follows:

Revenue Summary By Fund
Expenditure Summary By Fund

All of the reports show last year's actual figures, this year's budget and this year's activity to date. Additional detail is available upon request.

To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, a graph has been developed as follows:

Cash and Investments by Month for Last year and Current year
General Fund Revenues Year-to-Date for Last two years and Current year
All Funds Revenue Year-to-Date for Last two years and Current year
General Fund Expenditures Year-to-Date for Last two years and Current year
All Funds Expenditures Year-to-Date for Last two years and Current year

All of the reports and graphs are presented on a monthly basis together with comments regarding identified deviations or unanticipated occurrences. I would be glad to answer any questions regarding these reports.

STATEMENT OF REVENUE
 DIST 0191 Burnsville-Eagan-Savage ISD191 ACCOUNTING PERIOD 05/01/13 TO 05/31/13

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01 TO 99-999
 ZERO BALANCES: Suppress Zero Balances
 SORTED BY: ACCOUNT FD ORG
 SUBTOTALLED BY: ACCOUNT FD
 SERIES TOTALS: <None Selected>
 PAGE BREAK ON: <None Selected>

FD		PRIOR	< - - - - - FISCAL YEAR 201207 - - - - ->				
01		YEAR	REVISED	05/01/13	RECEIVED	REMAINING	PERCENT
		ACTUAL	BUDGET	05/31/13	THRU 05/31/13	ON 05/31/13	REMAINING
01	GENERAL	110,203,095.16	109,396,368	1,313,568.52	89,389,185.77	20,007,182.23	18.28 %
02	FOOD SERVICE	4,625,263.62	4,441,168	574,211.43	4,372,653.08	68,514.92	1.54 %
04	COMMUNITY SERVICE	5,915,111.94	5,041,462	357,433.10	4,081,455.41	960,006.59	19.04 %
06	CAPITAL PROJECTS	28,233.26	25,000	717.69	16,891,930.71	16,866,930.71	-7467.72-%
07	DEBT SERVICE	7,343,410.85	7,354,494	16,222.75	4,093,897.37	3,260,596.63	44.33 %
08	FLEX BENEFIT FUND	760,731.16	850,000	66,002.45	582,630.24	267,369.76	31.45 %
09	SCHOLARSHIP FUND	42,317.23	28,250	30,000.00	55,602.55	27,352.55	-96.82-%
11	RHEAUME EDUCATIONAL FUND	1.57	0	0.00	1.57	1.57	0.00 %
12	K ROGERS SCHOLARSHIP	2.69	0	0.00	2.69	2.69	0.00 %
15	CAMPUS CUP	117,547.53	115,000	9,762.56	97,406.28	17,593.72	15.29 %
20	ISF - DENTAL	900,769.61	980,300	0.00	0.00	980,300.00	100.00 %
21	ISF - POST RETIREMENT BENEFITS	1,005,230.65	603,500	0.00	0.00	603,500.00	100.00 %
22	ISF - HEALTH SELECT 105	14,407,690.26	16,003,000	0.00	0.00	16,003,000.00	100.00 %
25	OPEB REVOCABLE TRUST	936,951.76	925,000	73,460.27	646,957.71	278,042.29	30.05 %
47	POST EMPLOYMENT BENEFITS	1,655,377.98	1,661,520	6.45	740,922.60	920,597.40	55.40 %

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STATEMENT OF REVENUE

DIST 0191 Burnsville-Eagan-Savage ISD191 ACCOUNTING PERIOD 05/01/13 TO 05/31/13

FD 50	PRIOR	< - - - - - FISCAL YEAR 201207 - - - - - >				REMAINING	PERCENT
	YEAR	REVISED	05/01/13	RECEIVED		ON 05/31/13	REMAINING
	ACTUAL	BUDGET	05/31/13	THRU 05/31/13			
50 STUDENT FUND	0.00	0	0.55	5.69		5.69-	0.00 %
*** REPORT TOTALS:	147,941,735.27	147,425,062	2,441,385.77	120,952,643.15		26,472,418.85	17.95 %

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DIST 0191 Burnsville-Eagan-Savage ISD191 ACCOUNTING PERIOD 05/01/13 TO 05/31/13

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01- TO 99-
ZERO BALANCES: Print Zero Balances
SORTED BY: ACCOUNT FD ORG
SUBTOTALLED BY: ACCOUNT FD
SERIES TOTALS: <None Selected>
PAGE BREAK ON: <None Selected>

Table with 9 columns: FD, PRIOR YEAR ACTUAL, REVISED BUDGET, FISCAL YEAR 201207 EXPENDED THRU 05/31/13, FISCAL YEAR 201207 ENCUMBERED THRU 05/31/13, REMAINING ON 05/31/13, PERCENT REMAINING. Rows include GENERAL, FOOD SERVICE, TRANSPORTATION, COMMUNITY SERVICE, CAPITAL PROJECTS, DEBT SERVICE, FLEX BENEFIT FUND, SCHOLARSHIP FUND, PRIN EARLY RET INS FUND, RHEAUME EDUCATIONAL FUND, KATHY ROGERS SCHOLARSHIP FUND, CAFE, ISF - DENTAL, ISF - POST RETIREMENT BENEFITS, ISF - HEALTH SELECT 105.

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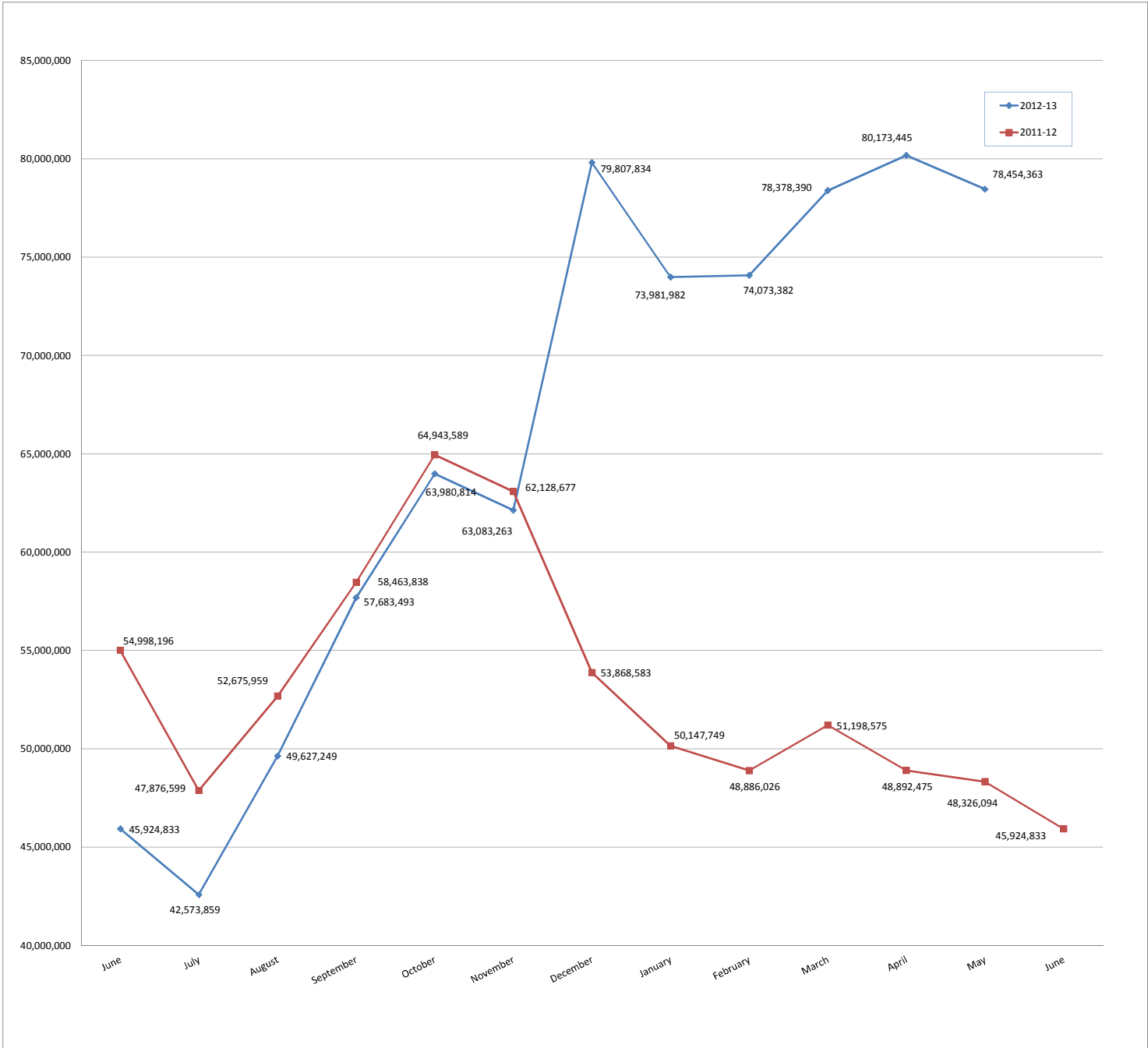
STATEMENT OF EXPENDITURES

DIST 0191 Burnsville-Eagan-Savage ISD191 ACCOUNTING PERIOD 05/01/13 TO 05/31/13

FD		PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	05/01/13 05/31/13	FISCAL YEAR 201207 EXPENDED THRU 05/31/13	ENCUMBERED THRU 05/31/13	REMAINING ON 05/31/13	PERCENT REMAINING
25	OPEB REVOCABLE TRUST	1,593,791.20	1,228,000	177,031.20	1,069,580.39		158,419.61	12.90 %
47	POST EMPLOYMENT BENEFITS	1,578,850.00	1,584,400	0.00	1,582,850.00		1,550.00	0.09 %
50	STUDENT FUND	0.00	0	23.25	226.39		226.39-	0.00 %
*** REPORT TOTALS:		152,945,362.26	157,261,314	11,912,505.44	112,413,070.41	1,767,381.47	43,080,862.12	27.39 %

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ALL FUNDS CASH AND INVESTMENTS
2011-12 AND 2012-13

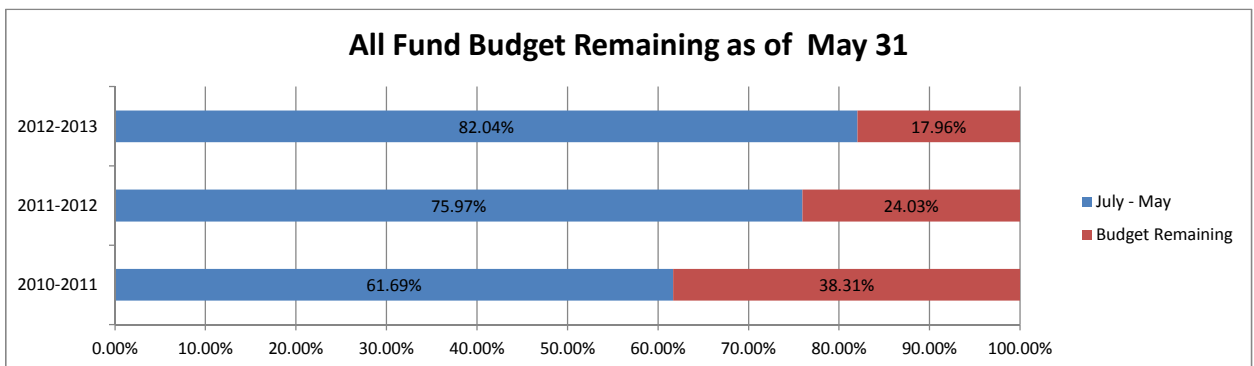
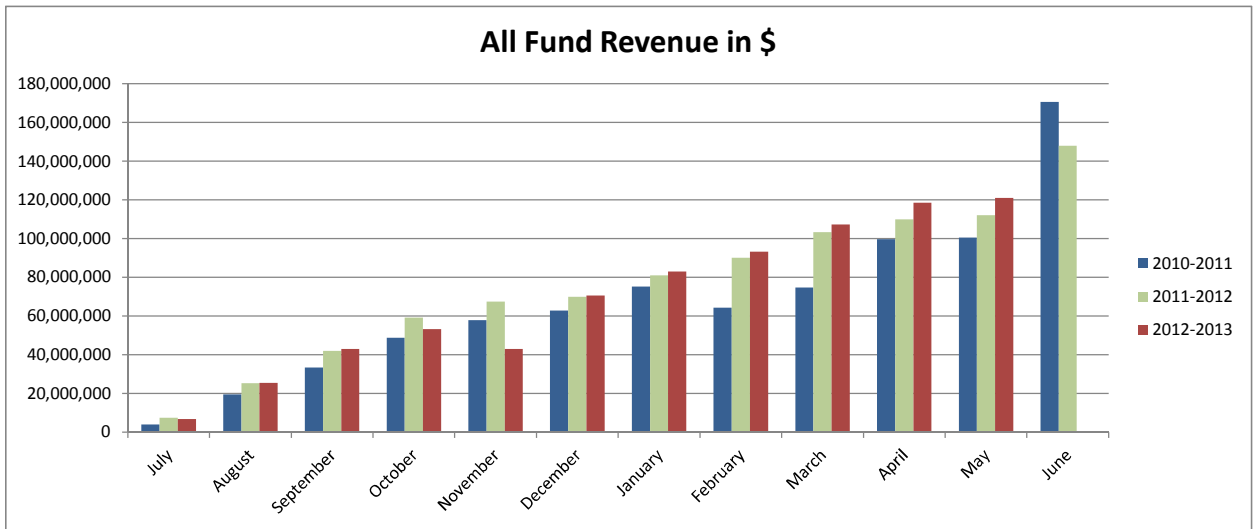


GENERAL FUND CASH AND INVESTMENTS 2011-12 AND 2012-13



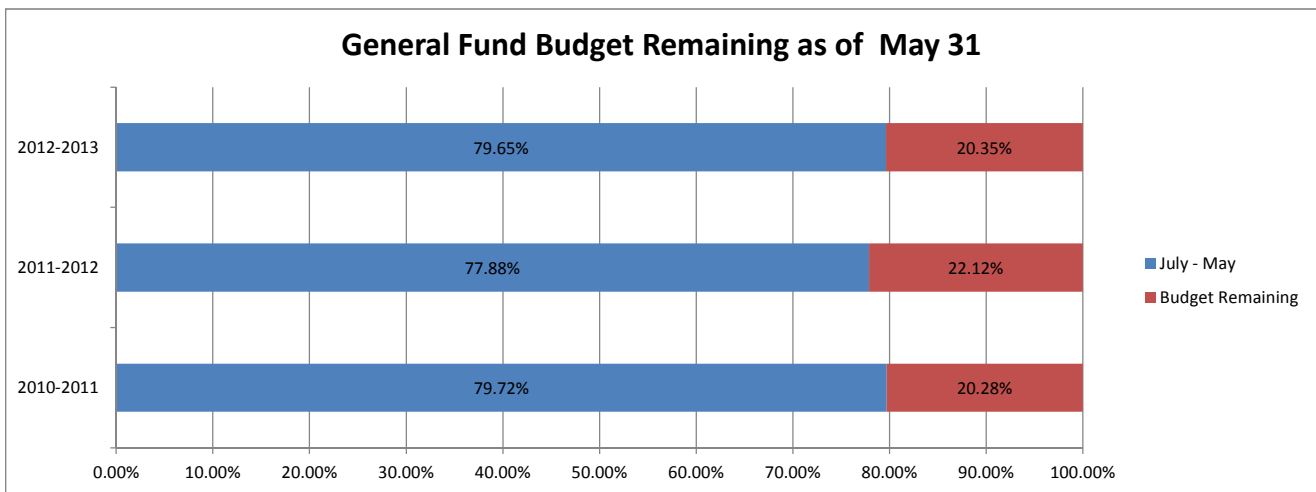
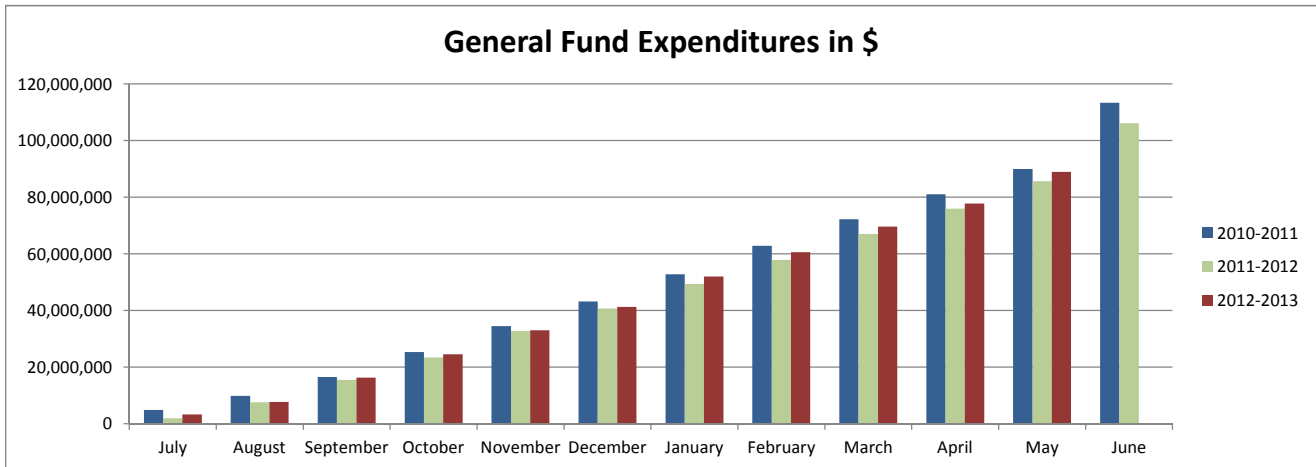
**REVENUE COMPARISON
ALL FUNDS**

	2010-2011		2011-2012		2012-2013	
	\$	%	\$	%	\$	%
July	3,960,044	2.43%	7,383,166	5.12%	6,717,367	4.56%
August	19,404,774	11.90%	25,261,709	17.51%	25,348,903	17.19%
September	33,360,592	20.49%	41,882,133	29.02%	42,917,836	29.11%
October	48,751,886	29.94%	59,133,007	40.97%	53,192,279	36.08%
November	57,799,789	35.49%	67,424,877	46.72%	42,858,382	29.07%
December	62,794,901	38.56%	69,852,511	48.40%	70,557,852	47.86%
January	75,192,383	46.17%	80,977,156	54.91%	83,041,877	56.33%
February	64,338,993	39.51%	90,046,599	61.06%	93,179,692	63.20%
March	74,733,309	45.89%	103,238,821	70.01%	107,347,886	72.82%
April	99,609,270	61.17%	109,880,526	74.51%	118,511,257	80.39%
May	100,463,856	61.69%	112,034,809	75.97%	120,952,643	82.04%
June	170,589,680	104.76%	147,941,735	100.32%		
BUDGET	162,845,064	100.00%	147,471,770	100.00%	147,425,062	100.00%



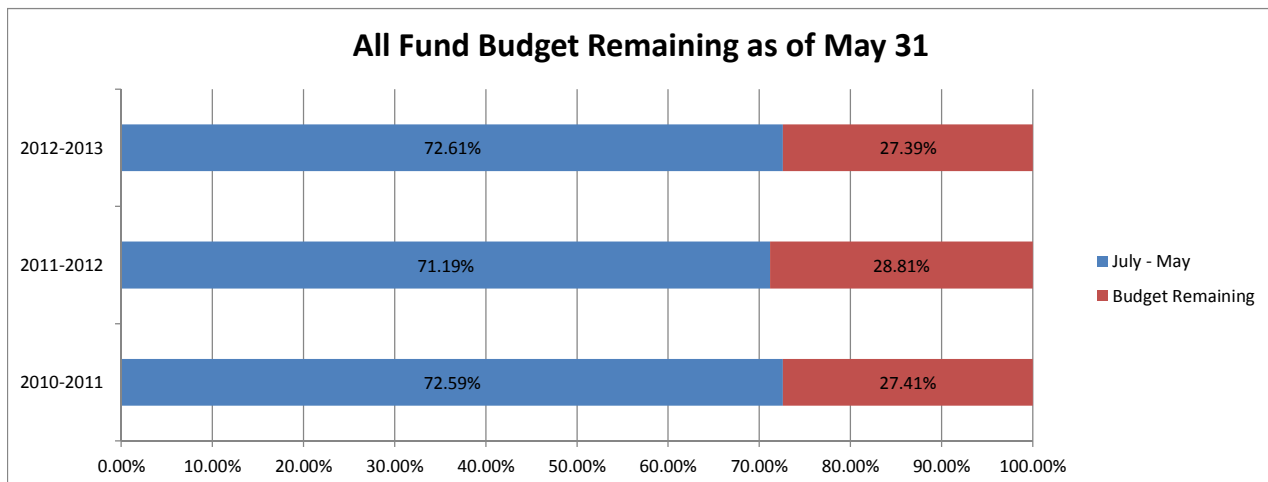
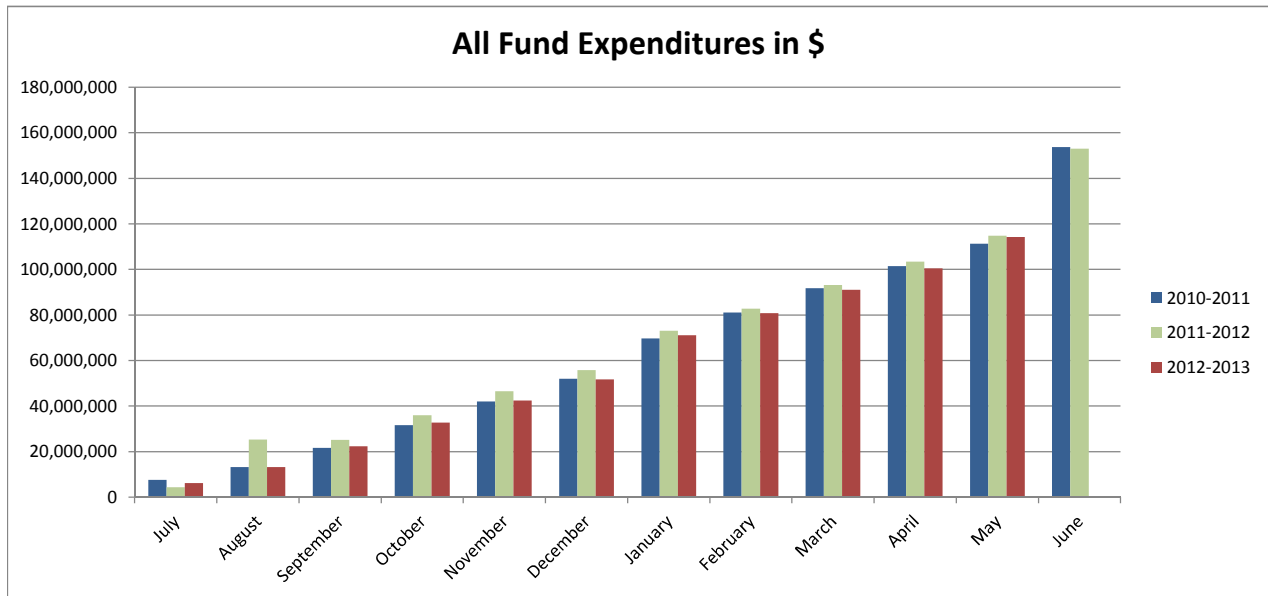
**EXPENDITURE COMPARISON
GENERAL FUND**

	2010-2011		2011-2012		2012-2013	
	\$	%	\$	%	\$	%
July	4,922,278	4.36%	1,920,659	1.75%	3,291,612	2.95%
August	9,854,424	8.74%	7,602,157	6.91%	7,718,161	6.91%
September	16,577,212	14.70%	15,549,941	14.13%	16,257,842	14.55%
October	25,373,519	22.49%	23,463,345	21.32%	24,586,322	22.00%
November	34,477,970	30.57%	32,846,900	29.85%	32,970,837	29.51%
December	43,159,365	38.26%	40,659,617	36.95%	41,323,030	36.98%
January	52,790,539	46.80%	49,371,206	44.87%	52,038,938	46.57%
February	62,902,754	55.76%	57,853,489	52.58%	60,580,030	54.22%
March	72,217,528	64.02%	67,054,177	60.94%	69,662,177	62.35%
April	81,095,423	71.89%	75,967,418	69.04%	77,809,730	70.84%
May	89,930,101	79.72%	85,694,257	77.88%	88,989,665	79.65%
BUDGET	112,801,550	100.00%	110,032,711	100.00%	111,732,524	100.00%



**EXPENDITURE COMPARISON
ALL FUNDS**

	2010-2011		2011-2012		2012-2013	
	\$	%	\$	%	\$	%
July	7,653,209	4.99%	4,443,384	2.80%	6,237,592	3.97%
August	13,296,265	8.68%	25,261,709	17.51%	13,194,220	8.39%
September	21,612,757	14.10%	25,168,247	15.85%	22,408,191	14.25%
October	31,685,546	20.68%	35,939,090	22.64%	32,775,109	20.84%
November	41,975,355	27.39%	46,557,513	29.33%	42,419,942	26.97%
December	51,987,145	33.92%	55,841,757	35.17%	51,677,418	32.86%
January	69,667,002	45.46%	73,137,729	45.38%	71,167,003	45.25%
February	81,081,869	52.91%	82,827,435	51.39%	80,797,834	51.38%
March	91,721,194	59.85%	93,227,208	58.70%	91,013,593	57.87%
April	101,449,986	66.20%	103,394,820	64.16%	100,500,565	63.91%
May	111,236,213	72.59%	114,729,069	71.19%	114,180,451	72.61%
June	153,708,757	100.30%	152,945,362	94.91%		0.00%
BUDGET	153,243,891	100.00%	161,149,725	100.00%	157,261,314	100.00%



INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office

TO: Members of the School Board

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

DATE: June 20, 2013

RE: Annual Fiscal Year Authorizations

The annual organization of the school board occurs in January to conform with the term of office for school board members. Unlike the election of officers however, some matters of school board organization are more readily conducted on a fiscal year basis. The following items pertain to fiscal year 2014. They are of a routine nature and although board action is required, discussion is usually unnecessary. I recommend approval of each resolution as indicated. In the event a board member wishes to discuss any item, it should be removed from the consent agenda so that it may receive individual attention.

a. Designation of Official Newspaper

The district is designating the Sun Thisweek as the official legal newspapers serving our area, This newspaper is widely distributed across the geographic area of the school district.

RECOMMENDATION: That the Sun Thisweek be designated as the official newspaper for the 2013-14 fiscal year per M.S. 123.33; Subdivision 11, and M.S. Chapter 331.

b. Appointment of Auditor

Annotation: The annual audit of the district's finances must be conducted by the State Auditor or a CPA firm. The administration reaffirms that the firm of Clifton Larson Allen is contracted to provide this service as previously approved.

RECOMMENDATION: That the firm of Clifton Larson Allen be contracted to perform the 2012-13 financial audit. Field work and final reporting will occur during the fall of 2013-14 school year.

c. Appointment of Agent of Record – Property & Liability

Annotation: The district's practice has been to employ an agent of record for our property and casualty insurance. This agent accepts a predetermined stipend in lieu of sales commissions and thus is contractually committed to the district.

RECOMMENDATION: That the school board approve the property, casualty, liability agent of record agreement with the Kraus-Anderson Insurance Agency for the 2013-14 fiscal year.

d. Appointment of Agent of Record – Employee Benefits

This agreement recognizes Corporate Health Services (CHS) as agent for our dental, medical, LTD and life insurance.

RECOMMENDATION: That the school board appoint Corporate Health Services as agent of record for group medical, life, long term disability and dental insurance for the 2013-14 fiscal year.

e. Appointment of Agent of Record – Workers' Compensation Policy

Annotation: The district's practice has been to employ an agent of record for our workers' compensation policy. This agent accepts a predetermined stipend in lieu of sales commissions and thus is contractually committed to the district.

RECOMMENDATION: That the school board approve the workers' compensation agent of record agreement with Tim Gallagher of Gallagher Associates, Inc. a division of RJF for the 2013-14 fiscal year.

f. Membership in Minnesota School Boards Association

Annotation: Membership in the Minnesota School Boards Association is beneficial to the efficient operation of the school district and well worth the estimated cost of \$13,280.00 which includes Peer Net. A 2/3 majority vote is required.

RECOMMENDATION: That the School Board renew the district's membership in the Minnesota School Boards Association (MSBA).

g. Membership in Minnesota State High School League

Annotation: The Minnesota State High School League is the governing agency for all inter-scholastic co-curricular activities. The administration recommends renewal of our membership.

RECOMMENDATION: That the school board renew the district's membership in the Minnesota State High School League and approve the 2013-2014 resolution for membership in the Minnesota State High School League as presented.

h. Membership in the Association of Metropolitan School Districts

Annotation: The Association of Metropolitan School Districts serves as a research organization and advocate for the district's interest in legislation. We believe that continued membership is most important. The annual cost is approximately \$12,016.00.

RECOMMENDATION: That the School Board renew the district's membership in the Association of Metropolitan School Districts (AMSD).

Minnesota State High School League
2100 Freeway Boulevard
Brooklyn Center, MN 55430-1735
763-560-2262 Fax: 763.569.0499 www.mshsl.org

**2013-2014 RESOLUTION FOR MEMBERSHIP
IN THE MINNESOTA STATE HIGH SCHOOL LEAGUE**

RESOLVED, that the Governing Board of School District Number 191, County of Dakota, State of Minnesota delegates the control, supervision and regulation of interscholastic athletic and fine arts events (referred to in MN Statutes, Section 128C.01) to the Minnesota State High School League, and so hereby certifies to the State Commissioner of Education as provided for by Minnesota Statutes.

FURTHER RESOLVED, that the high school(s) listed below (name all high schools in the district):

Burnsville Senior High School

is/are authorized by this, the Governing Board of said school district or school to:

1. Make new application for membership in the Minnesota State High School League; School Enrollment (9-12): _____
OR;
 Renew its membership in the Minnesota State High School League; and,
2. Participate in the approved interschool activities sponsored by said League and its various subdivisions.

FURTHER RESOLVED, that this Governing Board hereby adopts the Constitution, Bylaws, Rules and Regulations of said League and all amendments thereto as the same as are published in the latest edition of the League's *Official Handbook*, on file at the office of the school district or as appears on the League's website, as the minimum standards governing participation in said League-sponsored activities, and that the administration and responsibility for determining student eligibility and for the supervision of such activities are assigned to the official representative identified by the Governing Board.

The above Resolution was adopted by the Governing Board of this school district and is recorded in the official minutes of said Board and hereby is certified to the State Commissioner of Education as provided for by law.

Signed: _____
Clerk/Secretary - Local Governing Board

Signed: _____
Superintendent or Head of School

Date: June 20, 2013

Date: _____

District Office Address, City, Zip: 100 River Ridge Court, Burnsville, MN 55337

School Superintendent's Phone: 952-707-2005

School Superintendent's Email: _____

RETURN ONE COPY TO THE MSHSL NOT LATER THAN SEPTEMBER 1, 2013
Retain one copy for the school files.



**Agenda II.B.7
June 20, 2013**

To: Members, Board of Education

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

Date: June 20, 2013

Re: Payment of Payroll and Expenditures in June and July 2013

RECOMMENDATION: That the Board of Education authorizes the release of June and July checks covering District obligations due and payable for June and July business.

This recommendation is made anticipating that the Board of Education will not meet again until August. At the August meeting the Payroll, Claims, Receipts and Investments for June and July, including check registers, will be presented for Board review.



**Agenda II.B.8
June 20, 2013**

To: Members, Board of Education

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

Date: June 20, 2013

Re: Award the Contracts for Property, Casualty and Liability Insurance for 2013-2014

RECOMMENDATION: That the Board of Education approve the contracts for property, casualty and liability insurance for the 2013-2014 year with: Travelers Group; American International Group; Westchester Fire Insurance Company; Admiral Insurance Company; and Cincinnati Insurance Companies:

	<u>Amount</u>	<u>Insurer</u>
Package Policy	\$188,239	Travelers Group
Real, Personal Property & Extra Expense, Inland Marine Property Deductible \$25,000		
General Liability - \$1,000,000	66,611	Travelers Group
Automobile - \$1,000,000	17,624	Travelers Group
Umbrella - \$4,000,000	17,723	Travelers Group
Crime	6,556	American Int'l
School Leaders Legal Liability	39,059	Westchester
International Package	7,152	Chartis Specialty
Environmental Impairment	5,289	Admiral Ins.
Equipment Breakdown	<u>7,692</u>	Cincinnati
	\$355,945	

The agent of record remains Kraus-Anderson Insurance.

The premiums listed above are approximately \$60,000 higher than the 2012-2013 school year. This increase is due primarily to market valuation as we did ask for proposals of carriers to compare to our current coverage. Travelers remained the lowest cost proposal available to us through our current Agent of Record. As you recall valuation of our buildings have increased by Travelers in the past two years by approximately \$67 million. This valuation did not increase any further. The current valuation of our assets was used in seeking proposals for renewal of insurance.

During the renewal it was noted that our claims in the area of general liability are higher than underwriters would like to see. We have had no significant claims on the property coverage since 2010-2011; however, these claims from 2010-2011 are recent enough and significant enough to still weigh on the premiums proposed. Perhaps with a few more years of no significant claims, we will see improvement on the premiums.

Additionally, the coverage for International Travel required significant greater response to underwriter questions before being proposed. The insurance market is becoming increasingly concerned with International Travel insurance, and this premium alone increased from \$4,500 to \$7,152.

I recommend approval of the contracts for property, casualty and liability insurance for the 2013-2014 year.



**Agenda II.B.9.
June 20, 2013**

To: Members, Board of Education

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

Date: June 20, 2013

Re: Change Order #1 for the Phase 2 2013-2014 Burnsville High School Deferred Maintenance Project

RECOMMENDATION: That the Board of Education approve change order #1 for the Phase 2 2013-2014 Burnsville High School Deferred Maintenance Project in the amount of \$6,431.00.

On December 20, 2012 the School Board approved the bid for the 2013-2014 Deferred Maintenance Project at Burnsville High School. Change Order #1 is an add of \$6,431.00 to the contract amount. Items on this change order are the result of unforeseen conditions uncovered during demolition of the new kitchen area, added scope of work and credits for items that were part of the project that are now determined to no longer be needed.

The items on this change order have been reviewed and validated by ATS&R Architects and Engineers.



AIA®

Document G701™ – 2001

Change Order

PROJECT (Name and address):
Burnsville High School
2013/2014 Deferred Maintenance
600 East Highway 13
Burnsville, Minnesota

CHANGE ORDER NUMBER: 001
DATE: May 30, 2013

OWNER:
ARCHITECT:
CONTRACTOR:
FIELD:
OTHER:

TO CONTRACTOR (Name and address):
CM Construction Company, Inc.
12215 Nicollet Avenue South
Burnsville, MN 55337

ARCHITECT'S PROJECT NUMBER: 09064.4
CONTRACT DATE: December 20, 2012
CONTRACT FOR: General Construction

THE CONTRACT IS CHANGED AS FOLLOWS:

(Include, where applicable, any undisputed amount attributable to previously executed Construction Change Directives)

- | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| 1. | Per CM RFCOP #1, dated 4/11/13, omit fire alarm duct smoke detectors located in the return air plenum only from 2 to 1 per RFCOP #1. | DEDUCT (\$3,800) |
| 2. | Per CM GCPR #2, dated 3/22/13, change PCT color selection per RFI #18 response. | ADD \$399 |
| 3. | Per CM GCPR #3, dated 4/12/13, add carpet to classroom 2-214 per RFI #23 response. | ADD \$4,481 |
| 4. | Per CM GCPR #4, dated 4/22/13, remove plaster ceiling in sequence area S1. | ADD \$4,750 |
| 5. | Per CM GCPR #5, dated 4/18/13, change in size of PCT per RFI #26 response. | ADD \$1,104 |
| 6. | Per CM GCPR #7, dated 4/29/13, additional slab removal due to thickness of slab. | ADD \$2,515 |
| 7. | Per CM GCPR #8, dated 4/25/13, modifications to existing sanitary per RFI #38 response. | ADD \$3,749 |
| 8. | Per CM GCPR #9, dated 5/2/13, delete louvers. | DEDUCT (\$992) |
| 9. | Pre CM RFCOP #5, dated 5/20/13, kitchen revisions per CM RFCOP #5. | DEDUCT (\$520) |
| 10. | Per CM RFCOP #6, dated 5/23/13, add soffit at skylight per detail AR9 as per CM RFCOP #6. | ADD \$8,722 |
| 11. | Per CM GCPR #11, dated 5/13/13, remove outlet and wiremold as per RFI #34 response. | ADD \$117 |
| 12. | Per CM GCPR #13, dated 5/17/13, remove brick around column as per RFI #41 response. | ADD \$622 |
| 13. | Per CM GCPR #15, dated 5/20/13, credit outlet allowance per section 26 05 33 for 40 units. | DEDUCT (\$14,716) |

TOTAL ADD THIS CHANGE ORDER \$6,431.00

The original Contract Sum was	\$	8,558,995.00
The net change by previously authorized Change Orders	\$	0.00
The Contract Sum prior to this Change Order was	\$	8,558,995.00
The Contract Sum will be increased by this Change Order in the amount of	\$	6,431.00
The new Contract Sum including this Change Order will be	\$	8,565,426.00

The Contract Time will be unchanged by Zero (0) days.
The date of Substantial Completion as of the date of this Change Order therefore is unchanged.

NOTE: This Change Order does not include changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Armstrong, Torseth, Skold & Rydeen, Inc.
ARCHITECT (Firm name)

8501 Golden Valley Road, Suite 300
Minneapolis, MN 55427

ADDRESS

BY (Signature)

Mark G. Hayes, AIA, Partner
(Typed name)

MAY 31, 2013
DATE

CM Construction Company, Inc.
CONTRACTOR (Firm name)

12215 Nicollet Avenue South
Burnsville, MN 55337

ADDRESS

BY (Signature)

JIM OLIVER
(Typed name)

6-5-13
DATE

Burnsville-Eagan-Savage Public Schools
OWNER (Firm name)

Independent School District No. 191
100 River Ridge Court
Burnsville, MN 55337-1613

ADDRESS

BY (Signature)

(Typed name)

DATE



Superintendent of Schools

TO: Members, Board of Education Agenda Item II.B.10
FROM: Randall Clegg, superintendent
DATE: June 20, 2013
RE: Board Policy 414: *Mandated Reporting of Child Neglect or Physical Abuse or Sexual Abuse*

Recommendation: That the Board of Education approve, on a second reading basis, Board Policy 414: *Mandated Reporting of Child Neglect or Physical Abuse or Sexual Abuse*.

As part of the ongoing work to update the Board of Education's governance policies, Board Policy 414: *Mandated Reporting of Child Neglect of Physical Abuse or Sexual Abuse* has been reviewed and updated by the Board Policy Committee. This policy will replace Board Policy GBHA: *Staff Student Relations Mandated Reporting of Child Neglect or Physical Abuse or Sexual Abuse*.

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 414 Mandated Reporting of Child Neglect or Physical Abuse or Sexual Abuse

I. PURPOSE

The purpose of this policy is to make clear the statutory requirements of school personnel to report suspected child neglect or physical or sexual abuse

II. SCOPE

All employees of the Burnsville-Eagan-Savage School District.

III. DEFINITIONS

- A. *Accidental* - a sudden, not reasonably foreseeable, and unexpected occurrence or event which:
 - 1. is not likely to occur and could not have been prevented by exercise of due care; and
 - 2. if occurring while a child is receiving services from a facility, happens when the facility and the employee or person providing services in the facility are in compliance with the laws and rules relevant to the occurrence or event.
- B. *Child* - one under age 18.
- C. *Immediately* - as soon as possible but in no event longer than 24 hours.
- D. *Mandated Reporters* - any school personnel who knows or has reason to believe a child is being neglected or physically or sexually abused, or has been neglected or physically or sexually abused within the preceding three years.
- E. *Mental injury* - means an injury to the psychological capacity or emotional stability of a child as evidenced by an observable or substantial impairment in the child's ability to function within a normal range of performance and behavior with due regard to the child's culture.
- F. *Neglect* - means the commission or omission of the following acts, other than by accidental means:
 - 1. failure by a person responsible for a child's care to supply a child with necessary food, clothing, shelter or medical care when reasonably able to do so;
 - 2. failure to protect a child from conditions or actions that seriously endanger the child's physical or mental health when reasonably able to do so, including a growth delay, which may be referred to as a failure to thrive, that has been diagnosed by a physician and is due to parental neglect;
 - 3. failure to provide for necessary supervision or child care arrangements appropriate for a child after considering factors such as the child's age, mental ability, physical condition, length of absence, or environment, when the child is unable to care for his or her own basic needs or safety or the basic needs or safety of another child in his or her care;

History: Issued as GBHA on 7/01, In review 4/2013		
Approved by: Board of Education	Clerk's Signature:	Date:

4. failure to ensure that a child is educated in accordance with state law, which does not include a parent's refusal to provide his or her child with sympathomimetic medications, consistent with Minn. Stat. § 125A.091, Subd. 5;
5. prenatal exposure to a controlled substance used by the mother for a nonmedical purpose, as evidenced by withdrawal symptoms in the child at birth, results of a toxicology test performed on the mother at delivery or the child's birth, or medical effects or developmental delays during the child's first year of life that medically indicate prenatal exposure to a controlled substance, or the presence of a fetal alcohol spectrum disorder;
6. medical neglect as defined by Minn. Stat. § 260C.007, Subd. 4, Clause (5);
7. chronic and severe use of alcohol or a controlled substance by a parent or person responsible for the care of the child that adversely affects the child's basic needs and safety; or
8. emotional harm from a pattern of behavior which contributes to impaired emotional functioning of the child which may be demonstrated by a substantial and observable effect in the child's behavior, emotional response, or cognition that is not within the normal range for the child's age and stage of development, with due regard to the child's culture.

Neglect does not include spiritual means or prayer for treatment or care of disease where the person responsible for the child's care in good faith has selected and depended on those means for treatment or care of disease, except where the lack of medical care may cause serious danger to the child's health.

- G. *Person responsible for the child's care* - means (1) an individual functioning within the family unit and having responsibilities for the care of the child such as a parent, guardian, or other person having similar care responsibilities, or (2) an individual functioning outside the family unit and having responsibilities for the care of the child such as a teacher, school administrator, other school employees or agents, or other lawful custodian of a child having either full-time or short-term care responsibilities including, but not limited to, day care, babysitting whether paid or unpaid, counseling, teaching, and coaching.
- H. *Physical Abuse* - means any physical or mental injury, or threatened injury, inflicted by a person responsible for the child's care other than by accidental means, or any physical or mental injury that cannot reasonably be explained by the child's history of injuries or any aversive or deprivation procedures, or regulated interventions, that have not been authorized by Minn. Stat. § 121A.67 or § 245.825.

Abuse does not include reasonable and moderate physical discipline of a child administered by a parent or legal guardian which does not result in an injury. Abuse does not include the use of reasonable force by a teacher, principal, or school employee as allowed by Minn. Stat. § 121A.582.

Actions which are not reasonable and moderate include, but are not limited to, any of the following that are done in anger or without regard to the safety of the child: (1) throwing, kicking, burning, biting, or cutting a child; (2) striking a child with a closed fist; (3) shaking a child under age three; (4) striking or other actions which result in any non-accidental injury to a child under 18 months of age; (5) unreasonable interference with a child's breathing; (6) threatening a child with a weapon, as defined in Minn. Stat. § 609.02, Subd. 6; (7) striking a child under age one on the face or head; (8) purposely giving a child poison, alcohol, or dangerous, harmful, or controlled substances which were not prescribed for the child by a practitioner, in order to control or punish the child, or giving the child other substances that substantially affect the child's behavior, motor coordination, or judgment or that result in sickness or internal injury, or subject the child to medical procedures that would be unnecessary if the child were not exposed to the substances; (9) unreasonable physical confinement or restraint not permitted under Minn. Stat. § 609.379 including, but not limited to, tying, caging, or chaining; or (10) in a school facility or school zone, an act by a person responsible for the child's care that is a violation under Minn. Stat. § 121A.58.

- I. *School Personnel* - means professional employee or professional's delegate of the school district who provides health, educational, social, psychological, law enforcement or child care services.

- J. *Sexual Abuse* - means the subjection of a child by a person responsible for the child's care, by a person who has a significant relationship to the child (as defined in Minn. Stat. § 609.341, Subd. 15), or by a person in a position of authority (as defined in Minn. Stat. § 609.341, Subd. 10) to any act which constitutes a violation of Minnesota statutes prohibiting criminal sexual conduct. Such acts include sexual penetration as well as sexual contact. Sexual abuse also includes any act involving a minor which constitutes a violation of Minnesota statutes prohibiting prostitution, or use of a minor in a sexual performance. Sexual abuse includes threatened sexual abuse.
- K. *Threatened injury* - means a statement, overt act, condition, or status that represents a substantial risk of physical or sexual abuse or mental injury. Threatened injury includes, but is not limited to, exposing a child to a person responsible for the child's care who has subjected the child to, or failed to protect a child from, egregious harm, or a person whose parental rights were involuntarily terminated, been found palpably unfit, or one from whom legal and physical custody of a child has been involuntarily transferred to another.

IV. POLICY STATEMENT

- A. It is the policy of the school district to fully comply with Minn. Stat. §626.556 requiring school personnel to report suspected child neglect or physical or sexual abuse.
- B. It shall be a violation of this policy for any school personnel to fail to immediately report instances of child neglect, or physical or sexual abuse when the school personnel knows or has reason to believe a child is being neglected or physically or sexually abused or has been neglected or physically or sexually abused within the preceding three years.
- C. Under certain circumstances, alleged physical or sexual abuse may also be sexual harassment or violence under Minnesota law. If so, the duties relating to the reporting and investigation of such harassment or violence may be applicable.

V. RESPONSIBILITIES

Superintendent – Review this policy and accompanying procedures on an annual basis and cause this policy to be published in employee handbooks.

Executive Director of Human Services – Ensure all employees are notified of their responsibilities under this policy and to have reporting procedures available on-line for district employees.

Executive Director of Individualized Student Services – Monitor implementation of this policy across the district.

VI. CONTACTS

Offices that can be contacted regarding the policy.

<u>Office/Department</u>	<u>Telephone Number</u>
Individualized Student Services	952-707-6261

VII. LEGAL REFERENCES

- Minn. Stat. § Ch. 13 (Minnesota Government Data Practices Act)
- Minn. Stat. § 121A.58 (Corporal Punishment)
- Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)
- Minn. Stat. § 121A.67 (Aversive and Deprivation Procedures)
- Minn. Stat. § 245.825 (Use of Aversive or Deprivation Procedures)
- Minn. Stat. § 260C.007 (Child Protection)
- Minn. Stat. § 609.02 (Definitions – Dangerous Weapon)

Minn. Stat. § 609.341, Subd. 10 (Definition – Position of Authority)

Minn. Stat. § 609.341, Subd. 15 (Definitions – Significant Relationship)

Minn. Stat. § 609.379 (Reasonable Force)

Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)

Minn. R. 9560.0214 (Definitions)

20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)

Cross References: MSBA/MASA Model Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)



Board of Education

TO: Members, Board of Education Agenda II.B.11
June 20, 2013

FROM: Chair Sweep

DATE: June 20, 2013

RE: Board Agenda Committee and Policy Review Committee Date Changes

Recommendation: That the Board of Education approves the date changes for the Board Agenda Committee and the Policy Review Committee meetings as presented.

The Board Agenda Committee (BAC) meets with the superintendent twice per month, at 5:00 p.m. at the ISD 191 Administrative Services Center. The purpose of the meeting is to develop and review board meeting agendas.

BAC Current Meeting Date (Monday of the week prior to the board meeting)	BAC Proposed Meeting Date (Monday of the board meeting)
July 22, 2013	July 29, 2013
August 5	August 12
August 26	September 3
September 9	September 16
September 23	September 30
September 30	October 7
October 28	November 4
November 11	November 18
November 25	December 2

December 9	December 16
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The Policy Review Committee (BPC) meets on the third Monday of the month at 4:30 p.m. at the ISD 191 Administrative Services Center. The purpose of the meeting is to review the existing Board Policy Manual and recommend revisions and updates as appropriate and required.

BPC Current Meeting Date (Third Monday of the month)	BPC Proposed Meeting Date (Fourth Monday of the month)
August 19, 2013	August 26, 2013
September 16	September 23
October 21	October 28
November 18	November 25
December 16	December 23



BURNSVILLE
EAGAN
SAVAGE 
DISTRICT 191

Board of Education

TO: Members, Board of Education
Agenda II.B.12
June 20, 2013

FROM: Chair Sweep

DATE: June 20, 2013

RE: Schedule Board Retreat

Recommendation: That the Board of Education schedule a Board Retreat on Wednesday, July 31, 2013, from 8:00 AM to 4:30 PM at the Oak Ridge Conference Center (One Oak Ridge Drive, Chaska, MN).



TO: Board of Education
Dr. Randall Clegg

Agenda III.A
June 20, 2013

FROM: Chris Lindholm

DATE: June 13, 2013

RE: 2012-13 Q-Comp Report

RECOMMENDATION: The Board of Education approve the MDE Q-Comp 2012-13 Report for ISD 191

Maintaining the local title of Propay, ISD 191 developed a new Q-comp plan during the 2011-12 school year that was approved last spring. Instructional coaches were hired in early June and the plan was rolled out and implemented for the first time throughout the 2012-13 school year. At the June 20th board meeting, Director of Instruction Dr. David Bernard will provide a report on this first year of implementation and the focus of efforts for next year. The annual written report must be submitted to MDE and requires board approval.

Q Comp Annual Report 2012-13

Please provide the following **District Identification Information**.

District Name: Burnsville-Eagan-Savage

District Number: 191

Date Presented to the School Board: June 20, 2013

Please provide an update on the district Q Comp program that includes the summary of findings and recommendations from the annual board report as required under Minnesota Statutes, section 122A.414, subdivision 3(a). Each question should be addressed with a brief summary of no more than 2-5 sentences. Attachments or additional materials are not required but may be provided at the discretion of the school district.

Please provide the following information regarding performance awards and salary schedule movement, based on the results from the **2011-12 school year**.

1. Schoolwide student achievement goal(s):
 - a. What percentage of all licensed staff members in the district earned performance pay for meeting the schoolwide student achievement goal in the 2011-12 school year?
N/A
 - b. What school sites (organizational units) in the district met the schoolwide student achievement goal(s) in the 2011-12 school year?
N/A
 - c. What school sites (organizational units) in the district did not meet the schoolwide student achievement goal(s) in the 2011-12 school year?
N/A

2. Measures of student achievement:

- a. What percentage of all licensed staff members **in the district** earned performance pay for meeting the measures of student achievement in the 2011-12 school year?

N/A

- b. What percentage of licensed staff members **at each school site** (organizational unit) in the district earned performance pay for meeting the measures of student achievement in the 2011-12 school year?

N/A

3. Teacher observations/evaluations:

- a. What percentage of **all** licensed staff members in the district earned performance pay for meeting the expected standard of performance on the annual teacher observations/evaluations?

N/A

- b. What percentage of **tenured** licensed staff members in the district earned performance pay for meeting the expected standard of performance on the annual teacher observations/evaluations?

N/A

- c. What percentage of **probationary** licensed staff members in the district earned performance pay for meeting the expected standard of performance on the annual teacher observations/evaluations?

N/A

4. Vertical movement on the salary schedule or an increase in base salary:

- a. What percentage of **all** licensed staff members in the district earned vertical movement on the salary schedule or an increase to base salary?

N/A

- b. What percentage of **tenured** licensed staff members in the district earned vertical movement on the salary schedule or an increase in base salary?

N/A

- c. What percentage of **probationary** licensed staff members in the district earned vertical movement on the salary schedule or an increase in base salary?

N/A

Please provide the following information regarding the results of the Q Comp Program through the **2012-13 school year**.

1. How has the Q Comp program improved classroom instruction within the district?

The addition of instructional coaches and the development of professional learning plans for all licensed instructional staff resulted in improved classroom instruction. Instructional coaches conducted two observations and met a minimum of four times with each licensed staff member during the year. Teachers used Danielson's Framework for Effective Teaching to complete a self-assessment. Once an analysis of the self-assessment was completed, teachers identified an area of inquiry to develop a professional learning plan. This personalized learning plan was also aligned with one of the school improvement plan goals for the building to which the teacher was assigned. Because the coaching protocols and the professional learning plan were aligned with the observation and coaching process, the impact on improved classroom instruction was evidenced by the ongoing and comprehensive reflections on the observation and professional learning plan's development and implementation.

2. How has the Q Comp program improved student achievement within the district?

Aside from the development and implementation of professional learning plans, teachers were also part of collaborative teams (professional learning communities). Teams focused their collaboration on student results and instructional planning. That focus allowed teams to use assessment data to inform their collaborative processing and instructional planning, resulting in improved student achievement. Building Leadership Teams (BLTs) are also part of ISD 191's Q-Comp program. BLTs were responsible for planning and facilitating building professional development plans; the plans were aligned with the building's school improvement plan's goals and provided licensed instructional staff members with job-embedded professional development. CTs documented and reported their progress to BLTs. BLTs documented and reported progress on their site's school improvement plan's goals at district leadership team meetings, which were held quarterly throughout the year.

- How has the Q Comp program helped the district to close achievement gaps between various student populations?

Buildings, collaborative teams, and individual teachers were all engaged in developing goals that focused on both improved instructional practices and student learning. Buildings are required to develop student achievement goals that focus on improving results for all student groups as part of their school improvement planning process. Individuals may focus their professional learning plan and/or their collaborative team goal on topics that are aligned with strengthening core instruction and/or developing proactive instructional interventions and/or enrichments. Both of the focus areas do address all student populations.

3. What other impact has implementing the Q Comp program had on teaching and learning in the district?

The majority of teacher leader and career ladder positions in ISD 191 are part of the Q-Comp program. Because building and district leadership team members are responsible for developing the school improvement plan and professional development plans, they are required to participate in a number of professional development sessions that are focused improved teaching and learning. As an example, the district's professional development academy offers a train-the-trainer approach on topics that are tightly aligned with the district's strategic directions. The train-the-trainer model promotes a more focused and consistent approach for teacher leaders to to deepen their understanding of key initiatives to guide teaching and learning. Many of the teacher leader positions are also serve on district work groups; work groups are aligned with essential programs and focus on continuous improvement.

4. What changes might be needed to make the district Q Comp program more effective in improving classroom instruction?

If the following action steps were taken and implemented, then improved classroom instruction would result:
focus learning team time on student learning and improving units of instruction
increase opportunities and training for conducting observations
focus on core instruction and instructional interventions
continue to provide professional development for building leadership team members and instructional coaches
embed more data protocols during learning team time to promote a focus on student learning

5. What changes might be needed to make the district Q Comp program more effective in improving student achievement?

Learning team time needs to focus on student learning and the analysis student learning more intentionally. Learning teams should also focus their collaborative time on the development and refinement of their units of instruction. More training will be provided for career ladder positions, including the instructional coaches and building leadership team members. The topics for training include the following: developing proactive instructional interventions and enrichments, developing common protocols to support collaborative learning teams, developing common formative assessments, and aligning units of instruction (clarifying learning targets and essential learning. Additional training will be provided for building leadership team members (and principals) regarding the instructional coaching and observation process. The training will focus on improving inter-rater reliability.

- What changes might be needed to make the district Q Comp program more effective in closing achievement gaps between various student populations?

If the professional learning plans and collaborative team goals had a more deliberate focus on educational equity and excellence, then teachers would engage and organize their professional learning plans and collaborative team goals to address the achievement gap. If goals were also focused on developing proactive instructional interventions and enrichments, then the work that teachers would engage in would result in improved student learning.

MDE Q-COMP REPORT: ANNUAL REVIEW & UPDATES

ISD 191
June 20, 2013

Q-Comp: Pro-Pay in ISD 191

- Major revisions to Q-Comp program were completed in 2011-2012.
- The Burnsville Education Association (BEA), Minnesota Department of Education (MDE), and ISD 191 School Board approved revisions to the program.
- The revised program was approved for 2012-2013 school year.

Program Components

- Instructional Coaches
- Professional Learning Plans aligned with 3 Observations
- Collaborative Teams
- Building Leadership Teams
- School-wide Student Achievement Goals

Program Components: Instructional Coaches

- Instructional coaches replaced evaluators and completed two of the three required observation and coaching cycles for all licensed staff.
- A minimum of 2,280 required coaching meetings and/or observations were conducted to support and improve teaching and learning in ISD 191.
- Many more informal meetings and coaching sessions were held to support instructional staff.

Program Component: Professional Learning Plans

- All licensed instructional staff developed, implemented, and monitored a professional learning plan (PLP).
- The PLP was aligned with both School Improvement Plan goals and components from Charlotte Danielson's *Framework for Effective Teaching*.
- The PLP supported job-embedded professional development.

Program Component: Observations

- All licensed staff were formally observed three times during the year.
- Two observations were completed by the instructional coaches.
- The third observation was completed by either building principals/program administrators, building leadership team (BLT) members, or instructional coaches.
- Observations were aligned with teachers' professional learning plans.

Program Component: Collaborative Teams and Goals

- All licensed staff members were part of a collaborative team.
- Collaborative teams met weekly (minimally) during the school year and developed, implemented, and monitored a goal aligned with their building/program's school improvement plan.

Program Component: Building Leadership Team

- Buildings and programs formed building leadership teams (BLT).
- The BLT members, in collaboration with their principals and/or supervisors, developed, implemented, and monitored their school improvement plan.
- BLT members also approved and reviewed collaborative team goals, facilitated professional development, and completed observations and coaching sessions.

Program Component: School-wide Student Achievement Goal

- All sites developed student achievement goals focused on literacy or math.
- Goals were reviewed and approved by MDE.
- Goals were part of the School Improvement Plan.

Program Review and Report

- The Minnesota Department of Education (MDE) requires an annual program review and annual report.
- A district team of teachers and administrators conducted the required site and document reviews.
- MDE analyzed our reports and conducted a conference call to process our reviews.
- The annual report outlines required actions and/or improvements based on internal and MDE program reviews.

Document Review

- ISD 191 submitted documents detailing essential elements of the Q-Comp program and an analysis of the development and implementation of the components.
- The essential elements submitted included:
 - Teacher Ladder Elements
 - Job-Embedded Professional Development Elements
 - Teacher Observation/Evaluation Elements
 - Performance Pay Elements

Site Review

- Site reviews were conducted for Burnsville High School, Eagle Ridge Junior High, Hidden Valley Elementary School, and Rahn Elementary School.
- 7 components related to teacher leader positions were reviewed.
- 5 components related to job-embedded professional development were reviewed.
- 7 components related to teacher observation/evaluation were reviewed.

Document Review Findings & Planned Actions

- More focused professional development and coaching for collaborative teams are needed with regard to the focus of team meetings.
- Teams need to implement protocols that will guide their collaborative learning time to focus more on professional development that will improve instruction.
- BLT members and instructional coaches will be part of a work group to develop protocols for collaborative teams.

Site Review Findings & Planned Actions

- Increase professional development time for BLT members and principals with regard to the observation and coaching process.
- Increase the frequency and degree of observer training.
- Focus collaborative learning time on instruction.
- Be certain professional learning plans align with observations.
- Clarify purposes of collaborative learning time.
- Communicate more clearly how performance results are connected to salary augmentation.

Additional Review

- Aside from the required review by MDE, the instructional coaches and BLT members engaged in multiple feedback loops throughout the implementation of the program.
- Feedback from the instructional coaches and BLT members informed areas for improvement for the 2013-2014 school year.

Planned Actions

- Develop and communicate common language and expectations regarding collaborative teams.
- Develop and provide common focus for professional development to support school improvement and professional learning plans.
- Develop protocols to support the functioning of collaborative teams.
- Create tools to monitor implementation of collaborative team goals and building goals.

BURNSVILLE EAGAN SAVAGE
Independent School District 191
Human Resources

AGENDA ITEM: III. B

To: Members of the Board of Education
Superintendent Randy Clegg

From: Stacey Sovine
Director of Labor Relations

Date: June 20, 2013

RE: **Proposed ratification of the Q-Comp / Pro-pay plan and Memorandum of Understanding with the Burnsville Education Association.**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE PROPOSED REVISIONS AND RE-ADOPT THE UNCHANGED LANGUAGE IN THE 2013 - 2014 PRO-PAY PLAN AND MEMORANDUM OF UNDERSTANDING WITH THE BURNSVILLE EDUCATION ASSOCIATION.

The major language items include:

- Major items on this document include updating dates
- Addressing long term subs, late hires, part-time and pro-rated payment amounts
- Removing language around sub reserves

Burnsville – Eagan – Savage

Teacher Professional Pay System

*Memorandum of Understanding
Between the Burnsville Education Association
and the
School Board of Independent School District #191*

*July 1, **2012 2013** - - June 30, **2013 2014***

BURNSVILLE – EAGAN – SAVAGE

TEACHER PROFESSIONAL PAY SYSTEM

This Agreement is entered into pursuant to Minn. Stat. § 122A.414 and the Public Employment Labor Relations Act (PELRA) of 1971, as amended, Minn. Stat. § 179A.01, et seq., by and between Independent School District No. 191, Burnsville – Eagan – Savage (herein after "District") as the public employer under the PELRA and the Burnsville Education Association (herein after "BEA") as the exclusive representative of teachers employed by the District under the PELRA, for the purpose of fully implementing the Burnsville – Eagan – Savage Teacher Professional Pay System (known hereafter as Pro-Pay). The terms of this Agreement are as follows:

AUTHORITY

Laws: This Agreement has been negotiated pursuant to and in compliance with the provisions of Minn. Stat. §§ 122A.414, 122A.4144 and 179A.01 et seq. The statutory authority specifically includes an exception to the PELRA in the form of an optional right to re-open negotiations regarding only the Professional Pay System.

BACKGROUND AND LEGAL REQUIREMENTS

1. Effect: This Agreement supersedes and replaces any salary or other provision of the PELRA Master Agreement that may currently be in effect between the District and the BEA that is inconsistent with any provision of this Agreement, subject to the contingencies specified in this Article.

2. Contingency: Effect of Contingencies: In the event that any contingency specified in this Section is not met, then this Agreement will have no force or effect and the terms and conditions of employment of the teachers employed by the District will be governed by the PELRA Master Agreement then in effect. Provided, however, that either party may re-open negotiations for the PRO-PAY agreement as permitted under law in an effort to cure any cause that has nullified this Agreement.

- a. MDE Approval: This Agreement is contingent upon the legal requirements both of timely and of continuing approval by the Minnesota Department of Education for the ~~2012-2013~~ **2013-2014** school year and thereafter.
- b. Ratification: This Agreement is contingent upon its ratification by the bargaining unit represented by the BEA and by the School Board of the District.
- c. Continuing Revenue: This Agreement is contingent upon the initial and continuing receipt of revenue based upon at least two hundred and sixty dollars (\$260.00) per pupil as specified in M.S. 122A.415, Subd.1 (2005). In the event additional revenue is allocated by the legislature, ISD #191 and the BEA agree to reopen the MOU to negotiate allocation of the revenue only.

Notice of Amendments: The District and BEA agree to discuss issues related to PRO - PAY during negotiations. In the event the District and BEA amend this Agreement, the Minnesota Department of Education must be apprised of the amendment(s). In the event that the MDE asserts that any amendment is illegal and that revenue for the PRO - PAY will be suspended, withheld, terminated or

otherwise reduced, then this Agreement may be terminated effective with the date of the MDE's decisions regarding changes in revenue by either party giving written notice to the other party at its official business address.

Implementation Review: Five administrators and five BEA appointed committee members will schedule monthly meetings to review and resolve any issues related to implementation.

Budget Review: PRO - PAY is funded by categorical revenue. The BEA President and District Superintendent or his/her designee will periodically meet and review the budget. At least one such review shall occur prior to the adoption of the budget for the upcoming year. The review shall include a review of end-of-year expenditures; staff coded to the account and any carryover monies.

Annual Review: The Pro-Pay Committee will meet annually to review and evaluate the effectiveness of the plan with respect to:

- Teacher Satisfaction
- Impact on student achievement
- Impact on school culture

The results will be used to modify the plan, consistent with the Notice of Amendment section above.

TEACHER PROFESSIONAL PAY SYSTEM

Section 1. Schedules:

- Subd. 1. The Professional Pay System Schedule is attached and incorporated by reference effective for fiscal year July 1, 2012 2013 to June 30, 2013 2014 as Appendix A. ABE and ECFE teachers shall follow the Professional Pay System Schedule Appendix B.
- Subd. 2. Any teacher hired after the inception of the professional pay plan will be placed on the matrix as provided in Article V of the Master Agreement.
- Subd. 3. Any change in location of a teacher on the PRO - PAY matrix for subsequent fiscal years will be determined in accordance with the provisions of this Agreement. Any dispute regarding location on the PRO - PAY matrix will be resolved through the grievance provision of the Master Agreement.

Section 2. Probationary Teachers:

- a. Each probationary teacher who has all or part of a three-year probationary period of employment under the law must complete all of the applicable performance appraisal requirements and engage in the Collaborative Teams, except as noted in Section 9, Subd 4 and Subd 5, in accordance with the District's standards in order to earn a performance increment for the subsequent year.
- b. Probationary Status: The District retains its managerial authority under the PELRA to evaluate and decide on the renewal or non-renewal of probationary teachers as provided by § M.S. 122A.40.

Section 3. Non-probationary Teachers:

- a. Notice of Assignment: Each teacher's contract will specify the teacher's career and level placement as well as compensation information.
- b. Contingencies: In the event of the occurrence of a contingency that voids this Agreement, salary under the PRO - PAY will not be a part of any teacher's rights under the Continuing Contract statute. Salary rights will be determined pursuant to Article V

- of the Master Agreement.
- c. Standards: Attainment of performance increments will be in accordance with the standards of the PRO - PAY.

Section 4. Calendar:

Subd. 1. **Development of District and School-Wide Goals:**

- a. On an annual basis, the District Leadership Team (DLT) will set district improvement goals. The goals will be based on an analysis of student data and will align with the strategic plan and MDE requirements.
- b. On an annual basis, Building Leadership Teams (BLT) will set school-wide improvement goals within their School Improvement Plan (SIP). The goals will be based on an analysis of student data and will align with the strategic plan and district goals.

Subd. 2. **Teacher Responsibilities Summary:**

- a. Building Goal: Implement strategies that support a building goal focused on student achievement and aligned with core instruction.
- b. Collaborative Team Goal: Engage in the development and implementation of a collaborative team goal that addresses one of your school improvement goals.
- c. Personalized Professional Learning Plan: Develop and implement a professional learning plan that is personalized, aligned with your school improvement goals and building PD plan, and aligned with the teaching license renewal expectations.
- d. Observations and Instructional Coaching: Demonstrate your professional practice through 3 formative observations and coaching sessions conducted by 2 different observers (instructional coach and another trained observer).
- e. The goal setting and observation templates, rubrics, and examples explain what teachers must do to be successful in the PRO - PAY system.
- f. Licensed staff will move vertically on the salary schedule and earn the performance pay incentive if the majority of their ratings are in proficient or exemplary categories by the end of the year when all three observations are compiled.

Subd. 3. **Timelines:**

a. Building Goal (\$200)

- i. Deadlines
 - 1. Building Leadership Teams will submit building goal by October 1.
 - 2. Sites will document their progress throughout the year.
 - 3. Sites will share their emerging results at District Leadership Team meetings during the year.
- ii. Completion and Processing
 - 1. Evidence of completion and final progress monitoring will be processed in the fall when all data are available.
 - 2. Payments shall occur by the last pay date in October of the following school year.

b. Collaborative Team Goal (\$200)

- i. Deadlines
 - 1. Collaborative teams will develop their team's goal once the School Improvement Plan's (or CIMP Plan) student achievement goals have been identified.
 - 2. Collaborative teams will document their progress throughout the year and will share/report their progress with the building leadership team.
 - 3. Collaborative teams will share their emerging results during collaborative

- team time during the year.
 - ii. Completion & Processing
 1. Evidence of completion should be submitted by May 15.
 2. Because some Collaborative Teams may choose to use standardized tests, payout will be processed in the fall when all data are available.
 3. Teachers may revise their Collaborative Team Goals and resubmit them up until October 31st **or within 6 calendar weeks of date of hire, whichever is later.**
 4. Payments shall occur by the last pay date in October of the following school year.
- c. Professional Learning Plan (\$400)
 - i. Deadlines
 1. Teachers will identify and develop their professional learning plan by October 15.
 2. Teachers will engage in PD aligned with their building PD and/or participate in other PD opportunities to support their area or interest.
 3. Teachers will document their progress in preparation for their observations.
 4. Teachers will document their learning in a reflective summary after their observations are completed.
 - ii. Completion & Processing
 1. Evidence of completion and the final reflective narrative will be shared with your Instructional Coach by May 15.
 2. Payments shall occur by July 15.
- d. Coaching and Observations (\$1200)
 - i. Deadlines
 1. The first observation should be completed before winter break.
 2. The second observation should be completed before February 15.
 3. The third observation should be completed by May 1.
 - ii. Completion & Processing
 1. Teachers schedule their pre- and post-observation conferences with their instructional coach and other trained observer.
 2. Teachers complete their pre-observation reflection two days before their scheduled observation.
 3. The pre-observation includes a progress update connected to their professional learning plan in preparation for their observations.
 4. Post-observation reflections need to be completed within five days following each observation.
 5. Payments shall occur by July 15.

Subd. 4. **Coaching and Observations:**

- a. The district evaluation system maintains the core structure of having principals / administrators evaluate non-tenured staff 3 times each year along with ¼ of the tenured teachers.
- b. Licensed staff participate in three coaching observations based on their professional learning plan and connected to Danielson's Frameworks.
- c. Instructional coaches will conduct two formative observations.
- d. The third formative observation will be conducted from another trained observer, of the employee's choice.
- e. The Professional Learning Plan will be integral to the Pre- and Post- Observation discussions

Section 5 Performance Incentive Pay Dispute Resolution:

Subd. 1. **Limitations:**

- a. Scope: The dispute resolution mechanism of this Agreement extends only to disputes regarding a teacher's compliance with the standards of the PRO - PAY. Teachers retain all rights to dispute resolution as per the Master Agreement regarding all other provisions of the contract aside from those relating to PRO - PAY.
- b. Exclusive Remedy: The dispute resolution mechanism of this Agreement is the exclusive remedy for resolving disputes regarding a teacher's compliance with the standards of PRO - PAY.

Subd 2. **Teachers who have a scoring dispute:**

- a. If a teacher is not satisfied with an observation, the instructor needs to schedule a meeting with his/her observer / coach to appeal the score. If the teacher and observer do not reach a satisfactory outcome, which may include another observation, the teacher may schedule an additional observation with a different trained observer by contacting the Director of Instruction.
- b. If the outcome of the additional observation is not satisfactory to the teacher, the instructor may meet with the Director of Instruction to request an additional appeal. If the Director of Instruction determines an additional observation is warranted, he or she will conduct the observation for the teacher. The Director of Instruction will consult with the BEA president before making a final decision. The Pro-pay committee will be updated on all disputes.

Section 6: Career Ladder Descriptions: Career Ladders are career opportunities for teachers and other licensed professionals that broaden their influence on the teaching profession. It is the expectation that teachers would return to teaching, either full or part-time after serving as an Instructional Coach for a 3-5 year period of time. However, career ladder teacher performance will be reviewed on an annual basis. Teachers who are at the Emerging Professional Level in their careers are eligible to apply for career ladder positions. Career Ladders present teachers with many opportunities for leadership. It is the intent of the District and BEA to encourage as many different qualified teachers as possible to assume leadership positions. Career Ladder positions in ISD #191 include the following:

Instructional Coaches (\$4,000 stipend for full assignment) (TOSAs funded through Pro-Pay, integration, and PD, and site funds) will work with teachers to create Collaborative Team (CT) student achievement goals that align to the School Improvement Plans and assist in helping them write individual Personalized Professional Learning Plans (PLP). The role of the Instructional Coach is to help each teacher reach his/her goals through conducting observations and providing feedback. Instructional Coaches will be decision makers regarding Pro-Pay performance pay tied to each teacher's Professional Growth Plan. The instructional coaches responsibilities will include serving on the District Leadership Team and the BLT of the assigned building(s).

Employees seeking career ladder promotions will be able to complete an application for available Instructional Coach positions. A selection team consisting of 3 teachers appointed by the BEA and 3 administrators / principals will review, identify and approve a pool of qualified employees for the career promotions based on agreed upon criteria and qualifications. If the selection team decides there are not enough qualified applicants for promotion, they may either extend the application deadline, recruit other employees or post for external candidates.

Instructional Coaches may return to their previous position after 1-2 years, if available. The request to return must be submitted by February 1st. If the previous assignment is not available, the teacher shall return to the previous department at the building from which the teacher transferred.

After completing three or more years in the position, instructional coaches continue to have the right to return to teaching. The District will place the returning teacher in a position for which he or she is appropriately licensed.

Instructional Coaches will work a 184 day schedule that meets the training and evaluation needs of the position.

Building Leadership Team (\$2,000 stipend) members (a proportionate and representative team of teachers & staff in each building – teachers receive a stipend from Pro-Pay) are responsible for writing, implementing, and evaluating the School Improvement Plans and the School Professional Development Plans aligned to the District Strategic Goals and the District 5 Year PD Plan. Each BLT member will facilitate the work of collaborative teams (CT). The BLT will approve the Collaborative Teams achievement goals to ensure alignment to the School Improvement Plan (which includes the Pro-Pay building goals) and will address questions/issues regarding goal attainment.

The BLT ratio for probationary/tenured teachers:

<u>Max # of Probationary Teachers</u>	<u>Total teachers on BLTs</u>
1	1-7
2	8-12
3	13-17
4	18+

The District Leadership Team (\$500 stipend) consists of the principal and two BLT members from each site (teachers receive a stipend from Pro-Pay), the Instructional Coaches, community members, Teaching and Learning Directors and Coordinators, and several other district leaders. This team meets 4 – 5 times each year to develop strategic plans, evaluate plan implementation, and to ensure alignment of our efforts. This team is responsible for ensuring the requirements of Pro-Pay, integration, and programs are met and in alignment with the District Strategic Goals.

Section 7: ~~District Reserve Substitute Team (up to 5) Substitute Teacher Availability:~~

Comprehensive implementation of PRO-PAY requires that teachers occasionally leave their classrooms. Teachers will be given opportunity for Pre- and Post observation time. If needed the district will hire substitutes to provide coverage. ~~Substitutes hired from outside the district will work no more than 7 hours a day for 153 days (or prorated). Substitutes will receive single insurance and be paid as a Level I, Probationary I teacher for one year. The Reserve Sub Team provides the opportunity for new teachers to gain broad experience and be part of a district. Members of the District Reserve Substitute Team will be selected on an annual basis.~~

Section 8: Professional Pay Plan Schedule:

- a. The Pro-Pay System Schedules are attached and incorporated by reference as described in Section 1, subd 1. effective for fiscal year July 1, ~~2012 2013~~ - June 30, ~~2013 2014~~.
- b. Any change in location of a teacher on the PRO-PAY matrix for subsequent fiscal years will be determined in accordance with the provisions of this Agreement. Any dispute

regarding initial placement on the PRO-PAY matrix will be resolved through the grievance provision of the Master Agreement.

Section 9: Special Circumstances:

Subd. 1. **Teachers with documented performance concerns:** Teachers with documented performance concerns will be provided with more direction in the area of goal-setting. Teachers will set goals that are linked to the areas(s) of needed improvement with input from the building principal. In addition, the teacher will be observed at least three times in a given year. One of the observations must be conducted by the principal. The teacher will have the option of involving the instructional coach in the improvement process if he or she chooses.

Subd. 2. **Teachers on a formal improvement plan:** Teachers who do not meet expectations and have been formally notified of substandard performance as per provisions in the collective bargaining agreement and are at risk of not earning a performance increment, will not participate in PRO-PAY. The teacher, teacher's principal and the Executive Director of Human Resources will meet as a team to determine the best way to provide assistance to the teacher.

Subd. 3. **Performance Increment Pay Dispute Resolution:**

- a. Teachers who demonstrate substandard performance such that they are at risk of not earning a performance increment must be notified prior to January 1st.
- b. Prior to March 1 of that year, the teacher must have the opportunity to have consulted and worked with immediate supervisors in raising the level of job performance, consistent with ARTICLE V, Section 8, Subdivision 3 of the Master Agreement. Additional assistance is available as per Section 9. **B subd. 1.** of this Memorandum of Understanding.
- c. The exclusive dispute resolution process is the grievance procedure described in ARTICLE XV of the Master Agreement.

Subd. 4. **Partial Year Teachers:**

- a. ~~Teachers who take a leave of absence for 6 weeks or less are eligible to earn the full performance pay incentive.~~
- a. If a leave of absence is ~~over 6 weeks~~ and less than a semester, the employee is eligible for 100% of the Professional Learning Plan amount, ~~and a prorated amount of the Collaborative Team and Building Goal.~~ The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule ~~defined in Section 4, Subd. 3. d.~~
- b. ~~Long Term Subs or employees hired after October 1st who work one (1) semester plus one (1) day shall be eligible for 100% of the Professional Learning Plans amount, and a prorated amount of the Collaborative Team and Building Goal. The teacher is eligible for performance incentive pay based upon the number of completed observations as identified within the observation schedule.~~
- b. ~~Long Term Subs hired for the remainder of the school year with at least 120 remaining student contact days shall be fully eligible for all elements of Pro-Pay. No other Long Term Subs will participate in Pro-Pay incentives.~~
- c. ~~Teachers hired into a new position, or as a replacement teacher, for the second semester or longer, shall be eligible for 100% of the Professional Learning Plans amount, Collaborative Team, and Building Goal. The teacher is eligible for performance~~

incentive pay based upon the number of completed observations as identified within the observation schedule defined in Section 4, Subd. 3. d.

- d. No teacher hired after the first student contact day of Semester 2 will be eligible to participate in Pro-Pay incentives.

Subd 5. Part-time and Hourly Paid Teachers: Teachers who are on less than 0.4 FTE contracts, or less than 588 hours annually, will not be required to participate in Pro-Pay. If participating in Pro-Pay, they will not receive hourly compensation for attendance at Pro-Pay required Collaborative Team meetings. Pre- and Post-Observation meetings will be scheduled within their compensated time. If a teacher qualified under this section chooses not to participate in Pro-Pay, then (s)he will be compensated for any required attendance at Collaborative Team meetings or other Professional Development that occurs outside of their scheduled work time, at the hourly rates established in Appendix C-4 of the Master Agreement.

Section 10: Professional Pay: Teachers as defined by 122A. 40 and Occupational Therapists represented by the BEA are eligible to earn two types of pay as defined below. The performance incentive pay for teachers represented in the Master Agreement is covered under Teacher Professional Pay System Section. 4.

Subd 1. **Performance Incentive Pay and Increment Advancement Process:**

- a. \$200 for meeting the school student achievement goal;
- b. \$200 for meeting the Collaborative Team student achievement goal;
- c. \$400 for the Personalized Professional Learning Plan (PLP);
- d. \$1200 for demonstrating evidence of professional learning through participation in the observations and the collaborative Instructional Coaching.
- e. Licensed staff will move vertically on the salary schedule and earn the performance pay incentive if the majority of their ratings are in proficient or exemplary categories by the end of the year when all three observations are compiled.

Section 11: Performance I Levels:

As an educational institution, ISD #191 recognizes the value of enhanced content knowledge and the attainment of advanced pedagogical skills. Levels specify educational levels. Each level represents the attainment of additional, relevant post-graduate coursework.

- a. Level I = BA or BS degree
- b. Level II = BA + 20 quarter credits
- c. Level III = BA + 40 quarter credits
- d. Level IV = BA + 60 quarter credits OR Master's degree

Teachers cannot progress beyond Level IV until he/she attains a Master's degree.

- e. Level V = MA + 20 quarter credits
- f. Level VI = MA + 40 quarter credits
- g. Level VII = MA + 60 quarter credits OR Educational Specialist OR PhD

Emerging Professionals are gaining skills in the areas of planning, instruction and classroom management. They have established routines for organizational tasks and classroom management that are more automatic and support instruction. They are able to devote more time to instruction and providing effective feedback to students.

Professional Teachers demonstrate deep content and curricular knowledge. They demonstrate the ability to develop learning activities that both engage students and teach the desired content. They have a deep understanding of the scope and sequence of the curriculum. Classrooms run smoothly and professional responsibilities are understood and carried out.

Master Professionals understand the needs of individual students in each class and design instruction to meet those needs. Learning objectives are clearly articulated and instruction directly targets those objectives. Student learning is assessed and the results analyzed to determine reteaching needs. Teachers utilize strategies to engage students in deep level discussion and answer higher level questions. The Master Professional contributes to the school by sharing expertise on district-wide and school-wide committees. The teacher shows professionalism in all assigned duties; whether presenting to peers, facilitating site-council, or performing hall duty.

Memorandum of Understanding

**Burnsville Education Association
and the
School Board of Independent School District #191**

Signature of Chairperson Board of Education: _____ Date: _____

Signature of BEA President: _____ Date: _____

Signature of BEA Chief Negotiator: _____ Date: _____

Signature of Director of Human Resources: _____ Date: _____



TO: Board of Education
Dr. Randall Clegg

Agenda III.C
June 20, 2013

FROM: Chris Lindholm, assistant superintendent

DATE: June 13, 2013

RE: ISD 191 Principals Evaluation System

RECOMMENDATION: The Board of Education approve the ISD 191 Principals Evaluation System to be implemented in 2013-14

Recent legislative action requires that all Minnesota school districts develop an evaluation system for principals to be implemented by fall of 2013 that aligns with [MN Statute 123B.147](#). Rob Nelson, principal of Harriet Bishop Elementary School, and Kristine Black, principal of Gideon Pond Elementary School, shared the drafted evaluation system during the board work session on May 16, 2013. The design team has made a small number of changes to the forms since that workshop to stream line the process and reduce the overall size.

Rob Nelson and Kristine Black will share the 2013-14 evaluation system at the June 20th board meeting and recommend approval for implementation in the fall.

Principal Evaluation Timeline

January, 2013

- ✓ Indicators for Evaluation decided upon
- ✓ Rubric Format decided upon
- ✓ Competencies to be used decided upon

February, 2013

- ✓ Narrow down the rubric indicators with principals
- ✓ Evaluation process document finalized for feedback
- ✓ Cycle Overview Document completed for feedback
- ✓ Peer Evaluation Process completed for feedback
- ✓ Create a peer rubric for feedback

March, 2013

- ✓ Create the rubric rating indicators
- ✓ Create the goal setting form
- ✓ Create the PLP Plan
- ✓ Create a cover sheet with the competencies
- ✓ Decide on the weighting and percentages of three areas
- ✓ Finish the indicator rubrics
- ✓ Add in the possible evidence pieces along with the indicators
- ✓ Outline the work with the peer evaluation system that is integrated with the supervisor

April, 2013

- ✓ The process for unsatisfactory principals will be guided directly by statute.
- ✓ The process for developing principals will be handled as stated in the overall process and for principals new to a position or those in a significantly new position (elementary to secondary, etc.).
- ✓ Decide who goes on which cycle to start the process.

May, 2013

- ✓ Complete any piece still needing to be done from above months or other items not listed.
- ✓ Create a document that outlines the Principal Evaluation system from start to finish including statute information and process
- ✓ Finalization of all portions of the Principal Evaluation System for the School Board
- ✓ Present information to date to School Board

June and July, 2013

- ✓ Presentation of the Principal Evaluation package to the School Board
- Common collaboratively created and well written surveys (look for longitudinal data) (TBD)
- Decide upon members of the Principal Evaluation System Implementation Team. There is a recommendation that there should be an elementary and secondary person from the East, West, and Central Clusters that make up this team.
- Transition of the Design Team to the Implementation Team

August, 2013

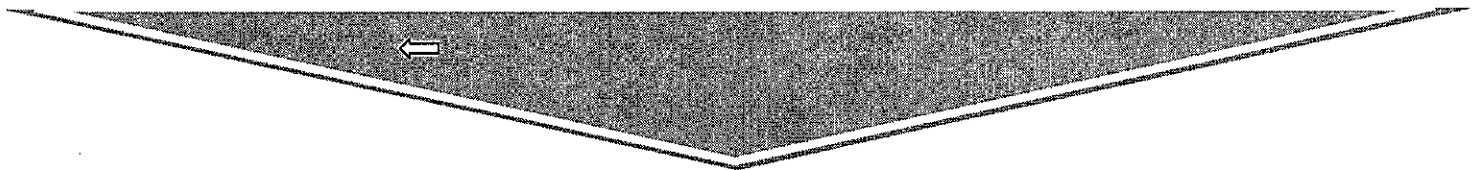
- Begin formal process as outlined with initial meetings between principals and evaluator.

September, 2013 through June, 2014

- Implementation and Revisiting of Process Quarterly to make adjustments and revisions collaboratively by the Implementation Team.

Principal Summative Evaluation Performance Results

Supervisor Summative Evaluation (50%) Evidence of professional practice gained through observations and other evidences	School Performance Measures (35%) Multiple measures of school performance using available data, including measure of student learning and growth.	Other Measures (15%) Additional evidences related to competencies including surveys and stakeholder input.
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Distinguished	Accomplished	Satisfactory	Developing	Unsatisfactory
Consistently exceeds standards of performance.	Consistently meets standards of performance for most indicators.	Demonstrates satisfactory competence on levels of performance.	This column is for principals new to the district or their position	Does not meet acceptable standards of performance.
One-Year jointly developed growth plan.			One year improvement plan primarily by the evaluator with the input of the principal	One-year improvement plan developed by evaluator.
Growth Items: A limited number of items targeted for improvement may be added to the growth plan by the supervisor under the criteria listed for this designation.			Improves	Improves
			Does Not Improve	Does Not Improve
				Discipline per Minnesota State Statutes sections 122A.40 or 122A.41 or local district options.

CORE COMPETENCY OVERVIEW: These Seven Core Competencies comprise what the superintendent/designee and principal should measure during the evaluation process:

1. Strategic Leadership

A principal creates conditions that result in the shared and strategic creation of the school's vision, mission, and goals in accordance with those established by the school district. A principal creates a climate of intellectual inquiry and informed opinions that challenges the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.

2. Instructional Leadership

A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes this knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standards and to promote top achievement for all students.

3. Managerial Leadership

A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.

4. Cultural Leadership

A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to their current state, and how to connect with their traditions to move them forward to support the school's efforts to achieve individual and collective goals. A principal helps build a strong and positive sense of community in the school.

5. Communications Leadership

A principal communicates purposefully with internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.

6. School Community Leadership

A principal designs structures and processes that result in community engagement, support, and ownership.

A principal understands the school community within the social and political context of the broader community.

A principal proactively creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools.

7. Ethical and Professional Leadership

A principal works collaboratively with the school staff and community members to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as model for the professional behavior of others. A principal is knowledgeable about and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and school community. A principal exemplifies high standards of professional practice and behavior.

Principal's Evaluation System - Summative Roles and Responsibilities

Principal's Responsibilities	Supervisor's Responsibilities
<p>Goal Setting (Spring / Early Summer)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Receive specific directions and materials outlining the process as it is relates to previous evaluations. <input type="checkbox"/> Work with Supervisor to review the prior year's results (professional growth plan, artifacts, student achievement data, perception data, etc.) <input type="checkbox"/> Complete the Principal Self Assessment. <input type="checkbox"/> Complete the Principal Goal Setting form. <input type="checkbox"/> Complete the School Performance Measures form. <p>Pre Conference (Late Summer / Early Fall)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with the Supervisor to set the Goal Setting Conference (GSC). <input type="checkbox"/> Use the Conference Outline and Guiding Questions templates as resources to collaboratively complete the GSC. <input type="checkbox"/> Make necessary changes to the professional growth goals, school performance goals, and action plan(s) requested by the evaluator. <input type="checkbox"/> Implement action plans for professional growth and for school performance goals, collecting and organizing evidence as discussed with the evaluator in the goal-setting conference. <input type="checkbox"/> Collect and organize evidence agreed upon at the GSC which may include interim assessments results on school performance goals, survey results, and other data to document evidence toward established goals. <p>Mid Year (Late Fall / Early Winter)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Work with Supervisor to collaboratively conduct the mid-year conference and completes all actions on the Review Outline and Guiding Questions resource. <input type="checkbox"/> Continue to implement action plans for professional growth and for school performance tools, collecting and organizing evidence as discussed with the evaluator in the GSC and MSR. <input type="checkbox"/> Collect and organize assessment results for school performance goals as results become available. <input type="checkbox"/> Collect stakeholder feedback using collaboratively agreed upon/developed surveys. <p>End of Year (Late Spring / Early Summer)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaboratively complete all actions on the End-of Year Conference Outline and Guiding Questions resource. (If assessment results are not available for the current school year, evaluator completed goal results as data becomes available.) <input type="checkbox"/> Complete the Principal Growth and Improvement Plan form. <input type="checkbox"/> Prepare professional growth plans, collects and organizes evidence as discussed with the evaluator in anticipation for upcoming goal setting conference. 	<p>Goal Setting (Spring / Early Summer)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide specific directions and materials to the principal outlining the process as it is relates to previous evaluations. <input type="checkbox"/> Work with Principal to review previous year's results and professional growth plan. <input type="checkbox"/> Review the submitted (by principal) Self Assessment and Goal Setting form, and the School Performance Measures. <p>Pre Conference (Late Summer / Early Fall)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate expectations for the Goal Setting Conference (GSC). <input type="checkbox"/> Work with the Principal to set the GSC. <input type="checkbox"/> Use the Conference Outline and Guiding Questions templates as resources to collaboratively complete the GSC. <input type="checkbox"/> Discusses concerns, if applicable, with the principal. <input type="checkbox"/> Conduct ongoing, prearranged site visits (at least 3). <p>Mid Year (Late Fall / Early Winter)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide feedback on performance based on school visits/observations, professional growth, plan implementation, and evidence. <input type="checkbox"/> Communicate, schedule, and plans for the Mid-year Supervisor Review (MSR). <input type="checkbox"/> Work with Principal to collaboratively conduct the mid-year conference and completes all actions on the Review Outline and Guiding Questions resource. <input type="checkbox"/> Discusses concerns, if applicable, with the principal. <input type="checkbox"/> Review stakeholder feedback, if applicable; using measures and strategies according to the plan and timeline. <input type="checkbox"/> Provide feedback, if applicable on stakeholder feedback using measures and strategies according to the plan and timeline. <p>End of Year (Late Spring / Early Summer)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate expectations for and schedule end-of-year conferences with principal. (Evaluators may request that principals complete another self-assessment for the conference based on professional growth activities.) <input type="checkbox"/> Consider all evidence, principal's self assessment, and data collected from observations and other resources, and completes the Supervisor Evaluation Summative Performance Measure Ratings forms (Cycle C) prior to the end-of year conferences. <input type="checkbox"/> Collaboratively conduct end-of-year conference, review summative performance measure ratings, reviews goal results, and evidence. <input type="checkbox"/> Collaboratively complete all actions on the End-of Year Conference Outline and Guiding Questions resource. (If assessment results are not available for the current school year, evaluator completed goal results as data becomes available.) <input type="checkbox"/> Complete the Principal Evaluation Summary Report Form and calculates the final performance ratings for principals. <input type="checkbox"/> Meet with Principal to communicate results from Principal Evaluation Summary Report Form and share expectations for completion of the Principal Growth and Improvement Plan form.

2013-14 Administrator Professional Development Goal and Growth Form

Administrator _____

Building _____

PROFESSIONAL GROWTH GOAL 1 Domain ____		
Indicator		
Explanation		
SMART Growth Goal		
Strategies	Resources Needed	Target Date / Evidence for Completion
Principal Comments		
Evaluator's Comments		
PROFESSIONAL GROWTH GOAL 2 Domain ____		
Indicator		
Explanation		
SMART Growth Goal		
Strategies	Resources Needed	Target Date / Evidence for Completion
Principal Comments		

Evaluator's Comments	
The principal and evaluator will sign the Self Assessment and Professional Growth Goal Setting Form to indicate the professional growth goals have been shared, discussed, and agreed upon.	
Evaluator Signature _____ Date _____	
Principal Signature _____ Date _____	

Supervisor Evaluation: Summative Performance Measure Ratings

Principal:

School:

Date:

Evaluator:

COMPETENCY 1 Strategic Leadership	Distinguished	Accomplished	Proficient	Developing	Unsatisfactory
A. Models shared leadership and decision-making strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Demonstrates the ability to implement change or educational reform.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrates adaptability and flexibility in problem solving around school issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Demonstrates understanding of and utilizes appropriate technology in problem analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Identifies and gives priority to significant issues through shared leadership and decision-making strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Strategic Leadership:

COMPETENCY 2 Instructional Leadership	Distinguished	Accomplished	Proficient	Developing	Unsatisfactory
A. Facilitates the implementation and monitoring of effective assessment strategies to support instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Collaborates with teachers to examine student and school data and develop strategic interventions/enrichments to improve and maximize learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Facilitate reflective practice, inquiry, and action research to identify and monitor the impact of high-yield instructional strategies used to improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Instructional Leadership:

Supervisor Evaluation: Summative Performance Measure Ratings

COMPETENCY 6 School Community Leadership	Distinguished	Accomplished	Proficient	Developing	Unsatisfactory
A. Partners with internal and external entities to support the needs of students and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Effectively articulates the mission and vision, using a variety of communication tools, to positively inform the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Exhibits an understanding of school districts as a political system, including governance models.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for School Community Leadership:

COMPETENCY 7 Ethical and Professional Leadership	Distinguished	Accomplished	Proficient	Developing	Unsatisfactory
A. Advocates for all learners in accordance with local, state, and federal requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Protects students and staff from conditions harmful to health and safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrates an understanding of, and works within the scope of employee contracts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Applies district policies and procedures to personnel selection, development, retention, and dismissal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Demonstrates an understanding of the role of education in preparing learners to become informed citizens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Balances complex community demands in the best interest of all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Rating for Ethical and Professional Leadership:

Supervisor Evaluation: Summative Performance Measure Ratings

SUMMARY OF PERFORMANCE INDICATORS (*50% of overall evaluation when combining supervisor and peer info)	Distinguished	Accomplished	Proficient	Developing	Unsatisfactory
Strategic Leadership (Years 1 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Leadership (Years 1, 2 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managerial Leadership (Years 1 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural Leadership (Years 1 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communications Leadership (Years 2 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Community Leadership (Years 2 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical and Professional Leadership (Years 2 & 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective Statements:					
SCHOOL PERFORMANCE MEASURES (35% of overall evaluation as per statute requirements)	Exceeds Goal	Meets Goal	Partially Meets Goal	Does Not Meet Goal	No Attempt to Meet Goal
GOAL #1:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GOAL #2: (OPTIONAL)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective Statements:					
SURVEY DATA / STAKEHOLDER INPUT (15% of overall evaluation of agreed-upon survey options)	Distinguished	Accomplished	Proficient	Developing	Unsatisfactory
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflective Statements:					
STRENGTHS/ACCOMPLISHMENTS					
GROWTH PLAN COMMENTS <i>(As agreed upon by the principal and supervisor)</i>					
EVALUATOR COMMENTS <i>(Any performance standards and indicators marked as "developing" should be clarified.)</i>					

Supervisor Evaluation: Summative Performance Measure Ratings

PRINCIPAL COMMENTS

SUPERVISOR COMPONENT RATING AND WEIGHT EVALUATION			
Component	Ratings in Individual Component	Percentage (Weight)	Total
Supervisor Evaluation Rating		X .50	
Stakeholder Feedback		X .15	
School Performance Measures		X .35	
Total When Added			
Distinguished = 3.50-4.00 Accomplished = 2.50-3.49 Satisfactory = 1.50-2.49 Unsatisfactory = 1.00-1.49			

PROFESSIONALISM	Meets	Does Not Meet
District/School Policies & Collective Bargaining Agreement: <ul style="list-style-type: none"> • Understands and follows federal/state regulations, district/school policies and collective bargaining agreements. 	<input type="checkbox"/>	<input type="checkbox"/>
Ethical Behavior:* (See Note Below on Ethics) <ul style="list-style-type: none"> • Meets their legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity. • Implements procedures to comply with local, state and federal mandates. • Upholds and follows professional ethics laws and policies (e.g., serves as a positive role model, maintains confidential information, maintains security of standardized tests, reports suspected abuse). 	<input type="checkbox"/>	<input type="checkbox"/>

* The section on Ethical Behavior is intended to be used as part of principals' regular/daily performance of duties as a Minnesota educator. It is not intended to be used for conduct infractions as outlined Minnesota Board of School Administrators Code of Ethics for Administrators. The Minnesota Board of School Administrators Code of Ethics for Administrators serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law, and provides a guide for conduct in situations that have professional implications for all individuals licensed by the State Board of Education, such as teachers, principals, superintendents, and other persons serving schools (e.g., school nurses, coaches, substitute teachers). As education is a public trust, the Minnesota Department of Education pursues allegations of unprofessional conduct.

The principal and evaluator will sign the Summative Performance Measure Ratings for leadership actions to indicate that the ratings have been shared and discussed.

Evaluator: _____	Date: _____
Principal: _____	Date: _____

CORE COMPETENCY / EXAMPLES OF EVIDENCE/ARTIFACTS

EXAMPLES OF EVIDENCE/ARTIFACTS BY CORE COMPETENCY The list that follows contains examples of the kinds of evidence/artifacts that could be used to demonstrate the presence or absence of a given Core Competency. This list is not comprehensive but rather illustrates the evidence that could be used to verify the degree to which a given competency exists. While the list has been sorted by Core Competency, the examples often relate to more than one Core Competency and should, in many instances, be considered to be interchangeable.

COMPETENCY 1 - STRATEGIC LEADERSHIP EVIDENCE EXAMPLES

- School improvement plan/strategic plan
- Teacher surveys
- Student achievement and testing data
- Statement of school vision, mission, values, beliefs, and goals
- Evidence of shared decision-making and distributed leadership
- Examples of how the mission, vision, and core beliefs are impacting school practices.
- A protocol for the systematic review and revision of the vision and mission
- Description of the structures that are in place to promote collegiality and collaboration.
- Examples of how adult learning experiences result in changed instructional practices and improved student learning
- Use of environmental scanning to monitor the changing world and future demands on students.
- Perceptual data regarding this standard such as
 - 360-degree feedback surveys or focus group meetings
- Description of the new practices that have been implemented through the system's change process
- Description of how families and community stakeholders have been engaged in the system's change process

COMPETENCY 2 - INSTRUCTIONAL LEADERSHIP EVIDENCE EXAMPLES

- School improvement plan
- Student achievement and testing data
- Student drop-out data
- Teacher retention data
- Documented use of formative assessment instruments to impact instruction
- Development and communication of goal-oriented personalized education plans for identified students
- Evidence of team development and evaluation of classroom lessons
- Use of research-based practices and strategies in classroom
- Master school schedule documenting individual and collaborative planning for every teacher
- School's shared vision for effective teaching and learning
- Schedule for teacher-shared practice time and written description of how this time is being used to improve adult and student learning
- Observation schedules and reports
- Information about the effectiveness of intervention practices
- Examples of how changes in instructional practices have improved student learning
- Results of school-wide or student learning-based action research studies
- Evidence of the alignment of standards, curriculum, instruction, and assessment
- Teacher evaluation reports
 - Examples of how staff members have used achievement data to improve student performance
- Schedule and samples of student achievement and performance progress reports provided to students, families, and stakeholders.
- Discussions of student performance results in attaining expected outcomes, areas needing improvement, and proposed strategies of increase performance
 - RTI assessments
 - Smart Goal results
 - Summative assessments
 - Teacher evaluation reports
 - Teacher retention data
 - 360-degree feedback
 - Use of school volunteers

COMPETENCY 3 - MANAGERIAL LEADERSHIP EVIDENCE EXAMPLES

- School improvement plan
- Staff surveys
- School financial information
- School safety and behavior expectations
- Master school schedule documenting individual and collaborative planning for every teacher
- Evidence of formal and informal systems of communication
- Dissemination of clear norms and ground rules
- Evidence of ability to confront ideological conflict and then reach consensus
- Student/family handbook with rules and expectations for behavior
- Posters, etc., conveying expectations for student behavior
- Faculty handbook with operational guidelines and expectations for performance
- Operational procedures that focus on results
- School/student schedules that maximize opportunities for student learning and adult collaborative planning
- School safety audit
- Systematic approach to planning and managing school events, conflicts, and crises
- Procedures for recruiting, selecting, and orienting professional and classified staff
- Suspension and expulsion rates
- Graduation rates
- Staff diversity
- Attendance data
- Information on the effectiveness of intervention practices
- Student disciplinary data
- Student dropout data
- Staff mobility data

COMPETENCY 4 - CULTURAL LEADERSHIP EVIDENCE EXAMPLES

- Surveys of students, teachers, and parents
- Documented use of School Improvement Team decision-making
- Existence and work of professional learning communities
- List of ways in which staff and students have been involved in community events
- Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders
- School website, mass e-mail/social media, newsletters and other examples of direct communication with families and community stakeholders
- Description of how school staff are increasing the involvement/engagement of diverse family groups such as low-income, racial, ethnic, and single-parent groups as well as those who work and cannot participate in school events during the day.
- Description of the business and community partnerships that have been formed
- List of ways in which families and community stakeholders have been engaged in improving student learning
- Multi-lingual newsletters and other school communications
- Focus group meeting results

COMPETENCY 5 - COMMUNICATIONS LEADERSHIP EVIDENCE EXAMPLES

- Plans for internal and external communications
- Documentation and understanding of individual and group behavior in normal and stressful situations.
- Teamwork; initiatives/agenda
- Documentation of understanding of conflict resolution and problem-solving strategies
- Examples of speaking, listening, and writing for different audiences (students, teachers, parents, community and other stakeholders)
- Examples of appropriate communication technology

COMPETENCY 6 - COMMUNITY LEADERSHIP EVIDENCE EXAMPLES

- Parent involvement in School Improvement Team
- PTSA/Booster club operation and participation
- Parent survey results
- Evidence of business partners and projects involving business partners
- Plan for shaping the school's image throughout the community
- Evidence of community support
- Number and use of school volunteers
- List of ways in which staff and students have been involved in community events
- Participation at family nights, open houses, discussion groups, and other scheduled opportunities for dialogue with stakeholders
- School website, mass e-mail/social media, newsletters, and other examples of direct communication with families and community stakeholders

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP EVIDENCE EXAMPLES

- Teacher retention data
- Evidence of visibility and accessibility
- Evidence of shared decision-making and distributed leadership
- Teacher, student, and family involvement and leadership in the work of the school reflect the school's demographics
- Multi-lingual newsletters and other school communications
- Involvement in professional associations
- A fair and equitable student discipline policy
- Description of structures that are in place to address support professional learning

STRATEGIC LEADERSHIP

A principal creates conditions that result in the shared and strategic creation of the school's vision, mission, and goals in accordance with those established by the school district. A principal creates a climate of intellectual inquiry and informed opinions that challenge the school community to continually seek positive change by building on its core values and beliefs about both its preferred future and its high standards for all students. A principal acts on these core values and beliefs by developing strategic pathways to reach them.

COMPETENCY 1 - STRATEGIC LEADERSHIP

A. Models shared leadership and decision-making strategies.

Distinguished

- Principal regularly engages stakeholders representing all roles (staff, students, parents, community) and their perspectives.
- Principal uses the vision, mission and goals to drive decisions and to build a school culture of high expectations; the school's vision, mission, and goals drive the collaborative process used to build capacity of the school community to examine and analyze data in order to make informed instructional decisions.
- Principal leads the school and community in collaborative processes to establish measureable school-wide goals aligned to district goals using multiple sources of data, engages the support of the central office in the complex process, and implements actions to increase staff and community effectiveness in reaching the school's vision, mission, and student achievement goals.
- Principal routinely continues the collaboration processes to monitor alignment of actions, messages, and routines to ensure achievement of school's vision, mission and goals.

And...

Accomplished

- Principal regularly engages with key stakeholders (staff and student) perspectives.
- Principal uses the vision, mission, and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.
- Principal collaboratively develops a shared school vision, uses multiple sources of data to identify measureable school-wide goals to increase student achievement, and designs corresponding actions to increase staff effectiveness.
- Principal aligns actions, school practices, messages, and routines with the school vision, mission, and goals.

And...

Proficient

- Principal provides limited opportunities for engaging key stakeholder perspectives.
- Principal refers in limited ways to vision, mission, and goals when making decisions but may not be guided by vision, mission, and goals or input from stakeholders when making informed instructional decisions.
- Principal implements a process for the development of a shared school vision that identifies high achievement for students and staff effectiveness.
- Principal remains focused on the school vision and mission as he or she identifies goals and actions to achieve them.

Unsatisfactory

- Principal limits stakeholder perspectives in the development, implementation, monitoring, and refinement of a shared vision and mission or for setting goals for high student achievement and career readiness; principal does not communicate the school's vision, mission, and goals to all stakeholders.
- Stakeholders are unaware of the decision making process.
- Principal actions contradict the school vision, mission, and goals and/or demonstrate inconsistencies between stated beliefs and actions.
- Principal fails to fully develop a school vision, mission, and goals for high achievement for students and staff effectiveness.
- Principal does not connect goals to a plan to achieve them, and goals are not data-driven.

COMPETENCY 1 - STRATEGIC LEADERSHIP

B: Demonstrates the ability to implement change or educational reform.

Distinguished

- Principal communicates and initiates necessary and agreed upon changes to vision, mission, and goals based on data to improve school performance and establishes a school culture of high expectations that incorporates collaborative decision-making processes to achieve measurable goals and close the achievement gap for all students.
- Principal identifies and communicates actions, roles, responsibilities, timelines, and decision-making processes to appropriate stakeholder groups.
- Principal builds staff ownership, efficacy, and empowerment in the goal areas and assigns teachers to focus on goals effecting students school-wide as well as specific goals appropriate to their assignment areas.
- Principal designs, develops, and implements ongoing cycles of data collection, analysis, professional development, implementation, and reflection to monitor progress toward goals and to promote change for continuous improvement.
- Principal adapts his or her leadership style to meet the needs of specific situations, models flexibility, and builds a sense of efficacy and empowerment among staff to collectively meet challenges, increase student achievement, and improve teacher effectiveness.

And...

Accomplished

- Principal communicates and models a commitment to the vision, mission, and goals and promotes a school culture of high expectations that incorporates collaborative decision-making processes to achieve measurable goals and close the achievement gaps for all students.
- Principal connects actions and communications, and includes all stakeholders in decision-making processes.
- Principal engages a diverse group of stakeholders and the support of the central office to implement changes needed to improve learning.
- Principal creates a process to gather data to monitor, track, and review progress toward goals and routinely and systematically communicates impacts and progress to stakeholders.
- Principal monitors the change process and addresses factors that will increase staff motivation and installs practices that promote persistence and well-being.

And...

Proficient

- Principal communicates a commitment to the vision, mission, and goals and promotes a school culture of high expectations, with limited processes to support vision, mission, and goals.
- Principal communicates the decision-making process to key stakeholders in the development of specific and measurable achievement goals.
- Principal identifies changes needed to improve student learning and engages staff through effective communication and strategies.
- Principal remains focused on the school vision and mission as he or she identifies goals and uses data to monitor progress toward goals.
- Principal understands how adults learn and uses this understanding to plan professional development and support the continuous learning process.

Unsatisfactory

- Principal actions lack emphasis on learning and/or high and measurable expectations in implementing vision, mission, and goals.
- Principal fails to connect actions, communications, and decision making to the organization's vision, mission, and goals.
- Principal fails to monitor impact of change strategies and does not track progress against the plan in order to adjust strategies as needed.
- Principal fails to use relevant data to monitor progress toward goals.
- Principal is unable to constructively respond to challenges and does (what is missing here?)

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COMPETENCY 1 - STRATEGIC LEADERSHIP

C: Demonstrates adaptability and flexibility in problem solving around school issues.

Distinguished

- Principal adapts his or her leadership style to the needs of specific situations, models flexibility, and builds a sense of efficacy, well-being, and empowerment among staff and school community.
- Principal focuses all conversations, initiatives, and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes.
- Principal uses every challenge as an opportunity to learn and develop self and staff.
- Principal resolves conflicts in a collaborative manner that results in the best interest of students and the school.
- Principal builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams, and staff and models how to conduct difficult conversations with individuals, teams, and staff based on student, team, and teacher performance data.

And...

Accomplished

- Principal directly addresses staff emotions that occur during a change process, is supportive of staff, models persistence, and protects the well-being of the staff.
- Principal demonstrates personal resolve, maintains staff's focus on student achievement goals, and demonstrates persistence for the staff in the face of challenges.
- Principal regularly provides opportunities for staff members to express opinions and solicits information from those that are contrary to those of authority or in relation to potentially discordant issues.
- Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams, and staff and proactively leads difficult conversations with staff to improve and enhance student learning as necessary.

And...

Proficient

- Principal is responsive to changing staff emotions and works towards the well-being of the staff.
- Principal sometimes demonstrates resolve but may lose focus or make concessions on student achievement goals in the face of persistent challenges.
- Principal meets with staff to discuss and implement solutions for potential conflicts.
- Principal address some areas of underperformance of staff and/or may only address concerns to a sub-set of the staff.
- Principal holds conversations on improving and enhancing student learning results with individuals.

Unsatisfactory

- Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being of staff.
- Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
- Principal excludes staff from determining solutions to potential conflicts.
- Principal does not address areas of underperformance with staff members.
- Principal does not hold conversations on improving and enhancing student learning results.

COMPETENCY 1 - STRATEGIC LEADERSHIP

D: Demonstrates understanding of and utilizes appropriate technology in problem analysis.

Distinguished

- Principal adapts his or her leadership style to the needs of specific situations, models flexibility, and builds a sense of efficacy, well-being, and empowerment among staff and school community.
- Principal focuses all conversations, initiatives, and plans on improving student achievement and is relentless in pushing staff to maintain and improve their focus on student outcomes.
- Principal uses every challenge as an opportunity to learn and develop self and staff.
- Principal resolves conflicts in a collaborative manner that results in the best interest of students and the school.

Principal builds the capacity of other leaders within the school to address areas of underperformance with individuals, teams, and staff and models how to conduct difficult conversations with individuals, teams, and staff based on student, team, and teacher performance data.

And...

Accomplished

- Principal directly addresses staff emotions that occur during a change process, is supportive of staff, models persistence, and protects the well-being of the staff.
- Principal demonstrates personal resolve, maintains staff's focus on student achievement goals, and demonstrates persistence for the staff in the face of challenges.
- Principal regularly provides opportunities for staff members to express opinions and solicits information from those that are contrary to those of authority or in relation to potentially discordant issues.
- Principal routinely and consistently addresses areas of underperformance in a timely manner with individuals, teams, and staff and proactively leads difficult conversations with staff to improve and enhance student learning as necessary.

And...

Proficient

- Principal is responsive to changing staff emotions and works towards the well-being of the staff.
- Principal sometimes demonstrates resolve but may lose focus or make concessions on student achievement goals in the face of persistent challenges.
- Principal meets with staff to discuss and implement solutions for potential conflicts.
- Principal address some areas of underperformance of staff and/or may only address concerns to a sub-set of the staff.
- Principal holds conversations on improving and enhancing student learning results with individuals.

Unsatisfactory

- Principal is unable to constructively respond to challenges and does not appear to understand the importance of building a sense of efficacy, empowerment, and well-being of staff.
- Principal does not demonstrate personal resolve or maintain staff focus on student achievement goals and does not constructively respond to challenges.
- Principal excludes staff from determining solutions to potential conflicts.
- Principal does not address areas of underperformance with staff members.
- Principal does not hold conversations on improving and enhancing student learning results.

COMPETENCY 1 - STRATEGIC LEADERSHIP

E: Identifies and gives priority to significant issues through shared leadership and decision-making strategies.

Distinguished

- Principal engages multiple stakeholders and shares leadership in developing, communicating, and evaluating a shared vision for effective teaching.
- Principal communicates and models a commitment to high expectations and closing of achievement gaps for all students through decision-making processes.
- Principal nurtures a school-wide culture of high expectations, collaboration, and learning.
- Principal develops policies to support high expectations for creating engaging, active learning environments and offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.
- Principal provides opportunities and support to extend learning environments beyond classroom walls (i.e., outdoor classrooms, displays of student work in halls, organization of classrooms, etc).
- Principal implements a collaborative leadership structure in which multiple stakeholders are represented and participants assume leadership and accountability in areas of both instruction and school operations.
- Principal designs and implements succession plans for key school positions to ensure that the organization has talent and continuity to move the learning community forward.
- Principal encourages staff members to accept leadership responsibilities outside of the school building.
- Principal designs management structures and operational processes that distribute leadership and decision-making authority and result in continuous improvement.

And...

Accomplished

- Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.
- Principal models a commitment to high expectations and closing of achievement gaps for all students.
- Principal creates and implements a system for monitoring, feedback, and support that ensures instruction is research based, individualized, and focused on high levels of student engagement.
- Principal provides support and resources for creative and innovative teaching.
- Principal delegates tasks with corresponding levels of authority for instructional and management structures and practices.
- Principal identifies strengths and interests of building staff in order to identify potential leaders and builds leadership capacity with professional development and coaching.
- Principal creates opportunities for staff to demonstrate leadership skills by recruiting them for leadership and decision-making roles.
- Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.

And...

Proficient

- Principal engages students and staff in development and communication of a shared vision for effective teaching.
- Principal communicates the importance of high expectations and closing of achievement gaps.
- Principal observes classrooms, identifying individualized instruction and high levels of student engagement.
- Principal encourages creative and innovative teaching.
- Principal seeks input from a variety of stakeholder groups, including teachers and parents and distributes leadership on issues that are of little consequence to school functionality or success; principal models effective collaboration skills.
- Principal seeks opportunities to build teacher efficacy and leadership capacity among staff.
- Principal appropriately implements and accurately assesses management structures and operational processes.

Unsatisfactory

- Principal lacks or unilaterally develops a vision for effective teaching.
- Principal lacks an emphasis on learning and high expectations in vision.

- Principal fails to reinforce the importance of individualization of instruction and student engagement in student achievement.
- Principal fails to support diverse learning styles of students.
- Principal fails to distribute leadership opportunities or decision-making authority.
- Principal fails to build teacher efficacy.
- Principal does not address management structures or operational processes.

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INSTRUCTIONAL LEADERSHIP

A principal sets high standards for the professional practice of instruction and assessment that result in high achievement and accountability for all learners. A principal is knowledgeable about best curriculum and instruction as well as emerging education practices. A principal constantly refreshes this knowledge through ongoing professional development. A principal uses information, including student performance assessment data, to cause the creation of structures within the school designed to meaningfully hold all learners to high standards and to promote top achievement for all students.

COMPETENCY 2 - INSTRUCTIONAL LEADERSHIP

A. Facilitates the implementation and monitoring of effective assessment strategies to support instruction.

Distinguished

- Ensures that the teaching and learning at the school is effective for all students through curriculum assessment and strategic planning for all learners.
- Facilitates the development, revision, and application of valid and reliable performance indicators to determine the effectiveness of instruction, make instructional changes, and determine areas for professional growth.
- Develops and evaluates procedures to measure the performance outcomes of instruction, and revises and responds to the needs of diverse learners through the organization of resources and procedures as needed.
- Demonstrates the ability to utilize data to drive instructional decisions and design instruction that greatly measures the impact of the instructional delivery throughout the school, and provides teachers with the skills to effectively utilize data and measure learner outcomes themselves.

And...

Accomplished

- Facilitates the enhancement of teaching and learning through curriculum assessment and strategic planning for all learners that positively responds to and impacts student achievement.
- Facilitates the development of valid and reliable performance indicators to determine the effectiveness of and make adjustments to instruction
- Develops and evaluates procedures to measure the performance outcomes of instruction, and revises procedures as needed.
- Demonstrates the ability to utilize data and assessment to drive instructional decisions that greatly impact the instructional delivery throughout the school.

And...

Proficient

- Demonstrates the ability to enhance teaching and learning through curriculum assessment and strategic planning for all learners.
- Uses valid and reliable performance indicators to determine the effectiveness of instruction
- Evaluates procedures to measure the performance outcomes of instruction
- Demonstrates the ability to utilize data for instructional decision making
- Demonstrates the ability to design appropriate assessment strategies for measuring learner outcomes.
- Demonstrates an ability to respond to the needs of diverse learners.

Unsatisfactory

- Principal demonstrates limited or no ability to work with curriculum, assessment, teaching and learning, and strategic planning.
- Principal does not use performance measures or data for decision making.
- Principal does not respond to the delivers needs of learners.

COMPETENCY 2 - INSTRUCTIONAL LEADERSHIP

B: Provides the structure and opportunity for the development, alignment, implementation, and evaluation of relevant and rigorous curricula tied to state academic and college and career readiness standards.

Distinguished

- The principal ensures that teaching and learning serves as the foundation for the school's Collaborative Team work.
- The principal encourages and challenges staff to reflect on, define, and implement Essential Learning Outcomes or Learning Targets.
- The principal systematically monitors the effect of the master schedule on collaborative planning and student achievement.

And...

Accomplished

- The principal collaborates with other school and district leaders and demonstrates an understanding of the articulation and alignment of curriculum from PK through grade 14.
- The principal promotes a culture where it is the responsibility of all staff to ensure that students are successful.
- The principal researches and seeks to empower others to utilize best practices in the areas of instruction and curriculum delivery.

And...

Proficient

- The principal demonstrates the ability to align learning, teaching, curriculum, instruction and assessment in order to maximize student learning
- The principal provides and organizes targeted opportunities for teachers to learn how to instruct well and collaborate with each other.
- The principal performs formal and informal classroom observations to ensure that the curriculum is delivered in an aligned and effective way.

Unsatisfactory

- Principal demonstrates limited or no ability to align teaching, learning, curriculum, instruction or assessment to maximize learning.
- Principal does not collaborate with teachers or seek input on professional development activities.
- Principal is not visible or present in classrooms.

COMPETENCY 2 - INSTRUCTIONAL LEADERSHIP

C: Collaborates with teachers to examine student and school data and develop strategic interventions/enrichments to improve and maximize learning.

Distinguished

- Principal identified future challenges and potential solutions based on anticipated student performance through the collaborative team structure.
- Principal creates formal structures that provide for student reflection and goal setting.
- Principal creates protocols that ensure student progress is measured and communicated consistently with student and parents.
- Principal facilitates processes for teacher to design interventions and enrichments at multiple levels of intensity, to continually evaluate the impact of interventions and enrichments on student learning, and to refine each appropriated.

And...

Accomplished

- Principal gathers and appropriately uses formative and summative data to evaluate effectiveness of teaching and programming through the collaborative team structure. Collaboratively, teachers set and measure student performance goals frequently.
- Principal designs effective structures that provide for student reflection and goal setting.
- Principal utilizes protocols that ensure student progress is measured and communicated consistently with students and parents.
- Principal implements process for teachers to design and implement interventions at both the classroom and school levels and develops systems and supports that allow for differentiated learning opportunities based on assessment data.

And...

Proficient

- Principal provides structures that measure student performance through formative and summative assessments. Teachers set student performance goals and monitor achievement gap data.
- Principal communicates student accountability and assessment data through mandated reporting systems.
- Principal encourages teachers to differentiate learning opportunities based on student needs. School-wide or classroom interventions are designed based on student performance data.

Unsatisfactory

- Principal provides for limited or no structures for measuring student achievement.
- Principal does not monitor data or communicate about mandated reported structures / processes.
- Principal does not communicate need for meeting individualized student needs or foster an environment that encourages intervention and differentiation.

COMPETENCY 2 - INSTRUCTIONAL LEADERSHIP

D: Facilitate reflective practice, inquiry, an action research to identify and monitor the impact of high yield instructional strategies used to improve student learning.

Distinguished

- *Principal deliberately facilitates reflection and examination of beliefs, goals, and practices to gain a deeper understanding of what leads to improved learning for adults and students.*
- *Principal is open-minded to other points of views and recognizes that there are multiple perspectives represented within a group.*
- *Principal actively and consciously engages in and facilitates inquiry, meta-cognition, analysis, integration, and synthesis as part of leading the adult community in realizing best practices in student and adult learning.*
- *Principal recognizes self observation and analysis of one's own behaviors and the perceived consequences as central and relevant to leading school improvement.*
- *Principal reflects on practices that lead to deepened awareness, understanding, and insight for initiating and sustaining change in practice to realize increased student achievement.*
- The principal supports staff in using data, monitors staff knowledge and use of data, and schedules time to review and analyze data.
- The principal collaborates with staff to research and design multiple structures and opportunities for ongoing, job-embedded, and personalized professional development.
- Groups of teachers attend professional development opportunities together to ensure implementation and support of sustained efforts.
- The principal uses data to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.
- The principal uses data and feedback to respond and program effectively to individual and group professional development needs.
- The principal creates learning teams in which teachers serve as school leaders in modeling and guiding other teachers to effectively support student learning and achievement through reflective practice.
- The principal collaboratively assesses the impact of professional development (participant knowledge, organizational impact through joint reflection.

And...

Accomplished

- *Principal regularly facilitates reflection and examination of beliefs, goals, and practices to gain a deeper understanding of what leads to improved learning for adults and students.*
- *Principal is open-minded and recognizes that there are multiple perspectives represented within a group.*
- *Principal actively and consciously engages in and facilitates multiple strategies as part of leading the adult community in realizing best practices in student and adult learning.*
- *Principal recognizes self observation and analysis of one's own behaviors and the perceived consequences as central and relevant to leading school improvement.*
- *Principal reflects on practices that lead to understanding for initiating and sustaining change in practice to realize increased student achievement.*
- The principal supports staff in using data and schedules time to review and analyze data.
- The principal collaborates with staff to research and design multiple structures and opportunities for ongoing, job-embedded, and personalized professional development.
- Groups of teachers attend professional development opportunities together to support sustained efforts.
- The principal monitors practices to determine if professional development activities strengthen teachers' instructional skills to enhance student learning.

- The principal uses data and feedback to respond to group professional development needs.
- The principal creates learning teams in which teachers serve as school leaders to effectively support student learning and achievement through reflective practice.
- The principal assesses the impact of professional development (participant knowledge, organizational impact through joint reflection).

And...

Proficient

- *Principal facilitates professional development focused on improved learning for adults and students.*
- *Principal is open-minded and considers other perspectives.*
- *Principal facilitates different processes for engaging in adult and student learning.*
- The principal supports staff in using data and data analysis by teachers.
- The principal provides opportunities for ongoing and job-embedded professional development.
- Teachers have the opportunity to attend professional development opportunities to support school initiatives.
- The principal creates learning teams to impact student learning.
- The principal assesses the impact of professional development through collecting data.

Unsatisfactory

- There is no professional development on how to implement instructional strategies.
- The principal does not differentiate professional development and support; professional development is general and standard for all staff.
- Reflection is not a process that is a part of professional learning or development.

MANAGERIAL LEADERSHIP

A principal is an educational leader who proactively promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. A principal ensures that the school is a professional learning community by establishing and maintaining processes and systems that result in recruitment, induction, support, evaluation, development, and retention of high-performing staff. A principal also uses processes that facilitate remediation and/or removal of nonperforming staff members. A principal engages in best professional practices targeted at student achievement and deploys budgets, schedules, staff, and other resources to secure best results for all students.

COMPETENCY 3 - MANAGERIAL LEADERSHIP

A. Implements and monitors plans to ensure the safety of the school community, including emergency planning with appropriate entities.

Distinguished

- Principal frequently reviews and revises expectations, structures, rules, and procedures for students and staff based on appropriate data.
- Principal ensures themes of respect, caring, and safety are taught, reinforced, celebrated, and publicized in classrooms and the school.
- Principal resolves conflicts to ensure the best interests of students, staff, and the school result.

And...

Accomplished

- Principal communicates, monitors, and enforces clear expectations, effective structures, fair rules, and efficient procedures for students and staff.
- Principal utilizes staff and student input to resolve issues of compliance with expectations, structures, rules, and procedures for students and staff.
- Principal develops student and faculty responsibility for reinforcing positive behaviors in the school that support established norms of respect, caring, and safety.
- Principal resolves school-based problems in a fair, democratic way, and discusses with staff and implements solutions to address potentially discordant issues.

And...

Proficient

- Principal effectively implements policies and laws related to student safety and conduct, and collaboratively develops clear expectations, structures, rules, and procedures for students and staff.
- Principal communicates timely information in regards to safety and crisis situations with appropriate stakeholders.
- Principal establishes norms of respect, caring, and safety in the school and confronts behaviors that violate norms of respect, caring, and safety.

Unsatisfactory

- Principal fails to consistently implement policies and laws related to student safety and conduct and/or fails to implement clear expectations, structures, rules, and procedures for students and staff.
- Principal establishes a school environment that focuses on maintaining compliance and order.
- Principal lacks awareness of potential problems and areas of conflict within the school.

COMPETENCY 3 - MANAGERIAL LEADERSHIP

B: Develops and implements a positive and effective student management system.

Distinguished

- Systematically monitors issues around compliance with expectations, structures, rules and expectations. Utilizes staff and student input to resolve such issues
- Regularly reviews the need for changes to expectations, structures, rules and expectations
- Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected
- The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.

And...

Accomplished

- Communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff
- Discusses with staff and implements solutions to address potentially discordant issues
- The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct AND monitors the extent to which students, parents, and the community share in the perception that the school environment is safe and orderly.

And...

Proficient

- Collaboratively develops clear expectations, structures, rules and procedures for students and staff through the School Improvement Team
- Effectively implements district rules and procedures
- Creates processes to resolve problems and/or areas of conflict within the school
- The school leader ensures that well-defined routines and procedures are in place that lead to orderly conduct within the school.

Unsatisfactory

- Understands the importance of clear expectations, structures, rules and procedures for students and staff
- Understands district and state policy and law related to student conduct, etc.
- Demonstrates awareness of potential problems and/or areas of conflict within the school
- The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and the community.

COMPETENCY 3 - MANAGERIAL LEADERSHIP

C: Allocates and hires personnel to meet the needs of the building.

Distinguished

- Principal continuously searches for staff with outstanding potential as educators and implements clear selection criteria.
- Principal provides the best placement of both new and existing staff to fully benefit from strengths to meet the needs of a diverse student population.
- Principal strategically assess and places teachers in grade levels and content areas based on school and student need to create balanced teams with complementary strengths and knowledge.
- Principal implements a system for consistent support and follow-up that includes feedback from a master teacher or member of the leadership team for new staff and teachers identified for improvement.
- Principal uses multiple data sets including teacher evaluations, surveys, and student learning data to inform a formal retention and improvement process that creates opportunities for growth, development, and additional leadership roles.

And...

Accomplished

- Principal actively uses professional organizations and established networks to recruit staff.
- Principal has clear and articulated selection criteria in place.
- Principal assesses staff skills to place teachers based on school and student need in grade levels and content areas.
- Principal has a system for each new teacher and for teachers identified for improvement that assesses strengths and weaknesses, identifies specific supports needed to improve; and provides differentiated supports through mentors, coaches, teacher leaders, and/or leadership team members.
- Principal identifies effective teachers and recruits them for leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation; and gives retention offers based on effectiveness and student performance.

And...

Proficient

- Principal utilizes the district's identified structures in place for recruitment
- Principal has selection criteria and articulates the intention of selecting staff based on grade and content needs.
- Principal ensures all new teachers and all teachers with identified needs are supported by highly skilled peers for individual growth and improvement.
- Principal implements a formal retention process that uses teacher evaluations and student achievement data to determine teachers to be retained, teachers needing improvement, and teachers to be removed.

Unsatisfactory

- Principal does not use a recruitment process.
- Principal has no selection criteria and lacks transparency in teacher selection process and in teacher assignments.
- Principal does not provide a formalized structure for supporting new teachers or teachers with identified improvement needs.
- Principal has no clear selection, recruitment, induction, or retention plan in place.

COMPETENCY 3 - MANAGERIAL LEADERSHIP

D: Uses data to understand, evaluate, manage, and make decisions regarding the various systems and programs within the school community.

Distinguished

- Principal, in collaboration with all stakeholders, uses multiple data sources to establish rigorous, concrete goals in the context of student achievement, instructional programs, and ongoing job-embedded professional development action plans in place to meet student achievement goals.
- Principal establishes and maintains school mission, vision, and rigorous goals that are aligned with district priorities, are based on the analysis of multiple sources of information, and set clear and measurable high expectations for all students and educators.
- Principal remains focused on student achievement results at all times, builds staff ownership for the goals, and builds capacity of staff to monitor benchmarks and milestones within specific grade or content areas including continuous review of disaggregated data for student groups who have traditionally not been successful in the school.
- Principal collaboratively designs and institutes practices and structures that support a culture of professional learning that promotes accountability, cohesiveness, mutual support, and cooperation among staff.

And...

Accomplished

- Principal establishes and reinforces expectations, roles, norms, and responsibilities for effective working teams and ensures that teachers have the opportunity and time to meet in learning teams and participate in other forms of job-embedded professional development (i.e., peer observation, coaching and mentoring, demonstration teaching).
- Principal establishes and maintains school mission, vision, and rigorous goals that set clear and measurable expectations for all students and educators.
- Principal demonstrates a focus on improving student achievement results; keeps the school-wide goals present for staff and stakeholders by referencing goals in all meetings and planning sessions; tracks progress against milestones and benchmarks to monitor, track, and review progress; and adjusts strategies for achieving goals as needed.
- Principal continuously learns from and seeks out colleagues to collaboratively identify and institute innovative methods to support the continuous learning of staff.

And...

Proficient

- Principal builds a school culture in which educators work collaboratively to increase student learning.
- Principal establishes school mission, vision, and goals that are aligned to district priorities and based on the analysis of limited sources of information, and sets expectations for students and educators.
- Principal focuses on improving student achievement results, refers to goals on a regular basis, and attempts to concretely connect goals to the day-to-day work of the school while implementing a limited number of strategies to reach results.
- Principal develops structures for collaboration between teachers and other educational support staff.

Unsatisfactory

- Principal does not develop systems or structures to provide collaborative learning opportunities for staff.
- Principal fails to establish and maintain a school mission, vision, and rigorous goals that are aligned to district priorities, and/or sets expectations for students and educators that are too low, unclear, and/or difficult to measure.
- Principal does not maintain focus on improving results or meeting school goals, rarely refers to goals, and does not identify and/or implement strategies to reach results.
- Principal does not develop processes or structures for professional collaboration for staff.

COMPETENCY 3 - MANAGERIAL LEADERSHIP

E: Develops and manages budgets and maintains accurate fiscal records to analyze need and allocate personnel and material resources.

Distinguished

- Principal engages staff in procuring additional financial resources by writing grants and developing partnerships to support learning.
- Principal incorporates input from a school leadership team that includes parent and community membership in budget decisions.
- Principal ensures that financial resources are not diverted to competing issues.

And...

Accomplished

- Principal collaboratively develops a plan for financial resource allocation aligned to student and staff needs and communicates the plan to stakeholders.
- Principal procures additional financial resources for the school to support student and staff learning.
- Principal utilizes input from staff to establish budget priorities and a balanced operational budget for school programs and activities.
- Principal designs transparent systems to budget and manage school financial resources.
- Principal works with staff to identify a small number of high-priority goals and budget financial resources based on those goals.

And...

Proficient

- Principal ensures the strategic allocation and equitable use of financial resources to meet student and staff needs.
- Principal allocates funds based on student needs within federal, state, and district rules.
- Principal is knowledgeable of and implements school budget and accounting procedures.
- Principal uses feedback and data to assess the success of budget and accounting procedures.
- Principal identifies a small number of goals and prioritizes goals when budgeting financial resources.

Unsatisfactory

- Principal is unable to allocate financial resources in an effective manner and/or exceeds budgets.
- Principal does not establish a school budget or monitor financial records.
- Principal does not prioritize or align goals from among school, district, state, and national goals or identifies a large number of goals, resulting in a lack of sufficient financial resources to accomplish goals.

COMPETENCY 3 - MANAGERIAL LEADERSHIP

F: Demonstrates an understanding of procedural predictability within organizational systems and plans for variations where possible.

Distinguished

- Principal implements a collaborative leadership structure in which multiple stakeholders are represented and participants assume leadership and accountability in areas of both instruction and school operations.
- Principal designs and implements succession plans for key school positions to ensure that the organization has talent and continuity to move the learning community forward.
- Principal encourages staff members to accept leadership responsibilities outside of the school building.
- Principal designs management structures and operational processes that distribute leadership and decision-making authority and result in continuous improvement.

And...

Accomplished

- Principal delegates tasks with corresponding levels of authority for instructional and management structures and practices.
- Principal identifies strengths and interests of building staff in order to identify potential leaders and builds leadership capacity with professional development and coaching.
- Principal creates opportunities for staff to demonstrate leadership skills by recruiting them for leadership and decision-making roles.
- Based on implementation and assessment, principal creates new management structures and operational processes that result in improved efficiency.

And...

Proficient

- Principal seeks input from a variety of stakeholder groups, including teachers and parents and distributes leadership on issues that are of little consequence to school functionality or success; principal models effective collaboration skills.
- Principal seeks opportunities to build teacher efficacy and leadership capacity among staff.
- Principal appropriately implements and accurately assesses management structures and operational processes.

Unsatisfactory

- Principal fails to distribute leadership opportunities or decision-making authority.
- Principal fails to build teacher efficacy.
- Principal does not address management structures or operational processes.

CULTURAL LEADERSHIP

A principal understands the important role of culture as a contributor to student and school success. A principal honors the positive traditions, artifacts, symbols, values, and norms of the school and community that result in a sense of identity and pride upon which to build a productive future. Cultural leadership involves understanding the school and its people, how they came to their current state, and how to connect with their traditions to move them forward to support the school's efforts to achieve individual and collective goals. A principal helps build a strong and positive sense of community in the school.

COMPETENCY 4 - CULTURAL LEADERSHIP

A. Collaboratively creates and fosters a positive culture and climate that is equitable for all students and staff.

Distinguished

- Principal recruits individuals within the community and establishes and/or joins networks with families, community partners, and under-represented populations to develop relationships to solve problems and pursue shared purposes.
- Principal incorporates many different perspectives and encourages dissenting voices to gain new perspectives and to improve the schools' instructional program.
- Principal, in collaboration with staff, students, parents and community members, integrates culturally responsive practices into daily school operations and classroom practices and builds staff capacity to recognize and integrate learning opportunities that come from diversity.
- Principal initiates outreach activities to engage all stakeholders in the school improvement agenda and creates structures with multiple and diverse pathways for family and community involvement.
- Ensures that the school's identity and changing culture (vision, mission, values, beliefs and goals) actually drive decisions and informs the culture of the school.
- Establishes a collaborative work environment which promotes cohesion and cooperation among staff.
- Facilitates the PLC design, sharing, evaluation, and archiving of rigorous, relevant, and engaging instructional lessons that ensure students acquire essential knowledge and skills.

And...

Accomplished

- Principal utilizes the community's cultural, social, economic, and intellectual resources to enhance the learning environment.
- Principal incorporates different perspectives into decisions in developing plans and creates forums to hear multiple and dissenting viewpoints.
- Principal establishes school-wide practices that promote tolerance and addresses intolerance.
Principal creates a school culture and establishes expectations in which staff members are accessible and approachable to families and community.
- Establishes a culture of collaboration, distributed leadership and continuous improvement in the school which guides the disciplined thought and action of all staff and students
- Utilizes a collaborative work environment predicated on site-based management and decision-making, a sense of community, and cooperation within the school.
- Monitors the implementation and response to school policies and provides feedback to the Building Leadership Team for their consideration.
- Initiatives changes resulting from data gained from staff surveys and other sources

And...

Proficient

- Principal acknowledges the community's cultural, social, economic, and intellectual resources.

- Principal designs plans for student and school success and asks for feedback from multiple voices from the school community.
- Principal models appreciation and respect for the cultures of the school and community and uses strategies to promote tolerance.
- Principal welcomes family and community involvement. Visitors to the school are welcomed.
- Systematically develops and uses shared values, beliefs and a shared vision to establish a school culture and identity.
- Designs elements of a collaborative and positive work environment within the school.
- Participates in and relies upon the Building Leadership Team and other stakeholder voices to make decisions about school policies.
- Utilizes data gained from staff surveys and other sources to understand perceptions of the work environment

Unsatisfactory

- Principal fails to demonstrate an understanding, appreciation, and need for the cultural, social, economic, and intellectual diversity of the school community.
- Principal excludes voices from the community in forums to discuss school performance.
- Principal holds different expectations for different groups of students and holds them to different standards.
- Family and community input are not present in the schools' vision, mission and goals.
- Understands the importance of developing a shared vision, mission, values, beliefs and goals to establish a school culture and identity.
- Understands characteristics of a collaborative work environment within the school.
- Understands the importance of data gained from staff surveys and other data sources from parents, students, teachers, and stakeholders that reflect on the teaching and learning environment within the school.

COMPETENCY 4 - CULTURAL LEADERSHIP

B: Celebrates diversity and promotes a culturally-responsive school community.

Distinguished

- Collaborates with school and community groups to identify resources and solutions to increase achievement among all students.
- Utilizes recognition, reward, and advancement as a way to promote the accomplishments of the school.

And...

Accomplished

- Models appreciation and respect for the cultures of the school and community to create an environment that supports high achievement for all students and uses strategies to remedy instances of intolerance of individuals and groups.
- Systematically recognizes individuals for reward and advancement based on established criteria.
- Recognizes individual and collective contributions toward attainment of strategic goals.

And...

Proficient

- Implemented policies to ensure tolerance and to support diversity.
- Uses established criteria for performance as the primary basis for reward and advancement.

Unsatisfactory

- Principal fails to demonstrate an understanding, appreciation, and need for the cultural, social, economic, and intellectual diversity of the school community.
- Principal excludes voices from the community in forums to discuss school performance.
- Principal holds different expectations for different groups of students and holds them to different standards.
- Family and community input are not present in the schools' vision, mission and goals.
- Recognizes the importance of acknowledging failures and celebrating accomplishments of the school and staff.
- Reacts to instances of intolerance, but does not proactively institute policies to ensure tolerance and support diversity.

COMPETENCY 4 - CULTURAL LEADERSHIP

C: Connects students with adults in a system that meets the affective needs of all students.

Distinguished

- Principal translates the school values into specific age-appropriate behaviors and ensures that all staff and students learn the expected behaviors and builds staff and student capacity to deliver clear and consistent messaging about the values and behaviors to all students and stakeholders (ex: PBIS Structures).
- Principal institutes practices and strategies that build towards a collective sense of well-being among staff, students, and parents/guardians to impact student achievement.
- Principal creatively employs an awareness of staff's professional needs and school community issues and interests to build cohesion and facilitate distributed leadership and shared decision making in meeting school's goals and implementing action plans.
- Principal develops school-wide capacity to establish trusting relationships and supports positive relationships among and between all stakeholder groups.
- Builds a sense of efficacy and empowerment among staff that results in increased capacity to achieve substantial outcomes.
- Utilizes a collective sense of well-being among staff, students, parents/guardians to impact student achievement.

And...

Accomplished

- Principal translates the school values into specific behaviors and ensures that all staff and students learn the expected behaviors and ensures staff delivers clear and consistent messaging about the values and behaviors to students.
- Principal actively models and implements strategies to promote a sense of well-being among staff, students, and parents/guardians.
- Principal builds systems and relationships that utilize the staff and community's diversity, ideological differences, and expertise through shared decision-making in developing school goals and action plans.
- Principal enhances and maintains trusting relationships among and between stakeholder groups.
- Utilizes a variety of activities, tools, and protocols to develop efficacy and empowerment among staff.
- Actively models and promotes a sense of well-being among staff, students and parents/guardians.

And...

Proficient

- Principal translates the school values into specific behaviors and works to ensure that all students learn expected behaviors.
- Principal identifies strategies for developing a sense of well-being among staff, students, and parents/guardians.
- Principal is aware of the expertise, power, and influence of staff and community members and demonstrates sensitivity to their cultural and professional needs when developing school goals and plans.
- Principal articulates a belief that building and maintaining relationships is important and works to establish or enhance relationships.
- Identifies strategies for building a sense of efficacy and empowerment among staff.
- Identifies a sense of well-being among staff, students and parents/guardians.

Unsatisfactory

- Principal does not make values or behavioral expectations clear to staff or students.
- Principal lacks understanding of the importance of developing a sense of well-being among staff, students, and parents/guardians.
- Principal is unaware of the level of expertise of staff and community members and does not attempt to include these stakeholders when developing school goals and plans.
- Principal does not develop positive relationships and/or undermines positive relationships that exist.

- Understands the importance of building a sense of efficacy and empowerment among staff.
- Understands the importance of developing a sense of well-being among staff, students, and parents/guardians.

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COMMUNICATIONS LEADERSHIP

A principal communicates purposefully with internal and external stakeholders. A principal is a facilitator and can employ conflict resolution and problem-solving strategies in a wide variety of situations and circumstances. A principal communicates clearly, appropriately, and effectively to different audiences and individuals. A principal actively listens and seeks to clarify the information and intent of other communicators in the school environment.

COMPETENCY 5 - COMMUNICATIONS LEADERSHIP

A. Communicates appropriately with all stakeholders using a variety of communication strategies and tools.

Distinguished

- Principal develops an effective and interactive communication plan and public relations program, initiates outreach activities to engage all stakeholders in the school improvement agenda, and creates structures with multiple pathways for family and community involvement.

And...

Accomplished

- Principal utilizes a system of open communication that provides for the timely, responsible sharing of information within the school community and provides information in multiple ways through different media to ensure communication with all members of the community.
- Principal builds partnerships with families and community members to develop and evaluate programs, services, and outreach to improve student learning.

And...

Proficient

- Principal routinely involves key stakeholders in school wide two-way communications processes and designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community.

Unsatisfactory

- Principal does not involved stakeholders in communication regarding processes or systems and limits two way communication with the school community.

COMPETENCY 5 - COMMUNICATIONS LEADERSHIP

B: Demonstrates the ability to effectively facilitate and participate in the work of various groups.

Distinguished

- Principal proactively develops relationships and establishes processes with parents/guardians, the community, and staff to develop good will and garner fiscal, intellectual, and human resources that support specific aspects of the school's goals, mission and vision.

And...

Accomplished

- Principal implements processes that empower parents/guardians and all community stakeholders to make significant decisions and shares responsibility in the work of the school.
- Principal directly addresses and assists stakeholders to understand and navigate the change process and balances the need to make change within the school quickly while supporting the staffs' ability to learn and develop new skills.
- Principal examines, addresses, and changes school structures and school practices that limit the participation of groups of students and families and/or builds on diversity in plans to increase student learning.

And...

Proficient

- Principal engages parents/guardians and all community stakeholders in a shared responsibility for student and school success by involving them in decisions about school governance, curriculum, and instruction.
- Principal attempts to support staff in the change process while remaining focused on school goals even when it is necessary to confront staff values, beliefs, assumptions, and/or habits of behavior that may not match the school vision.
-

Unsatisfactory

- Principal does not involve stakeholders in the school, decision making, or related discussions about school governance, curriculum, and instruction.
- Principal shows little or no support of staff through the change process.
- Principal does not focus on school goals or work with staff to develop shared values, beliefs and /or habits of behavior to support the school vision.

COMPETENCY 5 - COMMUNICATIONS LEADERSHIP

C: Demonstrates an understanding of conflict resolution and problem solving strategies.

Distinguished

- Monitors staff response to discussions about solutions to potentially discordant issues to ensure that all interests are heard and respected with the best interests of students and the school.

And...

Accomplished

- Works with staff to resolve school-based problems and conflicts in a fair way.
- Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues

And...

Proficient

- Demonstrates an awareness of potential problems and creates processes to resolve problems and/or areas of conflict within the school

Unsatisfactory

- Fails to demonstrate an awareness of potential problems or create processes to resolve problems and /or areas of conflict within the school.

COMPETENCY 5 - COMMUNICATIONS LEADERSHIP

D: Promotes a positive image of schools and the school district.

Distinguished

- Principal develops structures, outreach, and training to ensure that staff develops the skill set to treat all people equitably and with respect and incorporates them throughout school practices and decision-making processes.
- Principal creates leadership growth opportunities—with increasing levels of autonomy—for staff, students, parents, and community members.
- Principal plans and leads community initiatives and opportunities that support building goals and impact student learning.

And...

Accomplished

- Principal demonstrates personal resolve and maintains staff members' focus on student achievement goals and demonstrates persistence with staff in the face of challenges.
- Principal upholds the foundations of mutual respect for all stakeholders and meets all legal requirements for work relationships.
- Principal identifies strengths and interests of the building staff in order to identify potential leaders and builds leadership's capacity to become proficient in role expectations.
- Principal establishes and sustains school-community partnerships to support student achievement and collaborates with community groups to identify resources and solutions.

And...

Proficient

- Principal focuses on student achievement goals in the face of challenges.
- Principal meets all legal requirements for work relationships and takes action when inappropriate conduct is reported or observed.
- Principal matches leadership responsibilities to the talents of individual staff.
- Principal represents the school at community functions and advisory groups and uses community-based resources to increase student achievement.

Unsatisfactory

- Principal demonstrated limited or no focus on student achievement goals
- Principal does not act when there are conduct issues with staff.
- Principal is absent from meetings and key school functions and does not represent a vision to use resources to increase student achievement.

SCHOOL COMMUNITY LEADERSHIP

A principal designs structures and processes that result in community engagement, support, and ownership. A principal understands the school community within the social and political context of the broader community. A principal proactively creates opportunities for parents/guardians, community, members, and business representatives to be involved in and show support for the community's schools.

COMPETENCY 6 -SCHOOL COMMUNITY LEADERSHIP

A. Partners with internal and external entities to support the needs of students and families.

Distinguished

- Proactively develops relationships with parents/guardians and the community so as to develop good will and garner fiscal, intellectual and human resources that support specific aspects of the school's learning agenda
- The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.
- Principal creates opportunities for community group involvement in developing new resources to improve student learning and raise achievement for all students.
- Principal initiates outreach activities to engage all stakeholders in the process and responsibility of improving student learning.
- Principal plans and leads community initiatives that support building goals and impact students.

And...

Accomplished

- Implements processes that empower parents/guardians and all community stakeholders in appropriate school based decisions.
- The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal function of the school.
- Principal collaborates with the community groups to identify resources and solutions to increase achievement among all students.
- Principals actively utilizes parent and community volunteers as appropriate for the school's instructional program.
- Principal uses technology as appropriate to maximize the communication with parents and community members about student learning.

And...

Proficient

- Proactively creates systems that engage parents/ guardians and all community stakeholders in a shared responsibility for student and school success reflecting alignment with the district strategic roadmap.
- The school leader ensures that input is regularly collected from students, parents, and community.
- Principal identifies and uses available resources to increase achievement among all students.
- Principal regularly practices two way communication with parents about expectations for student learning needs and progress.
- Principal provides parents and students with relevant information available school services (instructional, behavioral, and psychological) to address student learning needs.
- The principal uses print and electronic media to inform the community about the school.

Unsatisfactory

- Interacts with, and acknowledges that parents/guardians and community members have a critical role in developing community engagement, support and ownership of the school
- Identifies the positive, culturally-responsive traditions of the school and community
- The school leader attempts to ensure that input is regularly collected from students, parents, and community, but does not

complete the task or does so partially OR the school leader does not attempt to do so.

- Principal doesn't not show evidence that family and community input are used in decision-making.
- Principal rarely or never communicates with families; families and community do not feel welcome; and families are not sure what their children are learning.
- Principal demonstrates a pattern of missed opportunities for productive engagement with parents and community members.

DRAFT

COMPETENCY 6 -SCHOOL COMMUNITY LEADERSHIP

B: Effectively articulates the mission and vision, using a variety of communication tools, to positively inform the school community.

Distinguished

- Principal engages multiple stakeholders and shares leadership in developing, communicating, and evaluating a shared vision for effective teaching.
- Principal communicates and models a commitment to high expectations and closing of achievement gaps for all students through decision-making processes.
- Principal nurtures a school-wide culture of high expectations, collaboration, and learning.
- Principal develops policies to support high expectations for creating engaging, active learning environments and offers multiple opportunities throughout the school year to listen and respond to teachers and students regarding learning experiences.
- Principal provides opportunities and support to extend learning environments beyond classroom walls (i.e., outdoor classrooms, displays of student work in halls, organization of classrooms, etc).

And...

Accomplished

- Principal engages shareholders beyond students and teachers in development and communication of a shared vision for effective teaching.
- Principal models a commitment to high expectations and closing of achievement gaps for all students.
- Principal create, facilitates, and implements a system for monitoring, feedback, and support that ensures instruction is research based, individualized, and focused on high levels of student engagement.
- Principal provides support for creative and innovative teaching.

And...

Proficient

- Principal engages staff in development and communication of a shared vision for effective teaching.
- Principal communicates the importance of high expectations and closing of achievement gaps.
- Principal observes classrooms, identifying individualized instruction and high levels of student engagement.
- Principal encourages creative and innovative teaching.

Unsatisfactory

- Principal lacks or unilaterally develops a vision for effective teaching.
- Principal lacks an emphasis on learning and high expectations in vision.
- Principal fails to reinforce the importance of individualization of instruction and student engagement in student achievement.
- Principal fails to support diverse learning styles of students.

COMPETENCY 6 -SCHOOL COMMUNITY LEADERSHIP

C: Exhibits an understanding of school districts as a political system, including governance models.

Distinguished

- Creatively employs an awareness of staff's professional needs, issues and interests to build cohesion and to facilitate distributed governance and shared decision-making

And...

Accomplished

- Builds systems and relationships that utilize the staff's diversity, ideological differences and expertise to realize the school's goals

And...

Proficient

- Is aware of the expertise, power and influence of staff members, and demonstrates sensitivity to their personal and professional needs

Unsatisfactory

- Maintains high visibility and is easily accessible throughout the school

DRAFT

ETHICAL AND PROFESSIONAL LEADERSHIP

A principal works collaboratively with the school staff and community members to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others. A principal is knowledgeable about and acts in accordance with state and federal statutes as well as with school policy; said actions are consistently targeted to the well-being of the students and school community. A principal exemplifies high standards of professional practice and behavior.

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP

A. Advocates for all learners in accordance with local, state, and federal requirements.

Distinguished

- Principal advocates for public policies that provide for present and future needs of children and families and improve equity and excellence in education by serving on professional and/or community groups.
- Principal routinely interprets federal, state, and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school.
- Principal actively participates in the development of district goals and initiatives directed at improving student achievement.
- Principal systematically monitors issues around compliance including structures, rules, and expectations. Principal utilizes staff and student input to resolve such issues.

And...

Accomplished

- Principal ensures compliance with federal, state, and district mandates and updates protocols and processes.
- Principal aligns school plans with district initiatives and continually assesses and reports results to district-level decision-makers.
- Principal communicates and enforces clear expectations, structures, and fair rules and procedures for students and staff.
- Principal acts to influence local, district, state, and national decisions affecting student learning.

And...

Proficient

- Principal designs protocols and processes to comply with federal, state, and district mandates.
- Principal implements district initiatives directed at improving student achievement.
- Principal collaborates with key stakeholders to develop clear expectations, structures, rules, and procedures for students and staff.
- Principal engages in discussion with the school community about federal, state, and local laws, policies, regulations and statutory requirements.

Unsatisfactory

- Principal does not demonstrate knowledge of applicable federal, state, and district mandates.
- Principal is not aware of district goals and initiatives directed at improving student achievement.
- Principal does not demonstrate understanding of the importance of setting clear expectations, structures, rules, and procedures for students and staff.
- Principal fails to respond to political, social, and cultural needs of stakeholders.

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP

B: Protects students and staff from conditions harmful to health and safety.

Distinguished

- Interprets federal, state and district mandates for the school community so that such mandates are viewed as an opportunity for improvement within the school
- Actively participates in the development of district goals and initiatives directed at improving student achievement

And...

Accomplished

- Ensures compliance with federal, state and district mandates
- Continually assesses the progress of district initiatives and reports results to district-level decision-makers

And...

Proficient

- Designs protocols and processes to comply with federal, state and district mandates
- Implements district initiatives directed at improving student achievement

Unsatisfactory

- Is knowledgeable of applicable federal, state and district mandates
- Is aware of district goals and initiatives directed at improving student achievement.

DRAFT

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP

C: Demonstrates and understanding of, and works within the scope of employee contracts.

Distinguished

- Principal completes all aspects of a rigorous evaluation process that includes goal setting, formative and summative ratings based on observations, and multiple metrics of student results; ensures that evaluation processes are clear and transparent to all staff; and includes assessment of student outcomes, learning environment, quality of instruction, and planning and preparation.
- Principal conducts evaluations and observations aligned to district, state, and contract provisions in a transparent, timely and thorough manner that holds staff accountable for student outcomes.
- Principal facilitates the development of and monitors the implementation of individualized professional growth plans for staff that increase teacher effectiveness and improve student learning.
- Principal analyzes the results of multiple measures including surveys, student assessment outcomes, learning climate, quality of instruction, and planning.
- Principal uses teacher and staff evaluation results in planning and delivering professional development, identifying remediation steps for identified staff, and determining staff that will not be retained.

And...

Accomplished

- Principal implements an evaluation process that includes annual goal setting, formative and summative ratings based on observations, and student outcome results and communicates clear and transparent evaluation processes.
- Principal completes required evaluations and observations transparently, on time, thoroughly, and in compliance with district, state, and contract provisions.
- Principal monitors the implementation of professional growth plans, provides support in meeting goals, and provides feedback to improve performance.
- Principal uses multiple measures of student growth to evaluate teachers and other staff members in a fair and equitable manner.
- Principal uses evaluation results to improve instructional practice, determine remediation for identified staff, and identify staff that will not be retained.

And...

Proficient

- Principal implements and communicates an evaluation process that includes observation and student outcome data.
- Principal conducts most evaluations and observations on time and in compliance with district policy.
- Principal provides identified staff the opportunity to develop professional growth plans to improve performance.
- Principal implements district, state, and contractual evaluation policies in a fair and equitable manner in order to determine remediation for identified staff and identify staff what will not be retained.

Unsatisfactory

- Principal does not have a clear or consistent evaluation processes and/or does not complete evaluations for staff.
- Principal has significant lapses in implementing evaluation and observation processes.
- Principal does not provide staff the opportunity to develop professional growth plans to improve performance.
- Principal does not adhere to the legal requirements for teacher and staff evaluation.

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP

D: Applies district policies and procedures to personnel selection, development, retention, and dismissal.

Distinguished

- Principal continuously searches for staff with outstanding potential as educators and implements clear selection criteria.
- Principal provides the best placement of both new and existing staff to fully benefit from strengths to meet the needs of a diverse student population.
- Principal strategically assess and places teachers in grade levels and content areas based on school and student need to create balanced teams with complementary strengths and knowledge.
- Principal implements a system for consistent support and follow-up that includes feedback from a master teacher or member of the leadership team for new staff and teachers identified for improvement.
- Principal uses multiple data sets including teacher evaluations, surveys, and student learning data to inform a formal retention and improvement process that creates opportunities for growth, development, and additional leadership roles.
- Principal implements a job-embedded professional learning system aligned with curricular, instructional, and assessment needs; provides consistent support, development, coaching/mentoring, and peer learning opportunities; and allocates regular time for whole group and individual staff development and learning activities.
- Principal implements a strategy to build the capacity of teacher learning teams to lead effective meetings focused on student learning data and examining student work for instructional decision making to improve student outcomes.
- Principal consistently uses and analyzes multiple forms of data to identify areas of instructional improvement, to refine and adapt instructional practice, and to determine appropriate strategies across all grades and content areas.
- Principal develops staff ability to analyze student data, determining team and individual goals, prioritize student learning needs, guide student grouping and re-teaching, and prioritize staff needs and areas for continuous improvement.

And...

Accomplished

- Principal actively uses professional organizations and established networks to recruit staff.
- Principal has clear and articulated selection criteria in place.
- Principal assesses staff skills to place teachers based on school and student need in grade levels and content areas.
- Principal has a system for each new teacher and for teachers identified for improvement that assesses strengths and weaknesses, identifies specific supports needed to improve; and provides differentiated supports through mentors, coaches, teacher leaders, and/or leadership team members.
- Principal identifies effective teachers and recruits them for leadership roles; implements a formal retention strategy that recognizes effective staff through performance evaluation; and gives retention offers based on effectiveness and student performance.
- Principal creates multiple structures for teacher learning including large group, grade level and content team professional development; aligns activities with curricular, instructional, and assessment needs; and dedicates staff time for professional development activities.
- Principal ensures that effective teacher learning teams use student learning data and student work to advance student outcomes.
- Principal uses multiple data sources to drive instructional decisions, prioritize school wide areas of improvement, and identify a few targeted school-wide strategies for instructional improvement.
- Principal uses multiple sources of data to drive instructional decisions and uses data appropriately to prioritize school-wide areas of improvement. Data is routinely used to identify and adjust school-wide priorities and to drive instructional decisions, teaching plans, and changes in practice for individual teachers.

And...

Proficient

- Principal utilizes the district's identified structures in place for recruitment
- Principal has selection criteria and articulates the intention of selecting staff based on grade and content needs.

- Principal ensures all new teachers and all teachers with identified needs are supported by highly skilled peers for individual growth and improvement.
- Principal implements a formal retention process that uses teacher evaluations and student achievement data to determine teachers to be retained, teachers needing improvement, and teachers to be removed.
- Principal relies on whole-group professional development sessions including trainings on how data should be used with some specific supports.
- Principal introduces common learning team structures and expectations for teacher teams.
- Principal uses a few data sources to drive instructional direction and uses data appropriately to identify school-wide areas of improvement.
- Principal supports staff in using data to prioritize needs. Data is used to drive school-wide practices.

Unsatisfactory

- Principal does not use a recruitment process.
- Principal has no selection criteria and lacks transparency in teacher selection process and in teacher assignments.
- Principal does not provide a formalized structure for supporting new teachers or teachers with identified improvement needs.
- Principal has no clear selection, recruitment, induction, or retention plan in place.
- Principal does not offer professional development and support that is timely, relevant, or differentiated.
- Principal does not create consistent teacher learning team structures.
- Principal uses data inconsistently and/or is not clear how to use data to drive instructional strategies or practices.
- Principal is unable to lead staff through continuous data review or lacks consistency in implementation.

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP

E: Demonstrates an understanding of the role of education in preparing learners to become informed citizens.

Distinguished

- Principal regularly engages stakeholders representing all roles (staff, students, parents, community) and their perspectives.
- Principal uses the vision, mission and goals to drive decisions and to build a school culture of high expectations; the school's vision, mission, and goals drive the collaborative process used to build capacity of the school community to examine and analyze data in order to make informed instructional decisions.
- Principal leads the school and community in collaborative processes to establish measureable school-wide goals aligned to district goals using multiple sources of data, engages the support of the central office in the complex process, and implements actions to increase staff and community effectiveness in reaching the school's vision, mission, and student achievement goals.
- Principal routinely continues the collaboration processes to monitor alignment of actions, messages, and routines to ensure achievement of school's vision, mission and goals.

And...

Accomplished

- Principal regularly engages with key stakeholders (staff and student) perspectives.
- Principal uses the vision, mission, and goals in decision-making and to guide processes established with stakeholder groups in making informed instructional decisions.
- Principal collaboratively develops a shared school vision, uses multiple sources of data to identify measureable school-wide goals to increase student achievement, and designs corresponding actions to increase staff effectiveness.
- Principal aligns actions, school practices, messages, and routines with the school vision, mission, and goals.

And...

Proficient

- Principal provides limited opportunities for engaging key stakeholder perspectives.
- Principal refers to vision, mission, and goals when making decisions but may not be guided by vision, mission, and goals or input from stakeholders when making informed instructional decisions.
- Principal implements a process for the development of a shared school vision that identifies high achievement for students and staff effectiveness.
- Principal remains focused on the school vision and mission as he or she identifies goals and actions to achieve them.

Unsatisfactory

- Principal does not engage stakeholder perspectives in the development, implementation, monitoring, and refinement of a shared vision and mission or for setting goals for high student achievement and career readiness; principal does not communicate the school's vision, mission, and goals to all stakeholders.
- Stakeholders are unaware of the decision making process.
- Principal actions contradict the school vision, mission, and goals and/or demonstrate inconsistencies between stated beliefs and actions.
- Principal fails to fully develop a school vision, mission, and goals for high achievement for students and staff effectiveness.
- Principal does not connect goals to a plan to achieve them, and goals are not data-driven.

COMPETENCY 7 - ETHICAL AND PROFESSIONAL LEADERSHIP

F: Balances complex community demands in the best interest of all learners.

Distinguished

- Principal finds creative ways to support instructional time for students beyond the traditional school day and systematically monitors the effect of the school schedule on collaborative planning and student achievement.
- Principal ensures that students are provided opportunities to learn and utilize best practices in the integrated use of 21st century instructional tools, including technology, to solve problems.
- Principal systematically challenges the status quo by leading change with beneficial outcomes for the organization's performance.
- Principal creates cultural conditions in which staff initiate continuous improvements and assume leadership in improvement initiatives.
- Principal creates an organizational culture in which students and staff recognize and celebrate peer successes and achievements that support organizational change.
- Principal builds capacity of staff to apply information about individual and organizational change processes. Staff support peers as they move through changes in organizational practices.
- Principal frequently and intentionally collects data including demographic and programmatic data to inform organizational decisions and reflect on leadership strategies.

And...

Accomplished

- Principal maximizes instructional time by protecting it from interruptions and supporting creative ways of managing students, communicates and monitors the expectation that engaging instruction is provided for the entire instructional period, and schedules time for teacher collaboration and planning focused on teaching and learning.
- Principal designs scheduling processes and protocols that maximize staff input and address diverse student learning needs.
- Principal includes integration of 21st century instructional tools, including technology, in instructional expectations and provides learning experiences for staff that support technology's role in students' learning experiences.
- Principal routinely and systematically communicates the impacts of change processes to all stakeholders.
- Principal impacts cultural conditions by modeling continuous improvement, discussing current results, and implementing new processes that result in improvements.
- Principal schedules and communicates opportunities to recognize student and staff successes and achievements that support organizational change.
- Principal plans leadership and change processes using research concerning organizational change processes and how individuals experience the change process and supports staff as they move through changes in organizational practices.
- Principal uses various forms of student achievement data to inform organizational decisions.

And...

Proficient

- Principal protects instructional time from interruptions, ensures that teachers have required amounts of daily planning and lunch periods, and ensures planning time is focused on teaching and learning.
- Principal is knowledgeable of designs for age-appropriate school schedules which address the learning needs of diverse student populations.
- Principal provides students and staff access to a variety of 21st century instructional tools, including technology.
- Principal is comfortable and effective managing and leading major changes that improve organizational performance.
- Principal assesses and diagnoses the current school culture to determine which aspects support continuous improvement.
- Principal employs strategies to support organizational change by recognizing student and staff successes and achievements.
- Principal manages change processes using research about leadership and organizational change processes.

- Principal uses limited sources of data to inform organizational decisions.

Unsatisfactory

- Principal has not created processes to maximize appropriate use of instructional time, allows interruptions during instructional time, and fails to monitor teacher planning and collaboration time.
- Principal does not address technology as a tool for achieving goals.
- Principal employs ineffective management and leadership strategies for managing and improving organizational performance.
- Principal does not address cultural conditions that support continuous improvement.
- Principal fails to recognize student and staff success or achievements.
- Principal does not apply research concerning management strategies and organizational change processes. Past experience is the primary source of information for planning.
- Principal fails to use data to inform organizational decisions.

PROFESSIONALISM	Meets	Does Not Meet
District/School Policies & Collective Bargaining Agreement: <ul style="list-style-type: none"> • Understands and follows federal/state regulations, district/school policies and collective bargaining agreements 	<input type="checkbox"/>	<input type="checkbox"/>
Ethical Behavior:* (See Note Below on Ethics) <ul style="list-style-type: none"> • Meets their legal, ethical and professional responsibilities with integrity, honesty, fairness and dignity • Implements procedures to comply with local, state and federal mandates • Upholds and follows professional ethics laws and policies (e.g., serves as a positive role model, maintains confidential information, maintains security of standardized tests, reports suspected abuse). 	<input type="checkbox"/>	<input type="checkbox"/>

* The section on Ethical Behavior is intended to be used as part of principals' regular/daily performance of duties as an Ohio educator. It is not intended to be used for conduct infractions as outlined in *Licensure Code of Professional Conduct for Ohio Educators*, ORC 3319.31. The *Licensure Code of Professional Conduct for Ohio Educators* serves as the basis for decisions on issues pertaining to licensure that are consistent with applicable law, and provides a guide for conduct in situations that have professional implications for all individuals licensed by the State Board of Education, such as teachers, principals, superintendents, and other persons serving schools (e.g., school nurses, coaches, substitute teachers). As education is a public trust, the Ohio Department of Education pursues allegations of unprofessional conduct.



**Agenda III.D.
June 20, 2013**

To: Members, Board of Education

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

Date: June 20, 2013

Re: Establish Fiscal Year 2013 Committed Fund Balance

RECOMMENDATION: That the Board of Education approve the commitment of fund balance for Fiscal year 2013 to include fund balance resulting from carryover funds, integration funds, and ProPay funds. The amounts of which will be determined by the audited Fiscal year 2013 financial statements.

The Fund Balance Policy DAA approved June 2, 2011 follows GASB Statement No. 54 which allows for the highest decision-making authority of a government, our Board of Education, to commit fund balance for a specific purpose by taking action prior to year end while the amounts can be determined in the subsequent period. Commitments would be calculated as follows:

Carryover Funds: Calculated with revenues generated by site plus any unspent expenditure budget, as audited.

Integration and ProPay funds: Calculated with dedicated revenues unspent, as audited.

I recommend the Board of Education approve the commitment of fund balances for Fiscal Year 2013.

TO: Members, Board of Education

FROM: Lisa Rider, Executive Director of Business Services

DATE: June 20, 2013

RE: Proposed FY2013-2014 Adopted Budget

RECOMMENDATION: That the Board of Education adopt the 2013-2014 Adopted Budget providing all funds revenues of \$151,628,828 and all funds expenditures of \$169,455,199.

Since February 21, 2013, when the board approved a preliminary General Fund Budget for FY2013-14 representing revenues of \$110,145,674 and expenditures of \$114,970,161; the administration has worked to finalize positions for the coming year and to modify line item budgets within the given parameters.

Below is a summary of the Proposed FY2013-2014 Adopted Budget for your review. A full summary of the General Fund budget units and their narratives and details are available for review prior to action for adoption at the June 20, 2013 board meeting.

<u>Fund</u>	<u>Revenue</u>	<u>Expenditure</u>
General	\$ 110,724,696	\$ 114,468,317
Food Service	4,529,668	4,710,183
Community Service	5,042,218	5,186,439
Capital Projects	25,000	12,835,540
Debt Service	9,513,196	10,016,955
Total Governmental	129,834,778	147,217,434
Trust & Agency	677,250	690,025
Internal Service	21,116,800	21,547,740
All Funds	\$ 151,628,828	\$ 169,455,199

The 2013-2014 Budget was prepared in accordance with the following Board of Education decisions. The parameters used to develop the budget are detailed in the presentation materials but are essentially as follows:

1. General education funding, on a per pupil basis, was increased as by legislation to \$5,302 per pupil unit.
2. Elementary class sizes averaging around 26.5:1 resulting from a range of class sizes of 23-30 depending on grade level and secondary class sizes averaging around 33-35:1.
3. Enrollment stabilized with estimates based on projected end of year Early Childhood-12 average daily membership of 9,570 for 2013-2014 and 9,565 for 2012-2013, an increase of 5 average daily memberships. Magnet enrollments are included in this estimate.
4. An estimated \$550,000 reduction in Health Insurance costs across the operating funds is included as a result of the OPEB Trust implicit rate contributions.
5. Sixteen percent increase in 2013-2014 health insurance premium costs as a part of the move to self-insurance for employee health benefits.
6. After pulling in actual salaries versus the average used in planning and adjusting for other line item budgets, expenditure estimates are about \$500,000 less than the total expenditures preliminarily approved in February. This is a 0.44% decrease to expenditures and is reflected in the increase in Unassigned Fund Balance. Additionally the increase in the general education formula from \$5,224 to \$5,302 is reflected in our revenue assumptions. Together, these assumptions result in an estimated projected end of year Unassigned Fund Balance for the General Fund of about 11.27% considering the use of restricted and committed fund balances in the areas of Area Learning Center, Capital, and ProPay.

This adopted budget will be revised later in the year to adjust for actual data relating to federal updates, enrollment, staffing, audited fund balances, etc.

Given the projected fund balance is above the current Board Policy, there is no need for a waiver; however, prior to adopting the 2013-2014 budget the board will need to define what fund balances they would be committing for 2013-2014.

GENERAL FUND

Overview

On February 21, 2013, the Board acted to preliminarily approve the general fund total revenues and total expenditures. The revenue assumptions indicated within this adopted FY 14 budget are greater than the February estimates as a result of the change in the general education formula recently passed by the legislature. Federal assumptions are conservative and are expected to be modified mid-year. The budget proposed calls for a spend down of Restricted Capital funds of \$317,000, Restricted Area Learning Center funds of \$244,000 and a spend down of Committed Fund Balance by \$560,000. The projected spend down of fund balance and the resulting Unassigned Fund Balance is 11.27% of general fund expenditures. As more current information becomes available, the budget will be revised accordingly.

Following is a list of the most significant assumptions used in developing the revenue budget:

Basic Allowance

The basic funding allowance is \$5,302 per pupil unit.

Special Education

Special education categorical aid has been estimated similar to prior year budgeted revenues. This is an area of particularly conservative revenue estimates due to the complexity of the calculation.

Referendum

The district's referendum authority is a combined \$1,476.20 per resident pupil unit (the state maximum) as approved by the voters in November 2002 and November 2007. Total referendum revenue adjusts each year in direct proportion to resident pupil unit adjustment. Estimated referendum revenue for the 2013-2014 year is approximately \$17.4 million, or roughly 16% of total general fund revenues.

Alternative Teacher Compensation

Alternative teacher compensation revenue of approximately \$2.6 million is included in the 2013-2014 budget. The expenditures in this area are in excess of revenues as a purposeful spend down of previous years of committed fund balance. These funds may only be utilized for Alternative Teacher Compensation.

Compensatory

Compensatory revenue of approximately \$6.4 million is included and a portion of these funds is budgeted to cover Kindergarten teachers allowing the availability of Full Day Kindergarten to all students. The remainder of this funding continues to be dedicated to providing educational programs for at risk students through various District initiatives.

English Learners

The estimate is based on the assessment of student needs within our district. The allocation of teaching FTEs has increased for FY14. The degree of services needed by students range and our assessment of students and the responding services will fluctuate. The increased FTEs should allow for the flexibility needed to address anticipated needs.

Enrollment

Enrollment is a crucial factor in determining a school district's revenue because most funding formulas are student based. The 2013-2014 adopted budget assumes stabilization in estimated EC-12 enrollment from 9,565 students (Average Daily Membership) in 2012-2013 to 9,570 in 2013-2014. Enrollment uncertainty creates the potential for significant increases or decreases in student-based revenue. This assumption will need to be re-evaluated when the October 1, 2013, enrollment is known and the retention factor for 2012-2013 is determined. With each student generating approximately \$8,000 in revenue, a small deviation in enrollment can produce a significant change in revenue.

Revenue Restrictions

Restrictions on the use of general education revenue are offset with dedicated revenue. Following are restrictions imposed on general education revenue in 2013-2014:

Basic Skills (Compensatory, EL)
Learning & Development
Gifted & Talented
Integration

Operating Capital
Area Learning Center
Alternative Teacher Compensation
Staff Development

Capital Expenditures

Capital expenditures are budgeted in the General Fund but are supported by revenue that is dedicated to this purpose. Capital expenditures included in this budget amount to approximately \$3.45 million and are projected to exceed revenue by \$317,355.

Student Transportation

The student transportation budget is based on current service levels and a contingency for potential changes related to transportation services for future years. Since implementing our new contract with Durham School Services in 2012-2013, actual savings have been realized. These savings have not been removed from the budget but are held in contingency until further discussion has been held to define the level of transportation services required in the future. Two-tier routing and potential changes related to any boundary decision are currently being studied.

Site Based Budgeting

A large portion of the operating budget is expended at the site level based on ranges of class sizes determined by Principals and other Administrators in the staffing process. Instructional budgets, while determined on a uniform basis across the district, are distributed among various accounts and programs at the school building level. Any budget balance at the end of a year in school accounts is carried forward to the succeeding year provided the Board continues to commit the related fund balance.

FOOD SERVICE

The Food Service Fund budget shows a deficit of \$180,515 for the 2013-2014 year. Increased cost in food product and no change in our meal prices are contributing factors to the anticipated deficit. However, this is considered a controlled spend down of fund balance in an attempt to keep meal prices stable for one more year. The lunch prices incorporated into this budget remain the same for 2013-2014 school year. Lunch prices for 2013-2014 will be \$2.35 for elementary and \$2.45 for Junior High and High School Students, and \$3.55 for adults. Milk prices remain at \$0.45. Breakfast prices remain at \$1.40 for all students and \$2.00 for adults.

COMMUNITY EDUCATION

The Community Education Fund shows a planned spend down of fund balance of approximately \$145,000 with no transfer from the General Fund.

CAPITAL PROJECTS

The Capital Projects Fund indicates a projected spend down of fund balance for the 2013-2014 year of approximately \$12 million. This spend down is reflective of the deferred maintenance projects across the district and in particular that which is in process at Burnsville High School.

DEBT REDEMPTION

The Debt Redemption Fund is used to record revenues and expenses relating to principal and interest on bonded debt. These funds are dedicated to debt redemption and cannot be used for any other purpose. The excess of expenses over revenue is the result of a planned spending of fund balance for the first interest payment related to the 2012A Alternative Facility Bond Issuance.

FORMAT

Attached is the budget unit document, with each budget unit defined and summarized including a list of employees for each budget unit. This format will allow for a greater understanding of exactly what is included in our entire budget and why the expenditure is budgeted.

SUMMARY

This budget was developed in accordance with direction provided by the Board of Education. There is potential for significant change as actual enrollment and staffing patterns are recognized. Our reality is there are constant changes to staffing assignments as we adjust our staffing to best serve our students needs. Therefore much of the staffing details will change but overall the amount of positions approved by the board to fulfill its' mission will remain within the guidelines of the proposed budget. Overall, the proposed adopted budget is consistent with earlier projections.

I am pleased to recommend the adoption of the FY 2013-2014 Adopted Budget.



2013-2014 ADOPTED BUDGET

Recommendation
Budget by Budget Unit
Budget Unit Descriptions



INDEPENDENT SCHOOL DISTRICT 191

Prepared by the District 191 Business Office
100 River Ridge Court
Burnsville MN 55337
(952) 707-2051

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 20, 2013
RE: Proposed FY2013-2014 Adopted Budget

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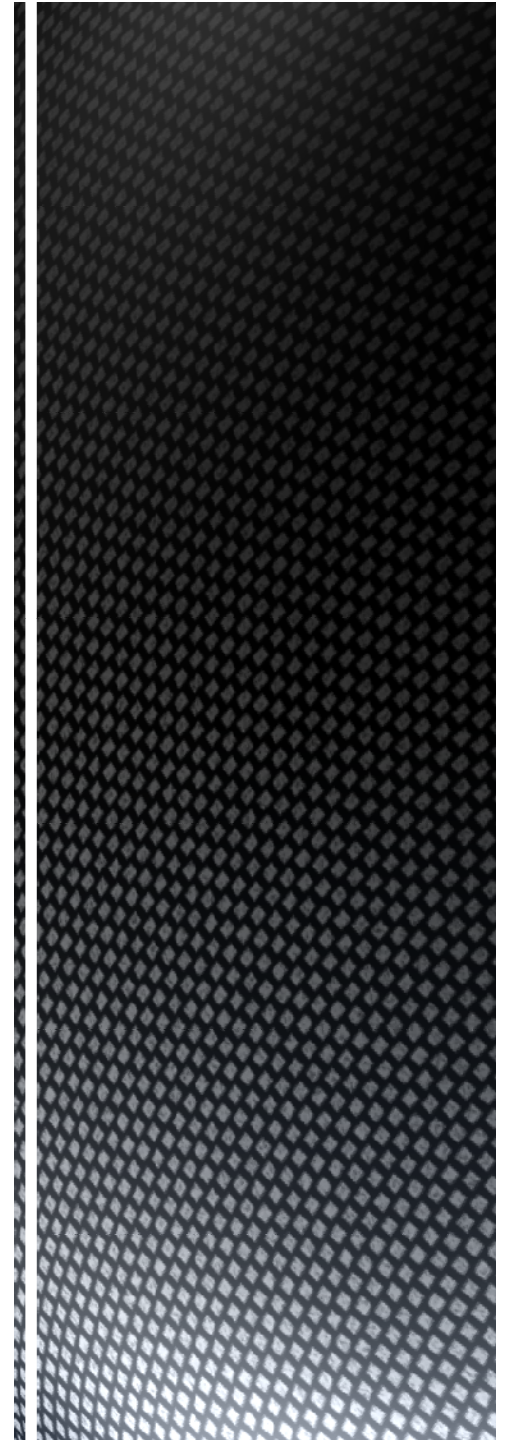
I am pleased to recommend the adoption of the FY 2013-2014 Adopted Budget.

ADOPTED BUDGET 2013-2014

INDEPENDENT SCHOOL
DISTRICT NO. 191
BURNSVILLE – EAGAN –
SAVAGE SCHOOLS



INDEPENDENT SCHOOL DISTRICT 191



BUDGET 2013-2014

- PROPOSED BUDGET FOR ALL FUNDS
- BASED ON BOARD OF EDUCATION DECISIONS
- INCORPORATES BUDGET UNIT BREAKDOWN
- REPRESENTS BEST ESTIMATE OF REVENUES & EXPENDITURES
- SUBJECT TO REVISIONS
- MUST BE ADOPTED BY JULY 1

**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
CHANGES IN FUND BALANCE**

FUND	PROJECTED FUND BALANCE 6/30/13	REVENUES	EXPENDITURES	PROJECTED FUND BALANCE 6/30/14
GENERAL	\$ 19,501,125	\$ 110,724,696	\$ 114,468,317	\$ 15,757,504
FOOD SERVICE	794,010	4,529,668	4,710,183	613,495
COMMUNITY SERVICE	688,665	5,042,218	5,186,439	544,444
CAPITAL PROJECTS	20,699,119	25,000	12,835,540	7,888,579
DEBT SERVICE	1,146,126	9,513,196	10,016,955	642,367
TRUST & AGENCY FUND	227,533	677,250	690,025	214,758
INTERNAL SERVICE FUND	18,331,485	21,116,800	21,547,740	17,900,545
TOTAL ALL FUNDS	\$ 61,388,063	\$ 151,628,828	\$ 169,455,199	\$ 43,561,692

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**ISD 191 BURNSVILLE-EAGAN-SAVAGE
ENROLLMENT HISTORY AND PROJECTION
2003-2014**

	Year	Total	Change
2002-03	Actual	11,220	(260)
2003-04	Actual	11,080	(140)
2004-05	Actual	10,679	(401)
2005-06	Actual	10,535	(144)
2006-07	Actual	10,391	(144)
2007-08	Actual	10,213	(178)
2008-09	Actual	9,961	(252)
2009-10	Actual	9,838	(123)
2010-11	Actual	9,786	(52)
2011-12	Actual	9,578	(208)
2012-13	Estimate	9,565	(13)
2013-14	Estimate	9,570	5

<p>GENERAL FUND ASSUMPTIONS STAFFING RATIOS</p>

	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>	<u>2009-10</u>	<u>2010-11</u>	<u>2011-12</u>	<u>2012-13</u>	<u>2013-14</u> assumption
Elementary	26.85	30.42	26.85	26.85	26.85	25.80	26.50	26.50
Junior High	25.88	25.88	25.88	25.88	25.88	33.00	35.00	33.00
Senior High	30.98	33.66	30.95	30.95	30.95	35.00	35.00	35.00

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GENERAL FUND ASSUMPTIONS 2013-2014

- ❖ General Education funding at \$5,302 per pupil
- ❖ Elementary class sizes average approximately 26.5:1 with a range of 23-30 based on grade level
- ❖ Secondary class sizes set with a goal of 33-35:1 with a range based on subject

GENERAL FUND ASSUMPTIONS CONT'D
2013-2014

- ❖ Enrollment increase of 5 students, including magnet enrollments
- ❖ OPEB transfer to operating funds totaling \$500K
- ❖ Sixteen percent increase in health insurance

General Fund Budget Comparative Summary

	Actual Results 2011-12	Revised Budget 2012-13	Adopted Budget 2013-14
Total Beginning Fund Balance	\$ 17,541,406	\$ 21,722,281	\$ 19,501,125
Revenues	110,320,643	109,511,368	110,724,696
Expenditures	106,139,768	111,732,524	114,468,317
Variance (Revenues - Expenditures)	4,180,875	(2,221,156)	(3,743,621)
Total Ending Fund Balance	\$ 21,722,281	\$ 19,501,125	\$ 15,757,504
Breakdown of Fund Balance Categories			
Nonspendable	\$ 189,006	\$ 189,006	\$ 189,006
Restricted	3,562,528	1,965,714	1,405,139
Committed	2,519,534	1,819,534	1,259,406
Unassigned	15,451,213	15,526,871	12,903,953
Total Ending Fund Balance	\$ 21,722,281	\$ 19,501,125	\$ 15,757,504
 Unassigned Fund Balance %	 14.56%	 13.90%	 11.27%

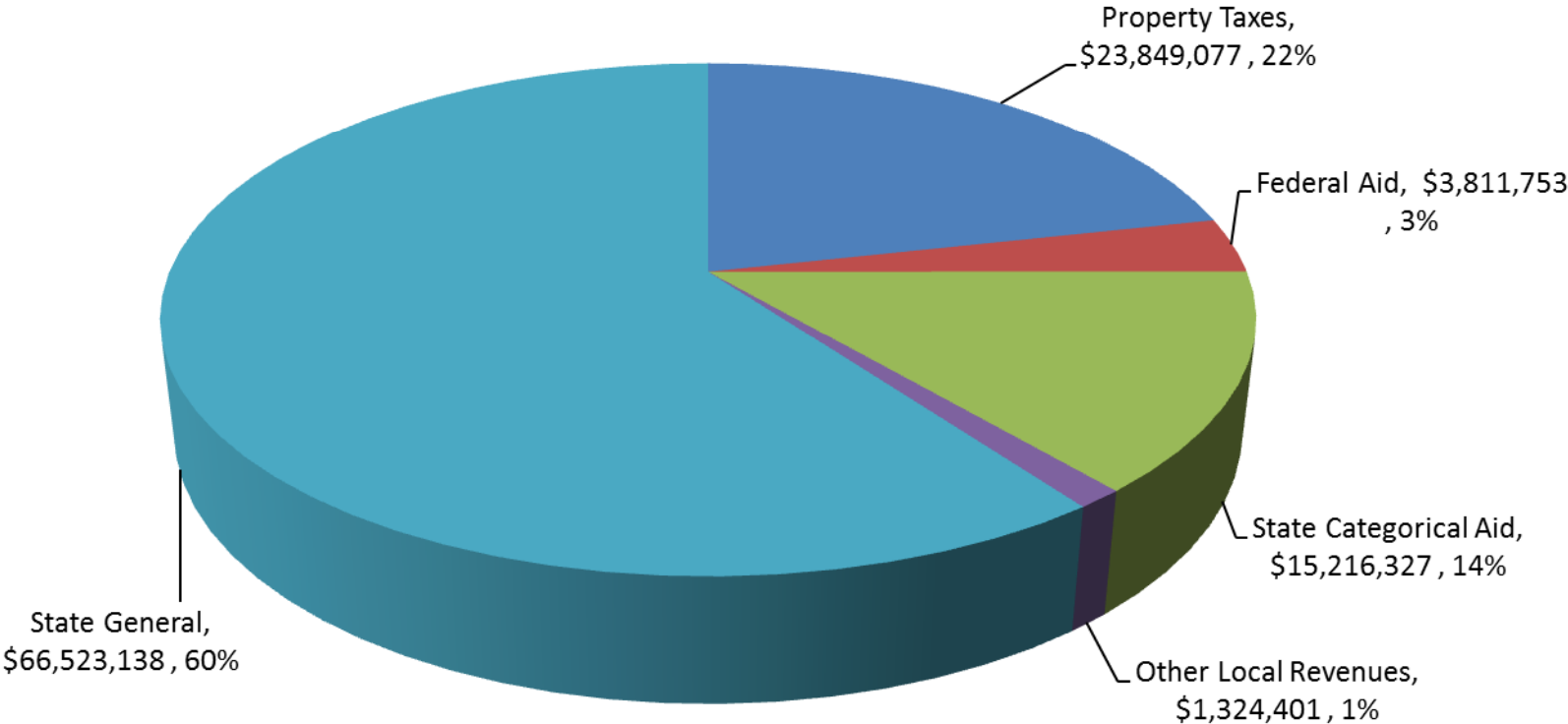
GENERAL FUND EXPENDITURES COMPARISON



	FY2012 ACTUAL	FY2013 REVISED BUDGET	FY2014 ADOPTED BUDGET
Salaries, Wages & Benefits	77.92%	78.88%	80.05%
Purchased Services, Supplies, Capital, Other	15.41%	14.99%	13.84%
Special Education Transportation	2.70%	2.26%	2.19%
Workers Comp, Unemployment, & Property Casualty Ins.	1.13%	1.36%	1.44%
Substitutes	1.13%	0.93%	0.88%
Rentals and Leases	0.74%	0.67%	0.78%
Capital Lease - Principal	0.46%	0.43%	0.46%
Travel/Conferences	0.33%	0.29%	0.21%
Capital Lease - Interest	0.19%	0.19%	0.14%

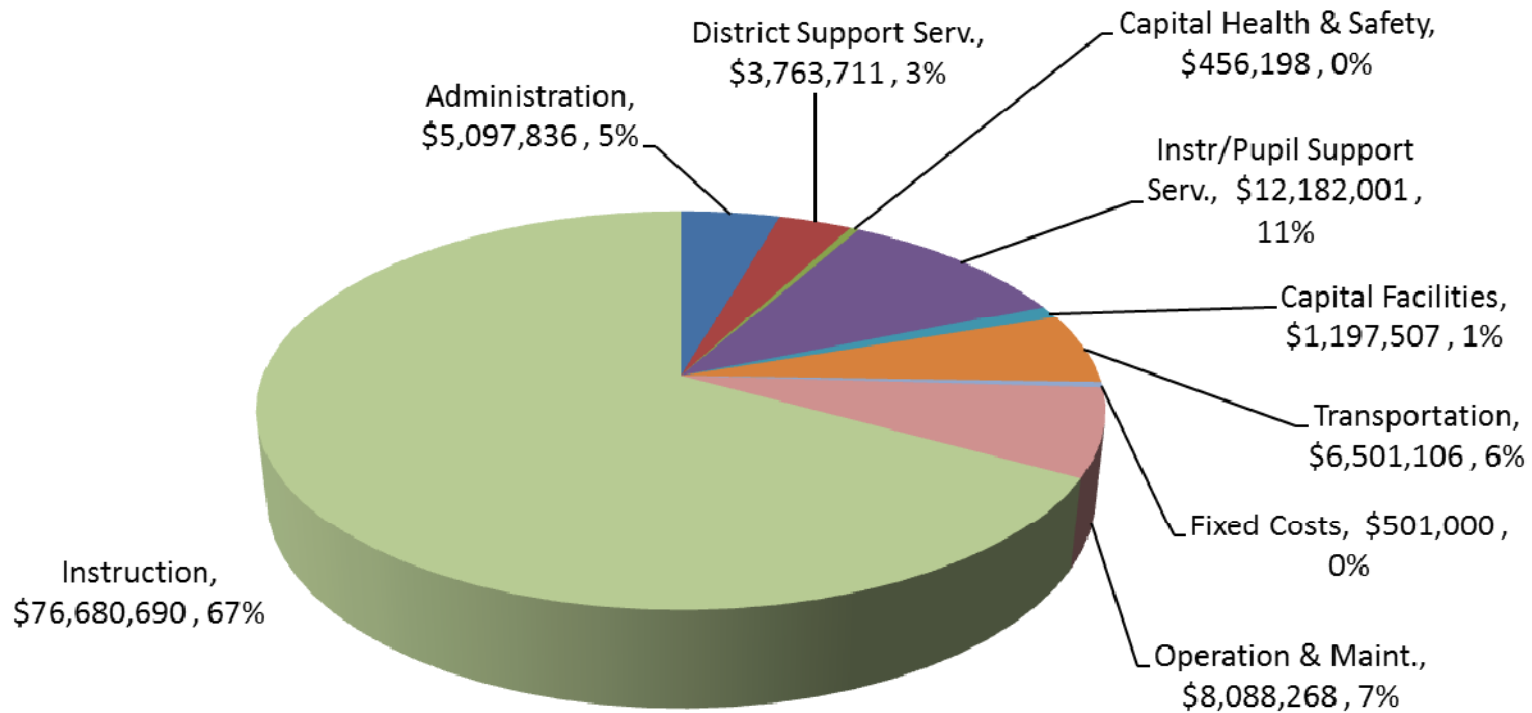
192

**INDEPENDENT SCHOOL DISTRICT 191
GENERAL FUND REVENUE
2013-2014 ADOPTED BUDGET
\$110,724,696**



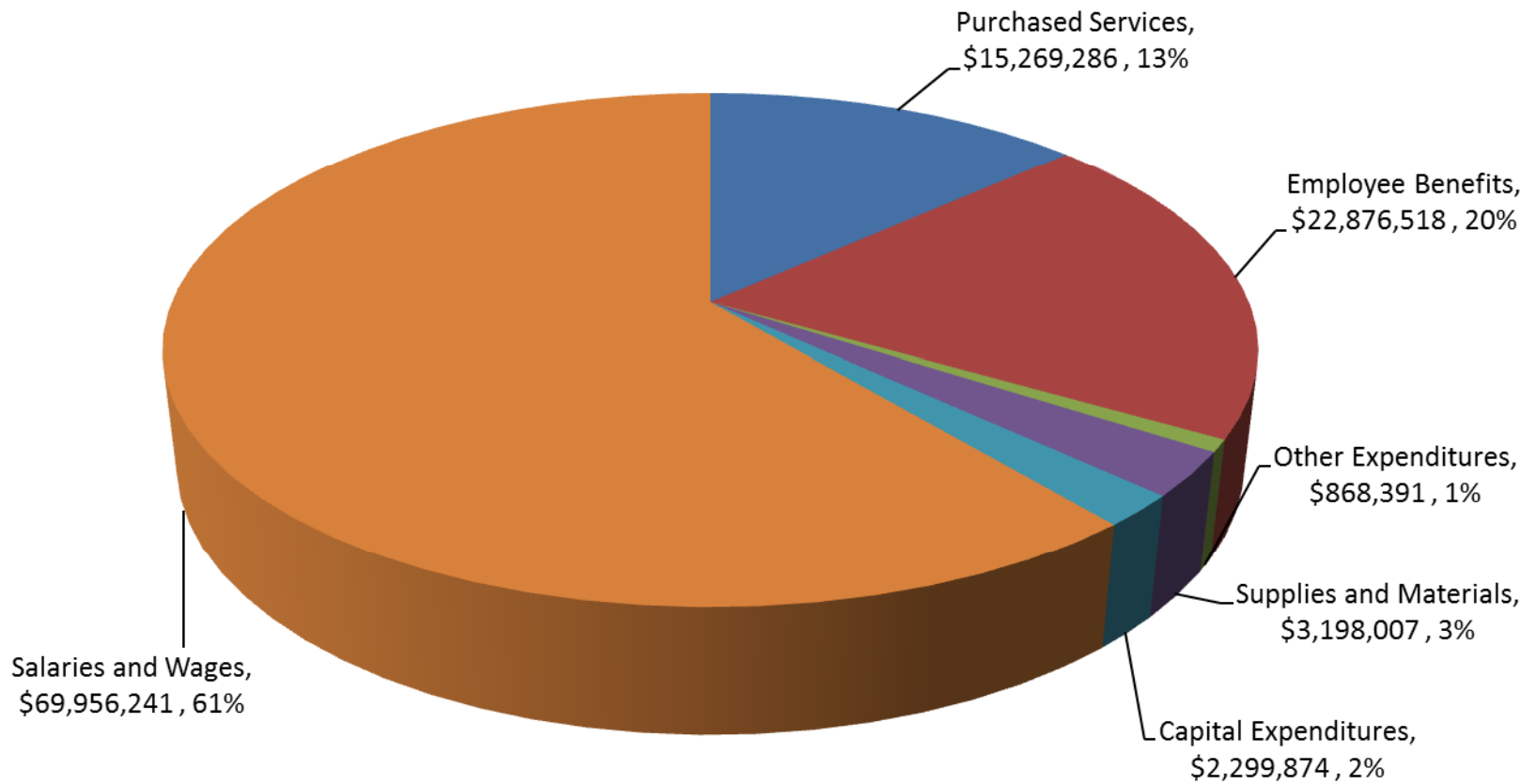
193

**INDEPENDENT SCHOOL DISTRICT 191
GENERAL FUND EXPENDITURES BY PROGRAM
2013-2014 ADOPTED BUDGET
\$114,468,317**



194

**INDEPENDENT SCHOOL DISTRICT 191
GENERAL FUND EXPENDITURES BY OBJECT
2013-2014 ADOPTED BUDGET
\$114,468,317**

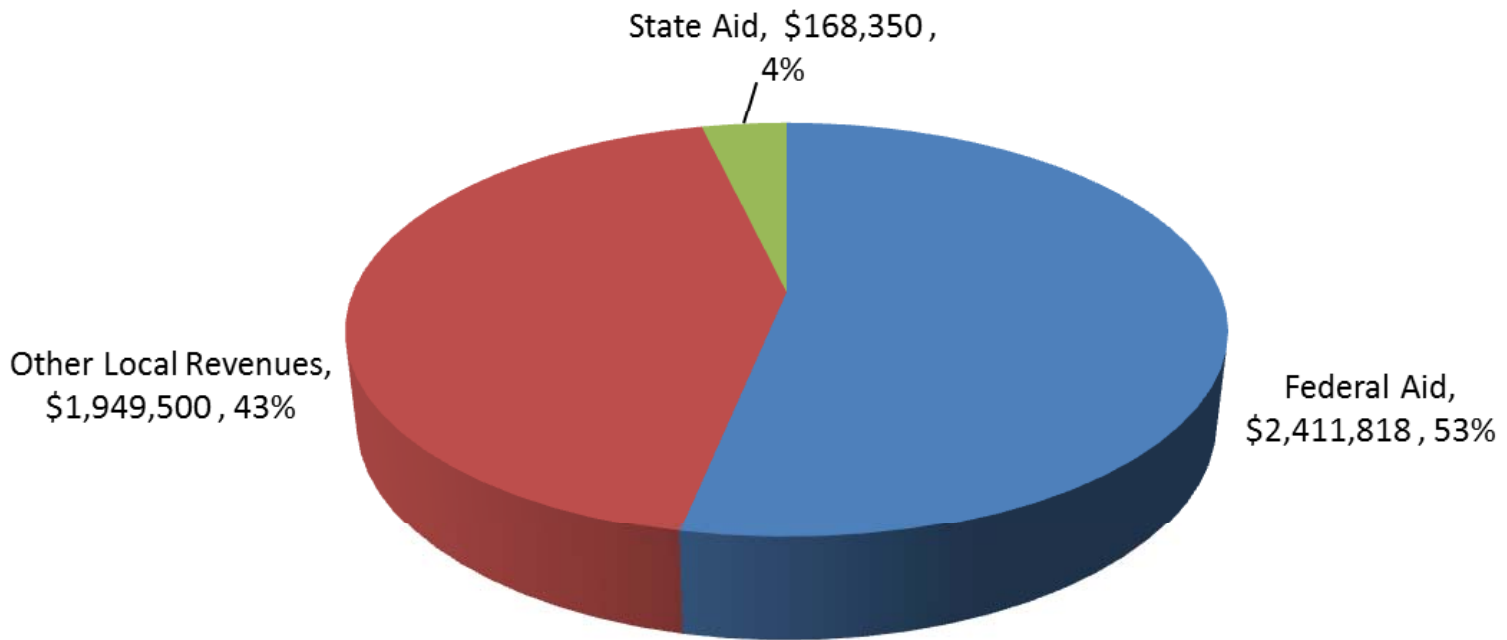


195

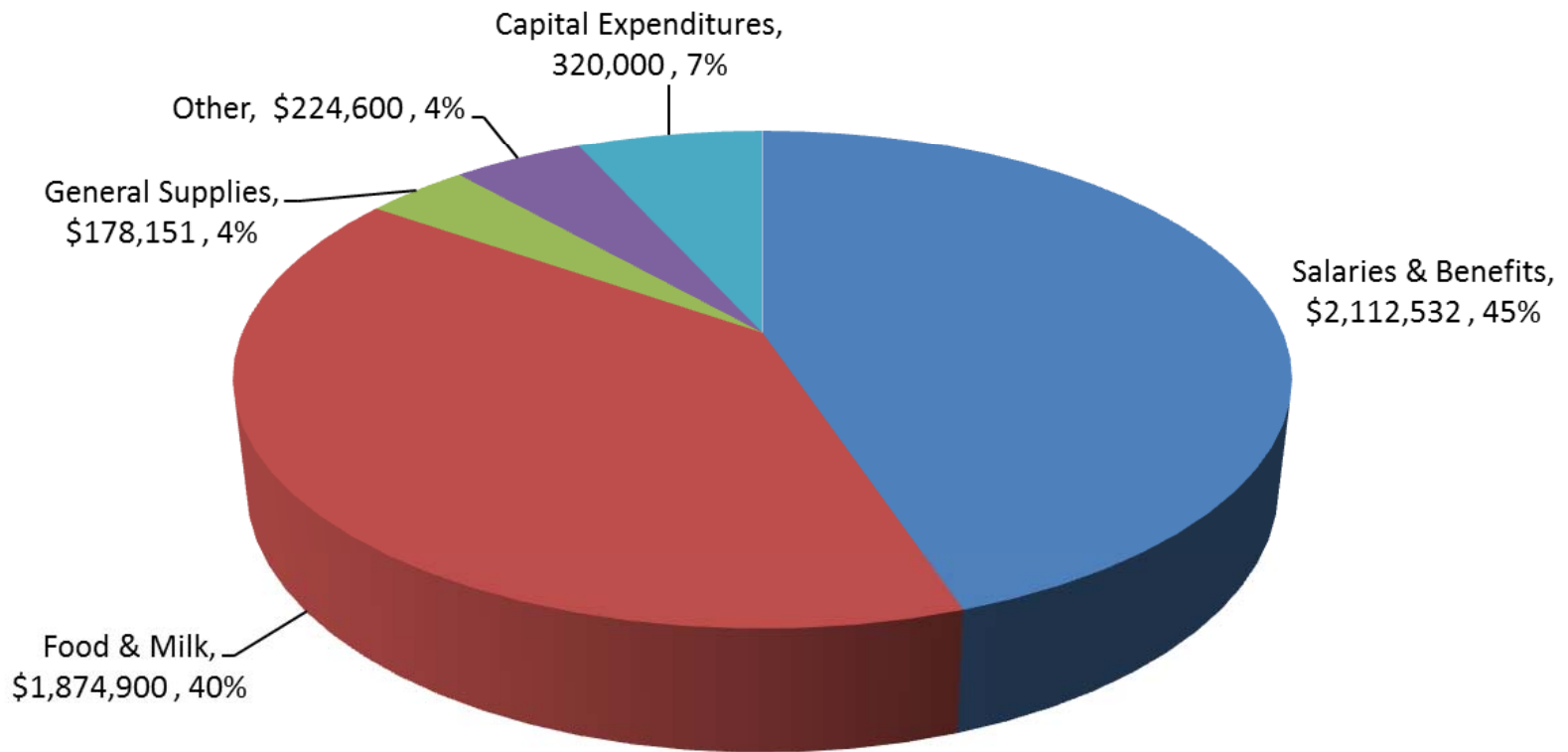
**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
FOOD SERVICE FUND**

Projected Beginning Fund Balance	\$ 794,010
Revenues	4,529,668
Expenditures	<u>(4,710,183)</u>
Net Change in Fund Balance	(180,515)
Projected Ending Fund Balance	<u><u>\$ 613,495</u></u>

**INDEPENDENT SCHOOL DISTRICT 191
FOOD SERVICE REVENUE
2013-2014 ADOPTED BUDGET
\$4,529,668**



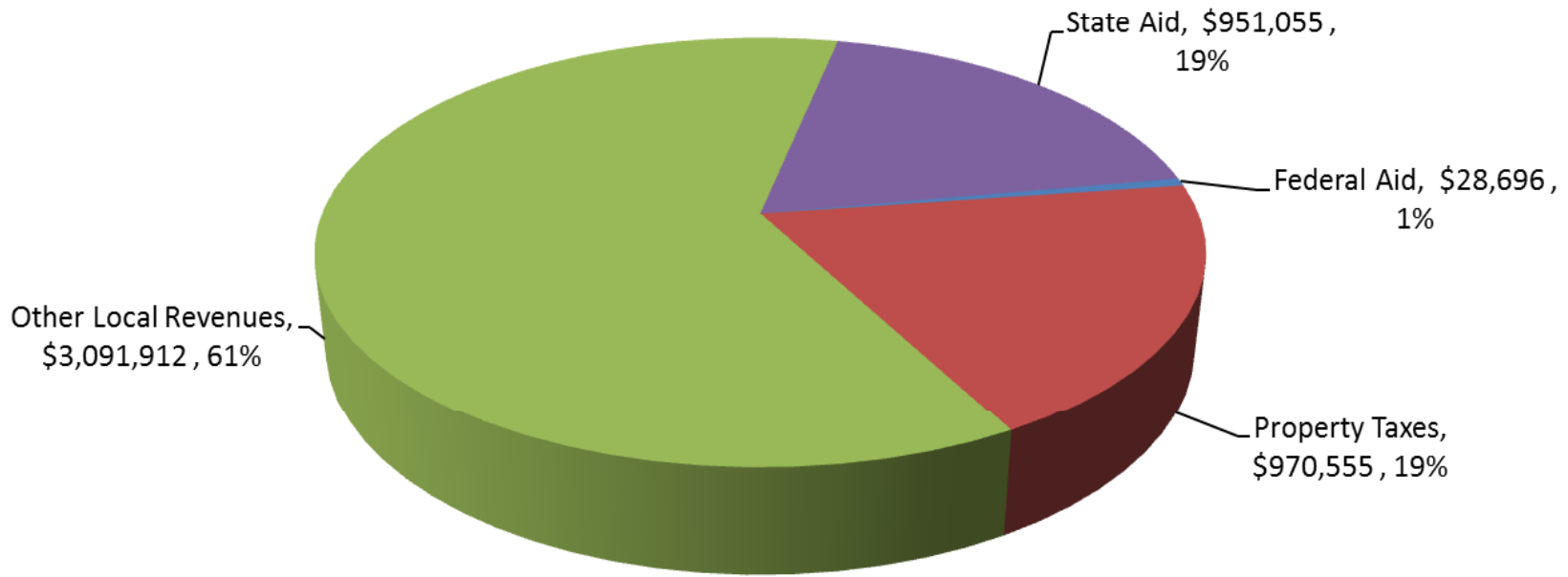
**INDEPENDENT SCHOOL DISTRICT 191
FOOD SERVICE EXPENDITURES BY OBJECT
2013-2014 ADOPTED BUDGET
\$4,710,183**



**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
COMMUNITY SERVICE FUND**

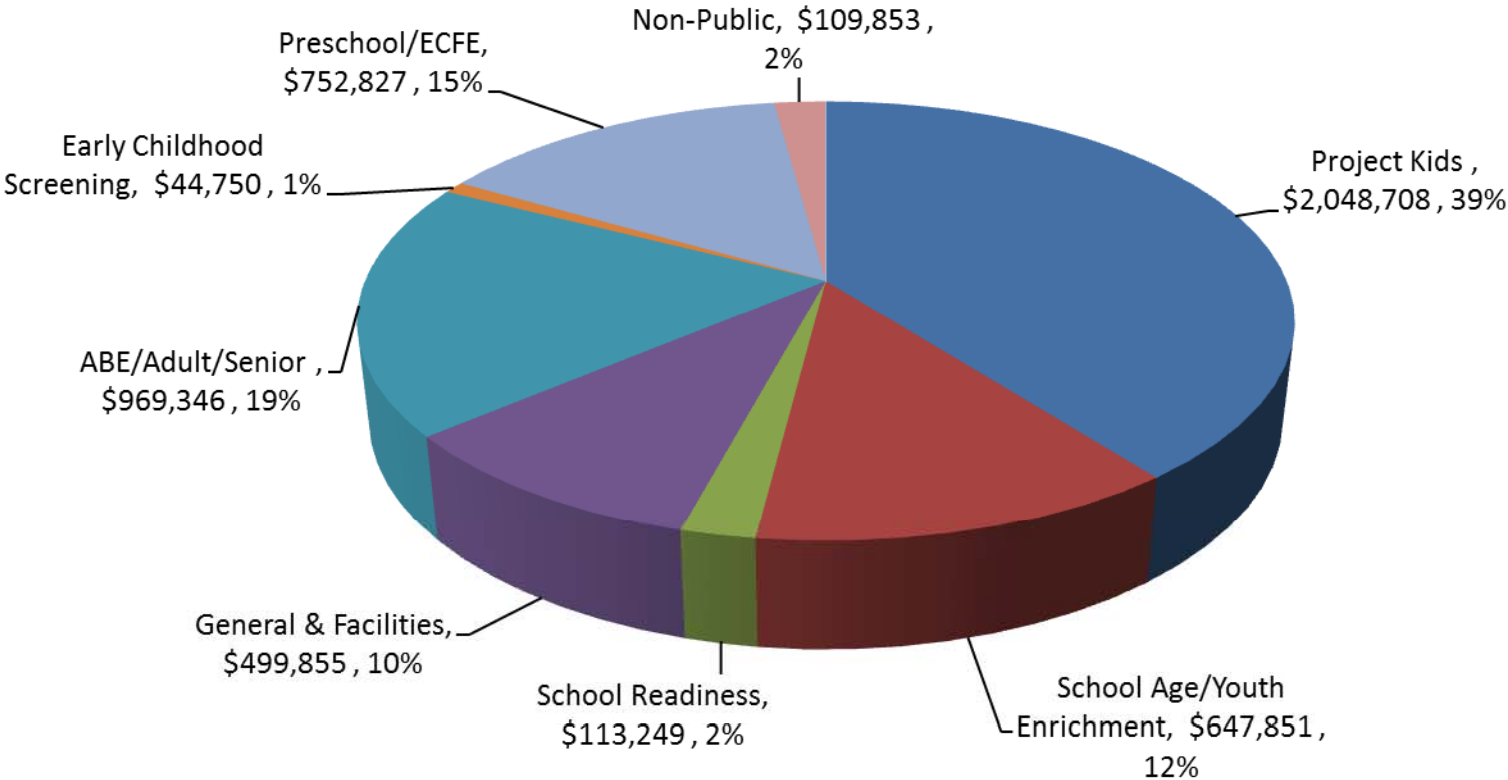
Projected Beginning Fund Balance	\$ 688,665
Revenues	5,042,218
Expenditures	<u>(5,186,439)</u>
Net Change in Fund Balance	(144,221)
Projected Ending Fund Balance	<u><u>\$ 544,444</u></u>

**INDEPENDENT SCHOOL DISTRICT 191
COMMUNITY SERVICE REVENUE
2013-2014 ADOPTED BUDGET
\$5,042,218**



200

**INDEPENDENT SCHOOL DISTRICT 191
COMMUNITY SERVICE EXPENDITURES BY PROGRAM
2013-2014 ADOPTED BUDGET
\$5,186,439**



201

**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
CAPITAL PROJECT FUND**

Projected Beginning Fund Balance	\$ 20,699,119
Revenues	25,000
Expenditures	(12,835,540)
Net Change in Fund Balance	<u>(12,810,540)</u>
Projected Ending Fund Balance	<u><u>\$ 7,888,579</u></u>

202

**ISD 191 BURNSVILLE - EAGAN - SAVAGE
2013-2014 ADOPTED BUDGET
DEBT SERVICE FUNDS**

Projected Beginning Fund Balance	\$ 1,146,126
Revenues	9,513,196
Expenditures	(10,016,955)
Net Change in Fund Balance	<hr/> (503,759)
Projected Ending Fund Balance	<hr/> <u>\$ 642,367</u> <hr/>

ADOPTED BUDGET 2013-2014

- ❖ Questions or Comments
- ❖ Next Steps - Formal Board Approval at the June 20, 2013 Board Meeting



2014 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of May 30, 2013)

		2014
		Adopted Budget
<p>01010 - General Elementary Instruction - Personnel</p> <p>Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, science, social studies at the district's ten elementary schools.</p> <p>This budget unit consists of salaries and benefits for 191.70 FTEs.</p>		16,789,007
<p>01030 - General Elementary Instruction - Subs</p> <p>Provides the funding necessary for elementary substitutes.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		400,000
<p>02010 - General Junior High Instruction - Personnel</p> <p>Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's three junior highs.</p> <p>This budget unit consists of salaries and benefits for 59.88 FTEs.</p>		5,165,570
<p>02020 - General Junior High Instruction - Subs</p> <p>Provides the funding necessary for junior high substitutes.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		150,000
<p>03010 - General High School Instruction - Personnel</p> <p>Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's senior high.</p> <p>This budget unit consists of salaries and benefits for 57.70 FTEs.</p>		5,287,589
<p>03020 - General High School Instruction - Subs</p> <p>Provides the funding necessary for high school substitutes.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		100,000
<p>04010 - PhyEd, Health, Art, Music - Personnel</p> <p>Provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-12 general/vocal music and 5-12 Instructional music instruction.</p> <p>This budget unit consists of salaries and benefits for 59.30 FTEs.</p>		5,018,056
<p>06010 - Family and Consumer Science Instruction</p> <p>Provides the funding to operate the instructional program of family and consumer science.</p> <p>This budget unit consists of salaries and benefits for 5.10 FTEs.</p>		417,822
<p>06020 - Trade and Industrial Education</p> <p>Provides the funding to operate the instructional program of trade and industrial education.</p> <p>This budget unit consists of salaries and benefits for 5.90 FTEs.</p>		539,916
<p>06040 - Business and Office Education</p> <p>Provides the funding to operate the instructional program of business and office education.</p> <p>This budget unit consists of salaries and benefits for 3.00 FTEs.</p>		278,067
<p>06060 - Post-Secondary Tuition</p> <p>Provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		675,000
<p>07010 - K-12 Media Services</p> <p>Provides the funding to provide K-12 media services- media specialists and media educational assistants.</p> <p>This budget unit consists of salaries and benefits for 14.34 FTEs.</p>		822,533

205

2014 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of May 30, 2013)

		2014
		Adopted Budget
07020	- K-12 Gifted and Talented	548,104
Provides the funding to provide for a half-time gifted and talented instructor at each elementary school and an additional 1.0 at the gifted and talented magnet school. This budget unit consists of salaries and benefits for 6.00 FTEs.		
07030	- 7-12 Guidance Services	1,049,460
Provides the funding to provide 7-12 guidance services. This budget unit consists of salaries and benefits for 11.90 FTEs.		
07060	- English Second Language Learner	2,904,374
Provides funding for the district's K-12 English Second Language Learner program and includes salaries, benefits, and other instructional expenses. This budget unit consists of salaries and benefits for 38.70 FTEs.		
08010	- Site Allocation of Instructional/Operational Resources	649,002
Provides the per pupil funding allocation for instructional and operational related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, telephone, etc. This budget unit consists of salaries and benefits for no FTEs.		
08020	- Building Level Xerox Leases	334,342
Provides the funding for the monthly lease costs of the main multi-functional device within each school. This budget unit consists of salaries and benefits for no FTEs.		
09010	- Special Ed Salaries	14,315,784
Provides funding for staff costs necessary to operate the Office of Individualized Student Services. Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions. This budget unit consists of salaries and benefits for 284.76 FTEs.		
09020	- Special Ed Benefits	5,499,487
Provides funding for Individualized Student Services staff benefits. This budget unit consists of salaries and benefits for no FTEs.		
09030	- Special Ed Purchased Services	2,138,158
Provides funding for Individualized Student Services purchased services, supplies and equipment. This budget unit consists of salaries and benefits for no FTEs.		
09040	- Special Ed Transportation	2,510,746
Required transportation, purchased services, supplies and equipment for students served by Individualized Student Services. This budget unit consists of salaries and benefits for 1.00 FTEs.		
10010	- Alternative Learning Center	3,540,197
Provides categorical funds to operate the alternative high school, extended day and extended year programs for elementary and junior high school students. This budget unit consists of salaries and benefits for 34.65 FTEs.		
10020	- Mental Health Services	208,651
Licensed mental health professionals, through a financial partnership with Headway, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis. This budget unit consists of salaries and benefits for no FTEs.		

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2014 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of May 30, 2013)

		2014
		Adopted Budget
<p>10030 - K-12 Nursing/Health Services</p> <p>Provides funding to operate the district health services department including salaries, benefits and other operating expenses for the district school health offices. Certain FTEs may also be included in Special Ed Salaries, 09010.</p> <p>This budget unit consists of salaries and benefits for 11.18 FTEs.</p>		893,446
<p>11010 - Co-Curricular Activities (Non-Athletic)</p> <p>Provides the funding to support co-curricular activities. These funds are supplemented through ticket sales, fund raising, donations, etc.</p> <p>This budget unit consists of salaries and benefits for 1.00 FTEs.</p>		314,130
<p>11020 - 9-12 Interscholastic Athletics</p> <p>Provides the funding to provide 9-12 athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.</p> <p>This budget unit consists of salaries and benefits for 1.00 FTEs.</p>		1,032,702
<p>12010 - Title I, Part A Regular - Improving Basic Programs</p> <p>Provides funding to help ensure all children meet challenging state academic standards. Includes staffing, instructional, Supplemental Education Services and staff development expenses.</p> <p>This budget unit consists of salaries and benefits for 17.48 FTEs.</p>		1,292,459
<p>12020 - Title II, Part A Regular - Teacher/Principal Training & Recruiting</p> <p>Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.</p> <p>This budget unit consists of salaries and benefits for 1.02 FTEs.</p>		250,000
<p>12030 - Title III Regular - Limited English Proficient Students</p> <p>Funding supports ESL personnel, their professional development, and for interpretation needs of our LEP families.</p> <p>This budget unit consists of salaries and benefits for 2.67 FTEs.</p>		166,607
<p>12050 - Carl Perkins Grant</p> <p>Funding pays for professional development and supplies to teachers of Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		68,000
<p>13010 - Q-Comp/Pro-Pay</p> <p>Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses.</p> <p>This budget unit consists of salaries and benefits for 9.00 FTEs.</p>		2,860,853
<p>13020 - Integration</p> <p>Provides for expenditures related to the integration and equity program including salaries and benefits, professional development and other operating expenses.</p> <p>This budget unit consists of salaries and benefits for 3.90 FTEs.</p>		1,384,279
<p>13030 - Compensatory Education</p> <p>Provides funding to operate District's compensatory programs and initiatives to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards. Includes Kindergarten FTEs supporting all day K initiati</p> <p>This budget unit consists of salaries and benefits for 72.24 FTEs.</p>		6,154,543
<p>14010 - Technology</p> <p>Provides funding manage and support the district's technologies including instructional, operational resources, equipment and supplies including the District's intranet and telephone systems.</p> <p>This budget unit consists of salaries and benefits for 15.50 FTEs.</p>		2,940,760

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2014 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of May 30, 2013)

		2014
		Adopted Budget
<p>15010 - Instructional Development</p> <p>Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and \$300K for building level PD allocations.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		495,640
<p>15020 - Curriculum Development</p> <p>Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 1.00 FTEs.</p>		301,985
<p>15030 - Curriculum Adoptions</p> <p>Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		600,000
<p>15040 - Assessment Program</p> <p>Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.</p> <p>This budget unit consists of salaries and benefits for 7.00 FTEs.</p>		730,576
<p>16010 - Board of Education</p> <p>Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		126,297
<p>16020 - Superintendent</p> <p>Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		328,183
<p>16030 - Assistant Superintendent</p> <p>Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs.</p> <p>This budget unit consists of salaries and benefits for 1.50 FTEs.</p>		252,064
<p>16040 - Human Resources</p> <p>Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements.</p> <p>This budget unit consists of salaries and benefits for 5.00 FTEs.</p>		731,676
<p>16041 - Workers Comp, Unemployment, & Premiums for Property Casualty Liability Insurance</p> <p>Provides the funding to support the District's workers comp, unemployment, and property, casualty liability insurance and contingencies for deductibles.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		1,653,000
<p>16050 - Business</p> <p>Provides the funding to operate the school district's business services- including accounting, payroll, and mandatory state and federal reporting.</p> <p>This budget unit consists of salaries and benefits for 9.50 FTEs.</p>		597,344
<p>16051 - Business - Salary Contingency</p> <p>Unallocated FTEs for teacher reserves and overload schedules, yet to be determined.</p> <p>This budget unit consists of salaries and benefits for no FTEs.</p>		830,000

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2014 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of May 30, 2013)

		2014
		Adopted Budget
16052	- Business - Internal Service Fund Provides funding for required severance payouts as stipulated in the District's various bargaining agreements and contributions to the District's medical and dental internal service funds. This budget unit consists of salaries and benefits for no FTEs.	600,000
16060	- Communications and Marketing Provides the funding to the District's communications and marketing initiatives, maintenance of District websites, social networks, publications, etc. This budget unit consists of salaries and benefits for 2.00 FTEs.	397,323
16070	- Student Registration and Census Provides the funding to operate the school district's student registration, enrollment, and reporting services. This budget unit consists of salaries and benefits for 4.90 FTEs.	286,360
17011	- Elementary Administrators Provides the funding to operate the elementary principals' offices at each school. This budget unit consists of salaries and benefits for 10.00 FTEs.	1,191,470
17012	- Elementary Building Clerical Provides the funding to operate the elementary principals' offices at each school. This budget unit consists of salaries and benefits for 11.38 FTEs.	510,754
17013	- Elementary EAs Provides the funding various administrative and educational roles at each school. This budget unit consists of salaries and benefits for 15.44 FTEs.	327,174
17014	- Elem. Admin Benefits Provides the funding for the benefits of the above administrator, clerical and EA staff. This budget unit consists of salaries and benefits for no FTEs.	545,795
17021	- Secondary Administrators Provides the funding to operate the secondary principals' offices at each school. This budget unit consists of salaries and benefits for 11.00 FTEs.	1,298,018
17022	- Secondary Building Clerical Provides the funding to operate the secondary principals' offices at each school. This budget unit consists of salaries and benefits for 17.62 FTEs.	770,337
17023	- Secondary EAs Provides the funding various administrative and educational roles at each school. This budget unit consists of salaries and benefits for 7.41 FTEs.	202,396
17024	- Sec. Admin Benefits Provides the funding for the benefits of the above administrator, clerical and EA staff. This budget unit consists of salaries and benefits for no FTEs.	659,390
17025	- Miscellaneous Stipends Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit. This budget unit consists of salaries and benefits for no FTEs.	136,487
17026	- Campus Cup Provides the funding of the Café located at the Senior Campus at Diamondhead. This budget unit consists of salaries and benefits for no FTEs.	106,914

609

2014 Adopted Budget by Budget Unit

(staffing and budgeted FTE as of May 30, 2013)

		2014
		Adopted Budget
18010	- Student Transportation	
Provides the funding to transport eligible students to and from school including during regular and extended year/day terms. This budget unit consists of salaries and benefits for 4.62 FTEs.		3,988,855
19010	- Custodial	
Provides the funding to operate the District's custodial services. Includes supplies, equipment and contracted services. This budget unit consists of salaries and benefits for 70.40 FTEs.		5,243,324
19020	- Building, Grounds and Maintenance	
Provides the funding to operate the District's building, grounds and maintenance departments. Includes supplies, equipment and contracted services. This budget unit consists of salaries and benefits for 5.75 FTEs.		1,512,358
19030	- Environmental Health and Safety/ADA Compliance	
Provides the funding to operate the District's environmental health and safety department. Includes supplies, equipment and contracted services. This budget unit consists of salaries and benefits for 1.00 FTEs.		456,198
19040	- Facility Leases	
Provides the funding for the District's facility leases for BEST, Pates Stadium and the Hamilton Building. This budget unit consists of salaries and benefits for no FTEs.		614,507
19050	- Warehouse and Purchasing	
Provides the funding to operate the school district's warehouse and purchasing departments. This budget unit consists of salaries and benefits for 1.25 FTEs.		91,014
19060	- Utilities	
Provides the funding for the District's utilities. This budget unit consists of salaries and benefits for no FTEs.		1,694,250
20010	- School Resource Officers	
Provides the primary funding for school police resource officers for the district's secondary schools. This budget unit consists of salaries and benefits for no FTEs.		260,000
20030	- Safe Schools	
Provides the primary funding for additional supervision at Burnsville Senior High and Metcalf Junior High. This budget unit consists of salaries and benefits for 5.19 FTEs.		222,984
21000	- Miscellaneous State and Local Grants	
Provides the primary funding for various grants received outside of Federal and Special Education funding. This budget unit consists of salaries and benefits for no FTEs.		6,000
Total General Fund Expenditure Budget		114,468,317
Total General Fund Period FTEs - 1,102.39		

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: General Elementary Instruction Personnel **Package ID#:** 01010; 01030

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$17,189,007

Budget Package Description:

This budget package provides the funding necessary to provide instruction in the core academic subjects of language arts, math, science, social studies at the district's ten elementary schools including the following:

Salaries, Wages & Benefits	16,789,007
Substitutes	400,000

The funding of this budget unit covers the salary, benefit, and substitute costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines. For the Adopted FY14 Budget, ranges from 23-30 were used for this budget unit with an average district-wide class size ratio of 26.5.

Budget Packet Justification:

The following subject areas are required of all students in the state of Minnesota: Language arts, mathematics, science, social studies (including history, geography, economics, and government and citizenship), health and physical education; and the arts (public elementary schools must offer at least three and require at least two of the following dance; music; theater; and visual arts).

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 01010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
1ST GRADE TCR	EDWARD NEILL	007300	ROSSINI, CATHERINE L	1.00	73,920	
		014129	OLSEN, LAURA	1.00	67,260	
		017212	ALLMAN, KELLIE R	1.00	41,760	
	GIDEON POND	008371	MEAGHER, LORI A	1.00	74,970	
		011789	RAU, JESSICA	1.00	57,090	
		016727	SELBY, HANNAH	1.00	35,140	
		017856	LYNCH, MICHELLE	1.00	43,310	
	HARRIET BISHOP	011875	MARSHALL, DEBRA L	1.00	79,370	
		013381	NESVIG, ERIKA	1.00	73,920	
		015065	STROWBRIDGE, STACI	1.00	73,920	
		016643	BEEGLE, ANDREA L	1.00	37,060	
	HIDDEN VALLEY	014189	HIEBERT, TRACY	1.00	73,920	
		014261	LANGRECK, LORI	1.00	54,420	
		016049	BRIGGS, LORI A	1.00	49,900	
		016679	MERKLING, ANGELA MARTIN	1.00	38,270	
	MW SAVAGE	007770	ANDERSON, MEGAN	1.00	79,370	
		009901	BUSSE, CYNTHIA	1.00	79,370	
		013315	ARAKAWA, ANNE K	1.00	39,680	
	RAHN	007076	WHITE-JARZYNA, SUSAN L	1.00	84,050	
		007314	GAMBUCCI, ANN MARIE	1.00	84,050	
		017311	HOINS, DAWN	1.00	43,310	
	SIOUX TRAIL	014988	KUNKEL, ROBERTA E	1.00	55,210	
		017277	GREENWOOD, LA KEISHA	1.00	35,100	
		017765	OAKES, MACKENZIE	1.00	36,540	
	SKY OAKS	000000	Open Position	1.00	55,210	
		007207	OSTDIEK, TERESA L	1.00	84,050	
		008687	RISTEAU, JILL A	1.00	79,370	
		014325	MOE, MARISA L	1.00	37,060	
		016961	SERTICH, RACHEL	1.00	37,880	
	VISTA VIEW	010911	SILVERS, KATHRYN	1.00	79,370	
		012724	STEEG, KIMBERLY KAYE	1.00	47,990	
		014453	RHINEVAULT, LYNN	1.00	47,650	
	WM. BYRNE	008412	OSTENDORF, CHARLENE M	1.00	79,370	
		012779	SMITH, MELISSA	0.50	27,605	
		014128	SIMPSON, LISA	1.00	64,190	
		016675	MASON, BRIDGET C	0.50	23,985	
		017704	WIEGAND, KATHERINE M	1.00	39,650	
	1ST GRADE TCR				36.00	2,114,290
	2ND GRADE TCR	EDWARD NEILL	003833	SCHNEIDER, CYNTHIA L	1.00	84,050
			007279	BEARTH, LUKE A	1.00	79,370
			012899	LENTON, TIFFANY	1.00	49,750
		GIDEON POND	011595	STONEKING, STACY	1.00	79,370

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
2ND GRADE TCR	GIDEON POND	013149	MIRS, LAUREL	1.00	60,540	
		005518	AURON, PATRICIA R	1.00	84,050	
	HARRIET BISHOP	008791	SVARE, JANE	1.00	79,370	
		012866	SCHMIDT, DAWN	1.00	73,920	
		016759	BERRYMAN, ASHLEY A	1.00	41,760	
	HIDDEN VALLEY	008217	DWIRE, MELINDA	1.00	79,370	
		011354	SCHAFFER, KRISTY J	1.00	71,270	
		016740	NURMELA, CRYSTAL	1.00	35,140	
		017260	JAEGER, MOLLY E	1.00	35,080	
	MW SAVAGE	002051	DEERING, KARI	1.00	84,050	
		009755	CHRISTEN, LISA K.	1.00	84,050	
	RAHN	009771	PLUCINAK, JODY L	1.00	84,050	
		010311	MATHYS, SANDRA	1.00	45,670	
		014112	HARTL, ARAN J	1.00	73,920	
	SIOUX TRAIL	007295	OTREMB, KAREN ANN HOBERG	1.00	84,050	
		014308	BOCHE, SONIA R	1.00	59,080	
		016364	WILLIAMS, SACIA A	1.00	48,010	
	SKY OAKS	002119	PRZYTARSKI, ELIZABETH L	1.00	84,050	
		008392	BUEGE, ROXANE M	1.00	74,970	
		012698	JERMELAND, MEGHAN M	1.00	54,830	
		015696	MULDER, LINDSEY	1.00	54,420	
	VISTA VIEW	008281	PLASCHKO, MARY BETH	1.00	84,050	
		011357	GANDRUD, JENNIFER L	1.00	79,370	
		013000	TUCCI, AMY J	1.00	67,260	
	WM. BYRNE	004991	BIGELOW, DEBRA K	1.00	84,050	
		008557	HANSMANN, PATRICIA I	1.00	79,370	
		009820	ORLANDO, KARI R	1.00	79,370	
	2ND GRADE TCR				31.00	2,157,660
	3RD GRADE TCR	EDWARD NEILL	006933	ZAKARIASEN, LYNDA K	1.00	84,050
			013372	HAYDEN, SUZANNE	1.00	73,920
GIDEON POND		015398	SKOGLUND, ALLISON L	1.00	57,680	
		017756	BODURTHA, ANGELA JEAN	1.00	35,080	
HARRIET BISHOP		007347	SMITH, KELLY L	1.00	84,050	
		007546	HABERLACK, CHERYL A	1.00	84,050	
		009294	MORLOCK, KATHERINE R	1.00	79,370	
		012343	HUBER, ERIN	1.00	67,260	
HIDDEN VALLEY		006810	KNUDSEN, EYENIA	1.00	84,050	
		008543	TOLLERUD, TERESA JO	1.00	79,370	
		015700	REID, LISA M	1.00	57,090	
MW SAVAGE		006375	PRESTON, ANGELA	1.00	79,370	
		010787	STOLTZ, LISA A	0.50	33,630	
		010826	KACHMAN, ANGELA	1.00	79,370	
RAHN		008255	HILL, KARI L	1.00	79,370	

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
3RD GRADE TCR	RAHN	009764	HILL, GARY S	1.00	84,050
		012528	KLEVEN, MARK A	1.00	57,090
	SKY OAKS	015745	ENGDAHL, ANN MARY	1.00	51,780
		000000	Open Position	2.00	110,420
		017176	POLLITT, LINDSEY M	1.00	39,650
	VISTA VIEW	017236	GABBERT, LINLEY K	1.00	37,880
		013189	FACE, JENNIFER L	0.50	35,250
		013360	IVORY, COURTENEY	1.00	59,080
	WM. BYRNE	017784	BELGRAVE, ANGELA I	1.00	36,700
		015044	SWANSON, KIRENZA I	1.00	49,750
		018007	LAMONT, HEIDI O	1.00	43,310
		018008	TOMALA, CRYSTAL M	1.00	38,270
3RD GRADE TCR				27.00	1,700,940
4TH GRADE TCR	EDWARD NEILL	007308	HOVLAND, SUSAN C	1.00	84,050
		007322	CONDON, JAMES F	1.00	78,380
	GIDEON POND	008289	GALLUS, JEFFREY	1.00	84,050
		013528	KING, DANIEL AUSTIN	1.00	73,920
	HARRIET BISHOP	000000	Open Position	0.50	27,605
		010346	CORONIS, STACY S	1.00	67,260
		012377	ANDERSON, MELISSA	1.00	62,050
		016895	GANT, SARAH M	1.00	41,760
	HIDDEN VALLEY	009358	KRAFT, STEPHEN	1.00	84,050
		011867	SCHLINK, JOANNE	1.00	59,080
		012397	PELTIER, BRAD W	1.00	79,370
	MW SAVAGE	010787	STOLTZ, LISA A	0.50	33,630
		010888	JENSEN, LETA	1.00	79,370
		016629	VILLAS, HOLLIE R	1.00	43,310
	RAHN	014242	TOFTE, ALISSA G	1.00	39,710
		017767	JACOBSON, DANIEL	1.00	36,700
	SIOUX TRAIL	013117	BATTERMAN, JESSICA M	1.00	70,500
		017801	MULLIKEN, ASHLEY E	1.00	35,080
	SKY OAKS	016691	BERG, MATTHEW T	1.00	57,860
		016926	BRYANT, MELANIE A	1.00	47,650
		017759	TAYLOR, DAVID	1.00	35,080
	VISTA VIEW	000000	Open Position	0.50	27,605
		014649	DRAYTON, MARGOT ELIZABETH	1.00	42,180
		017819	ABRAHAMSON, JONATHAN	1.00	35,080
	WM. BYRNE	011966	WEAR, LISA	1.00	70,500
		013378	HAPPE, NICOLE	1.00	68,410
		016313	HANSON, DEBRA A	0.50	24,005
017752		DRIFKA, KAITLIN	1.00	35,080	
4TH GRADE TCR				26.00	1,523,325
5TH GRADE TCR	EDWARD NEILL	014779	ZAK, GLORIA	1.00	42,180

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
5TH GRADE TCR	EDWARD NEILL	016654	GILRAY, REBECCA J	1.00	37,820	
		007848	KOFSKI, PATRICIA	1.00	84,050	
	GIDEON POND	016859	SPROUL, SARAH C	1.00	35,140	
		010295	ENGEN, AMY	1.00	79,370	
		016154	MECHAVICH, EMILY A	1.00	47,070	
		016896	NAEF, NATHAN A	1.00	70,500	
	HARRIET BISHOP	016951	JOHNSTON, JULIE M	0.50	26,095	
		HIDDEN VALLEY	007257	O'REILLY, JOHN T	1.00	84,050
			016016	SCHWENN, JEFFREY A	1.00	54,830
	016463		LECOMPTE, EMILIE S	1.00	47,650	
	MW SAVAGE	008220	FEELY, EILEEN	1.00	84,050	
		008735	GRANT, ANNETTE	1.00	84,050	
		009298	ZUPKE, SAMUEL	1.00	84,050	
	RAHN	002469	LAWELLIN, MARCIA	1.00	84,050	
		013382	MIKELSON, TERESA	1.00	70,500	
	SIOUX TRAIL	013583	TOFTE, ALEXANDER J	1.00	35,100	
		017293	DEZIEL, TRACY J	1.00	49,750	
	SKY OAKS	004702	CZECH, SHEILA A	1.00	84,050	
		009669	WALLS, JENNIFER A	1.00	67,750	
		013416	GRIFFIN, MICHELE C	1.00	70,500	
	VISTA VIEW	016631	ORLENKO, CORBIN D	1.00	47,650	
		017953	ANDERSON, JANAYA L	1.00	35,080	
	WM. BYRNE	008128	GIERADA, BARBARA L	1.00	84,050	
008287		KRUPKE, GRETA	1.00	36,700		
017758		STUART, JULIA	1.00	43,310		
5TH GRADE TCR				25.50	1,569,395	
6TH GRADE TCR	EDWARD NEILL	017677	GLAS, JOHN M	1.00	41,760	
		017754	HYER, AARON	1.00	43,310	
	GIDEON POND	006421	ROBISON, THOMAS C	1.00	84,050	
		017307	TRAETOW, ANDREA	1.00	35,140	
	HARRIET BISHOP	009293	SCHROEDER, PATRICIA	1.00	84,050	
		014051	HAMMARBERG, MEGAN L	1.00	43,310	
		015404	SORUCO, MARIA R	1.00	73,920	
	HIDDEN VALLEY	009302	BOHR, JENNIFER L	1.00	79,370	
		011355	DUETHMAN, ELIZABETH A	1.00	79,370	
		016600	DAY, MARLYS L	1.00	64,190	
	MW SAVAGE	011318	STORCK, MARK R	1.00	79,370	
		013569	SAWDEY, MARY E	1.00	65,050	
	RAHN	000000	Open Position	1.00	55,210	
		012304	LUNDAHL, TIMOTHY	1.00	79,370	
	SIOUX TRAIL	007837	ISTAS, BARBARA E	1.00	84,050	
		010150	BARTON, DUANE	1.00	71,270	
	SKY OAKS	000000	Open Position	1.00	55,210	

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
6TH GRADE TCR	SKY OAKS	016012	NEMETZ, J SCOTT	1.00	67,260
		016899	BLACK, DIANE M	1.00	41,760
	VISTA VIEW	007339	PODRATZ, ANNE MARIE	0.50	42,025
		016616	TAPPER, COURTNEY	1.00	54,830
		017522	BORRELL, MARY	0.50	18,270
	WM. BYRNE	003383	ILES, CORNELIA	1.00	84,050
		016167	KNUTSON, CHRISTINE	0.50	21,655
		016320	GEDDES, RICHARD W	1.00	38,890
6TH GRADE TCR				23.50	1,486,740
KINDERGARTEN TCR	GIDEON POND	010401	ODEGARD, ELISA	1.00	59,080
	HARRIET BISHOP	011361	HARROLD, STACEY L	1.00	73,920
		012306	MEYER, TANYA L	1.00	64,190
		016645	PAVEK, BROOKE C	1.00	57,860
		017798	NIELSEN, BRITTNEY	1.00	35,100
	HIDDEN VALLEY	014130	MCCROSKEY, SHARI	1.00	73,920
	MW SAVAGE	013290	LINDELL, MICHELLE M	1.00	52,920
	RAHN	009785	MCCARTHY, JENNIFER	0.50	39,685
		016946	DAHL, SABRINA LYNN	1.00	35,810
	SIOUX TRAIL	016429	PETERSON, CHRISTINE K	1.00	43,310
	VISTA VIEW	016614	HAGEN, AIMEE E	1.00	43,310
	WM. BYRNE	011322	FARRELL, TRACY E	1.00	67,750
		017292	CALNON, JENNIFER	1.00	49,750
KINDERGARTEN TCR				12.50	696,605
SCIENCE TCR	EDWARD NEILL	015982	ANDERSON, BJORN RS	1.00	47,650
	GIDEON POND	000000	Open Position	1.00	55,210
	HARRIET BISHOP	007763	RISTEAU, JOSEPH S	0.20	15,874
		007858	WARMKA, CHERI R	1.00	79,370
	HIDDEN VALLEY	009501	MOSEY, PATRICIA	1.00	79,370
	MW SAVAGE	016046	STRAHOTA, SARA J	1.00	45,790
	RAHN	016667	KEULER, LORI J	1.00	37,060
	SIOUX TRAIL	016693	KHAMRATTHANOME, BOUNTHAVY	1.00	47,650
	SKY OAKS	006855	SCHILLING, PAM A	1.00	79,370
	VISTA VIEW	014969	DEMPSEY, JODI JEAN	1.00	52,190
	WM. BYRNE	016589	PLANTE, MARY TRACEY	1.00	52,190
	SCIENCE TCR				10.20
Budget Unit 01010				191.70	11,840,679

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Package ID#: 02010; 02020

Budget Package Title: K-12 Junior High School Core Instructional Personnel

FY2014 Funding Level: General

Budget Package Administrator(s): Junior High Principal

Budget Package Total: \$5,315,570

Budget Package Description:

This budget package provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language including the following:

Salaries, Wages & Benefits	5,165,570
Substitutes	150,000

The Burnsville-Eagan-Savage School District supports three comprehensive junior high schools, grades 7-9. The funding of this budget unit covers the salary, benefit, and substitute costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines. For the Adopted FY14 Budget, a building class size average of 33:1 was used for this budget unit.

Budget Packet Justification:

The following subject areas are required of all students in the state of Minnesota: language arts, mathematics, science, social studies (including history, geography, economics, and government and citizenship), health and physical education; and the arts (public middle schools must offer at least three and require at least two of the following dance; music; theater; and visual arts).

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 02010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
BEA PRESIDENT	DISTRICT-WIDE	006804	NYSTROM, ROBERT J	1.00	78,380
BEA PRESIDENT				1.00	78,380
LANG ARTS TCR	BHS	009554	MEYER, JOSEPH	1.00	83,593
		000000	Open Position	2.30	126,983
	EAGLE RIDGE	006874	STEAD, AMY JO	1.00	70,300
		011425	SEFKOW, CAROLYN M	0.60	47,622
		017530	WIELAND, MATTHEW	1.00	39,680
		000000	Open Position	0.80	44,168
	METCALF	008627	ORTH, STEVEN D. R.	1.00	79,370
		008871	NASH, STEPHANIE	1.00	53,890
		015277	HANSEN, WILLIAM C	1.00	59,080
		000000	Open Position	1.20	66,252
	NICOLLET	010823	SMOLKE, ANGELA S C	0.60	47,622
		012894	SORENSEN, BRAD	1.00	73,920
		014966	CHRISTY SIGSTAD, DANIELLE C	0.20	12,752
		014991	NEMETH, HEATHER	1.00	70,500
LANG ARTS TCR				13.70	875,732
LUNCH SUPERVISION	EAGLE RIDGE	000000	Open Position	0.26	14,355
	METCALF	000000	Open Position	0.26	14,355
	NICOLLET	000000	Open Position	0.26	14,355
LUNCH SUPERVISION				0.78	43,064
MATH TCR	EAGLE RIDGE	000000	Open Position	0.40	22,084
		011805	NELSON, AMY MAI-LEE	1.00	79,370
		012283	NELSON, MICHELLE L	1.00	79,370
		015399	WILKINSON, PERRY J	0.80	59,136
		016881	AMADIO, RACHEL S	0.80	28,112
		017221	DURAND, ERIK M	0.80	28,112
	METCALF	004490	RIBNICK, BRIAN	1.00	84,050
		009760	KUZIEJ, JANET L	1.00	79,370
		014106	MUELLER, SARAH K	1.00	70,500
		014122	LOTZE, TIMOTHY	1.00	59,080
		014527	BENSON, ROSS S	0.10	5,786
	NICOLLET	007817	AMUNDSON, JANE E	0.60	47,622
		012099	FUNCHES, MONIQUE ROY	1.00	73,920
		014989	GRUENEICH, JANELLE	1.00	52,190
017014		WEGLEITNER, ELIZABETH M	1.00	37,880	
		017791	BANITT, JUSTIN	1.00	42,310
MATH TCR				13.50	848,892
OPEN - NOT ASSIGNED	METCALF	000000	Open Position	0.40	22,084
OPEN - NOT ASSIGNED				0.40	22,084
SCIENCE TCR	EAGLE RIDGE	006842	CHALLGREN, MARGARET TEN BROEK	0.80	59,136
		011818	HAMMER, JEFFREY	1.00	79,370

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SCIENCE TCR	EAGLE RIDGE	014601	HOESCHEN, KERRY	1.00	70,500
		017570	DETERT, KYLE J	1.00	36,700
		017771	HELWIG, KRISTINE K	1.00	39,650
	METCALF	000000	Open Position	2.00	110,420
		007715	MARONDE, JOHN W	1.00	84,050
		011073	MEYER, CHAD	1.00	79,370
	NICOLLET	000000	Open Position	0.40	22,084
		006968	SODERHOLM, WM ERIC	1.00	84,050
		007690	GORES, CHERYL L	1.00	84,050
		008274	HOLT, CLAYTON B	1.00	84,050
		017753	GYSBERG, JILL	1.00	37,850
SCIENCE TCR				13.20	871,280
SOC STU TCR	EAGLE RIDGE	008487	ALLEN, TRUDY L	1.00	70,500
		011425	SEFKOW, CAROLYN M	0.40	31,748
		012432	KLUBBERUD, MICHAEL	1.00	74,970
		017361	CZAPAR, RYAN J	1.00	35,100
		017795	SIMMONS, SEAN D	1.00	47,970
	METCALF	005031	SHELERUD, SHARON	1.00	84,050
		008284	JEFFERS, LUCRETIA	1.00	84,050
		016894	BOUSU, MOLLIE J	1.00	49,900
		018010	FLUG, JOSHUA W	0.80	28,064
	NICOLLET	011911	ELFERING, JEAN	0.60	38,514
		013438	SCHWEIM, ROBERT W	1.00	64,190
		013468	SILBERMAN, KEVIN	1.00	67,260
		014431	IVERSON, ADAM	1.00	55,210
		014874	STILES, JENNIFER E	0.40	16,616
SOC STU TCR				12.20	748,142
WORLD LANG TCR	EAGLE RIDGE	016606	BRANYON, KRISTINE A	1.00	43,310
		017540	BARRY, AMBER LEIGH	1.00	35,100
	METCALF	005853	CHALLGREN, MARK A	1.00	84,050
		017786	LARSON, KATIE	0.20	7,016
	NICOLLET	010823	SMOLKE, ANGELA S C	0.40	31,748
		017218	DEERING, BETSY M	1.00	35,810
		017786	LARSON, KATIE	0.50	17,540
WORLD LANG TCR				5.10	254,574
Budget Unit 02010				59.88	3,742,148

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Package ID#: 03010; 03020

Budget Package Title: K-12 High School Core Instructional Personnel

FY2014 Funding Level: General

Budget Package Administrator(s): High School Principal

Budget Package Total: \$5,387,589

Budget Package Description:

This budget package provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language including the following salaries and benefits:

Salaries, Wages & Benefits	5,287,589
Substitutes	100,000

Burnsville High School is a comprehensive suburban high school encompassing two sites referred to as Burnsville High School and Senior Campus at Diamondhead Education Center. The funding of this budget unit covers the salary, benefit, and substitute costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines. For the Adopted FY14 Budget, a building class size average of 35:1 was used for this budget unit. In addition to covering the salary, benefit, and substitute costs to the regular courses offered in each area, the funding covers costs associated with remedial courses in reading and math, basic courses, elective courses, and advanced placement and CIS courses.

Budget Packet Justification:

All students must complete courses in the areas of language arts, math, science, and social studies to graduate from Burnsville High School. M.S. 120B.021 requires all school districts to adopt graduation requirements that include the areas of language arts, math, science, and social studies. District Policy IKF and IKF-R Graduation Requirements and Regulations requires students to complete three years of language arts, three years of social studies, and two years each of math and science coursework to graduate. Additionally, M.S. 120B.30 requires students to demonstrate proficiency on statewide assessments in writing, reading, and math to graduate from a public school.

These four areas and world language are also all required for admission to post-secondary institutions. Instruction in these areas directly supports the district goals to improve reading and math proficiency of students, to increase the graduation rate of students, and to prepare all students for a post-secondary experience.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 03010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
LANG ARTS TCR	BHS	004912	WALTERS, TERRY J.	1.00	74,230
		009242	SIKOROWSKI, JOANNE	0.80	56,240
		012647	WALLER MCDEVITT, JENNIFER	0.60	44,352
		013366	DYRHAUG, MICHELLE	1.00	73,920
		013419	WEBBER, GLORIA M	0.80	53,808
		014101	BURKE, KATIE J	1.00	73,920
		015995	FRANSSEN, SARAH G	0.40	21,768
		016319	CONNELL, PAUL J	1.00	40,500
		016328	RUDOLPH, ROXANNE J	1.00	62,050
		016331	THOMES, SARAH E	1.00	45,790
		016617	HANSEN, MARIE C	1.00	43,310
		016854	STAUM, ANNE C	1.00	38,890
		016884	BURNHAM, CHARLES F	0.60	31,314
		017521	KREBS, TYLER JON	1.00	73,920
017781	EGGERS, SHEANA	1.00	35,140		
LANG ARTS TCR				13.20	769,152
MATH TCR	BHS	000000	Open Position	0.20	11,042
		010805	MEUSER, TERESA	1.00	79,370
		011284	NOSS, JEAN	1.00	71,270
		012100	DELMONT, BROOKE	1.00	73,920
		013385	SPERAL, JAMES S	1.00	73,920
		013863	FLOYD, KEVIN S	1.00	73,920
		014075	CROATT, CHARLES C	1.00	73,920
		014105	FETTIG, JENNIFER	0.60	25,308
		014443	FEIG, PETER E	1.00	63,760
		014589	WUENSCH, WENDY DRUGGE	1.00	67,260
		014622	HARROD, KIMBERLEE N	1.00	59,080
		014748	JOHNSON, HILLARY E	0.20	10,438
		016011	NELSON, JEFFREY P	0.40	19,060
		016602	GOMER, JENNA M	0.60	28,242
		016612	GEHRKE, ANDREW R	0.60	28,590
017882	VOGT, KENDRA M	1.00	37,850		
MATH TCR				12.60	796,950
SCIENCE TCR	BHS	001779	DAILY, LAWRENCE W	1.00	84,050
		003547	HUGSTAD-VAA, JENNIFER JO	1.00	84,050
		008728	MORGAN, WILLIAM E	1.00	70,300
		009394	HUEMOELLER, MICHAEL T	1.00	84,050
		011821	BLANDIN, MELISSA	1.00	79,370
		011833	DOUGLAS, LORI	1.00	79,370
		013396	HUTCHINSON, JENNIFER L	0.20	14,784
		013425	HUBER, JON ALAN	1.00	70,500
015372	BANE, DEANNA S	0.60	38,514		

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SCIENCE TCR	BHS	015980	AAMODT, WILLIAM P	1.00	67,260
		016497	SCHERRER, HUEL C	1.00	54,990
		016612	GEHRKE, ANDREW R	0.40	19,060
		016669	PETTINELLI, STEPHEN M	0.80	36,632
		016888	DAVIDSON, ELIZABETH A	1.00	38,270
SCIENCE TCR				12.00	821,200
SOC STU TCR	BHS	008188	ANDERSON, SUZANNE E	1.00	79,370
		011282	GRAFF, JENNIFER	0.50	31,880
		011887	MCDEVITT, PAUL DAVID	1.00	73,920
		012944	STRAND, NATHAN R	1.00	73,920
		013373	AARS, KRISTINA	0.60	36,324
		013413	COLEMAN, COLLEEN M	1.00	68,410
		013426	MILINOVICH, CHRIS M	1.00	70,500
		013445	WENDLING, KATHRYN	0.80	59,136
		014596	JENSEN, JENNIFER	1.00	68,410
		015288	STAPP, BENJAMIN	1.00	49,750
		015377	ENGELHARDT, WILLIAM T	1.00	60,540
		015580	MOFFITT, LESLIE ALLAN	0.80	42,336
		015689	FRANSSSEN, MICHAEL S	1.00	57,860
		016089	VAN SCHOONHOVEN, KATHERINE	1.00	49,900
016304	EPPEN, MATTHEW W	1.00	73,920		
SOC STU TCR				13.70	896,176
WORLD LANG TCR	BHS	005728	SAUERMANN-PAGE, KARIN G	1.00	84,050
		009250	DUNDON, MARY LOU	1.00	79,370
		009773	LEHNER, TIMOTHY	1.00	78,380
		010142	HOLCOMBE, SARA J	0.20	15,874
		014984	JENSEN, AMANDA LYNN	1.00	63,760
		015003	OLSON, KIM MARIE	1.00	59,080
		017737	BLAZQUEZ, JAVIER	1.00	47,650
WORLD LANG TCR				6.20	428,164
Budget Unit 03010				57.70	3,711,642

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Phyed, Health, Art, Music Personnel

Package ID#: 04010

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$5,018,056

Budget Package Description:

This budget package provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-12 general/vocal music and 5-12 instructional music instruction including the following salaries and benefits:

Salaries, Wages & Benefits	5,018,056
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The Physical Education and Health teachers instruct students in physical education activities in elementary, junior or senior high school(s) by promoting the development of each student's physical attributes and social skills through individual and team sports, indoor, outdoor games, and life-long fitness activities. Students are provided direct instruction in the benefits of daily fitness activities; cardiovascular, flexibility, strength training, balance and core strength activities.

The Burnsville-Eagan-Savage School District offers a K-12 visual arts, K-12 general/Vocal music and 5-12 instructional music program. This budget package also provides the funding necessary to staff specialists in the area of visual and musical at the elementary, junior and senior high school level. The funding covers the salary and benefit costs associated with the licensed staff required to teach the courses and maintain average class sizes consistent with district guidelines.

Research consistently demonstrates a link between the arts and academic achievement. Instruction in the fine arts not only builds confidence in students and allows them to excel in an area of interest; it supports the development of the whole child and their achievement at school. This funding package provides the resources to sustain a fine arts program district-wide.

Budget Packet Justification:

By Minnesota statutes health and physical education is required of all students in the state. In addition, M.S. 120B.021 mandates that "public elementary and middle schools must offer at least three and require at least two of the following four arts areas: dance; music; theater; and visual arts. Public high schools must offer at least three and require at least one of the following five arts areas: media arts; dance; music; theater; and visual arts." *Board Policy IKF: Graduation Requirements and Regulations* require students to complete two credits of an approved fine arts course to graduate. The Burnsville area, as well as the entire Twin Cities metro area, has a plethora of arts experiences demonstrating the high value placed on the arts by the community.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 04010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ART TCR	BHS	000184	WOLF, PATRICIA ANNE	1.00	84,050
		008737	HAMMES, TIMOTHY	1.00	84,050
	EAGLE RIDGE	009625	WITTSTRUCK, JAMES	1.00	67,750
	EDWARD NEILL	017547	MERKEL, SARA A	1.00	45,390
	GIDEON POND	017241	SCHRIVER, MARA C	1.00	40,070
	HARRIET BISHOP	005733	LAWRENCE, ROELY	1.00	84,050
		016428	JORDAN, ALLISON A	0.20	12,410
	HIDDEN VALLEY	007820	PAULY, LYNN L	1.00	84,050
	METCALF	007284	QUIRK, KATHLEEN	0.30	25,215
	MW SAVAGE	017289	THOMPSON, LINDEE G	1.00	35,100
	NICOLLET	007284	QUIRK, KATHLEEN	0.70	58,835
	RAHN	017565	PETRI, KATHRYN E	1.00	48,010
	SIOUX TRAIL	017553	BETTENDORF, SARAH W	1.00	35,100
	SKY OAKS	008797	KNOTT, KELLY S	1.00	70,300
	VISTA VIEW	000000	Open Position	1.00	48,892
	WM. BYRNE	014143	WEILANDGRUBER, ELIZABETH	1.00	57,860
ART TCR				14.20	881,132
BAND TCR	BHS	000000	Open Position	0.60	33,126
		009402	HOLMES, MOLLY	0.60	40,650
		015996	FRENCH, KEITH J	1.00	64,190
	EAGLE RIDGE	018016	WIXON, REID W	0.70	30,317
	EDWARD NEILL	015992	ELLISON, NICHOLAS	0.34	18,503
	GIDEON POND	008180	NORDMARK, PAMELA J	0.50	35,250
	HARRIET BISHOP	008180	NORDMARK, PAMELA J	0.50	35,250
	HIDDEN VALLEY	016979	SYLVESTER, GREGORY	0.33	11,596
	METCALF	003524	MRAZ, MARK T	1.00	84,050
	MW SAVAGE	015992	ELLISON, NICHOLAS	0.33	17,959
	NICOLLET	012349	BAKKEN, ANN	1.00	64,190
	RAHN	006829	LANGSJOEN, SONJA	0.31	21,916
	SIOUX TRAIL	016979	SYLVESTER, GREGORY	0.33	11,596
	SKY OAKS	006829	LANGSJOEN, SONJA	0.32	22,584
	VISTA VIEW	015992	ELLISON, NICHOLAS	0.33	17,959
	WM. BYRNE	006829	LANGSJOEN, SONJA	0.31	21,916
BAND TCR				8.50	531,051
MUSIC TCR	BHS	014149	SCHMIDT, MARTHA H	1.00	67,260
		014974	FISHER, BRYAN	0.60	35,448
	EAGLE RIDGE	014974	FISHER, BRYAN	0.40	23,632
	EDWARD NEILL	011452	TRANBY, BONITA K.	1.00	67,260
	GIDEON POND	017769	BOUMEESTER, KARIN S	1.00	43,310
	HARRIET BISHOP	009752	CAMPEN, KIMBERLY A.	0.20	14,784
		016624	PERRY, JESSICA A	1.00	47,650
HIDDEN VALLEY	016353	OWENS, KARI J	1.00	45,670	

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
MUSIC TCR	METCALF	009402	HOLMES, MOLLY	0.20	27,100
	MW SAVAGE	017742	BUCK, REBECCA L	1.00	35,080
	RAHN	014982	LUCIUS, RACHEL H	1.00	63,760
	SIOUX TRAIL	017772	ADEDEJI, OLUWATONI	1.00	35,080
	SKY OAKS	004880	SHOOK, JOANN	1.00	84,050
	VISTA VIEW	017247	WOOD, KIMBERLY R	1.00	47,650
	WM. BYRNE	004609	KANNE, VICKI ANN	1.00	84,050
MUSIC TCR				12.40	721,784
PHY ED TCR	BHS	006818	ANDERSON, HOWARD	1.00	84,050
		007145	RIGGS, MARK D	1.00	84,050
		007841	VAN DER WOUDE, MARK B	1.00	84,050
		008269	VAN DER WOUDE, LORALIE A	1.00	84,050
		012439	STACHOWSKI, SUSAN C	1.00	73,920
	EAGLE RIDGE	009827	PEARSON, CHAD W	1.00	67,750
		011475	HERMES, SHELLEY	0.80	59,136
		013495	BROWN, CHRISTOPHER M	1.00	64,190
	EDWARD NEILL	015881	DUNGEY, NATHAN	1.00	47,650
	GIDEON POND	015046	MORRISSEY, KEVIN P	1.00	60,540
	HARRIET BISHOP	010820	SHELDEN, JON	0.40	31,748
		012303	LOESCH, JAKE	1.00	74,970
	HIDDEN VALLEY	014820	CEOLA, MICHAEL	1.00	42,180
	METCALF	006571	SCHOLL, WAYNE	1.00	84,050
		016001	FRITZ, KIMBERLY A	1.00	45,790
	MW SAVAGE	014605	MCKANE, MICHELLE M	1.00	55,210
	NICOLLET	014115	ANDREWS, BRIDGETTE	0.80	51,352
		014187	MILLER, CHAD	1.00	67,260
	RAHN	006429	HART, CYNTHIA K.	1.00	84,050
	SIOUX TRAIL	016376	SWEENEY, MICHAEL J	1.00	43,310
	SKY OAKS	016363	PENDER, BRIAN	1.00	45,790
		016539	MAY, GREGORY A	0.20	7,654
	VISTA VIEW	012889	MOORLACH, BRIAN	1.00	73,920
	WM. BYRNE	014613	JOHNSON, RONNA E	1.00	73,920
	PHY ED TCR				22.20
STRINGS TCR	EAGLE RIDGE	017332	HEYDEN, SARAH L	0.30	12,654
	HARRIET BISHOP	017332	HEYDEN, SARAH L	0.80	33,744
		017807	ANDERSON, EMILY E	0.40	14,032
	RAHN	017807	ANDERSON, EMILY E	0.50	17,540
STRINGS TCR				2.00	77,970
Budget Unit 04010				59.30	3,702,527

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Family and Consumer Science Instruction **Package ID#:** 06010

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$417,822

Budget Package Description: This budget package provides the funding to operate the instructional programs of family and consumer science including the salaries and benefits:

Salaries, Wages & Benefits	417,822
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Career and Technical Education provides a contextual application of academic competencies, skills, and standards as prescribed by board policy or by statute. In the capacity of curriculum delivery Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

- in-depth career exploration and career planning,
- contextual learning that connects schoolwork to the future and assists in the application of basic skills to life situations,
- the development of occupational competencies that facilitate transition into advanced placement in post-secondary career preparation programs, and
- development of occupational competencies necessary for entering an occupation.

Budget Packet Justification: M.S. 120B.022 Subdivision 1 requires all school districts to offer courses in all elective subject areas and develop locally adopted standards for Vocational and Technical Education (Career and Technical Education). Career and Technical Education shall perform the following:

- Teach the district adopted curriculum, including standards, in the areas of Business and Office Education, Family and Consumer Sciences, Technology Education, Vocational and Industrial Education, and Technical Education,
- Develop standards based curriculum in all subject areas,
- Deliver content approved by the Board of Education,
- Meet the requirements of the Carl Perkins Act grant,
- Make reports required by the Minnesota Department of Education, the U.S. Department of Education, and
- Perform other duties as described by the Board of Education

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 06010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
FACS TCR	BHS	000000	Open Position	0.10	5,521
		004518	THOM, MARLYS	1.00	79,370
		009374	ASFELD, BETH M	1.00	84,050
		015691	KING, LAURIE J	0.40	19,900
		016015	EICHTEN, HEIDI J	0.30	14,295
	EAGLE RIDGE	017591	STEVENS, ELLEN M	1.00	35,810
	METCALF	015691	KING, LAURIE J	0.60	29,850
	NICOLLET	016015	EICHTEN, HEIDI J	0.70	33,355
FACS TCR				5.10	302,151
Budget Unit 06010				5.10	302,151

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Trade and Industrial Education

Package ID#: 06020

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$539,916

Budget Package Description: This budget package provides the funding to operate the instructional programs of trade and industrial education including the salaries and benefits:

Salaries, Wages & Benefits	539,916
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Career and Technical Education provides a contextual application of academic competencies, skills, and standards as prescribed by board policy or by statute. In the capacity of curriculum delivery Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

- in-depth career exploration and career planning,
- contextual learning that connects schoolwork to the future and assists in the application of basic skills to life situations,
- the development of occupational competencies that facilitate transition into advanced placement in post-secondary career preparation programs, and
- development of occupational competencies necessary for entering an occupation.

Budget Packet Justification: M.S. 120B.022 Subdivision 1 requires all school districts to offer courses in all elective subject areas and develop locally adopted standards for Vocational and Technical Education (Career and Technical Education). Career and Technical Education shall perform the following:

- Teach the district adopted curriculum, including standards, in the areas of Business and Office Education, Family and Consumer Sciences, Technology Education, Vocational and Industrial Education, and Technical Education,
- Develop standards based curriculum in all subject areas,
- Deliver content approved by the Board of Education,
- Meet the requirements of the Carl Perkins Act grant,
- Make reports required by the Minnesota Department of Education, the U.S. Department of Education, and
- Perform other duties as described by the Board of Education

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 06020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
IND TECH TCR	BHS	009586	WOLF, NICHOLAS	1.00	47,640
		013441	TESMER, RUSSELL	1.00	73,920
	EAGLE RIDGE	010290	BRADY, STEVE	1.00	79,370
	METCALF	000000	Open Position	0.90	49,689
		008725	BORNE, SUSAN R	1.00	84,050
		013431	PAETZOLD, ROBERT JAMES	0.30	19,257
	NICOLLET	013431	PAETZOLD, ROBERT JAMES	0.70	44,933
IND TECH TCR				5.90	398,859
Budget Unit 06020				5.90	398,859

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Business and Office Education

Package ID#: 06040

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$278,067

Budget Package Description: This budget package provides the funding to operate the instructional programs of business and office education including the salaries and benefits:

Salaries, Wages & Benefits	278,067
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Career and Technical Education provides a contextual application of academic competencies, skills, and standards as prescribed by board policy or by statute. In the capacity of curriculum delivery Career and Technical Education enhances the preparation of tomorrow's workforce. This is achieved through:

- in-depth career exploration and career planning,
- contextual learning that connects schoolwork to the future and assists in the application of basic skills to life situations,
- the development of occupational competencies that facilitate transition into advanced placement in post-secondary career preparation programs, and
- development of occupational competencies necessary for entering an occupation.

Budget Packet Justification: M.S. 120B.022 Subdivision 1 requires all school districts to offer courses in all elective subject areas and develop locally adopted standards for Vocational and Technical Education (Career and Technical Education). Career and Technical Education shall perform the following:

- Teach the district adopted curriculum, including standards, in the areas of Business and Office Education, Family and Consumer Sciences, Technology Education, Vocational and Industrial Education, and Technical Education,
- Develop standards based curriculum in all subject areas,
- Deliver content approved by the Board of Education,
- Meet the requirements of the Carl Perkins Act grant,
- Make reports required by the Minnesota Department of Education, the U.S. Department of Education, and
- Perform other duties as described by the Board of Education

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 06040

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
BUSINESS TCR	BHS	015991	DRAHOS, CYNTHIA	1.00	64,190
		017324	MALONE, MEGGAN J	1.00	43,250
	EAGLE RIDGE	008784	CARROLL, MICHELE	1.00	84,050
BUSINESS TCR				3.00	191,490
Budget Unit 06040				3.00	191,490

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Post-Secondary Tuition

Package ID#: 06060

FY2014 Funding Level: General

Budget Package Administrator(s): Assistant High School Principal

Budget Package Total: \$675,000

Budget Package Description: This budget package provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).

Purchased Services, Supplies, Capital, Other	675,000
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Budget Packet Justification: The District's Post-Secondary Enrollment Options (PSEO) and College In the Schools (CIS) programs provide excellent opportunities for the District's students to obtain college credit through concurrent enrollment with the University of Minnesota and local community colleges. This program allows students and families to access college level courses and receive college credit while still enrolled in High School. This results in a tremendous savings to families as it may result in tuition savings once the students attend a college or university after graduation from high school. During Fiscal Year 2011-12 the CIS program alone showed 2,669 credits earned by our Burnsville Senior High School resulting in a potential tuition savings by families of \$1,195,926.

Also included within this budget package are cooperative programs for Alternative School and Vocational Training offered through various technical schools and intermediate programs.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: K-12 Media Services

Package ID#: 07010

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$822,533

Budget Package Description:

This budget package provides the funding to provide K-12 media services including the following salaries and benefits:

Salaries, Wages & Benefits	822,533
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School libraries and media centers provide access to a wide variety of both print and electronic information resources for teachers and students. They support achievement of curriculum goals, assist teachers with integration of information and technology resources with curriculum, assist teachers in reaching continuing education goals, and teach students to use information resources effectively, ethically, and safely.

Budget Packet Justification:

School libraries and media centers serve as a critical foundation for increasing student achievement in Minnesota's educational system. Studies continually show that students realize higher levels of achievement when they have school libraries that are sufficiently funded, professionally staffed, and integrated with the curriculum. School libraries and media centers support the District 191 School Board's goals. It is necessary for students to have sufficiently funded media centers in order to realize higher levels of achievement. The school media centers support the goal of having content standards and a comprehensive curriculum that is rigorous and relevant. Media Centers provide students access to many sources of fiction and non-fiction literature to support the goal of students being able to understand, communicate with, and effectively interact with people across cultures.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 07010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA MEDIA	BHS	000000	Open Position	1.00	19,307
	EDWARD NEILL	006496	STICKLE, SHARON ANN	0.75	21,654
	GIDEON POND	014484	SCHMEICHEL, LINDA	0.75	19,514
	HARRIET BISHOP	013666	BECKER, SARAH J	0.75	20,304
	HIDDEN VALLEY	007433	LESKINEN, JANE E	0.25	7,488
		010373	AKKERMAN, MARY	0.50	14,616
	MW SAVAGE	009053	FELDHAKA, M. MICHELLE	0.75	22,464
	RAHN	009492	COPP, JILL L	0.75	22,464
	SIOUX TRAIL	012072	ENGBERG, DENISE G	0.75	21,654
	SKY OAKS	011193	BERGE, KRISTY K	0.75	21,924
	VISTA VIEW	014670	CERMAK, BARBARA L	0.75	21,654
	WM. BYRNE	011405	HORTON, SHEILA M	0.75	21,924
EA MEDIA				8.50	234,967
EA MGMT 3	NICOLLET	009303	KINSELLA, JOSEPH	0.84	20,959
EA MGMT 3				0.84	20,959
MEDIA COORDINATOR	DISTRICT-WIDE	009216	MEYER, NANCY L	1.00	79,370
MEDIA COORDINATOR				1.00	79,370
MEDIA SPECIALIST	BHS	010804	OIE, ROGER	1.00	71,270
	EAGLE RIDGE	008297	GALLAND, JOHN	1.00	84,050
	METCALF	015999	GRIFFITHS, ROBERT H	1.00	65,050
	NICOLLET	000000	Open Position	1.00	55,210
MEDIA SPECIALIST				4.00	275,580
Budget Unit 07010				14.34	610,876

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: K-12 Gifted and Talented

Package ID#: 07020

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$548,104

Budget Package Description:

This budget package provides the funding to provide for a half-time gifted and talented instructor at each elementary school and an additional 1.0 at the gifted and talented magnet school including the following salaries and benefits:

Salaries, Wages & Benefits	548,104
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The state of Minnesota designates specific revenue to school districts for identifying gifted and talented students, provide education programs for gifted and talented students, as well as provide staff development to prepare teachers to best meet the unique needs of gifted and talented students. Gifted and talented participation is included in the federal civil rights reports. Gifted and Talented programs, by design, capitalize on the special cognitive needs of students and should be distinguished from enrichment activities available to all learners. Gifted and talented children and youth are those students with outstanding abilities, identified at preschool, elementary and secondary levels. These students are capable of high performance when compared to others of similar age, experience and environment, and represent the diverse populations of our communities. These are students whose potential requires differentiated and challenging educational programs and/or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in any one or more of the following areas: general intellectual, specific academic subjects, creativity, leadership and visual and performing arts.

Budget Packet Justification:

The Board of Education identified Gifted Education as one of its goals to focus district initiatives and efforts. It states: By 2014 it will implement a full continuum of rigorous, researched-based gifted education programs, pre-K-12, provided by appropriately qualified personnel, which meets the academic and socio-emotional needs of a diverse population of students who exhibit above average general and / or specific abilities, high levels of task commitment and high levels of creativity. It will increase the percentage of minority, second language, and low income students identified and served in district gifted programs to a level which reflects the districts overall demographics. It will engage all identified gifted students in type III enrichment which includes investigative activities and artistic productions.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Minnesota Statute §120B.15 GIFTED and TALENTED STUDENTS PROGRAM sections (a) and (b) permit school districts and charter schools to identify students who are gifted and talented, develop and evaluate programs to serve them locally and provide staff development to ensure that they have access to challenging educational programs. The legislation also provides guidance for districts to adopt procedures for assessing and identifying students. Section (c) directs school districts and charter schools to adopt procedures for the academic acceleration of gifted and talented students that include an assessment of students' readiness and motivation for acceleration and a match between the curriculum and the students' academic needs. (Districts may wish to implement policies that reflect gifted and talented best practices, consistent with Minnesota Statute §120B.15.)

Gifted and talented revenue (Minnesota Statute §126C.10 Subd. 2 (b)) provides school districts and charter schools with \$12 times a district's adjusted marginal cost pupil units (AMCPU).

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 07020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
GIFTED/ENRICH TCR	EDWARD NEILL	015626	PETRELLA, SARA M	0.50	24,875
	GIDEON POND	015074	CHAMERLIK, KAREN	0.50	30,270
	HARRIET BISHOP	007763	RISTEAU, JOSEPH S	0.50	39,685
		009752	CAMPEN, KIMBERLY A.	0.50	36,960
		011321	WALLENTA, PAUL S	0.50	39,685
	HIDDEN VALLEY	012875	MATHEWS, STEPHANIE A	0.50	32,095
	MW SAVAGE	012521	HOLDEN, NICHOLE L	0.50	34,205
	RAHN	014619	SLATTERY, CARA	0.50	36,960
	SIOUX TRAIL	018012	ODEGARD, ELIZABETH A	0.50	21,655
	SKY OAKS	011362	TEIEN, JOAN K	0.50	39,685
	VISTA VIEW	007339	PODRATZ, ANNE MARIE	0.50	42,025
	WM. BYRNE	015074	CHAMERLIK, KAREN	0.50	30,270
GIFTED/ENRICH TCR				6.00	408,370
Budget Unit 07020				6.00	408,370

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: 7-12 Guidance Services

Package ID#: 07030

FY2014 Funding Level: General

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$1,049,460

Budget Package Description:

This budget package provides the funding to provide 7-12 Guidance program including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	1,049,460
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Comprehensive counseling programs in schools provide general guidance for students at all grade levels and career guidance for middle and high school students. A comprehensive school counseling program includes four components: curriculum, individual student planning, responsive services and system support. These components are designed to ensure that every student receives the program's benefits. Counselors monitor student progress, gather data, seek program improvement and share best practices.

Budget Packet Justification:

Safe Schools Levy – Maintenance of Effort (MOE) for Licensed School Support Staff (Section 17). The 2011 Legislature removed the maintenance of effort (MOE) for Licensed School Support Staff. Additionally, no longer must the school set aside at least \$3 per adjusted marginal cost pupil unit of the safe school levy proceeds for the purpose of paying costs for licensed school counselors, licensed school nurses, licensed school social workers, licensed school psychologists, and licensed alcohol and chemical dependency counselors to help provide early responses to problems.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 07030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
AVID COORDINATOR	BHS	016983	BROVIAK, ERIN K	0.20	12,108	
AVID COORDINATOR				0.20	12,108	
COUNSELOR	BHS	008288	WALSH, JEFFREY	1.00	84,050	
		010808	LIMKE, JEFFREY	1.00	79,370	
		011858	WALTER, VERONICA	1.00	79,370	
		016983	BROVIAK, ERIN K	0.40	24,216	
		017554	WELKE, ASHLEY L	1.00	39,680	
	EAGLE RIDGE	000000	Open Position	1.00	55,210	
		013371	HARRISON, P SCOTT	1.00	73,920	
	METCALF	006550	SODERHOLM, JOHN	1.00	84,050	
		010819	MAIDMENT, LORI	1.00	79,370	
	NICOLLET	000000	Open Position	0.30	16,563	
		006865	KELSON, FREDERICK A	0.70	54,866	
		016009	MARKHAM, ANGELA L	1.00	52,920	
	ST JOHNS	006865	KELSON, FREDERICK A	0.30	23,514	
	COUNSELOR				10.70	747,099
	EA CAREER CNTR	BHS	013651	SEXTON, MARCIA	1.00	28,872
EA CAREER CNTR				1.00	28,872	
Budget Unit 07030				11.90	788,079	

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: English Second Language Learner

Package ID#: 07060

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$2,904,374

Budget Package Description:

This budget package provides funding for the district’s K-12 English Second Language Learner program; includes general fund cross-subsidy to supplement state ELL funding, does not include Title III funds and includes the following salaries and benefits:

Salaries, Wages & Benefits	2,900,307
Purchased Services, Supplies, Capital, Other	4,067

There are approximately 87 languages spoken by English Language Learners in district 191. ESL teachers support ESL students at every site in the district. Assessments of every student have been made in preparation for the FY14 school year. This program will continue to be monitored for continued improvement in our delivery of services.

Budget Packet Justification:

Provisions in the **No Child Left Behind Act of 2001** related to students with limited English proficiency have inspired close scrutiny of the education of those students. The law requires states to develop English-language-proficiency standards and implement English-language-proficiency tests. Those standards must be linked to state academic standards to ensure that student improvement in English-language proficiency also results in a better understanding of academic content (Mid-continent Research for Education and Learning, 2003). The law also stipulates that English-language learners be tested in math beginning with the first round of state exams after the students enter school, and in reading beginning that year or the following one. Students may take those tests in their native languages for the first three years they are in U.S. schools, although some students may receive waivers for up to two more years. States, districts, and schools must report the test data separately for English-language learners and show that the subgroup meets “**adequate yearly progress,**” or AYP, targets. Since districts and states are accountable for ensuring that English-language learners meet such proficiency goals, it’s important to determine the best ways of educating students with limited proficiency in English.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

HOME PRIMARY LANGUAGE. The LEP indicator is used in the calculation of the LEP formula of basic skills revenue. An assessment is made by appropriate school personnel whether students are English Language Learners (ELL) and need English as a Second Language (ESL) or bilingual services. Students may or may not actually be in an ESL or bilingual program. M.S. §124D.59, Subd. 2 (1sp2003) defines pupil of limited English proficiency as a pupil in any of the grades of pre-kindergarten (grade EC) through 12 who meets the following requirements:

(1) the pupil, as declared by a parent or guardian first learned a language other than English, comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; and

(2) the pupil is determined by developmentally appropriate measures, which might include observations, teacher judgment, parent recommendations, or developmentally appropriate assessment instruments, to lack the necessary English skills to participate fully in classes taught in English. This reflects any assessment during the current school year and is a cumulative count. If during the year students are determined to no longer require ESL or bilingual services, they should still be reported using code "Y." If students require ESL services during the prior school year, but current year assessments show no ESL services are necessary, report "N."

If a student has been assessed as needing ESL or bilingual services, report "Y" LIMITED ENGLISH PROFICIENT, even if parents refuse services. In this case the LEP START DATE will be zero.

Minnesota Department of Education document, ELL Education Program Guidelines FUNDING (Updated August 2005), gives specific details about funding services for ELL students.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 07060

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ESL TCR	BHS	000000	Open Position	1.00	55,210
		014964	PARENT, ANDREA J	1.00	60,710
		017144	ERICKSON, CHRISTINE D	1.00	39,680
	DISTRICT-WIDE	014138	THOMPSON, SALOUA	1.00	60,540
	EAGLE RIDGE	009748	BLAIR, FRANCES M.	1.00	84,050
		017938	CROWNHART, LINDSAY	1.00	37,880
	EDWARD NEILL	014996	MUSA-AGBONENI, KARI	1.00	49,750
		015021	DALY, JULIE	1.00	64,190
		016025	YOUNG, KRISTEN A	0.40	16,028
	GIDEON POND	010518	NORDRUM, BRITT	1.00	74,970
		016025	YOUNG, KRISTEN A	0.40	16,028
		017785	OLSON-WYMAN, SAMANTHA L	1.00	39,650
	HARRIET BISHOP	000000	Open Position	1.00	55,210
		009629	MCKINNEY, MARGARET	1.00	84,050
		015741	PHILLIPS, MARIA	1.00	70,500
	HIDDEN VALLEY	000000	Open Position	0.50	27,605
		011315	PROCTOR, BETH	1.00	79,370
		011586	HOOSTAL, JULIE	1.00	59,080
		014131	MICHELS, CHRISTINE	1.00	64,190
		014986	KESSLER, CECILIA	1.00	55,210
		015697	OLSON, KIMBERLY LENORA	1.00	51,780
	METCALF	012887	SODERHOLM, ANDREA FRIENDT	1.00	73,920
	MW SAVAGE	000000	Open Position	0.50	27,605
		015383	BENSON, BRIANA M	1.00	57,680
	NICOLLET	000000	Open Position	0.40	22,084
		010313	OLSON, AMY	0.60	47,622
		017883	GROENEWEG, JESAMINE C	1.00	35,080
	RAHN	000000	Open Position	1.00	55,210
		017003	OLSON, ANGELA JOY	1.00	42,470
	SIOUX TRAIL	010638	FREDRICKSON, REBECCA	1.00	64,190
		013456	CONDON, ANNE T	1.00	50,250
	SKY OAKS	012947	BLOM, ANNE E	0.50	36,960
		015565	CADWELL, ANN M	1.00	45,790
		016507	STITZMEYER, ELIZABETH A	1.00	43,310
		016618	HENNEN, JENNIFER S	1.00	52,190
		017656	RIPHENBURG, WENDY A	1.00	40,500
		017770	CULLISON, CAROLINE E	1.00	39,680
		017822	JONES, NOELLE	1.00	35,100
	VISTA VIEW	000000	Open Position	0.40	22,084
		013535	GROVER, MELISSA MANGER	1.00	60,540
		015527	LIMBERG, MINDI L	1.00	70,500

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ESL TCR	WM. BYRNE	017234	MARSHALLA, ASHLEY A	1.00	39,710
		017776	WINTERLIN, JEFFREY	1.00	35,100
ESL TCR				38.70	2,143,256
Budget Unit 07060				38.70	2,143,256

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Instructional Resources

Package ID#: 08010; 08020

FY2014 Funding Level: General, local

Budget Package Administrator(s): Elementary Principal

Budget Package Total: \$983,344

Budget Package Description:

This budget package provides the per pupil funding allocation for instructional related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, copiers & supplies, telephone, etc.

Purchased Services, Supplies, Capital, Other	639,252
Travel/Conferences	7,200
Rentals and Leases	336,892

Budget Packet Justification:

Instructional resources are not mandated in statute so this budget package description shows no funds being allocated for this purpose.

There are a wide variety of day-to-day materials and supplies that are needed to implement the district's curriculum and programs. Funding provided to each school on a per pupil basis allows building leadership to determine the most efficient and effective use of the financial resources available. This budget package provides funding for items that are essential to the delivery of the district's curriculum. The funds in this budget package are utilized for items such as the purchase of math manipulatives, science consumables, Read 180, Follett Media Center, software, Project Lead the Way, Career Technical Education (CTE), physical education, music, A to Z reading site licenses, additional textbooks when needed, etc. Carry over has been allowed within this budget unit and the board has committed the funds from carryover beginning in FY11 to provide for visionary budget planning at the building level.

General academic standards are intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students in Minnesota. Providing each school the adequate instructional resources ensures that each child has equitable access to the district's education program regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Special Education Services

Package ID#: 09000

FY2012 Funding Level: Categorical

Budget Package Administrator: Executive Director of Individualized Student Services

Budget Package Total: \$24,464,175

Budget Package Description:

This budget package provides funding for special transportation as documented on the Individual Education Program (IEP) plans of students with disabilities. Transportation is provided to and from school and provided during the school day for IEP-based instruction. Students with disabilities who have a Section 504 Accommodation Plan will have special transportation if documented in their plan.

Salaries, Wages & Benefits	19,815,271
Purchased Services, Supplies, Capital, Other	1,518,780
Substitutes	340,178
Travel/Conferences	112,200
Special Education Transportation	2,510,746
Rentals and Leases	167,000

The Office of Individualized Student Services supports the implementation of federal and state requirements to provide: Tuition acknowledgements for disabled and nondisabled students in care and treatment are completed by this Office.

Budget Packet Justification:

Several federal and state laws and rules require a public school district to provide special transportation services. District 191 Board Policy EEA and EEA-R charges the Executive Director of Individualized Students Services with the responsibility to ensure that eligible students receive special transportation services.

Federal Legislation:

- 20 U.S.C. 1415 IDEA 2004: Individuals with Disabilities Education Act
- 34 C.F. R. 300.522 Special Education Placement
- ADA Amendments Act of 2008 - Public Law 110-325
- 29 U.S. C. 794 Section 504 of Rehabilitation Act

State Legislation/Rule:

- Minn. Stat. 125A. 515, Subp. 2 & 10 Care and Treatment
- Minn. Stat. 125A.02 Children with a Disability
- Minn. Stat 125A.51 Placement of Children without disabilities; education and transportation
- Minn. Rules Part 7470.1600 Transportation pupils with disability

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 09010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ASSISTIVE TECH	DISTRICT-WIDE	014623	JOHNSHOY, JANET	0.20	12,838
ASSISTIVE TECH				0.20	12,838
BEHAVIOR SPECIALIST	DISTRICT-WIDE	017322	CZAPAR, KELLY N	1.00	39,710
BEHAVIOR SPECIALIST				1.00	39,710
CLERICAL	CLUSTER - CENT	000000	Open Position	1.00	24,582
		004467	BARLAGE, SUSAN	0.60	19,960
	CLUSTER - EAST	004467	BARLAGE, SUSAN	0.40	13,307
		015133	MOBERG, CARLENE	1.00	32,163
	CLUSTER - ECSE	015051	MOULTON, KARLA K	0.75	18,092
	CLUSTER - SEC	016194	SCALZO, KRISTIN	0.60	18,194
		016377	ALEXON, BETH J	1.00	30,323
	CLUSTER - WEST	014219	GRIES, BRENDA J	1.00	31,192
		016194	SCALZO, KRISTIN	0.40	12,129
	DISTRICT-WIDE	007572	KAISER, TANYA J	0.50	21,673
		011825	SIEBER, ANDREA	1.00	51,469
		013879	REISINGER, TONETTE A	1.00	48,964
	ECSE CENTER	014210	WILLENBURG, JOANNA	1.00	48,149
CLERICAL				10.25	370,198
CULTURAL LIAISON	CLUSTER - ECSE	017905	RIVEROS, ANNA-MARIA	1.00	26,827
CULTURAL LIAISON				1.00	26,827
DAPE	CLUSTER - CENT	009267	HOLDEN, MATTHEW J	0.40	31,748
		010820	SHELDEN, JON	0.20	15,874
	CLUSTER - EAST	009239	OPATZ, LARRY	1.00	70,300
		009267	HOLDEN, MATTHEW J	0.30	23,811
	CLUSTER - SEC	009267	HOLDEN, MATTHEW J	0.30	23,811
	CLUSTER - WEST	010820	SHELDEN, JON	0.40	31,748
DAPE				2.60	197,292
DIR SPED	DISTRICT-WIDE	012806	CORBAY, STEPHANIE A	1.00	122,912
DIR SPED				1.00	122,912
EA HEALTH	DISTRICT-WIDE	006831	SPENCE, LORETTA	0.35	10,483
		010844	LUTH, DONITA	0.88	25,578
		012009	STENE, BARBARA	0.70	20,462
		013681	HANSEN, SARAH J	0.88	25,263
		015833	GADDY, KESHIA	0.70	18,213
EA HEALTH				3.50	100,000
EA TECH	DISTRICT-WIDE	006624	WESSEN, JANE E	1.00	29,952
		010890	RETHLAKE-HOMOLKA, PAM	0.25	7,308
		011462	VAURIO, SONYA	0.25	7,308
EA TECH				1.50	44,568
ECSE TCR	CLUSTER - ECSE	007255	HAUER, PAMELA A	1.00	84,050
		015112	NELSON, TARA A	0.50	21,235
	ECSE CENTER	000000	Open Position	1.40	77,294

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ECSE TCR	ECSE CENTER	007047	JAEGER, JEAN M	1.00	84,050
		007211	REZMERSKI, CATHY A	1.00	84,050
		012139	HIMRICH, JOANNE	1.00	39,680
		013692	NIEMIEC, ALICIA	1.00	73,920
		015112	NELSON, TARA A	0.30	12,741
		015386	ORLICH-SULLIVAN, MEGAN	1.00	60,540
		016004	JORGENSON, SHANNON E	0.80	54,728
		016213	STAHLY, JANICE	1.00	70,500
		016309	BAIMA, STEPHANIE A	1.00	73,920
		016318	ANDERSON, SARAH R	1.00	48,010
		016501	NESS, KAREN M	1.00	46,110
		016999	RENKEN, CARISSA M	1.00	41,540
		017586	PERLICH, SHAWN	1.00	40,500
		017796	BLOMQUIST, STEPHANIE	1.00	35,080
017981	FILIPI, KELSEY JO	0.50	18,910		
ECSE TCR				16.50	966,858
MATH SPECIALIST	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	0.68	26,024
		017774	LUNDQUIST, KELLY	0.68	25,758
	SKY OAKS	004882	BERGE, PAUL D	0.68	57,154
		014633	LEIGHTON, ELIZABETH M	0.68	44,234
		017821	BRUINS, STEPHANIE	0.68	23,854
	VISTA VIEW	016431	WARD, KARI M	0.68	28,682
MATH SPECIALIST				4.08	205,707
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.19	6,677
	BEST	015733	MCDERMOTT-BATY, JODY	0.20	8,436
	BHS	009091	WALCHER, PAMELA J	0.63	50,003
	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.43	19,638
	ECSE CENTER	015562	NIELSEN, HEIDI	0.88	36,908
	EDWARD NEILL	015733	MCDERMOTT-BATY, JODY	0.22	9,364
	GIDEON POND	017741	SMITH, MARY ELLEN T	0.17	7,276
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.14	6,011
	HIDDEN VALLEY	009363	BIEN, BERNADETTE L	0.32	22,450
	METCALF	011320	WALDRON, RACHELLE	0.48	38,098
	MW SAVAGE	017632	SHERER, CAROL MARIE	0.15	5,402
	NICOLLET	010972	WITTNEBEL, KATHY	0.20	15,874
	RAHN	016826	BARR, BARBARA M	0.18	7,592
	SIOUX TRAIL	015394	BEAULIEU, KOURTNEY A	0.37	19,258
	SKY OAKS	016142	BEENKEN, JULIE D	0.27	9,488
	VISTA VIEW	010553	WARDELL, BARBARA J	0.08	3,543
	WM. BYRNE	016435	RIDGLEY, ANGELA K	0.25	10,629
	NURSE				5.16
OCC THERAPIST	CLUSTER - CENT	007847	KOLSTAD, MICHELE M	1.00	78,380
		012294	RUMPZA, LAURIE	0.80	51,352

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
OCC THERAPIST	CLUSTER - CENT	014609	ROESKE, MELISSA L	0.10	7,392
	CLUSTER - EAST	007304	GOSSMAN, LISA ANN	1.00	84,050
	CLUSTER - ECSE	007268	MESARCHIK, MARY L	1.00	84,050
		009670	ROBOLE, VICKI M	0.80	59,136
		014609	ROESKE, MELISSA L	0.30	22,176
	CLUSTER - WEST	014609	ROESKE, MELISSA L	0.40	29,568
		014623	JOHNSHOY, JANET	0.60	38,514
DISTRICT-WIDE	012294	RUMPZA, LAURIE	0.20	12,838	
OCC THERAPIST				6.20	467,456
PSYCHOLOGIST	CLUSTER - CENT	009960	BOEKHOFF, LYNETTE	1.00	73,920
		011817	ALVEY, HEATHER	0.80	54,728
		014118	KOMAR, KAREN K	0.50	36,960
		017998	PARKIN, KELSEY	1.00	43,190
		018004	SHORT, NICHOLE	1.00	43,190
	CLUSTER - EAST	009746	ALBERTUS, CANDY J	1.00	84,050
		010321	LAUTIGAR-BEUTZ, JULIE	0.50	31,880
	CLUSTER - ECSE	007836	NANIA, PAULA A	0.80	63,496
		011935	SCHULTZ, HOLLY	1.00	73,920
	CLUSTER - SEC	015381	KRAL, MELISSA M	1.00	60,540
		017719	NIERENGARTEN, BRIANNA L	1.00	43,190
	CLUSTER - WEST	014949	CHRISTENSON, ANNE	1.00	73,920
		017716	NEWBY, MATTHEW	1.00	47,970
PSYCHOLOGIST				11.60	730,954
PSYCHOLOGIST INTERN	DISTRICT-WIDE	000000	Open Position	0.00	0
PSYCHOLOGIST INTERN				0.00	0
READING SPECIALIST	EDWARD NEILL	009295	WAGNER-SMITH, SHERRY	0.68	53,972
	VISTA VIEW	016605	CRAWFORD, CINDY Y	0.68	37,543
		016608	DITMARSEN, SANDRA L	0.68	40,174
READING SPECIALIST				2.04	131,689
SOCIAL WORKER	CLUSTER - CENT	011807	MAKI, CATHY	1.00	79,370
		013144	ROLF, BRENDA J	1.00	64,190
	CLUSTER - SEC	014594	HEWETT, THOMAS	1.00	73,920
	ECSE CENTER	014751	KELLER, KATIE	0.50	27,605
SOCIAL WORKER				3.50	245,085
SPED COORD	CLUSTER - CENT	000000	Open Position	1.00	70,750
	CLUSTER - EAST	016188	KLOECKL, SARAH ANN	1.00	69,862
	CLUSTER - WEST	015717	COPELAND, ERIN C	1.00	69,862
SPED COORD				3.00	210,475
SPED EA	ALTERNATIVE HIGH SCHOOL	011865	PEARSON, SANDRA	0.84	24,664
	BEST	000000	Open Position	1.69	32,580
		013243	FINCH, JEANNE	0.84	24,361
		015516	FRANK, SHARON M	0.84	23,413
	BHS	005969	BENGTSON, CAROL	0.84	23,389

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SPED EA	BHS	007879	BERG, DAVID A	0.84	22,842
		010398	THOENNES, SALLY	0.84	24,664
		011407	PHILLIPS, TRUDY	0.84	24,664
		012061	HOLTAN, HELEN	0.84	24,664
		013097	RINEVELD, DEBORAH J	0.84	24,361
		013140	WAGNER, PATRICIA	0.84	24,361
		013864	HOKS, LINDA	0.84	24,361
		014021	VON ESCHEN, MERRIEJANE E	0.84	24,361
		014312	ANDERSON, CHERYL L	0.84	24,361
		014658	RAY, STEPHEN	0.84	24,361
		014784	GODFREY, CHERI A	0.84	24,361
		014935	ROARK, KAMI S	0.84	23,413
		015184	CUNNINGHAM, DIANNE	0.84	24,361
		015923	RUNNING, CATHY S	0.84	22,842
		016055	LARSON, JANET ANNE	0.84	22,842
		016095	GARVIS, ANGELA N	0.84	22,842
		016209	ULRICH, KIMBERLY A	0.84	22,842
		016344	CHRISSIS, ERIK R	0.84	22,842
		CLUSTER - CENT	017621	DIONNE, HEATHER	0.81
	CLUSTER - SEC	017815	ANDERSON, NATHAN K	0.84	16,290
	CLUSTER - WEST	015715	ROBINSON, KARIN J	0.81	21,996
	DISTRICT-WIDE	017640	RAICHERT, SARAH	0.81	16,137
		017840	TOMLINSON, JUSTINE	0.81	15,687
		017884	SMITH, NATHAN J	0.81	15,687
	EAGLE RIDGE	009565	IAEGER, WANDA	0.84	24,664
		009616	HAYES, ERIC L	0.84	23,389
		015023	BRINGGOLD, DEBBIE	0.84	23,413
		016208	MCCRAY, SHARON	0.84	21,954
	ECSE CENTER	006168	FREDRIKSON, KAYE E	0.65	19,469
		008440	CALLAHAN, JACQUELINE	0.38	7,978
		012514	HO, LINDA S	0.65	19,001
		013037	WALTERSON, KRISTEN A	0.58	10,745
		014836	MACDONALD, POLLY G	0.81	22,546
		015279	DRENTTEL, SANDRA L	0.38	7,952
		015809	INSELMAN, SANDRA L	0.65	14,079
		015913	KENNEDY, LORA J	0.81	18,086
		017161	WEATHERFORD, ANDREA M	0.81	14,343
		017283	ERBES, SARAH L	0.81	12,785
		017383	JOHNSON, KAREN A	0.74	14,647
		017496	ABDALLAH, HIBO SAAD	0.81	15,687
		017497	EISENBERG, RACHELLE L	0.81	13,152
		017612	HANDRAHAN, JOANN MARY	0.38	7,448
	017654	KEIRSTEAD, AMY	0.65	12,909	

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
SPED EA	ECSE CENTER	017721	AKERSON, ADRIA W	0.65	12,549	
		017832	HASSAN, RAHMA	0.44	6,884	
	EDWARD NEILL	006535	ROARK, SUSAN L	0.81	22,522	
		008094	STROUP, JULIE A	0.81	24,336	
		012533	ROCKETT, JOAN	0.81	23,751	
		014868	POFAHL, JANELL C	0.81	23,458	
		015757	TILLMAN, JACK R	0.81	22,546	
		016375	KUHLMAN, SUSAN M	0.81	21,996	
		016470	GILLIS, CINDY M	0.81	21,996	
		GIDEON POND	007918	JENKS, KAREN L	0.81	22,522
	011968		HENDRICKSON, LISA	0.81	23,458	
	HARRIET BISHOP	008372	SISLER, JANE L	0.81	22,522	
		008958	CARNEY, CATHERINE	0.81	24,336	
	HIDDEN VALLEY	007928	HUNTER, SANDRA J	0.81	22,522	
		012912	JONES, JEAN	0.81	23,458	
		014639	WIEDEMANN, LAURA E	0.81	23,458	
		015305	MUESKE, REBECCA A	0.81	22,546	
		015892	SOLBERG, CATHY	0.81	21,996	
		015894	SANZ, MARGARET M	0.81	21,996	
	METCALF	007662	BRIX, KATHY J	0.84	23,389	
		009609	GREINER, JODELL	0.84	22,842	
		010011	PAYNE, DEBRA K	0.84	24,664	
		013202	HRIMNAK, SANDI J	0.84	24,361	
		013591	DRUMMER, DOROTHY A	0.84	24,361	
		013630	HOFFER, JESSICA M	0.84	24,361	
		013641	WHITE, RUTHANN	0.84	23,413	
		014293	BUTORAC, MELANIE A	0.84	23,413	
		014871	ADRIAN, JANN L	0.84	21,954	
		015936	THOMPSON, ROBERT L	0.84	21,954	
		016518	ASHLEY, JAMES M	0.84	18,275	
		MW SAVAGE	000000	Open Position	0.81	16,322
			010469	HICKERSON, KAREN A	0.81	21,141
	010587		PETERSON, DENISE	0.81	22,546	
	010686		LATOURELLE, SANDRA E	0.81	23,458	
	011033		VAN GUILDER, SUZANN	0.81	23,751	
	013478		LONG, RENEE K	0.81	23,458	
	016378		SCHILLER, LORI L	0.81	21,996	
	017282		SCHEUNEMAN, KRISTEN JOY	0.81	16,137	
	NICOLLET	011936	DIDDE, SALLY	0.84	22,478	
		012367	KAUFMAN, MARGARET M	0.84	24,664	
		012492	NEEDHAM, DIANE M	0.84	24,664	
		014511	FELTON, MICHELLE M.	0.84	24,361	
	RAHN	007092	SCHNEEWEIS, PATRICIA RAE	0.81	22,522	

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
SPED EA	RAHN	010095	MANSANO, KATHLEEN M	0.81	23,751	
		010377	CAMPBELL, SUSAN	0.81	23,751	
		012562	SCHUNK, MARIANA S	0.81	23,751	
		013483	WEGNER, LISA L	0.81	23,458	
		015237	BEAL, DIANE E	0.81	22,546	
		015240	DROEGE, SHERYL L	0.81	22,546	
		016071	KING, VERNA D	0.81	21,996	
	SIOUX TRAIL	009451	STREFF, THERESA G	0.81	24,336	
		010470	HUGHES, DEBORAH JEAN	0.81	23,751	
		010560	POLSKI, LEANN	0.81	23,751	
		011032	ANDERSON, BARBARA J	0.81	23,458	
		013485	THEYSON, BRENDA	0.81	21,645	
		016433	DYLLA, TAMMY S	0.81	21,996	
	SKY OAKS	009596	BOLDT, JULIE A	0.81	23,751	
		009852	SHORT, CLAIRE	0.81	23,751	
		013572	KEGLEY, RENEE C	0.81	23,458	
		013898	TORGERSEN, SHERRY LYNN	0.81	16,137	
		015128	ADAMSON, KIMBERLY S	0.41	7,843	
		016460	SMITH, SHERI D	0.81	21,141	
		016553	DATRES, SUSAN	0.81	14,787	
		017513	HEY, LINDA L	0.81	16,137	
	VISTA VIEW	009428	ZIEGLMEIER, KAREN C	0.81	22,522	
		010053	ROARK, KARI L	0.81	22,546	
		011513	BROWN, RUTH	0.81	23,458	
		013150	DUBANOSKI, BARBARA JEAN	0.81	23,458	
		013604	LARSON, JOANN C	0.81	23,458	
		013672	RINGGER, TRACY A	0.81	17,598	
		013980	AUGE, ELIZABETH	0.81	23,458	
		016971	HOLKER, DIANE D	0.81	21,141	
	WM. BYRNE	007646	BARTELLS, CAROL A	0.81	23,751	
		008473	RASINEN, DIANA M	0.81	22,522	
		009964	ENGEL, SUSAN J	0.81	24,336	
		015532	BURRILL, SARAH	0.81	22,546	
		016340	MISZKIEWICZ, KELLY A	0.81	21,141	
		016665	KOECHLEIN, LAURIE LEEANNE	0.81	16,137	
	SPED EA				101.35	2,669,088
	SPED EA JOB COACH	BEST	010425	GOODLING, BEVERLY	0.84	24,664
			010529	TOUSIGNANT, KARE KATHLEEN	0.84	24,664
			010922	IVERSON, WILLIAM C	0.84	24,664
			011041	NIVALA, SUSAN M	0.84	24,664
			011868	PAYNE, BARBARA	0.84	24,664
		CLUSTER - SEC	014641	ENGSTROM, HEATHER L	0.84	24,361
	SPED EA JOB COACH				5.06	147,683

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SPED SUPERVISOR	CLUSTER - ECSE	017542	SMITH, JACQUELINE J	1.00	92,916
	CLUSTER - SEC	009802	O'NEILL-MAGER, JENNIFER	1.00	90,916
SPED SUPERVISOR				2.00	183,832
SPED TCR	ALTERNATIVE HIGH SCHOOL	012230	MCCOOL, MOLLY	1.00	52,190
		013156	MORRIS, ANGELA J	1.00	70,500
	BEST	000000	Open Position	1.50	82,815
		017904	STASKYWICZ, SHELLY L	1.00	40,070
	BHS	000000	Open Position	1.00	55,210
		006077	WEGLEITNER, JANE M	1.00	84,050
		009804	HULTING, LINDA JANE	1.00	84,050
		010825	WILLIAMS, KAREN	1.00	79,370
		011846	MOE, ERIK A	1.00	70,500
		013505	DELISI, LYNN	1.00	73,920
		014142	WEI, HAIHUA	1.00	73,920
		014998	NEUER, MICHELLE E	1.00	73,920
		016615	HALVERSON, DAWN M	1.00	70,500
		016823	BUNKERS, KATHLEEN K	1.00	64,190
		016898	KNOX, JACOB M	1.00	47,650
		017296	SWENSON, JENELLE M	1.00	49,750
		017548	REGAN, HEATHER R	1.00	35,100
		017557	WALKER, RYAN M	1.00	35,100
	CLUSTER - CENT	013437	SULLIVAN, JODI L	1.00	55,210
		014127	ZONDAG, KIMBERLY	0.50	31,880
		017216	CHOUANARD, MARY E	1.00	43,310
	CLUSTER - EAST	012336	LOGAN, KARI M	0.50	25,015
		017246	TRASK, EMILIE J	1.00	47,650
	CLUSTER - SEC	012869	SCHEIT, ANDREA	0.50	27,605
		016232	WORKMAN, CAROLYN J	1.00	64,190
	CLUSTER - WEST	007298	BRENNAN, CAROL ANN	1.00	84,050
		009390	ANDERSON, BARBARA JEAN	0.40	31,748
	DISTRICT-WIDE	004110	GOETZ, DEBORAH E	0.50	42,025
		014127	ZONDAG, KIMBERLY	0.50	31,880
	EAGLE RIDGE	000000	Open Position	0.50	27,605
		009835	MORTINSON, ELIZABETH	1.00	79,370
		010301	CARLSON, SCOTT A	1.00	79,370
		010375	BANKS, LEANNE	1.00	71,270
		011330	WEBBER, JEFFREY	1.00	79,370
	EDWARD NEILL	000000	Open Position	0.50	27,605
		006092	DOYLE, SANDRA J.	1.00	84,050
		009811	BYRNE, EDWARD	1.00	84,050
		014744	BYRNE, ELISE R	1.00	55,210
		016311	DISCHER, TRACY L	1.00	64,190
	GIDEON POND	000000	Open Position	0.50	27,605

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SPED TCR	GIDEON POND	010755	LYNCH, MOLLY	1.00	79,370
		017958	RASMUSSEN, EMILY	1.00	35,080
	HARRIET BISHOP	009390	ANDERSON, BARBARA JEAN	0.60	47,622
		010323	MILLER, JILL ELIZABETH	1.00	79,370
	HIDDEN VALLEY	004110	GOETZ, DEBORAH E	0.50	42,025
		014144	WESTERHOUSE, BETH	1.00	73,920
		017678	JOHNSON, HOLLIE E	1.00	47,070
		017799	EILER, ELIZABETH P	1.00	43,310
		017805	MILLER, ERIN M	1.00	37,880
	METCALF	000000	Open Position	0.50	27,605
		009409	GEDITZ, RANDALL J	1.00	74,230
		010297	JOHNSON, DAVID P	1.00	79,370
		011317	COX, KELLY J	1.00	73,920
		011913	FOLEY, COLLEEN CHARLOTTE	1.00	79,370
		012754	NASH, DEREK B	1.00	42,180
		016878	TETZLOFF, MITZI R	1.00	47,070
	MW SAVAGE	006793	BISEK, KATHRYN A	1.00	84,050
		009228	ROARK, KIMBERLY J	1.00	73,920
		009959	FECHNER, SUSAN	1.00	84,050
		012880	MURRAY, MARGARET E	1.00	67,260
	NICOLLET	000000	Open Position	0.60	33,126
		010741	RAPPE, BRIAN	0.40	26,904
		012198	BURHANS, CAROL G	1.00	64,190
		012339	BELL, ANGELA	1.00	79,370
		012901	MCCUE, MICHELLE	1.00	73,920
		016355	SCHROEDER, JEAN M	1.00	54,990
		017681	KAPPEL, GENEVIEVE N	1.00	43,310
	RAHN	009244	LANGE, LINDA L	1.00	84,050
		015148	WEGENER, KIMBERLY E	1.00	47,650
		016186	LAUER, LISA N	1.00	43,310
		016905	WADELL, DANIELLE M	1.00	35,810
	SIOUX TRAIL	009789	HIRSCHEY, WENDY	1.00	84,050
		011822	TUSHIE, PATRICIA	1.00	79,370
		015010	NELSON, KATIE L	1.00	55,210
	SKY OAKS	006100	SAUNDERS, SHARON D	1.00	84,050
		006816	HATRICK, MARY MERRILL	1.00	84,050
		014593	HANSON, AMY E	1.00	64,190
		015135	PRED, RENEE R	1.00	59,080
		016885	CUNNIEN, LAURIE A	0.50	35,250
	VISTA VIEW	012312	STROH, CAROL	1.00	42,180
		012346	BUSCH, BYRLA	1.00	79,370
		013524	STEINKRAUS, JENNIFER	1.00	73,920
		016013	PETERSON, JULIE A	1.00	50,250

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SPED TCR	VISTA VIEW	017522	BORRELL, MARY	0.50	18,270
	WM. BYRNE	000000	Open Position	0.50	27,605
		015022	OGDAHL, MICHAEL A	1.00	45,670
		017616	STEPHENS, DAWN M	1.00	35,100
		017674	HOYT, KASEY D	1.00	35,080
SPED TCR				80.00	5,065,060
SPEECH TCR	CLUSTER - CENT	007839	BARNES, CHERISE C	0.75	63,038
		012301	HJERMSTAD, HEATHER	1.00	79,370
		012335	SCHLICHTING, CATHERINE	1.00	73,920
		014479	KIBLER, JEANNE	0.50	36,960
		018002	NYEGGEN, EMILY	1.00	39,650
	CLUSTER - EAST	006452	BERG, JANET	1.00	74,230
		014147	KLINNERT, ELIZABETH	1.00	73,920
		014479	KIBLER, JEANNE	0.50	36,960
		015993	FAUST, DANIELLE M	1.00	49,900
	CLUSTER - ECSE	007269	BARTH, TAMI RAE	1.00	84,050
		007835	WOODCOCK, SUSAN M	0.80	39,064
		008309	HENDRIX, EUGENIA M	1.00	84,050
		012479	OSCARSON, KRISTI R	0.50	32,525
		013693	NEAL, BRYENY B	1.00	59,080
		014624	JORDAN, JOANNA	1.00	57,680
		014961	SPRY, KARIE	1.00	60,710
		015693	MEULEBROECK, SUSANNE	1.00	64,190
		015962	NIESEN, ELIZABETH A	1.00	54,990
		016023	VODNICK, SARAH A	1.00	47,650
	CLUSTER - SEC	013406	ALLEN, SUSAN M	0.80	53,808
	CLUSTER - WEST	005747	CORDAHL, AMBER	1.00	84,050
		011808	SPODEN, ANNEMARIE	1.00	79,370
		013406	ALLEN, SUSAN M	0.20	13,452
		013411	BRINKMAN, CAROLE I	0.50	32,095
016021		STREET, CHERYL K	1.00	60,540	
SPEECH TCR				21.55	1,435,252
WORK EXP TCR	BEST	014985	JOHNSON, DEBORAH JEAN	1.00	64,190
	CLUSTER - SEC	013433	PAULSEN, KATHY MARIE	0.67	47,235
WORK EXP TCR				1.67	111,425
Budget Unit 09010				284.76	13,761,555

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 09040

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DISTRICT-WIDE	000000	Open Position	1.00	39,463
CLERICAL				1.00	39,463
Budget Unit 09040				1.00	39,463

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Alternative Learning Center

Package ID#: 10010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): BAHS Principal

Budget Package Total: \$3,540,197

Budget Package Description:

This budget package provides categorical funds to operate an alternative high school, extended day and extended year programs for elementary and junior high school students including salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	3,264,369
Purchased Services, Supplies, Capital, Other	238,178
Substitutes	14,000
Travel/Conferences	14,500
Rentals and Leases	9,150

Budget Packet Justification:

By Minnesota statute, Area Learning Centers (ALCs) may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessment, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under section 123A.05 selected to allow the pupil to progress toward meeting graduation standards under section 120B.02, although in a different setting. ALCs must receive state approval, must provide instruction on a year round basis, and must provide instruction to nonresident as well as resident students. ALCs may apply to offer specialized instructional components such as independent study, work-based learning and/or project-based learning.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 10010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ART TCR	ALTERNATIVE HIGH SCHOOL	017556	NAGAHASHI, ANDREW T	1.00	35,100
ART TCR				1.00	35,100
CLERICAL	ALTERNATIVE HIGH SCHOOL	011345	DILLE, BARBARA L	1.00	40,536
		015821	NAAS, ANNE B	1.00	47,815
	BALC - SECONDARY	009223	REIHER, PAM	1.00	51,991
CLERICAL				3.00	140,342
COORDINATOR II	DIAMOND HEAD	017655	JENSEN, STEVEN	0.50	20,003
COORDINATOR II				0.50	20,003
COUNSELOR	ALTERNATIVE HIGH SCHOOL	016786	RUSSELL, DESHA S	1.00	57,680
COUNSELOR				1.00	57,680
LANG ARTS TCR	ALTERNATIVE HIGH SCHOOL	013329	MEILLEUR, STEPHANIE J	1.00	73,920
		014533	SLONEKER, ANGELA	0.80	52,040
	BHS	014970	DEUTSCH, MATTHEW R	1.00	57,860
	EAGLE RIDGE	000000	Open Position	1.00	55,210
	METCALF	015401	FOLDENAUR, HOLLY A	1.00	45,670
	NICOLLET	000000	Open Position	0.30	16,563
		014966	CHRISTY SIGSTAD, DANIELLE C	0.40	25,504
LANG ARTS TCR				5.50	326,767
MATH TCR	ALTERNATIVE HIGH SCHOOL	012268	JOHNSON, DEBRA S	1.00	73,920
		017652	MCNEIL, ANTHONY M	1.00	38,270
	BHS	013364	CHRISTIAN, DAVID	1.00	73,920
	EAGLE RIDGE	017788	BOERNKE, KENDRA	1.00	35,080
	METCALF	018005	QUAMME, DAVID R	1.00	35,080
	NICOLLET	000000	Open Position	1.00	55,210
MATH TCR				6.00	311,480
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.65	22,841
NURSE				0.65	22,841
PHY ED TCR	ALTERNATIVE HIGH SCHOOL	014892	REUSS, ERIC	1.00	67,260
PHY ED TCR				1.00	67,260
PRINCIPAL	BALC - SECONDARY	012351	PORTER, JANICE	1.00	116,280
PRINCIPAL				1.00	116,280
PRINCIPAL ASST	ALTERNATIVE HIGH SCHOOL	017873	DERDEN, WILLIAM M	1.00	106,330
PRINCIPAL ASST				1.00	106,330
READING TCR	ALTERNATIVE HIGH SCHOOL	014600	KIRCHNER, AMY	0.50	34,205
	NICOLLET	010741	RAPPE, BRIAN	0.60	40,356
READING TCR				1.10	74,561
SCIENCE TCR	ALTERNATIVE HIGH SCHOOL	013415	ENGELHARDT, ANGELA C	1.00	73,920
		016103	PILNEY, MAUREEN A	1.00	64,190

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SCIENCE TCR	BHS	013396	HUTCHINSON, JENNIFER L	0.60	44,352
		015372	BANE, DEANNA S	0.40	25,676
	EAGLE RIDGE	017755	JOHNSON, CORY CHARLES	1.00	38,270
	METCALF	016003	PRANSCHKE, STEPHANIE T	1.00	54,990
SCIENCE TCR				5.00	301,398
SOC STU TCR	ALTERNATIVE HIGH SCHOOL	014195	SCHLOMANN, AMY M	1.00	64,190
		014600	KIRCHNER, AMY	0.50	34,205
		017800	DORAN, SCOTT	1.00	43,310
	BHS	014137	STAFFA, CARLA A	1.00	68,410
	EAGLE RIDGE	013136	TOPP, THORSTEN D	1.00	64,190
	METCALF	017243	STUCYNSKI, MARY E	1.00	41,510
	NICOLLET	011911	ELFERING, JEAN	0.40	25,676
SOC STU TCR				5.90	341,491
TARGETED SVC COORD	BALC - ELEM & J.H.	015375	BIRCH, NANCY A	1.20	88,704
TARGETED SVC COORD				1.20	88,704
WORK EXP TCR	ALTERNATIVE HIGH SCHOOL	017214	BATES, DANIEL W	0.80	39,800
WORK EXP TCR				0.80	39,800
Budget Unit 10010				34.65	2,050,037

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Mental Health Services

Package ID#: 10020

FY2014 Funding Level: General, LCTS grant

Budget Package Administrator(s): Director of Health Services

Budget Package Total: \$208,651

Budget Package Description:

Licensed mental health professionals, contracted through a financial partnership with Headway Emotional Services, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.

The contract in total will allow for eleven full-time professionals at our sites, (this is an increase of 2 FTE from this school year) In this model, therapists will be able to build a client load but will allow very little time to do non-therapy session collateral work such as staff support/consults or building support. As billable services increase, the actual cost to the district will decrease. This model does not meet the current demand but would provide at least some assistance district wide. The total cost to district takes into consideration the projected LCTS grant contribution of \$33,401 for FY 13-14.

Purchased Services, Supplies, Capital, Other	208,651
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Budget Packet Justification:

There is no specific statutory provision requiring or prohibiting Minnesota public schools from employing family support workers or mental health workers. However, the District recognizes the importance of mental health support throughout the year.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: K-12 Nursing/Health Services

Package ID#: 10030

FY2014 Funding Level: General

Budget Package Administrator(s): Director of Health Services

Budget Package Total: \$893,446

Budget Package Description:

This budget package provides funding to operate the district health services department including salaries, benefits and other operating expenses for 18 district public school health offices. The staffing model of this package increases the Licensed School Nurse (LSN) FTE in order to better meet the student medical need. It also meets (or nearly meets) the national recommended staffing ratio of 1 LSN:750 students. The Health Assistant positions are used to supplement staffing to allow the LSN to fulfill the Special Education and 3rd Party mandated services and also to be able to write the health plans for students with medical concerns. Nursing and Health Services provides mass screening of students for vision, hearing and growth and Early Childhood Screening follow-up once school has begun.

Salaries, Wages & Benefits	870,406
Purchased Services, Supplies, Capital, Other	18,040
Travel/Conferences	5,000

The Director of Health Services: Develops health policy and procedures for the district to promote the health and safety of the students and staff members in order to support the educational progress of our students

Health Services Clerk: provides assistance to the Director of Health Services and assures the health services department has the support that is needed:

Licensed School Nurse: provides professional nursing expertise to support the educational progress of all children. The school nurse will supervise Health Assistants, facilitate the school district's compliance with State and Federal mandates related to health, serve as a resource to staff and support and maintain a high level of wellness of the entire school population.

Health Assistant: provides for care of the students as delegated by the Licensed School Nurse in his/her absence.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Justification:

M.S.121A.21 requires that every school board must provide services to promote the health of its pupils. The board of a district with 1,000 pupils or more in average daily membership in early childhood family education, preschool disabled, elementary and secondary programs must comply with the requirements of this paragraph. It may use one or a combination of the following methods:

1. employ personnel, including at least one full-time equivalent licensed school nurse;
2. contract with a public or private health organization or another public agency for personnel during the regular school year, determined appropriate by the board, who are currently licensed under chapter 148 and who are certified public health nurses; or
3. enter into another arrangement approved by the commissioner.

State and Federal Laws Relevant to School Health Nursing

State legislation:

MS 13.01:	Minnesota Government Data Practices Act
MS 13.04:	Rights of subjects of data (Tennessee Warning)
MS 118.204	Local Wellness Policy
MS 121A.15	Health Standards; Immunizations; School Children
MS 121A.21	School Health Services
MS 121A.22	Administration of Drugs and Medicine
MS 121A.221	Possession and Use of Asthma Inhalers by Asthmatic Students
MS 121A.2205	Possession and Use of Non syringe Injectors of Epinephrine
MS 144.29	Health Records: Children of School Age
MS 144.3351	Immunization Data
MS 144.341	Living Apart From Parents and Managing Financial Affairs, Consent for Self
MS 144.344	Emergency Treatment
MS 144.346	Information to Parents
MS 148.171-.285	Minnesota Nurse Practice Act
MS 4605.7000-7090	Diseases reportable to the Minnesota Department of Health
MS 626.556	Reporting of Maltreatment of Minors

Federal legislation:

OSHA Regulations: Regulations whose purpose is to reduce or eliminate the possibility of an employee contracting any of a series of diseases that are spread through blood contact.

Section 504 of Rehab. Act: Protects the rights of individuals with disabilities in programs and activities that receive federal funds from the US Dept. of Ed.

IDEA '97: The Individuals with Disabilities Education ACT Amendments of 1997.

District #191 Policies Relevant to School Health Nursing

JHCB:	Immunization of Students
JHCC-GBEA:	Communicable Diseases
JLCD:	Student Medication
JHFE & JHFE-R:	Mandated Reporting
ING-R:	Animals in Schools
JO:	Protection & Privacy of Pupil Records

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 10030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	BHS	010287	TANBERG, TERESA L	0.88	36,380
CLERICAL				0.88	36,380
DIR HEALTH SERVICES	DISTRICT-WIDE	015911	WILLSON, DAWN M	1.00	96,407
DIR HEALTH SERVICES				1.00	96,407
EA HEALTH	DISTRICT-WIDE	006831	SPENCE, LORETTA	0.35	10,483
		011895	WITTENKELLER, JANE E	0.88	26,523
EA HEALTH				1.22	37,006
NURSE	ALTERNATIVE HIGH SCHOOL	017764	COZAD, PATRICIA M	0.16	5,622
	BHS	009091	WALCHER, PAMELA J	0.37	29,367
	EAGLE RIDGE	015482	EILERTSON, JANE ANN	0.57	26,032
	EDWARD NEILL	015733	MCDERMOTT-BATY, JODY	0.38	15,944
	GIDEON POND	017741	SMITH, MARY ELLEN T	0.43	18,710
	HARRIET BISHOP	015983	BAGGOT, LYNN	0.81	34,060
	HIDDEN VALLEY	009363	BIEN, BERNADETTE L	0.58	41,693
	METCALF	011320	WALDRON, RACHELLE	0.52	41,272
	MW SAVAGE	017632	SHERER, CAROL MARIE	0.55	19,154
	NICOLLET	010972	WITTNEBEL, KATHY	0.80	63,496
	RAHN	016826	BARR, BARBARA M	0.42	17,716
	SKY OAKS	016142	BEENKEN, JULIE D	0.63	22,138
	VISTA VIEW	010553	WARDELL, BARBARA J	0.52	21,765
	WM. BYRNE	016435	RIDGLEY, ANGELA K	0.65	27,333
NURSE				7.38	384,302
NURSE - REGISTERED	DISTRICT-WIDE	012375	ROBISON, KIMBERLY A	0.70	19,764
NURSE - REGISTERED				0.70	19,764
Budget Unit 10030				11.18	573,859

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Co-Curricular Activities (Non-Athletic) **Package ID#:** 11010

FY2014 Funding Level: General

Budget Package Administrator(s): Athletic Director

Budget Package Total: \$314,130

Budget Package Description:

This budget package provides the funding to operate the Co-Curricular Activities as well as other instructional and operational expenses including stipends and hourly pay. These funds are supplemented through ticket sales, fund raising, donations, etc. and include salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	294,138
Purchased Services, Supplies, Capital, Other	19,992

The purpose of the Burnsville-Eagan-Savage co-curricular activities is to provide additional educational and leadership opportunities for students. Co-curricular activities enrich the social fabric of a student's life and help them succeed in the world around them. After school activities such as music, drama, speech, and debate support in-class learning by generating school pride, a sense of community and nurturing a feeling of belonging that makes students want to achieve. Research proves that students in co-curricular activities tend to have higher grade point averages and better attendance records; lower dropout rates; and fewer discipline problems than students who are not actively involved in school activities. Student interaction in co-curricular activities with young people of varying races, beliefs, and cultures teaches them: Respect for the dignity of everyone; the ability to communicate with understanding; problem solving skills through values such as fairness, justice, and sportsmanship.

- Interscholastic activity programs enrich each student's educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.
- Interscholastic activity programs promote positive school/community relations.
- Interscholastic competition rules promote fair play and minimize risks for student participants.
- Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- Properly trained officials/judges enhance interscholastic competition.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Packet Justification:

Minnesota Statute (M.A.S. 123B.49) authorizes the board to take charge of and control all co-curricular school activities of the teachers and children held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of co-curricular activities in which the schools of the district or any class or pupils may participate. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff members. If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

Board Policy IDG: Co-Curricular, Extracurricular and Non-curricular Activities states it shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics. The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Co-curricular activities shall have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at times established by school authorities.
- Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.
- They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

Extracurricular activities are those activities that include all direct and personal services for students for their enjoyment that are managed and generally operated under the guidance of an adult or staff member.

Non-curricular activities student activities shall be defined as those activities that are neither curricular, co-curricular, nor extracurricular in nature but are protected by the federal law known as the "Equal Access Act".

A dynamic high school co-curricular program is vital to the positive social, physical and educational development of students. The Athletic & Activity administrator is responsible for ensuring that the athletic * activity program functions as an integral part of the total curriculum. Athletics & Activities offer opportunities to serve the school; develop fellowship and goodwill; promote self-realization with physical, mental and emotional growth; and encourage the qualities of good citizenship.

Participation in athletics and activities is high, and with it comes the need to ensure that these programs support the academic mission of Burnsville-Eagan-Savage School District. The programs are not a diversion, but rather an extension of the regular classroom. One of the greatest challenges facing a secondary school administrator is the planning, development, organization, coordination and supervision of activity programs. The athletic and activity administrator position requires a wide range of abilities to properly accomplish these tasks.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 11010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AWARDS COORDINATOR	EAGLE RIDGE	000000	Open Position	0.00	474
	NICOLLET	000000	Open Position	0.00	474
AWARDS COORDINATOR				0.00	948
CLASS ADVISOR - SENIOR	BHS	000000	Open Position	0.00	815
CLASS ADVISOR - SENIOR				0.00	815
ELEM STUDENT COUNCIL	EDWARD NEILL	000000	Open Position	0.00	948
ELEM STUDENT COUNCIL				0.00	948
NEWSPAPER	BHS	000000	Open Position	0.00	3,982
	EAGLE RIDGE	000000	Open Position	0.00	1,972
NEWSPAPER				0.00	5,954
PLAY - FALL JR HIGH	METCALF	000000	Open Position	0.00	1,312
	NICOLLET	000000	Open Position	0.00	1,312
PLAY - FALL JR HIGH				0.00	2,623
SCIENCE CHALLENGE FAIR	BHS	000000	Open Position	0.00	2,326
SCIENCE CHALLENGE FAIR				0.00	2,326
SPEECH - ASST	BHS	000000	Open Position	0.00	1,296
SPEECH - ASST				0.00	1,296
THEATER MANAGER	BHS	010591	DAY, RANDELL	1.00	52,137
THEATER MANAGER				1.00	52,137
Budget Unit 11010				1.00	67,048

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: 9-12 Interscholastic Athletics

Package ID#: 11020

FY2014 Funding Level: General, Local

Budget Package Administrator(s): Athletic Director

Budget Package Total: \$1,032,702

Budget Package Description:

This budget package provides the funding to provide 9-12 athletics including salaries and benefits as well as other instructional and operational expenses including stipends and hourly pay. These funds are supplemented through ticket sales, fund raising, donations, etc., and includes salaries and benefits:

Salaries, Wages & Benefits	827,367
Purchased Services, Supplies, Capital, Other	125,335
Rentals and Leases	80,000

The purpose of the Burnsville-Eagan-Savage co-curricular athletic activities is to provide additional educational and leadership opportunities for students. Athletics enrich the social fabric of a student's life and help them succeed in the world around them. Research proves that students in co-curricular activities tend to have higher grade point averages and better attendance records; lower dropout rates; and fewer discipline problems than students who are not actively involved in school activities. Student interaction in co-curricular activities with young people of varying races, beliefs, and cultures teaches them: Respect for the dignity of everyone; the ability to communicate with understanding; problem solving skills through values such as fairness, justice, and sportsmanship.

- Interscholastic activity programs enrich each student's educational experience.
- Participation in education-based activity programs promotes student academic achievement.
- Student participation in interscholastic activity programs is a privilege.
- Interscholastic participation develops good citizenship and healthy lifestyles.
- Interscholastic activity programs foster involvement of a diverse population.
- Interscholastic activity programs promote positive school/community relations.
- Interscholastic competition rules promote fair play and minimize risks for student participants.
- Properly trained administrators/coaches/directors promote the educational mission of the interscholastic experience.
- Properly trained officials/judges enhance interscholastic competition.
- Special Education Adaptive Athletics programming is included.
- Only Football and Soccer of the 9th grade program are included as they participate in the High School Schedule.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Packet Justification:

Minnesota Statute (M.A.S. 123B.49) authorizes the board to take charge of and control all co-curricular school activities of the teachers and children held in the school building or school grounds or under the supervision or direction of the school board. The board must adopt rules and regulations for the conduct of co-curricular activities in which the schools of the district or any class or pupils may participate. Extracurricular activities means all direct and personal services for pupils for their enjoyment that are managed and operated under the guidance of an adult or staff members. If the board takes charge of and controls extracurricular activities, any or all costs of these activities may be provided from school revenues and all revenues and expenditures for these activities shall be recorded in the same manner as other revenues and expenditures of the district.

Board Policy IDG: Co-Curricular, Extracurricular and Non-curricular Activities states t shall be the policy of the Board to provide all secondary students with the opportunity to participate in a varied program insofar as resources permit, including interscholastic or intramural athletics. The administration shall be responsible for all co-curricular activities held in the school building or on school grounds.

Co-curricular activities, including interscholastic activities shall have one or more of the following characteristics:

- They are conducted at regular and uniform times during school hours or at times established by school authorities.
- Although not offered for credit, they are directed or supervised by instructional staff, hired by the District, in a learning environment similar to that found in courses offered for credit.
- They are funded all or in part by public monies for general instructional purposes under direction and control of the Board.

A dynamic high school co-curricular program is vital to the positive social, physical and educational development of students. The Athletic & Activity administrator is responsible for ensuring that the athletic * activity program functions as an integral part of the total curriculum. Athletics & Activities offer opportunities to serve the school; develop fellowship and goodwill; promote self-realization with physical, mental and emotional growth; and encourage the qualities of good citizenship.

Participation in athletics and activities is high, and with it comes the need to ensure that these programs support the academic mission of Burnsville-Eagan-Savage School District. The programs are not a diversion, but rather an extension of the regular classroom. One of the greatest challenges facing a secondary school administrator is the planning, development, organization, coordination and supervision of activity programs. The athletic and activity administrator position requires a wide range of abilities to properly accomplish these tasks.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 11020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DIR ACTIVITIES	BHS	011828	MARSHALL, JEFFREY	1.00	106,236
DIR ACTIVITIES				1.00	106,236
Budget Unit 11020				1.00	106,236

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Title I, Part A, Regular- Improving Basic Programs **Package ID#:** 12010

FY2014 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$1,292,459

Budget Package Description:

This program provides funding to help ensure all children meet challenging state academic standards including the salaries and benefits as well as other instructional, Supplemental Education Services and staff development expenses.

Salaries, Wages & Benefits	1,061,313
Purchased Services, Supplies, Capital, Other	231,146

Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965, as amended, Title 1, Part A; 20 U.S.C. 6301-6339, 6571-6578. Reauthorized in 1994 Title I requires states to adopt or develop challenging curriculum content and performance standards, align assessments with state content standards, and implement an accountability system to measure school and district progress in improving student achievement. In 2001, Congress passed new legislation to again reauthorize the Elementary and Secondary Education Act. The 2001 legislation augments the 1994 assessment and accountability requirements by requiring states to increase testing requirements that must be implemented through 2008 and establish progressively severe consequences for schools that fail to improve test scores. Under the 2001 legislation, among other things, states must

- develop content standards in science by the 2005-2006 school year that are applicable to all students and align content and performance standards in science and administer the science assessments by the 2007-2008 school year in grade spans 3 through 5, 6 through 9, and 10 through 12
- administer reading and math tests annually to all students in grades 3 through 8, including at least 95 percent of students in specific population subgroups who meet separate annual performance targets, beginning in the 2005-2006 school year (states need not administer these tests if Congress fails to appropriate specified funding in any one year)
- require some students in grades 4 and 8 to take the National Assessment for Educational Performance (NAEP) at federal expense
- annually assess limited English proficiency students by the 2002-2003 school year and test in English those students who have attended school in the United States for three consecutive years unless an alternative local assessment is more reliable

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

- make available annual information on student performance and teacher qualifications by the 2002-2003 school year
- show gains in academic achievement for all students and for specific population groups and measure the gains against the state's definition of adequate yearly progress, which must expect all students to perform at a proficient level within 12 years
- define by year the actions a school district must take to improve failing schools, including allowing students to attend other public schools, using Title I funds for supplemental services from public or private providers, undertaking corrective actions such as replacing school staff or implementing a new curriculum, and restructuring the school as a charter school.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 12010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DIAMOND HEAD	007888	SHERIN, JUDITH L	0.33	16,877
	DISTRICT-WIDE	015940	ZELLMER, JULIE A	0.50	23,908
CLERICAL				0.83	40,784
COORD CURRICULUM	DISTRICT-WIDE	016735	GORTON, RACHEL	0.33	22,812
COORD CURRICULUM				0.33	22,812
COORDINATOR	DISTRICT-WIDE	000000	Open Position	1.00	67,250
COORDINATOR				1.00	67,250
EA - BILINGUAL	DISTRICT-WIDE	017991	ALI, MARYAN H	0.81	14,618
		017992	GUTIERREZ BELTRAN, MARIA L	0.81	14,618
		017995	ABTOW, ANAB A	0.81	2,788
EA - BILINGUAL				2.44	32,026
READING SPECIALIST	EDWARD NEILL	000000	Open Position	0.00	22,665
	GIDEON POND	010293	JOOSTEN, NANCY	0.50	39,685
	HIDDEN VALLEY	017787	CHISAKA, BRIDGET N	0.50	18,530
	MW SAVAGE	017222	ELLIOTT, RACHEL R	0.50	23,055
	SIOUX TRAIL	018012	ODEGARD, ELIZABETH A	0.50	21,655
	SKY OAKS	017408	PRUGH PLOEHN, KATHRYN A	0.50	20,770
	VISTA VIEW	013189	FACE, JENNIFER L	0.50	35,250
READING SPECIALIST				3.00	181,610
TITLE 1 TCR	EDWARD NEILL	000000	Open Position	0.50	45,737
		015626	PETRELLA, SARA M	0.50	24,875
	GIDEON POND	000000	Open Position	0.10	5,521
		010293	JOOSTEN, NANCY	0.50	39,685
	HIDDEN VALLEY	007923	GRISWOLD, CHERYL A	0.62	28,544
		017787	CHISAKA, BRIDGET N	0.50	18,530
	MW SAVAGE	013691	JARZYNA-INGLES, ANNE W	1.00	36,700
		017398	SCHMIDT, JENNIFER A	0.90	40,575
	SIOUX TRAIL	017910	RING, KATLIN	1.00	39,650
	SKY OAKS	011543	RUHLAND, MARIA	1.00	68,410
		017268	SINGLETON, SARAH K	1.00	36,540
	ST JOHNS	017009	BRUNNER, RENAE A	0.25	9,722
	VISTA VIEW	017790	KNUTSON, HEATHER J	1.00	37,060
		017921	LEE, JENNIFER	1.00	35,080
TITLE 1 TCR				9.88	466,630
Budget Unit 12010				17.48	811,111

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Package ID#: 12020

Budget Package Title: Title II, Part A, Regular- Teacher/Principal Training and Recruiting

FY2014 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$250,000

Budget Package Description:

Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.

Salaries, Wages & Benefits	250,000
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Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965, as amended, Title II, Part A; 20 U.S.C. 6601–6641, Section 201, which reads as follows:

The purpose of this part is to provide grants to State educational agencies, local educational agencies, State agencies for higher education, and eligible partnerships in order to —

- (1) increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools; and
- (2) hold local educational agencies and schools accountable for improvements in student academic achievement.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 12020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DIAMOND HEAD	007888	SHERIN, JUDITH L	0.33	16,826
CLERICAL				0.33	16,826
COORD CURRICULUM	DISTRICT-WIDE	016735	GORTON, RACHEL	0.33	22,812
COORD CURRICULUM				0.33	22,812
TLT COORDINATOR	DISTRICT-WIDE	014534	BABIASH, JENNIFER M	0.35	24,805
TLT COORDINATOR				0.35	24,805
Budget Unit 12020				1.02	64,443

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Title III Regular- Limited English Proficient Students **Package ID#:** 12030

FY2014 Funding Level: Federal

Budget Package Administrator(s): Director of Curriculum

Budget Package Total: \$166,607

Budget Package Description:

The purpose of this funding is to support ESL personnel, their professional development, and for interpretation needs of our LEP families.

Salaries, Wages & Benefits	166,607
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Upon availability of the MDE application, a line item budget will be formalized and submitted to the MDE.

Budget Packet Justification:

Originally Enacted as the Elementary and Secondary Education Act of 1965 (ESEA). Amended in 1998 as Section 301, P.L. 105-244, and again under the No Child Left Behind legislation of 2001. In general with the enactment of NCLB, States for the first time were required to establish English Language Proficiency (ELP) standards for LEP students. Under the ESEA, States also must assess, on an annual basis, the progress of LEP students served by language instruction educational programs funded under Title III. States must also set targets for three separate Annual Measurable Achievement Objectives (AMAOs) and measure improvements in the development and attainment of English proficiency by LEP students served by Title III.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 12030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DIAMOND HEAD	007888	SHERIN, JUDITH L	0.33	16,826
CLERICAL				0.33	16,826
COORD CURRICULUM	DISTRICT-WIDE	016735	GORTON, RACHEL	0.33	22,803
COORD CURRICULUM				0.33	22,803
EA- LATINO COMM LIAISON	BHS	016970	RAMOS, VERONICA	1.00	30,176
	EAGLE RIDGE	016451	LOPEZ, MARIA T	0.50	19,099
	NICOLLET	016451	LOPEZ, MARIA T	0.50	19,099
EA- LATINO COMM LIAISON				2.00	68,375
Budget Unit 12030				2.67	108,005

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Carl D. Perkins Grant

Package ID#: 12050

FY2014 Funding Level: Federal

Budget Package Administrator(s): Federal Program Director

Budget Package Total: \$68,000

Budget Package Description:

Funding pays for professional development and supplies to individuals who teach Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School. Currently no FTEs are reflected in this unit.

Purchased Services, Supplies, Capital, Other	68,000
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Budget Packet Justification:

Enacted as the Carl D. Perkins Vocational and Technical Education Act of 1998 (Pub. L. 105-332, enacted October 31, 1998).

The law focuses the Federal investment in vocational and technical education on high-quality programs that integrate academic and vocational education; promote student attainment of challenging academic and vocational and technical standards; provide students with strong experience in, and understanding of all aspects of an industry; address the needs of individuals who are members of special populations; involve parents and employers; and provide strong linkages between secondary and postsecondary education.

Perkins III eliminates a number of prescriptive administrative requirements and restrictions on the use of funds in order to give States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students.

To promote continuous program improvement, as well as to ensure optimal return on the Federal investment, Perkins III creates a State performance accountability system. Under this system, the Secretary and each State reach agreement on annual levels of performance for a number of "core indicators" specified in the law:

- Student attainment of challenging State-established academic, and vocational and technical, skill proficiencies.
- Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- Student participation in, and completion of, vocational and technical education programs that lead to nontraditional training and employment.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Q-Comp/Pro-Pay

Package ID#: 13010

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Director of Instruction

Budget Package Total: \$2,860,853

Budget Package Description:

This budget package describes the expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries, benefits, stipends, performance incentives and other operating expenses.

Salaries, Wages & Benefits	2,860,853
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The Q-comp program aligns with goals set forth by the Minnesota Department of Education based on teacher performance as it relates to student achievement. The Director of Instruction oversees the Q-Comp program and coordinates with the BEA and clerical staff to accomplish the goals set forth by ISD 191 and the Minnesota Department of Education. Q-Comp is an incentive based program structure in which schools and licensed educators set goals for student achievement and develop specific action steps to implement and monitor goal attainment.

Budget Packet Justification:

The Q-comp was program put into place by Governor Pawlenty and is now part of state law (122A.414 Alternative teacher Pay) and it is also a key piece of compensation within the Burnsville Education Association Collective Bargaining Agreement. Both Minnesota state law and the BEA Collective Bargaining Agreement specify the structure of Q-Comp programming and the financial structures within the district.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 13010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
QCOMP COACH	DISTRICT-WIDE	006326	NEPSUND, CYNTHIA J	1.00	84,050
		008189	BRAUN, JEAN C	1.00	84,050
		008729	SCHWARTZHOFF, HELEN	1.00	84,050
		008937	SAMPERS, CYNTHIA	1.00	45,670
		009277	ZEIGLER, SARAH	1.00	79,370
		009749	BLAIR, MICHAEL E.	1.00	84,050
		009750	CORONIS, ANTHONY L	0.50	42,025
		010299	WEIGHTMAN, ELIZABETH C	1.00	73,920
		013470	SMALLEY, AMY C	1.00	73,920
QCOMP COACH				8.50	651,105
QCOMP COORDINATOR	DISTRICT-WIDE	009750	CORONIS, ANTHONY L	0.50	42,025
QCOMP COORDINATOR				0.50	42,025
Budget Unit 13010				9.00	693,130

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Integration

Package ID#: 13020

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Director of Instruction

Budget Package Total: \$1,384,279

Budget Package Description:

This budget package provides for expenditures related to the integration and equity program including salaries and benefits, professional development and other operating expenses.

Salaries, Wages & Benefits	1,330,876
Purchased Services, Supplies, Capital, Other	53,403

The integration and equity program is designed to enhance the cultural competency of all ISD 191 staff and support the differentiated needs of families in our communities. Legislation passed in May of 2013 requires a three year application setting goals. These goals must be met for continued funding. If these goals are not met, the District must work with MDE to establish a correction plan.

Budget Packet Justification:

Minnesota State Law (124D.86 Integration Revenue) outlines the parameters for the Integration and Equity program.

The majority of funding for the Integration and Equity programs is provided through the State of Minnesota.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 13020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AVID TCR	BHS	012647	WALLER MCDEVITT, JENNIFER	0.20	14,784
		013396	HUTCHINSON, JENNIFER L	0.20	14,784
		015580	MOFFITT, LESLIE ALLAN	0.20	10,584
		016602	GOMER, JENNA M	0.40	18,828
		016983	BROVIAK, ERIN K	0.20	12,108
	NICOLLET	010313	OLSON, AMY	0.40	31,748
		014874	STILES, JENNIFER E	0.40	16,616
		014966	CHRISTY SIGSTAD, DANIELLE C	0.40	25,504
AVID TCR				2.40	144,956
CLERICAL	DISTRICT-WIDE	014360	CECKA, NANETTE	0.50	24,482
CLERICAL				0.50	24,482
DIR INSTRUCTION	DISTRICT-WIDE	017523	BERNARD, DAVID	1.00	107,236
DIR INSTRUCTION				1.00	107,236
Budget Unit 13020				3.90	276,674

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Compensatory Education
(Excludes ESL, see 07060)

Package ID#: 13030

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$6,154,543

Budget Package Description:

This budget package provides funding to operate the District's compensatory programs and initiatives including salaries and benefits. These funds are intended to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards:

Salaries, Wages & Benefits	5,631,108
Purchased Services, Supplies, Capital, Other	523,435

Compensatory revenues are considered part of the state's Basic Skills revenue. School sites where students are eligible for free and reduced priced lunches receive additional compensatory revenue based on the number of eligible students at the school site. Compensatory revenues increases as the percentage of free and reduced price students at a school site increases. A portion of the compensatory revenue is used to fund All Day Kindergarten providing equity in the opportunity to participate in All Day Kindergarten.

Budget Packet Justification:

Minnesota Statute 126C.15 states that Basic skills revenue must be used to meet the educational needs of pupils who enroll under-prepared to learn and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners of their age. Services may include direct instructional, remedial instruction, additional teachers and teacher aides to provide individualized instruction, a longer school day or week during the regular school year or through a summer program, comprehensive and ongoing staff development and instructional materials and technology appropriate for meeting the individual needs of these learners.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 13030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AVID COORDINAOTR	NICOLLET	014874	STILES, JENNIFER E	0.20	8,308
AVID COORDINAOTR				0.20	8,308
AVID COORDINATOR	BHS	016983	BROVIAK, ERIN K	0.20	12,108
AVID COORDINATOR				0.20	12,108
BEHAVIOR SUPPORT	HIDDEN VALLEY	012319	CIN, STEPHANIE P	1.00	79,370
BEHAVIOR SUPPORT				1.00	79,370
CULTURAL LIAISON	CLUSTER - ECSE	000000	Open Position	0.50	18,864
CULTURAL LIAISON				0.50	18,864
EA MGMT 3	ALTERNATIVE HIGH SCHOOL	017874	JARYAN, ALFRED	1.00	17,715
EA MGMT 3				1.00	17,715
EA SUPPORT	GIDEON POND	015261	SILLGA, GALANIE	0.44	7,054
EA SUPPORT				0.44	7,054
EA- LATINO COMM LIAISON	SKY OAKS	015209	GRANT, HEIDI A	1.00	26,867
EA- LATINO COMM LIAISON				1.00	26,867
INSTRUCTIONAL COACH	HIDDEN VALLEY	007569	O'REILLY, GINA	1.00	84,050
INSTRUCTIONAL COACH				1.00	84,050
INTERVENTIONIST	ALTERNATIVE HIGH SCHOOL	014533	SLONEKER, ANGELA	0.20	13,010
		017214	BATES, DANIEL W	0.20	9,950
	BHS	007838	MOULSOFF, NORINE L	1.00	84,050
		012647	WALLER MCDEVITT, JENNIFER	0.20	14,784
		013419	WEBBER, GLORIA M	0.20	13,452
		014105	FETTIG, JENNIFER	0.40	16,872
		014748	JOHNSON, HILLARY E	0.80	41,752
		015995	FRANSSSEN, SARAH G	0.60	32,652
		016011	NELSON, JEFFREY P	0.60	28,590
		016669	PETTINELLI, STEPHEN M	0.20	9,158
	EAGLE RIDGE	016884	BURNHAM, CHARLES F	0.40	20,876
		015399	WILKINSON, PERRY J	0.20	14,784
		016881	AMADIO, RACHEL S	0.20	7,028
		016920	DETLING, AMY LYN	1.00	41,760
	EDWARD NEILL	017221	DURAND, ERIK M	0.20	7,028
		010637	KUGLER, JULIE	1.00	70,500
		017951	JUNTUNEN, MEGHAN	1.00	35,080
	GIDEON POND	000000	Open Position	0.50	27,605
		006803	MACNAUGHTON, LAURA	1.00	84,050
		016097	ZUCOLLO, SUSAN R	0.50	34,205
	HARRIET BISHOP	000000	Open Position	0.10	5,521
		007763	RISTEAU, JOSEPH S	0.30	23,811
		009752	CAMPEN, KIMBERLY A.	0.30	22,176
		016428	JORDAN, ALLISON A	0.30	18,615
		016951	JOHNSTON, JULIE M	0.50	26,095

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
INTERVENTIONIST	HIDDEN VALLEY	002063	MILLER, DIANE	1.00	84,050	
		009786	COLLINS, LEANNE	1.00	79,370	
		012875	MATHEWS, STEPHANIE A	0.50	32,095	
		013422	KRZEWKI, CATHERINE D	1.00	73,920	
		016648	LARSON, KIRSTIN M	1.00	55,210	
	METCALF	014527	BENSON, ROSS S	0.90	52,074	
		017240	SCHNOBRICH, ANGELA M	1.00	49,750	
	MW SAVAGE	008959	WURDEMAN, DEBRA SUE	1.00	57,680	
		017222	ELLIOTT, RACHEL R	0.50	23,055	
		018009	SIWARSKI, CASSANDRA	0.50	20,880	
	NICOLLET	000000	Open Position	2.40	132,504	
		014115	ANDREWS, BRIDGETTE	0.20	12,838	
		014118	KOMAR, KAREN K	0.50	36,960	
	RAHN	002257	LIPPERT, MARY E	1.00	84,050	
		011306	PETERSON, KERI	0.50	35,250	
	SIOUX TRAIL	010142	HOLCOMBE, SARA J	0.80	63,496	
		014226	STALOCK, SHARRON C	0.50	30,270	
		014318	HORWART, LESLIE	1.00	54,830	
	SKY OAKS	000000	Open Position	2.25	124,222	
		000709	NORGAARD, PATRICIA	1.00	84,050	
		011362	TEIEN, JOAN K	0.50	39,685	
		012947	BLOM, ANNE E	0.50	36,960	
		013288	LUTZ, AMANDA J	1.00	47,650	
		016539	MAY, GREGORY A	0.80	30,616	
		016885	CUNNIEN, LAURIE A	0.50	35,250	
		017408	PRUGH PLOEHN, KATHRYN A	0.50	20,770	
		017775	SASSAMAN, TYLER	1.00	50,030	
	VISTA VIEW	006500	MORRISSEY, JOANNE M	1.00	54,495	
		012554	DENNIS, TERESA L	1.00	42,180	
		016619	BORDONARO, JENNIFER ELIZABETH	0.50	23,825	
	WM. BYRNE	000000	Open Position	0.10	5,521	
		015572	ANDERSON, KRISTEN L	1.00	47,650	
		016401	WALGENBACH, RACHEL C	0.50	22,500	
	INTERVENTIONIST				39.35	2,347,090
	KINDERGARTEN TCR	EDWARD NEILL	009236	LIPPKA, JONALYN	1.00	84,050
			012095	PRAYFROCK, JUDIE A	1.00	70,500
			017751	BARNABY, BRIONNA	1.00	36,600
		GIDEON POND	012217	GRUENKE, BETH N	1.00	39,650
			015015	TREKELL, TERESE	1.00	55,210
			017685	MARCOTTE, JENNIFER JOY	1.00	36,700
		HIDDEN VALLEY	009569	ANDREWS, DONNA	1.00	79,370
013352			FINCH, CHRISTINE M	1.00	38,710	
017545			DONAHUE, KARA	1.00	40,500	

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FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
KINDERGARTEN TCR	MW SAVAGE	012400	DYBVG, JOAN E	1.00	64,190
		015682	GONZALEZ, MEGAN	1.00	50,030
	RAHN	009785	MCCARTHY, JENNIFER	0.50	39,685
		017608	RICHARDSON, SARAH	1.00	35,100
	SIOUX TRAIL	017829	DENOW, SONJA	1.00	35,080
		018015	STEVENS, ANNA J	1.00	35,080
	SKY OAKS	006090	RITCHIE, JACKI RAE	1.00	67,260
		014978	PUTMAN, TANJA	1.00	70,500
		017335	NICHOLSON, MARCIA L	1.00	45,790
		017880	KEDING, ANGELICA	1.00	37,820
	VISTA VIEW	009715	PEDERSON, ELIZABETH M	1.00	59,080
		011718	BROSTROM, JEANNE L	1.00	67,750
	WM. BYRNE	017467	OLSSON, CHRISSE R	1.00	45,790
KINDERGARTEN TCR				21.50	1,134,445
MATH SPECIALIST	EDWARD NEILL	014652	HERKENHOFF, PATRICIA ANN	0.32	12,246
		017774	LUNDQUIST, KELLY	0.32	12,122
	SKY OAKS	004882	BERGE, PAUL D	0.32	26,896
		014633	LEIGHTON, ELIZABETH M	0.32	20,816
		017821	BRUINS, STEPHANIE	0.32	11,226
	VISTA VIEW	016431	WARD, KARI M	0.32	13,498
MATH SPECIALIST				1.92	96,803
PBIS COORDINATOR	DISTRICT-WIDE	016087	ROBB, EMILY C	0.20	9,530
PBIS COORDINATOR				0.20	9,530
READING SPECIALIST	EDWARD NEILL	009295	WAGNER-SMITH, SHERRY	0.32	25,398
	HARRIET BISHOP	016428	JORDAN, ALLISON A	0.50	31,025
	RAHN	011306	PETERSON, KERI	0.50	35,250
	VISTA VIEW	016605	CRAWFORD, CINDY Y	0.32	17,667
		016608	DITMARSEN, SANDRA L	0.32	18,906
	WM. BYRNE	016313	HANSON, DEBRA A	0.50	24,005
READING SPECIALIST				2.46	152,251
SOCIAL WORKER	CLUSTER - ECSE	014751	KELLER, KATIE	0.50	27,605
SOCIAL WORKER				0.50	27,605
TLT COORDINATOR	DISTRICT-WIDE	014534	BABIASH, JENNIFER M	0.65	45,564
TLT COORDINATOR				0.65	45,564
WORK EXP TCR	BEST	013433	PAULSEN, KATHY MARIE	0.33	23,265
WORK EXP TCR				0.33	23,265
Budget Unit 13030				72.24	4,090,889

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Technology

Package ID#: 14010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Information and Technology

Budget Package Total: \$2,940,760

Budget Package Description:

This budget package provides the funding to utilize technology in the delivery of curriculum and as a teaching and learning tool. Additionally this budget package provides the funding to manage and support the district's administrative and operational technologies. Operational resources, equipment and supplies including the District's intranet and telephone system are included in the following salaries and benefits for technology and support staff, instructional resources, equipment and supplies:

Salaries, Wages & Benefits	1,098,394
Purchased Services, Supplies, Capital, Other	1,539,729
Travel/Conferences	34,803
Rentals and Leases	23,869
Capital Lease - Principal	228,696
Capital Lease - Interest	15,269

This budget package achieves *two main operational goals*:

1. It provides funding for schools to **utilize technology to help instruct, enhance, and motivate students to achieve at high levels**. Some examples of this type of technology optimized in schools include, but not limited to:
 - Student desktop and laptop computers
 - Teacher computers
 - Internet and research tools
 - Projectors and Smart Boards
 - Communication tools for parents (websites, on-line grading/attendance portals, etc.)
 - Student assessment and data gathering tools
 - Staff training and technology (TIES conference, webinars, etc.)
2. The budget package provides **funding for staffing** that helps assist the school in efficiently and effectively implementing instructional technologies.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

This budget package achieves *the following administrative functions*:

- Planning, implementing, maintaining, and improving the enterprise information systems and infrastructure to support distributed and centralized administrative/business functions and educational practices.
- Reporting data required by the Minnesota Department of Education.
- Maintaining district census data and processing open enrollments and school variances. Coordinating kindergarten and elementary school registration.
- Managing phone/voicemail systems, providing helpdesk services, managing user accounts.
- Providing primary support for the document management system.
- Maintaining district web sites, including integration of approved content to the site. Analyzing, installing, and supporting the district's computer systems and the local and wide area networks including servers, routers, switches, firewalls, data and voice communication lines.
- Providing repairs for district electronic equipment.
- Scanning and filing all district educational records.

Budget Packet Justification:

It is nearly impossible to deny the ongoing importance of utilizing technology as a vital part of our classrooms and schools. Educational leaders at a federal, state, and local level have all acknowledged the vital role technology has on our world and therefore needs to have in our educational systems. Information and the mandate for navigating through that information by using technological support systems, continues to grow at an intense rate, and it is the responsibility of the schools to prepare kids for that.

To meet current federal and state data reporting requirements, a comprehensive information management system and infrastructure is required. Instructional and assessment programs increasingly require students and faculty to have access to on-line resources and necessitates maintaining a robust information network.

Minnesota school districts are required to submit a technology plan to MDE for approval in order to be eligible for the federal E-rate telecommunications program, the state Telecommunications/Internet Access Equity Aid program, and the Enhancing Education Through Technology Grants program.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 14010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DIR TECHNOLOGY	DISTRICT-WIDE	011756	ERICKSON, CONSTANCE	1.00	106,878
DIR TECHNOLOGY				1.00	106,878
EA TECH	DISTRICT-WIDE	000000	Open Position	0.75	14,480
		008461	CARLSON, COLETTE	0.75	22,464
		010408	TAMASI, PHYLLIS	0.75	21,654
		010890	RETHLAKE-HOMOLKA, PAM	0.50	14,616
		011018	BARRETT, MARY LU	0.75	21,924
		011462	VAURIO, SONYA	0.50	14,616
		016345	WALCZAK, CHERYL M	1.00	27,072
		017002	KOPP, ELIZABETH A	0.75	19,514
		017435	LUND, ELLIOTT J	0.75	14,895
EA TECH				6.50	171,236
NETWORK SYS COORD	ADMIN	017725	ROMANSKY, ROBERT J	1.00	86,456
NETWORK SYS COORD				1.00	86,456
TECH SUPP	DIAMOND HEAD	009777	HENRY, JOEL E	1.00	50,905
	DISTRICT-WIDE	005573	WEILER, ROBERT M	1.00	76,800
		012287	LUND, TIMOTHY J	1.00	66,100
		016683	HREHA, JUSTIN T	1.00	46,800
		017127	WRUCKE, PATRICIA A	1.00	46,800
		017811	REED, GUY	1.00	48,800
TECH SUPP				6.00	336,205
TECHNICIAN LEVEL I	BHS	000000	Open Position	1.00	19,307
TECHNICIAN LEVEL I				1.00	19,307
Budget Unit 14010				15.50	720,082

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Instructional Development

Package ID# 15010

FY2014 Funding Level: General Categorical

Budget Package Administrator: Assistant Superintendent

Budget Package Total: \$495,640

Budget Package Description:

This budget package provides the funding for district professional development (PD) to support the acquisition of district goals. Also includes operational resources, purchased services, equipment, supplies and building level PD allocations. These funds are used for salaries, benefits, purchased services, and other operating expenses:

Salaries, Wages & Benefits	43,760
Purchased Services, Supplies, Capital, Other	438,780
Travel/Conferences	4,000
Rentals and Leases	9,100

Professional development is defined in board policy to enhance employee effectiveness and contribute to professional growth. Professional development for teachers and building and district leadership is designed to support the effective delivery of the adopted curriculum, provide opportunities for staff to reflect critically on their practice, deepen their understanding of the processes of teaching and learning and the students they serve, and achieve challenging student outcomes. The budget includes \$300K for building level professional development allocations.

Budget Package Justification:

M.S. 122A.60 specifies that staff development activities must:

1. focus on the school classroom and research-based strategies that improve student learning;
2. provide opportunities for teachers to practice and improve their instructional skills over time;
3. provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
4. enhance teacher content knowledge and instructional skills;
5. align with state and local academic standards;
6. provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
7. align with the plan of the district or site for an alternative teacher professional pay system. Staff development activities may include curriculum development and curriculum training programs, and activities that provide teachers and other members of site-based teams training to enhance team performance. The school district also may implement other staff development activities required by law and activities associated with professional teacher compensation models.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Curriculum Development

Package ID# 15020

FY2014 Funding Level: General, Categorical

Budget Package Administrator: Director of Curriculum

Budget Package Total: \$301,985

Budget Package Description:

This budget package provides the funding for the ongoing development of a comprehensive written curriculum. These funds are used for salaries, benefits, purchased services, and other operating expenses. Also includes operational resources, purchased services, equipment and supplies:

Salaries, Wages & Benefits	191,775
Purchased Services, Supplies, Capital, Other	87,810
Travel/Conferences	22,400

The design and implementation of the curriculum will be consistent with the District 191 Board of Education's adopted mission and goals, state laws and Department of Education rules. The curriculum should be constantly reviewed to ensure that student learning is challenging and will prepare all students to function effectively in the 21st century. M.S. 120B.10 finds that a process is needed to enable school boards and communities to decide matters related to planning, providing, and improving education instruction and curriculum in the context of MN's high school graduation standards.

Budget Package Justification:

M.S.120B.11 mandates all school districts to have in place an adopted written policy that includes the following:

- District goals for instruction including the use of best practices, district and school curriculum, and achievement for all student subgroups;
- A process for evaluating each student's progress toward meeting academic standards and identifying the strengths and weaknesses of instruction and curriculum affecting students' progress;
- A system for periodically reviewing and evaluating all instruction and curriculum;
- A plan for improving instruction, curriculum, and student achievement; and
- An education effectiveness plan aligned with section 122A.625 that integrates instruction, curriculum, and technology.

District 191 Board Policy IF and IF-R charges the superintendent with the responsibility of developing a continual process of curriculum development and review for the school district. District 191's Board of Education deems it essential that the school district continually develops and modifies the written curriculum to provide a common direction of action for all instruction and programmatic efforts.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 15020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DIR CURRICULUM	DIAMOND HEAD	017175	FUNSTON, KATHY L	1.00	105,236
DIR CURRICULUM				1.00	105,236
Budget Unit 15020				1.00	105,236

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Curriculum Adoption

Package ID# 15030

FY2014 Funding Level: General, Categorical

Budget Package Administrator: Director of Curriculum

Budget Package Total: \$600,000

Budget Package Description:

This budget package provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions including:

Purchased Services, Supplies, Capital, Other	600,000
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Budget Package Justification:

As indicated in Board Policy IIAA and IIAA-R, administration, in cooperation with community members, parents, and staff, is responsible for identifying textbooks and other learning materials which will be used for instruction. The instructional materials selection process includes provisions to consider the desired student outcomes of the written, taught and tested curriculum.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Assessment Program

Package ID# 15040

FY2014 Funding Level: General Categorical

Budget Package Administrator: Director of Assessment

Budget Package Total: \$730,576

Budget Package Description:

This budget package provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards. Also includes software fees, purchased services, equipment, supplies and other operating expenses including:

Salaries, Wages & Benefits	566,891
Purchased Services, Supplies, Capital, Other	163,685

Budget Package Justification:

M.S.120B.10 requires school districts to evaluate the impact of instruction and curriculum on students' abilities to meet graduation standards, use evaluation results to improve instruction and curriculum, and determine services that districts and other public education entities can provide collaboratively with institutions including families and private or public organizations and agencies. The legislature anticipates that a highly focused public education strategy will be an integral part of each district's review and improvement of instruction and curriculum.

District 191 Board of Education Policy IF and IF-R charges the superintendent with the responsibility for establishing procedures for determining the effectiveness of instructional programming at the district, school and classroom levels. Evaluations will focus on determining the extent to which students are achieving and maintaining their mastery of specific learning objectives and the extent to which instructors are providing appropriate and effective instruction for students. The assessed curriculum shall include the following components:

- A comprehensive assessment plan;
- State-level assessments as required;
- An assessment approach developed for all grade levels and courses;
- A criterion-reference information management system at the classroom and building levels for coordinating timely instructional planning, student assessment and placement, instructional delivery, and program evaluation;
- Use of assessment data to assess the status of individual student achievement, to continuously regroup students for instruction, to identify general achievement trends of various groups of students, and to modify curriculum and/or instruction as warranted by assessment results.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 15040

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
AI TCR	EDWARD NEILL	000000	Open Position	0.50	27,605
	GIDEON POND	000000	Open Position	0.50	27,605
	HARRIET BISHOP	011321	WALLENTA, PAUL S	0.50	39,685
	HIDDEN VALLEY	000000	Open Position	0.50	27,605
	MW SAVAGE	018009	SIWARSKI, CASSANDRA	0.50	20,880
	RAHN	014619	SLATTERY, CARA	0.50	36,960
	SIOUX TRAIL	014226	STALOCK, SHARRON C	0.50	30,270
	SKY OAKS	000000	Open Position	0.50	27,605
	VISTA VIEW	016619	BORDONARO, JENNIFER ELIZABETH	0.50	23,825
	WM. BYRNE	016401	WALGENBACH, RACHEL C	0.50	22,500
AI TCR				5.00	284,540
CLERICAL	DISTRICT-WIDE	014360	CECKA, NANETTE	0.50	24,482
CLERICAL				0.50	24,482
DIR ASSESSMENT	DISTRICT-WIDE	009249	DARSOW, DELONNA J	1.00	113,980
DIR ASSESSMENT				1.00	113,980
INFO & ASSESSMENT COORD	DISTRICT-WIDE	012023	MCCARTHY, BRIGID M	0.50	34,802
INFO & ASSESSMENT COORD				0.50	34,802
Budget Unit 15040				7.00	457,804

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Board of Education

Package ID#: 16010

FY2014 Funding Level: General Categorical

Budget Package Administrator(s): Superintendent

Budget Package Total: \$126,297

Budget Package Description:

The school board is the governing body of the school district. This budget package provides funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.

Salaries, Wages & Benefits	2,892
Purchased Services, Supplies, Capital, Other	118,365
Travel/Conferences	4,500
Rentals and Leases	540

Budget Packet Justification:

Members of the Board of Directors are elected by the community to serve four-year terms. The board acts as a corporate body and derives its authority to operate from Minnesota statutes (M.S. 123B.06). The Board of Education authority includes implied powers in addition to specific powers granted by the Minnesota legislature which include:

- Selecting a superintendent and delegating to that officer the authority and responsibility for carrying out the policies and regulations necessary operate the schools.
- Supervising management of the school district.
- Authorizing textbooks and courses of study.
- Making and authorizing contracts.
- The general charge of the business of the school district, its facilities and property.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
SCHOOL BOARD	DISTRICT-WIDE	006811	CURRIER, DEEDEE C	0.00	6,000
		013108	HILL, RONALD I	0.00	6,000
		014317	SWEEP, SANDRA M	0.00	6,600
		014416	LUTH, DANIEL W	0.00	6,000
		017471	SCHMID, JAMES D	0.00	6,000
		017593	VANDENBOOM, ROBERT J	0.00	6,000
		018011	ALT, ABIGAIL	0.00	6,000
SCHOOL BOARD				0.00	42,600
Budget Unit 16010				0.00	42,600

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Superintendent

Package ID#: 16020

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Superintendent

Budget Package Total: \$328,183

Budget Package Description:

This budget package provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals including salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	255,733
Purchased Services, Supplies, Capital, Other	63,450
Travel/Conferences	9,000

The superintendent is the chief executive officer of the board whose powers and duties are prescribed by the rules adopted by the board or by statute. In the capacity of the board's main consultant and advisor the primary duties of the superintendent are as follows:

- Carry out policies, rules, regulations established by the board
- Keep the board informed about school programs and the school system
- Oversee the educational program (curriculum, instruction, co-curricula, materials, etc)
- Oversee support services program (plant services, transportation, foodservice, etc)
- Recommend on all personnel matters (hiring, assigning, evaluating, developing, terminating)
- Develop and administer the budget
- Manage the business and financial matters required by state statutes
- Take care of day-to-day management and administrative tasks

Budget Packet Justification:

M.S. 123B.143 requires all school districts maintaining a secondary school to employ a Superintendent who shall be an ex officio nonvoting member of the school board. The superintendent of a district shall perform the following:

- Visit and supervise the schools in the District, report and make recommendations about their condition when advisable or on request by the Board.
- Recommend to the Board employment and dismissal of teachers.
- Superintend school grading practices and examinations for promotions.
- Make reports required by the commissioner.
- Perform other duties prescribed by the Board.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EXEC ADMIN ASSISTANT	DISTRICT-WIDE	017901	KENNEY, JAMI M	0.50	33,500
EXEC ADMIN ASSISTANT				0.50	33,500
SUPERINTENDENT	DISTRICT-WIDE	017994	GOTHARD, JOSEPH M	1.00	185,000
SUPERINTENDENT				1.00	185,000
Budget Unit 16020				1.50	218,500

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Assistant Superintendents

Package ID#: 16030

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$252,064

Budget Package Description:

This budget package provides the funding to operate the office of Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs and the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	226,064
Purchased Services, Supplies, Capital, Other	26,000

The Assistant superintendent operates under the general direction of the superintendent, providing leadership and support for the development, operation and evaluation of the district's elementary and secondary instructional programs, district-wide curriculum development, guide the development and implementation of comprehensive district and school improvement plans, and district-wide professional development. The Assistant Superintendent is directly responsible for supervising and coaching building principals in the organization of instruction, and the effective use of data in coordinating and aligning school initiatives with the educational mission and goals of the Board.

Budget Packet Justification:

There is no statutory requirement for school district's to employ an assistant superintendent. School districts, however, are required to comply with a multitude of statutory provisions related to planning; providing, and improving instruction and curriculum; statewide testing and reporting; educational accountability and public reporting. Given the size of ISD 191 in terms of the number of employees and students, the scope of these various statutory requirements necessitate the employment of skilled and knowledgeable educational administrators to ensure the district meets its statutory obligations.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
ASST SUPERINTENDENT	DISTRICT-WIDE	000000	Open Position	1.00	138,998
ASST SUPERINTENDENT				1.00	138,998
EXEC ADMIN ASSISTANT	DISTRICT-WIDE	017901	KENNEY, JAMI M	0.50	33,500
EXEC ADMIN ASSISTANT				0.50	33,500
Budget Unit 16030				1.50	172,498

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Human Resources

Package ID#: 16040;16041

FY2014 Funding Level: General

Budget Package Administrator(s): Executive Director of Human Resources

Budget Package Total: \$2,384,676

Budget Package Description:

This budget package provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, unemployment compensation insurance and compliance requirements and including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	507,276
Purchased Services, Supplies, Capital, Other	219,900
Travel/Conferences	4,500
Workers Comp, Unemployment, & Property Casualty Ins.	1,653,000

The office of Human Resources is directly responsible for the ongoing development of the district's human resources to ensure effective delivery of the district's educational programs. The human resources office supports the superintendent in carrying out those function directly related to the recruitment, hiring and retention of personnel. The primary responsibilities of the Human Resources Office are to ensure the following functions are carried out effectively:

- Establishes and monitors all district hiring procedures.
- Actively recruits licensed and non-licensed personnel.
- Assists in the development of training programs for district personnel.
- Maintains and manages all aspects of the district's employee benefits program.
- Maintains personnel records for all staff.
- Plans, coordinates and monitors the districts collective bargaining.
- Supervises clerical staff in the assignment of substitute teachers.
- Ensures that the district complies with all state and federal employment regulations.

Budget Packet Justification:

There is no statutory requirement for a school district to employ an Executive Director for Human Resources. School districts, however, are required to comply with a multitude of statutory provisions related its employees including contract negotiations and contract management; the employment, evaluation and discipline of personnel; employee training and certification; maintenance of all state and federally required employment documents. With over 1,400 employees, the scope of these statutory requirements necessitate the employment of skilled and knowledgeable Director of Human Resources and staff to ensure the district meets its statutory obligations.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16040

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
COORD	DISTRICT-WIDE	016573	WEILER, TIFFANY M	1.00	71,634
COORD				1.00	71,634
DIR LABOR RELATIONS	DISTRICT-WIDE	017487	SOVINE, STACEY	1.00	138,998
DIR LABOR RELATIONS				1.00	138,998
HR EMPLOYMENT SPECIALIST	DISTRICT-WIDE	015581	KEOUGH, SUSAN A	1.00	51,902
HR EMPLOYMENT SPECIALIST				1.00	51,902
HR LABOR RELATIONS MGR	DISTRICT-WIDE	017174	DEMUTH, JOY S	1.00	66,221
HR LABOR RELATIONS MGR				1.00	66,221
HR BENEFITS SPECIALIST	DISTRICT-WIDE	012322	HARRIS, TRUDIE L	1.00	52,144
HR BENEFITS SPECIALIST				1.00	52,144
Budget Unit 16040				5.00	380,900

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Business

Package ID#: 16050

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$597,344

Budget Package Description:

This budget package provides the funding to operate the school district's business services (accounting, payroll, and mandatory state and federal reporting, property casualty liability insurance) including the following salaries, benefits (negative amount is shown under Benefits due to the approximately \$550,000 offset from Other Postemployment Benefits (OPEB) trust shown within this budget unit) and other operating expenses:

Salaries, Wages & Benefits	273,637
Purchased Services, Supplies, Capital, Other	225,137
Travel/Conferences	7,570
Rentals and Leases	91,000

The Executive Director of Business Services is directly responsible for serving as the district's finance and business officer. In the capacity of the Superintendent's primary consultant and advisor regarding the district's financial affairs, the primary duties of the Executive Director of Business Services are as follows:

- Maintains accounting systems and records.
- Compiles costs' including the personnel budgets, fixed charges, operations and maintenance, etc.
- Develops statistical information and corresponding analyses.
- Assists in developing the annual budget.
- Supervises the handling of all funds, accounting, reporting procures.
- Provides long-range financial planning.
- Acts as the district's Treasurer and supervises the investments and debt management of the district.
- Organizes and supervises the purchasing, warehousing, and inventory control of the district.
- Supervises the payroll and fringe benefit programs of the district.
- Oversees all forms of district insurance.
- Oversees property purchases, sales and records of the district.
- Serves as the Board Secretary.

The district's accounting office is responsible for providing a number of financial services for the district under the direction of the Executive Director of Business Services. Primary functions maintained by the business office are as follows:

- Maintains accounting systems and records.
- Compiles costs' including the personnel budgets, fixed charges, operations and maintenance, etc.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Packet Justification:

There is no statutory requirement for school district's to employ an Executive Director for Business Services. School districts, however, are required to comply with a multitude of statutory provisions related to its business functions including correctly implementing levy's authorized by statute, complying with federal and state financial accounting and reporting requirements, managing the investment of idle funds, and managing contracts for services. With annual assets in excess of \$200 million management of the district's financial resources requires a considerable degree of knowledge, skill and sophistication.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16050

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	ADMIN	000016	HERRMANN, ROSINA	1.00	51,991
	DISTRICT-WIDE	004732	JOHNSON, LORI ANN	1.00	50,530
		014243	LAQUA, NANCY A	1.00	48,964
		015662	WILSON, MICHELE L	1.00	47,586
		015940	ZELLMER, JULIE A	0.50	23,908
		015943	LEACH, CHARLOTTE	1.00	47,815
		016596	KAISERSHOT, STACY L	1.00	46,354
CLERICAL				6.50	317,146
DIR ACCOUNTING	DISTRICT-WIDE	017743	HOFFMAN, BRADY JOHN	1.00	106,486
DIR ACCOUNTING				1.00	106,486
DIR BUSINESS	DISTRICT-WIDE	016166	RIDER, LISA K	1.00	138,998
DIR BUSINESS				1.00	138,998
PYRL SUPERVISOR	DISTRICT-WIDE	016574	ROBASSE, CHRISTINE M	1.00	68,664
PYRL SUPERVISOR				1.00	68,664
Budget Unit 16050				9.50	631,295

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Business-Salary Contingency

Package ID#: 16051

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$830,000

Budget Package Description:

This budget package provides the funding for unallocated FTEs for teacher reserves and overload schedules, yet to be determined including the following salaries, benefits:

Salaries, Wages & Benefits	830,000
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Business-Internal Service Fund

Package ID#: 16052

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$600,000

Budget Package Description:

This budget package provides the funding for required severance payouts as stipulated in the District's various bargaining agreements and contributions to the District's medical and dental internal service funds:

Salaries, Wages & Benefits	600,000
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Communications & Marketing

Package ID#: 16060

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Communications

Budget Package Total: \$397,323

Budget Package Description:

This budget package provides the funding to operate the school District's communications and marketing initiatives and includes salaries and benefits, maintenance of District websites, social networks, publications, etc.:

Salaries, Wages & Benefits	237,223
Purchased Services, Supplies, Capital, Other	158,600
Travel/Conferences	1,500

The Director of Marketing and Communications is directly responsible for developing and implementing a comprehensive marketing and communications plan to enhance the district's position within the education provider market in terms of constituent perception of the quality of educational opportunities and services provided by the school district. The primary duties of the Director of Communications are as follows:

- Writing and distributing press releases to the news media communicating key events, activities and accomplishments of the school district.
- Developing and implementing a multi-year marketing and communication plan that integrates with district short and long range planning.
- Assisting district leadership in identifying programs and services to meet the needs of school district constituents.
- Direct development of the district's website.
- Produce various communications tools including electronic newsletters, brochures, social media, and instant notification systems.

Budget Packet Justification:

There is no statutory requirement for a school district to maintain a formal marketing and communications function. Public schools, however, are no longer considered the sole purveyor of educational opportunities in any given community. Competition exists among private schools, parochial education, charter schools, home schooling, and evolving web-based instruction. Often the criteria individuals use in selecting a particular educational opportunity is based on perceptions of the quality, services and relationships a particular institution promises rather than factual knowledge of results program or services. A planned marketing and communications function assists the district in communicating what the school district does well, what makes the school district unique, nurtures positive perceptions about the school district, and helps the school district strategically adopt to changing needs and expectations of students and their families.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16060

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
COORD WEB & COMM	DISTRICT-WIDE	017462	TINKLENBERG, AARON D	1.00	73,406
COORD WEB & COMM				1.00	73,406
DIR COMMUNICATIONS	DISTRICT-WIDE	015922	DUNN, RUTH C	1.00	96,407
DIR COMMUNICATIONS				1.00	96,407
Budget Unit 16060				2.00	169,813

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Student Registration and Census

Package ID#: 16070

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Technology

Budget Package Total: \$286,360

Budget Package Description:

This budget package provides the funding to operate the school district's student registration and enrollment services including the following salaries, benefits and other operating expenses:

Salaries, Wages & Benefits	257,917
Purchased Services, Supplies, Capital, Other	27,453
Travel/Conferences	180
Rentals and Leases	810

The Director of Technology along with the Directors of Assessment and Community Education are directly responsible for developing and implementing a comprehensive student registration system. Recently, the District has implemented a welcome center at the Diamondhead Education Center to serve as a resource for both new and existing students and families.

Budget Packet Justification:

There is no statutory requirement for a school district to maintain a student registration program outside of separate budget units. Competition exists among private schools, parochial education, charter schools, home schooling, and evolving web-based instruction. Often the criteria individuals use in selecting a particular educational opportunity is based on perceptions of the quality, services and relationships a particular institution promises rather than factual knowledge of results program or services- the Student Registration budget package is an important leg of the student and family experience with the District.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 16070

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
BILINGUAL GREETER CE	DISTRICT-WIDE	017843	CUAUTLE PLIEGO, SAMANTHA A	0.50	13,040
BILINGUAL GREETER CE				0.50	13,040
CLERICAL	DIAMOND HEAD	012435	GOODWIN, DE ANNA K	1.00	48,755
		015033	HARDT, ANNETTE	1.00	46,896
		016193	GARLOCK, NANCY J	0.90	37,396
	DISTRICT-WIDE	009940	ELVESTAD, JANET	1.00	50,425
CLERICAL				3.90	183,473
INFO & ASSESSMENT COORD	DISTRICT-WIDE	012023	MCCARTHY, BRIGID M	0.50	34,802
INFO & ASSESSMENT COORD				0.50	34,802
Budget Unit 16070				4.90	231,314

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Elementary Administrators

Package ID#: 17011

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$1,191,470

Budget Package Description:

This budget package provides the funding to operate the elementary principals' offices at each school including the following administrative salaries:

Salaries, Wages & Benefits	1,191,470
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 17011

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
PRINCIPAL	EDWARD NEILL	017169	VAUGHT, ELIZABETH C	1.00	116,950
	GIDEON POND	017563	BLACK, KRISTINE C	1.00	107,230
	HARRIET BISHOP	009756	NELSON, ROBERT J	1.00	116,530
	HIDDEN VALLEY	009829	BONNEVILLE, JON G	1.00	116,530
	MW SAVAGE	008086	NEPSUND, JEFF L	1.00	110,790
	RAHN	007845	MEHDIZADEH, ELAINE H	1.00	114,530
	SIOUX TRAIL	000000	Open Position	1.00	109,290
	SKY OAKS	018003	GOELDNER, DREW S	1.00	113,030
	VISTA VIEW	013654	ROBB, BRADLEY E	1.00	105,680
	WM. BYRNE	017156	BOMSTA, LYLE J	1.00	113,030
PRINCIPAL				10.00	1,123,590
Budget Unit 17011				10.00	1,123,590

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Elementary Building Clerical

Package ID#: 17012

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$510,754

Budget Package Description:

This budget package provides the funding to operate the elementary principals' offices at each school including the following clerical salaries:

Salaries, Wages & Benefits	510,754
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 17012

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	EDWARD NEILL	014558	STICKLE, CAROLYN E	1.00	43,856
	GIDEON POND	013867	ZIMMERMAN, SYBIL	1.00	43,856
	HARRIET BISHOP	013925	HINMAN, JENNIFER J	1.00	43,856
	HIDDEN VALLEY	013957	BERRA, ANGELA M	1.00	43,856
		016459	SCHERER, DEBRA M	0.88	25,631
	MW SAVAGE	009856	BYRNE, PATRICIA C	0.50	15,934
		011910	HREHA, KYLE J	1.00	43,856
	RAHN	015885	CROSBIE, CYNTHIA	1.00	41,586
	SIOUX TRAIL	010841	CENCI, BARB	1.00	43,856
	SKY OAKS	016287	PERALTA, NANCY E	1.00	41,586
	VISTA VIEW	006482	DAHLER, ELOISE J	1.00	45,218
	WM. BYRNE	012064	PETERSON, LAURA J	1.00	41,586
CLERICAL				11.38	474,682
Budget Unit 17012				11.38	474,682

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Elementary EAs

Package ID#: 17013

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$327,174

Budget Package Description:

This budget package provides the funding for various administrative and educational roles at each school including the following educational assistant salaries:

Salaries, Wages & Benefits	327,174
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 17013

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
EA LUNCH	EDWARD NEILL	017006	ROSENBERGER, ROSE M	0.12	2,725	
		017618	HERMAN, LINDA R	0.38	6,046	
	GIDEON POND	015261	SILLGA, GALANIE	0.25	4,031	
		015754	KUMP, JOLENE	0.25	5,839	
	HARRIET BISHOP	013398	GUSTAFSON, RENEE D	0.28	6,885	
		013666	BECKER, SARAH J	0.06	1,418	
		017833	HEEREY, HEATHER	0.25	4,031	
		017838	TERFEHR, DIANE C	0.16	2,519	
	HIDDEN VALLEY	017839	KUDRNA, JILL	0.25	4,031	
		010373	AKKERMAN, MARY	0.25	6,210	
		016690	LARSON, DEBORAH M	0.31	5,168	
	MW SAVAGE	017431	QUINTANA, MARIANA	0.19	3,581	
		014441	BAKER, YVONNE M	0.38	8,759	
	RAHN	017895	BACHMEIER, MICHELLE M	0.38	6,046	
		010976	MOSLEY, JULIE G	0.25	6,210	
	SIOUX TRAIL	017898	SPONSEL, KAY	0.25	3,378	
		012372	MCCONNELL, DIANE	0.25	6,120	
	SKY OAKS	015131	HENLE, ANGELA G	0.25	5,450	
		016366	TORRALBA, KATHLEEN A	0.25	5,670	
	VISTA VIEW	017809	HARMSSEN, TERRIE J	0.50	8,062	
		012512	LUND, CYNTHIA J	0.50	8,269	
	WM. BYRNE	017600	LAKE, LISA L	0.25	4,515	
		013905	WENDLING, PAULA L	0.25	6,120	
		015501	KELJIK, SUSAN B	0.25	5,839	
			016036	KOCH, DONALD C	0.25	5,670
	EA LUNCH				6.75	132,593
	EA SUPPORT	EDWARD NEILL	017006	ROSENBERGER, ROSE M	0.69	14,986
GIDEON POND		015261	SILLGA, GALANIE	0.19	3,023	
		015754	KUMP, JOLENE	0.31	7,299	
HARRIET BISHOP		011373	FONTANA, PEGGY	1.00	24,840	
		013398	GUSTAFSON, RENEE D	0.19	4,590	
		017833	HEEREY, HEATHER	0.12	2,015	
HIDDEN VALLEY		017838	TERFEHR, DIANE C	0.19	3,023	
		000000	Open Position	0.38	6,046	
		007433	LESKINEN, JANE E	0.09	2,396	
MW SAVAGE		017431	QUINTANA, MARIANA	0.03	597	
RAHN		015460	SAMUEL, LAURIE	0.50	10,899	
SIOUX TRAIL		010976	MOSLEY, JULIE G	0.50	12,420	
SKY OAKS		012372	MCCONNELL, DIANE	0.25	6,120	
		015131	HENLE, ANGELA G	0.25	5,450	
		011193	BERGE, KRISTY K	0.25	6,210	
	017550	LETENDRE, LINDSEY N	1.00	18,061		

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA SUPPORT	SKY OAKS	017809	HARMSSEN, TERRIE J	0.25	4,031
	VISTA VIEW	014670	CERMAK, BARBARA L	0.06	1,530
		016244	GILBERTSON, SHERRY A	0.69	15,592
		017600	LAKE, LISA L	0.25	4,515
	WM. BYRNE	013905	WENDLING, PAULA L	0.44	10,710
		015501	KELJIK, SUSAN B	0.25	5,839
		017583	MCBRIDE, KRISTEN	0.81	13,438
EA SUPPORT				8.69	183,632
Budget Unit 17013				15.44	316,225

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Elementary Administrative Benefits

Package ID#: 17014

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$545,795

Budget Package Description:

This budget package provides the funding for the benefits of the Elementary administrator, clerical and educational assistant staff:

Salaries, Wages & Benefits	545,795
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Secondary Administrators

Package ID#: 17021

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$1,298,018

Budget Package Description:

This budget package provides the funding to operate the secondary principals' offices at each school including the following administrator salaries and wages:

Salaries, Wages & Benefits	1,298,018
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 17021

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
DEAN	BHS	014612	MULLINS, CYNTHIA	1.00	73,920
DEAN				1.00	73,920
PRINCIPAL	BHS	014077	HELKE, DAVID M	1.00	131,450
	EAGLE RIDGE	007490	LEAKE, DONALD L	1.00	123,310
	METCALF	014914	RONN, KELLY J	1.00	115,690
	NICOLLET	011279	BRANDNER, RENEE	1.00	122,060
PRINCIPAL				4.00	492,510
PRINCIPAL ASST	BHS	007326	MORRISSETTE, BRUCE P	1.00	113,980
		007829	ROCZNIAK, EUGENE A	1.00	113,480
		014183	BELLMONT, CHRISTOPHER	1.00	109,980
	EAGLE RIDGE	014960	BRASPENICK, CHERIE	1.00	111,980
	METCALF	015977	HEIM, WILLIAM V	1.00	106,330
	NICOLLET	016900	LEACH, JEFFREY A	1.00	109,980
PRINCIPAL ASST				6.00	665,730
Budget Unit 17021				11.00	1,232,160

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Secondary Building Clerical

Package ID#: 17022

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$770,337

Budget Package Description:

This budget package provides the funding to operate the secondary principals' offices at each school including the following clerical salaries and wages:

Salaries, Wages & Benefits	770,337
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 17022

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
BURSAR	BHS	016592	BECKERS, CHRISTINE A	1.00	46,828
BURSAR				1.00	46,828
CLERICAL	BHS	007970	MCCORMICK, MARY M	1.00	40,102
		008305	DECKER, WENDY	1.00	45,409
		011374	FRATZKE, JAYNE M	1.00	36,630
		015803	RIGGS, JEANINE L	1.00	40,297
		017141	WADE, LISA P	0.62	18,952
		017676	BRISCOE, MELANIE A	1.00	43,639
		017943	MANN, LINDSEY	1.00	33,199
	EAGLE RIDGE	009963	CLEVELAND, KATHRYN	1.00	41,496
		014316	SIMON, LYDIA	1.00	41,496
		017903	PETROSKEY, KELLIE A	1.00	39,463
	METCALF	007010	FISCHER, CHERI RAE	1.00	41,496
		008233	BIELECK, DEBORAH D	1.00	41,496
		012853	MATERNOWSKI, PATRICIA	1.00	50,425
	NICOLLET	003613	STEPHES, JANET	1.00	42,404
		011378	MARO, JULIE A	1.00	50,425
		011980	DERENDAL, BARBARA L	1.00	41,496
	CLERICAL				15.62
REGISTRAR	BHS	017539	WOOD, EMILY L	1.00	52,442
REGISTRAR				1.00	52,442
Budget Unit 17022				17.62	747,693

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Secondary EAs

Package ID#: 17023

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Assistant Superintendent

Budget Package Total: \$202,396

Budget Package Description:

This budget package provides the funding for various administrative and educational roles at each school including the following educational assistant salaries and wages:

Salaries, Wages & Benefits	202,396
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 17023

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA MGMT 3	BHS	012978	RUZZI, YVONNE R	0.50	13,320
		014832	HOLLINGSWORTH, ACCOLON E	0.50	11,937
		016348	VILLE, JUANITA	0.88	21,735
	EAGLE RIDGE	009118	NEUMAN, JEAN M	0.81	21,645
		011497	SHAFFER, PENNY L	0.88	23,310
	METCALF	011635	LEE, NANCY L	0.81	21,645
		011892	PETERSON, KIM L	0.81	21,938
	NICOLLET	006653	PERKINS, TERRI M	0.88	24,255
		011936	DIDDE, SALLY	0.09	2,498
EA MGMT 3				6.16	162,282
EA SCIENCE LAB TECH	BHS	007431	LANDMARK, SHARON K	0.50	14,976
EA SCIENCE LAB TECH				0.50	14,976
EA SUPPORT	BHS	007431	LANDMARK, SHARON K	0.38	9,585
		012978	RUZZI, YVONNE R	0.38	9,180
EA SUPPORT				0.75	18,765
Budget Unit 17023				7.41	196,023

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Secondary Admin. Benefits

Package ID#: 17024

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Secondary Principals

Budget Package Total: \$659,390

Budget Package Description:

This budget package provides the funding for the benefits of the administrator, clerical and educational assistant staff:

Salaries, Wages & Benefits	659,390
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Principal directs and coordinates educational, administrative and counseling activities of the school by performing the following duties personally or through subordinate supervisors.

Essential duties and responsibilities include:

- Provide leadership in the assessment, development, and strengthening of a school culture to support the school's vision, increase collegiality and enhance student achievement
- Demonstrate an understanding of student growth and development and appropriately apply that knowledge when responding to individual student needs and designing comprehensive educational programs
- After analyzing data and in collaboration with staff, set building goals that are reasonably calculated to enhance student achievement
- Enhance student achievement through data collection, analysis, and application of appropriate instructional strategies
- Enhance student achievement by aligning curriculum to desired outcomes and engage in the process of ongoing assessment and adjustment
- Enhance the skills of professional staff through observation, evaluation, encouragement of self reflection, provision of staff development, and direct coaching.
- Ensure compliance with state and federal laws and regulations
- Demonstrate the ability to develop positive perceptions and strong public relations with staff, community and other stakeholders.

Budget Packet Justification:

Minnesota Statute 123B.147 states each public school building may be under the supervision of a principal who is assigned to that responsibility by the board of education upon the recommendation of the superintendent of schools. Each principal assigned the responsibility for the supervision of a school building shall hold a valid license in the assigned position of supervision and administration as established by the rules of the commissioner of education. The principal shall provide administrative, supervisory, and instructional leadership services, under the supervision of the superintendent of schools of the district and in accordance with the policies, rules, and regulations of the board of education, for the planning, management, operation, and evaluation of the education program of the building or buildings to which the principal is assigned.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Miscellaneous Stipends

Package ID#: 17025

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Elementary Principals

Budget Package Total: \$136,487

Budget Package Description:

This budget package provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit:

Salaries, Wages & Benefits	136,487
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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Campus Cup

Package ID#: 17026

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$106,914

Budget Package Description:

This budget package provided the startup of a café located at the Senior Campus at Diamondhead. The Campus Cup opened in November 2009. Since then the café has grown to the point of being self-sustaining and operating at a profit. Revenues collected in sales revenue sustain all costs associated with the Campus Cup. Below is the breakdown of the expenditures:

Salaries, Wages & Benefits	34,147
Purchased Services, Supplies, Capital, Other	72,767

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: K-12 Student Transportation

Package ID#: 18010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$3,988,855

Budget Package Description:

This budget package provides the funding to transport eligible students to and from school including during regular and extended year/day terms. This funding covers salaries and transportation educational assistant FTEs and contracted services:

Salaries, Wages & Benefits	172,255
Purchased Services, Supplies, Capital, Other	3,811,200
Travel/Conferences	5,400

Through Board Policy EEA the district provides school bus transportation to elementary students who live more than one mile from school and secondary students who live more than one and one-half miles from school. The Board has also identified a number of hazardous roadways within the district, across which students are not allowed to walk and must therefore be transported.

District transportation services are provided through a contract with a private operator.

Budget Packet Justification:

Minnesota Statutes 123B.84 to 123B.88 et al, define the district's responsibilities to manage its student transportation program. State Statute requires the district to offer transportation to all students that live more than two miles from their assigned schools.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 18010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DISTRICT-WIDE	000000	Open Position	1.00	39,463
CLERICAL				1.00	39,463
EA TRANS	EDWARD NEILL	015757	TILLMAN, JACK R	0.19	4,379
	GIDEON POND	015754	KUMP, JOLENE	0.38	8,759
	HARRIET BISHOP	008372	SISLER, JANE L	0.06	1,598
		008958	CARNEY, CATHERINE	0.06	1,598
		013398	GUSTAFSON, RENEE D	0.12	3,060
		013666	BECKER, SARAH J	0.06	1,418
		017833	HEEREY, HEATHER	0.06	1,008
		017838	TERFEHR, DIANE C	0.06	1,008
		HIDDEN VALLEY	000000	Open Position	0.06
	007433		LESKINEN, JANE E	0.19	4,792
	017431		QUINTANA, MARIANA	0.12	2,387
	MW SAVAGE	015460	SAMUEL, LAURIE	0.38	8,174
	RAHN	009492	COPP, JILL L	0.12	3,195
		010976	MOSLEY, JULIE G	0.19	4,658
		017898	SPONSEL, KAY	0.06	845
	SIOUX TRAIL	000000	Open Position	0.12	2,015
		012072	ENGBERG, DENISE G	0.25	6,120
	SKY OAKS	016366	TORRALBA, KATHLEEN A	0.38	8,505
	VISTA VIEW	014670	CERMAK, BARBARA L	0.19	4,590
		016244	GILBERTSON, SHERRY A	0.19	4,252
	WM. BYRNE	013905	WENDLING, PAULA L	0.19	4,590
		015501	KELJIK, SUSAN B	0.09	2,190
		017583	MCBRIDE, KRISTEN	0.09	1,551
EA TRANS				3.62	81,698
Budget Unit 18010				4.62	121,162

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Custodial

Budget Package ID#: 19010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$5,243,324

Budget Package Description:

This package provides the funding to operate the District's custodial services including salaries and benefits, supplies, equipment and contracted services. FY14 package includes budget of \$325,000 for capital needs at Burnsville High School cafeteria which are not able to be funded by Alternative Facilities funding.

Salaries, Wages & Benefits	4,717,511
Purchased Services, Supplies, Capital, Other	519,167
Travel/Conferences	6,565
Rentals and Leases	81

The district's custodial staff provides a variety of services including dusting, sweeping, mopping, vacuuming carpets, cleaning windows, sanitizing restrooms, sinks, drinking fountains, washing walls, doors and other surfaces as needed. They empty trash and secure building when required and monitors activities in building as needed. They also removal snow and ice, summer cleaning/refinishing, clean up after all sporting activities, plays, concerts, meetings, luncheons, rental activity usages, graduations, weekend usage by district or contracted entities. Custodial personnel are assisted in their efforts by the use of machinery and power equipment. This equipment is used extensively especially during the summer cleaning. Here is a representative list of equipment: wet/dry vacuums, carpet vacuums, automatic carpet extractors, floor polishers/stripping machines, floor burnishers, automatic floor scrubbers, snow blowers of various sizes.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 19010

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CUSTODIAN	ADMIN	017694	WOLLERSHEIM, CHRISTIAN P	0.50	19,784
	ALTERNATIVE HIGH SCHOOL	015179	WENDORF, ERIC S	0.50	16,944
		016540	DEMMER, STEVEN B	1.00	48,003
		017639	PRESS, MARY	1.00	39,568
	BHS	003534	NIKOLAI, TODD	1.00	47,064
		005403	CHANTARA, THOMAS KHAM SING	1.00	47,836
		007303	HRIMNAK, JOSEPH MICHAEL	1.00	47,836
		011600	ANDERSON, RONALD	1.00	47,836
		011601	ZEIMET, EDWARD	1.00	49,047
		014778	CARRILLO, SILVIA	1.00	46,667
		014811	THURBER, LAURIE	1.00	49,611
		015467	ORELLANA, LAURA I	1.00	46,145
		015783	O'LEARY, DANIEL L	1.00	46,020
		015904	FOSTER, KENT M	1.00	46,792
		016567	ANDERSON, JOHN CHARLES	1.00	39,568
		017019	SCHMIDT, BRENT G	1.00	44,976
		017436	LAKE, DAVID	1.00	45,143
		017638	POWERS, DANIEL	1.00	39,568
		DIAMOND HEAD	011220	TOELLER, JOHN F.	1.00
	011614		NEEDHAM, TIMOTHY	1.00	46,896
	016544		O'LEARY, TIMOTHY J	1.00	46,020
	017334		OLDER, GLEN R	1.00	44,934
	017644		HENDERSON, SEAN M	1.00	39,568
	017917		GORMLEY, DAN	1.00	33,888
	DISTRICT-WIDE	010543	WURDEMAN, SCOTT	1.00	50,905
	EAGLE RIDGE	003670	JOHNSON, GLENN A.	1.00	47,836
		010273	SCHALLENBERG, CATHERINE	1.00	47,064
		012446	GORZYCKI, MARK	1.00	47,314
		014939	LY, TY V	1.00	48,400
		016566	ALVARADO, ANGEL	1.00	46,020
	EDWARD NEILL	005087	LEON, STEVEN F	0.50	23,532
		014228	BENNETT, HOWARD D	1.00	46,542
		017433	REIMERS, JAMES F	1.00	46,938
	GIDEON POND	005087	LEON, STEVEN F	0.50	23,532
		011234	CARLSON, KEITH A	1.00	47,064
		012926	SHAWBACK JR, ARTHUR	1.00	48,525
	HARRIET BISHOP	015758	CARLSON, SANDRA K	1.00	46,020
		017084	LAVALLE, PATRICK J	1.00	48,003
	HIDDEN VALLEY	007748	NELSON, KIRK A	1.00	49,047
		013074	MARTINEZ, ROBERT V	1.00	46,542
		017163	SULLIVAN, GERALDINE E	1.00	44,976
	METCALF	007692	MCCHESENEY, ANDREW W	1.00	47,836

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary	
CUSTODIAN	METCALF	008581	PELINKA, JAMES G	1.00	50,133	
		009152	ZISKOVSKY, RONALD	1.00	47,064	
		012453	STRAUSS, LON D	1.00	46,542	
		013225	BERG, HAROLD J	1.00	46,542	
		015752	JORGENSEN, STEVEN J	1.00	46,020	
		016890	KREPS, RODNEY V	1.00	45,748	
	MW SAVAGE	005868	FREDERICKSON, NORMAN D	1.00	49,047	
		012135	GRAUPMANN, DAVID A	1.00	46,542	
	NICOLLET	010163	WESTLUND, DALE V	1.00	47,836	
		011401	GOMEZ, OSCAR A	1.00	50,133	
		015476	MARCHESSAULT, PATRICK	1.00	46,792	
		015910	TESKE, JEFFREY J	1.00	46,020	
		017643	VENDEL, MATTHEW M	1.00	39,568	
	RAHN	015497	COMPTON, LISA M	0.50	23,010	
		015736	GILBERTSON, DALE	1.00	48,003	
		017620	GREEN, EDWARD	1.00	39,568	
	SIOUX TRAIL	011269	GLENDE, MARK	1.00	49,047	
		015179	WENDORF, ERIC S	0.50	16,944	
		017333	JONES, GARY A	1.00	44,934	
	SKY OAKS	014940	MORALES, MANUELA	1.00	46,542	
		016816	SAHLI, JONATHAN C	1.00	48,003	
		017328	KINYON, TERRY R	1.00	44,934	
	VISTA VIEW	009048	PAHL, NICK H	1.00	49,047	
		015784	WOODFORD, JOSEPH P	1.00	46,020	
		017694	WOLLERSHEIM, CHRISTIAN P	0.50	19,784	
	WM. BYRNE	006402	DIMBERIO, ROBBIE	1.00	49,047	
		009178	BERGUM, THOMAS J	1.00	47,064	
		015497	COMPTON, LISA M	0.50	23,010	
	CUSTODIAN				66.00	3,035,806
	DIR OF OPERATIONS	DISTRICT-WIDE	004356	SIMON, GLENN D.	0.40	42,094
	DIR OF OPERATIONS				0.40	42,094
	OPS SUPERVISOR	DISTRICT-WIDE	004439	JOHNSON, DONLEY D.	1.00	61,573
			004596	WEBER, DENNIS R	1.00	61,573
004715			BROWN, THOMAS G.	1.00	61,573	
006851			STEPHES, THOMAS J	1.00	61,573	
OPS SUPERVISOR				4.00	246,292	
Budget Unit 19010				70.40	3,324,192	

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**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Building, Grounds and Maintenance **Budget Package ID#:** 19020

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$1,512,358

Budget Package Description:

This budget package provides the funding to operate the District's building, grounds and maintenance departments including salaries and benefits, FTEs, supplies, equipment and contracted services:

Salaries, Wages & Benefits	397,691
Purchased Services, Supplies, Capital, Other	1,107,422
Travel/Conferences	945
Rentals and Leases	6,300

The Grounds Department performs the duties necessary to keep the areas outside the Districts' buildings attractive, neat and safe. These duties include but are not limited to mowing and trimming grass, performing landscaping duties such as the pruning and watering of trees/shrubs, mulching and weeding landscaped areas and Spring/Fall cleanup of leaves, hauling trash from all outside waste receptacles, periodic cleanup of all parking lots, playgrounds and grass areas, snow removal, setup and clean-up of the football stadium before and after all outdoor athletic events. In addition the Grounds Department is responsible for assisting in the loading and unloading of supplies, equipment, furniture, fixtures, etc. on and off trucks and then transporting them to or from District facilities, performing routine maintenance on all Grounds Department equipment.

Maintenance personnel are responsible for performing their duties of carpentry work, plumbing/HVAC work, electrical and painting work at a journeyman skill level or better at all District facilities as requested through work orders, emergency situations or at the direction of the Director of Operations and Properties. The general tradesman performs all aspects of building maintenance at a high level of competence. In addition to these duties, they are also expected to assist other trades as needed, assist with the ordering of supplies in their trade areas, assist in the loading and unloading of supplies, equipment, furniture, fixtures on and off trucks and then transporting them to and from District facilities, assisting in the unloading and delivery of Food Service commodities, and snow removal.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 19020

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CUSTODIAN	DISTRICT-WIDE	001524	WENDORF, GREG	0.75	35,877
		002941	LENO, CRAIG ALAN	1.00	47,836
		003873	JOHNSON, JAMES R	1.00	50,905
		004784	SCHOEPF, WILLIAM K	1.00	50,905
		012488	SCHUUR, MYRON G	1.00	50,383
		012673	DYKSTRA, BRYAN G.	1.00	47,314
CUSTODIAN				5.75	283,222
Budget Unit 19020				5.75	283,222

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package ID#: 19030

Budget Package Title: Environmental Health and Safety / ADA Compliance

FY2014 Funding Level: Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$456,198

Budget Package Description:

This budget package provides the funding operate the District's environmental health and safety department including salaries and benefits, supplies, equipment and contracted services:

Salaries, Wages & Benefits	68,029
Purchased Services, Supplies, Capital, Other	388,169

The Director of Operations and Properties through the Environmental Health and Safety department provides the following services.

- Search out, define and prioritize work required to ensure that the district will provide a safe, productive environment for its employees and students.
- Annually determine and recommend to the school board the means and measures that will be required to meet our H&S obligations to students and staff in accordance with applicable federal, state and local statutes and regulations.
- Plan and direct the work of the Environmental Health & Safety (H&S) contractor according to applicable state and federal law, district policy and the terms of the current agreement.
- Plan and administer the \$500,000 annual Environmental Health & Safety budget.
- Initiate and obtain MDE approval of district H&S projects.
- Reconcile annual H&S actual district Uniform Financial and Reporting Standards (UFARS) expenditures with MDE project approvals.
- Plan and supervise the work of the H&S clerk.
- Organize and chair the district Security Committee.
- Organize and chair the district Safety Committee.

Budget Package Justification

Minnesota Statute 123B.57 requires school district to maintain a health and safety program. The program must include plans, where applicable, for hazardous substance removal, fire and life safety code repairs, regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 19030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CLERICAL	DISTRICT-WIDE	011725	THOMPSON, SUSAN M	1.00	50,008
CLERICAL				1.00	50,008
Budget Unit 19030				1.00	50,008

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Facility Leases

Budget Package ID#: 19040

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$614,507

Budget Package Description:

This budget package provides funding for the District's facility leases for BEST, Pates Stadium, Diamondhead Educational Center and the Hamilton Building. No FTEs are coded to this unit.

Rentals and Leases	170,000
Capital Lease - Principal	302,363
Capital Lease - Interest	142,144

The District has some leased educational facilities which we are allowed to levy taxpayers for 90% of the cost of the lease provided the space is educational in nature and not used solely for administrative services. This budget package includes only the principal and interest costs of the leases. Operational costs are included in the appropriate related budget package.

Budget Package Justification

The ability to lease educational space assists the district in providing services where we may not own a building with student capacity for specific programs. This provides us with additional options for programming and better service to our community.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Warehouse and Purchasing

Budget Package ID#: 19050

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$91,014

Budget Package Description:

This budget package provides funding to operate the school district's warehouse and purchasing departments including salaries and benefits, supplies and equipment:

Salaries, Wages & Benefits	89,274
Purchased Services, Supplies, Capital, Other	1,740

Warehousing and purchasing functions are performed by custodial staff. Our frozen food for our lunch program district-wide is delivered to a central location where it is stored until a site needs the product. Many other purchases, particularly during the summer months are delivered to the warehouse to facilitate the processing of the receipt of the goods. Purchasing plays a key role in the ordering of the goods on a district-wide basis.

Budget Package Justification

The District's use of a centralized warehouse takes advantage of the economy of scale for ordering processes and facilitates the receipt of goods during months outside of the normal school year. There is no requirement to provide a central warehousing function.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 19050

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
CUSTODIAN	DISTRICT-WIDE	001524	WENDORF, GREG	0.25	11,959
		008678	HARTMAN, THOMAS P	1.00	49,047
CUSTODIAN				1.25	61,006
Budget Unit 19050				1.25	61,006

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Utilities

Budget Package ID#: 19060

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Director of Operations and Properties

Budget Package Total: \$1,694,250

Budget Package Description:

This budget package provides funding for the District's utilities. No FTEs are coded to this unit:

Purchased Services, Supplies, Capital, Other	1,694,250
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The Grounds Department performs the duties necessary to keep the areas outside the Districts' buildings attractive, neat and safe. These duties include but are not limited to mowing and trimming grass, performing landscaping duties such as the pruning and watering of trees/shrubs, mulching and weeding landscaped areas and Spring/Fall cleanup of leaves, hauling trash from all outside waste receptacles, periodic cleanup of all parking lots, playgrounds and grass areas, snow removal, setup and clean-up of the football stadium before and after all outdoor athletic events. In addition the Grounds Department is responsible for assisting in the loading and unloading of supplies, equipment, furniture, fixtures, etc. on and off trucks and then transporting them to or from District facilities, performing routine maintenance on all Grounds Department equipment.

Budget Package Justification

The community has a considerable capital investment in its school facilities. Maintaining these facilities ensure that all students are provided space that is clean, environmental healthy and conducive to learning.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: School Resource Officers

Budget Package ID#: 20010

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$260,000

Budget Package Description:

This budget package provides the primary funding for school police resource officers for the district's secondary schools. Agreements are in place with the cities of Burnsville, Eagan, and Savage. No FTEs are coded to this unit, all services are contracted.

Purchased Services, Supplies, Capital, Other	260,000
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Budget Packet Justification:

The potential for violence to occur at any public school is a reality that requires ongoing planning and implementation of protective measures. Minnesota Statute 126C.44 (Safe Schools Levy) allows school districts to impose a levy to fund police resource officer services.

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Safe Schools

Budget Package ID#: 20030

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$222,984

Budget Package Description:

This budget package provides the primary funding for additional supervision at Burnsville Senior High including the salaries and benefits:

Salaries, Wages & Benefits	222,984
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Budget Packet Justification:

The potential for violence to occur at any public school is a reality that requires ongoing planning and implementation of protective measures. Minnesota Statute 126C.44 (Safe Schools Levy) allows school districts to impose a level to fund police resource officer services.

FY14 Adopted Budget Staffing By Budget Unit (As of May 30, 2013)

Budget Unit: 20030

Description	Location Description	Employee Number	Employee Name	Period FTE	Salary
EA MGMT 3	BHS	008955	LORIG, DIANE	0.88	23,625
		009806	WALLS, ELI	0.88	24,255
		011860	WOLFF, DENISE	0.88	23,625
		012451	ROBLES, MICHELLE R	0.44	11,812
		015056	DOVE, BETTY ANN	0.88	23,310
	METCALF	012065	ROBERTSON, PAULA	0.81	21,645
EA MGMT 3				4.75	128,272
EA MGMT 4	BHS	012451	ROBLES, MICHELLE R	0.44	12,789
EA MGMT 4				0.44	12,789
Budget Unit 20030				5.19	141,062
Overall				1102.39	61,683,593

**Burnsville-Eagan-Savage School District
Budget Package Description
Fiscal Year 2014**

Budget Package Title: Miscellaneous State and Local Grants

Budget Package ID#: 21000

FY2014 Funding Level: General, Categorical

Budget Package Administrator(s): Executive Director of Business Services

Budget Package Total: \$6,000

Budget Package Description:

This budget package provides the primary funding for various grants received outside of Federal and Special Education funding:

Salaries, Wages & Benefits	6,000
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**Agenda III.F.
June 20, 2013**

To: Members, Board of Education
From: Lisa K. Rider, Executive Director of Business Services
Date: June 20, 2013
Re: 10-Year Alternative Facilities Plan

RECOMMENDATION: That the Board of Education approves the 10-year alternative facilities plan and authorizes administration to make adjustments as needed to complete the annual submission process with the Minnesota Department of Education.

As part of the districts' participation in the Minnesota's Alternative Facilities Levy and Bonding program, an updated 10-year deferred maintenance plan must be submitted for approval on an annual basis. Attached please find a copy of this updated plan. The 10-year plan details the deferred maintenance projects to be completed over the next 10 years through a combination of bond proceeds and pay-as-you-go levies funded through the alternative facilities levy and bonding authority.

The plan has been initially submitted to the Minnesota Department of Education (MDE) for approval. As the process is completed with MDE, any adjustments are expected to be minor and not change the scope of the projects as currently planned.

I recommend approval of this updated plan.

Attachments: 10-Year Alternative Facilities Plan

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2013/2014			
Burnsville High School			
		Mraz Center (Lighting Replacement)	\$2,500.00
		Renovation (HVAC, Plumbing, Flooring, Ect)	\$9,000,000.00
		Re-Roof (\$2,000,000.00
Diamondhead Education Center			
		Re-roof (.	\$431,000.00
		Renovation lower level (HVAC, Plumbing, Flooring, Etc.)	\$1,400,000.00
Districtwide			
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$1,211,650.00
		Project Management	\$110,000.00
Eagle Ridge Junior High			
		Replace student lockers (1996) that are damaged beyond repair. Fill holes where fire cabinets used to be	\$255,000.00
Harriet Bishop Elementary			
		Remove and Replace heaving sidewalk that has become a trip hazard (main drive)	\$45,000.00
Nicollet Junior High School			
		Replace 40 year old dividing wall that is inoperable in the gym with a curtain.	\$25,000.00
Sky Oaks Elementary			
		Retaining wall on the south side that separates the stairs and the recycle dumpster needs repair. / Dock area	\$8,000.00
		Replace 40 year old dividing wall that is inoperable in the gym with a curtain.	\$25,000.00
<u>Total FY</u>			<u>\$14,538,150.00</u>

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Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2014/2015			
Burnsville High School			
		Re-surface the running track/ and repair asphalt underlayment	\$260,000.00
		Mraz Center (Lighting Replacement)	\$2,500.00
Districtwide			
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$247,773.00
		Project Management	\$110,000.00
Gideon Pond Elementary			
		Bituminous overlay, sidewalk and landscaping replacement. Restripe parking lot / curbs /crosswalks/playground	\$395,605.00
Metcalfe Junior High School			
		Bituminous overlay, sidewalk and landscaping replacement. Replace faulty sidewalk lights.	\$750,000.00
Nicollet Junior High School			
		Replace 1971 inoperable coiling gates with doors and frames that meet fire code in the media center	\$22,000.00
		Restripe parking lot / curbs /crosswalks	\$2,500.00
		Replace flush valves on toilets, urinals and replace lavatories. Replace wash fountains.	\$250,000.00
		Replace p-lam doors with HM.	\$345,000.00
Sky Oaks Elementary			
		Bituminous overlay, sidewalk and landscaping replacement.	\$245,700.00
Vista View Elementary			
		Restripe parking lot / curbs /crosswalks/playground	\$2,200.00
Total FY			<u>\$2,658,278.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2015/2016	Burnsville High School	Mraz Center (Lighting Replacement)	\$2,500.00
	Districtwide	Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$126,750.00
		Project Management	\$110,000.00
	Nicollet Junior High School	Renovation (HVAC, Plumbing, Flooring, Science, Etc)	\$650,000.00
		Respray texture ceiling in media center. Repaint Interior	\$90,000.00
	Rahn Elementary	Re-Roof the 1995 leaky roof on the round building.	\$900,000.00
	Sky Oaks Elementary	Renovation (HVAC, Plumbing, Flooring, Etc)	\$500,000.00
		<u>Total FY</u>	<u>\$2,404,250.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2016/2017			
	Burnsville High School		
		Mraz Center (Lighting Replacement)	\$2,500.00
	Districtwide		
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$132,750.00
		Project Management	\$110,000.00
	Nicollet Junior High School		
		Renovation (HVAC, Plumbing, Flooring, Science, Etc)	\$700,000.00
	Sioux Trail Elementary		
		Paint the Boiler smoke stacks	\$7,000.00
	Sky Oaks Elementary		
		Renovation (HVAC, Plumbing, Flooring, Etc)	\$500,000.00
		Total FY	<u>\$1,477,250.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2017/2018			
Burnsville High School			
		Mraz Center (Lighting Replacement)	\$2,500.00
Diamondhead Education Center			
		Bituminous overlay, sidewalk and landscaping replacement.	\$400,000.00
Districtwide			
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$137,120.00
		Project Management	\$110,000.00
Nicollet Junior High School			
		Replace 1971 outdated electrical distribution panels.	\$231,700.00
		Refurbish 1971 Phy Ed and athletic locker rooms including floor, wall, ceiling and locker replacement.	\$712,000.00
<u>Total FY</u>			<u>\$1,618,320.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2018/2019	Burnsville High School	Mraz Center (Lighting Replacement)	\$2,500.00
	Districtwide	Engineering / Management Plan Study (Hardscapes)	\$25,000.00
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$132,319.00
		Project Management	\$110,000.00
	Eagle Ridge Junior High	Update 1996 EMS-can no longer get parts or components / Re-commission HVAC units	\$210,000.00
	Harriet Bishop Elementary	Update 1996 EMS-can no longer get parts or components / Re-commission HVAC units	\$182,000.00
		Re-carpet (1996) 1/2 building and patch cracks in slabs throughout.	\$420,000.00
	Hidden Valley Elementary	Replace water softener (1984)/ Automatic Flushers in bathrooms/Resurface hand wash stations and install new faucets	\$117,000.00
	MWSavage Elementary	Automatic sprinklers in remainder of the building (Fire safety)	\$210,000.00
		<u>Total FY</u>	<u>\$1,433,819.00</u>

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Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2019/2020			
Burnsville High School			
		Mraz Center (Lighting Replacement)	\$2,500.00
		Re-Roof (\$500,000.00
Districtwide			
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$94,500.00
		Project Management	\$110,000.00
Harriet Bishop Elementary			
		Re-carpet 1/2 (1996) building and patch cracks in slabs throughout.	\$350,000.00
Vista View Elementary			
		Replace 1971 roof top DX Unit	\$45,000.00
		Replace 57 year old Steam Boilers (1963) with Hot Water Boilers	\$400,000.00
<u>Total FY</u>			<u>\$1,527,000.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2020/2021			
	Burnsville High School		
		Mraz Center (Lighting Replacement)	\$2,500.00
	Districtwide		
		Engineering / Management Plan Study (Exterior Walls)	\$10,000.00
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$134,730.00
		Project Management	\$110,000.00
	Eagle Ridge Junior High		
		Replace 1996 carpet throughout building.	\$450,000.00
	Harriet Bishop Elementary		
		Bituminous overlay Parking lot and Playground, sidewalk and landscaping replacement (106,500 SF).	\$550,000.00
	Rahn Elementary		
		Exterior caulking, tuckpointing and brick repair.	\$75,000.00
<u>Total FY</u>			<u>\$1,357,230.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2021/2022			
Burnsville High School			
		Mraz Center (Lighting Replacement)	\$2,500.00
Districtwide			
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$124,811.00
		Project Management	\$110,000.00
Eagle Ridge Junior High			
		Re-roof. 1996 rubber roof	\$1,220,608.00
<u>Total FY</u>			<u>\$1,482,919.00</u>

Ten Year Plan

FY	Location	Description of Work	Estimated Cost
2022/2023	Burnsville High School	Mraz Center (Lighting Replacement)	\$2,500.00
		Districtwide	
		Project Management	\$110,000.00
		Concrete Replacement	\$25,000.00
		Engineering Fees (10%)	\$128,850.00
	Eagle Ridge Junior High	Repaint interior of building. Replace wall coverings (1996)	\$45,000.00
		Replace wood benches at pool seating. (1996)	\$17,000.00
		Refurbish the pool diving boards (1996)	\$25,000.00
		Replace window treatments throughout the building (roller shades)	\$35,000.00
		PAC / folding wall (1996) - replace inoperable	\$25,000.00
	Harriet Bishop Elementary	Replace light fixtures in the parking lot and building wall packs	\$35,000.00
		Re-roof 1996 rubber roof (44,999 SF).	\$740,000.00
		Re-Caulk control joints	\$75,000.00
		Replace the clock system with satellite system	\$45,000.00
		Replace casework in the classrooms damaged by water	\$45,000.00
		Landscaping - Removal Of Juniper Bushes - Front Entry - Replace W/Sod	\$50,000.00
		Repair Of Water Infiltration Of The Drivet Siding and Water Infiltration Of The East Wall, Load Dock / Storage Area	\$70,000.00
		Replace Lights In Media Center (Rebate?)	\$25,000.00
		Replace existing dishwasher water heater.	\$29,000.00
			Total FY

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**Agenda III.G.
June 20, 2013**

To: Members, Board of Education

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

Date: June 20, 2013

Re: Approve agreement for mental health services with Headway, Inc. for 2013-14

RECOMMENDATION: that the Board of Education approve the agreement for mental health services with Headway, Inc. for 2013-14 for a total of \$275,000.

As a result of an agreement with Headway, Inc. for the past two years, mental health services have been made available within our schools. The 2013-14 agreement increased by \$100,000 and by four additional mental health specialists.

Each year we have increased the number of Headway, Inc. employees who work within our schools. The agreement for 2013-14 calls for thirteen individuals throughout our schools. During our budget process it was approved that we would increase services by two mental health specialists over 2012-13 school year. Additionally, our Burnsville Alternative High School and Sky Oaks have each dedicated additional funds to meet specific needs of students within their buildings adding two more mental health specialists.

Mental health services continue to be one of the greater needs of our student population and this agreement allows the district to better serve our students. I am pleased to recommend this agreement for your approval.

Memorandum of Understanding

This Memorandum of Understanding (“Agreement”) is entered into by the Burnsville-Eagan-Savage Public Schools, District 191, 100 River Ridge Court, Burnsville, Minnesota 55337 (“District 191”) and Headway Emotional Health Services (“Headway”), (formerly known as “the Storefront Group”), 6425 Nicollet Avenue South, Richfield, Minnesota 55423. District 191 and Headway will be collectively referred to in this Agreement as “the Parties”.

NOW, THEREFORE, THE PARTIES AGREE AS FOLLOWS:

I. Services Provided

A. Services to be Provided at District Expense.

Headway agrees to provide mental/chemical health specialists to provide assessment, evaluation and referral for students and families of students attending District 191 who are experiencing chemical, mental health, personal and family problems that may be interfering with their education and daily functioning.

B. Services to be Provided at Student/Family or Third Party Expense.

In addition to assessment, evaluation and referral services, Headway may also provide services to students and families and charge the student or family or a third party for the services. Those services will include, but are not limited to student, individual and family counseling; parent guidance and support; and coordination and consultation with school staff.

II. Headway Employee Training, Background and Employment Status

A. Training.

Headway will ensure that its employees providing service to District 191 students will be appropriately trained for the services they render and appropriately supervised by Headway. Headway has determined that its employees should have a master's degree in a mental health discipline or be in their second year of training towards their master's degree in a mental health discipline. Headway also warrants that it has performed a background inquiry under Minnesota Statute Section 604 regarding each staff member. Headway warrants that no prohibited sexual contacts were discovered pursuant to such background inquiries for any employee assigned to work at a District 191 site.

B. Criminal Background Check.

Headway hereby warrants that each Headway employee providing service to District 191 has been subjected to a criminal background check pursuant to Minnesota Statute Section 299C.60 *et. seq.* and Minnesota Statute Section 123B.03 (as an independent contractor employed by the district) A copy of each staff member's criminal background study will be provided to District 191 upon request.

C. Employment.

Headway employees shall be hired and employed by Headway. Headway will be solely responsible for hiring, training, discipline, discharge and assignment of employees. Headway will assign service providers to serve in the district for ten months.

Changes in personnel will be made by Headway. Headway agrees to seek consultation with District 191 regarding assignment of service providers to District 191 sites. District 191 shall have absolute authority

to prohibit a Headway staff member from providing service under this Agreement. If this occurs, Headway will have thirty business days to replace the provider without disruption of the contract.

Headway employees will not be responsible to provide administrative support to the school and should not be assigned to duties by school staff or administration.

Student, family and staff support that is related to mental health needs of the student will be provided by the service provider as they and/or Headway deem necessary and appropriate. Headway and its employees will have exclusive control and the exclusive right to determine the types, amount, and extent of services, if any, that are provided. They will have the exclusive right to serve, refuse to serve or terminate any client relationship.

The mental/chemical health specialists will work as assigned by Headway for an 8.5 hour day (including a lunch period and breaks as required by applicable law and set by Headway) providing services before, during and after school day hours for the 2013-2014 school year. Specific hours will depend on the start time for each school and will be determined by Headway. Headway agrees to have mental health specialists available to provide service at the following schools:

- Thirteen full-time specialists will be assigned as determined by the Parties at Burnsville Senior High School, Burnsville Alternative High School, the three junior highs and the ten elementary schools.

Headway employees will receive pay and benefits from Headway and will receive paid leave and holidays and any other benefits in accordance with Headway's personnel policies. Nothing in this Agreement shall be construed to make a Headway employee an employee of District 191. Service providers and Headway specialists agree that they are not eligible for any benefits provided to District 191 employees or volunteers, including but not limited to insurance, severance, employee benefits, workers compensation, discounts, tenure or any other District 191 employee benefits.

III. Independent Contractor Status

Headway is an independent contractor under this Agreement. It will provide all necessary training to its employees and will provide all tools, equipment, supplies and materials other than the following. District 191 will provide a private space with an internet connection and a locking cabinet for Headway staff to provide counseling sessions.

There may be very limited student contact in the student's home depending on the needs of the student. Such contact is not part of this contract and will be conducted solely by Headway in its status as an independent contractor and provider of services.

The mental/chemical health specialists will keep records of the various services rendered and in a manner that complies with the applicable privacy laws, so the Parties may evaluate the effectiveness of the services performed. Headway personnel shall complete and submit a weekly Client Services Summary Form and provide it to the Headway supervisor. Headway will provide a summary report to District 191 upon the completion of the 2013-2014 school year.

IV. Data Practices/ FERPA/ Confidentiality/ HIPPA

A. Data Practices and the Family Educational Rights Privacy Act (FERPA).

Headway certifies that its staff members have been instructed on the private nature of information related to students of District 191. Headway will ensure that each service provider will review District 191's Data Practices Policy in full before the provider begins work in District 191.

Each Party will be responsible for any data that it creates or maintains and will comply with state and federal law requiring the acquisition of data, the storage of data, the release of data and the destruction of data.

Any data, records or recorded information in the possession of District 191 is classified under the Family Educational Records Privacy Act (FERPA) and the Minnesota Data Practices Act. Those records may not be shared with any person or entity without the written consent of the parent, guardian or adult student as required by state and federal law. As a result, Headway must have written authorization to share student or family information with District 191 employees. District 191 will share information with Headway only as specified under district policy. Mental/chemical health specialists are not District 191 employees. Headway must have written authorization or otherwise comply with current laws regarding sharing information with school resource officers.

B. Informed Consent.

In addition, Headway will require students under age 18 years of age to have the written, informed consent of their parent or guardian before Headway provides any services. Students ages 18 years of age and older will sign a written informed consent before services are rendered. Headway will take any other action required before rendering any services.

C. HIPAA.

Each Party is responsible for compliance with HIPAA if that entity is a "covered entity" under HIPAA. Nothing in this Agreement shall be construed to require compliance with HIPAA by District 191 where it otherwise would not be a "covered entity".

V. District Obligations under Special Education or Other Law

Headway has no authority to designate its services as "special education" or "Section 504" or "related services" under the Individuals with Disabilities Education Improvement Act (IDEIA); Minnesota Statute Section 125A.; Section 504 of the Rehabilitation Act or any other state or federal disability law.

District 191 has certain obligations under law and is solely responsible for providing the services, if any, required by the state and federal laws.

Headway agrees that it may not designate or recommend its services as "related services" or "special education" or "educational accommodations" or other education services.

Headway employees may not engage in restraint or seclusion (conditional procedures, prohibited procedures) or corporal punishment upon students of District 191 while working as independent contractors for District 191.

VI. Term

This Agreement shall be effective for the 2013-2014 school year.

VII. Termination

Either party may elect to terminate this Agreement by providing 60 days written notice to the contact person identified in Section XVII of this Agreement.

VIII. Contract Payments

In consideration for the services described herein that are to be at district expense, the total cost to District 191 is \$275,000. With \$80,000 of the total cost to be paid by Burnsville Alternative High School and \$20,000 of the cost to be paid by Sky Oaks Elementary.

The payment schedule for the \$275,000 will be made in two installments of \$137,500 with the first installment due September 15, 2013, and the last installment due December 15, 2013. District 191 agrees to schedule payment processing so that Headway receives payment according to this schedule and without requiring Headway to issue invoices.

In the event that the program is terminated as provided in section VII, the remaining amount due for the terminated program will be paid by District 191 at a prorated rate based upon the services rendered at the time of termination. If District 191 has paid for more than the services rendered at the time of termination, Headway shall reimburse District 191 for the overpayment. Headway will provide an itemized statement of services for each period.

Payments from District 191 to Headway are for ancillary services that are provided to district staff such as staff training, consultation and support, student support groups and parent consultation. Headway will bill its clients for services rendered. Headway will not seek payment beyond the amount specified above for the 2013-2014 school year. Headway agrees that if students, families or third parties do not pay for the services rendered, it will not seek payment from District 191.

IX. Insurance and Indemnity

Headway shall maintain insurance coverage to cover any claims arising out of the services provided under this Agreement. A certificate evidencing insurance obtained by Headway shall be furnished to District 191 upon request. Headway shall carry the following minimum insurance coverage in a form acceptable to District 191 at Headway's expense during the term of this Agreement.

- General Liability Insurance, \$1,500,000 per occurrence, minimum.
- Professional Liability Insurance, \$500,000 per occurrence, minimum.
- District 191 will be listed as an additional insured on Headway's insurance policies with respect to claims related to the services provided under this Agreement.

Headway agrees to defend, indemnify and hold harmless District 191 from any and all liability, claims, causes of action, damages, costs including attorneys' fees and expenses for injuries or damage to person or property arising from or in connection with any intentional or negligent act

or omission of Headway, its officers, agents and employees; however, this provision has no effect if the sole proximate cause of injuries or damage is the intentional or reckless conduct of District 191.

X. Compliance with Applicable Laws

The Parties warrant that they will comply with all applicable federal, state and local laws.

XI. Non-Discrimination

Neither Headway nor District 191 shall discriminate on the basis of race, religion, creed, color, sex, national origin, disability, age, marital status, public assistance status, membership or activity in a local human rights commission, veteran status, or sexual orientation.

XII. Successors

All covenants, stipulations and promises in this Agreement will be binding upon and insured to the benefit of the parties hereto and their respective successors, assigns and legal representatives. Headway does not have the right to assign or otherwise transfer its rights or obligations under this Agreement except with the written consent of District 191. Any prohibited assignment will be null and void.

XIII. Governing Law

This Agreement will be governed by and construed pursuant to the laws of the state of Minnesota.

XIV. Waivers

No failure on the part of either party to exercise and no delay in exercising any right or remedy hereunder shall operate as a waiver thereof.

XV. Amendments

This Agreement may not be modified, amended, rescinded, canceled or waived in whole or in part, except by a written instrument signed by both parties or as provided in Section VII, Termination.

XVI. Entire Agreement

This Agreement constitutes and expresses the entire agreement and understanding between the Parties relative to the service provided by Headway. This Agreement supersedes all other prior agreements between the Parties.

XVII. Notices

Any notices required by this Agreement shall be sent to the following contact persons for the respective parties:

By their signatures below, the signor acknowledges that he/she has authority to contract on behalf of the Party and that the Party agrees to all of the provisions contained in this Agreement.

Headway Emotional Health Services

**Independent School District
191**

Mark McNamer, Manager
Client Services
6425 Nicollet Ave S
Richfield, MN 55423
(612)798-8174

Burnsville-Eagan-Savage
Board Clerk
100 River Ridge Court
Burnsville, MN 55337
(952)707-2050

Date

Date



**Agenda III.H.
June 20, 2013**

To: Members, Board of Education

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

Date: June 20, 2013

Re: Approve Annual Application for Health and Safety Program

RECOMMENDATION: That the Board of Education approve annual Application for Health and Safety program as estimated for FY13, FY14 and FY15 by UFARS finance and affirm current Board Policy 803 Health and Safety as it currently exists.

Minnesota Statute 123B.57 subdivision, 1, requires board approval of a Health and Safety Policy and approval of the estimated budgets by UFARS finance by fiscal year. Below are the estimates provided through our Health and Safety submission for approval by the Board of Education. These projects are aligned with the Health and Safety Policy of the district. Board Policy 803 was approved by second reading of the board on May 16, 2013. No adjustments to the current policy are needed.

UFARS Finance	FY13	FY14	FY15
347-Physical Hazards	120,517	168,892	221,831
349-Other Hazardous Materials	29,362	53,500	20,500
352- Environmental Health and Safety	150,400	155,800	164,800
358-Asbestos Removal	47,750	52,500	13,750
363-Fire Safety	153,877	23,835	38,801
Total	\$501,906	\$454,527	\$459,682

BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

Policy 803 Health and Safety Policy

I. PURPOSE

The purpose of this policy is to provide a safe and healthful environment for employees, students and the public in all school district buildings and on district grounds.

II. SCOPE

This policy is intended to protect the health and safety of employees, students, and visiting public. All employees must follow safe working practices, obey rules and regulations and work in a way that maintains the high safety and health standards developed and sanctioned by the school district.

III. DEFINITIONS

None.

IV. POLICY STATEMENT

The school district's health and safety programs will assist administration, supervisors, and staff in controlling hazards and risks which will minimize employee injuries and illnesses. This policy is designed to encourage all employees to promote the safety of their fellow employees, students, and the public. To accomplish health and safety goals, all administrators and supervisors are responsible and accountable for implementing this policy, and to insure it is followed. The policy of the district is to provide a safe work environment, adequate tools and training, and the necessary personal protective equipment. It is the employee's responsibility to follow the rules of safety as established for their protection and the protection of others, and to use the protective devices provided by the district.

The following written management plans have been established to assist in reducing or eliminating hazards to persons and facilities. The district expects that staff will fulfill their individual responsibilities toward achieving safety excellence and environmental responsiveness by exercising good judgment at all times and abiding by the requirements set forth in the health and safety programs listed below.

- Asbestos
- AWAIR (Safety Committee)
- Bloodborne Pathogens
- Chemical Hygiene (Lab Safety Standards)
- Community Right to Know
- Compressed Gas
- Fire Prevention & Protection
- First Aid/CPR/AED
- Hearing Conservation
- Indoor Air Quality
- Integrated Pest Management
- Lead In Water and Paint
- Lockout/Tag out
- OSHA Inspections & Compliance
- Playground Safety

History: Issued as Policy EB 7/94, revised 3/05; changed to Policy 803 5/13		
Approved by: Board of Education	Clerk's Signature: /s/ Bob VandenBoom	Date: May 16, 2013

- Personal Protective Equipment
- Aerial Lifts
- Propane Tank Safety
- Industrial Arts Safety Officer

Cross References:

- Radon Respiratory Protection
- Underground and Above Ground Storage Tanks
- Fork Lift Operations
- Hazardous Waste (pharmaceutical waste)
- Confined Space
- Emergency Action Plan
- Employee Right To Know
- Electrical Safety
- Machine Guarding
- Fall Protection
- Respiratory Protection

V. RESPONSIBILITIES

Director of Operations and Properties – maintain written management plans for each of the areas above and to ensure employees have access to these plans.

VI. EXCLUSIONS

None, it is assumed that the policy applies across the school district.

VII. CONTACTS

<u>Office/Department</u>	<u>Telephone Number</u>
Director of Operations and Properties	952-707-2035

VIII. LEGAL REFERENCES

M.S. 123B.57

M.S. 182 (Occupational Health & Safety)



Agenda Item III.I.
June 20, 2013

TO: Members, Board of Education
 FROM: Lisa Rider, Executive Director of Business Services
 DATE: June 20, 2013
 RE: Bid Award – Paper for copiers and printers

Recommendation: That the School Board award a contract for purchase of copier and printer paper valued at \$88,635 to CJ Duffey Paper Company.

On June 17, 2013, Strategic Source, Inc., on our behalf, opened bids to supply paper for the District’s copiers and printers. Five suppliers submitted offers that met our specifications and their bids were considered. C.J. Duffey Paper offered the lowest total cost as indicated by the summary bid tab below.

Summary Tabulation of Bids Received

Supplier	Paper 101	C.J. Duffey Paper Company	Wilcox Paper Company	Unisource Worldwide, Inc.	Office Depot
Net Amount of Bid	\$89,116.08	\$88,634.60	\$88,971.25	\$90,464.60	\$106,034.60

This represents our anticipated paper needs district wide for the 2013-14 school year. We anticipate approximately 4 deliveries throughout the summer to provide for availability throughout the school year.

BURNSVILLE EAGAN SAVAGE

Independent School District 191

Human Resources

AGENDA ITEM: III.J

To: Members of the Board of Education
Superintendent Randy Clegg

From: Stacey Sovine
Director of Labor Relations

Date: June 20, 2013

RE: **Proposed adoption of the Terms and Conditions of Employment for Community Education Employees of Independent School District 191.**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE PROPOSED REVISIONS AND RE-ADOPT THE UNCHANGED LANGUAGE IN THE 2013 - 2015 TERMS AND CONDITIONS OF EMPLOYMENT FOR THE COMMUNITY EDUCATION EMPLOYEES OF INDEPENDENT SCHOOL DISTRICT #191.

There are over 200 full-time, part-time, and seasonal Community Education employees. The Terms are reviewed and updated every two years. Positions under these Terms are considered At-Will unless a State License is specifically required under statute. Employees under the Terms receive salary packages in alignment with comparable positions in other units and are in compliance under Pay Equity regulations by the state.

The major language items include:

- Aligning format of document to reflect employment policy
- Convert MEA identified date to floating holiday
- Added 20 year longevity increment
- Moved district contribution toward single blended premiums from 90 to 95 percent. This is in response to potential liability under Affordable Healthcare Reform Act

Economic terms include:

Total

- .75% increase on the 2013-2014 and 2014-2015 salary schedule
- Increased cost \$154,000 (large portion is increase to insurance premium costs over two years)
- MSBA increase is 5.38%

**2013-2015 GENERAL TERMS AND CONDITIONS OF EMPLOYMENT:
COMMUNITY EDUCATION EMPLOYEES**

Purpose. This policy outlines the general terms and conditions of employment for community education employees (“employee” or “employees”) of Independent School District No. 191, Burnsville (“District” or “School Board”). This policy does not create an express or implied contract between any employee and the District. The School Board may modify this policy at any time, without prior notice, as the Board sees fit. The terms and conditions in this policy will remain in effect until the Board modifies this policy.

Community Education Employees. For purposes of this policy, individuals holding any of the following positions are deemed to be “Community Education employees”:

Coordinator Levels I, II, and III, Program Specialists, Program Supervisors, Program Associates, Program Assistants, and Program Aides

This Policy does not apply to independent contractors who provide services to the School District’s Community Education Program.

At-Will Employment. The employees covered by this policy are employed on an at-will basis regardless of any statements, representations, procedures, or other policies that may be made or promulgated by the District or its agents or representatives. As a result, the District may discipline or discharge an employee as the District sees fit and for any reason that is not unlawful. The District is not required to show cause when disciplining or discharging an employee. Employees may resign from the District at any time and for any reason. This paragraph does not apply to any employee who is required to hold a license from the Minnesota Department of Education or the Minnesota Board of Teaching.

Performance of Duties. Employees must faithfully perform, at a professional level of competence, the services and duties prescribed by the District, regardless of whether such duties are specifically described in this policy, in a job description, in a notice of assignment, or in another document. Prompt and regular attendance is an essential function of each employee’s job. Employees must also comply with all lawful directives issued by the Superintendent or by any other individual with supervisory authority. In addition, employees must comply with all applicable federal and state laws and with all rules, regulations, and policies established by the District. Employees may not, directly or indirectly, engage or participate in any action or conduct that conflicts in any respect with the interests of the District. Toward that end, employees may not engage or participate in any action or conduct that is inconsistent with their job duties, the basic educational mission of the District, or the desired image of the District.

Assignment. The annual, weekly and daily work schedule for Community Education employees shall be determined by the School District. Work schedules shall include the start and end times of a work day. Daily, weekly or annual work assignments are subject to modification by the School District. Employees who are assigned to work more than six (6) hours a day will be provided an unpaid duty-free lunch period of 1/2 hour.

- a. **Definitions. Full-Time Employees:** Full-time employees are employees assigned at the start of a fiscal year to work a minimum of 1,560 hours in a single position during the fiscal year (July 1 – June 30).

Part-Time Employees: Part-time employees are employees assigned at the start of a fiscal year to work a minimum of 1,040 hours in a single position during the fiscal year, but less than 1,560 hours.

Seasonal, Substitute Or Temporary Employees: Employees assigned at the start of a fiscal year to work 1,039 hours or less in a single position or combination of positions during the fiscal year are casual, substitute or temporary employees.

- b. **Overtime.** Employees who hold a non-exempt position will receive one and one-half (1.5) times their regular rate of pay for all time worked in excess of forty (40) hours per week. Vacation days, personal days, compensatory time, or sick leave and paid holiday hours will not be counted as hours worked when determining overtime obligations in a given week. Overtime must be pre-approved by the employee's Supervisor. Employees may elect compensatory time off in lieu of overtime pay, as mutually agreed upon between the employee and Supervisor. Such election must be made on the date overtime is assigned/approved. If compensatory time is elected, the employee must specify the date(s) that the compensatory time will be taken, and such date(s) must be within the same pay period or if sufficient time does not exist within the same pay period, no later than the end of the following pay period. Beyond the basic duty day, all employees may be required to attend and participate in meetings and school-sponsored events and activities.
- c. **Modification of assignment.** The Executive Director of Human Resources may reassign an employee or modify an employee's assignment at any time and for any reason. In addition, the Executive Director of Human Resources may modify an existing job description for an employee's position or create a new job description at any time.
- d. **Temporary Assignments.** A Community Education employee who temporarily replaces an employee in a higher Pay Grade for an assignment of 30 or more consecutive working days, shall be paid the wage for the higher Pay Grade retroactive to the first day of the assignment. The step level of the employee shall not be changed (increased or decreased) during a temporary assignment.

Individual Contracts. In accordance with Minnesota law, the District will issue an individual contract to each employee who is required to hold a license from the Minnesota Department of Education or the Minnesota Board of Teaching.

Compensation. The Board will determine the compensation of each employee covered by this policy. For the 2013-2014 school year and the 2014-2015 school year, the Board will set wages for full-time

and part-time employees is set forth in Wage Schedule No. 1 of this Policy and wages for casual, substitute or temporary employees is set forth in Wage Schedule No. 2 of this Policy.

Step Placement/Advancement.

- a. The Step levels (Steps 1 through 7) of Wage Schedule No. 1 of this Policy shall apply only to full-time and part-time employees. New hires or employees who are assigned to a different position shall be placed at an initial step level, as determined by the School District, based on the employee's background and experience.
- b. Full-time and part-time employees covered by Wage Schedule No. 1 shall be eligible for step advancement, as determined by the School District, based on assessment of the employee's performance. Step advancement shall be determined on July 1 of each fiscal year. Employees hired prior to January 1 shall be eligible for step advancement on July 1. Employees hired after January 1 shall not be eligible for step advancement until July 1 of the following calendar year.

Additional Compensation.

- a. Effective July 1, 2013, full-time and part-time employees, as defined in this Policy, who have successfully completed ten (10) years of consecutive years of service in the Community Education Department, shall receive an additional \$1.00 per hour above their hourly base rate of pay. Employees who have successfully completed fifteen (15) consecutive years of employment in the Community Education Department, will receive an additional \$1.50 per hour above their hourly base rate of pay. Full-time and part-time employees who have successfully completed twenty (20) years of consecutive years of service in the Community Education Department, shall receive an additional \$1.75 per hour above their hourly base rate of pay. Effective July 1, 2014, full-time and part-time employees, as defined in this Policy, who have successfully completed ten (10) years of consecutive years of service in the Community Education Department, shall receive an additional \$1.00 per hour above their hourly base rate of pay. Full-time and part-time employees who have successfully completed fifteen (15) consecutive years of employment in the Community Education Department, will receive an additional \$1.50 per hour above their hourly base rate of pay. Full-time and part-time employees who have successfully completed twenty (20) years of consecutive years of service in the Community Education Department, shall receive an additional \$2.00 per hour above their hourly base rate of pay.
- b. Effective July 1, 2011, seasonal, substitute or temporary employees, as defined in this Policy, who were employed prior to July 30, 2005 and who have successfully completed ten (10) years of consecutive years of service in the Community Education Department, shall receive an additional \$1.00 per hour above their hourly base rate of pay. Employees who have successfully completed fifteen (15) consecutive years of employment in the Community Education Department, will receive an additional \$1.50 per hour above their hourly base rate of pay.

Daily Rate of Pay. In the event the District needs to determine a daily rate of pay for an employee, the employee's annual salary will be divided by the number of duty days assigned to the employee.

Holidays. In the absence of an emergency or a change in the school calendar, employees are not expected to work on the following holidays:

- | | |
|-----------------------|------------------------------|
| 1. New Year's Eve Day | 6. Thanksgiving Day |
| 2. New Year's Day | 7. Day after Thanksgiving |
| 3. Memorial Day | 8. Christmas Eve Day |
| 4. Independence Day | 9. Christmas Day |
| 5. Labor Day | 10. One (1) Floating Holiday |

Holiday pay shall be prorated for full-time employees who are assigned less than an eight hour work day. Floating Holiday must be approved by supervisor prior to taking. Part-time and seasonal, substitute or temporary employees shall not be entitled to paid holidays.

Insurance Benefits. As described below, the District will contribute toward the cost of the premium for certain types of insurance for full-time employees who otherwise qualify for and enroll in the insurance policy, plan, or program. The District will select the insurance policies, plans, and programs. To the extent permitted by law, upon separating from employment with the District a former employee may continue to participate in a group health insurance plan, but such participation will be at the former employee's sole expense.

- a. **Single Health and Hospitalization Insurance.** The District will contribute an amount equal to 95% of the composite premium for a full-time employee who enrolls the single plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.
- b. **Dependent Health and Hospitalization Insurance.** The District will contribute an amount equal to 70% of the composite premium for a full-time employee who enrolls in the dependent health insurance plan. The composite premium will be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder of the cost of the plan will be borne by the employee via payroll deduction.
- c. **Dental Insurance.** The District will pay the equivalent of 100% of the premium for single insurance toward either single or dependent coverage for a full-time employee who elects to participate in the District's group dental plan.

- d. **Group Term Life Insurance.** The District will pay 100% of the premium for a group term life insurance policy with a death benefit of twenty thousand dollars (\$20,000) for each full-time employee who qualifies for life insurance.
- e. **Long-Term Disability (LTD) Insurance.** Income Protection coverage will be provided each full-time employee at District expense. Disability pay will be governed by the policy in effect. After a Community Education employee has been ill or disabled for more than thirty (30) consecutive days, the employee may use sick leave on a fractional basis, together with the income protection plan to equal full salary for an additional sixty (60) days. Maximum of (20) full sick days per illness may be used in this manner, provided the employee has sufficient accumulated days.
- g. **Disclaimer.** No claim or cause of action may be brought against the District for any claim that is not covered or paid by insurance. The District is not insuring or guaranteeing that any particular claim will be paid or covered by any insurance policy, plan, or program, or that any specific amount will be paid out under any policy, plan, or program. Any description of insurance benefits in this policy is intended to be general and informational only and is subject to change in the discretion of the School Board. The eligibility any particular employee and the employee's dependent(s) is governed by the terms of the actual insurance policy, plan, or program. The District's only obligation is to make the premium contributions that are identified in this policy, as it currently is written or as amended at any time in the future, for full-time employees who otherwise qualify for and enroll in the particular insurance plan or program.

Sick Leave. Each full-time employee will earn sick leave at the rate of seventeen (13) days per school year and may accumulate a maximum of 60 days of sick leave. Part-time employees will earn sick leave on a prorated basis. An employee's use of sick leave is subject to the following conditions:

- a. The Superintendent may allow an employee to use up to five days of annual sick leave in advance of the monthly accrual, but the advance of sick leave will be deducted from subsequent accrual in that year. Any absences due to illness that are in excess of the employee's accumulated sick leave and annual accrual will be without pay.
- b. An employee may use accumulated sick leave whenever he/she is absent due to illness or a serious health condition that prevents his/her attendance or the performance of his/her job duties; to care for a sick or injured child who is eighteen years of age or younger; and for any other reason expressly permitted by state or federal law. An employee may use up to five (5) days of accumulated sick leave to care for a spouse who is suffering from an illness or serious health condition. In addition, an employee may use up to one (1) day of accumulated sick leave per school year to attend the funeral of an individual who is not in the employee's immediate family. Sick leave may not be used to conduct personal business.
- c. If the employee reports being absent due to illness or serious health condition, the District may require the employee to provide a certification from a qualified physician

stating that the absence was due to an illness or a serious health condition. The District will make the final determination as to whether the employee is entitled to receive sick leave for a given absence.

- d. Upon separating from employment with the District for any reason, an employee will have no right to receive any compensation for any unused days of accumulated sick leave.

Bereavement Leave. An employee may take up to five (5) days of paid bereavement leave per year for any death(s) that occurs in the employee's immediate family. For purposes of this Agreement, "immediate family" includes a spouse, children, parents, siblings, grandparents, grandchildren, and in-laws (mother-in-law, father-in-law, son-in-law, brother-in-law, and sister-in-law). The Executive Director of Human Resources may, in his/her sole discretion, grant up to ten (10) additional days of bereavement leave per school year for reasons such as multiple deaths in the immediate family and out-of-state funerals.

Vacation.

- a. **Eligibility.** Full-time Community Education employees are eligible for paid vacation days. Part-time and casual, substitute or temporary employees are not eligible for paid vacation.
- b. **Vacation Accrual and Use.** Ten (10) paid vacation days shall be credited to each full-time employee at the beginning of each fiscal year (July 1). A vacation day shall be paid in an amount equivalent to the hours of an employee's assigned work day. Vacation leave must be scheduled in advance with the employee's immediate supervisor. Vacation leave credited to an employee must be taken during the same fiscal year, or within the following twelve (12) months, or it is forfeited.
- c. **Additional Vacation Leave.** Full-time employees at Pay Grade 4 and above shall be credited with additional paid vacation leave each fiscal year as follows: eight (8) hours of paid vacation leave multiplied by the employee's consecutive years of employment with the Community Education Department, up to a maximum of an additional 64 hours of vacation leave in a fiscal year. Under no circumstances may an employee's paid vacation leave exceed 18 days.
- d. **Termination.** If an employee leaves the district in good standing, the employee shall be paid for unused vacation leave prorated by the actual time worked in the fiscal year of termination. If on the date of termination the employee has taken more vacation leave than his/her prorated vacation leave, he/she shall be required to pay the difference back to the District.

Parental Leave. Full-time and part-time employees may apply for an unpaid parental leave. Such applications must be submitted to the Executive Director of Human Resources, and leaves may be granted solely at the discretion of the School Board. The terms of unpaid parental leaves are as follows:

- a. A parental leave of absence may be granted for a period of time immediately subsequent to the birth of an employee's child, or in the case of adoption, for a period of time immediately after a child is physically placed with the employee.
- b. Under no circumstances will unpaid parental leave be granted pursuant to this Section unless the employee applies at least two (2) calendar months prior to the estimated date of the child's birth or adoption.
- c. The length of an unpaid parental leave pursuant to this Section is at the discretion of the School District. An employee may apply to extend a parental leave of absence; however, under no circumstances will a parental leave of absence exceed two (2) fiscal years. Employees on unpaid parental leave of absence pursuant to this Section shall be eligible to continue coverage under the School District's group health/dental insurance plans, if the employee would otherwise be eligible as an active employee, subject to the limitations of the insurance carrier and COBRA. The employee shall be responsible for the full cost of premiums during continued participation in the School District's group health insurance plans during a parental leave of absence.
- d. Employees on unpaid parental leaves of absence pursuant to this Section shall not receive step advancement or any other increase in wages during the period of their leave, nor shall the period of the leave of absence be counted toward eligibility for longevity pay under the applicable Wage Schedule.

Jury Duty. An employee who is called for jury duty will be reimbursed for the difference between the amount paid for serving on the jury and the employee's regular salary during the period of service. To the extent possible, employees will be expected to report or otherwise perform their regular duties when temporarily excused from attending court.

Other Types of Leave. To the extent required by law, the District will grant other types of leave. In addition, the School Board may, in its discretion, grant additional types of leave that are not required by law.

Emergency Dismissal. If a Community Education employee is notified not to report to work due to inclement weather or an emergency situation, he/she shall not be paid for that work day(s). If a Community Education employee is dismissed during a work day by authority of the Executive Director of Human Resources, he/she shall be paid wages for actual time worked up to the time of notification of dismissal. Notification that school is cancelled or delayed for children is NOT notification that Community Education employees are excused from work, and they are expected to report to work unless otherwise directed by the Executive Director of Human Resources or his/her designee.

Expense Reimbursement. The District will reimburse employees for mileage and reasonable expenses of job related activities. Employees may be given time to participate in professional conferences and seminars, and will be reimbursed for reasonable expenses associated with attending such conferences and seminars, provided that the conference or seminar was approved in advance by

the supervising administrator or the Superintendent. To obtain reimbursement, employees must submit the required forms in accordance with School Board policy.

Flexible Benefit Plan. The District has established a Flexible Benefit Plan under IRS Code 125. Regulations and procedures are available in the Human Resources Office. A School Board policy and accompanying regulations have been developed and will be updated annually to comply with IRS Regulations.

Matching Contribution Eligibility. Employees may participate in a tax- sheltered annuity pursuant to United States Public Law No. 87-370, Minnesota Statutes section 123B.02, subdivision 15, and School District policy. To the extent permitted by federal and state law, including Minnesota Statutes section 356.24, the District will match up to \$470.50 per year to an approved Minnesota deferred compensation program for an employee who has completed one year of service with the District. Part-time employees will receive a pro-rated contribution to a Minnesota deferred compensation program based on their F.T.E. equivalency as of July 1.

- a. **Employees on Leave.** An employee on an unpaid leave of absence is not eligible to participate in the plan.
- b. **Plain Year Begins July 1.** The annual year for the School District contributions is July 1 through June 30. Changes in District matching amounts must occur on July 1 of each year.
- c. **Employee Application.** Employees must apply to participate in the eligible TSA plan by July 1 for upcoming school year. Once an eligible employee elects to participate in the TSA investment program, the election will remain in effect for that school year and for each subsequent year unless modified by the employee.
- d. **Compliance with Federal and State Laws.** The plan is subject to applicable code provisions of the Minnesota Statutes, IRS Code Section 403(b).
- e. **Enrollment Limited to Participating Companies.** Tax sheltered annuity purchases will be limited to companies approved by the District.
- f. **Maximum District Contribution.** The amount the District contributes to an employee's matching TSA plan may not exceed thirty thousand dollars (\$30,000) during the employee's entire period of employment with the District.

Section 457 Plan. Employees are eligible to participate in Section 457 deferred compensation plans, subject to applicable state and federal law. Elective deferrals must be with vendors approved by the School District and on file with the Office of Human Resources. The School District shall not make matching contributions to a Section 457 Plan.

Independent School District No. 191 is an Equal Opportunity Employer and does not discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, disability, status with regard to public assistance, sexual orientation, or age.

**RATE SCHEDULE NO. 1
FOR FULL AND PART-TIME EMPLOYEES**

Effective July 1, 2013

Pay Grade	Title	Step 1/2	Step 3/4	Step 5/6	Step 7
9	Coordinator III Youth Services coordinator Site Coordinator-Child Care	\$20.45 20.27	\$21.90 21.70	\$23.60 23.40	\$24.35 24.15
8	Coordinator II Activities Coordinator	\$19.35 19.16	\$20.65 20.49	\$22.95 22.74	\$23.65 23.47
7	Coordinator I Pool Coordinator Team Coordinator-School Age Team Coordinator-Early Childhood Team Coordinator-Dual Language	\$16.55 16.39	\$17.70 17.54	\$20.05 19.89	\$20.75 20.57
6	Program Supervisor Supervisor-Early Childhood Supervisor-School Age	\$13.75 13.60	\$14.75 14.55	\$15.95 15.79	\$16.55 16.39
5	Program Specialist Specialist-Welcome Center Family Support	\$12.60 12.49	\$13.50 13.37	\$14.45 14.33	\$15.05 14.89
4	Program Associate Associate-School Age Associate-Early Childhood	\$11.50 11.38	\$12.30 12.18	\$13.00 12.86	\$13.50 13.38
3	Program Assistant Assistant-Early Childhood Assistant-School Age	\$9.55 9.44	\$10.20 10.09	\$10.65 10.53	\$11.15 11.02
2	Program Aide Aide-Early Childhood Aide-School Age	\$7.45 7.39	\$7.80 7.73	\$8.10 7.78	\$8.30 8.21

**RATE SCHEDULE NO. 1
FOR FULL AND PART-TIME EMPLOYEES**

Effective July 1, 2014

Pay Grade	Title	Step 1/2	Step 3/4	Step 5/6	Step 7
9	Coordinator III Youth Services coordinator Site Coordinator-Child Care	\$20.65 20.27	\$22.10 21.70	\$23.80 23.40	\$24.55 24.15
8	Coordinator II Activities Coordinator	\$19.50 19.16	\$20.85 20.49	\$23.15 22.74	\$23.85 23.47
7	Coordinator I Pool Coordinator Team Coordinator-School Age Team Coordinator-Early Childhood Team Coordinator-Dual Language	\$16.70 16.39	\$17.85 17.54	\$20.25 19.89	\$20.95 20.57
6	Program Supervisor Supervisor-Early Childhood Supervisor-School Age	\$13.90 13.60	\$14.85 14.55	\$16.10 15.79	\$16.70 16.39
5	Program Specialist Specialist-Welcome Center Family Support	\$12.70 12.49	\$13.65 13.37	\$14.60 14.33	\$15.20 14.89
4	Program Associate Associate-School Age Associate-Early Childhood	\$11.60 11.38	\$12.40 12.18	\$13.10 12.86	\$13.65 13.38
3	Program Assistant Assistant-Early Childhood Assistant-School Age	\$9.65 9.44	\$10.30 10.09	\$10.75 10.53	\$11.25 11.02
2	Program Aide Aide-Early Childhood Aide-School Age	\$7.55 7.39	\$7.90 7.73	\$8.20 7.78	\$8.40 8.21

**WAGE SCHEDULE NO. 2
FOR SEASONAL, SUBSTITUTE AND TEMPORARY EMPLOYEES**

Effective July 1, 2013 - July 1, 2015

Pay Grade	Title	Hourly Wage	
		7/1/2013	7/1/2014
9	Coordinator III Youth Services Coordinator Site Coordinator-Child Care	\$20.45 20.27	20.65
8	Coordinator II Institute Coordinator-Gifted & Talented Examiner-GED Activities Coordinator	\$19.35 19.16	19.50
7	Coordinator I Pool Coordinator Team Coordinator-School Age Team Coordinator-Early Childhood Facilitator-Computer Lab Assessment Coordinator-ABE	\$16.55 16.39	16.70
6	Program Supervisor Supervisor-Early Childhood Supervisor-School Age Instructor-Water Safety Supervisor-Youth Services	\$13.75 13.60	13.90
5	Program Specialist Specialist-Welcome Center Family Support	\$12.60 12.49	12.70
4	Program Associate Associate-Early Childhood Associate-School Age	\$11.50 11.38	11.60
3	Program Assistant Assistant-Youth Programs Assistant-Early Childhood Assistant-School Age Aide-Water Safety Lifeguard Building Monitor	\$9.55 9.44	9.65
2	Program Aide Aide-Early Childcare Aide-School Age Deck Guard	\$7.45 7.39	7.55