



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
October 22, 2009
6:30 PM

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance

II. Business Meeting

- A. Approve Agenda
- B. Consent Agenda

Description: 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 of October 1, 2009 Board Meeting and Closed Sessions	3
2. Human Resources Report	9
3. Donations	11
4. Payroll Claims & Receipts	16
5. Budget Analysis	41
6. Approve Waiver of Continuing Contract Rights with Barb Odenwald	108
7. Approve Revised Job Descriptions for Executive Director of Business Services and Director of Information Technology	110
8. Schedule Closed Session	117

III. Unfinished Business

- A. Approve Telecommunications RFP (15 minutes) (Stotts) 118
- B. Receive a Report on Grade-Span Configuration (5 minutes) (Clegg) 119

IV. New Business

- A. Approve AYP Plan for Improvement (10 minutes) (Novak) 124
- B. Approve Memorandum of Understanding with Local 284 Food Service and Custodial Employees (5 minutes) (Grissom) 177
- C. Approve Memorandum of Understanding with Educational Assistants and Clerical Employees (5 minutes) (Grissom)

District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team. 180

D. Approve additional staffing to address elementary class size (10 minutes)
(Grissom)

184

V. Recess to Closed Session for discussion of private student data

VI. Reconvene to take appropriate action

VII. Adjourn to Board Workshop on Leading/Lagging Performance Indicators and Overview of the Communications Marketing Plan

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 October 1, 2009

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

Members present: Directors Banyard, Currier, Hill, Morrison, Sweep and Chair Martin. Others in attendance were Superintendent Randall Clegg, Student Advisor Jehan Elsagher, administrators and staff. Attendance

Members absent: Director Luth

Director Hill was appointed Acting Clerk for the meeting.

Chair Martin welcomed the audience and asked Director Banyard to lead the Pledge of Allegiance. Pledge of Allegiance

Jayne Tiedemann, Vale Educational Center administrator, was the recent recipient of the NAMI (National Alliance on Mental Illness-Minnesota) Educator of the Year Award. She was thanked for her commitment and dedication to her students and contributions to their school success. Public Recognition

Moved by Director Sweep, seconded by Director Morrison, to approve the agenda as amended [changing Item III.A to an action item]. Motion carried unanimously (6,0). Agenda

Moved by Director Morrison, seconded by Director Currier, to approve the consent agenda as follows: Consent Agenda Minutes Human Resources Donations

- Minutes of September 17, 2009 Board meeting
- Personnel changes for S. Acker, E. Kosmalski, B. Odenwald, J. Smith, M. Anderson, G. Sylvester, E. Weilandgruber, N. Happe, K. Gaddy, S. Toeller, K. Lyons, J. Warren
- Donation of \$500 from the Kopp Family Foundation to BHS for the Random Acts of Kindness fund; the following donations to Nicollet Junior High School: \$50 from Cub Foods, \$50 from the Roasted Pear, \$50 from Milios, Brunswick Bowling pack valued at \$100, Skateville passes valued at \$50, \$30 from Grand Slam, area rug valued at \$1,000 from Nassif Flooring, school supplies valued at \$200 from CJ Banks and Christopher Banks, \$50 from the Burnsville Police Department; the following donations to Gideon

<p>Pond Elementary: supplies valued at \$100 from the Fairview Ridges Hospital, school supplies valued at \$100 from the Lions Club, \$47.50 from BlueCross/Blue Shield United Way campaign and their matching gift program, dictionaries valued at \$200 from the Lions Club, and school supplies valued at \$50 from Rocco Altobelli</p>	Policy GBAA
<ul style="list-style-type: none"> - Approve, on a second reading basis, revisions to Policy GBAA, Disability-Nondiscrimination - Adopt the following Resolution: BE IT RESOLVED, by the School Board of Independent School District 191, to accept a grant in the amount of \$5,000 to provide support for high school youth to participate in athletics and fine arts from the Minnesota State High School League Foundation. 	MSHSL Grant
<ul style="list-style-type: none"> - Approve the membership of the Community Education Advisory Council for 2009-2010 - Reschedule the October 15, 2009 Board Meeting to October 22, 2009 at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center - Schedule a Closed Session during the regularly scheduled board meeting on October 1, 2009 for the discussion of private student data 	CEAC Membership Reschedule October 15 Meeting Schedule Closed Session
<p>Chair Martin made special mention of donations to the District. Motion carried unanimously (6,0).</p>	
<p>Moved by Director Hill, seconded by Director Banyard, to adopt the Board Legislative Priorities for the 2010 legislative session. Motion carried unanimously (6,0).</p>	Legislative Priorities
<p>Moved by Director Banyard, seconded by Director Currier, to approve the Annual Report on Curriculum, Instruction and Student Performance. Motion carried unanimously (6,0).</p>	Annual Report
<p>Student Advisor Elsagher reported that Lauren DiGregorio was crowned Queen and Jeremiah Peterson was selected King at the Homecoming Coronation. She also provided a brief update on other Homecoming activities.</p>	Student Report
<p>Superintendent Clegg noted the following:</p> <ul style="list-style-type: none"> - Parent/teacher conferences are scheduled October 12-14; times will vary by building. - The BHS Theater Guild will be performing the school version of the musical <i>Rent</i> October 23-November 1 at the Mraz Center. - Gideon Pond Elementary is one of five Minnesota schools selected as a 2009-10 Minnesota School of Excellence by the Minnesota Elementary Principals' Association. 	Sup't Report

- The district is a recipient of an \$82,000 MDE grant that will fund a strings program at two Magnet schools.

Director Sweep reported the Foundation 191 FUN-Raiser will be held on October 29, 2009 at the Royal Cliff. To purchase tickets or obtain additional information for this year's event, please access their website.

Directors Banyard and Martin attended a special school ceremony at Eagle Ridge Junior High School to receive two U.S. flags that were flown in Iraq.

Directors Currier and Martin attended the Community Action Council Fundraiser in support of the Family Support Worker Program. Approximately 1,500 students were assisted through this program last year.

Director Morrison noted the opportunities available to students while still in high school through "Career Pathways" which facilitates the transition of Career and Technical Education students from secondary to post-secondary programs of study.

Chair Martin provided an overview of Board member activities over the summer. She reported that MSBA will be offering webinar training sessions during the school year that will address timely topics for school board members. The first of the series is on October 15, "Keeping Your District in Compliance with the Open Meeting Law." She also noted that a presentation of *Rachel's Challenge* will be offered at the Mraz Center at 7:00 p.m. on October 22. All community members are welcome to attend; there is no admission fee.

Also noted was the recent passing of former Board member Todd Johnson and the contributions he made during his nine years of service to the Board of Education.

Board members recessed to Closed Session at 7:35 p.m. and reconvened at 7:55 p.m.

Moved by Director Hill, seconded by Director Morrison, to waive the full reading of the text and adopt the Resolution expelling a Student from October 2, 2009 through June 10, 2010, the end of the 2009-2010 school year. Motion carried unanimously (6,0).

Full text of the above Resolution is available for public inspection at the Superintendent's Office located in the Administrative Services Center.

Board
Member
Reports

Recess/
Reconvene

The meeting adjourned to a Closed Session for the discussion of negotiation strategies at 7:56 p.m.

Adjourn

Ron Hill, Acting Clerk

Closed Session Notes
INDEPENDENT SCHOOL DISTRICT 191
October 1, 2009

The School Board Closed Session was called to order by Chair Martin at 7:38 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Members present: Directors Banyard, Currier, Hill, Morrison, Sweep, and Chair Martin

Attendance

Members absent: Director Luth

Others in Attendance:
 Randy Clegg, Superintendent
 Sandi Novak, Assistant Superintendent

The following item was discussed:

Agenda

- Private student data

The Closed Session adjourned at 7:53 p.m.

Adjourn

Ron Hill, Acting Clerk

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BURNSVILLE EAGAN SAVAGE
Independent School District 191
Human Resources

AGENDA ITEM: II.B. 1

To: Members of the Board of Education
Superintendent Randy Clegg

From: Sue Grissom
Executive Director of Human Resources

Date: October 22, 2009

RE: **Minutes of the October 1, 2009 Closed Session**

The School Board Closed Session was called to order by Chair Susan Martin at 7:30 PM

Members present: Directors: Banyard, Hill, Martin, Morrison, Currier, Sweep

Others in Attendance:

Sue Grissom, Executive Director of Human Resources

Mark Stotts, Business Manager

Randy Clegg, Superintendent

Lisa Rider, Director of Accounting

Sandi Novak, Assistant Superintendent

The following issues were discussed:

Negotiation strategies with the BEA, Local #284, and Information Technology Specialists

The meeting adjourned at 8:40 P.M.

Ron Hill, Acting Clerk

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

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Susan J. Grissom, Executive Director Human Resources

DATE: October 22, 2009

RE: Recommended Personnel Changes

**Administrative
Resignation**

Mark Stotts -Director of Business Services, effective 10/23/09

**Certified
Leave of Absence**

Erin Preese -ESL Teacher, VV, requests a maternity/parental leave of absence, effective approx. 1/9/10 for a period of 8 weeks

Cindy White -EBD Teacher, MWS, requests a medical leave of absence, effective 9/14/09 through 12/22/09

**Classified
Appointment**

Lizette Laduke *Replacement-Cook Helper, NJH, 3 hrs/day, effective 10/19/09

Patrick LaValle -Replacement-B-Shift Custodian, Metcalf (East) Group, 8 hrs/as per contract, effective 10/13/09

Megan Reller *Replacement-Cook Helper, BHS, 3.75 hrs/day, effective 10/21/09

Christopher Schwanke -Replacement-B-Shift Custodian, Temporary – Not to exceed 12 months, Nicollet Group, effective 10/13/09

Change in Assignment

Susan Braun -2nd Cook, BHS, assignment increases to 6.25 hrs/day, effective 10/1/09

Jennifer Lichliter -2nd Cook, MJH, assignment increases to 3.5 hrs/day, effective 10/15/09

Barb Payne -MEA, assignment changes to 7 hrs/day, BEST Services, effective 10/5/09

Evi Teachout -2nd Cook, BHS, assignment increases to 6.25 hrs/day, effective 10/1/09

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 10/22/2009

Recall from Termination

Karen Sidney

-MEA, BEST Services, 7 hrs/day, effective 10/19/09

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Resignation

Tamara Millenacker

-Cook Helper, NJH, effective 10/14/09

Belinda Postier

-Cook Helper, HB, effective 10/30/09

To: Randall Clegg, Superintendent of Schools

II.B.3

From: Jon Bonneville, Principal

Date: October 6, 2009

RE: Private Donation

Hidden Valley has received a generous donation of landscaping materials, which totaled \$531.45, from Wayne Mosey.

The staff very much appreciates Mr. Mosey's donation and the continued support of our school community.

Wayne Mosey
14524 Glendale Ave. SE
Prior Lake, MN 55372

Harriet Bishop
Elementary School

Memo

To: Dr. Randall Clegg
From: Rob Nelson
Date: October 13, 2009
Re: Donation

II.B.3

Please accept the attached donation in the amount of \$2,761.65 from the Harriet Bishop Elementary PTO. Their strong support is vital to our school and very much appreciated!

The money will be used for technology enhancements in the building.

Please code the attached check 01-491-203-000-096-007.

NICOLLET JUNIOR HIGH

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MEMO

To: Dr. Clegg II.B.3
From: Renee Brandner
Date: 10-13-2009
Re: Donations to Nicollet Junior High School

I would like to recommend that ISD 191 accept the following donations to NJH:

Buca di Beppo \$150
14300 Burnhaven Drive
Burnsville, MN 55306
952-892-7272

Cub Foods \$50
1750 West Co. Rd. 42
Burnsville, MN 55337

**Donations to the "BrainPower in a Backpack" Project
Community Education Youth Service**

II.B.3

Acknowledgements by the School Board

Organization/Individual	Donation
Thrivent Financial for Lutherans, Southern Dakota County Chapter Ms. Hazel Truax 609 Fairview Circle Farmington, MN 55024	\$600 prefunding
Residents of The Rivers c/o Mr. Jerome Melhouse 11111 River Hills Drive, Apt. 306 Burnsville, MN 55337	\$878
Dakota Electric Association Ms. Peggy Johnson 4300 220 th Street West Farmington, MN 55024	\$250
Burnsville Senior Center Ms. Michele Starkey 200 W. Burnsville Parkway, Suite 102 Burnsville, MN 55337	Food donation; approximate value \$120
Ms. Joyce Grabow 11104 Schoolcraft Road Burnsville, MN 55337	\$16
Savage Chamber of Commerce Members c/o Ms. Lori Anderson Klein Bank Building, Suite 210 14141 Glendale Road Savage, MN 55378	\$78
Mr. Mark Belden Speiker & Company Insurance 16186 Main Ave. SE PO Box 130 Prior Lake, MN 55372	Food donation; approximate value \$75
Ms. Wendy Schabert Target 810 County Road 42 West Burnsville, MN 55337	\$50 Gift Card
Dr. Bart Schultz Smiles of Distinction 4300 Egan Dr Savage, MN 55378-2025	170 toothbrushes
Mr. Curtis Enestvedt 850 Bluebill Bay Road Burnsville, MN 55306	\$100
Ms. Teri Giguere 12224 175th St W Lakeville, MN 55044-9322	\$20

Mr. Patrick Hansen c/o SPS Commerce 333 South Seventh Street, Suite 100 Minneapolis, MN 55402	\$25
Ms. Barb Tiggemann 2208 Horizon Circle Burnsville, MN 55337-3032	\$25
*Mr. Henry Rutman 11111 River Hills Drive, Apt. 317 Burnsville, MN 55337	\$25
*Ms. Rachel Marty 11111 River Hills Drive, Apt. 208 Burnsville, MN 55337	\$200
*Ms. Sarah Overgaard 11111 River Hills Drive, Apt. 311 Burnsville, MN 55337	\$16

*Residents of The Rivers who made personal donations that are already included in the total for The Rivers. They asked to be acknowledged individually for tax purposes.



Agenda II-B-4
October 22, 2009

TO: Dr. Randall Clegg, Superintendent

FROM: Mark D. Stotts, Business Manager

DATE: October 22, 2009

RE: September Payroll, Claims and Receipts

RECOMMENDATION: That the Board approve September payroll checks numbered 713463-713574, and Direct Deposit notices numbered 365470-368323, in the net amount of \$3,627,514.97. September & October claims to date represented by checks numbered 391322-392330, 100335-100354 and wire transfers and adjustments, totaling \$9,474,632.96. Also, that the Board accepts September receipts of \$8,796,401.41 and investments for General Operations and Alt. Facilities and OPEB of \$23,968,995.73 as of September 30, 2009.

September payroll, wire transfers, claims and receipts have been prepared under the direction of Lisa K. Rider, Director of Accounting Services, and is presented for approval by the School Board. Lisa or I would be glad to answer any questions.

MDS/mp

**INDEPENDENT SCHOOL DISTRICT 191
FINANCIAL REPORT
September 30, 2009**

CASH RECEIPTS

Receipts 64324-64849		\$ 8,796,401.41
Miscellaneous Adjustments		0.00

TOTAL SEPTEMBER CASH RECEIVED **\$ 8,796,401.41**

CASH DISBURSEMENTS

September		\$ 3,627,514.97
Regular Payroll Checks	713463-713574	
Direct Deposit Notices	365470-368323	

August Payables Previously Approved		358,335.96
September Claims:		2,147,648.41
Previously Approved		
Checks:	391322-391781	
	391933-391982	
	391985	
	100335-100339	2,834,225.02

September Wire Transfers:		3,758,884.56
Miscellaneous Adjustments		90,575.90

TOTAL SEPTEMBER CASH DISBURSED **\$ 12,817,184.79**

TOTAL EXPENSES TO BE APPROVED

September Cash Disbursed		\$ 12,817,184.79
Less: Items Previously Approved		(2,505,984.34)

Plus: September Payables:		
Checks:	391782-391932	876,833.49
	392205-392330	

October Claims:		
Checks:	391983-391984	1,914,113.99
	391986-392204	
	100340-100354	

TOTAL TO BE APPROVED **\$ 13,102,147.93**

Investments: General Operations		\$11,273,189.58
Alt Facility Purposes		\$0.00
OPEB		\$12,695,806.15
		\$23,968,995.73

**INDEPENDENT SCHOOL DISTRICT 191
GENERAL OUTSTANDING INVESTMENTS
30-Sep-09**

Purchase Date	Depository	Investment Type	CD Yield	Maturity Date	Purchase Amount
4/24/2009	MN Trust	CD	1.069	1/26/2010	781,889.58
8/20/2009	MN Trust	CD	0.650	3/12/2010	991,300.00
8/20/2009	MN Trust	CD	0.809	7/27/2010	4,500,000.00
8/20/2009	MN Trust	CD	1.200	9/14/2010	5,000,000.00
Ending Balance					<u>\$ 11,273,189.58</u>

**INDEPENDENT SCHOOL DISTRICT 191
ALT FACILITY OUTSTANDING INVESTMENTS
30-Sep-09**

Purchase Date	Depository	Investment Type	CD Yield	Maturity Date	Purchase Amount
All investments have matured, remaining cash is held in Money Market					
					<u>0.00</u>

**INDEPENDENT SCHOOL DISTRICT 191
OPEB OUTSTANDING INVESTMENTS
30-Sep-09**

Purchase Date	Depository	Investment Type	CD Yield	Maturity Date	Purchase Amount
4/24/2009	MN Trust	CD	avg. 1.135	12/15/2009	2,000,000.00
4/24/2009	MN Trust	CD	avg. 1.305	4/26/2010	1,432,000.00
4/24/2009	MN Trust	CD	avg. 1.53	6/15/2010	1,068,000.00
4/24/2009	MN Trust	CD	1.800	6/10/2011	96,000.00
4/24/2009	MN Trust	CD	1.790	6/15/2011	2,704,000.00
6/23/2009	MN Trust	SEC	4.000	2/1/2012	1,080,686.30
8/26/2009	MN Trust	SEC	2.200	2/1/2012	501,765.00
9/29/2009	MN Trust	SEC	2.30	2/1/2012	190,642.20
8/13/2009	MN Trust	SEC	2.450	4/1/2012	125,473.75
9/4/2009	MN Trust	CD	2.10	6/4/2012	235,600.00
9/10/2009	MN Trust	CD	2.10	6/8/2012	235,300.00
9/8/2009	MN Trust	SEC	2.10	6/8/2012	245,000.00
9/18/2009	MN Trust	CD	1.99	6/15/2012	237,000.00
9/9/2009	MN Trust	CD	2.12	6/25/2012	236,000.00
8/3/2009	MN Trust	SEC	3.000	2/1/2013	101,194.00
9/2/2009	MN Trust	CD	2.55	6/3/2013	227,500.00
9/4/2009	MN Trust	CD	2.56	6/5/2013	455,100.00
9/1/2009	MN Trust	SEC	2.98	3/1/2014	723,607.20
7/15/2009	MN Trust	SEC	5.00	2/1/2015	328,432.60
6/29/2009	MN Trust	SEC	3.35	6/1/2015	472,505.10
					<u>12,695,806.15</u>
GRAND TOTAL:					<u>23,968,995.73</u>

September Wires
2009

Date	From	To	Amount	Reason
90109	MSDLAF+, New York	Internal Revenue Service	605,564.92	August 31, 2009 Federal Payroll Taxes
90109	MSDLAF+, New York	State of Minnesota	103,290.78	August 31, 2009 State Payroll Taxes
90109	MSDLAF+, New York	Peoples Bank	139,541.17	August 31, 2009 Payroll - TSA Deductions
90209	State of Minnesota	MSDLAF+, New York	4,813.00	State Wire Payment - IEP
90209	MSDLAF+, New York	Internal Revenue Service	51.46	August 31, 2009 Payroll - 3rd Party Sick
90209	MSDLAF+, New York	State of Minnesota	115.00	August 31, 2009 Payroll - Levies
90209	MSDLAF+, New York	State of Minnesota	3,490.99	August 31, 2009 Payroll - Child Support
90309	MSDLAF+, New York	Delta Dental	33,314.77	Dental Insurance
90909	MSDLAF+, New York	Health Partners	1,332,274.13	Health Insurance
91009	MSDLAF+, New York	TRA	207,573.69	August 31, 2009 Payroll - TRA
91009	MSDLAF+, New York	PERA	85,828.58	August 31, 2009 Payroll - PERA
91009	MSDLAF+, New York	Delta Dental	10,213.89	Dental Insurance
91509	State of Minnesota	MSDLAF+, New York	1,735,673.49	September 15 State Aid Payment
91509	MSDLAF+, New York	State of Minnesota	144.00	Sales Tax
91609	State of Minnesota	MSDLAF+, New York	1,442.52	State Wire Payment - IEP
91609	MSDLAF+, New York	Delta Dental	13,793.80	Dental Insurance
91609	MSDLAF+, New York	Internal Revenue Service	620,355.74	September 15, 2009 Federal Payroll Taxes
91609	MSDLAF+, New York	State of Minnesota	107,063.06	September 15, 2009 State Payroll Taxes
91609	MSDLAF+, New York	People's Bank	142,421.35	September 15, 2009 Payroll - Tsa Deductions
91809	MSDLAF+, New York	State of Minnesota	135.00	September 15, 2009 Payroll - Levies
91809	MSDLAF+, New York	State of Minnesota	3,144.49	September 15, 2009 Payroll - Child Support
92309	MSDLAF+, New York	Delta Dental	15,682.25	Dental Insurance
92409	State of Minnesota	MSDLAF+, New York	616.42	State Wire Payment - Cobra Insurance
92509	State of Minnesota	MSDLAF+, New York	2,629.78	State Wire Payment - TRA
92509	MSDLAF+, New York	TRA	226,524.83	September 15, 2009 Payroll - TRA
92509	MSDLAF+, New York	PERA	87,336.04	September 15, 2009 Payroll - PERA
92509	MSDLAF+, New York	Pitney Bowes	5,000.00	Mailroom Postage
93009	State of Minnesota	MSDLAF+, New York	5,092,236.11	September 30 State Aid Payment
93009	State of Minnesota	MSDLAF+, New York	26,000.00	State Wire Payment - FS Equipment
93009	MSDLAF+, New York	Delta Dental	15,641.23	Dental Insurance

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
100335	S	\$811.75	09/11/09	06473	1	BRAUN INTERTEC CORP.	OUTSTANDING
100336	S	\$120.00	09/11/09	26502	0	CAL-TEX ELECTRIC, INC.	OUTSTANDING
100337	S	\$1708801.00	09/11/09	22015	0	CM CONSTRUCTION COMPANY, INC.	OUTSTANDING
100338	S	\$104647.00	09/11/09	04517	0	MCNAMARA CONTRACTING, INC.	OUTSTANDING
100339	S	\$82763.87	09/11/09	09685	0	WOLD ARCHITECTS & ENGINEERS	OUTSTANDING
100340	S	\$712.00	10/02/09	26734	0	A&M CONSTRUCTION	OUTSTANDING
100341	S	\$1000.00	10/02/09	26741	0	A-1 STRIPES, INC.	OUTSTANDING
100342	S	\$70598.50	10/02/09	26303	0	ALL FURNITURE, INC.	OUTSTANDING
100343	S	\$21223.15	10/02/09	26500	0	ARMSTRONG TORSETH SKOLD & RYDEEN INC.	OUTSTANDING
100344	S	\$7162.00	10/02/09	26502	0	CAL-TEX ELECTRIC, INC.	OUTSTANDING
100345	S	\$1477835.62	10/02/09	24553	0	EBERT CONSTRUCTION	OUTSTANDING
100346	S	\$11513.05	10/02/09	02384	0	ENVIROBATE METRO, INC.	OUTSTANDING
100347	S	\$4096.86	10/02/09	09318	1	HILLYARD INC - MINNEAPOLIS	OUTSTANDING
100348	S	\$30409.00	10/02/09	26585	0	JC ENVIRONMENTAL & DEMOLITION, INC.	OUTSTANDING
100349	S	\$8607.00	10/02/09	04706	0	PAHL'S MARKET	OUTSTANDING
100350	S	\$268.29	10/02/09	00777	1	PARALLEL TECHNOLOGIES, INC.	OUTSTANDING
100351	S	\$2776.00	10/02/09	03339	1	ROTO-ROOTER	OUTSTANDING
100352	S	\$885.00	10/02/09	25719	0	SUN CONTROL OF MINNESOTA	OUTSTANDING
100353	S	\$285.00	10/02/09	01279	1	WELLS FARGO BUSINESS CREDIT	OUTSTANDING
100354	S	\$7500.00	10/02/09	26801	0	XTREME TREE TEAM, INC.	OUTSTANDING

TOTAL # OF ISSUED CHECKS: 20 TOTAL AMOUNT 3542015.09

TOTAL # OF VOIDED CHECKS: 0 TOTAL AMOUNT 0.00

TOTAL # OF UNISSUED CHECKS: 0

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
391322	S	\$6500.00	09/09/09	26751	0	DAKOTA MECHANICAL	OUTSTANDING
391323	S	\$2500.00	09/09/09	26750	0	DAYSTAR ELECTRIC, INC.	OUTSTANDING
391324	S	\$8506.36	09/09/09	26749	0	KES, DANIEL	OUTSTANDING
391325	S	\$30995.00	09/08/09	05995	1	STRATEGIC EQUIPMENT	OUTSTANDING
391326	S	\$90.00	09/10/09	23652	0	ALL IN ONE TRANSLATION AGENCY, LLC	OUTSTANDING
391327	S	\$345.00	09/10/09	25121	0	ALTHOFF, BARBARA	OUTSTANDING
391328	S	\$9.24	09/10/09	16566	0	ALVARADO, ANGEL	OUTSTANDING
391329	S	\$49.00	09/10/09	00000	8044	ANDERSON, JANICE	OUTSTANDING
391330	S	\$70.00	09/10/09	23426	0	ARAGON, MIKE	OUTSTANDING
391331	S	\$51.88	09/10/09	E5518	0	AURON, PATRICIA R	OUTSTANDING
391332	S	\$49.00	09/10/09	00000	5780	BERGLAND, ELLIE	OUTSTANDING
391333	S	\$1955.52	09/10/09	00172	1	BLICK ART MATERIALS	OUTSTANDING
391334	S	\$744.00	09/10/09	01168	2	BLOOMINGTON RIVER RENDEZVOUS 2009	OUTSTANDING
391335	S	\$52.04	09/10/09	E8189	0	BRAUN, JEAN C	OUTSTANDING
391336	S	\$65.01	09/10/09	E4715	0	BROWN, THOMAS G.	OUTSTANDING
391337	S	\$199.00	09/10/09	00712	1	BUREAU OF EDUCATION & RESEARCH	OUTSTANDING
391338	S	\$825.00	09/10/09	26757	0	BURNSVILLE BASEBALL BOOSTERS	OUTSTANDING
391339	S	\$14845.10	09/10/09	00673	2	BURNSVILLE, CITY OF	OUTSTANDING
391340	S	\$10621.77	09/10/09	04226	0	BURNSVILLE, CITY OF	OUTSTANDING
391341			09/10/09	04226	0	UNISSUED	UNISSUED
391342	S	\$20.00	09/10/09	14201	0	CAHILL, NORMA	OUTSTANDING
391343	S	\$16.17	09/10/09	11234	0	CARLSON, KEITH A	OUTSTANDING
391344	S	\$155.04	09/10/09	E8784	0	CARROLL, MICHELE	OUTSTANDING
391345	S	\$32.75	09/10/09	15074	0	CHAMERLIK, KAREN	OUTSTANDING
391346	S	\$314.81	09/10/09	13364	0	CHRISTIAN, DAVID	OUTSTANDING
391347	S	\$1500.00	09/10/09	26146	0	CONNELL, PETER	OUTSTANDING
391348	S	\$1000.00	09/10/09	00016	1774	CONNELLY, JOSEPH	OUTSTANDING
391349	S	\$200.00	09/10/09	25919	0	CORDOVA-MORALES, LETICIA	OUTSTANDING
391350	S	\$2588.35	09/10/09	00502	0	CORNERSTONE COPY CENTER	OUTSTANDING
391351	S	\$402.40	09/10/09	05136	1	CRAGUN'S CONFERENCE CENTER	OUTSTANDING
391352	S	\$4021.94	09/10/09	01016	2	DAKOTA COUNTY PROPERTY TAXATION & RECORDS	OUTSTANDING
391353	S	\$374.75	09/10/09	00564	0	DAKOTA FLORAL	OUTSTANDING
391354	S	\$224.69	09/10/09	16920	0	DETTLING, AMY	OUTSTANDING
391355	S	\$85.60	09/10/09	23099	0	DEX MEDIA EAST LLC	OUTSTANDING
391356	S	\$24.47	09/10/09	16608	0	DITMARSEN, SANDRA	OUTSTANDING
391357	S	\$296.95	09/10/09	E2117	0	DORNFELD, DANIEL J	OUTSTANDING
391358	S	\$98.00	09/10/09	00000	8237	DREWS, MARIE	OUTSTANDING
391359	S	\$24.20	09/10/09	15922	0	DUNN, RUTH	OUTSTANDING
391360	S	\$200.00	09/10/09	01049	1	EAGAN, CITY OF	OUTSTANDING
391361	S	\$57.25	09/10/09	26331	0	EDUCATION TO GO	OUTSTANDING
391362	S	\$997.50	09/10/09	13415	0	ENGELHARDT, ANGELA	OUTSTANDING
391363	S	\$27.50	09/10/09	02995	0	FAST SIGNS	OUTSTANDING
391364	S	\$119823.00	09/10/09	06881	0	FENDLER PATTERSON CONSTRUCTION, INC.	OUTSTANDING
391365	S	\$543.40	09/10/09	03328	0	FIRST STUDENT, INC.	OUTSTANDING
391366	S	\$99.00	09/10/09	10638	0	FREDRICKSON, REBECCA	OUTSTANDING
391367	S	\$274.42	09/10/09	15944	0	VOIDED	VOIDED
391368	S	\$35.75	09/10/09	12435	0	GOODWIN, DEANNA K	OUTSTANDING
391369	S	\$219.00	09/10/09	E3560	0	GRISSOM, SUSAN J.	OUTSTANDING
391370	S	\$49.00	09/10/09	00000	8105	GROSSE, HENRIETTA	OUTSTANDING
391371	S	\$9290.03	09/10/09	26731	0	GROUPCAST, LLC	OUTSTANDING
391372	S	\$33.17	09/10/09	11818	0	HAMMER, JEFF	OUTSTANDING
391373	S	\$98.00	09/10/09	00000	9740	HAND, BEVERLY	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
391374	S	\$20.00	09/10/09	E7142	0	HANSCORN, MARY JO	OUTSTANDING
391375	S	\$32.73	09/10/09	16313	0	HANSON, DEBRA	OUTSTANDING
391376	S	\$33.63	09/10/09	E0812	0	HARTMAN, NANCY LOUISE	OUTSTANDING
391377	S	\$133.81	09/10/09	14189	0	HIEBERT, TRACY	OUTSTANDING
391378	S	\$15.95	09/10/09	00016	1777	HIPPE, KRIS	OUTSTANDING
391379	S	\$140.47	09/10/09	16549	0	HOUCK, BONNIE	OUTSTANDING
391380	S	\$450.28	09/10/09	00014	1151	HUBER, PAUL & JANICE	OUTSTANDING
391381	S	\$727.44	09/10/09	01812	0	IND. SCHOOL DIST. 281	OUTSTANDING
391382	S	\$4178.60	09/10/09	25403	0	IND. SCHOOL DIST. 882	OUTSTANDING
391383	S	\$42423.28	09/10/09	09327	0	INTERMEDIATE SCHOOL DISTRICT 917	OUTSTANDING
391384	S	\$1440.00	09/10/09	04113	0	J&D TROPHY	OUTSTANDING
391385	S	\$49.00	09/10/09	00000	9035	JOHNSON, PATRICIA	OUTSTANDING
391386	S	\$33.52	09/10/09	E2616	0	JOHNSON, SUSAN L	OUTSTANDING
391387	S	\$82.57	09/10/09	00016	1776	JONES, ELIZABETH	OUTSTANDING
391388	S	\$500.00	09/10/09	00016	1775	KABES, MATHEW	OUTSTANDING
391389	S	\$4456.80	09/10/09	08356	1	KENNEDY & GRAVEN, CHARTERED	OUTSTANDING
391390	S	\$93.56	09/10/09	E1154	0	KLAUSLER, THOMAS	OUTSTANDING
391391	S	\$75.00	09/10/09	03042	0	KNUTSON FLYNN & DEANS, P.A.	OUTSTANDING
391392	S	\$3337.00	09/10/09	02102	0	KRAUS-ANDERSON INS. AGENCY, INC.	OUTSTANDING
391393	S	\$51.69	09/10/09	16880	0	LANE, ELIZABETH	OUTSTANDING
391394	S	\$37.25	09/10/09	E9236	0	LIPPKA, JONALYN	OUTSTANDING
391395	S	\$36.04	09/10/09	12303	0	LOESCH, JAKE	OUTSTANDING
391396	S	\$178.00	09/10/09	24253	0	LOFFLER COMPANIES, INC.	OUTSTANDING
391397	S	\$2262.50	09/10/09	02196	0	MACKIN BOOK COMPANY	OUTSTANDING
391398	S	\$45.72	09/10/09	11378	0	MARO, JULIE	OUTSTANDING
391399	S	\$90.00	09/10/09	25421	0	MEDINA de SMITH, MARIA	OUTSTANDING
391400	S	\$623.00	09/10/09	02538	0	MESPA	OUTSTANDING
391401	S	\$50.00	09/10/09	02492	0	METCALF JUNIOR HIGH SCHOOL	OUTSTANDING
391402	S	\$16.90	09/10/09	00001	1039	MEUWISSEN, DAVE	OUTSTANDING
391403	S	\$410.00	09/10/09	02491	0	MIDWEST BAND INSTRUMENT SERV.	OUTSTANDING
391404	S	\$1179.07	09/10/09	26577	0	MILLENNIUM CREDIT CONSULTANTS INC	OUTSTANDING
391405	S	\$50.00	09/10/09	07990	6	MN CEC-DEC	OUTSTANDING
391406	S	\$375.00	09/10/09	00624	5	MN HISTORICAL SOCIETY	OUTSTANDING
391407	S	\$11586.42	09/10/09	07448	0	MN VALLEY ELECTRIC COOPERATIVE	OUTSTANDING
391408	S	\$120.00	09/10/09	24243	0	MUNOZ, MARIBEL	OUTSTANDING
391409	S	\$59.44	09/10/09	14996	0	MUSA-AGBONENI, KARI	OUTSTANDING
391410	S	\$4077.76	09/10/09	22639	1	NEXTEL	OUTSTANDING
391411	S	\$289.00	09/10/09	00014	1013	NICHOLSON, JEFFREY	OUTSTANDING
391412	S	\$71.07	09/10/09	E3565	0	OLSON, SHARI ANN	OUTSTANDING
391413	S	\$44.16	09/10/09	E8847	0	PELINKA, RAEANN	OUTSTANDING
391414	S	\$32.00	09/10/09	25787	0	PHET, CHANTARA	OUTSTANDING
391415	S	\$33.50	09/10/09	01108	0	PIONEER DRAMA SERVICE, INC.	OUTSTANDING
391416	S	\$8400.36	09/10/09	02781	5	QWEST	OUTSTANDING
391417	S	\$621.97	09/10/09	00182	1	RESOURCES FOR EDUCATORS	OUTSTANDING
391418	S	\$54.93	09/10/09	16087	0	ROBB, EMILY	OUTSTANDING
391419	S	\$224.96	09/10/09	E7829	0	ROCZNIAK, EUGENE A	OUTSTANDING
391420	S	\$1741.09	09/10/09	07623	0	ROYAL CLIFF	OUTSTANDING
391421	S	\$165.55	09/10/09	26758	0	RUNBERG, KENNETH E.	OUTSTANDING
391422	S	\$7213.81	09/10/09	03630	0	S&T OFFICE PRODUCTS, INC.	OUTSTANDING
391423	S	\$68.03	09/10/09	12413	0	SANDBERG, ANN	OUTSTANDING
391424	S	\$10065.09	09/10/09	09588	0	SAVAGE, CITY OF	OUTSTANDING
391425	S	\$49.00	09/10/09	00000	263	SCHAFFER, MARY	OUTSTANDING

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391426	S	\$109.73	09/10/09	03196	6	SCHOLASTIC INC.	OUTSTANDING
391427	S	\$211.18	09/10/09	03537	1	SCHOOL HEALTH SUPPLY CO., INC.	OUTSTANDING
391428	S	\$20.00	09/10/09	E8362	0	SCHULAR, KANDACE C	OUTSTANDING
391429	S	\$31.50	09/10/09	20473	0	SERLEY, SUE	OUTSTANDING
391430	S	\$806.00	09/10/09	20185	0	SHIRTY SOMETHING	OUTSTANDING
391431	S	\$318.45	09/10/09	E4356	0	SIMON, GLENN D.	OUTSTANDING
391432	S	\$2512.50	09/10/09	03641	0	ST. PAUL PIONEER PRESS	OUTSTANDING
391433	S	\$161.00	09/10/09	01209	0	STAGES THEATRE COMPANY	OUTSTANDING
391434	S	\$547.63	09/10/09	09180	0	STAR TRIBUNE-NIE PROGRAM	OUTSTANDING
391435	S	\$20.00	09/10/09	E4304	0	STATHOPOULOS, BEVERLY	OUTSTANDING
391436	S	\$159.28	09/10/09	E6851	0	STEPHES, THOMAS J	OUTSTANDING
391437	S	\$185.86	09/10/09	16046	0	STRAHOTA, SARA	OUTSTANDING
391438	S	\$39.38	09/10/09	00321	0	SUN NEWSPAPERS	OUTSTANDING
391439	S	\$42.39	09/10/09	E3582	0	TAYLOR, BRADLEY S	OUTSTANDING
391440	S	\$1456.00	09/10/09	26627	0	THE PLAYS THE THING PRODUCTIONS	OUTSTANDING
391441	S	\$33.15	09/10/09	E8543	0	TOLLERUD, TERESA JO	OUTSTANDING
391442	S	\$23.00	09/10/09	16086	0	TUMA, ANGELA	OUTSTANDING
391443	S	\$66.51	09/10/09	04172	0	UNITED PARCEL SERVICE	OUTSTANDING
391444	S	\$11250.00	09/10/09	26645	1	VENUWORKS OF BURNSVILLE LLC/BPAC	OUTSTANDING
391445	S	\$5967.00	09/10/09	04195	1	VIKING AUTOMATIC SPRINKLER COMPANY	OUTSTANDING
391446	S	\$240.00	09/10/09	09846	0	WALKER ART CENTER	OUTSTANDING
391447	S	\$7996.83	09/10/09	20007	0	WASTE MANAGEMENT	OUTSTANDING
391448	S	\$7169.00	09/10/09	26571	0	WESTIN CROWN CENTER HOTEL	OUTSTANDING
391449	S	\$3600.00	09/10/09	09685	0	WOLD ARCHITECTS & ENGINEERS	OUTSTANDING
391450	S	\$254.49	09/10/09	16831	0	WRIGHT, KEVIN	OUTSTANDING
391451	S	\$11422.56	09/10/09	02776	0	XCEL ENERGY	OUTSTANDING
391452	S	\$728.58	09/10/09	04451	6	XEROX CORPORATION	OUTSTANDING
391453	S	\$4150.10	09/10/09	04451	9	XEROX CORPORATION	OUTSTANDING
391454			09/10/09	04451	0	UNISSUED	UNISSUED
391455	S	\$33.75	09/14/09	00001	1040	IHENACHO, LISA	OUTSTANDING
391456	S	\$600.00	09/14/09	00386	5	BARNES & NOBLE BOOKSTORES, INC.	OUTSTANDING
391457	S	\$19868.48	09/15/09	24305	0	2ND WIND EXERCISE EQUIPMENT, INC.	OUTSTANDING
391458	S	\$35.50	09/15/09	00001	1041	AHMAD, NAKIA	OUTSTANDING
391459	S	\$3560.00	09/15/09	24986	0	AMERICAN COUNCIL ON EDUCATION	OUTSTANDING
391460	S	\$60.00	09/15/09	23626	0	BENSHOOF, MARK	OUTSTANDING
391461	S	\$125.00	09/15/09	10851	0	BURNS, POLLYANNA M	OUTSTANDING
391462	S	\$1000.00	09/15/09	00016	1778	COLIN, CRYSTAL	OUTSTANDING
391463	S	\$402.40	09/15/09	05136	1	CRAGUN'S CONFERENCE CENTER	OUTSTANDING
391464	S	\$233.04	09/15/09	06013	0	CULLIGAN	OUTSTANDING
391465	S	\$300.00	09/15/09	20524	0	DEWALD, RINA C.	OUTSTANDING
391466	S	\$2800.00	09/15/09	22061	0	DISTRIBUTED WEBSITE CORPORATION	OUTSTANDING
391467	S	\$24388.03	09/15/09	06007	0	FLOYD TOTAL SECURITY	OUTSTANDING
391468	S	\$1500.00	09/15/09	08526	1	GOODWILL/EASTER SEALS	OUTSTANDING
391469	S	\$10450.00	09/15/09	21184	1	HEWLETT-PACKARD COMPANY	OUTSTANDING
391470	S	\$39.82	09/15/09	01729	4	HIGHSMITH	OUTSTANDING
391471	S	\$10.00	09/15/09	10593	0	HOILAND, STEPHEN	OUTSTANDING
391472	S	\$200.00	09/15/09	13396	0	HUTCHINSON, JENNIFER L	OUTSTANDING
391473	S	\$199.50	09/15/09	24274	1	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
391474	S	\$106.85	09/15/09	02483	0	INTEGRA TELECOM	OUTSTANDING
391475	S	\$44343.04	09/15/09	09327	0	INTERMEDIATE SCHOOL DISTRICT 917	OUTSTANDING
391476	S	\$681.01	09/15/09	01462	1	KENDALL/HUNT PUBLISHING CO.	OUTSTANDING
391477	S	\$15959.00	09/15/09	02102	0	KRAUS-ANDERSON INS. AGENCY, INC.	OUTSTANDING

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391478	S	\$1500.00	09/15/09	26759	0	LAJ CONSULTING, LLC	OUTSTANDING
391479	S	\$99.90	09/15/09	E7490	0	LEAKE, DONALD L JR	OUTSTANDING
391480	S	\$15275.00	09/15/09	26151	0	LIGHTSPEED TECHNOLOGIES, INC.	OUTSTANDING
391481	S	\$44.00	09/15/09	00000	264	LOUSHIN, LISA	OUTSTANDING
391482	S	\$30.25	09/15/09	15476	0	MARCHESSAULT, PATRICK	OUTSTANDING
391483	S	\$493.90	09/15/09	20767	0	MARSH MEDIA	OUTSTANDING
391484	S	\$775.00	09/15/09	09181	1	MASE	OUTSTANDING
391485	S	\$450.00	09/15/09	02509	0	MN ASSOC FOR PUPIL TRANSPORTATION	OUTSTANDING
391486	S	\$289.00	09/15/09	00014	2147	MOE, JAMES & DEBORAH	OUTSTANDING
391487	S	\$90.00	09/15/09	22324	0	MULTILINGUAL WORD, INC.	OUTSTANDING
391488	S	\$330.00	09/15/09	00000	265	NELSON, LORI	OUTSTANDING
391489	S	\$248.68	09/15/09	E8627	0	ORTH, STEVEN D.	OUTSTANDING
391490	S	\$85.00	09/15/09	00000	266	OSMAN, RUKIA	OUTSTANDING
391491	S	\$750.00	09/15/09	03268	0	PACER CENTER, INC.	OUTSTANDING
391492	S	\$47.00	09/15/09	26760	0	PANZER, KEVIN	OUTSTANDING
391493	S	\$106.00	09/15/09	00000	5445	PHUONG, VAN	OUTSTANDING
391494	S	\$70.00	09/15/09	20491	0	SAVAGE, DAWN	OUTSTANDING
391495	S	\$543.94	09/15/09	02483	1	SCOTT-RICE TELEPHONE CO	OUTSTANDING
391496	S	\$120.00	09/15/09	26756	0	SKYWRITER INVITATION STUDIO	OUTSTANDING
391497	S	\$228.00	09/15/09	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC	OUTSTANDING
391498	S	\$237.50	09/15/09	21008	0	T.L.C. SPECIAL TRANSPORTATION, INC.	OUTSTANDING
391499	S	\$945.37	09/15/09	08203	0	TIES	OUTSTANDING
391500	S	\$24.89	09/15/09	04172	0	UNITED PARCEL SERVICE	OUTSTANDING
391501	S	\$11250.00	09/15/09	26645	1	VENUWORKS OF BURNSVILLE LLC/BPAC	OUTSTANDING
391502	S	\$1911.65	09/15/09	04451	6	XEROX CORPORATION	OUTSTANDING
391503	S	\$725.75	09/15/09	02483	0	INTEGRA TELECOM	OUTSTANDING
391504	S	\$400.00	09/18/09	26514	0	WALLACE, MATT	OUTSTANDING
391505	S	\$225.00	09/18/09	26769	0	ACHIEVEMENT RESOURCES NETWORK	OUTSTANDING
391506	S	\$143.75	09/18/09	26782	0	ALI, MARIAM	OUTSTANDING
391507	S	\$36.66	09/18/09	02311	1	ALL AMERICAN SPORTS CORP.	OUTSTANDING
391508	S	\$26.64	09/18/09	11817	0	ALVEY, HEATHER	OUTSTANDING
391509	S	\$4356.67	09/18/09	26652	1	APEX PRINT TECHNOLOGIES	OUTSTANDING
391510	S	\$2915.09	09/18/09	26500	0	ARMSTRONG TORSETH SKOLD & RYDEEN INC.	OUTSTANDING
391511	S	\$688.95	09/18/09	04895	0	ASSOCIATION OF CLERICAL EMPLOYEES	OUTSTANDING
391512	S	\$180.94	09/18/09	14006	0	BECK, LYND SAY K	OUTSTANDING
391513	S	\$104.65	09/18/09	16049	0	BRIGGS, LORI	OUTSTANDING
391514	S	\$155.00	09/18/09	00435	0	BURNSVILLE ICE CENTER	OUTSTANDING
391515	S	\$96.00	09/18/09	26409	0	BUTLER, VINCENT	OUTSTANDING
391516	S	\$62.00	09/18/09	26771	0	CAN, ANDREAS	OUTSTANDING
391517	S	\$215.65	09/18/09	26772	0	CARLSON, CAROL	OUTSTANDING
391518	S	\$150.46	09/18/09	22379	0	CASADA, NANCY	OUTSTANDING
391519	S	\$2664.86	09/18/09	02519	0	CENTERPOINT ENERGY	OUTSTANDING
391520	S	\$203.30	09/18/09	02519	3	CENTERPOINT ENERGY SERVICES, INC.	OUTSTANDING
391521	S	\$124.00	09/18/09	26773	0	CHARAI, AHMED	OUTSTANDING
391522	S	\$512.75	09/18/09	08621	1	CHILDREN'S THEATRE COMPANY	OUTSTANDING
391523	S	\$118.97	09/18/09	25513	1	CHURCH OFFSET PRINTING, INC.	OUTSTANDING
391524	S	\$270.82	09/18/09	26264	0	CLARK, JOANN	OUTSTANDING
391525	S	\$81.00	09/18/09	04594	0	CONROY, JIM	OUTSTANDING
391526	S	\$440.61	09/18/09	00502	0	CORNERSTONE COPY CENTER	OUTSTANDING
391527	S	\$3626.68	09/18/09	24984	0	CORY, BRENT	OUTSTANDING
391528	S	\$5332.89	09/18/09	09654	0	COSTUME RENTALS	OUTSTANDING
391529	S	\$85.00	09/18/09	23540	0	CRUNSTEDT, BOB	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
391530	S	\$250.00	09/18/09	26634	0	CULPEPPER, TIM	OUTSTANDING
391531	S	\$24.00	09/18/09	26774	0	CULPEPPER, WENDA	OUTSTANDING
391532	S	\$750.00	09/18/09	26763	1	CoSN	OUTSTANDING
391533	S	\$82.52	09/18/09	E6482	0	DAHLER, ELOISE J	OUTSTANDING
391534	S	\$405.00	09/18/09	20101	0	DAKOTA COUNTY SHERIFF'S DEPARTMENT	OUTSTANDING
391535	S	\$25.00	09/18/09	00339	2	DAKOTA COUNTY TREASURER	OUTSTANDING
391536	S	\$16126.31	09/18/09	00809	0	DAKOTA ELECTRIC ASSOCIATION	OUTSTANDING
391537	S	\$81.00	09/18/09	23972	0	DEGARDNER, RICK	OUTSTANDING
391538	S	\$309.00	09/18/09	26702	0	DELTA MANAGEMENT ASSOCIATES, INC.	OUTSTANDING
391539	S	\$381.24	09/18/09	14969	0	DEMPSEY, JODI	OUTSTANDING
391540	S	\$60.00	09/18/09	26770	0	DINGMANN, KURT	OUTSTANDING
391541	S	\$80.00	09/18/09	23971	0	DOHERTY, SANDY	OUTSTANDING
391542	S	\$130.00	09/18/09	26569	0	DUTCHMEN FIELD CHAMPIONSHIP	OUTSTANDING
391543	S	\$2700.00	09/18/09	25596	0	EDUCATIONAL OPTIONS, INC.	OUTSTANDING
391544	S	\$600.00	09/18/09	26262	0	EDUCATORS BENEFIT CONSULTANTS, LLC	OUTSTANDING
391545	S	\$80.00	09/18/09	07210	0	EKEGREN, JEANNE	OUTSTANDING
391546	S	\$110.00	09/18/09	12411	0	ERZ, MARCIA	OUTSTANDING
391547	S	\$235.00	09/18/09	26259	0	ESPINOSA-VARGAS, OSCAR	OUTSTANDING
391548	S	\$76.00	09/18/09	08124	0	FISCHER, DEANNA	OUTSTANDING
391549	S	\$165.14	09/18/09	00016	1501	FLATMOE, KIM	OUTSTANDING
391550	S	\$50.00	09/18/09	00016	1780	FOUNDATION 191	OUTSTANDING
391551	S	\$85.00	09/18/09	07144	0	GAGNON PIANO SERVICE	OUTSTANDING
391552	S	\$37.70	09/18/09	00001	1042	GARRISON, SARAH	OUTSTANDING
391553	S	\$318.26	09/18/09	15944	0	GARVIS, SCOTT	OUTSTANDING
391554	S	\$81.00	09/18/09	25324	0	GEISTER, RANDY	OUTSTANDING
391555	S	\$724.52	09/18/09	07390	0	GREATER TWIN CITIES UNITED WAY	OUTSTANDING
391556	S	\$80.00	09/18/09	26775	0	HAMMER, ROBERT	OUTSTANDING
391557	S	\$63.42	09/18/09	12300	0	HENDERSON, JUDY	OUTSTANDING
391558	S	\$45.65	09/18/09	E8309	0	HENDRIX, EUGENIA M	OUTSTANDING
391559	S	\$774.52	09/18/09	01758	0	HOPE HEALTH/IHAC	OUTSTANDING
391560	S	\$60.00	09/18/09	26776	0	HORNADAY, MATT	OUTSTANDING
391561	S	\$19152.60	09/18/09	20347	1	HOUSE OF PRINT	OUTSTANDING
391562	S	\$8318.00	09/18/09	04769	0	IDEAL PRINTERS, INC.	OUTSTANDING
391563	S	\$3640.00	09/18/09	05834	0	INSTITUTE FOR ENVIRONMENTAL ASSESSMENT, INC.	OUTSTANDING
391564	S	\$1316.55	09/18/09	09327	0	INTERMEDIATE SCHOOL DISTRICT 917	OUTSTANDING
391565	S	\$60.00	09/18/09	03440	0	JOHNSON, G. MARTIN	OUTSTANDING
391566	S	\$81.00	09/18/09	09024	0	JOHNSON, JEFF	OUTSTANDING
391567	S	\$81.00	09/18/09	26319	0	JOHNSON, JIM	OUTSTANDING
391568	S	\$60.00	09/18/09	09903	0	JUNDT, JOHN	OUTSTANDING
391569	S	\$37.55	09/18/09	00001	877	KANE, PENNY	OUTSTANDING
391570	S	\$60.00	09/18/09	06519	0	KORBA, JERRY	OUTSTANDING
391571	S	\$116.00	09/18/09	26016	0	KRUMM, JOYCE	OUTSTANDING
391572	S	\$750.00	09/18/09	E9244	0	LANGE, LINDA L	OUTSTANDING
391573	S	\$124.76	09/18/09	E6171	0	LARSON, ARLENE R	OUTSTANDING
391574	S	\$285.00	09/18/09	22503	0	LUNDE, KEN	OUTSTANDING
391575	S	\$192.00	09/18/09	26708	0	LUTH, DEVAN	OUTSTANDING
391576	S	\$300.00	09/18/09	26768	0	LUTHERAN SOCIAL SERVICE OF MINNESOTA	OUTSTANDING
391577	S	\$99.77	09/18/09	16853	0	MACHELSKI, ROSE MARIE	OUTSTANDING
391578	S	\$63.00	09/18/09	08647	0	MARSHALL, JAMES	OUTSTANDING
391579	S	\$247.71	09/18/09	00016	1624	MASLOW, KATHY	OUTSTANDING
391580	S	\$125.00	09/18/09	14194	0	MAYERHOFER, TAMERA K	OUTSTANDING
391581	S	\$48.00	09/18/09	E2643	0	MAYNE, ROBERT	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
391582	S	\$62.00	09/18/09	26777	0	MCGREGER, CAMERON	OUTSTANDING
391583	S	\$40.00	09/18/09	08865	12	METRO ECSU	OUTSTANDING
391584	S	\$2750.00	09/18/09	08865	10	METRO ECSU-REGION 11 ISD#920	OUTSTANDING
391585	S	\$62.00	09/18/09	26778	0	MILLER, GERALD	OUTSTANDING
391586	S	\$124.00	09/18/09	05886	0	MILLER, STEVE	OUTSTANDING
391587	S	\$75.00	09/18/09	07444	1	MN MATHEMATICS LEAGUE	OUTSTANDING
391588	S	\$36.50	09/18/09	E2572	0	MOSHER, NANCY	OUTSTANDING
391589	S	\$105.00	09/18/09	22324	0	MULTILINGUAL WORD, INC.	OUTSTANDING
391590	S	\$62.00	09/18/09	26779	0	MUSSE, SAMUEL	OUTSTANDING
391591	S	\$89.99	09/18/09	E8086	0	NEPSUND, JEFF L	OUTSTANDING
391592	S	\$81.00	09/18/09	80025	0	NESVIG, PAUL	OUTSTANDING
391593	S	\$211.00	09/18/09	24847	0	NICHOLS, RICHARD L.	OUTSTANDING
391594	S	\$1646.00	09/18/09	02765	0	NORCOSTCO, INC.	OUTSTANDING
391595	S	\$140.14	09/18/09	02489	1	OFFICE DEPOT COMPANY	OUTSTANDING
391596	S	\$1197.55	09/18/09	25300	1	ORANGE TREE EMPLOYMENT SCREENING	OUTSTANDING
391597	S	\$225.00	09/18/09	08031	0	ORDWAY CENTER FOR THE PERFORMING ARTS	OUTSTANDING
391598	S	\$1156.00	09/18/09	26086	0	ORKIN COMMERCIAL SERVICES	OUTSTANDING
391599	S	\$500.00	09/18/09	E8627	0	ORTH, STEVEN D.	OUTSTANDING
391600	S	\$133.00	09/18/09	26760	0	PANZER, KEVIN	OUTSTANDING
391601	S	\$28.08	09/18/09	14964	0	PARENT, ANDREA J	OUTSTANDING
391602	S	\$103.90	09/18/09	15716	0	PEKAR, MELISSA	OUTSTANDING
391603	S	\$229.00	09/18/09	26733	0	PETERSON, FRAM & BERGMAN	OUTSTANDING
391604	S	\$81.00	09/18/09	21995	0	PETERSON, ROGER	OUTSTANDING
391605	S	\$1168.92	09/18/09	03055	4	PITNEY BOWES	OUTSTANDING
391606	S	\$200.00	09/18/09	25310	0	PONGRATZ, NICK	OUTSTANDING
391607	S	\$10.00	09/18/09	13879	0	REISINGER, TONETTE A	OUTSTANDING
391608	S	\$81.00	09/18/09	09054	0	ROBINSON, DAVE	OUTSTANDING
391609	S	\$124.00	09/18/09	24785	0	ROCK, KEITH	OUTSTANDING
391610	S	\$1176.00	09/18/09	22630	1	RSM MCGLADREY, INC.	OUTSTANDING
391611	S	\$81.00	09/18/09	24003	0	SANBORN, DARYL	OUTSTANDING
391612	S	\$39.00	09/18/09	24679	0	SCHALLER, WES	OUTSTANDING
391613	S	\$81.00	09/18/09	09877	0	SCHROEDER, MARK	OUTSTANDING
391614	S	\$65.00	09/18/09	00016	1779	SCHULTZ, ANGIE	OUTSTANDING
391615	S	\$14167.00	09/18/09	23848	0	SFM	OUTSTANDING
391616	S	\$490.00	09/18/09	26783	0	SHORT, CHRISTOPHER RYAN	OUTSTANDING
391617	S	\$200.00	09/18/09	26659	0	SIDDIQUI, AAMERA	OUTSTANDING
391618	S	\$99.85	09/18/09	14128	0	SIMPSON, LISA	OUTSTANDING
391619	S	\$100.00	09/18/09	26756	0	SKYWRITER INVITATION STUDIO	OUTSTANDING
391620	S	\$144.12	09/18/09	12779	0	SMITH, MELISSA	OUTSTANDING
391621	S	\$1056.00	09/18/09	20876	0	SPEECH ON THE GO, LLC	OUTSTANDING
391622	S	\$151.25	09/18/09	14961	0	SPRY, KARIE	OUTSTANDING
391623	S	\$154.88	09/18/09	00321	0	SUN NEWSPAPERS	OUTSTANDING
391624	S	\$80.00	09/18/09	26780	0	SUNQUIST, JIM	OUTSTANDING
391625	S	\$127.68	09/18/09	01637	1	THREE RIVERS PARK DISTRICT	OUTSTANDING
391626	S	\$125.00	09/18/09	10288	0	TOMOSON, RHONDA G	OUTSTANDING
391627	S	\$124.53	09/18/09	23463	7	UNITED STATES TREASURY	OUTSTANDING
391628	S	\$1067.00	09/18/09	23463	8	UNITED STATES TREASURY	OUTSTANDING
391629	S	\$99.00	09/18/09	02813	3	US DEPARTMENT OF EDUCATION	OUTSTANDING
391630	S	\$450.75	09/18/09	04417	1	US FOODSERVICE	OUTSTANDING
391631	S	\$60.00	09/18/09	26781	0	VOGT, JASON	OUTSTANDING
391632	S	\$225.00	09/18/09	25783	0	VU, HIEP	OUTSTANDING
391633	S	\$124.00	09/18/09	26019	0	WARNER, GENE	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
391634	S	\$3029.39	09/18/09	22688	1	WEBBER RECREATIONAL DESIGN, INC.	OUTSTANDING
391635	S	\$222.00	09/18/09	01279	1	WELLS FARGO BUSINESS CREDIT	OUTSTANDING
391636	S	\$280.84	09/18/09	20422	0	WENDORF, VERN	OUTSTANDING
391637	S	\$150.00	09/18/09	23906	0	WEST METRO EDUCATION PROGRAM	OUTSTANDING
391638	S	\$162.00	09/18/09	26767	0	WI SCTF	OUTSTANDING
391639	S	\$236.00	09/18/09	05950	0	WINTER, CLARENCE	OUTSTANDING
391640	S	\$60.00	09/18/09	26510	0	WOLLAN, TOM JR.	OUTSTANDING
391641	S	\$176.45	09/18/09	04549	0	ZEE MEDICAL	OUTSTANDING
391642	S	\$6960.00	09/22/09	26785	0	LIDIA'S RESTAURANT	OUTSTANDING
391643	S	\$200.00	09/22/09	26310	0	ADEM, ABDULRAHMAN A.	OUTSTANDING
391644	S	\$90.00	09/22/09	23652	0	ALL IN ONE TRANSLATION AGENCY, LLC	OUTSTANDING
391645	S	\$159.84	09/22/09	22755	0	ALTARE SIGNS	OUTSTANDING
391646	S	\$200.00	09/22/09	00128	2	ARCTC- AMERICAN RED CROSS	OUTSTANDING
391647	S	\$200.00	09/22/09	09011	0	BESTPREP	OUTSTANDING
391648	S	\$125.00	09/22/09	12412	0	BOLES, CYNTHIA M	OUTSTANDING
391649	S	\$5207.50	09/22/09	00397	1	BRO-TEX, INC.	OUTSTANDING
391650	S	\$375.00	09/22/09	06939	0	BUREAU OF CRIMINAL APPREHENSION	OUTSTANDING
391651	S	\$3378.75	09/22/09	04122	0	CALCULATORS, INC.	OUTSTANDING
391652	S	\$60.00	09/22/09	04701	0	CATALYST GRAPHICS, INC.	OUTSTANDING
391653	S	\$67.00	09/22/09	25513	1	CHURCH OFFSET PRINTING, INC.	OUTSTANDING
391654	S	\$693.80	09/22/09	26565	1	COMCAST	OUTSTANDING
391655	S	\$21058.00	09/22/09	07102	0	CONOVER COMPANY,LTD.,THE	OUTSTANDING
391656	S	\$472.50	09/22/09	00502	0	CORNERSTONE COPY CENTER	OUTSTANDING
391657	S	\$22944.22	09/22/09	00809	0	DAKOTA ELECTRIC ASSOCIATION	OUTSTANDING
391658	S	\$451.35	09/22/09	09859	1	DISCOUNT SCHOOL SUPPLY	OUTSTANDING
391659	S	\$1785.28	09/22/09	01002	0	EAGAN, CITY OF	OUTSTANDING
391660	S	\$165.14	09/22/09	00016	1783	EWER, MICHELLE	OUTSTANDING
391661	S	\$75.57	09/22/09	E7010	0	FISCHER, CHERI	OUTSTANDING
391662	S	\$1000.00	09/22/09	00016	1781	FLICKINGER, ALLISON	OUTSTANDING
391663	S	\$265.62	09/22/09	00016	1389	GRAFF, SALLY	OUTSTANDING
391664	S	\$17.42	09/22/09	01478	1	GRAYBAR ELECTRIC COMPANY, INC.	OUTSTANDING
391665	S	\$376.34	09/22/09	00575	0	GROTH MUSIC COMPANY	OUTSTANDING
391666	S	\$3389.16	09/22/09	24130	0	HASTINGS CO-OP CREAMERY	OUTSTANDING
391667			09/22/09	24130	0	UNISSUED	UNISSUED
391668	S	\$228.07	09/22/09	02235	2	HM RECEIVABLES CO LLC	OUTSTANDING
391669	S	\$304.41	09/22/09	23654	1	IDENTISYS, INC.	OUTSTANDING
391670	S	\$314.88	09/22/09	01820	0	IND. SCHOOL DIST. 318	OUTSTANDING
391671	S	\$1628.85	09/22/09	24335	0	IND. SCHOOL DIST. 8492	OUTSTANDING
391672	S	\$529.00	09/22/09	01994	0	J&R SCHOOL SUPPLIES, INC.	OUTSTANDING
391673	S	\$1950.00	09/22/09	02960	0	JEFFREY W. JACOBS ARBITRATOR	OUTSTANDING
391674	S	\$10.00	09/22/09	00016	1782	JENSEN, TERESE	OUTSTANDING
391675	S	\$30.00	09/22/09	16167	0	KNUTSON, CHRISTINE	OUTSTANDING
391676	S	\$65.98	09/22/09	23273	0	KROCAK, ANNE	OUTSTANDING
391677	S	\$15.00	09/22/09	00000	8082	KUMP, JOLENE	OUTSTANDING
391678	S	\$10.00	09/22/09	00000	267	LARSON, JEAN	OUTSTANDING
391679	S	\$47.97	09/22/09	12303	0	LOESCH, JAKE	OUTSTANDING
391680	S	\$394.00	09/22/09	24253	0	LOFFLER COMPANIES, INC.	OUTSTANDING
391681	S	\$107.08	09/22/09	E7539	0	LOHER, DIANE M	OUTSTANDING
391682	S	\$100.17	09/22/09	15671	0	MADDALONI, JACQUELINE	OUTSTANDING
391683	S	\$11.94	09/22/09	E9844	0	MAYFIELD, PAMELA	OUTSTANDING
391684	S	\$7.92	09/22/09	16022	0	MEEK, GRETCHEN	OUTSTANDING
391685	S	\$30.00	09/22/09	02538	0	MESPA	OUTSTANDING

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391686	S	\$4056.00	09/22/09	22948	0	METRO DINING CLUB	OUTSTANDING
391687	S	\$510.00	09/22/09	08865	10	METRO ECSU-REGION 11 ISD#920	OUTSTANDING
391688	S	\$22.49	09/22/09	10481	0	METZLER, SANDRA	OUTSTANDING
391689	S	\$113.15	09/22/09	16710	0	MILO, JOANNA	OUTSTANDING
391690	S	\$582.38	09/22/09	03029	1	MINNESOTA ENERGY RESOURCES CORPORATION	OUTSTANDING
391691	S	\$752.00	09/22/09	08338	0	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	OUTSTANDING
391692	S	\$70.00	09/22/09	02694	0	NATIONAL GEOGRAPHIC BEE	OUTSTANDING
391693	S	\$60.00	09/22/09	24879	0	PEREZ, MELISSA M.	OUTSTANDING
391694	S	\$30.00	09/22/09	16212	0	PIERCE, LAURA	OUTSTANDING
391695	S	\$80.00	09/22/09	00001	1043	VOIDED	VOIDED
391696	S	\$322.47	09/22/09	26583	0	RYAN ELECTRIC, INC.	OUTSTANDING
391697	S	\$20.82	09/22/09	E6855	0	SCHILLING, PAM A	OUTSTANDING
391698	S	\$357.50	09/22/09	03534	1	SCHOLASTIC INC.	OUTSTANDING
391699	S	\$240.00	09/22/09	25227	0	SHAW, STACY	OUTSTANDING
391700	S	\$24.12	09/22/09	00000	9621	TANZER, DARLENE	OUTSTANDING
391701	S	\$29.86	09/22/09	16086	0	TUMA, ANGELA	OUTSTANDING
391702	S	\$25.00	09/22/09	04172	0	UNITED PARCEL SERVICE	OUTSTANDING
391703	S	\$143.00	09/22/09	08595	0	UNIVERSITY OF MINNESOTA-TUITION	OUTSTANDING
391704	S	\$95.10	09/22/09	20007	0	WASTE MANAGEMENT	OUTSTANDING
391705	S	\$60.00	09/22/09	25837	0	WILLIAMS, REBECCA	OUTSTANDING
391706	S	\$157.92	09/22/09	00016	1390	ZRUST, CHRISTINE	OUTSTANDING
391707	S	\$125.00	09/22/09	08798	2	UNIVERSITY OF MINNESOTA	OUTSTANDING
391708	S	\$905.18	09/25/09	02311	1	ALL AMERICAN SPORTS CORP.	OUTSTANDING
391709	S	\$124.00	09/25/09	26793	0	ALLISON, FATAI	OUTSTANDING
391710	S	\$41.95	09/25/09	06211	1	AMERICAN MESSAGING	OUTSTANDING
391711	S	\$1984.50	09/25/09	26652	1	APEX PRINT TECHNOLOGIES	OUTSTANDING
391712	S	\$79.00	09/25/09	26440	0	APPLIANCE REPAIR FOR YOU	OUTSTANDING
391713	S	\$350.00	09/25/09	06749	0	ASHWOOD, STEVE	OUTSTANDING
391714	S	\$49.00	09/25/09	16309	0	BAIMA, STEPHANIE	OUTSTANDING
391715	S	\$36.05	09/25/09	00001	1044	BANG, JUNG	OUTSTANDING
391716	S	\$39.00	09/25/09	26265	0	BEECHER, JOHN	OUTSTANDING
391717	S	\$62.00	09/25/09	26792	0	BOMMANTO, JOE	OUTSTANDING
391718	S	\$315.00	09/25/09	26791	0	BROWN, PAUL	OUTSTANDING
391719	S	\$60.00	09/25/09	00673	0	BURNSVILLE, CITY OF	OUTSTANDING
391720	S	\$287.20	09/25/09	25438	0	BUSINESS EDUCATION PUBLISHING	OUTSTANDING
391721	S	\$96.00	09/25/09	26409	0	BUTLER, VINCENT	OUTSTANDING
391722	S	\$250.00	09/25/09	23176	0	CASS-FELLING, KAREN	OUTSTANDING
391723	S	\$1089.60	09/25/09	24324	0	CHAMPIONSHIP PRODUCTS	OUTSTANDING
391724	S	\$80.00	09/25/09	26790	0	CLEVELAND, ROLAND	OUTSTANDING
391725	S	\$37.45	09/25/09	16356	0	CODDINGTON, LAURIE	OUTSTANDING
391726	S	\$9791.00	09/25/09	25761	0	COSNEY CORPORATION	OUTSTANDING
391727	S	\$130.00	09/25/09	26634	0	CULPEPPER, TIM	OUTSTANDING
391728	S	\$52.88	09/25/09	15021	0	DALY, JULIE	OUTSTANDING
391729	S	\$180.00	09/25/09	20524	0	DEWALD, RINA C.	OUTSTANDING
391730	S	\$630.00	09/25/09	26089	0	DJAY SOUND & LIGHT SHOWS, INC.	OUTSTANDING
391731	S	\$13530.00	09/25/09	20041	1	EAGLE BLUFF ENVIRONMENTAL LEARNING CENTER	OUTSTANDING
391732	S	\$47.00	09/25/09	26259	0	ESPINOSA-VARGAS, OSCAR	OUTSTANDING
391733	S	\$80.00	09/25/09	06326	0	FERGUSON, DORIS	OUTSTANDING
391734	S	\$2795.93	09/25/09	03328	0	FIRST STUDENT, INC.	OUTSTANDING
391735	S	\$26233.00	09/25/09	06007	0	FLOYD TOTAL SECURITY	OUTSTANDING
391736	S	\$165.14	09/25/09	23284	0	FOLSTAD, DENISE	OUTSTANDING
391737	S	\$59.92	09/25/09	15944	0	GARVIS, SCOTT	OUTSTANDING

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391738	S	\$3045.50	09/25/09	01642	0	GOPHER STAGE LIGHTING	OUTSTANDING
391739	S	\$830.00	09/25/09	03299	0	GREG LARSON SPORTS, INC.	OUTSTANDING
391740	S	\$62.00	09/25/09	21992	0	GRIFFITH, JENNIFER	OUTSTANDING
391741	S	\$85.00	09/25/09	00000	268	HABIB, ANAB	OUTSTANDING
391742	S	\$60.00	09/25/09	26794	0	HARRIS, FRED	OUTSTANDING
391743	S	\$1320.00	09/25/09	16426	0	JOHNSON, MICHAEL	OUTSTANDING
391744	S	\$350.00	09/25/09	09369	0	KALLIN, LAWRENCE	OUTSTANDING
391745	S	\$78.86	09/25/09	15691	0	KING, LAURIE	OUTSTANDING
391746	S	\$60.00	09/25/09	26789	0	KLUSMANN, TODD	OUTSTANDING
391747	S	\$60.00	09/25/09	06519	0	KORBA, JERRY	OUTSTANDING
391748	S	\$60.00	09/25/09	22010	0	KREMER, SEVERA E.	OUTSTANDING
391749	S	\$1199.00	09/25/09	26703	1	LASER PRODUCT TECHNOLOGIES	OUTSTANDING
391750	S	\$124.00	09/25/09	20730	0	LAWROW, MIKE	OUTSTANDING
391751	S	\$402.67	09/25/09	E7490	0	LEAKE, DONALD L JR	OUTSTANDING
391752	S	\$515.11	09/25/09	24920	0	LILLIE SUBURBAN NEWSPAPERS, INC.	OUTSTANDING
391753	S	\$115.00	09/25/09	24253	0	LOFFLER COMPANIES, INC.	OUTSTANDING
391754	S	\$275.00	09/25/09	08899	0	MAASFEP	OUTSTANDING
391755	S	\$215.00	09/25/09	07356	2	MARSHALL PUBLIC SCHOOLS	OUTSTANDING
391756	S	\$146.25	09/25/09	22697	0	MERWIN, DENA	OUTSTANDING
391757	S	\$160.62	09/25/09	11073	0	MEYER, CHAD	OUTSTANDING
391758	S	\$1000.00	09/25/09	00016	1784	MILTON, ASHLEY	OUTSTANDING
391759	S	\$590.00	09/25/09	06098	2	MN STATE BAR ASSOCIATION	OUTSTANDING
391760	S	\$3000.00	09/25/09	02422	0	MN VALLEY YMCA	OUTSTANDING
391761	S	\$59.99	09/25/09	10705	0	NELSON, BRAD	OUTSTANDING
391762	S	\$39.00	09/25/09	24847	0	NICHOLS, RICHARD L.	OUTSTANDING
391763	S	\$992.15	09/25/09	25300	1	ORANGE TREE EMPLOYMENT SCREENING	OUTSTANDING
391764	S	\$39.00	09/25/09	26760	0	PANZER, KEVIN	OUTSTANDING
391765	S	\$150.00	09/25/09	25310	0	PONGRATZ, NICK	OUTSTANDING
391766	S	\$42726.08	09/25/09	20099	0	RELIASTAR LIFE INSURANCE COMPANY	OUTSTANDING
391767	S	\$60.00	09/25/09	04705	0	SAMES, RANDY	OUTSTANDING
391768	S	\$20.00	09/25/09	09588	4	SAVAGE, CITY OF	OUTSTANDING
391769	S	\$315.00	09/25/09	26351	0	SCHNEIDER, MICHELLE	OUTSTANDING
391770	S	\$350.00	09/25/09	22329	0	SCHWICHTENBERG, HEIDI	OUTSTANDING
391771	S	\$400.00	09/25/09	00016	1785	SKUSA, JACQUELINE	OUTSTANDING
391772	S	\$1320.00	09/25/09	20876	0	SPEECH ON THE GO, LLC	OUTSTANDING
391773	S	\$13.94	09/25/09	E6874	0	STEAD, AMY JO	OUTSTANDING
391774	S	\$224.07	09/25/09	16046	0	STRAHOTA, SARA	OUTSTANDING
391775	S	\$467.99	09/25/09	12944	0	STRAND, NATHAN R	OUTSTANDING
391776	S	\$84.00	09/25/09	02892	6	TREASURER, STATE OF MINNESOTA	OUTSTANDING
391777	S	\$1761.20	09/25/09	01333	0	VIDEOTRONIX, INC.	OUTSTANDING
391778	S	\$1335.00	09/25/09	04195	1	VIKING AUTOMATIC SPRINKLER COMPANY	OUTSTANDING
391779	S	\$220.66	09/25/09	20422	0	WENDORF, VERN	OUTSTANDING
391780	S	\$699.91	09/25/09	04451	6	XEROX CORPORATION	OUTSTANDING
391781	S	\$330.00	09/25/09	00000	8834	ZIMMERMAN, SARA	OUTSTANDING
391782	S	\$2250.00	10/01/09	26741	0	A-1 STRIPES, INC.	OUTSTANDING
391783	S	\$1050.10	10/01/09	02311	1	ALL AMERICAN SPORTS CORP.	OUTSTANDING
391784	S	\$3302.00	10/01/09	00216	1	ALPHA VIDEO & AUDIO, INC.	OUTSTANDING
391785	S	\$4145.70	10/01/09	00395	1	AMSAN	OUTSTANDING
391786	S	\$147.47	10/01/09	00551	1	APPERSON	OUTSTANDING
391787	S	\$938.00	10/01/09	00249	1	APPLE COMPUTER INC.	OUTSTANDING
391788	S	\$584.50	10/01/09	00106	0	AQUA ENGINEERING, INC.	OUTSTANDING
391789	S	\$1325.25	10/01/09	03178	1	AQUA LOGIC, INC.	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
391790	S	\$266.03	10/01/09	26755	0	ARAMARK UNIFORM SERVICES	OUTSTANDING
391791			10/01/09	26755	0	UNISSUED	UNISSUED
391792			10/01/09	26755	0	UNISSUED	UNISSUED
391793	S	\$1063.15	10/01/09	25449	0	AUTOMATEDLOGIC	OUTSTANDING
391794	S	\$1891.14	10/01/09	00386	1	BARNES & NOBLE INC	OUTSTANDING
391795	S	\$239.80	10/01/09	20362	2	BENCHMARK EDUCATION COMPANY	OUTSTANDING
391796	S	\$2217.15	10/01/09	26720	0	BLUE BELL ENTERPRISES, INC.	OUTSTANDING
391797	S	\$1134.24	10/01/09	06201	1	C L BENSEN COMPANY, INC.	OUTSTANDING
391798	S	\$979.72	10/01/09	00483	0	CASSIDY-TRICKER INDUSTRIAL SALES, INC.	OUTSTANDING
391799	S	\$118.74	10/01/09	20289	1	CDW GOVERNMENT, INC.	OUTSTANDING
391800	S	\$47.93	10/01/09	00582	1	CHILDCRAFT	OUTSTANDING
391801	S	\$387.81	10/01/09	20688	2	CLASSROOMDIRECT	OUTSTANDING
391802	S	\$3814.80	10/01/09	25034	0	COASTAL ENTERPRISES	OUTSTANDING
391803	S	\$1450.77	10/01/09	00514	0	COMBUSTION HEAT & POWER, INC.	OUTSTANDING
391804	S	\$42980.00	10/01/09	26695	1	COMPVIEW INC.	OUTSTANDING
391805	S	\$69.70	10/01/09	00552	1	CONNEY SAFETY PRODUCTS	OUTSTANDING
391806	S	\$367.75	10/01/09	21930	0	CONTINENTAL RESEARCH CORPORATION	OUTSTANDING
391807	S	\$146.25	10/01/09	00502	0	CORNERSTONE COPY CENTER	OUTSTANDING
391808	S	\$123.41	10/01/09	00647	0	CROWN RENTAL, INC.	OUTSTANDING
391809	S	\$1708.00	10/01/09	22013	0	CUSTOM WATER WORKS	OUTSTANDING
391810			10/01/09	22013	0	UNISSUED	UNISSUED
391811	S	\$10029.94	10/01/09	00279	0	D.S.D., INC.	OUTSTANDING
391812			10/01/09	00279	0	UNISSUED	UNISSUED
391813			10/01/09	00279	0	UNISSUED	UNISSUED
391814	S	\$783.12	10/01/09	00389	0	DAVANNIS PIZZA	OUTSTANDING
391815	S	\$39.80	10/01/09	09859	1	DISCOUNT SCHOOL SUPPLY	OUTSTANDING
391816	S	\$305.68	10/01/09	00605	0	DOYLE SECURITY PRODUCTS	OUTSTANDING
391817	S	\$3109.25	10/01/09	01064	0	EARL F. ANDERSEN & ASSOC., INC	OUTSTANDING
391818	S	\$58.99	10/01/09	24037	1	EARLY CHILDHOOD MANUFACTURERS' DIRECT	OUTSTANDING
391819	S	\$2049.39	10/01/09	08846	2	ECOLAB	OUTSTANDING
391820	S	\$422.98	10/01/09	00889	1	ELSMORE AQUATIC	OUTSTANDING
391821	S	\$1023.00	10/01/09	00189	1	EPA AUDIO VISUAL	OUTSTANDING
391822	S	\$516.96	10/01/09	23054	1	FASTENAL	OUTSTANDING
391823	S	\$326.32	10/01/09	08698	1	FERGUSON ENTERPRISES # 1657	OUTSTANDING
391824	S	\$415.24	10/01/09	04145	0	FREE SPIRIT PUBLISHING, INC.	OUTSTANDING
391825	S	\$873.18	10/01/09	20201	1	GLAXOSMITHKLINE FINANCIAL INC.	OUTSTANDING
391826	S	\$17.56	10/01/09	01457	1	GOODIN COMPANY	OUTSTANDING
391827	S	\$850.15	10/01/09	01458	1	GOPHER	OUTSTANDING
391828	S	\$1373.80	10/01/09	24927	1	GOV CONNECTION, INC.	OUTSTANDING
391829	S	\$1093.87	10/01/09	04387	1	GRAINGER	OUTSTANDING
391830	S	\$474.13	10/01/09	03299	0	GREG LARSON SPORTS, INC.	OUTSTANDING
391831	S	\$336.65	10/01/09	22017	2	HAL LEONARD CORPORATION	OUTSTANDING
391832	S	\$4368.52	10/01/09	01741	2	HARMON FULL SERVICE GROUP	OUTSTANDING
391833	S	\$32639.00	10/01/09	21184	1	HEWLETT-PACKARD COMPANY	OUTSTANDING
391834	S	\$4992.12	10/01/09	09046	0	HI TECH REFRIGERATION	OUTSTANDING
391835	S	\$2406.55	10/01/09	01729	4	HIGHSMITH	OUTSTANDING
391836	S	\$659.97	10/01/09	26385	0	HILLSDALE FURNITURE DIRECT	OUTSTANDING
391837	S	\$1919.71	10/01/09	09318	1	HILLYARD INC - MINNEAPOLIS	OUTSTANDING
391838	S	\$499.00	10/01/09	01784	2	HIRSHFIELD'S PAINT MANUFACTURING	OUTSTANDING
391839	S	\$1521.95	10/01/09	04818	0	HORIZON COMMERCIAL POOL SUPPLY	OUTSTANDING
391840	S	\$59.50	10/01/09	24274	1	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
391841	S	\$228.00	10/01/09	25425	0	INTA JUICE	OUTSTANDING

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391842	S	\$96.08	10/01/09	03754	1	INTERSTATE POWER SYSTEMS, INC.	OUTSTANDING
391843	S	\$166.40	10/01/09	01134	0	JIM COOPERS TIRE & AUTO STORES	OUTSTANDING
391844	S	\$2261.80	10/01/09	05816	0	JOHN A. DAL SIN & SON, INC.	OUTSTANDING
391845	S	\$9.70	10/01/09	06157	0	JONES SCHOOL SUPPLY COMPANY, INC.	OUTSTANDING
391846	S	\$1298.00	10/01/09	05077	0	JORGENSON LOCK	OUTSTANDING
391847	S	\$221.45	10/01/09	01729	5	LAB SAFETY SUPPLY, INC.	OUTSTANDING
391848	S	\$278.41	10/01/09	02203	0	LAKESHORE LEARNING MATERIALS	OUTSTANDING
391849	S	\$2905.00	10/01/09	26746	1	LEARNING SCIENCES INTERNATIONAL, LLC	OUTSTANDING
391850	S	\$1089.87	10/01/09	02220	1	LEGO EDUCATION	OUTSTANDING
391851	S	\$197845.85	10/01/09	02196	0	MACKIN BOOK COMPANY	OUTSTANDING
391852			10/01/09	02196	0	UNISSUED	UNISSUED
391853	S	\$111.09	10/01/09	04434	2	MCGRAW-HILL CO.	OUTSTANDING
391854	S	\$3147.78	10/01/09	06563	1	MCGRAW-HILL COMPANIES	OUTSTANDING
391855	S	\$546.98	10/01/09	21706	1	MCGRAW-HILL COMPANIES	OUTSTANDING
391856	S	\$920.00	10/01/09	08315	0	MEADOW GREEN LAWN & LANDSCAPE	OUTSTANDING
391857	S	\$3413.85	10/01/09	04333	1	MEDCO COMPANY	OUTSTANDING
391858	S	\$867.36	10/01/09	02395	0	MENARDS	OUTSTANDING
391859			10/01/09	02395	0	UNISSUED	UNISSUED
391860			10/01/09	02395	0	UNISSUED	UNISSUED
391861	S	\$278.00	10/01/09	20044	0	MIDWEST AUDIO VISUAL, INC.	OUTSTANDING
391862	S	\$1877.30	10/01/09	08999	1	MINNESOTA ELEVATOR INC	OUTSTANDING
391863	S	\$147.50	10/01/09	06895	2	MN DEPT OF EDUCATION	OUTSTANDING
391864	S	\$2043.70	10/01/09	02544	1	MTI DISTRIBUTING CO.	OUTSTANDING
391865	S	\$1439.97	10/01/09	03544	2	MULTI SERVICE CORPORATION	OUTSTANDING
391866	S	\$781.84	10/01/09	02704	0	NASCO	OUTSTANDING
391867	S	\$579.15	10/01/09	01212	2	NATIONAL GEOGRAPHIC SCHOOL PUBLISHING	OUTSTANDING
391868	S	\$221.54	10/01/09	03858	3	NATIONAL GEOGRAPHIC SCHOOL PUBLISHING	OUTSTANDING
391869	S	\$1053.70	10/01/09	01212	4	NATIONAL GEOGRAPHIC SCHOOL PUBLISHING/HAMPTON	OUTSTANDING
391870	S	\$499.71	10/01/09	01197	1	NEXT DAY GOURMET	OUTSTANDING
391871			10/01/09	01197	0	UNISSUED	UNISSUED
391872	S	\$3383.56	10/01/09	02489	1	OFFICE DEPOT COMPANY	OUTSTANDING
391873			10/01/09	02489	0	UNISSUED	UNISSUED
391874			10/01/09	02489	0	UNISSUED	UNISSUED
391875			10/01/09	02489	0	UNISSUED	UNISSUED
391876	S	\$157.24	10/01/09	03123	0	PAPCO	OUTSTANDING
391877	S	\$116.00	10/01/09	03508	1	PARK NICOLLET CLINIC	OUTSTANDING
391878	S	\$6760.00	10/01/09	03020	1	PAXTON/PATTERSON	OUTSTANDING
391879	S	\$46.35	10/01/09	02475	3	PCS REVENUE CONTROL SYSTEMS, INC.	OUTSTANDING
391880	S	\$4936.87	10/01/09	03116	1	PEARSON EDUCATION	OUTSTANDING
391881	S	\$235.64	10/01/09	03116	4	PEARSON EDUCATION	OUTSTANDING
391882	S	\$794.97	10/01/09	09234	0	PEOPLES EDUCATION	OUTSTANDING
391883	S	\$2055.50	10/01/09	26108	0	PJCOMN ACQUISITION CORPORATION	OUTSTANDING
391884	S	\$2619.20	10/01/09	21744	0	QUALITY AIR MECHANICAL, INC.	OUTSTANDING
391885	S	\$481.15	10/01/09	25729	0	RENT N' SAVE PORTABLE SERVICES	OUTSTANDING
391886	S	\$3615.00	10/01/09	21473	0	SAFE USA, LLC	OUTSTANDING
391887	S	\$434.91	10/01/09	03534	2	SCHOLASTIC INC	OUTSTANDING
391888	S	\$664.84	10/01/09	03534	1	SCHOLASTIC INC.	OUTSTANDING
391889	S	\$660.04	10/01/09	26145	1	SCHOOL OUTFITTERS	OUTSTANDING
391890	S	\$25.96	10/01/09	04232	1	SCHOOL SPECIALTY INC.	OUTSTANDING
391891	S	\$157.30	10/01/09	02688	0	SCHOOLMASTERS SAFETY	OUTSTANDING
391892	S	\$11774.70	10/01/09	00191	0	SCHUMACHER WHOLESALE MEATS, INC.	OUTSTANDING
391893	S	\$28.99	10/01/09	20504	1	SCHWAAB, INC.	OUTSTANDING

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391894	S	\$146.27	10/01/09	03745	2	SHERWIN-WILLIAMS	OUTSTANDING
391895	S	\$918.51	10/01/09	03472	2	SHIFFLER EQUIPMENT SALES INC	OUTSTANDING
391896	S	\$1856.48	10/01/09	02217	1	SIEMENS BUILDING TECHNOLOGIES, INC.	OUTSTANDING
391897	S	\$740.21	10/01/09	03587	1	SIMPLEX GRINNELL	OUTSTANDING
391898	S	\$2760.80	10/01/09	22907	1	SOLUTIONS4SURE.COM, INC.	OUTSTANDING
391899			10/01/09	22907	0	UNISSUED	UNISSUED
391900	S	\$300.02	10/01/09	03640	1	STAPLES ADVANTAGE	OUTSTANDING
391901	S	\$281.76	10/01/09	03689	0	STATE SUPPLY CO., INC.	OUTSTANDING
391902	S	\$735.21	10/01/09	21914	0	STEVE SPANGLER SCIENCE	OUTSTANDING
391903	S	\$410.82	10/01/09	02434	0	SUCCESS BY DESIGN	OUTSTANDING
391904	S	\$1270.62	10/01/09	23998	1	SUMMIT FOOD EQUIPMENT SERVICE, INC	OUTSTANDING
391905	S	\$1521.00	10/01/09	04664	0	SUMMIT PRINT COPY AND MAIL SERVICE	OUTSTANDING
391906	S	\$4324.71	10/01/09	08203	0	TIES	OUTSTANDING
391907	S	\$26139.00	10/01/09	21184	4	TIES	OUTSTANDING
391908	S	\$456.72	10/01/09	22123	1	TOTAL FILTRATION SERVICES, INC.	OUTSTANDING
391909	S	\$1002.00	10/01/09	24601	0	TOTAL MECHANICAL SERVICES, INC.	OUTSTANDING
391910	S	\$307.25	10/01/09	05194	0	TRADE TOOLS INC.	OUTSTANDING
391911	S	\$68.00	10/01/09	04037	1	TRIARCO ARTS & CRAFTS	OUTSTANDING
391912	S	\$8851.14	10/01/09	03802	0	TRIO SUPPLY	OUTSTANDING
391913			10/01/09	03802	0	UNISSUED	UNISSUED
391914			10/01/09	03802	0	UNISSUED	UNISSUED
391915	S	\$252.28	10/01/09	08379	4	UNITED RENTALS (NORTH AMERICA), INC.	OUTSTANDING
391916	S	\$76733.34	10/01/09	04417	1	US FOODSERVICE	OUTSTANDING
391917			10/01/09	04417	0	UNISSUED	UNISSUED
391918			10/01/09	04417	0	UNISSUED	UNISSUED
391919			10/01/09	04417	0	UNISSUED	UNISSUED
391920			10/01/09	04417	0	UNISSUED	UNISSUED
391921	S	\$257.37	10/01/09	03345	1	VALLEY NATIONAL GASES	OUTSTANDING
391922	S	\$757.96	10/01/09	04243	1	VIKING ELECTRIC SUPPLY, INC.	OUTSTANDING
391923	S	\$1005.60	10/01/09	04204	2	VIRCO INC	OUTSTANDING
391924	S	\$273.60	10/01/09	04204	3	VIRCO INC	OUTSTANDING
391925	S	\$1460.00	10/01/09	04306	0	W.E. NEAL SLATE CO.	OUTSTANDING
391926	S	\$211.00	10/01/09	04284	0	W.W. GOETSCH & ASSOC.	OUTSTANDING
391927	S	\$116.25	10/01/09	09666	0	WATSON COMPANY, INC	OUTSTANDING
391928	S	\$217.80	10/01/09	04419	0	WESTERN PSYCHOLOGICAL SERVICES	OUTSTANDING
391929	S	\$213.95	10/01/09	22496	0	WILLIAM V. MACGILL & CO.	OUTSTANDING
391930	S	\$516.24	10/01/09	21039	0	WORTHINGTON DIRECT, INC.	OUTSTANDING
391931	S	\$1416.00	10/01/09	04451	1	XEROX CORPORATION	OUTSTANDING
391932	S	\$1039.08	10/01/09	04566	0	ZIEGLER INC.	OUTSTANDING
391933	S	\$360.00	09/29/09	23379	0	APPLEWOOD ORCHARD, INC.	OUTSTANDING
391934	S	\$1116.88	09/29/09	26500	0	ARMSTRONG TORSETH SKOLD & RYDEEN INC.	OUTSTANDING
391935	S	\$77.41	09/29/09	15920	0	ARPS, DIANE	OUTSTANDING
391936	S	\$100.00	09/29/09	26048	0	ATLAS	OUTSTANDING
391937	S	\$49.54	09/29/09	14006	0	BECK, LYNDSAY K	OUTSTANDING
391938	S	\$387.50	09/29/09	01168	0	BLOOMINGTON, CITY OF	OUTSTANDING
391939	S	\$42.90	09/29/09	E4715	0	BROWN, THOMAS G.	OUTSTANDING
391940	S	\$390.00	09/29/09	06939	0	BUREAU OF CRIMINAL APPREHENSION	OUTSTANDING
391941	S	\$82.57	09/29/09	22084	0	CAIRY, KATHRYN	OUTSTANDING
391942	S	\$45.65	09/29/09	16599	0	CANAAN, KELLY	OUTSTANDING
391943	S	\$664.50	09/29/09	08621	1	CHILDREN'S THEATRE COMPANY	OUTSTANDING
391944	S	\$71.81	09/29/09	25513	1	CHURCH OFFSET PRINTING, INC.	OUTSTANDING
391945	S	\$400.00	09/29/09	16560	0	CLEGG, RANDALL	OUTSTANDING

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391946	S	\$155.00	09/29/09	00774	0	CONTINENTAL MATHEMATICS LEAGUE, INC.	OUTSTANDING
391947	S	\$11348.17	09/29/09	01016	2	DAKOTA COUNTY PROPERTY TAXATION & RECORDS	OUTSTANDING
391948	S	\$50.00	09/29/09	00339	2	DAKOTA COUNTY TREASURER	OUTSTANDING
391949	S	\$4500.00	09/29/09	25596	0	EDUCATIONAL OPTIONS, INC.	OUTSTANDING
391950	S	\$20.00	09/29/09	00016	1780	FOUNDATION 191	OUTSTANDING
391951	S	\$706.50	09/29/09	04387	1	GRAINGER	OUTSTANDING
391952	S	\$958.50	09/29/09	03539	1	H & A ADMINISTRATORS	OUTSTANDING
391953	S	\$110.00	09/29/09	14710	0	HARTOG, KARRA L	OUTSTANDING
391954	S	\$40.40	09/29/09	00001	1029	JAGOW, WAYNE	OUTSTANDING
391955	S	\$26.40	09/29/09	00001	1032	KILEY, ANNE	OUTSTANDING
391956	S	\$30.00	09/29/09	22010	0	KREMER, SEVERA E.	OUTSTANDING
391957	S	\$33.16	09/29/09	11811	0	KRUGER, PAULETTE	OUTSTANDING
391958	S	\$1000.00	09/29/09	00016	1788	LEE, MARISSA	OUTSTANDING
391959	S	\$771.62	09/29/09	20328	0	MATERIALS PROCESSING CORPORATION	OUTSTANDING
391960	S	\$521.95	09/29/09	22004	0	MID-AMERICA FESTIVALS, INC. / GROUP SALES	OUTSTANDING
391961	S	\$60.00	09/29/09	26256	1	MN ASSOC OF COLLEGE ADMISSIONS COUNSELING	OUTSTANDING
391962	S	\$787.00	09/29/09	08338	0	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	OUTSTANDING
391963	S	\$202.00	09/29/09	08939	1	MN EDUCATIONAL MEDIA ORGANIZATION	OUTSTANDING
391964	S	\$40.00	09/29/09	25787	0	PHET, CHANTARA	OUTSTANDING
391965	S	\$197.90	09/29/09	08685	1	PIIONEER PRESS	OUTSTANDING
391966	S	\$150.00	09/29/09	00016	1786	POWELL, KATHY	OUTSTANDING
391967	S	\$193.08	09/29/09	11522	0	RAMLOW, NANCY	OUTSTANDING
391968	S	\$2205.00	09/29/09	26796	0	SAFEBAY DRIVING SCHOOL	OUTSTANDING
391969	S	\$100.00	09/29/09	E8937	0	SAMPERS, CYNTHIA	OUTSTANDING
391970	S	\$94.71	09/29/09	14128	0	SIMPSON, LISA	OUTSTANDING
391971	S	\$63.57	09/29/09	21782	0	SKROGSTAD, PEGGY	OUTSTANDING
391972	S	\$570.00	09/29/09	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC	OUTSTANDING
391973	S	\$150.00	09/29/09	00016	1787	STANDAFER, LORI	OUTSTANDING
391974	S	\$312.00	09/29/09	15946	0	STOTTS, MARK	OUTSTANDING
391975	S	\$35.20	09/29/09	16046	0	STRAHOTA, SARA	OUTSTANDING
391976	S	\$123.38	09/29/09	00321	0	SUN NEWSPAPERS	OUTSTANDING
391977	S	\$26317.48	09/29/09	08203	0	TIES	OUTSTANDING
391978	S	\$171.07	09/29/09	04172	0	UNITED PARCEL SERVICE	OUTSTANDING
391979	S	\$337.36	09/29/09	04417	1	US FOODSERVICE	OUTSTANDING
391980	S	\$287.16	09/29/09	16469	0	WEIN, JORDAN	OUTSTANDING
391981	S	\$2.40	09/29/09	00001	1045	WINNICK, PAUL	OUTSTANDING
391982	S	\$70.50	09/29/09	04451	9	XEROX CORPORATION	OUTSTANDING
391983	S	\$6111.64	10/02/09	26241	0	M&E REALTY COMPANY	OUTSTANDING
391984	S	\$8541.67	10/02/09	09588	1	SAVAGE, CITY OF	OUTSTANDING
391985	S	\$100.00	09/29/09	04656	3	SCHOOL NUTRITION DIRECTORS OF MINNESOTA	OUTSTANDING
391986	S	\$90.00	10/03/09	23909	0	ALEMENY-JONES, AUREA	OUTSTANDING
391987	S	\$1740.75	10/03/09	26795	1	ALLIED PROFESSIONALS, INC.	OUTSTANDING
391988	S	\$21.72	10/03/09	16566	0	ALVARADO, ANGEL	OUTSTANDING
391989	S	\$60.00	10/03/09	00128	2	ARCTC- AMERICAN RED CROSS	OUTSTANDING
391990	S	\$9.00	10/03/09	00016	1790	ARJUNE, NIRMAL	OUTSTANDING
391991	S	\$387.00	10/03/09	00098	1	ASCD	OUTSTANDING
391992	S	\$80.00	10/03/09	26810	0	BAEHR, ANDY	OUTSTANDING
391993	S	\$56.73	10/03/09	00016	1690	BALLARD, EILEEN	OUTSTANDING
391994	S	\$57.97	10/03/09	16606	0	BRANYON, KRISTINE	OUTSTANDING
391995	S	\$28.00	10/03/09	06473	1	BRAUN INTERTEC CORP.	OUTSTANDING
391996	S	\$199.00	10/03/09	00712	1	BUREAU OF EDUCATION & RESEARCH	OUTSTANDING
391997	S	\$2246.00	10/03/09	09282	1	BURNSVILLE BLAZE VOLLEYBALL BOOSTER CLUB	OUTSTANDING

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391998	S	\$3200.00	10/03/09	26502	0	CAL-TEX ELECTRIC, INC.	OUTSTANDING
391999	S	\$22.27	10/03/09	11234	0	CARLSON, KEITH A	OUTSTANDING
392000	S	\$57.97	10/03/09	E8784	0	CARROLL, MICHELE	OUTSTANDING
392001	S	\$300.00	10/03/09	23176	0	CASS-FELLING, KAREN	OUTSTANDING
392002	S	\$203.86	10/03/09	02519	0	CENTERPOINT ENERGY	OUTSTANDING
392003	S	\$80.24	10/03/09	26264	0	CLARK, JOANN	OUTSTANDING
392004	S	\$39.00	10/03/09	26809	0	CLARK, NICOLE	OUTSTANDING
392005	S	\$78.75	10/03/09	10828	0	CLASEN, TIA	OUTSTANDING
392006	S	\$74.88	10/03/09	16356	0	CODDINGTON, LAURIE	OUTSTANDING
392007	S	\$225.00	10/03/09	00774	0	CONTINENTAL MATHEMATICS LEAGUE, INC.	OUTSTANDING
392008	S	\$600.00	10/03/09	25919	0	CORDOVA-MORALES, LETICIA	OUTSTANDING
392009	S	\$1820.00	10/03/09	07857	0	DAKOTA COUNTY EXTENSION SERVICES	OUTSTANDING
392010	S	\$124.00	10/03/09	26808	0	DAVIS, TIM	OUTSTANDING
392011	S	\$341.50	10/03/09	26366	0	DECKER, THERESA	OUTSTANDING
392012	S	\$71.61	10/03/09	16920	0	DETTLING, AMY	OUTSTANDING
392013	S	\$1102.50	10/03/09	20524	0	DEWALD, RINA C.	OUTSTANDING
392014	S	\$212.50	10/03/09	26802	0	DOCUFIDE, INC.	OUTSTANDING
392015	S	\$40.58	10/03/09	16609	0	DUGAN, ANDREA	OUTSTANDING
392016	S	\$343.50	10/03/09	26331	0	EDUCATION TO GO	OUTSTANDING
392017	S	\$1004.00	10/03/09	23953	0	ELECTRONIC COMMUNICATION SYSTEMS, INC.	OUTSTANDING
392018	S	\$86.00	10/03/09	26259	0	ESPINOSA-VARGAS, OSCAR	OUTSTANDING
392019	S	\$30.00	10/03/09	26430	0	FIRST-SHRED LLC	OUTSTANDING
392020	S	\$60.00	10/03/09	25866	0	FLORES, ROSA	OUTSTANDING
392021	S	\$323.91	10/03/09	26407	1	GARDNER OPENING TECHNOLOGIES, INC.	OUTSTANDING
392022	S	\$35.00	10/03/09	26813	0	GUGGISBERG, ANDY	OUTSTANDING
392023	S	\$478.40	10/03/09	21252	0	HARMER, MARY	OUTSTANDING
392024	S	\$60.00	10/03/09	22710	0	HARRIS, DENNIS	OUTSTANDING
392025	S	\$300.00	10/03/09	26803	0	HASSAN, RAHMA	OUTSTANDING
392026	S	\$60.00	10/03/09	26776	0	HORNADAY, MATT	OUTSTANDING
392027	S	\$36.10	10/03/09	10073	0	HOWARD, SHIRLEY	OUTSTANDING
392028	S	\$519.62	10/03/09	25612	0	IMAGE MARKET	OUTSTANDING
392029	S	\$135.25	10/03/09	09327	1	INTERMEDIATE SCHOOL DIST. 917-GRC	OUTSTANDING
392030	S	\$60.00	10/03/09	26812	0	JACKSON, ERICK	OUTSTANDING
392031	S	\$124.00	10/03/09	26805	0	JOHNSON, BEN	OUTSTANDING
392032	S	\$37.19	10/03/09	E2616	0	JOHNSON, SUSAN L	OUTSTANDING
392033	S	\$25.00	10/03/09	16003	0	JONES, STEPHANIE	OUTSTANDING
392034	S	\$38.00	10/03/09	E0274	0	KLATTE, JEAN H	OUTSTANDING
392035	S	\$60.00	10/03/09	26789	0	KLUSMANN, TODD	OUTSTANDING
392036	S	\$90.00	10/03/09	22010	0	KREMER, SEVERA E.	OUTSTANDING
392037	S	\$80.00	10/03/09	26807	0	LAVALLIE, STEVEN	OUTSTANDING
392038	S	\$124.00	10/03/09	26806	0	LORINSER, TONY	OUTSTANDING
392039	S	\$89.92	10/03/09	10140	0	MACKAY, GALE M	OUTSTANDING
392040	S	\$690.00	10/03/09	11828	0	MARSHALL, JEFFREY	OUTSTANDING
392041	S	\$166.01	10/03/09	16675	0	MASON, BRIDGET	OUTSTANDING
392042	S	\$140.00	10/03/09	09951	0	MATH MASTERS OF MN	OUTSTANDING
392043	S	\$139.45	10/03/09	16539	0	MAY, GREG	OUTSTANDING
392044	S	\$32.46	10/03/09	12800	0	MENGE, KATHERINE M	OUTSTANDING
392045	S	\$120.05	10/03/09	25868	0	METZ, REBECCA	OUTSTANDING
392046	S	\$236.25	10/03/09	E9216	0	MEYER, NANCY L	OUTSTANDING
392047	S	\$787.00	10/03/09	08338	0	MN ASSOC OF SECONDARY SCHOOL PRINCIPALS	OUTSTANDING
392048	S	\$40.00	10/03/09	08014	0	MN ASSOC OF SECRETARIES TO THE PRINCIPALS	OUTSTANDING
392049	S	\$200.00	10/03/09	07914	0	MN DEPT OF LABOR AND INDUSTRY	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
392050	S	\$50.00	10/03/09	26480	0	MULTI-LANGUAGE LINK INC.	OUTSTANDING
392051	S	\$107.00	10/03/09	22324	0	MULTILINGUAL WORD, INC.	OUTSTANDING
392052	S	\$360.00	10/03/09	24243	0	MUNOZ, MARIBEL	OUTSTANDING
392053	S	\$16.07	10/03/09	14996	0	MUSA-AGBONENI, KARI	OUTSTANDING
392054	S	\$140.00	10/03/09	02694	0	NATIONAL GEOGRAPHIC BEE	OUTSTANDING
392055	S	\$205.00	10/03/09	08681	0	NATIONAL GEOGRAPHY CHALLENGE	OUTSTANDING
392056	S	\$185.00	10/03/09	01258	0	NATIONAL LANGUAGE ARTS LEAGUE	OUTSTANDING
392057	S	\$185.00	10/03/09	00774	1	NATIONAL SCIENCE LEAGUE	OUTSTANDING
392058	S	\$185.00	10/03/09	00774	2	NATIONAL SOCIAL STUDIES LEAGUE	OUTSTANDING
392059	S	\$78.00	10/03/09	24847	0	NICHOLS, RICHARD L.	OUTSTANDING
392060	S	\$47.00	10/03/09	26811	0	NIELSON, KENNY	OUTSTANDING
392061	S	\$29.98	10/03/09	00016	1789	OLSON, LISA	OUTSTANDING
392062	S	\$232.00	10/03/09	03508	1	PARK NICOLLET CLINIC	OUTSTANDING
392063	S	\$74.97	10/03/09	16883	0	PATTERSON, JILL	OUTSTANDING
392064	S	\$22.50	10/03/09	16318	0	PEDERSEN, SARAH	OUTSTANDING
392065	S	\$11880.91	10/03/09	26290	0	PERFORMANCE APPAREL, LLC	OUTSTANDING
392066	S	\$124.00	10/03/09	22239	0	PHILLIPS, GORDON	OUTSTANDING
392067	S	\$243.00	10/03/09	01108	0	PIONEER DRAMA SERVICE, INC.	OUTSTANDING
392068	S	\$3755.00	10/03/09	25555	0	POOL CONSTRUCTION, INC.	OUTSTANDING
392069	S	\$94.00	10/03/09	26814	0	PYLE, CHRIS	OUTSTANDING
392070	S	\$54.02	10/03/09	16712	0	QUAST, LUCIA	OUTSTANDING
392071	S	\$60.00	10/03/09	22793	0	RABINOWICZ, JACK	OUTSTANDING
392072	S	\$866.00	10/03/09	08521	0	RATWIK, ROSZAK & MALONEY, P.A.	OUTSTANDING
392073	S	\$60.00	10/03/09	25516	0	REAMER, MARK	OUTSTANDING
392074	S	\$124.00	10/03/09	06027	0	RENNEBERG, PETER	OUTSTANDING
392075	S	\$80.00	10/03/09	00001	1043	RODRIGUEZ, REYMON	OUTSTANDING
392076	S	\$526.97	10/03/09	26583	0	RYAN ELECTRIC, INC.	OUTSTANDING
392077	S	\$140.62	10/03/09	25562	0	SACHS, ALICE	OUTSTANDING
392078	S	\$60.00	10/03/09	26289	0	SALGADO-LANDA, NOE	OUTSTANDING
392079	S	\$88.26	10/03/09	E9355	0	SCHMID, CHERYL	OUTSTANDING
392080	S	\$12.29	10/03/09	E9242	0	SIKOROWSKI, JOANNE	OUTSTANDING
392081	S	\$236.25	10/03/09	13470	0	SMALLEY, AMY C	OUTSTANDING
392082	S	\$138.35	10/03/09	E3567	0	SMITH, SALLY A	OUTSTANDING
392083	S	\$147.61	10/03/09	E6874	0	STEAD, AMY JO	OUTSTANDING
392084	S	\$100.75	10/03/09	25598	0	TERRY, KARLA	OUTSTANDING
392085	S	\$66.32	10/03/09	E8543	0	TOLLERUD, TERESA JO	OUTSTANDING
392086	S	\$120.00	10/03/09	24968	0	TRANG, KRISTINE	OUTSTANDING
392087	S	\$46.40	10/03/09	26804	0	TROTTA, VINCENT	OUTSTANDING
392088	S	\$171.97	10/03/09	16086	0	TUMA, ANGELA	OUTSTANDING
392089	S	\$1275.89	10/03/09	04417	1	US FOODSERVICE	OUTSTANDING
392090	S	\$124.00	10/03/09	25783	0	VU, HIEP	OUTSTANDING
392091	S	\$9831.34	10/03/09	20007	0	WASTE MANAGEMENT	OUTSTANDING
392092	S	\$86232.82	10/03/09	23715	0	WELLS FARGO BANK - REMITTANCE CENTER	OUTSTANDING
392093	S	\$130.39	10/03/09	20422	0	WENDORF, VERN	OUTSTANDING
392094	S	\$50.00	10/03/09	23906	0	WEST METRO EDUCATION PROGRAM	OUTSTANDING
392095	S	\$50.00	10/03/09	23906	0	WEST METRO EDUCATION PROGRAM	OUTSTANDING
392096	S	\$60.00	10/03/09	25837	0	WILLIAMS, REBECCA	OUTSTANDING
392097	S	\$48.00	10/03/09	00000	269	WILLIAMSON, NORA	OUTSTANDING
392098	S	\$60.00	10/03/09	22327	0	WOLLAN, TOM SR.	OUTSTANDING
392099	S	\$60.00	10/03/09	26510	0	WOLLAN, TOM JR.	OUTSTANDING
392100	S	\$18.00	10/03/09	00016	1791	WOODS, PATRICIA	OUTSTANDING
392101	S	\$535.97	10/03/09	16831	0	WRIGHT, KEVIN	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
392102	S	\$1519.00	10/03/09	26797	0	WURDEMAN, SCOTT	OUTSTANDING
392103	S	\$4027.87	10/03/09	04451	6	XEROX CORPORATION	OUTSTANDING
392104	S	\$18517.15	10/03/09	04451	9	XEROX CORPORATION	OUTSTANDING
392105	S	\$697.95	10/03/09	04895	0	ASSOCIATION OF CLERICAL EMPLOYEES	OUTSTANDING
392106	S	\$2260.00	10/03/09	09991	0	BURNSVILLE ASSOCIATION OF EDUCATIONAL ASSTS	OUTSTANDING
392107	S	\$405.00	10/03/09	E5403	0	CHANTARA, THOMAS	OUTSTANDING
392108	S	\$302.00	10/03/09	26702	0	DELTA MANAGEMENT ASSOCIATES, INC.	OUTSTANDING
392109	S	\$21.61	10/03/09	E6438	0	FRANTI, KATHERINE J	OUTSTANDING
392110	S	\$724.52	10/03/09	07390	0	GREATER TWIN CITIES UNITED WAY	OUTSTANDING
392111	S	\$208.00	10/03/09	08769	0	MN NCPERS GROUP LIFE INS.	OUTSTANDING
392112	S	\$229.00	10/03/09	26733	0	PETERSON, FRAM & BERGMAN	OUTSTANDING
392113	S	\$184.21	10/03/09	26388	0	RAUSCH, STURM, ISRAEL & HORNIK	OUTSTANDING
392114	S	\$1282.00	10/03/09	13569	0	SAWDEY, MARY E	OUTSTANDING
392115	S	\$7414.33	10/03/09	07382	0	SCHOOL SERVICES EMPLOYEES LOCAL 284	OUTSTANDING
392116	S	\$94.53	10/03/09	23463	7	UNITED STATES TREASURY	OUTSTANDING
392117	S	\$103.00	10/03/09	02813	3	US DEPARTMENT OF EDUCATION	OUTSTANDING
392118	S	\$234.45	10/03/09	26767	0	WI SCTF	OUTSTANDING
392119	S	\$150.00	10/06/09	26769	0	ACHIEVEMENT RESOURCES NETWORK	OUTSTANDING
392120	S	\$165.14	10/06/09	05391	0	ADAMS, KAREN & JOHN	OUTSTANDING
392121	S	\$67.31	10/06/09	15982	0	ANDERSON, BJORN	OUTSTANDING
392122	S	\$15.00	10/06/09	10089	0	ANDERSON, INES	OUTSTANDING
392123	S	\$249.00	10/06/09	00249	1	APPLE COMPUTER INC.	OUTSTANDING
392124	S	\$110.35	10/06/09	26684	0	ARCHIE MCPHEE & COMPANY	OUTSTANDING
392125	S	\$24.20	10/06/09	E4467	0	BARLAGE, SUSAN M	OUTSTANDING
392126	S	\$131.32	10/06/09	E8725	0	BORNE, SUSAN R	OUTSTANDING
392127	S	\$685.00	10/06/09	26819	0	BRASON BUILDERS, INC.	OUTSTANDING
392128	S	\$867.00	10/06/09	T0029	0	BRUMMER, JEFF	OUTSTANDING
392129	S	\$812.50	10/06/09	00673	0	BURNSVILLE, CITY OF	OUTSTANDING
392130	S	\$11274.63	10/06/09	04226	0	BURNSVILLE, CITY OF	OUTSTANDING
392131			10/06/09	04226	0	UNISSUED	UNISSUED
392132	S	\$23.65	10/06/09	14360	0	CECKA, NANETTE	OUTSTANDING
392133	S	\$268.50	10/06/09	26816	0	CLARY BUSINESS MACHINES COMPANY	OUTSTANDING
392134	S	\$30.59	10/06/09	16356	0	CODDINGTON, LAURIE	OUTSTANDING
392135	S	\$39.84	10/06/09	15021	0	DALY, JULIE	OUTSTANDING
392136	S	\$13035.00	10/06/09	04310	1	DELOITTE CONSULTING LLP	OUTSTANDING
392137	S	\$212.50	10/06/09	26802	0	DOCUFIDE, INC.	OUTSTANDING
392138	S	\$600.00	10/06/09	26262	0	EDUCATORS BENEFIT CONSULTANTS, LLC	OUTSTANDING
392139	S	\$50.00	10/06/09	24675	2	ELDER RESOURCE ASSOCIATION	OUTSTANDING
392140	S	\$66.00	10/06/09	E9940	0	ELVESTAD, JANET	OUTSTANDING
392141	S	\$427.85	10/06/09	15808	0	ESPINOZA, CYNTHIA	OUTSTANDING
392142	S	\$453.74	10/06/09	E9689	0	FINN, FAY E.	OUTSTANDING
392143	S	\$250.00	10/06/09	02806	0	FLAVORS FROM THE HOME, INC	OUTSTANDING
392144	S	\$2719.20	10/06/09	26820	0	FRENETTE, LYNETTE	OUTSTANDING
392145	S	\$110.80	10/06/09	01917	0	FRIENDSHIP HOUSE	OUTSTANDING
392146	S	\$1825.00	10/06/09	26817	0	GARAGE FLOORS UNLIMITED, LLC.	OUTSTANDING
392147	S	\$150.81	10/06/09	E4110	0	GOETZ, DEBORAH E	OUTSTANDING
392148	S	\$326.83	10/06/09	E8737	0	HAMMES, TIMOTHY	OUTSTANDING
392149	S	\$19.00	10/06/09	00000	272	HELGESON, JULIE	OUTSTANDING
392150	S	\$181.67	10/06/09	12300	0	HENDERSON, JUDY	OUTSTANDING
392151	S	\$12.48	10/06/09	11463	0	HERDINE, SUSAN	OUTSTANDING
392152	S	\$1000.00	10/06/09	26818	0	HUMAN RESOURCE TECHNOLOGIES, INC.	OUTSTANDING
392153	S	\$75.00	10/06/09	01390	3	INTERMEDIATE DISTRICT 287	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
392154	S	\$60.62	10/06/09	E7448	0	KNUTSON, LYNN M	OUTSTANDING
392155	S	\$59.40	10/06/09	15476	0	MARCHESSAULT, PATRICK	OUTSTANDING
392156	S	\$225.00	10/06/09	08582	1	MASPA	OUTSTANDING
392157	S	\$60.00	10/06/09	25421	0	MEDINA de SMITH, MARIA	OUTSTANDING
392158	S	\$415.00	10/06/09	08361	0	MN HARVEST ORCHARD	OUTSTANDING
392159	S	\$1439.00	10/06/09	26466	0	MN HIGHWAY SAFETY & RESEARCH CENTER	OUTSTANDING
392160	S	\$745.00	10/06/09	09813	0	MN HISTORICAL SOCIETY	OUTSTANDING
392161	S	\$345.00	10/06/09	06098	1	MN STATE BAR ASSOCIATION	OUTSTANDING
392162	S	\$14267.48	10/06/09	07448	0	MN VALLEY ELECTRIC COOPERATIVE	OUTSTANDING
392163	S	\$10.00	10/06/09	00016	1792	MOHAMED, N.	OUTSTANDING
392164	S	\$180.00	10/06/09	04820	1	MSHSBCA	OUTSTANDING
392165	S	\$280.00	10/06/09	04656	2	MSNA	OUTSTANDING
392166	S	\$115.00	10/06/09	09120	0	NATIONAL CURRENT EVENTS LEAGUE	OUTSTANDING
392167	S	\$70.00	10/06/09	02694	0	NATIONAL GEOGRAPHIC BEE	OUTSTANDING
392168	S	\$1509.35	10/06/09	26727	0	NORGON, LORETTA A.	OUTSTANDING
392169	S	\$107.00	10/06/09	25304	0	NURSES SERVICE ORGANIZATION	OUTSTANDING
392170	S	\$82.57	10/06/09	14727	0	O'FALLON, REBECCA	OUTSTANDING
392171	S	\$247.71	10/06/09	21804	0	OBERG, JEANNE	OUTSTANDING
392172	S	\$609.50	10/06/09	00777	1	PARALLEL TECHNOLOGIES, INC.	OUTSTANDING
392173	S	\$57.04	10/06/09	14964	0	PARENT, ANDREA J	OUTSTANDING
392174	S	\$47.79	10/06/09	16287	0	PERALTA, NANCY	OUTSTANDING
392175	S	\$60.00	10/06/09	24879	0	PEREZ, MELISSA M.	OUTSTANDING
392176	S	\$742.68	10/06/09	26290	0	PERFORMANCE APPAREL, LLC	OUTSTANDING
392177	S	\$680.00	10/06/09	25787	0	PHET, CHANTARA	OUTSTANDING
392178	S	\$69.00	10/06/09	00000	270	PULLES, LEROY	OUTSTANDING
392179	S	\$98.63	10/06/09	E7284	0	QUIRK, KATHLEEN M	OUTSTANDING
392180	S	\$30.00	10/06/09	00000	271	RAMSEY, BRUCE	OUTSTANDING
392181	S	\$6022.78	10/06/09	09588	0	SAVAGE, CITY OF	OUTSTANDING
392182	S	\$120.00	10/06/09	06265	1	SCHOOL NURSE ORGANIZATION OF MN	OUTSTANDING
392183	S	\$51.86	10/06/09	11689	0	SCHWAB, ANGELA M	OUTSTANDING
392184	S	\$30.00	10/06/09	25227	0	SHAW, STACY	OUTSTANDING
392185	S	\$298.65	10/06/09	E4356	0	SIMON, GLENN D.	OUTSTANDING
392186	S	\$35.99	10/06/09	10823	0	SMOLKE, ANGELA	OUTSTANDING
392187	S	\$18.43	10/06/09	16673	0	SOLLIN, NATHAN	OUTSTANDING
392188	S	\$1320.00	10/06/09	20876	0	SPEECH ON THE GO, LLC	OUTSTANDING
392189	S	\$81.70	10/06/09	01599	1	STAR TRIBUNE	OUTSTANDING
392190	S	\$250.00	10/06/09	03297	2	STATE NEGOTIATORS	OUTSTANDING
392191	S	\$121.22	10/06/09	E6851	0	STEPHES, THOMAS J	OUTSTANDING
392192	S	\$106.40	10/06/09	11230	0	STICHA, JAYNE	OUTSTANDING
392193	S	\$6647.00	10/06/09	21008	0	T.L.C. SPECIAL TRANSPORTATION, INC.	OUTSTANDING
392194			10/06/09	21008	0	UNISSUED	UNISSUED
392195	S	\$236.25	10/06/09	11362	0	TEIEN, JOAN K	OUTSTANDING
392196	S	\$206.43	10/06/09	00016	1304	TIERNEY, MICHELLE	OUTSTANDING
392197	S	\$45.00	10/06/09	26336	0	TREASURER, STATE OF MINNESOTA	OUTSTANDING
392198	S	\$33.70	10/06/09	04172	0	UNITED PARCEL SERVICE	OUTSTANDING
392199	S	\$1164.51	10/06/09	04417	1	US FOODSERVICE	OUTSTANDING
392200	S	\$90.00	10/06/09	00000	273	WALLACE, KATHY	OUTSTANDING
392201	S	\$312.00	10/06/09	01279	1	WELLS FARGO BUSINESS CREDIT	OUTSTANDING
392202	S	\$60.00	10/06/09	25837	0	WILLIAMS, REBECCA	OUTSTANDING
392203	S	\$109.40	10/06/09	16543	0	WILLIAMS, ROXANNE	OUTSTANDING
392204	S	\$48.00	10/06/09	00000	274	ZINK, BRENDA	OUTSTANDING
392205	S	\$232.00	10/09/09	26293	0	ACCESS LIFTS, INC.	OUTSTANDING

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392206	S	\$176.50	10/09/09	00017	0	AIM ELECTRONICS, INC.	OUTSTANDING
392207	S	\$2090.00	10/09/09	00106	0	AQUA ENGINEERING, INC.	OUTSTANDING
392208	S	\$242.63	10/09/09	00428	0	ARAMARK	OUTSTANDING
392209	S	\$1.92	10/09/09	26755	0	ARAMARK UNIFORM SERVICES	OUTSTANDING
392210	S	\$91.88	10/09/09	26786	0	ASTLEFORD IDEALEASE	OUTSTANDING
392211	S	\$1490.85	10/09/09	00386	1	BARNES & NOBLE INC	OUTSTANDING
392212	S	\$179.98	10/09/09	01253	1	BATTERIES PLUS	OUTSTANDING
392213	S	\$1205.74	10/09/09	21117	0	BIO CORPORATION	OUTSTANDING
392214	S	\$11634.92	10/09/09	00477	0	BIX PRODUCE COMPANY	OUTSTANDING
392215			10/09/09	00477	0	UNISSUED	UNISSUED
392216			10/09/09	00477	0	UNISSUED	UNISSUED
392217			10/09/09	00477	0	UNISSUED	UNISSUED
392218			10/09/09	00477	0	UNISSUED	UNISSUED
392219			10/09/09	00477	0	UNISSUED	UNISSUED
392220	S	\$1067.05	10/09/09	00399	1	BRODHEAD GARRETT	OUTSTANDING
392221	S	\$45.40	10/09/09	00582	1	CHILDCRAFT	OUTSTANDING
392222	S	\$379.95	10/09/09	04232	2	CHILDCRAFT	OUTSTANDING
392223	S	\$97.99	10/09/09	25513	1	CHURCH OFFSET PRINTING, INC.	OUTSTANDING
392224	S	\$32.99	10/09/09	20688	2	CLASSROOMDIRECT	OUTSTANDING
392225	S	\$46.52	10/09/09	00552	1	CONNEY SAFETY PRODUCTS	OUTSTANDING
392226	S	\$524.86	10/09/09	00502	0	CORNERSTONE COPY CENTER	OUTSTANDING
392227	S	\$84.00	10/09/09	26740	0	CREATIVE NOTEBOOK SOLUTIONS	OUTSTANDING
392228	S	\$265.20	10/09/09	00647	0	CROWN RENTAL, INC.	OUTSTANDING
392229	S	\$43.27	10/09/09	00645	0	CUB FOODS	OUTSTANDING
392230	S	\$683.00	10/09/09	22013	0	CUSTOM WATER WORKS	OUTSTANDING
392231	S	\$7035.18	10/09/09	00279	0	D.S.D., INC.	OUTSTANDING
392232			10/09/09	00279	0	UNISSUED	UNISSUED
392233	S	\$933.77	10/09/09	00389	0	DAVANNIS PIZZA	OUTSTANDING
392234	S	\$283.87	10/09/09	09859	1	DISCOUNT SCHOOL SUPPLY	OUTSTANDING
392235	S	\$124.30	10/09/09	00605	0	DOYLE SECURITY PRODUCTS	OUTSTANDING
392236	S	\$2028.25	10/09/09	01064	0	EARL F. ANDERSEN & ASSOC., INC	OUTSTANDING
392237	S	\$3694.45	10/09/09	08846	2	ECOLAB	OUTSTANDING
392238	S	\$4025.80	10/09/09	01078	0	ELECTRO WATCHMAN, INC.	OUTSTANDING
392239	S	\$6846.21	10/09/09	24131	0	FARMERS MILL & ELEVATOR, INC.	OUTSTANDING
392240	S	\$52513.72	10/09/09	03328	0	FIRST STUDENT, INC.	OUTSTANDING
392241			10/09/09	03328	0	UNISSUED	UNISSUED
392242			10/09/09	03328	0	UNISSUED	UNISSUED
392243			10/09/09	03328	0	UNISSUED	UNISSUED
392244			10/09/09	03328	0	UNISSUED	UNISSUED
392245	S	\$69.95	10/09/09	24814	0	FITNESS FINDERS, INC.	OUTSTANDING
392246	S	\$436.92	10/09/09	01231	0	FLINN SCIENTIFIC, INC.	OUTSTANDING
392247	S	\$211.21	10/09/09	22132	0	FRESHWATER SOCIETY	OUTSTANDING
392248	S	\$208.81	10/09/09	01457	1	GOODIN COMPANY	OUTSTANDING
392249	S	\$567.58	10/09/09	01458	1	GOPHER	OUTSTANDING
392250	S	\$1115.49	10/09/09	24927	1	GOV CONNECTION, INC.	OUTSTANDING
392251	S	\$2472.77	10/09/09	04387	1	GRAINGER	OUTSTANDING
392252			10/09/09	04387	0	UNISSUED	UNISSUED
392253	S	\$296.69	10/09/09	01478	1	GRAYBAR ELECTRIC COMPANY, INC.	OUTSTANDING
392254	S	\$800.00	10/09/09	03299	0	GREG LARSON SPORTS, INC.	OUTSTANDING
392255	S	\$432.00	10/09/09	01641	0	H&B SPECIALIZED PRODUCTS, INC.	OUTSTANDING
392256	S	\$17959.00	10/09/09	01774	1	HALDEMAN-HOMME, INC.	OUTSTANDING
392257	S	\$85.14	10/09/09	25548	1	HENRY SCHEIN INC.	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
392258	S	\$205.00	10/09/09	04561	1	HERFF JONES, INC.	OUTSTANDING
392259	S	\$2196.03	10/09/09	09046	0	HI TECH REFRIGERATION	OUTSTANDING
392260	S	\$16071.66	10/09/09	09318	1	HILLYARD INC - MINNEAPOLIS	OUTSTANDING
392261			10/09/09	09318	0	UNISSUED	UNISSUED
392262	S	\$554.10	10/09/09	01784	2	HIRSHFIELD'S PAINT MANUFACTURING	OUTSTANDING
392263	S	\$1056.31	10/09/09	04818	0	HORIZON COMMERCIAL POOL SUPPLY	OUTSTANDING
392264	S	\$327.33	10/09/09	24274	1	INNOVATIVE OFFICE SOLUTIONS	OUTSTANDING
392265	S	\$342.00	10/09/09	25425	0	INTA JUICE	OUTSTANDING
392266	S	\$88.83	10/09/09	03754	1	INTERSTATE POWER SYSTEMS, INC.	OUTSTANDING
392267	S	\$375.00	10/09/09	01576	0	JAYTECH, INC.	OUTSTANDING
392268	S	\$49.08	10/09/09	01134	0	JIM COOPERS TIRE & AUTO STORES	OUTSTANDING
392269	S	\$1444.75	10/09/09	02035	2	JOHNSON CONTROLS, INC.	OUTSTANDING
392270	S	\$246.00	10/09/09	08672	0	KUDOS, INC.	OUTSTANDING
392271	S	\$400.06	10/09/09	01434	0	KULLY SUPPLY, INC.	OUTSTANDING
392272	S	\$701.46	10/09/09	06033	0	LIVE WIRE MEDIA	OUTSTANDING
392273	S	\$34106.76	10/09/09	21706	1	MCGRAW-HILL COMPANIES	OUTSTANDING
392274			10/09/09	21706	0	UNISSUED	UNISSUED
392275	S	\$1010.93	10/09/09	02395	0	MENARDS	OUTSTANDING
392276			10/09/09	02395	0	UNISSUED	UNISSUED
392277	S	\$938.06	10/09/09	08999	1	MINNESOTA ELEVATOR INC	OUTSTANDING
392278	S	\$14.32	10/09/09	02544	1	MTI DISTRIBUTING CO.	OUTSTANDING
392279	S	\$1364.63	10/09/09	03519	0	NAPA, SAVAGE PARTS SERVICE	OUTSTANDING
392280			10/09/09	03519	0	UNISSUED	UNISSUED
392281	S	\$3901.42	10/09/09	02858	3	NEFF MOTIVATION, INC.	OUTSTANDING
392282	S	\$310.50	10/09/09	20381	0	NHA HEATING & AIR CONDITIONING, INC.	OUTSTANDING
392283	S	\$15661.00	10/09/09	20320	0	NORTHERN AIR CORPORATION	OUTSTANDING
392284	S	\$1132.97	10/09/09	02489	1	OFFICE DEPOT COMPANY	OUTSTANDING
392285			10/09/09	02489	0	UNISSUED	UNISSUED
392286	S	\$165.20	10/09/09	03123	0	PAPCO	OUTSTANDING
392287	S	\$150.00	10/09/09	00777	1	PARALLEL TECHNOLOGIES, INC.	OUTSTANDING
392288	S	\$10.99	10/09/09	03116	1	PEARSON EDUCATION	OUTSTANDING
392289	S	\$1818.40	10/09/09	03219	1	PEPSI-COLA COMPANY	OUTSTANDING
392290	S	\$770.00	10/09/09	06693	0	POWELL, MALINDA	OUTSTANDING
392291	S	\$72.00	10/09/09	24681	0	PROFESSIONAL WIRELESS COMMUNICATIONS	OUTSTANDING
392292	S	\$49.00	10/09/09	09329	1	REGENTS OF THE UNIVERSITY OF MINNESOTA	OUTSTANDING
392293	S	\$20100.00	10/09/09	05634	0	RESILITE	OUTSTANDING
392294	S	\$722.50	10/09/09	08487	0	ROBERT BROOKE & ASSOCIATES	OUTSTANDING
392295	S	\$2870.43	10/09/09	03339	1	ROTO-ROOTER	OUTSTANDING
392296	S	\$8018.45	10/09/09	26583	0	RYAN ELECTRIC, INC.	OUTSTANDING
392297	S	\$1349.86	10/09/09	02567	10	SCANTRON CORPORATION	OUTSTANDING
392298	S	\$281.54	10/09/09	03532	2	SCHMITT MUSIC	OUTSTANDING
392299	S	\$464.82	10/09/09	03537	1	SCHOOL HEALTH SUPPLY CO., INC.	OUTSTANDING
392300	S	\$239.80	10/09/09	26145	1	SCHOOL OUTFITTERS	OUTSTANDING
392301	S	\$71.58	10/09/09	04232	1	SCHOOL SPECIALTY INC.	OUTSTANDING
392302	S	\$118.26	10/09/09	03745	2	SHERWIN-WILLIAMS	OUTSTANDING
392303	S	\$724.01	10/09/09	03472	2	SHIFFLER EQUIPMENT SALES INC	OUTSTANDING
392304	S	\$215.94	10/09/09	02217	1	SIEMENS BUILDING TECHNOLOGIES, INC.	OUTSTANDING
392305	S	\$568.01	10/09/09	03587	1	SIMPLEX GRINNELL	OUTSTANDING
392306	S	\$1270.00	10/09/09	09018	0	SOCCER EXPRESS USA	OUTSTANDING
392307	S	\$1216.20	10/09/09	22907	1	SOLUTIONS4SURE.COM, INC.	OUTSTANDING
392308	S	\$597.44	10/09/09	22020	0	SPHERION CORPORATION	OUTSTANDING
392309	S	\$607.14	10/09/09	03640	1	STAPLES ADVANTAGE	OUTSTANDING

CHECK #	TYPE	CHECK AMT	CHECK DATE	VENDOR #	ADDRS #	VENDOR NAME	CHECK STATUS
392310	S	\$418.22	10/09/09	03689	0	STATE SUPPLY CO., INC.	OUTSTANDING
392311	S	\$821.40	10/09/09	23998	1	SUMMIT FOOD EQUIPMENT SERVICE, INC	OUTSTANDING
392312	S	\$2425.00	10/09/09	04664	0	SUMMIT PRINT COPY AND MAIL SERVICE	OUTSTANDING
392313	S	\$13999.00	10/09/09	08203	0	TIES	OUTSTANDING
392314	S	\$915.00	10/09/09	21184	4	TIES	OUTSTANDING
392315	S	\$281.00	10/09/09	24601	0	TOTAL MECHANICAL SERVICES, INC.	OUTSTANDING
392316	S	\$157.50	10/09/09	03788	0	TREETOP PUBLISHING	OUTSTANDING
392317	S	\$27283.80	10/09/09	03802	0	TRIO SUPPLY	OUTSTANDING
392318			10/09/09	03802	0	UNISSUED	UNISSUED
392319	S	\$28850.47	10/09/09	04417	1	US FOODSERVICE	OUTSTANDING
392320			10/09/09	04417	0	UNISSUED	UNISSUED
392321			10/09/09	04417	0	UNISSUED	UNISSUED
392322	S	\$249.00	10/09/09	22608	1	US NETCOM CORPORATION	OUTSTANDING
392323	S	\$158.10	10/09/09	03345	1	VALLEY NATIONAL GASES	OUTSTANDING
392324	S	\$580.00	10/09/09	04195	1	VIKING AUTOMATIC SPRINKLER COMPANY	OUTSTANDING
392325	S	\$173.70	10/09/09	04243	1	VIKING ELECTRIC SUPPLY, INC.	OUTSTANDING
392326	S	\$167.95	10/09/09	22496	0	WILLIAM V. MACGILL & CO.	OUTSTANDING
392327	S	\$2131.52	10/09/09	21039	0	WORTHINGTON DIRECT, INC.	OUTSTANDING
392328	S	\$214.00	10/09/09	04451	1	XEROX CORPORATION	OUTSTANDING
392329	S	\$1943.30	10/09/09	05860	0	YOUNGBLOOD LUMBER COMPANY	OUTSTANDING
392330	S	\$2582.02	10/09/09	04566	0	ZIEGLER INC.	OUTSTANDING
TOTAL # OF ISSUED CHECKS:			964	TOTAL AMOUNT		2082802.99	
TOTAL # OF VOIDED CHECKS:			2	TOTAL AMOUNT		354.42	
TOTAL # OF UNISSUED CHECKS:			43				

INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office

TO: Members of the School Board
FROM: Mark D. Stotts, Business Manager
DATE: October 22, 2009
RE: Budget Analysis for the Month Ending September, 2009

RECOMMENDATION: That the Board accept the Budget Analysis for the Month ending September 30, 2009.

The September Budget Reports are presented for Board information and review. The reports indicate that year-to-date expenditures plus encumbrances in all funds total \$27,896,264.09 or 18.9% of the combined Adopted Budgets. Year-to-date revenue in all funds total \$21,310,024.81 or 16.26% of the combined Revised Budgets.

Additional financial reports and summaries to are provided to allow monthly monitoring of the budget. With respect to Revenue, we are furnishing two reports:

Revenue Summary By Fund
Revenue Summary By Source

Four expenditure reports are included in the board packet as follows:

Expenditure Summary By Fund
Expenditure By Object
Expenditure By Program
Expenditure By Building

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 on request.

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

Cash and Investments By Month for Last year and Current year
General Fund Revenues Year-to-Date for Last year and Current year
All Funds Revenue Year-to-Date for Last year and Current year
General Fund Expenditures Year-to-Date for Last year and Current year
All Funds Expenditure Year-to-Date for Last year and Current year

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

STATEMENT OF REVENUE

DIST 191 Burnsville-Eagan-Savage ISD191 ACCOUNTING PERIOD 09/01/09 TO 09/30/09

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 YEAR ACTUAL	< REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
01 GENERAL	131,901,249.98	107,211,600	7,503,827.27	19,851,575.69	87,360,024.31	81.48 %
02 FOOD SERVICE	4,781,180.27	4,414,207	27,359.61	38,000.13	4,376,206.87	99.13 %
04 COMMUNITY SERVICE	7,461,483.67	6,783,935	413,983.05	1,275,114.61	5,508,820.39	81.20 %
06 CAPITAL PROJECTS	2,498,711.89	1,800,239	553,391.06	553,391.06	1,246,847.94	69.26 %
07 DEBT SERVICE	6,440,179.37	7,148,156	18,760.88	490,359.86-	7,638,515.86	106.85 %
08 FLEX BENEFIT FUND	867,174.96	925,000	47,293.37	69,267.91	855,732.09	92.51 %
09 SCHOLARSHIP FUND	56,471.78	28,500	500.00	540.00	27,960.00	98.10 %
10 PRIN EARLY RET INS FUND	47,103.03	46,325	0.00	7,953.16	38,371.84	82.83 %
11 RHEAUME EDUCATIONAL FUND	66.59	100	0.00	0.00	100.00	100.00 %
12 K ROGERS SCHOLARSHIP	71.44	0	0.00	0.00	0.00	0.00 %
20 ISF - DENTAL	909,850.84	963,330	0.00	0.00	963,330.00	100.00 %
21 ISF - POST RETIREMENT BENEFITS	540,856.09	1,772,229	0.00	0.00	1,772,229.00	100.00 %
22 ISF - HEALTH SELECT 105	467.49	0	0.00	0.00	0.00	0.00 %
25 OPEB REVOCABLE TRUST	18,377,216.85	0	4,542.11	4,542.11	4,542.11-	0.00 %
47 POST EMPLOYMENT BENEFITS	783,423.86	0	0.00	0.00	0.00	0.00 %
*** REPORT TOTALS:	174,665,508.11	131,093,621	8,569,657.35	21,310,024.81	109,783,596.19	83.74 %

BURNSVILLE-EAGAN-SAVAGE

Independent School District 191

DISTRICT REVENUES

BY

SOURCE

WITHIN FUND

September, 2009

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

SRC FD	PRIOR YEAR ACTUAL	REVISD BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
001 MAINTENANCE LEVY	21,342,543.89	20,539,792	0.00	1,042,066.05	19,497,725.95	94.92 %
004 TAX INCREMENT FINANCE - TIF	205,857.67	0	0.00	0.00	0.00	0.00 %
009 FISCAL DISPARITIES	1,938,332.00	3,213,993	0.00	1,339,448.41	1,874,544.59	58.32 %
010 COUNTY APPORTIONMENT	156,644.88	0	0.00	35,793.06	35,793.06-	0.00 %
019 MISC LOCAL TAXES	954.84	0	0.00	3,739.61	3,739.61-	0.00 %
021 TUITION MN SCHL DIST	189,993.88	50,000	1,301.00	2,168.00	47,832.00	95.66 %
050 FEES	500,531.18	91,000	152,251.20	155,430.02	64,430.02-	70.80-%
060 ADMISSION	191,108.99	143,600	25,879.75	25,879.75	117,720.25	81.97 %
071 MEDICAL ASSIST REVENUE	138,958.95	30,000	6,255.52	39,219.06	9,219.06-	30.73-%
091 INTEREST EARNINGS-ESCROW AGENT	8.15	0	0.00	0.00	0.00	0.00 %
092 INTEREST EARNINGS	433,115.51	395,000	24,206.45	24,206.51	370,793.49	93.87 %
093 RENTAL OF FACILITIES	192,753.21	85,000	9,486.00	40,733.00	44,267.00	52.07 %
096 GIFTS & BEQUESTS	291,321.26	200,000	37,415.10	66,863.24	133,136.76	66.56 %
099 MISC LOCAL REVENUE	649,507.13	513,725	31,841.17	49,773.93	463,951.07	90.31 %
201 ENDOWMENT AID	354,625.82	0	150,680.07	150,680.07	150,680.07-	0.00 %

SRC FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
211 01	64,921,543.50	63,441,319	4,765,254.44	11,729,274.99	51,712,044.01	81.51 %
211 GENERAL EDUCATION AID						
213 FND AID-SHARED TIME	31,357.32	20,000	0.00	0.00	20,000.00	100.00 %
227 ABATEMENT AID	15,435.10	0	617.40	1,683.92	1,683.92-	0.00 %
234 HOMESTEAD MKT VAL CREDIT	297,106.12	297,106	0.00	29,710.60	267,395.40	90.00 %
258 STATE-OTHER CREDITS	3,237.51	3,237	0.00	323.71	2,913.29	89.99 %
300 STATE AID & GRANTS	3,133,553.69	2,506,551	42,141.07	646,769.20	1,859,781.80	74.19 %
360 STATE-SPECIAL ED	12,005,527.79	11,774,734	2,051,669.17	4,045,463.32	7,729,270.68	65.64 %
369 REVENUE FR OTH ST AGENCIES	9,329.68	10,000	0.00	0.00	10,000.00	100.00 %
370 MISC CFL/SBVTE	52,006.91	15,000	0.00	19,955.00	4,955.00-	33.03-%
400 FED AIDS & GRANTS	4,093,613.80	3,712,935	190,950.37	388,026.77	3,324,908.23	89.54 %
405 FED AID THRU OTHER AGENCIES	90,148.18	68,608	0.00	0.00	68,608.00	100.00 %
621 SALE OF MAT. PUR FOR RESALE	140,266.54	100,000	13,878.56	14,367.47	85,632.53	85.63 %
631 SALE-OPEB BONDS	17,926,553.16	0	0.00	0.00	0.00	0.00 %
649 TRANSFERS BETWEEN FUNDS	2,595,313.32	0	0.00	0.00	0.00	0.00 %
*** 01 GENERAL	131,901,249.98	107,211,600	7,503,827.27	19,851,575.69	87,360,024.31	81.48 %

SRC FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
092 INTEREST	13,713.19	18,000	0.00	0.00	18,000.00	100.00 %
099 MISC LOCAL REVENUE	17,927.80	0	0.00	776.22	776.22-	0.00 %
319 STATE-SCHOOL LUNCH	163,502.01	152,905	0.00	0.00	152,905.00	100.00 %
400 FED AIDS & GRANTS	0.00	0	26,000.00	26,000.00	26,000.00-	0.00 %
471 FED SCHOOL LUNCH AID	227,523.62	225,450	0.00	0.00	225,450.00	100.00 %
472 FREE/REDUCED LUNCH AID	927,791.12	992,400	0.00	0.00	992,400.00	100.00 %
473 COMMODITY CASH REBATES	67,543.41	50,000	0.00	9,182.30	40,817.70	81.63 %
474 COMMODITY DIST PROG	152,074.84	100,000	0.00	0.00	100,000.00	100.00 %
475 SPECIAL MILK PROGRAM	6,710.66	4,855	0.00	0.00	4,855.00	100.00 %
476 FED SCH BREAKFAST PRG	284,194.59	281,900	0.00	0.00	281,900.00	100.00 %
601 SALES TO PUPILS	2,487,099.14	2,507,697	250.55	332.55	2,507,364.45	99.98 %
606 SALES TO ADULTS	49,506.40	48,800	0.00	0.00	48,800.00	100.00 %
608 SPEC FUNCTION-FOOD	122,908.60	32,200	1,109.06	1,109.06	31,090.94	96.55 %
622 SALE OF MATERIALS	526.10	0	0.00	0.00	0.00	0.00 %
624 SALE OF EQUIPMENT	0.00	0	0.00	600.00	600.00-	0.00 %
631 SALE-OPEB BONDS	260,158.79	0	0.00	0.00	0.00	0.00 %
*** 02 FOOD SERVICE	4,781,180.27	4,414,207	27,359.61	38,000.13	4,376,206.87	99.13 %

SRC FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
001 04						
001 MAINTENANCE LEVY	732,476.36	775,917	0.00	8,355.45-	784,272.45	101.07 %
009 FISCAL DISPARITIES	86,629.00	106,511	0.00	44,470.17	62,040.83	58.24 %
019 MISC LOCAL TAXES	91.81	0	0.00	0.00	0.00	0.00 %
040 TUITION FROM PATRONS	4,558,131.12	4,508,700	305,907.94	843,603.82	3,665,096.18	81.28 %
050 FEES	54,214.00	67,300	6,967.20	8,506.20	58,793.80	87.36 %
060 ADMISSIONS	3,684.60	2,750	220.91	1,139.91	1,610.09	58.54 %
092 INTEREST EARNINGS	12,723.49	5,000	0.14	0.52	4,999.48	99.98 %
093 RENT-SCHL FACILITIES	72,335.58	40,000	4,485.01	11,509.85	28,490.15	71.22 %
096 GIFTS & BEQUESTS	46,391.75	14,720	39,451.43	40,554.43	25,834.43-	175.50-%
099 MISC LOCAL REVENUE	97,948.00	94,188	1,326.37	5,937.21	88,250.79	93.69 %
227 ABATEMENT AID	465.87	0	18.62	151.96	151.96-	0.00 %
234 HOMESTEAD MKT VAL CREDIT	38,120.30	38,119	0.00	3,811.84	34,307.16	90.00 %
258 STATE-OTHER CREDITS	414.70	415	0.00	41.53	373.47	89.99 %
300 STATE-AID & GRANTS	923,993.08	771,738	53,156.25	315,056.59	456,681.41	59.17 %
301 NONPUBLIC AID	105,549.64	121,275	0.00	3,696.52	117,578.48	96.95 %
400 FED AID & GRANTS	43,466.50	55,671	0.00	0.00	55,671.00	100.00 %
477 CASH IN LIEU/COMMODY	580.96	500	0.00	0.00	500.00	100.00 %

SRC FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907		- - - - ->	
			09/01/09 09/30/09	RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
621 MAT PUR FOR RESALE	12,950.58	12,240	2,449.18	4,989.51	7,250.49	59.23 %
622 SALE OF MATERIALS	11,295.56	3,000	0.00	0.00	3,000.00	100.00 %
631 SALE-OPEB BONDS	660,020.77	0	0.00	0.00	0.00	0.00 %
649 TRANSFER FROM OTH FD	0.00	165,891	0.00	0.00	165,891.00	100.00 %
*** 04 COMMUNITY SERVICE	7,461,483.67	6,783,935	413,983.05	1,275,114.61	5,508,820.39	81.20 %

SRC FD	PRIOR YEAR ACTUAL	REVISED BUDGET	FISCAL YEAR 200907		REMAINING ON 09/30/09	PERCENT REMAINING
			09/01/09 TO 09/30/09	RECEIVED THRU 09/30/09		
001 06	1,997,143.00	1,650,239	0.00	0.00	1,650,239.00	100.00 %
092 INTEREST EARNINGS	501,568.89	150,000	553,391.06	553,391.06	403,391.06	268.92-%
*** 06 CAPITAL PROJECTS	2,498,711.89	1,800,239	553,391.06	553,391.06	1,246,847.94	69.26 %

SRC FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907		- - - - ->	
			09/01/09 09/30/09	RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
001 07						
001 MAINTENANCE LEVY	5,445,543.72	5,945,078	0.00	915,199.93-	6,860,277.93	115.39 %
009 FISCAL DISPARITIES	647,016.00	815,125	0.00	339,731.42	475,393.58	58.32 %
019 MISC LOCAL TAXES	446.89	0	0.00	0.00	0.00	0.00 %
092 INTEREST EARNINGS	59,221.30	100,000	0.00	0.00	100,000.00	100.00 %
234 HOMESTEAD MKT VAL CREDIT	284,847.24	284,849	18,760.88	82,532.67	202,316.33	71.02 %
258 STATE-OTHER CREDITS	3,104.22	3,104	0.00	2,575.98	528.02	17.01 %
*** 07 DEBT SERVICE	6,440,179.37	7,148,156	18,760.88	490,359.86-	7,638,515.86	106.85 %

SRC FD	PRIOR YEAR	FISCAL YEAR 200907			REMAINING ON 09/30/09	PERCENT REMAINING
		REVISED BUDGET	09/01/09 09/30/09	RECEIVED THRU 09/30/09		
099 08	ACTUAL					
099 MISC LOCAL REVENUE	867,174.96	925,000	47,293.37	69,267.91	855,732.09	92.51 %
*** 08 FLEX BENEFIT FUND	867,174.96	925,000	47,293.37	69,267.91	855,732.09	92.51 %

SRC FD 092 09	PRIOR	FISCAL YEAR 200907				
	YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
092 INTEREST EARNINGS	1,170.60	1,500	0.00	0.00	1,500.00	100.00 %
096 GIFTS	40,042.00	22,000	500.00	540.00	21,460.00	97.54 %
099 MISC LOCAL REVENUE	15,259.18	5,000	0.00	0.00	5,000.00	100.00 %
*** 09 SCHOLARSHIP FUND	56,471.78	28,500	500.00	540.00	27,960.00	98.10 %

SRC FD	PRIOR YEAR	FISCAL YEAR 200907			REMAINING PERCENT	
		REVISIED BUDGET	09/01/09 09/30/09	RECEIVED THRU 09/30/09	ON 09/30/09	REMAINING
092 10	ACTUAL					
092 INTEREST EARNINGS	681.99	2,500	0.00	0.00	2,500.00	100.00 %
099 MISC LOCAL REVENUE	46,421.04	43,825	0.00	7,953.16	35,871.84	81.85 %
*** 10 PRIN EARLY RET INS FUND	47,103.03	46,325	0.00	7,953.16	38,371.84	82.83 %

SRC FD	PRIOR YEAR	FISCAL YEAR 200907			REMAINING PERCENT	
		REVISIED BUDGET	09/01/09 09/30/09	RECEIVED THRU 09/30/09	ON 09/30/09	REMAINING
092 11	ACTUAL					
092 INTEREST EARNINGS	66.59	100	0.00	0.00	100.00	100.00 %
*** 11 RHEAUME EDUCATIONAL FUND	66.59	100	0.00	0.00	100.00	100.00 %

SRC FD	PRIOR YEAR	FISCAL YEAR 200907			REMAINING ON 09/30/09	PERCENT REMAINING
		REVISIED BUDGET	09/01/09 09/30/09	RECEIVED THRU 09/30/09		
092 12	ACTUAL					
092 INTEREST EARNINGS	71.44	0	0.00	0.00	0.00	0.00 %
*** 12 K ROGERS SCHOLARSHIP	71.44	0	0.00	0.00	0.00	0.00 %

SRC FD	PRIOR YEAR ACTUAL	FISCAL YEAR 200907			REMAINING ON 09/30/09	PERCENT REMAINING
		REVISED BUDGET	09/01/09 09/30/09	RECEIVED THRU 09/30/09		
092 INTEREST EARNINGS	6,743.22	3,000	0.00	0.00	3,000.00	100.00 %
099 MISC LOCAL REVENUE	903,107.62	960,330	0.00	0.00	960,330.00	100.00 %
*** 20 ISF - DENTAL	909,850.84	963,330	0.00	0.00	963,330.00	100.00 %

SRC FD	PRIOR YEAR	FISCAL YEAR 200907				REMAINING ON 09/30/09	PERCENT REMAINING
		REVISED BUDGET	09/01/09	RECEIVED THRU 09/30/09	09/30/09		
092 21	ACTUAL						
092 INTEREST EARNINGS	10,416.58	7,500	0.00	0.00		7,500.00	100.00 %
099 MISC LOCAL REVENUE	530,439.51	1,764,729	0.00	0.00		1,764,729.00	100.00 %
*** 21 ISF - POST RETIREMENT BENEFIT	540,856.09	1,772,229	0.00	0.00		1,772,229.00	100.00 %

SRC FD	PRIOR YEAR	FISCAL YEAR 200907				REMAINING ON 09/30/09	PERCENT REMAINING
		REVISIED BUDGET	09/01/09	RECEIVED THRU 09/30/09	09/30/09		
099 22	ACTUAL						
099 MISC LOCAL REVENUE	467.49	0	0.00	0.00		0.00	0.00 %
*** 22 ISF - HEALTH SELECT 105	467.49	0	0.00	0.00		0.00	0.00 %

SRC FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907		- - - - ->	
			09/01/09 09/30/09	RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
090 UNREALIZED GAIN/LOSS	9,881.40-	0	0.00	0.00	0.00	0.00 %
092 INTEREST REVENUE	10,659.20	0	4,542.11	4,542.11	4,542.11-	0.00 %
614 CONTRIBUTIONS TO OPEB TRUST	17,995,520.14	0	0.00	0.00	0.00	0.00 %
616 RETIREE	380,918.91	0	0.00	0.00	0.00	0.00 %
*** 25 OPEB REVOCABLE TRUST	18,377,216.85	0	4,542.11	4,542.11	4,542.11-	0.00 %

SRC FD	PRIOR YEAR ACTUAL	< - - - - - FISCAL YEAR 200907 - - - - - >		RECEIVED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
		REVISED BUDGET	09/01/09 09/30/09			
092 INTEREST EARNINGS	1,534.28	0	0.00	0.00	0.00	0.00 %
649 TRANSFERS BETWEEN FUNDS	781,889.58	0	0.00	0.00	0.00	0.00 %
*** 47 POST EMPLOYMENT BENEFITS	783,423.86	0	0.00	0.00	0.00	0.00 %
*** REPORT TOTALS:	174,665,508.11	131,093,621	8,569,657.35	21,310,024.81	109,783,596.19	83.74 %

STATEMENT OF EXPENDITURES

DIST 191 Burnsville-Eagan-Savage ISD191 ACCOUNTING PERIOD 09/01/09 TO 09/30/09

ACCT STATUS: Active and Next Year Accts ACCOUNT RANGES: 01- TO 99-
 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 200907	- - - - -	>
01	YEAR	REVISED	09/01/09	EXPENDED	ENCUMBERED	REMAINING PERCENT
	ACTUAL	BUDGET	09/30/09	THRU 09/30/09	THRU 09/30/09	ON 09/30/09 REMAINING
01 GENERAL	116,605,174.63	104,217,951	7,673,031.09	16,107,631.70	609,230.54	87,501,088.76 83.95 %
02 FOOD SERVICE	4,673,665.39	4,547,500	395,811.76	465,863.27	9,726.35	4,071,910.38 89.54 %
03 TRANSPORTATION	5,625,730.65	6,150,218	74,198.11	237,970.32		5,912,247.68 96.13 %
04 COMMUNITY SERVICE	7,400,982.50	6,783,935	496,319.28	1,447,224.02	12,484.30	5,324,226.68 78.48 %
06 CAPITAL PROJECTS	16,489,410.26	14,200,080	3,916,471.29	6,629,676.62	139,039.21	7,431,364.17 52.33 %
07 DEBT SERVICE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74 79.17 %
08 FLEX BENEFIT FUND	854,633.67	925,000	78,812.67	176,704.35		748,295.65 80.89 %
09 SCHOLARSHIP FUND	47,589.50	42,000	8,966.25	12,966.25		29,033.75 69.12 %
10 PRIN EARLY RET INS FUND	93,885.24	111,872	0.00	16,835.08		95,036.92 84.95 %
20 ISF - DENTAL	897,038.47	900,000	88,645.94	293,084.40		606,915.60 67.43 %
21 ISF - POST RETIREMENT BENEFITS	103,271.63	1,882,434	0.00	118,444.76		1,763,989.24 93.70 %
22 ISF - HEALTH SELECT 105	2,595,313.32	0	0.00	0.00		0.00 0.00 %
25 OPEB REVOCABLE TRUST	1,105,016.60	0	41.66	41.66		41.66- 0.00 %
*** REPORT TOTALS:	163,245,777.69	147,536,162	12,732,298.05	27,125,783.69	770,480.40	119,639,897.91 81.09 %

BURNSVILLE-EAGAN-SAVAGE

Independent School District 191

DISTRICT EXPENDITURE BUDGET

BY

OBJECT

WITHIN FUND

September, 2009

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

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
100 01							
100 SALARY CONTINGENCY	0.00	4,682,077	0.00	0.00		4,682,077.00	100.00 %
101 SALARIES PAYABLE	0.00	0	685,769.40-	609.27-		609.27	0.00 %
110 ADMINISTRATION/SUPERVISION	4,307,849.79	4,191,073	343,173.44	1,017,122.64		3,173,950.36	75.73 %
117 MANAGERIAL-OPERATIONS	290,930.00	290,930	24,244.20	72,732.60		218,197.40	74.99 %
140 LICENSED CLASSROOM	33,466,134.73	31,148,973	2,675,826.28	3,948,203.00		27,200,770.00	87.32 %
141 NON-LIC - CLASSROOM	4,155,531.59	780,579	60,027.01	60,027.01		720,551.99	92.30 %
143 LIC - CLASSROOM SUPPORT	8,237,518.03	5,432,091	443,096.71	667,695.87		4,764,395.13	87.70 %
144 NON-LIC - CLASSROOM SUPPORT	856,868.50	781,477	89,547.05	98,923.78		682,553.22	87.34 %
145 SUBSTITUTE TEACHERS	1,088,682.04	864,626	11,346.86	11,346.86		853,279.14	98.68 %
146 SUBSTITUTE NON-LIC INSTRUCT	197,331.60	1,000	2,871.73	2,899.29		1,899.29-	189.92-%
151 OCCUPATIONAL THERAPIST	0.00	523,970	43,664.16	82,600.65		441,369.35	84.23 %
152 SPEECH/LANGUAGE PATHOLOGIST	0.00	1,343,421	119,747.41	199,374.99		1,144,046.01	85.15 %
154 SCHOOL NURSE	0.00	569,792	47,785.70	71,678.55		498,113.45	87.42 %
156 SCHOOL SOCIAL WORKER	0.00	211,414	17,893.14	26,839.71		184,574.29	87.30 %
157 SCHOOL PSYCHOLOGIST	0.00	605,464	50,546.18	76,166.37		529,297.63	87.42 %

OBJ FD	PRIOR YEAR	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
161 01							
161 EA PERSONAL CARE ASSISTANT	0.00	2,974,448	237,095.63	237,095.63		2,737,352.37	92.02 %
162 ONE TO ONE EA	0.00	37,311	3,109.24	3,109.24		34,201.76	91.66 %
165 SCHOOL COUNSELOR	0.00	700,646	56,558.06	81,464.78		619,181.22	88.37 %
170 SEC-CLERICAL-OTHER	2,815,626.24	2,913,567	239,832.14	567,280.47		2,346,286.53	80.52 %
171 TEMPORARY & OVERTIME	169,483.76	244,386	14,131.58	38,539.94		205,846.06	84.22 %
172 TECHNOLOGY SALARIES	183,072.29	187,785	30,466.57	46,426.29		141,358.71	75.27 %
174 CUSTODIAL SALARIES	3,215,072.35	3,555,942	262,909.84	787,575.26		2,768,366.74	77.85 %
175 CULTURAL LIASION	0.00	63,192	11,754.39	11,754.39		51,437.61	81.39 %
176 DRIVERS SALARIES	68,371.68	68,372	4,748.04	18,566.47		49,805.53	72.84 %
179 DAPE SPECIALISTS	118,920.40	124,986	13,424.52	44,242.36		80,743.64	64.60 %
185 LIC INSTR - OTHER	3,279,986.36	2,934,582	233,800.81	575,359.37		2,359,222.63	80.39 %
186 NON-LIC INSTR - OTHER	489,623.84	394,392	55,421.39	111,322.88		283,069.12	71.77 %
191 SEVERANCE PAY	530,439.51	750,000	0.00	0.00		750,000.00	100.00 %
195 CHARGEBACK SALARIES	0.00	48,000-	0.00	0.00		48,000.00-	100.00 %
199 OFFICIALS-JUDGE-TIMEKPRS	29,174.19	26,395	2,781.95	2,941.95		23,453.05	88.85 %
** TOTAL OBJ SERIES: 100-199 SALARIES AND WAGES	63,500,616.90	66,354,891	4,410,034.63	8,860,681.08		57,494,209.92	86.64 %
201 TUITION REIMBURSEMENT	18,404.00	33,116	3,567.50	4,887.50		28,228.50	85.24 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
210 01							
210 FICA	4,605,560.78	4,620,525	371,497.42	713,495.19		3,907,029.81	84.55 %
214 PERA	868,177.39	858,146	71,902.11	149,971.15		708,174.85	82.52 %
218 TRA	2,691,433.78	2,617,949	219,909.59	400,326.44		2,217,622.56	84.70 %
220 HEALTH INSURANCE	11,248,283.61	13,194,774	1,079,219.54	1,408,878.10		11,785,895.90	89.32 %
230 LIFE INSURANCE	81,080.65	81,219	6,584.44	8,502.86		72,716.14	89.53 %
235 DENTAL INSURANCE	564,053.72	607,067	50,059.65	64,844.41		542,222.59	89.31 %
240 LONG TERM DISABILITY	377,380.03	368,814	30,727.85	40,811.86		328,002.14	88.93 %
250 TSA MATCH	518,239.13	499,274	46,383.80	82,019.89		417,254.11	83.57 %
251 HEALTH REIMBURSEMENT	9,308.01	6,400	0.00	0.00		6,400.00	100.00 %
252 HEALTH SAVINGS PLAN	1,499,208.58	0	0.00	4,019.00		4,019.00-	0.00 %
253 TSA - DISTRICT MATCH	0.00	0	0.00	4,019.00		4,019.00-	0.00 %
270 WORKERS COMP INS	236,303.28	399,298	16,319.60	81,574.33		317,723.67	79.57 %
280 REEMPLOYMENT COMP INS	109,740.66	0	0.00	29,419.32		29,419.32-	0.00 %
290 OPEB ABOVE ARC	16,224,980.43	0	0.00	0.00		0.00	0.00 %
295 EMPLOYEE BENEFITS CHGBK	0.00	12,000-	0.00	0.00		12,000.00-	100.00 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	39,052,154.05	23,274,582	1,896,171.50	2,992,769.05		20,281,812.95	87.14 %
300 PURCHASED SERVICES CONTINGENCY	0.00	100,000	0.00	0.00		100,000.00	100.00 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
303 01							
303 FED AWARDS UNDER \$25,000	0.00	200	1,206.00	1,816.00		1,616.00	808.00-%
305 PROF & TECH SERV	1,564,571.07	1,156,256	34,751.71	140,584.91	13,581.50	1,002,089.59	86.66 %
310 SCHOOL BOARD PER DIEM	42,600.00	42,600	3,550.00	10,650.00		31,950.00	75.00 %
319 OTHER PERSONAL SERVICES	79,114.12	162,576	8,945.87	10,080.87	5.46	152,489.67	93.79 %
320 COMMUNICATION SERVICES	312,831.02	408,340	16,703.67	120,217.15	20,395.00	267,727.85	65.56 %
321 PHONE-LONG DISTANCE	1,456.44	2,501	0.00	84.03		2,416.97	96.64 %
325 INTERDEPT POSTAGE	41,574.88	40,599	1,949.26	14,465.04		26,133.96	64.37 %
329 POSTAGE & PARCEL SERVICES	35,573.80	37,940	1,304.47	12,265.76		25,674.24	67.67 %
330 ELECTRICITY	796,064.78	656,800	56,602.88	105,348.26		551,451.74	83.96 %
331 WATER & SEWER	215,136.80	232,700	22,109.66	30,020.60		202,679.40	87.09 %
332 FIRM GAS	133,176.52	108,650	1,887.30	4,433.73		104,216.27	95.91 %
333 INTERRUPTIBLE GAS	439,290.75	602,000	1,285.24	2,789.40		599,210.60	99.53 %
334 REFUSE REMOVAL	41,270.13	40,000	4,045.97	12,289.85		27,710.15	69.27 %
340 PROPERTY/LIABILITY INSURANCE	195,088.10	280,000	19,296.00	107,232.23		172,767.77	61.70 %
341 LIABILITY INSURANCE	0.00	120,000	0.00	0.00		120,000.00	100.00 %
350 REPAIRS/MAINT SERVICES	304,118.59	321,993	32,587.94	93,685.94	13,628.38	214,678.68	66.67 %
351 REPAIR/MAINT - BLDG	321,713.19	470,500	23,588.87	62,328.55	22,555.42	385,616.03	81.95 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
352 REPAIR/MAINT VEHICLE	29,111.05	20,000	215.48	300.48	2,699.52	17,000.00	85.00 %
353 REPAIR/MAINT - SITE	19,839.51	7,960	3,170.00	7,846.00	5,239.00	5,125.00-	64.38-%
358 CONSULTANT INTERPERTER	0.00	0	915.00	1,726.00		1,726.00-	0.00 %
360 TRANS-CONTRACTS	46.76	201,469	0.00	40.00		201,429.00	99.98 %
361 TRANS-CONTRACTS	189,581.42	121,220	9,925.72	10,512.31		110,707.69	91.32 %
363 SNOW REMOVAL	13,257.71	12,000	0.00	0.00		12,000.00	100.00 %
365 TRANS-FUEL CHARGBACK	18,771.41	120,449	708.97	668.82		119,780.18	99.44 %
366 TRAVEL/CONFERENCES	229,031.84	199,552	9,461.65	17,755.24	9,973.14	171,823.62	86.10 %
368 FEDERAL OUT-OF-STATE TRAVEL	0.00	6,000	0.00	0.00		6,000.00	100.00 %
370 RENTALS & LEASES	684,993.83	864,364	98,259.81	210,914.41	32,209.45	621,240.14	71.87 %
380 ADVERTISING	46,364.66	57,600	3,192.40	6,991.40		50,608.60	87.86 %
381 PRINTING-BINDING	71,004.05	110,628	20,218.13	28,183.40	329.12	82,115.48	74.22 %
385 INTERDEPT PRINTING	21.55	6,205	11.66-	45.49-		6,250.49	100.73 %
390 TUITION-MN ISD	820,860.26	1,736,200	16,586.27	179,861.02		1,556,338.98	89.64 %
391 COST SHARING PAYMTS-MN ISD	23,288.85	0	0.00	0.00		0.00	0.00 %
393 SPEC ED CONTRACTED SERVICES	30,892.33	10,000	1,500.00	3,000.00		7,000.00	70.00 %
394 REGIST/ENTRY FEES	243,745.86	126,322	24,511.99	80,226.55		46,095.45	36.49 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
396 01							
396 SALARIES	331,004.57	0	0.00	0.00		0.00	0.00 %
397 BENEFITS	114,900.10	0	0.00	0.00		0.00	0.00 %
398 MISC CHARGEBACK	124,500.00-	106,263-	0.00	0.00		106,263.00-	100.00 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	7,265,795.95	8,277,361	418,468.60	1,276,272.46	120,615.99	6,880,472.55	83.12 %
400 SUPPLIES CONTINGENCY	0.00	65,210	0.00	0.00	71.64	65,138.36	99.89 %
401 GENERAL SUPPLIES	1,055,073.88	715,460	125,359.44	339,515.00	78,246.94	297,698.06	41.60 %
402 XEROX SUPPLIES	17,150.11	20,800	995.00	3,996.20	13,550.00	3,253.80	15.64 %
410 CUSTODIAL SUPPLIES	361,906.94	331,600	62,379.58	126,589.44	80,306.19	124,704.37	37.60 %
411 GROUNDS SUPPLIES	55,709.94	35,000	15,567.06	27,664.26		7,335.74	20.95 %
412 OPERATIONS UNIFORMS	16,747.20	18,000	0.00	0.00		18,000.00	100.00 %
420 REPAIR SUPPLIES	87,035.58	65,900	9,562.22	20,889.96	19,889.36	25,120.68	38.11 %
421 REPAIR PARTS - BLDG	41,479.23	93,440	1,215.75	4,067.53		89,372.47	95.64 %
422 REPAIR PARTS - VEHICLES	9,440.42	10,000	1,455.14	4,000.74	1,664.07	4,335.19	43.35 %
423 REPAIR PARTS - SITE	3,628.70	8,060	139.77	139.77		7,920.23	98.26 %
430 INSTRUCT SUPPLIES	371,848.03	377,093	29,541.11	67,242.61	25,820.63	284,029.76	75.32 %
433 INDIVID INSTR MATERIALS	149,203.12	389,183	2,268.22	8,706.98	5,810.61	374,665.41	96.26 %
437 PROPANE	3,082.22	10,000	0.00	0.00		10,000.00	100.00 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
438 01							
438 FUEL OIL	28,780.19	0	0.00	15,586.84		15,586.84	0.00 %
442 GAS/OIL - VEHICLES	29,805.64	26,000	0.00	0.00		26,000.00	100.00 %
450 MATERIALS FOR RESALE	77,524.83	14,134	7,066.25	9,907.57	886.90	3,339.53	23.62 %
460 TEXT & WORKBOOKS	515,866.93	598,806	230,049.28	393,113.58	22,356.17	183,336.25	30.61 %
461 STANDARDIZED TESTS	81,756.60	99,085	118.97	88,947.97		10,137.03	10.23 %
470 MEDIA RESOURCES	128,526.00	66,077	3,381.99	34,294.77	11,840.70	19,941.53	30.17 %
480 AUDIO VISUAL AIDS	4,452.61	2,730	297.20	297.20		2,432.80	89.11 %
489 PERIODICALS-PAPERS	16,452.50	23,712	3,158.50	16,100.20	2,447.83	5,163.97	21.77 %
490 FOOD	28,210.14	19,160	1,095.94	2,510.73	4,719.78	11,929.49	62.26 %
** TOTAL OBJ SERIES: 400-499 SUPPLIES AND MATR'LS	3,083,680.81	2,989,450	493,651.42	1,163,571.35	267,610.82	1,558,267.83	52.12 %
500 CAPITAL CONTINGENCY	0.00	330,337	0.00	0.00		330,337.00	100.00 %
510 SITE IMPROVEMENTS	115.00	0	137,329.36	672,047.36		672,047.36	0.00 %
520 BLDG ACQUISITION & CONSTRUCTION	431,320.95	277,000	51,416.33	69,586.31	32,743.02	174,670.67	63.05 %
530 EQUIPMENT PURCHASED	306,078.44	424,348	58,584.22	124,656.02	138,571.24	161,120.74	37.96 %
535 CAPITAL LEASES	875,000.00	0	0.00	0.00		0.00	0.00 %
550 OTHER VEHICLES PURCHASED	0.00	5,000	0.00	0.00		5,000.00	100.00 %
555 TECHNOLOGY EQUIPMENT	1,071,993.05	873,625	161,546.09	571,945.54	44,550.24	257,129.22	29.43 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
556 01							
556 TECH EQUIP-SP ED DIRECT INSTR	0.00	0	21,058.00	21,058.00	1,049.97	22,107.97-	0.00 %
580 PRINCIPAL ON CERTIFICATES	263,074.29	289,981	0.00	0.00		289,981.00	100.00 %
581 INTEREST ON CERT OF PART	186,125.47	241,994	0.00	0.00		241,994.00	100.00 %
589 LEASE TRANSACTONS	875,000.00-	0	0.00	0.00		0.00	0.00 %
590 OTHER CAPITAL EXPENSE	148,927.12	58,354	10,089.33-	63,636.54	4,089.26	9,371.80-	16.06-%
** TOTAL OBJ SERIES: 500-599 CAPITAL EXPENDITURES	2,407,634.32	2,500,639	419,844.67	1,522,929.77	221,003.73	756,705.50	30.26 %
820 DUES,MBRSHPS,LICENSES & FEES	85,019.40	109,281	8,667.00	49,185.72		60,095.28	54.99 %
821 REGIONAL MEM DUES	398,574.00	457,856	0.00	216,029.00		241,827.00	52.81 %
896 TAXES AND SPECIAL ASSESSMENTS	29,809.62	88,000	26,193.27	26,193.27		61,806.73	70.23 %
** TOTAL OBJ SERIES: 800-899 OTHER EXPENDITURES	513,403.02	655,137	34,860.27	291,407.99		363,729.01	55.51 %
910 TRANSFERS TO OTHER FUNDS	781,889.58	165,891	0.00	0.00		165,891.00	100.00 %
** TOTAL OBJ SERIES: 900-999 OTHER FINANCING USES	781,889.58	165,891	0.00	0.00		165,891.00	100.00 %
*** 01 GENERAL	116,605,174.63	104,217,951	7,673,031.09	16,107,631.70	609,230.54	87,501,088.76	83.95 %
100 SALARIES	0.00	53,000	0.00	0.00		53,000.00	100.00 %
110 ADMIN/SUPERVISION	111,096.64	154,484	7,671.42	23,014.26		131,469.74	85.10 %
170 SEC-CLERICAL-OTHER	57,389.07	46,604	3,883.68	11,651.04		34,952.96	74.99 %
171 CASUAL & OVERTIME	20,374.22	27,500	4,455.00	7,185.00		20,315.00	73.87 %
172 TECHNOLOGY SALARIES	24,562.70	15,000	4,344.00	5,304.00		9,696.00	64.64 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
175 02							
175 SALARY TRANSFERS-CLERICAL	25,424.27	25,782	2,148.58	6,445.74		19,336.26	74.99 %
176 DRIVERS SALARIES	18,232.32	18,232	1,519.36	4,558.08		13,673.92	74.99 %
177 SUBSTITUTE CAFETERIA SALARIES	23,461.67	23,100	1,177.15	1,177.15		21,922.85	94.90 %
178 CAFETERIA SALARIES	1,280,248.46	1,246,930	111,278.01	111,278.01		1,135,651.99	91.07 %
195 SALARY CHARGEBACK	3,109.27-	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 100-199 SALARIES AND WAGES	1,557,680.08	1,610,632	136,477.20	170,613.28		1,440,018.72	89.40 %
210 FICA	114,328.87	113,525	10,144.80	12,401.77		101,123.23	89.07 %
214 PERA	99,505.56	98,708	8,936.24	11,001.00		87,707.00	88.85 %
220 HEALTH INSURANCE	320,837.94	362,000	27,338.12	32,567.12		329,432.88	91.00 %
230 LIFE INSURANCE	2,358.85	2,376	189.10	228.10		2,147.90	90.39 %
235 DENTAL INSURANCE	14,339.17	14,088	1,134.32	1,286.32		12,801.68	90.86 %
240 LONG TERM DISABILITY	7,889.96	7,878	612.93	796.27		7,081.73	89.89 %
250 TSA MATCH	15,901.35	15,709	1,382.33	1,758.87		13,950.13	88.80 %
251 HEALTH REIMBURSEMENT	624.99	0	0.00	0.00		0.00	0.00 %
252 OPEB UP TO ARC	22,841.85	0	0.00	0.00		0.00	0.00 %
260 OTHER EMPLOYEES BENEFITS	7,297.96	6,550	1,410.61	1,629.36		4,920.64	75.12 %
270 WORKERS COMP INS	6,893.69	24,824	0.00	0.00		24,824.00	100.00 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
290 02							
290 OPEB ABOVE ARC	255,677.57	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	868,497.76	645,658	51,148.45	61,668.81		583,989.19	90.44 %
305 PROF & TECH SERV	2,500.00	11,000	1,500.00	2,010.00		8,990.00	81.72 %
320 COMMUNICATION SERVICES	184.80	0	0.00	0.00		0.00	0.00 %
325 INTERDEPT POSTAGE	3,915.70	5,000	2,825.92	3,204.56		1,795.44	35.90 %
329 POSTAGE & PARCEL SERVICES	92.60	0	0.00	553.08		553.08	0.00 %
334 REFUSE REMOVAL	33,016.27	50,000	3,236.78	9,831.86		40,168.14	80.33 %
350 REPAIR/MAINT SERVICES	30,998.78	40,000	2,092.02	2,617.02		37,382.98	93.45 %
366 TRAVEL - BUSINESS	6,797.57	10,000	241.85	492.64		9,507.36	95.07 %
380 ADVERTISING	154.30	0	0.00	0.00		0.00	0.00 %
385 INTERDEPT PRINTING	12.16	500	0.00	4.66		495.34	99.06 %
398 MISC CHARGEBACK	108,322.51	110,000	0.00	0.00		110,000.00	100.00 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	185,994.69	226,500	9,896.57	18,713.82		207,786.18	91.73 %
401 GENERAL SUPPLIES	136,024.51	161,800	15,688.11	19,798.78	136.32	141,864.90	87.67 %
490 FOOD	1,409,204.62	1,532,100	141,694.91	140,635.31		1,391,464.69	90.82 %
491 COMMODITIES USED	152,074.84	100,000	0.00	0.00		100,000.00	100.00 %
495 MILK	198,571.55	210,810	0.00	0.00		210,810.00	100.00 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
499 02							
499 WAREHOUSE INVENTORY ADJ	36,768.97	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 400-499 SUPPLIES AND MATR'LS	1,932,644.49	2,004,710	157,383.02	160,434.09	136.32	1,844,139.59	91.99 %
530 EQUIPMENT PURCHASE	41,849.38	30,000	39,013.45	46,188.45	0.01	16,188.46-	53.96-%
555 TECHNOLOGY EQUIPMENT	73,169.99	10,000	1,577.07	7,843.82	9,590.02	7,433.84-	74.33-%
** TOTAL OBJ SERIES: 500-599 CAPITAL EXPENDITURES	115,019.37	40,000	40,590.52	54,032.27	9,590.03	23,622.30-	59.05-%
820 DUES & MEMBERSHIPS	13,829.00	20,000	316.00	401.00		19,599.00	97.99 %
** TOTAL OBJ SERIES: 800-899 OTHER EXPENDITURES	13,829.00	20,000	316.00	401.00		19,599.00	97.99 %
*** 02 FOOD SERVICE	4,673,665.39	4,547,500	395,811.76	465,863.27	9,726.35	4,071,910.38	89.54 %
101 SALARIES PAYABLE	0.00	0	0.00	609.28		609.28-	0.00 %
110 ADMIN/SUPERVISION	51,778.52	51,778	4,314.88	12,944.64		38,833.36	74.99 %
144 NON-LIC SUPPORT	32,855.74	37,014	3,357.00	3,357.00		33,657.00	90.93 %
170 SEC-CLERICAL-OTHER	93,103.92	93,104	7,758.66	23,275.98		69,828.02	75.00 %
171 CASUAL & OVERTIME	3,565.30	0	3,301.07	4,201.35		4,201.35-	0.00 %
** TOTAL OBJ SERIES: 100-199 SALARIES AND WAGES	181,303.48	181,896	18,731.61	44,388.25		137,507.75	75.59 %
210 FICA	13,296.03	13,906	1,408.29	3,313.62		10,592.38	76.17 %
214 PERA	11,697.41	11,907	1,233.42	2,903.40		9,003.60	75.61 %
218 TRA	302.47	303	25.20	75.60		227.40	75.04 %
220 HEALTH INSURANCE	32,733.17	34,105	3,478.49	7,439.79		26,665.21	78.18 %
230 LIFE INSURANCE	279.42	276	26.26	58.12		217.88	78.94 %

OBJ FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907				REMAINING ON 09/30/09	PERCENT REMAINING
			09/01/09 09/30/09	EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09			
235 03								
235 DENTAL INSURANCE	1,786.64	1,713	163.47	372.41		1,340.59	78.25 %	
240 LONG TERM DISABILITY	1,173.05	1,180	103.94	268.50		911.50	77.24 %	
250 TSA MATCH	1,457.63	1,483	144.60	328.00		1,155.00	77.88 %	
270 WORKERS COMP INS	0.00	549	0.00	0.00		549.00	100.00 %	
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	62,725.82	65,422	6,583.67	14,759.44		50,662.56	77.43 %	
305 PROF & TECH SERV	14,188.13	6,500	0.00	0.00		6,500.00	100.00 %	
325 INTERDEPT POSTAGE	3,009.82	2,500	2,163.55	2,174.11		325.89	13.03 %	
329 POSTAGE & PARCEL	664.72	0	0.00	0.00		0.00	0.00 %	
350 REPAIRS-MAINT SERV	695.00	1,000	168.75	168.75		831.25	83.12 %	
360 TRAN CONT - PUB CARR	46.76-	0	0.00	0.00		0.00	0.00 %	
361 TRAN - CONTRACTS	4,671,471.32	5,052,000	10,521.28	139,078.90		4,912,921.10	97.24 %	
362 EXP IN LIEU OF TRANS	131,881.20	140,000	1,317.28	1,317.28		138,682.72	99.05 %	
363 SNOW REMOVAL	119,319.41	125,000	0.00	0.00		125,000.00	100.00 %	
365 TRAN - FUEL CHGBK	23,956.76-	0	1,054.93-	1,054.93-		1,054.93	0.00 %	
366 TRAVEL-BUSINESS	207.00	500	0.00	0.00		500.00	100.00 %	
381 PRINTING-BINDING	1,724.00	6,500	1,521.00	1,521.00		4,979.00	76.60 %	
385 INTERDEPT PRINTING	18.55	1,000	11.66	40.83		959.17	95.91 %	

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
394 03							
394 REGIST/ENTRY FEES	0.00	500	0.00	0.00		500.00	100.00 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	4,919,175.63	5,335,500	14,648.59	143,245.94		5,192,254.06	97.31 %
401 GENERAL SUPPLIES	12,937.51	10,000	395.00	1,737.45		8,262.55	82.62 %
442 GAS/OIL-NOT BUILD'G	445,096.21	550,000	32,565.18	32,565.18		517,434.82	94.07 %
489 PERIODICALS-PAPERS	217.00	400	0.00	0.00		400.00	100.00 %
** TOTAL OBJ SERIES: 400-499 SUPPLIES AND MATR'LS	458,250.72	560,400	32,960.18	34,302.63		526,097.37	93.87 %
555 TECHNOLOGY EQUIPMENT	0.00	0	1,264.06	1,264.06		1,264.06-	0.00 %
** TOTAL OBJ SERIES: 500-599 CAPITAL EXPENDITURES	0.00	0	1,264.06	1,264.06		1,264.06-	0.00 %
820 DUES & MEMBERSHIPS	4,275.00	7,000	10.00	10.00		6,990.00	99.85 %
** TOTAL OBJ SERIES: 800-899 OTHER EXPENDITURES	4,275.00	7,000	10.00	10.00		6,990.00	99.85 %
*** 03 TRANSPORTATION	5,625,730.65	6,150,218	74,198.11	237,970.32		5,912,247.68	96.13 %
110 ADMIN/SUPERVISION	326,220.28	336,008	27,185.02	81,555.06		254,452.94	75.72 %
120 ECFE/SCHOOL READINESS COOR	127,542.00	124,697	10,518.46	31,340.52		93,356.48	74.86 %
140 LIC CLASSROOM	880,075.83	761,927	54,632.06	108,533.31		653,393.69	85.75 %
141 NON-LIC CLASSROOM	2,257,173.67	698,309	116,367.13	305,821.53		392,487.47	56.20 %
143 LIC CLASSROOM SUPPORT	37,920.86	23,142	2,246.80	3,370.20		19,771.80	85.43 %
146 SUBSTITUTE NON-LIC INSTRUCT	62.87	0	0.00	0.00		0.00	0.00 %
154 SCHOOL NURSE	0.00	25,173	2,036.68	3,055.02		22,117.98	87.86 %
163 EMPLOYEE INTERPRETER	0.00	0	30.00	30.00		30.00-	0.00 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
170 04							
170 SEC-CLERICAL-OTHER	309,777.04	328,437	25,946.42	77,839.26		250,597.74	76.30 %
171 CASUAL & OVERTIME	72,983.16	101,565	2,294.10	5,254.95		96,310.05	94.82 %
174 OPERATIONS SALARIES	32,133.51	5,000	0.00	0.00		5,000.00	100.00 %
175 SAL TRANSFERS-CLERICAL	47,096.48	49,132	3,975.10	11,925.30		37,206.70	75.72 %
176 DRIVERS SALARIES	4,558.08	4,695	379.84	1,139.52		3,555.48	75.72 %
179 OTHER SALARIES	4,993.86	6,000	0.00	0.00		6,000.00	100.00 %
185 LIC INSTRUCT - OTHER	41,334.17	168,628	7,809.21	33,128.30		135,499.70	80.35 %
186 NON-LIC INSTR - OTHER	18,055.63	1,408,659	45,686.54	247,965.75		1,160,693.25	82.39 %
195 CHARGEBACK SALARIES	0.00	48,000	0.00	0.00		48,000.00	100.00 %
** TOTAL OBJ SERIES: 100-199 SALARIES AND WAGES	4,159,927.44	4,089,372	299,107.36	910,958.72		3,178,413.28	77.72 %
201 TUITION REIMB	11,235.00	1,200	0.00	137.50		1,062.50	88.54 %
210 FICA	300,677.05	302,731	21,597.08	66,393.24		236,337.76	78.06 %
214 PERA	171,844.80	180,848	13,108.99	37,011.67		143,836.33	79.53 %
218 TRA	66,361.75	70,149	4,761.90	14,077.56		56,071.44	79.93 %
220 HEALTH INSURANCE	603,882.34	707,993	59,061.32	140,945.26		567,047.74	80.09 %
230 LIFE INSURANCE	3,632.40	3,734	304.28	689.62		3,044.38	81.53 %
235 DENTAL INSURANCE	32,070.51	33,602	2,728.84	6,272.64		27,329.36	81.33 %

OBJ FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907				REMAINING ON 09/30/09	PERCENT REMAINING
			09/01/09 09/30/09	EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09			
240 04								
240 LONG TERM DISABILITY	18,851.92	18,861	1,544.97	3,566.89		15,294.11	81.08 %	
250 TSA MATCH	19,952.15	19,716	1,656.73	4,152.02		15,563.98	78.94 %	
251 HEALTH REIMBURSEMENT	0.00	400	0.00	0.00		400.00	100.00 %	
252 OPEB UP TO ARC	57,949.58	0	0.00	0.00		0.00	0.00 %	
270 WORKERS COMP INS	18,590.32	23,541	0.00	0.00		23,541.00	100.00 %	
290 OPEB ABOVE ARC	636,862.13	0	0.00	0.00		0.00	0.00 %	
295 EMPLOYEE BENEFITS	0.00	12,000	0.00	0.00		12,000.00	100.00 %	
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	1,941,909.95	1,374,775	104,764.11	273,246.40		1,101,528.60	80.12 %	
305 PROF & TECH SERVICES	467,560.17	504,591	19,087.66	77,163.47		427,427.53	84.70 %	
319 OTHER PERS SERV	293.60	1,000	0.00	175.50		824.50	82.45 %	
320 COMMUNICATION SERVICES	4,410.61	17,950	250.54	513.43		17,436.57	97.13 %	
325 INTERDEPT POSTAGE	14,868.72	13,710	2,945.77	4,797.44		8,912.56	65.00 %	
329 POSTAGE & PARCEL	236.31	5,250	0.00	0.00		5,250.00	100.00 %	
330 ELECTRICITY	48,476.08	55,000	5,476.63	10,625.41		44,374.59	80.68 %	
331 WATER & SEWER	3,586.42	5,000	362.48	362.48		4,637.52	92.75 %	
332 NATURAL GAS	15,970.40	30,000	150.99	300.55		29,699.45	98.99 %	
334 REFUSE REMOVAL	8,254.03	8,000	809.18	2,457.96		5,542.04	69.27 %	

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
350 04							
350 REPAIRS-MAINT SERV	79,134.50	68,213	0.00	12,467.19	6,569.98	49,175.83	72.09 %
361 TRANS CONTRACTS	44,256.74	33,500	4,567.12	20,463.30		13,036.70	38.91 %
365 TRANS FUEL CHGBK	5,185.35	5,400	1,224.19	1,224.19		4,175.81	77.32 %
366 TRAVEL-BUSINESS	8,155.61	11,550	100.00	165.94		11,384.06	98.56 %
370 RENTALS & LEASES	17,327.43	17,914	1,764.74	1,792.84		16,121.16	89.99 %
380 ADVERTISING	471.45	3,100	0.00	0.00	1,035.00	2,065.00	66.61 %
381 PRINTING-BINDING	96,076.27	117,720	29,050.68	36,672.86		81,047.14	68.84 %
394 REGIST/ENTRY FEES	70,724.22	71,815	12,438.27	20,271.42		51,543.58	71.77 %
398 MISC CHARGEBACK	14,500.00	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	899,487.91	969,713	78,228.25	189,453.98	7,604.98	772,654.04	79.67 %
401 GENERAL SUPPLIES	138,727.15	95,925	3,490.35	33,910.41	2,597.26	59,417.33	61.94 %
430 INSTRUCT SUPPLIES	6,101.55	5,500	3,560.00	6,040.52		540.52-	9.82-%
433 INDIVID INSTR MAT	5,414.25	7,800	1,054.52	1,054.52		6,745.48	86.48 %
450 MATERIALS FOR RESALE	7,979.42	7,000	245.38	804.31	1,459.13	4,736.56	67.66 %
460 TEXT & WORKBOOKS	53,471.14	46,800	2,273.20-	5,075.57	382.93	41,341.50	88.33 %
461 STANDARDIZED TESTS	0.00	6,000	0.00	0.00		6,000.00	100.00 %
489 PERIODIALS-PAPERS	77.72	1,350	0.00	90.51		1,259.49	93.29 %

OBJ FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
490 04							
490 FOOD	163,213.59	146,550	4,741.68	16,856.25		129,693.75	88.49 %
495 MILK	11,342.31	4,500	3,389.16	3,389.16		1,110.84	24.68 %
** TOTAL OBJ SERIES: 400-499 SUPPLIES AND MATR'LS	386,327.13	321,425	14,207.89	67,221.25	4,439.32	249,764.43	77.70 %
530 EQUIP PURCH - NEW	6,479.23	12,000	0.00	6,332.00	440.00	5,228.00	43.56 %
555 TECHNOLOGY EQUIPMENT	2,129.94	4,500	0.00	0.00		4,500.00	100.00 %
590 OTHER CAP [SOFTWARE]	165.90	4,800	0.00	0.00		4,800.00	100.00 %
** TOTAL OBJ SERIES: 500-599 CAPITAL EXPENDITURES	8,775.07	21,300	0.00	6,332.00	440.00	14,528.00	68.20 %
820 DUES & MEMBERSHIPS	4,555.00	6,850	11.67	11.67		6,838.33	99.82 %
899 MISC EXPENSES	0.00	500	0.00	0.00		500.00	100.00 %
** TOTAL OBJ SERIES: 800-899 OTHER EXPENDITURES	4,555.00	7,350	11.67	11.67		7,338.33	99.84 %
*** 04 COMMUNITY SERVICE	7,400,982.50	6,783,935	496,319.28	1,447,224.02	12,484.30	5,324,226.68	78.48 %
195 SALARY CHAGEBACK	3,109.27	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 100-199 SALARIES AND WAGES	3,109.27	0	0.00	0.00		0.00	0.00 %
305 PROF & TECH SERV	1,588,148.74	0	83,575.62	154,507.69		154,507.69-	0.00 %
398 SERVICES CHARGEBACK	1,677.49	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	1,589,826.23	0	83,575.62	154,507.69		154,507.69-	0.00 %
520 BUILDING CONSTRUCTION	14,896,474.76	14,200,080	3,832,895.67	6,475,168.93	139,039.21	7,585,871.86	53.42 %
** TOTAL OBJ SERIES: 500-599 CAPITAL EXPENDITURES	14,896,474.76	14,200,080	3,832,895.67	6,475,168.93	139,039.21	7,585,871.86	53.42 %
*** 06 CAPITAL PROJECTS	16,489,410.26	14,200,080	3,916,471.29	6,629,676.62	139,039.21	7,431,364.17	52.33 %
710 BOND, PRINCIPAL	3,470,000.00	3,750,000	0.00	0.00		3,750,000.00	100.00 %

OBJ FD	PRIOR YEAR	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
720 07							
720 BOND, INTEREST	3,281,115.83	4,019,672	0.00	1,618,891.26		2,400,780.74	59.72 %
790 OTHER DEBT SERV EXP	2,950.00	5,500	0.00	450.00		5,050.00	91.81 %
** TOTAL OBJ SERIES: 700-799 DEBT SERVICE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %
*** 07 DEBT SERVICE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %
299 OTHER EMPLOYEE BENEFITS	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
*** 08 FLEX BENEFIT FUND	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
401 GENERAL SUPPLIES	39.50	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 400-499 SUPPLIES AND MATR'LS	39.50	0	0.00	0.00		0.00	0.00 %
898 STUDENT SCHOLARSHIPS	45,050.00	42,000	6,966.25	10,966.25		31,033.75	73.88 %
899 STUDENT SCHOLARSHIPS	2,500.00	0	2,000.00	2,000.00		2,000.00-	0.00 %
** TOTAL OBJ SERIES: 800-899 OTHER EXPENDITURES	47,550.00	42,000	8,966.25	12,966.25		29,033.75	69.12 %
*** 09 SCHOLARSHIP FUND	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
235 DENTAL INSURANCE	5,299.80	5,999	0.00	822.50		5,176.50	86.28 %
291 CONTINUING EMPLOYEE BENEFITS	88,585.44	105,873	0.00	16,012.58		89,860.42	84.87 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
*** 10 PRIN EARLY RET INS FUND	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
299 DENTAL CLAIMS	815,808.80	828,000	82,383.74	273,368.42		554,631.58	66.98 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	815,808.80	828,000	82,383.74	273,368.42		554,631.58	66.98 %
305 PROF & TECH SERV	81,229.67	72,000	6,262.20	19,715.98		52,284.02	72.61 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	81,229.67	72,000	6,262.20	19,715.98		52,284.02	72.61 %
*** 20 ISF - DENTAL	897,038.47	900,000	88,645.94	293,084.40		606,915.60	67.43 %

OBJ FD	PRIOR YEAR	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
191 21	530,439.51	1,150,000	0.00	8,038.00-		1,158,038.00	100.69 %
191 SEVERANCE PAY							
192 CHANGE TO OPEB SEV LIABILITY	427,167.88-	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 100-199 SALARIES AND WAGES	103,271.63	1,150,000	0.00	8,038.00-		1,158,038.00	100.69 %
210 FICA	0.00	87,975	0.00	0.00		87,975.00	100.00 %
220 HEALTH INSURANCE	0.00	639,886	0.00	125,500.44		514,385.56	80.38 %
230 LIFE INSURANCE	0.00	0	0.00	15.00		15.00-	0.00 %
235 DENTAL INSURANCE	0.00	4,573	0.00	967.32		3,605.68	78.84 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	0.00	732,434	0.00	126,482.76		605,951.24	82.73 %
*** 21 ISF - POST RETIREMENT BENEFIT	103,271.63	1,882,434	0.00	118,444.76		1,763,989.24	93.70 %
910 TRANSFERS TO OTHER FUNDS	2,595,313.32	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 900-999 OTHER FINANCING USES	2,595,313.32	0	0.00	0.00		0.00	0.00 %
*** 22 ISF - HEALTH SELECT 105	2,595,313.32	0	0.00	0.00		0.00	0.00 %
220 HEALTH INSURANCE	1,047,930.33	0	0.00	0.00		0.00	0.00 %
230 LIFE INSURANCE	48,511.74	0	0.00	0.00		0.00	0.00 %
235 DENTAL INSURANCE	8,574.53	0	0.00	0.00		0.00	0.00 %
** TOTAL OBJ SERIES: 200-299 EMPLOYEE BENEFITS	1,105,016.60	0	0.00	0.00		0.00	0.00 %
305 PROF & TECH SERV	0.00	0	41.66	41.66		41.66-	0.00 %
** TOTAL OBJ SERIES: 300-399 PURCHASED SERVICES	0.00	0	41.66	41.66		41.66-	0.00 %
*** 25 OPEB REVOCABLE TRUST	1,105,016.60	0	41.66	41.66		41.66-	0.00 %
*** REPORT TOTALS:	163,245,777.69	147,536,162	12,732,298.05	27,125,783.69	770,480.40	119,639,897.91	81.09 %

BURNSVILLE-EAGAN-SAVAGE

Independent School District 191

DISTRICT EXPENDITURES

BY

PROGRAM/DEPARTMENT

WITHIN FUND

September, 2009

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

PRG FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907				REMAINING ON 09/30/09	PERCENT REMAINING
			09/01/09 09/30/09	EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09			
010 01								
010 BOARD OF EDUCATION	94,547.89	104,439	7,342.25	30,942.65		73,496.35	70.37 %	
020 SUPERINTENDENT	438,754.64	367,532	35,802.14	96,510.24		271,021.76	73.74 %	
030 ASSIST SUP'T	248,871.79	161,821	6,317.27	15,579.36	33.28	146,208.36	90.35 %	
050 SCHOOL ADMINISTRATION	5,358,631.40	4,367,051	347,019.61	911,818.68	47,524.28	3,407,708.04	78.03 %	
** TOTAL PRG SERIES: 000-099 ADMINISTRATION	6,140,805.72	5,000,843	396,481.27	1,054,850.93	47,557.56	3,898,434.51	77.95 %	
105 GEN ADMIN SUPPORT	205,134.10	166,772	12,643.61	48,135.05	3,901.86	114,735.09	68.79 %	
107 OTH ADMIN SUPPORT	26,840.64	0	0.00	0.00		0.00	0.00 %	
110 BUSINESS SERVICES	1,542,190.75	1,374,855	112,636.65	361,246.88	2,359.10	1,011,249.02	73.55 %	
130 COMMUNITY RELATIONS	302,262.51	352,544	36,853.90	87,376.48	20,395.00	244,772.52	69.43 %	
140 DATA PROCESSING	679,418.12	754,555	42,132.07	287,296.01	12,421.25	454,837.74	60.27 %	
150 LEGAL SERVICES	20,772.20	0	75.00	1,527.00		1,527.00-	0.00 %	
160 HUMAN RESOURCES	657,228.37	626,694	59,982.92	163,218.49	2,505.00	460,970.51	73.55 %	
170 PRINTING	44,113.15	38,500	1,939.27	15,793.64		22,706.36	58.97 %	
180 CENSUS	26,189.09	28,603	1,829.82	5,582.92		23,020.08	80.48 %	
195 COMMUNITY PARTNERSHIP	480.00	3,000	30.00	30.00		2,970.00	99.00 %	

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
197 01	35,799.59	1,700	11,055.87	18,792.54	1,369.13	18,461.67	1085.98-%
199 SCHOOL ELECTIONS	6,727.34	0	0.00	0.00		0.00	0.00 %
** TOTAL PRG SERIES: 100-199 DIST. SUPPORT SERV.	3,547,155.86	3,347,223	279,179.11	988,999.01	42,951.34	2,315,272.65	69.16 %
201 KINDERGARTEN	1,548,282.84	1,496,092	126,808.68	185,031.38	1,405.09	1,309,655.53	87.53 %
202 PRIMARY (1-3)	6,994,170.53	8,152,409	687,268.65	985,797.14	10,273.97	7,156,337.89	87.78 %
203 INTERMEDIATE (4-6)	14,964,092.56	10,600,574	761,567.65	1,256,917.77	18,100.55	9,325,555.68	87.97 %
204 TITLE II TEACHER TRAINING	447,441.33	315,111	21,423.38	36,710.46		278,400.54	88.34 %
205 TITLE III - LEP	122,516.81	166,112	15,027.02	18,951.53	180.04	146,980.43	88.48 %
206 TITLE IV SAFE & DRUG FREE	2,669.00	2,711	0.00	0.00		2,711.00	100.00 %
208 ELE/SEC MIDDLE SCH'L	12,701.47	8,728	376.15	376.15		8,351.85	95.69 %
210 TECHNOLOGY GRANT	0.00	1,187	0.00	0.00		1,187.00	100.00 %
211 SECONDARY ED-GENERAL	8,438,092.03	3,546,486	350,423.70	700,868.86	54,231.21	2,791,385.93	78.70 %
212 ART	785,957.31	800,596	72,683.99	104,444.50	7,947.78	688,203.72	85.96 %
215 BUSINESS	63,349.27	64,690	5,376.53	7,882.11		56,807.89	87.81 %
216 TITLE I EDUCATIONALLY DISADVAN	1,176,410.00	1,103,530	106,231.77	174,555.55	1,821.60	927,152.85	84.01 %
217 ASSURANCE OF MASTERY	232,535.18	278,866	24,586.79	35,349.47		243,516.53	87.32 %
218 SCHOOL ENRICHMENT PROG	654,297.86	677,511	41,456.63	58,049.27	128.94	619,332.79	91.41 %

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
219 01							
219 ESL	2,673,006.01	2,759,976	225,391.44	312,868.51	1.88	2,447,105.61	88.66 %
220 LANGUAGE ARTS	2,621,601.53	2,646,810	229,754.62	374,465.20	3,918.96	2,268,425.84	85.70 %
230 WORLD LANGUAGES	1,118,315.31	1,040,448	100,183.21	138,669.68	56.87	901,721.45	86.66 %
240 PHY ED-HEALTH-REC	2,135,847.02	2,005,918	176,113.21	250,771.43	1,474.56	1,753,672.01	87.42 %
250 FAMILY LIVING SCIENCE	158,935.11	139,486	12,249.00	16,866.80	748.90	121,870.30	87.37 %
255 INDUSTRIAL EDUCATION	382,594.98	406,431	36,371.08	48,568.82	4,857.73	353,004.45	86.85 %
256 MATHEMATICS	2,408,737.83	2,440,044	220,276.47	316,085.82	1,010.85	2,122,947.33	87.00 %
258 MUSIC	1,698,110.69	1,621,111	150,047.70	216,701.23	56,169.69	1,348,240.08	83.16 %
260 NATURAL SCIENCES	3,020,383.76	3,074,362	293,830.45	408,714.67	2,750.06	2,662,897.27	86.61 %
270 SOCIAL STUDIES	2,628,272.68	2,676,559	219,646.42	311,657.60	1,168.40	2,363,733.00	88.31 %
280 OTH REG INSTRUCTIONAL SEC	0.00	1,400,000	0.00	0.00		1,400,000.00	100.00 %
291 CO-CURRICULAR	563,833.57	514,778	89,022.43	153,829.04	14,664.11	346,284.85	67.26 %
292 BOYS/GIRLS ATHLETICS	360,826.61	296,016	68,755.65	113,803.36	97.93	182,114.71	61.52 %
294 BOYS ATHLETICS	439,928.68	418,106	43,282.50	73,630.24	4,746.77	339,728.99	81.25 %
296 GIRLS ATHLETICS	404,189.86	400,909	52,234.03	74,921.06	4,477.25	321,510.69	80.19 %
** TOTAL PRG SERIES: 200-299 REGULAR INSTRUCTION	56,057,099.83	49,055,557	4,130,389.15	6,376,487.65	190,233.14	42,488,836.21	86.61 %
311 DISTRIBUTIVE EDUCATION	27,003.21	0	1,089.60	1,089.60		1,089.60-	0.00 %

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
331 01	369,693.75	292,510	22,903.81	33,533.23	1,342.00	257,634.77	88.07 %
341	142,906.94	149,297	10,707.25	15,817.22		133,479.78	89.40 %
351	13,966.75	17,152	268.40	3,814.82	390.83	12,946.35	75.48 %
361	132,681.38	133,453	11,326.69	15,507.21		117,945.79	88.38 %
380	627,203.11	640,408	50,712.74	82,656.54	215.50	557,535.96	87.05 %
399	521,632.17	354,168	14,814.42	144,561.01		209,606.99	59.18 %
** TOTAL PRG SERIES: 300-399 VOCATIONAL INSTRUC.	1,835,087.31	1,586,988	111,822.91	296,979.63	1,948.33	1,288,060.04	81.16 %
400	3,939,293.15	0	1,619.63	1,619.63	800.00	2,419.63-	0.00 %
401	1,245,566.31	1,230,982	109,645.16	158,055.28		1,072,926.72	87.16 %
402	836,416.21	1,066,186	88,571.81	115,633.95	79.98	950,472.07	89.14 %
403	1,267,845.50	1,373,797	84,549.71	106,813.27	284.00	1,266,699.73	92.20 %
404	476,312.45	445,534	22,284.24	27,460.30		418,073.70	93.83 %
405	141,544.16	374,100	0.00	0.00		374,100.00	100.00 %
406	253,146.84	72,165	4,145.09	4,145.09		68,019.91	94.25 %
407	3,695,574.20	3,282,662	263,224.70	341,379.73	590.47	2,940,691.80	89.58 %
408	4,672,850.15	4,098,655	353,738.27	468,673.01	971.24	3,629,010.75	88.54 %
410	405,470.92	479,364	24,996.89	29,084.57		450,279.43	93.93 %

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
411 01							
411 AUTISTIC	2,350,076.06	2,350,877	200,734.82	243,495.93	277.04	2,107,104.03	89.63 %
412 EARLY CHILDHOOD SPEC EDUCATION	3,223,171.18	2,949,851	227,899.41	419,558.14	2,518.48	2,527,774.38	85.69 %
416 SEVERELY MULTIPLY IMPAIRED	6,716.39	200,000	0.00	0.00		200,000.00	100.00 %
420 SPECIAL ED-GENERAL	2,146,242.82	3,684,635	183,561.79	478,753.84	5,058.79	3,200,822.37	86.86 %
430 HOMEBOUND	43,606.25	41,326	4,014.90	5,543.36		35,782.64	86.58 %
472 SP ED - HEALTH SERVICES	389,903.61	395,321	32,159.61	48,963.22		346,357.78	87.61 %
473 SP ED - PSYCHOLOGICAL SERV	844,581.55	819,682	67,913.06	96,602.96		723,079.04	88.21 %
** TOTAL PRG SERIES: 400-499 SPECIAL ED INSTRUCT.	25,938,317.75	22,865,137	1,669,059.09	2,545,782.28	10,580.00	20,308,774.72	88.81 %
520 BALC - DIPLOMA	105,861.65	148,713	8,063.04	69,109.46		79,603.54	53.52 %
** TOTAL PRG SERIES: 500-599 COMMUNITY ED & SERV	105,861.65	148,713	8,063.04	69,109.46		79,603.54	53.52 %
600 INSTRUCT SUPPORT	718,219.40	0	0.00	0.00		0.00	0.00 %
605 GENERAL INSTRUCT SUPPORT	1,191,012.26	1,293,369	109,945.33	285,823.30		1,007,545.70	77.90 %
610 CURR CONSULT/DEVELOP	1,632,051.04	1,764,856	94,170.73	189,762.35	48,264.63	1,526,829.02	86.51 %
620 EDUCATIONAL MEDIA	913,050.98	851,764	87,245.60	148,102.97	18,401.33	685,259.70	80.45 %
640 STAFF DEVELOPMENT	2,382,621.68	2,795,761	102,359.01	147,698.08	1,269.40	2,646,793.52	94.67 %
680 COMP ASSIST INSTRUCT	1,270,890.02	1,483,906	157,375.90	461,484.68	21,220.47	1,001,200.85	67.47 %
690 OTHR INSTR SUPP SERV	43,533.42	48,600	4,337.52	4,337.52		44,262.48	91.07 %
** TOTAL PRG SERIES: 600-699 INSTRUC SUPPORT SERV	8,151,378.80	8,238,256	555,434.09	1,237,208.90	89,155.83	6,911,891.27	83.89 %

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
710 01							
710 COUNSELING/GUIDANCE	1,545,601.22	1,145,425	107,714.46	157,396.61	1,825.71	986,202.68	86.09 %
720 HEALTH SERVICES	1,083,308.99	900,996	75,789.71	115,430.29		785,565.71	87.18 %
730 PSYCHOLOGICAL SERV	0.00	300	0.00	0.00		300.00	100.00 %
740 ATTEND/SOC WORK SERV	486,729.19	451,505	83.30	41,304.86	356.25	409,843.89	90.77 %
760 PUPIL TRANSPORTATION	25,173.12	108,000	0.00	0.00		108,000.00	100.00 %
770 FOOD SERVICES	1,025.00	0	0.00	0.00		0.00	0.00 %
780 ALCOHOL/DRUG PREV PRG	25,779.29	25,325	472.50	2,284.37	115.35	22,925.28	90.52 %
790 OTHER PUPIL SUPPORT SERVICES	365,683.20	284,216	73,198.23	128,556.92	11,959.90	143,699.18	50.55 %
791 DIVERSITY/PEER LDRSHP	0.00	0	790.22	790.22		790.22-	0.00 %
792 PUPIL APPRAISAL	221,831.52	224,654	20,360.79	136,058.56		88,595.44	39.43 %
** TOTAL PRG SERIES: 700-799 PUPIL SUPPORT SERV	3,755,131.53	3,140,421	278,409.21	581,821.83	14,257.21	2,544,341.96	81.01 %
810 OPERATIONS	7,324,474.22	7,136,916	636,962.40	2,118,502.19	99,250.27	4,919,163.54	68.92 %
811 MAINTENANCE	1,078,317.84	1,207,264	109,054.48	313,600.71	57,920.37	835,742.92	69.22 %
850 FACILITIES	1,625,243.44	1,824,742	164,649.74	318,572.04	55,376.49	1,450,793.47	79.50 %
** TOTAL PRG SERIES: 800-899 SITE,BUILDINGS,EQUIP	10,028,035.50	10,168,922	910,666.62	2,750,674.94	212,547.13	7,205,699.93	70.86 %
910 DEBT RED-BOND'D DEBT	69,323.00	0	0.00	0.00		0.00	0.00 %
930 EMPLOYEE BENEFITS	0.00	0	685,769.40-	98,484.84		98,484.84-	0.00 %

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
940 01	195,088.10	500,000	19,296.00	107,232.23		392,767.77	78.55 %
940 PROPERTY & OTHER INS							
950 TRANSFERS	781,889.58	165,891	0.00	0.00		165,891.00	100.00 %
** TOTAL PRG SERIES: 900-999	1,046,300.68	665,891	666,473.40-	205,717.07		460,173.93	69.10 %
FISCAL & OTHER FIXED							
*** 01 GENERAL	116,605,174.63	104,217,951	7,673,031.09	16,107,631.70	609,230.54	87,501,088.76	83.95 %
770 FOOD SERVICES	4,673,665.39	4,547,500	395,811.76	465,863.27	9,726.35	4,071,910.38	89.54 %
** TOTAL PRG SERIES: 700-799	4,673,665.39	4,547,500	395,811.76	465,863.27	9,726.35	4,071,910.38	89.54 %
PUPIL SUPPORT SERV							
*** 02 FOOD SERVICE	4,673,665.39	4,547,500	395,811.76	465,863.27	9,726.35	4,071,910.38	89.54 %
760 PUPIL TRANSPORTATION	5,625,730.65	6,150,218	74,198.11	237,273.32		5,912,944.68	96.14 %
** TOTAL PRG SERIES: 700-799	5,625,730.65	6,150,218	74,198.11	237,273.32		5,912,944.68	96.14 %
PUPIL SUPPORT SERV							
930 EMPLOYEE BENEFITS	0.00	0	0.00	697.00		697.00-	0.00 %
** TOTAL PRG SERIES: 900-999	0.00	0	0.00	697.00		697.00-	0.00 %
FISCAL & OTHER FIXED							
*** 03 TRANSPORTATION	5,625,730.65	6,150,218	74,198.11	237,970.32		5,912,247.68	96.13 %
505 COMM SERV - GENERAL	988,422.93	326,072	39,913.46	82,246.55	2,243.94	241,581.51	74.08 %
510 ADULT EDUCATION	304,451.98	369,002	17,624.94	50,211.08		318,790.92	86.39 %
511 ADULT RECREATION	10,184.10	13,774	102.13	102.13		13,671.87	99.25 %
520 ADULT BASIC ED	483,876.69	487,623	36,932.12	106,075.16	37.19	381,510.65	78.23 %
550 PRESCHOOL	208,327.89	234,331	11,717.19	27,791.43	279.13	206,260.44	88.02 %
551 ELEMENTARY	315,493.28	391,571	16,239.15	75,945.35		315,625.65	80.60 %
552 SECONDARY	96,445.17	152,585	4,741.49	38,695.77		113,889.23	74.63 %
553 GTI GIFTED/TALENTED	44,992.83	0	1,137.20	45,489.99		45,489.99-	0.00 %

PRG FD	PRIOR YEAR ACTUAL	< - - - - - REVISED BUDGET	FISCAL YEAR 200907				REMAINING ON 09/30/09	PERCENT REMAINING
			09/01/09 09/30/09	EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09			
560 RECREATION	162,133.49	153,284	8,101.27	57,544.75		95,739.25	62.45 %	
570 PROJECT KIDS	2,314,429.76	2,156,437	189,481.37	500,212.56	3,243.21	1,652,981.23	76.65 %	
571 PROJ KIDS - PRESCHOOL	1,199,444.32	1,176,907	90,754.32	236,597.07	168.53	940,141.40	79.88 %	
580 EARLY CHILD & FAMILY ED	540,986.03	538,413	31,087.29	91,635.68	4,087.63	442,689.69	82.22 %	
582 SCHOOL READINESS	112,619.94	117,303	6,189.41	20,061.63	82.21	97,159.16	82.82 %	
583 PRESCHOOL SCREENING	53,508.01	0	0.00	3,194.24		3,194.24-	0.00 %	
585 YOUTH DEV/SERV	58,630.69	62,194	4,584.44	13,854.06		48,339.94	77.72 %	
586 AFTER SCHOOL ENRICHMENT	60,902.77	55,904	2,108.73	6,772.82	500.40	48,630.78	86.98 %	
590 OTHER COMM SERVICES	446,132.62	548,535	35,604.77	90,793.75	1,842.06	455,899.19	83.11 %	
** TOTAL PRG SERIES: 500-599 COMMUNITY ED & SERV	7,400,982.50	6,783,935	496,319.28	1,447,224.02	12,484.30	5,324,226.68	78.48 %	
*** 04 COMMUNITY SERVICE	7,400,982.50	6,783,935	496,319.28	1,447,224.02	12,484.30	5,324,226.68	78.48 %	
850 FACILITIES	16,489,410.26	14,200,080	3,916,471.29	6,629,676.62	139,039.21	7,431,364.17	52.33 %	
** TOTAL PRG SERIES: 800-899 SITE,BUILDINGS,EQUIP	16,489,410.26	14,200,080	3,916,471.29	6,629,676.62	139,039.21	7,431,364.17	52.33 %	
*** 06 CAPITAL PROJECTS	16,489,410.26	14,200,080	3,916,471.29	6,629,676.62	139,039.21	7,431,364.17	52.33 %	
910 DEBT RED-BOND'D DEBT	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %	
** TOTAL PRG SERIES: 900-999 FISCAL & OTHER FIXED	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %	
*** 07 DEBT SERVICE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %	
050 SCHOOL ADMINISTRATION	70,382.33	83,250	6,366.94	16,258.69		66,991.31	80.47 %	
** TOTAL PRG SERIES: 000-099 ADMINISTRATION	70,382.33	83,250	6,366.94	16,258.69		66,991.31	80.47 %	
110 BUSINESS SERVICES	22,158.47	37,000	1,932.49	5,333.61		31,666.39	85.58 %	
** TOTAL PRG SERIES: 100-199 DIST. SUPPORT SERV.	22,158.47	37,000	1,932.49	5,333.61		31,666.39	85.58 %	

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
211 08							
211 SECONDARY ED-GENERAL	689,026.06	740,000	61,613.47	135,649.39		604,350.61	81.66 %
** TOTAL PRG SERIES: 200-299 REGULAR INSTRUCTION	689,026.06	740,000	61,613.47	135,649.39		604,350.61	81.66 %
505 COMM SERV - GENERAL	35,621.45	46,250	6,794.48	11,655.77		34,594.23	74.79 %
** TOTAL PRG SERIES: 500-599 COMMUNITY ED & SERV	35,621.45	46,250	6,794.48	11,655.77		34,594.23	74.79 %
605 GEN INSTRUCT SUPPORT	12,987.43	0	428.00	920.62		920.62-	0.00 %
** TOTAL PRG SERIES: 600-699 INSTRUC SUPPORT SERV	12,987.43	0	428.00	920.62		920.62-	0.00 %
770 FOOD SERVICES	9,297.29	2,775	695.00	3,516.07		741.07-	26.70-%
** TOTAL PRG SERIES: 700-799 PUPIL SUPPORT SERV	9,297.29	2,775	695.00	3,516.07		741.07-	26.70-%
810 OPERATIONS	15,160.64	15,725	982.29	3,370.20		12,354.80	78.56 %
** TOTAL PRG SERIES: 800-899 SITE,BUILDINGS,EQUIP	15,160.64	15,725	982.29	3,370.20		12,354.80	78.56 %
*** 08 FLEX BENEFIT FUND	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
790 OTHER PUPIL SUPP SER	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
** TOTAL PRG SERIES: 700-799 PUPIL SUPPORT SERV	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
*** 09 SCHOLARSHIP FUND	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
930 EMPLOYEE BENEFITS	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
** TOTAL PRG SERIES: 900-999 FISCAL & OTHER FIXED	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
*** 10 PRIN EARLY RET INS FUND	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
050 SCHOOL ADMINISTRATION	41,753.97	42,300	4,135.05	13,367.06		28,932.94	68.39 %
** TOTAL PRG SERIES: 000-099 ADMINISTRATION	41,753.97	42,300	4,135.05	13,367.06		28,932.94	68.39 %
105 GEN ADMIN SUPPORT	16,146.67	16,200	1,595.63	5,275.51		10,924.49	67.43 %
** TOTAL PRG SERIES: 100-199 DIST. SUPPORT SERV.	16,146.67	16,200	1,595.63	5,275.51		10,924.49	67.43 %
203 INTERMEDIATE (4-6)	424,868.78	425,700	41,973.37	139,199.01		286,500.99	67.30 %
** TOTAL PRG SERIES: 200-299 REGULAR INSTRUCTION	424,868.78	425,700	41,973.37	139,199.01		286,500.99	67.30 %

PRG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
203 20							
399 VOCATIONAL-GENERAL	11,580.11	11,700	1,146.14	3,728.52		7,971.48	68.13 %
** TOTAL PRG SERIES: 300-399 VOCATIONAL INSTRUC.	11,580.11	11,700	1,146.14	3,728.52		7,971.48	68.13 %
420 SPECIAL ED-GENERAL	205,993.37	207,000	20,363.50	67,083.06		139,916.94	67.59 %
** TOTAL PRG SERIES: 400-499 SPECIAL ED INSTRUC.	205,993.37	207,000	20,363.50	67,083.06		139,916.94	67.59 %
505 COMM SERV - GENERAL	57,247.74	57,600	5,660.81	18,594.24		39,005.76	67.71 %
** TOTAL PRG SERIES: 500-599 COMMUNITY ED & SERV	57,247.74	57,600	5,660.81	18,594.24		39,005.76	67.71 %
605 GEN INSTRUC SUPPORT	29,439.56	29,700	2,912.79	9,508.62		20,191.38	67.98 %
** TOTAL PRG SERIES: 600-699 INSTRUC SUPPORT SERV	29,439.56	29,700	2,912.79	9,508.62		20,191.38	67.98 %
790 OTHER PUPIL SUPPORT SERVICES	67,033.74	67,500	6,629.66	21,737.57		45,762.43	67.79 %
** TOTAL PRG SERIES: 700-799 PUPIL SUPPORT SERV	67,033.74	67,500	6,629.66	21,737.57		45,762.43	67.79 %
810 OPERATIONS	42,974.53	42,300	4,228.99	14,590.81		27,709.19	65.50 %
** TOTAL PRG SERIES: 800-899 SITE,BUILDINGS,EQUIP	42,974.53	42,300	4,228.99	14,590.81		27,709.19	65.50 %
*** 20 ISF - DENTAL	897,038.47	900,000	88,645.94	293,084.40		606,915.60	67.43 %
020 SUPERINTENDENT	0.00	20,720	0.00	0.00		20,720.00	100.00 %
030 ASSIST SUP'T	15,354.90	21,673	0.00	0.00		21,673.00	100.00 %
050 SCHOOL ADMINISTRATION	6,557.02	196,011	0.00	9,247.22		186,763.78	95.28 %
** TOTAL PRG SERIES: 000-099 ADMINISTRATION	21,911.92	238,404	0.00	9,247.22		229,156.78	96.12 %
110 BUSINESS SERVICES	0.00	24,340	0.00	16,093.84		8,246.16	33.87 %
** TOTAL PRG SERIES: 100-199 DIST. SUPPORT SERV.	0.00	24,340	0.00	16,093.84		8,246.16	33.87 %

PRG FD	PRIOR YEAR	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
211 21							
211 SECONDARY ED-GENERAL	80,609.71	1,619,690	0.00	93,088.70		1,526,601.30	94.25 %
** TOTAL PRG SERIES: 200-299 REGULAR INSTRUCTION	80,609.71	1,619,690	0.00	93,088.70		1,526,601.30	94.25 %
810 OPERATIONS	750.00	0	0.00	15.00		15.00-	0.00 %
** TOTAL PRG SERIES: 800-899 SITE,BUILDINGS,EQUIP	750.00	0	0.00	15.00		15.00-	0.00 %
*** 21 ISF - POST RETIREMENT BENEFIT	103,271.63	1,882,434	0.00	118,444.76		1,763,989.24	93.70 %
950 TRANSFERS	2,595,313.32	0	0.00	0.00		0.00	0.00 %
** TOTAL PRG SERIES: 900-999 FISCAL & OTHER FIXED	2,595,313.32	0	0.00	0.00		0.00	0.00 %
*** 22 ISF - HEALTH SELECT 105	2,595,313.32	0	0.00	0.00		0.00	0.00 %
050 SCHOOL ADMINISTRATION	52,727.63	0	0.00	0.00		0.00	0.00 %
** TOTAL PRG SERIES: 000-099 ADMINISTRATION	52,727.63	0	0.00	0.00		0.00	0.00 %
110 BUSINESS SERVICES	84,206.10	0	0.00	0.00		0.00	0.00 %
** TOTAL PRG SERIES: 100-199 DIST. SUPPORT SERV.	84,206.10	0	0.00	0.00		0.00	0.00 %
211 SECONDARY ED-GENERAL	587,086.46	0	0.00	0.00		0.00	0.00 %
** TOTAL PRG SERIES: 200-299 REGULAR INSTRUCTION	587,086.46	0	0.00	0.00		0.00	0.00 %
810 OPERATIONS	77.50	0	0.00	0.00		0.00	0.00 %
** TOTAL PRG SERIES: 800-899 SITE,BUILDINGS,EQUIP	77.50	0	0.00	0.00		0.00	0.00 %
935 OPEB RETIREE CONTRIBUTIONS	380,918.91	0	41.66	41.66		41.66-	0.00 %
** TOTAL PRG SERIES: 900-999 FISCAL & OTHER FIXED	380,918.91	0	41.66	41.66		41.66-	0.00 %
*** 25 OPEB REVOCABLE TRUST	1,105,016.60	0	41.66	41.66		41.66-	0.00 %
*** REPORT TOTALS:	163,245,777.69	147,536,162	12,732,298.05	27,125,783.69	770,480.40	119,639,897.91	81.09 %

BURNSVILLE-EAGAN-SAVAGE

Independent School District 191

DISTRICT EXPENDITURES

BY

BUILDING/ORGANIZATIONAL UNIT

WITHIN FUND

September, 2009

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 ORG
 SERIES TOTALS: ACCOUNT ORG
 PAGE BREAK ON: <None Selected>

ORG FD	PRIOR YEAR ACTUAL	< - - - - - REVISIED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
005 01							
005 DISTRICTWIDE	26,964,622.86	9,625,786	208,769.49	3,060,878.97	267,945.79	6,296,961.24	65.41 %
006 ADMIN BLDG	32,602.83	26,900	2,577.63	5,694.70	26.78	21,178.52	78.73 %
007 ENVISION-PERFORMING ARTS CTR	0.00	299,537	29,774.43	32,657.92	2,826.68	264,052.40	88.15 %
008 DIAMONDHEAD	521,269.46	792,239	35,308.50	91,823.18	5,239.00	695,176.82	87.74 %
014 BURNSVILLE SR HIGH	16,753,796.31	16,339,621	1,468,567.29	2,357,860.19	80,311.57	13,901,449.24	85.07 %
015 METCALF JR HIGH	5,736,615.45	5,555,106	467,685.15	784,536.27	16,307.26	4,754,262.47	85.58 %
066 EAGLE RIDGE JR HIGH	5,838,350.96	5,623,828	479,671.76	774,772.30	6,299.48	4,842,756.22	86.11 %
085 NICOLLET JR HIGH	5,863,265.10	5,289,928	447,019.63	739,767.21	11,645.07	4,538,515.72	85.79 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	61,710,522.97	43,552,945	3,139,373.88	7,847,990.74	390,601.63	35,314,352.63	81.08 %
100 ELEMENTARY SERVICES	415,882.72	1,714,124	35,152.03	77,172.74	1,790.41	1,635,160.85	95.39 %
** TOTAL ORG SERIES: 100-199 ELEMENTARY SERVICES	415,882.72	1,714,124	35,152.03	77,172.74	1,790.41	1,635,160.85	95.39 %
200 ELE/SEC SERVICES	5,819,367.14	8,043,211	574,566.52	1,632,194.71	66,704.73	6,344,311.56	78.87 %
299 SUMMER SCHOOL	39,582.88	23,200	46.02	29,311.91		6,111.91-	26.34-%
** TOTAL ORG SERIES: 200-299 ELEM/SECOND SERVICES	5,858,950.02	8,066,411	574,612.54	1,661,506.62	66,704.73	6,338,199.65	78.57 %
300 SECONDARY SERVICES	606,513.34	2,416,168	16,586.27	148,721.84	0.01	2,267,446.15	93.84 %
314 BALC - SECONDARY	224,533.59	116,263	501.64	5,184.41		111,078.59	95.54 %

ORG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
315 01							
315 BALC - ELEM/JRH	315,125.84	370,645	6,627.01	208,250.78		162,394.22	43.81 %
** TOTAL ORG SERIES: 300-399 SECONDARY SERVICES	1,146,172.77	2,903,076	23,714.92	362,157.03	0.01	2,540,918.96	87.52 %
414 BESTransition SERVICES	727,861.91	816,617	56,622.69	82,582.07	97.24	733,937.69	89.87 %
481 CEDAR ELEMENTARY	3,563,418.76	3,364,243	256,659.06	452,103.39	3,318.48	2,908,821.13	86.46 %
482 GIDEON POND ELEMENTARY	3,037,833.64	2,942,475	249,188.28	389,661.22	5,407.67	2,547,406.11	86.57 %
483 EDW NEILL ELEMENTARY	3,945,886.40	3,970,806	323,996.42	497,477.41	12,681.55	3,460,647.04	87.15 %
484 MARION W SAVAGE ELEMENTARY	4,472,291.80	4,262,035	351,814.37	539,093.93	4,079.98	3,718,861.09	87.25 %
485 SIOUX TRAIL ELEMENTARY	3,382,949.45	3,367,114	269,345.19	424,296.11	1,564.54	2,941,253.35	87.35 %
486 VISTA VIEW ELEMENTARY	3,706,341.90	3,795,968	305,905.46	463,968.52	4,634.25	3,327,365.23	87.65 %
487 BYRNE ELEMENTARY	3,346,716.52	3,728,966	312,444.07	472,605.42	5,850.81	3,250,509.77	87.16 %
488 RAHN ELEMENTARY	3,472,320.45	3,549,269	265,730.15	416,423.18	2,934.63	3,129,911.19	88.18 %
489 SKY OAKS ELEMENTARY	4,944,685.15	5,024,732	405,829.65	608,396.29	9,740.65	4,406,595.06	87.69 %
490 HIDDEN VALLEY ELEMENTARY	5,086,757.08	5,246,618	427,481.88	652,364.07	1,610.65	4,592,643.28	87.53 %
491 HARRIET BISHOP ELEMENTARY	3,940,081.85	4,211,844	382,430.95	569,031.86	62,221.03	3,580,591.11	85.01 %
** TOTAL ORG SERIES: 400-499 UNDEFINED ORG SERIES	43,627,144.91	44,280,687	3,607,448.17	5,568,003.47	114,141.48	38,598,542.05	87.16 %
500 ABE - AREA LEARNING CENTER	106,756.36	168,713	8,063.04	69,109.46		99,603.54	59.03 %
509 VALE	1,853,468.71	1,603,913	137,319.95	193,403.15	5,479.13	1,405,030.72	87.60 %

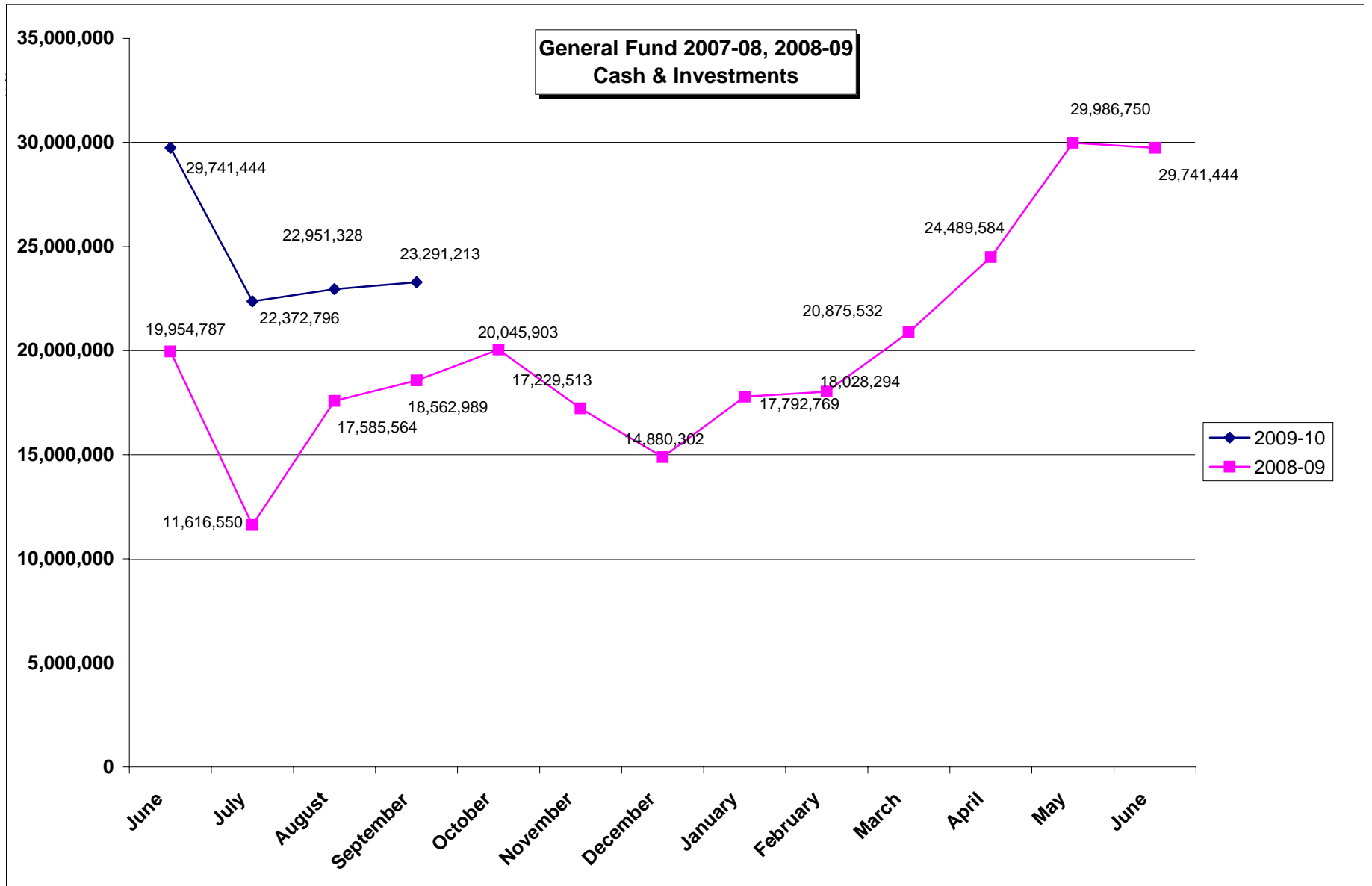
ORG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
514 01							
514 CEDAR ALTERNATIVE	1,722,151.41	1,813,182	135,368.37	249,240.79	30,232.25	1,533,708.96	84.58 %
516 ANTHONY LEWIS CENTER	34,977.17	43,614	3,207.13	4,856.91	196.34	38,560.75	88.41 %
520 OPTIONS TREATMENT CENTER	34,958.52	43,614	3,207.21	4,835.40	53.37	38,725.23	88.79 %
530 SUMMER ESY K-12 STRETCH PROG	79,653.14	10,613	4,167.56	67,646.93		57,033.93	537.39-%
** TOTAL ORG SERIES: 500-599 COMMUNITY SERVICE	3,831,965.31	3,683,649	291,333.26	589,092.64	35,961.09	3,058,595.27	83.03 %
701 ST JOHN'S	14,535.93	17,059	1,396.29	1,708.46	31.19	15,319.35	89.80 %
** TOTAL ORG SERIES: 700-799 NONPUBLIC SCHOOL	14,535.93	17,059	1,396.29	1,708.46	31.19	15,319.35	89.80 %
*** 01 GENERAL	116,605,174.63	104,217,951	7,673,031.09	16,107,631.70	609,230.54	87,501,088.76	83.95 %
005 DISTRICTWIDE	1,114,377.57	815,601	52,051.26	121,646.33	9,607.37	684,347.30	83.90 %
014 BURNSVILLE SR HIGH	665,419.66	720,152	42,980.40	41,934.07	118.98	678,098.95	94.16 %
015 METCALF JR HIGH	336,814.53	362,318	34,000.48	34,037.13		328,280.87	90.60 %
066 EAGLE RIDGE JR HIGH	371,728.10	386,399	28,070.45	28,298.86		358,100.14	92.67 %
085 NICOLLET JR HIGH	317,428.27	333,305	29,204.86	29,428.06		303,876.94	91.17 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	2,805,768.13	2,617,775	186,307.45	255,344.45	9,726.35	2,352,704.20	89.87 %
482 GIDEON POND ELEMENTARY	184,525.64	188,070	16,863.44	16,975.06		171,094.94	90.97 %
483 EDW NEILL ELEMENTARY	177,295.87	182,988	14,794.68	14,835.11		168,152.89	91.89 %
484 MARION W SAVAGE ELEMENTARY	182,385.12	189,101	16,837.73	16,965.73		172,135.27	91.02 %
485 SIOUX TRAIL ELEMENTARY	169,852.52	175,795	18,385.03	18,448.49		157,346.51	89.50 %

ORG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
486 02							
486 VISTA VIEW ELEMENTARY	188,236.25	190,216	18,595.36	18,771.31		171,444.69	90.13 %
487 BYRNE ELEMENTARY	157,310.45	163,638	16,529.40	16,662.01		146,975.99	89.81 %
488 RAHN ELEMENTARY	157,684.82	160,151	16,090.79	16,262.83		143,888.17	89.84 %
489 SKY OAKS ELEMENTARY	220,742.89	210,330	47,813.91	47,847.03		162,482.97	77.25 %
490 HIDDEN VALLEY ELEMENTARY	221,267.39	246,242	18,835.28	18,992.56		227,249.44	92.28 %
491 HARRIET BISHOP ELEMENTARY	208,596.31	223,194	24,758.69	24,758.69		198,435.31	88.90 %
** TOTAL ORG SERIES: 400-499 UNDEFINED ORG SERIES	1,867,897.26	1,929,725	209,504.31	210,518.82		1,719,206.18	89.09 %
*** 02 FOOD SERVICE	4,673,665.39	4,547,500	395,811.76	465,863.27	9,726.35	4,071,910.38	89.54 %
005 DISTRICTWIDE	5,625,730.65	6,150,218	74,198.11	237,970.32		5,912,247.68	96.13 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	5,625,730.65	6,150,218	74,198.11	237,970.32		5,912,247.68	96.13 %
*** 03 TRANSPORTATION	5,625,730.65	6,150,218	74,198.11	237,970.32		5,912,247.68	96.13 %
005 DISTRICTWIDE	660,020.77	0	0.00	0.00		0.00	0.00 %
008 DIAMONDHEAD	0.00	0	5,990.10	11,288.44		11,288.44-	0.00 %
014 BURNSVILLE SR HIGH	65,762.88	36,428	12,188.68	28,495.14		7,932.86	21.77 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	725,783.65	36,428	18,178.78	39,783.58		3,355.58-	9.21-%
481 CEDAR ELEMENTARY	0.00	0	364.00-	0.00		0.00	0.00 %
482 GIDEON POND ELEMENTARY	130,552.79	32,300	3,430.21	4,374.34		27,925.66	86.45 %
483 EDW NEILL ELEMENTARY	97,245.55	53,714	4,365.49	6,177.72		47,536.28	88.49 %
484 MARION W SAVAGE ELEMENTARY	117,257.10	52,292	4,281.64	6,006.04		46,285.96	88.51 %

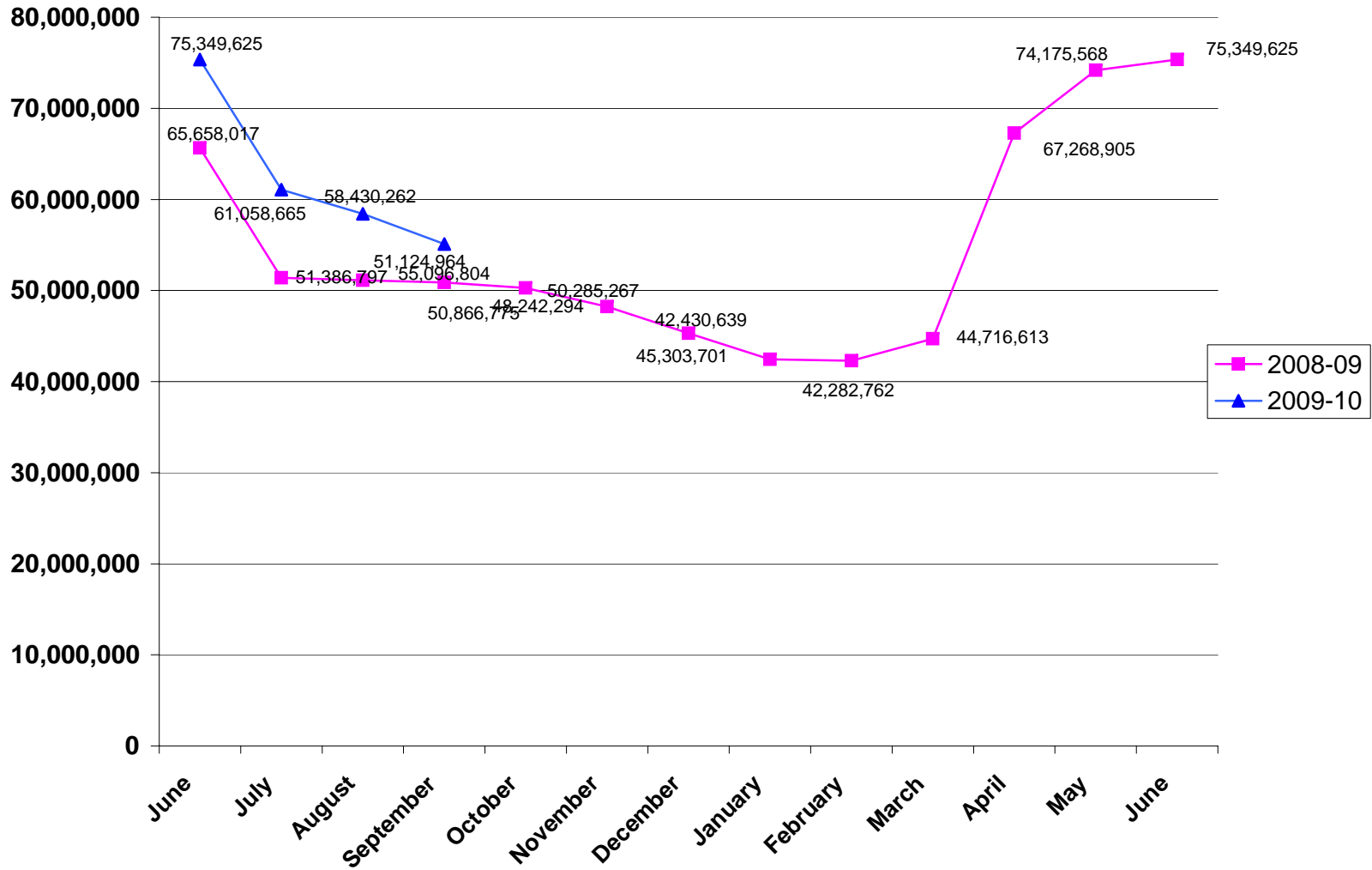
ORG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
485 04							
485 SIOUX TRAIL ELEMENTARY	189,785.65	296,408	31,723.47	84,517.52		211,890.48	71.48 %
486 VISTA VIEW ELEMENTARY	214,206.08	278,912	21,738.11	43,013.61		235,898.39	84.57 %
487 BYRNE ELEMENTARY	139,012.08	40,249	3,936.37	5,398.17		34,850.83	86.58 %
488 RAHN ELEMENTARY	183,704.45	160,926	3,717.92	8,415.01		152,510.99	94.77 %
489 SKY OAKS ELEMENTARY	249,510.95	357,784	30,366.42	80,408.73		277,375.27	77.52 %
490 HIDDEN VALLEY ELEMENTARY	259,958.39	243,885	32,238.38	95,866.72		148,018.28	60.69 %
491 HARRIET BISHOP ELEMENTARY	235,486.29	286,790	27,879.40	77,367.45		209,422.55	73.02 %
** TOTAL ORG SERIES: 400-499 UNDEFINED ORG SERIES	1,816,719.33	1,803,260	163,313.41	411,545.31		1,391,714.69	77.17 %
500 ABE - AREA LEARNING CENTER	4,744,965.53	4,822,972	312,039.87	981,257.81	12,101.37	3,829,612.82	79.40 %
** TOTAL ORG SERIES: 500-599 COMMUNITY SERVICE	4,744,965.53	4,822,972	312,039.87	981,257.81	12,101.37	3,829,612.82	79.40 %
701 ST JOHN'S	102,498.48	108,775	1,732.70	13,582.80	382.93	94,809.27	87.16 %
704 TESSERACT SCHOOL	5,601.26	5,000	0.00	0.00		5,000.00	100.00 %
799 HOME SCHOOLS	5,414.25	7,500	1,054.52	1,054.52		6,445.48	85.93 %
** TOTAL ORG SERIES: 700-799 NONPUBLIC SCHOOL	113,513.99	121,275	2,787.22	14,637.32	382.93	106,254.75	87.61 %
*** 04 COMMUNITY SERVICE	7,400,982.50	6,783,935	496,319.28	1,447,224.02	12,484.30	5,324,226.68	78.48 %
005 DISTRICTWIDE	0.00	0	10,502.00	83,969.23	712.00	84,681.23-	0.00 %
006 ADMIN BLDG	0.00	0	0.00	20,557.00		20,557.00-	0.00 %
014 BURNSVILLE SR HIGH	4,468,365.39	6,390,041	1,781,224.53	3,981,214.29	28,780.21	2,380,046.50	37.24 %

ORG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
015 06							
015 METCALF JR HIGH	2,542,211.04	6,056,455	2,012,284.21	2,108,700.24	102,237.00	3,845,517.76	63.49 %
066 EAGLE RIDGE JR HIGH	18,538.00	0	0.00	0.00		0.00	0.00 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	7,029,114.43	12,446,496	3,804,010.74	6,194,440.76	131,729.21	6,120,326.03	49.17 %
482 GIDEON POND ELEMENTARY	1,647,490.44	0	0.00	751.00		751.00-	0.00 %
483 EDW NEILL ELEMENTARY	2,039,613.58	0	0.00	0.00	768.00	768.00-	0.00 %
484 MARION W SAVAGE ELEMENTARY	586,083.22	148,962	26,776.35	97,910.63		51,051.37	34.27 %
486 VISTA VIEW ELEMENTARY	1,373,768.57	0	15,661.00	15,661.00		15,661.00-	0.00 %
487 BYRNE ELEMENTARY	235,423.43	0	0.00	0.00		0.00	0.00 %
488 RAHN ELEMENTARY	29,693.63	378,000	69,269.93	238,563.55		139,436.45	36.88 %
489 SKY OAKS ELEMENTARY	32,917.74	1,085,353	0.00	0.00		1,085,353.00	100.00 %
490 HIDDEN VALLEY ELEMENTARY	23,058.37	141,269	753.27	82,349.68		58,919.32	41.70 %
491 HARRIET BISHOP ELEMENTARY	13,785.52	0	0.00	0.00		0.00	0.00 %
** TOTAL ORG SERIES: 400-499 UNDEFINED ORG SERIES	5,981,834.50	1,753,584	112,460.55	435,235.86	768.00	1,317,580.14	75.13 %
514 CEDAR ALTERNATIVE	3,478,461.33	0	0.00	0.00	6,542.00	6,542.00-	0.00 %
** TOTAL ORG SERIES: 500-599 COMMUNITY SERVICE	3,478,461.33	0	0.00	0.00	6,542.00	6,542.00-	0.00 %
*** 06 CAPITAL PROJECTS	16,489,410.26	14,200,080	3,916,471.29	6,629,676.62	139,039.21	7,431,364.17	52.33 %
005 DISTRICTWIDE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %
*** 07 DEBT SERVICE	6,754,065.83	7,775,172	0.00	1,619,341.26		6,155,830.74	79.17 %

ORG FD	PRIOR YEAR ACTUAL	REVISED BUDGET	09/01/09 TO 09/30/09	FISCAL YEAR 200907 EXPENDED THRU 09/30/09	ENCUMBERED THRU 09/30/09	REMAINING ON 09/30/09	PERCENT REMAINING
005 08							
005 DISTRICTWIDE	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
*** 08 FLEX BENEFIT FUND	854,633.67	925,000	78,812.67	176,704.35		748,295.65	80.89 %
300 SECONDARY SERVICES	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
** TOTAL ORG SERIES: 300-399 SECONDARY SERVICES	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
*** 09 SCHOLARSHIP FUND	47,589.50	42,000	8,966.25	12,966.25		29,033.75	69.12 %
005 DISTRICTWIDE	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
*** 10 PRIN EARLY RET INS FUND	93,885.24	111,872	0.00	16,835.08		95,036.92	84.95 %
005 DISTRICTWIDE	897,038.47	900,000	88,645.94	293,084.40		606,915.60	67.43 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	897,038.47	900,000	88,645.94	293,084.40		606,915.60	67.43 %
*** 20 ISF - DENTAL	897,038.47	900,000	88,645.94	293,084.40		606,915.60	67.43 %
005 DISTRICTWIDE	103,271.63	1,882,434	0.00	118,444.76		1,763,989.24	93.70 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	103,271.63	1,882,434	0.00	118,444.76		1,763,989.24	93.70 %
*** 21 ISF - POST RETIREMENT BENEFIT	103,271.63	1,882,434	0.00	118,444.76		1,763,989.24	93.70 %
005 DISTRICTWIDE	2,595,313.32	0	0.00	0.00		0.00	0.00 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	2,595,313.32	0	0.00	0.00		0.00	0.00 %
*** 22 ISF - HEALTH SELECT 105	2,595,313.32	0	0.00	0.00		0.00	0.00 %
005 DISTRICTWIDE	1,105,016.60	0	41.66	41.66		41.66-	0.00 %
** TOTAL ORG SERIES: 000-099 DISTRICT WIDE	1,105,016.60	0	41.66	41.66		41.66-	0.00 %
*** 25 OPEB REVOCABLE TRUST	1,105,016.60	0	41.66	41.66		41.66-	0.00 %
*** REPORT TOTALS:	163,245,777.69	147,536,162	12,732,298.05	27,125,783.69	770,480.40	119,639,897.91	81.09 %

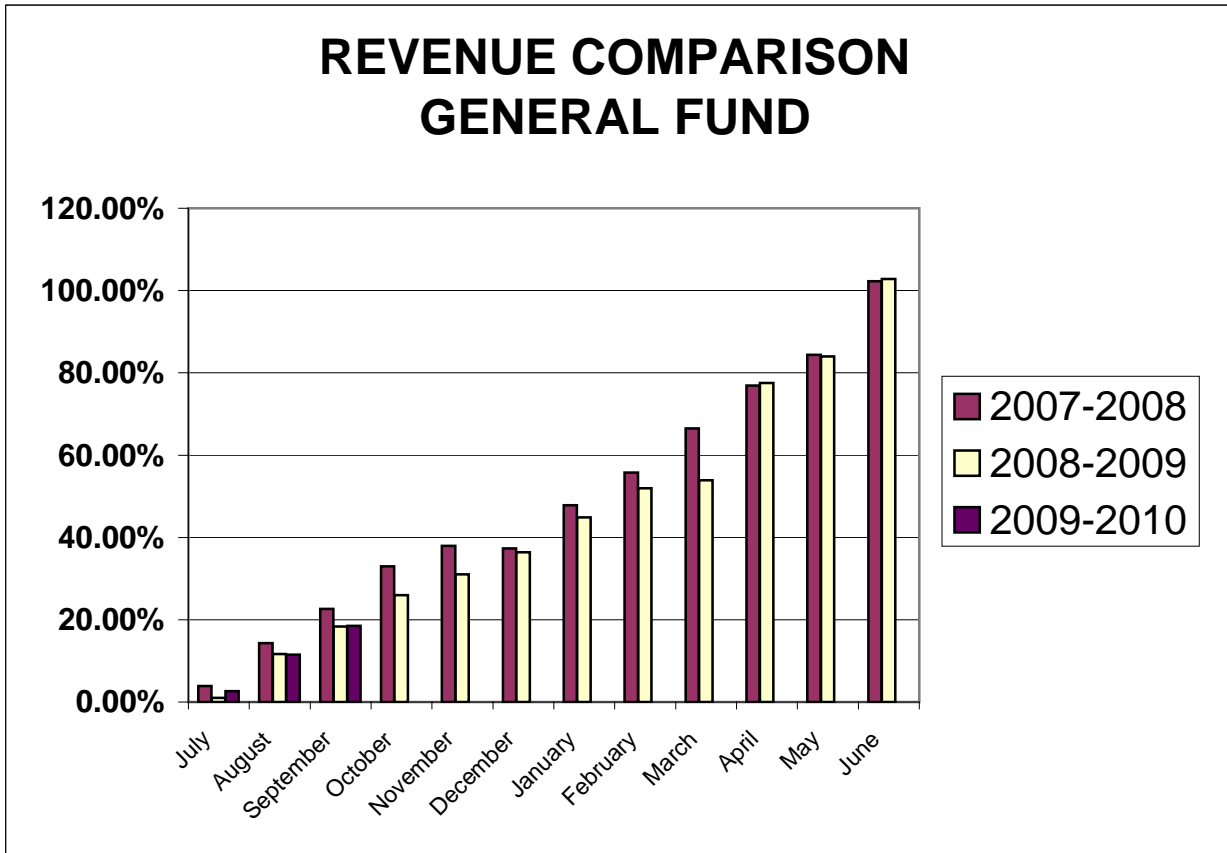


**All Funds
2007-08, 2008-09 Cash & Investments**



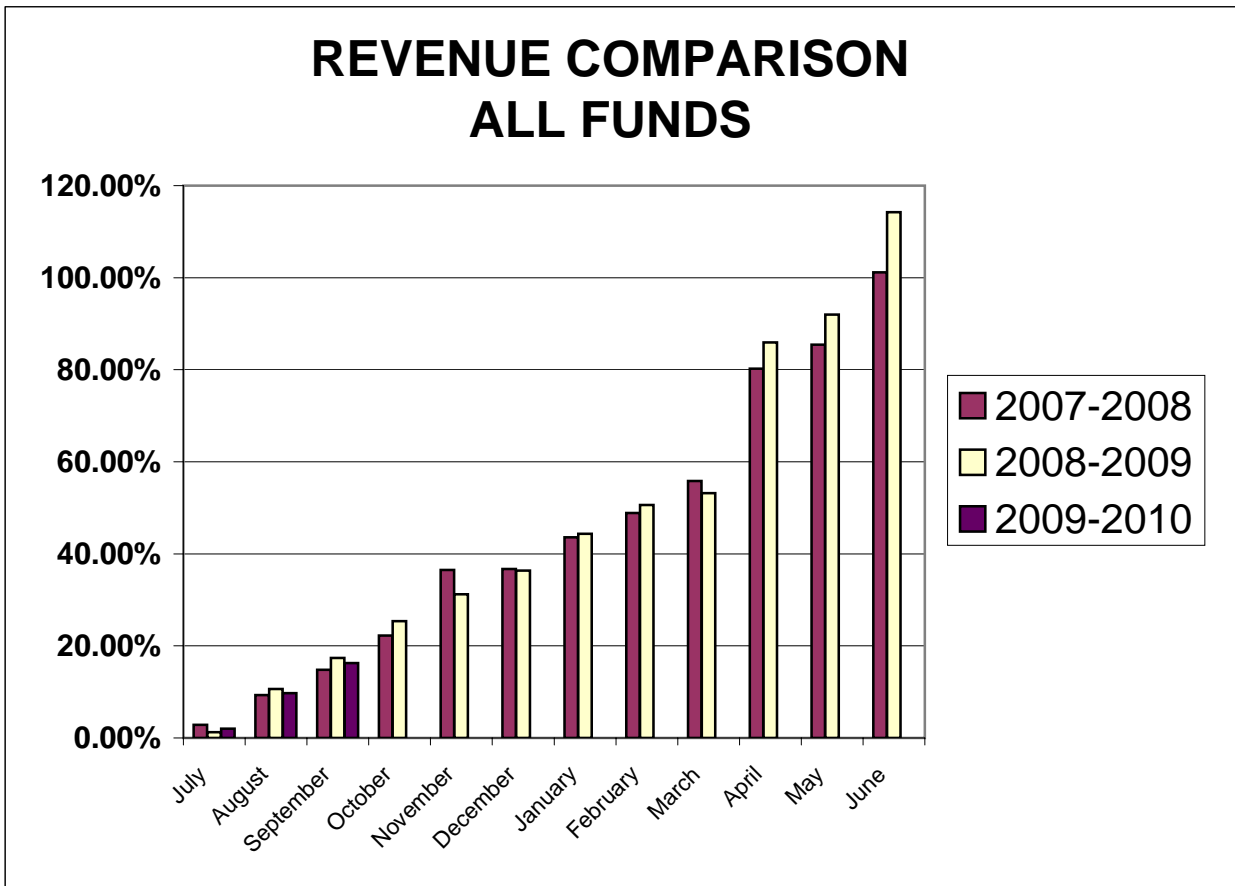
**REVENUE COMPARISON
GENERAL FUND**

	2007-2008		2008-2009		2009-2010	
	\$ Year-to-Date	% of Budget	\$ Year-to-Date	% of Budget	\$ Year-to-Date	% of Budget
July	3,965,884	3.89%	1,296,759	1.01%	2,871,521	2.68%
August	14,620,377	14.32%	14,958,823	11.66%	12,347,748	11.52%
September	23,105,183	22.63%	23,539,868	18.35%	19,851,576	18.52%
October	33,643,143	32.96%	33,283,925	25.95%		
November	38,728,997	37.94%	39,845,301	31.06%		
December	38,115,165	37.34%	46,642,783	36.36%		
January	48,850,742	47.86%	57,524,506	44.85%		
February	56,932,960	55.77%	66,613,832	51.93%		
March	67,907,516	66.52%	69,154,793	53.92%		
April	78,530,394	76.93%	99,417,567	77.51%		
May	86,147,641	84.39%	107,746,997	84.00%		
June	104,438,364	102.30%	131,901,250	102.83%		
BUDGET	102,079,800	100.00%	128,265,475	100.00%	107,211,600	100.00%



**REVENUE COMPARISON
ALL FUNDS**

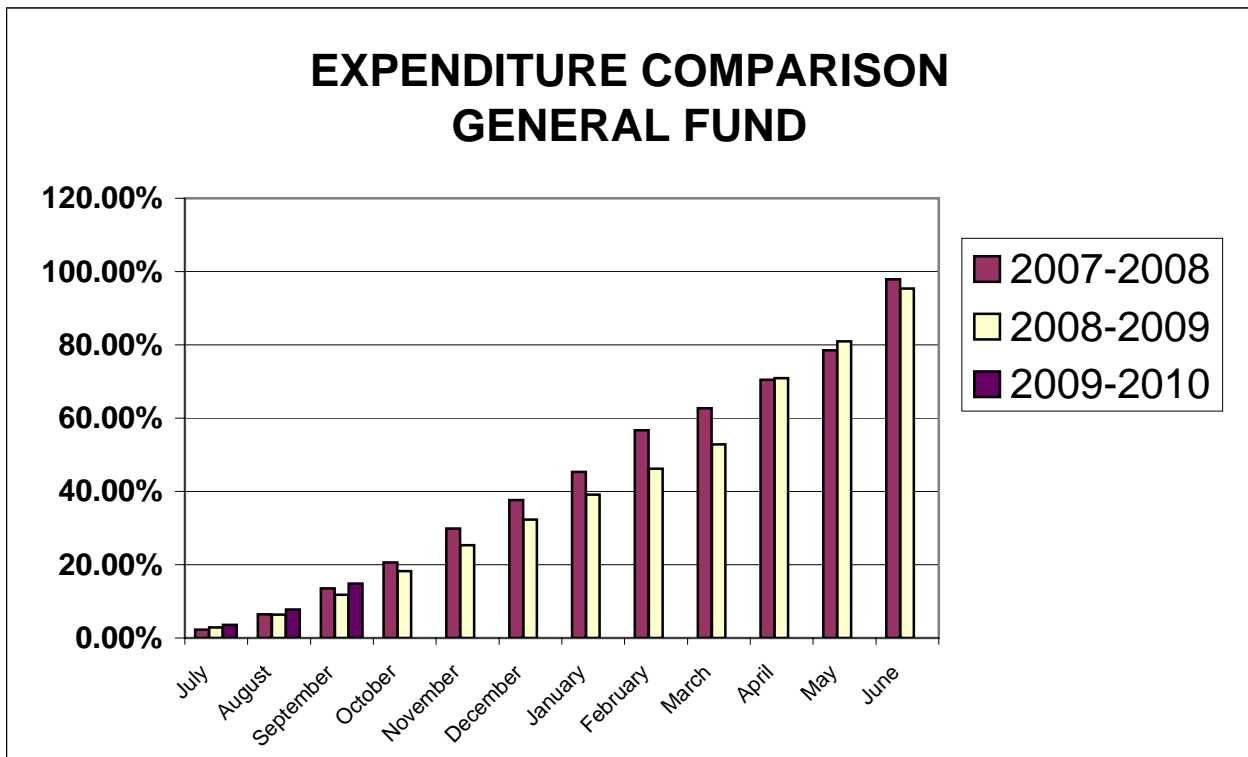
	2007-2008		2008-2009		2009-2010	
	\$	%	\$	%	\$	%
	Year-to-Date	of Budget	Year-to-Date	of Budget	Year-to-Date	of Budget
July	4,879,412	2.82%	1,858,832	1.22%	2,664,432	2.03%
August	16,136,078	9.32%	16,247,032	10.62%	12,740,367	9.72%
September	25,660,091	14.82%	26,539,157	17.35%	21,310,025	16.26%
October	38,497,721	22.23%	38,762,224	25.35%		
November	63,258,817	36.53%	47,784,521	31.25%		
December	63,627,793	36.74%	55,596,293	36.36%		
January	75,536,873	43.62%	67,807,260	44.34%		
February	84,675,831	48.89%	77,436,435	50.64%		
March	96,704,153	55.84%	81,353,289	53.20%		
April	138,905,413	80.21%	131,397,074	85.92%		
May	147,956,331	85.44%	140,703,112	92.01%		
June	175,138,206	101.13%	174,665,508	114.22%		
BUDGET	173,179,535	100.00%	152,920,964	100.00%	131,093,621	100.00%



**EXPENDITURE COMPARISON
GENERAL FUND**

	2007-2008		2008-2009		2009-2010	
	\$ Year-to-Date	% of Budget	\$ Year-to-Date	% of Budget	\$ Year-to-Date	% of Budget
July	2,338,615	2.24%	3,698,233	2.89%	3,991,603	3.62%
August	6,722,861	6.43%	8,137,409	6.35%	8,598,373	7.79%
September	14,151,622	13.55%	15,133,822	11.81%	16,345,602	14.81%
October	21,512,539	20.59%	23,380,076	18.25%		
November	31,207,244	29.87%	32,450,703	25.33%		
December	39,350,313	37.66%	41,448,779	32.35%		
January	47,354,070	45.33%	50,107,345	39.11%		
February	56,866,732	56.70%	59,242,188	46.24%		
March	65,561,931	62.75%	67,719,897	52.85%		
April	73,615,536	70.46%	90,881,891	70.94%		
May	82,000,981	78.49%	103,699,855	80.94%		
June	102,264,853	97.88%	122,230,905	95.41%		
BUDGET	104,476,389	100.00%	128,116,873	100.00%	110,368,169	100.00%

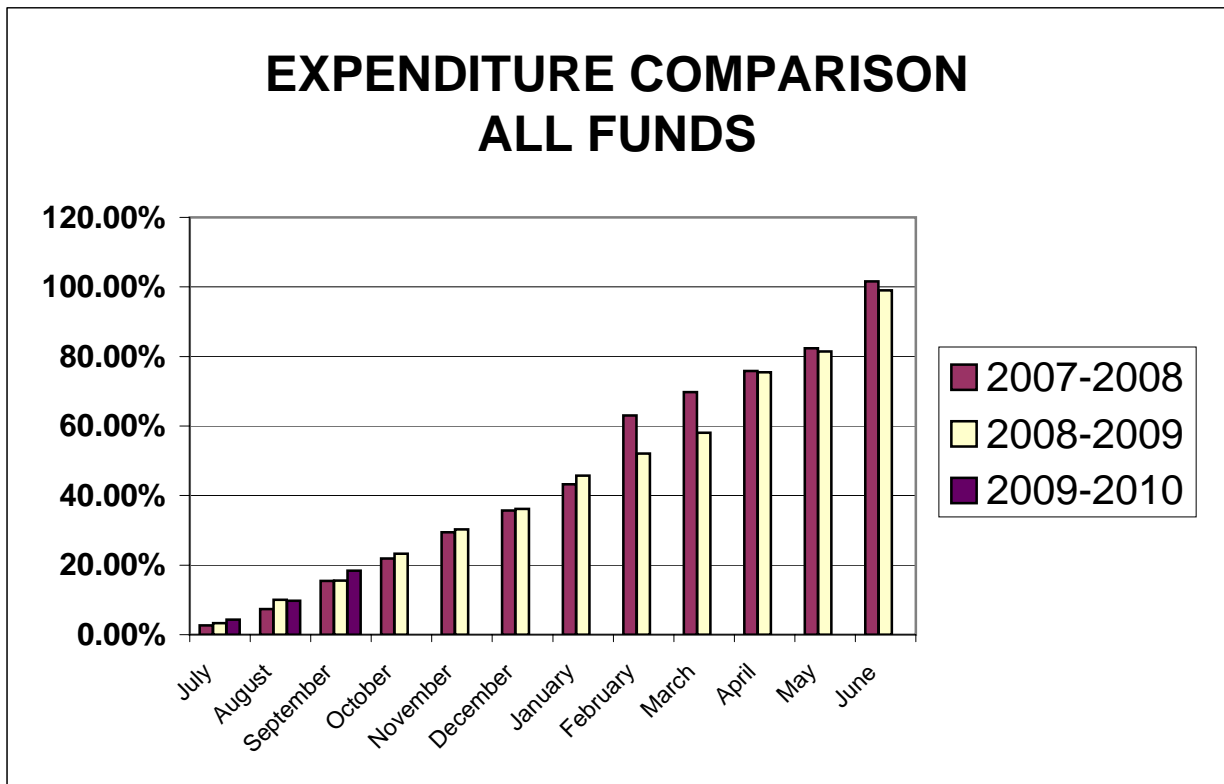
Does not include encumbrances (unpaid open purchase orders)
Combines General and Transportation from reports



**EXPENDITURE COMPARISON
ALL FUNDS**

	2007-2008		2008-2009		2009-2010	
	\$	%	\$	%	\$	%
	Year-to-Date	of Budget	Year-to-Date	of Budget	Year-to-Date	of Budget
July	4,046,490	2.63%	5,521,224	3.35%	6,321,339	4.28%
August	11,356,404	7.38%	16,467,956	9.99%	14,393,486	9.76%
September	23,836,305	15.49%	25,607,012	15.53%	27,125,784	18.39%
October	33,684,986	21.89%	38,425,616	23.30%		
November	45,346,447	29.46%	49,093,080	30.26%		
December	54,964,409	35.71%	59,673,298	36.19%		
January	66,498,539	43.21%	75,425,616	45.74%		
February	96,984,963	63.02%	85,873,860	52.08%		
March	107,312,321	69.73%	95,776,076	58.09%		
April	116,742,715	75.86%	124,380,103	75.43%		
May	126,696,524	82.32%	134,305,443	81.45%		
June	156,427,616	101.64%	163,245,778	99.00%		
BUDGET	153,900,935	100.00%	164,888,551	100.00%	147,536,162	100.00%

Does not include encumbrances (unpaid open purchase orders)



**INDEPENDENT SCHOOL DISTRICT 191
BURNSVILLE - EAGAN - SAVAGE
HUMAN RESOURCES**

108

AGENDA ITEM: II.B.6.

To: Members of the Board of Education
Superintendent Randy Clegg

From: Susan J. Grissom
Executive Director of Human Resources

Date: October 22, 2009

RE: **Approve Waiver of Continuing Contract Rights with Reserve Teacher
Barbara Odenwald**

**RECOMMENDATION: THAT THE BOARD OF EDUCATION
APPROVE THE ATTACHED AGREEMENT WHEREBY PRO PAY
RESERVE SUBSTITUTE, BARB ODENWALD AGREES TO WAIVE HER
RIGHTS TO A CONTINUING CONTRACT**

The Professional Pay Plan employs five reserve teachers. Each of them is assigned to an evaluator. The reserve teachers relieve teachers from the classroom so they are able to meet with the evaluators for a pre and post conference. Ms. Odenwald is a retired teacher who has worked as a reserve teacher for the past three years. She is highly effective in this unique position and has no desire to work full-time as a contracted teacher. She is willing to waive her continuing contract rights and the arrangement meets the needs of all involved.

AGREEMENT

WHEREAS, Ms. Barb Odenwald hereinafter referred to as “Ms. Odenwald” was employed as a reserve contract teacher in ISD #191 hereinafter referred to as the School District; and

WHEREAS, Ms. Odenwald was terminated at the end of the 2008-2009 school year with the School District; and

WHEREAS, the School District is in need of filling a reserve contract teacher position for the 2009 - 2010 school year; and

WHEREAS, the School District is willing to employ Ms. Odenwald for the 2009-1010 school year provided Ms. Odenwald expressly waives any and all continuing contract rights arising out of her employment with the School District and any right to any other position in the School District.

NOW, THEREFORE, IT IS HEREBY AGREED by and between the School District and Ms. Odenwald as follows:

1. The School District hereby employs Ms. Odenwald as a contract reserve teacher for the 2009 - 2010 school year only. Ms. Odenwald will work according to the provisions in the Pro Pay Memorandum of Understanding.
2. At the end of the 2009 - 2010 school year, Ms. Odenwald shall have no right to further employment with the District or any other position. Ms. Odenwald knowingly and voluntarily waives any continuing contract rights she would otherwise be entitled to pursuant to Minnesota Statute § 122A.40.
3. Acknowledges by executing this Agreement that there are no covenants, promises, undertakings or understandings outside of the Agreement other than those specifically set forth herein.
4. Nothing contained in this Agreement shall constitute nor be implied to constitute a past practice.

I have read the foregoing Agreement and by signing hereby confirm that I fully understand and agree to its terms and application.

Dated: _____

Teacher

Dated: _____

President, BEA

Dated: _____

Chair of the School Board

**INDEPENDENT SCHOOL DISTRICT 191
BURNSVILLE - EAGAN - SAVAGE
HUMAN RESOURCES**

110

AGENDA ITEM: II.B.7.

To: Members of the Board of Education
Superintendent Randy Clegg

From: Susan J. Grissom
Executive Director of Human Resources

Date: October 22, 2009

RE: **Approve revised job descriptions for the positions of
Executive Director of Business Services and Director of Information
Technology**

**RECOMMENDATION: THAT THE BOARD OF EDUCATION
APPROVE THE REVISED JOB DESCRIPTIONS FOR THE POSITIONS
OF EXECUTIVE DIRECTOR OF BUSINESS SERVICES AND
DIRECTOR OF INFORMATION TECHNOLOGY**

Discussion:

The departure of Mark Stotts and the necessity of posting the position creates the opportunity to review and revise the job description. The Executive Director of Business Services job description has more specific duties delineated. Enrollment projections for budgeting and staffing have been moved to this position. In addition the directors that are supervised by that position have been changed. The supervision section has been updated.

**ISD # 191 Job Description
(ASUPTBUS)
JOB TITLE: Executive Director of Business Services**

Exempt (Y/N): Yes
DEPARTMENT: Business
SUPERVISOR: Superintendent

DATE: October 22, 2009
OCC NUMBER: 400

The Executive Director of Business Services is the Chief Financial Officer for the District and as such provides leadership, program oversight and day-to-day direction for the district's business operations including general and special fund financial systems, payroll, purchasing, contracting, warehousing, and risk management for the purpose of ensuring efficient and effective operations sufficient to meet district requirements.

~~is responsible for managing its budgetary and financial affairs, directs all matters related to general business practices, and has overall responsibility for supervising directors of the following programs; Food Service, Operations and Properties, Community Education, Accounting, Information Technology, and Purchasing and Transportation.~~

The Executive Director of Business Services reports to the Superintendent of Schools and is responsible to that person for the proper interpretation and performance of duties for that position.

~~Manages financial aspects of school District by performing the following duties.~~

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Stays abreast of changes and developments in law, common practices, and procedures related to all assigned areas, drawing upon expertise within the profession.
- Implements, monitors and recommends all district policies and practices related to the district's business operations.
- ~~Establishes monitors and recommends all District policies and practices related to business operations.~~
- Develops long range financial projections updating as needed to ensure the projections are based on the most recent information.
- Prepares and submits to the Board of Education, the proposed property tax levies for each fund.
- Directs development of the district's budget planning and preparation process, including development of budgetary formulas, multi-year budget projections, cash flow analysis and budget control guidelines and procedures. Prepare financial and statistical reports and analysis to assist the Superintendent and Board of Education in the formulation of policies and long-range planning.
- Directs the planning, organization and management of the district's accounting and fiscal controls, preparing various budget control reports, financial statements and investment reports. Directs the planning, organization and management of the district's financial records.

- Coordinates and manages external audits, perform a variety of internal fiscal audits including evaluating accounting procedures, systems, and controls and recommend improvements in their design, implementation, and maintenance.
- ~~Coordinates preparation and presentation of the annual budget to the Board of Education~~
- Develops short-range and long-range enrollment projections for purposes of budget, staff, and program needs.
- Administers school District insurance policies: property, liability, worker's compensation. Assists with group insurance; primary responsibility for policy, bids, compliance.
- Administers school district insurance policies including property, liability, workers' compensation and assist with administering group insurance policies. Represent the district in mitigating loss control and claims issues. As necessary prepare specifications, request for proposals, and monitor performance and make recommendations to the Superintendent regarding necessary changes or modifications.
- Provides leadership, monitoring standards, and evaluation for the following functions and positions: Accounting, Information Systems, Purchasing, Properties, Operations, Community Education, and Food Service.
- Administers school District elections
- Administers the district's facility planning program.
- Advises School Board and Superintendent on financial issues; represents the District on these matters
- Administers the District budget, makes recommendations to School Board, and provides interpretation.
- ~~Supervises the District Health and Safety Program.~~
- Responsible for the development and management of all legal agreements and contracts, other than collective bargaining agreements, including contracts with architects, engineers, contractors, consultants and service providers.
- Attends meeting (e.g. budget planning, hearings, risk management) for the purpose of representing and communicating the district's position on financial systems, budgeting issues, liability concerns, loss control/risk assessment.
- ~~Responsible for all legal agreements and contracts other than collective bargaining agreements.~~
- Communicates in writing and verbally with subordinates, employees, other administrators, citizens, and the School Board regarding business practices and finances.

SUPERVISORY RESPONSIBILITIES: This position supervises the Directors of Accounting, Purchasing and Transportation, Operations and Properties, Food Service, Community Education, Information Technology and a secretarial position.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Degree in accounting or related field preferred. Master's degree preferred. Five years experience in a similar position in a public school district or public

sector organization.

LANGUAGE SKILLS: Ability to read, analyze, and interpret technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the business community. Ability to write speeches and articles for publication that conform to prescribed style and format. Ability to effectively present information to top management, public groups, and/or boards of directors.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference, and fundamentals of plane and solid geometry and trigonometry. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations.

REASONING ABILITY: Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to interpret an extensive variety of technical instructions in mathematical or diagram form and deal with several abstract and concrete variables.

OTHER SKILLS and ABILITIES:

Ability to organize, direct, and administer programs and personnel.

Ability to provide leadership to a large staff.

Computer skills.

Ability to be self-directed.

Ability to maintain regular attendance.

Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.

Ability and willingness to follow District rules and policies.

Ability and willingness to follow directives from supervisors.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit and talk or hear. The employee is occasionally required to stand; walk; and use hands to finger, handle, or feel objects, tools, or controls. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.

**ISD # 191 Job Description
(DIRTECH)**

JOB TITLE: Director of Planning and Information Technology

Exempt (Y/N): YES

DATE: October 22, 2009

DEPARTMENT: Technology

OCC NUMBER: 235

SUPERVISOR: Executive Director of Business Services

SUMMARY: The Director of Planning & Technology provides leadership and management for the Information Technology department and leads the strategic planning process for IT initiatives. The IT division is responsible for all aspects of information technology support for academic and administrative functions including the campus-wide data network, student information systems and census, Minnesota Automated State Reporting System, (MARSS), enrollment projections, software systems in the network server environment, distance learning delivery systems, and distance learning course development tools.

Responsible for the implementation of IT initiatives and the delivery of IT services, the director collaborates with faculty, administration, staff, students, and the IT team to ensure that the District's IT resources are optimized. Serving as a technology consultant to faculty and management, the director assists with the evaluation and development of academic and administrative programs and projects which require technology support.

The director participates in strategic planning, policy development, continuous improvement of services and operational processes, staff development, budget management, and staying abreast of new developments in the IT field for K-12 academic institutions by performing the following duties:

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Provide vision, leadership, strategic planning and coordination of information technology, media, networking, and telecommunications to the District.
- Formulate, implement and administer internal district policies and procedures in the overall administration and execution of information technology and innovation.
- Work closely with central and campus-based technology professional, academic and administrative advisory groups to develop the strategy and planning for technology resources and infrastructure throughout the district.
- Work collaboratively with the Executive team to establish institutional technology priorities and technology management.
- Plan, develop, implement, and administer an integrated structure for academic and administrative computing.
- Administer instructional computing, hardware and software infrastructure and communications infrastructure.

- Plan and direct establishment of work groups, committees and/or task forces related to district-wide technology applications; establish procedures to review/change district practices to best business practices.
- Work with schools and District offices to develop and implement plans for acquisition of hardware and software related to the District's technology goals and initiatives.
- Develop grant proposals; obtain funding sources for special pilots and projects; establish and maintain positive relationships with business leaders, organizations and groups at the local, state and national levels interested in educational technology and various applications in classrooms.
- Develop and maintain computing standards relative to an overall strategy to provide an appropriate degree of standardization.
- Coordinate regularly with information technology staff supporting building computer users to ensure that technology, infrastructure and long-range planning requirements are met and supported.
- Develop programs and/or enhance and modify existing programs.
- Maintain current knowledge of contemporary information technology in support of District applications.
- Directs the development of methods, procedures and inservice activities for data gathering to assure accurate and timely input of the data and to maintain the data in an accurate state to allow for functional reporting upon request.
- Ensures timely and accurate data collection, retention, and deletion procedures for student data enabling the business office to use enrollment projections for budgeting and staffing purposes.
- Directs the training of District personnel on in-District data communications equipment; supervises the operation of such within the department.
- Coordinates all data processing services between TIES and the School District.

~~Maintains records for all Federal programs exclusive of Title I; directs Federal programs not assigned to other administrators; responsible for the budget.~~

SUPERVISORY RESPONSIBILITIES: This position supervises the Information Technology Office Staff, Network Administrators, District computer technician, ~~District Media Services Staff~~, and District Webmaster.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION and/or EXPERIENCE: Bachelor's degree in Management Information Systems or related degree from Four-year College or university; advanced degree preferred. Five years experience in school information systems.

LANGUAGE SKILLS: Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations. Ability to write reports,

business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups of managers, students, parents, and the general public.

MATHEMATICAL SKILLS: Ability to calculate figures and amounts such as discounts, interest, commissions, proportions, percentages, area, circumference, and volume. Ability to apply concepts of basic algebra and geometry.

REASONING ABILITY: Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form. Ability to develop processes for project management.

CERTIFICATES, LICENSES, REGISTRATIONS: Certified Novell Engineer and/or Microsoft Certified System Engineer.

OTHER SKILLS and ABILITIES:

- Knowledge of educational administration and instructional data processing.
- Familiarity with telecommunications processing.
- Knowledge of data base design and report capability.
- Capable of benefiting from intensive immersion-type training.
- Ability to lead, be self-directed, responsible, and well organized.
- Ability to motivate, influence, and sell appropriate people on the importance of the department's program and projects.
- Ability to maintain regular attendance.
- Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.
- Ability and willingness to follow District rules and policies.
- Ability and willingness to follow directives from supervisors.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee is occasionally required to stand and walk. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The noise level in the work environment is usually quiet.



TO: Members, Board of Education Agenda Item II.B.8
October 22, 2009

FROM: Randy Clegg, Superintendent

DATE: October 22, 2009

RE: Schedule Closed Session

Recommendation: That the Board of Education schedule a Closed Session during the regularly scheduled board meeting on October 22, 2009 at the Burnsville High School Senior Campus for the discussion of private student data.

Discussion: Closed sessions of the School Board must be called by a majority vote of those in attendance at a duly called Board meeting.

Typically, School Board members are to be given a three-day notice of all meetings. Since the October 22 Closed Session cannot be called until that very evening, the motion indicates that the three-day notice is waived. Any member who is unable to attend the meeting will be asked to waive their right to the three-day notice as well.



**Agenda III-A
October 22, 2009**

TO: Members of the School Board

FROM: Mark D. Stotts, Business Manager

DATE: October 22, 2009

RE: Telephony & Network Infrastructure Bids

RECOMMENDATION: That the School Board approve the bid received from Matrix Communications on the district's telephony system, and the bid received from TIES on the related network infrastructure upgrade.

The district received eight responses to the telephony portion of the RFP, and nine responses to the network infrastructure upgrade portion of the RFP. After reviewing each of the responses, a district committee visited two vendors and evaluated three different telephony systems.

It is my recommendation that the School Board approve the telephony bid received from Matrix Communications for a NEC voice over IP telephony system. The hardware cost is \$576,993, with maintenance costs (warranty year + 6 years) of \$197,874. These maintenance costs are actually lower than what is currently being paid on the district's analog phone system.

In addition, it is my recommendation that the School Board approve the network infrastructure (Extreme data switches) bid received from TIES. The hardware cost is \$362,799, with maintenance costs (5 years) of \$48,391.

Please feel free to contact me with any questions or comments, and I recommend approval of these bids.

TO: Members, Board of Education Agenda Item III.B
October 22, 2009

FROM: Randy Clegg, Superintendent

DATE: October 21, 2009

RE: Grade-Span Configuration Report

In August, Bruce Copp, Facilities Utilization Taskforce Chair, provided a report to the Board of Education summarizing the Taskforce's work to date. At that time, he reported the Taskforce was unable to reach consensus on a grade-span configuration recommendation and asked for direction from the Board.

Board members requested the Superintendent to solicit further community input on changing the current grade-span configuration. In response, three community focus groups were held and a summary of comments received is attached.

It is my recommendation, based on the work of the Taskforce and input from community members, that no change be made in the current grade-span configuration. Unless the Board desires a change in the current grade-span configuration, no Board action is necessary.

Public Input Forums

Savage City Hall, Burnsville City Hall, Senior Center

Feedback:

K-6, 7-9, 10-12 (Current – No Change)	– 31
K-5, 6-8, 9-12	– 3

Comments:

- I've experienced 3 and 4 year high schools in my 35 years of teaching high school. Three years is by far the best.
- I don't think the 9th graders are mature enough for the high school. I don't believe we need to spend \$13 million when we already have a system in place that works.
- Current configuration works very well for 6th and 9th graders both socially and academically. Look at more Honors/AP options for the junior high for 8th and 9th graders.
- The current configurations appear to be working academically and economically. It is effective and I feel it is an advantage to the school district. I open enrolled my children to 191 because it is a 10-12 high school.
- If the 9th graders included in the high school is necessary, consider Nicollet as a 9th grade center. Still keep K-6 and have Metcalf and Eagle Ridge be 7-8.
- I just can't justify \$13 million in a referendum for a building when we have buildings that work. I think we need to look making sure we are providing the classes and sports necessary at the junior high.
- Population at the high school is a big concern for alternative—maturity range would be related concern. Cost of new construction is next big concern.
- I don't think it would be financially responsible to change grade configurations. In addition, I think 6th graders need the smaller setting of an elementary school. I am also against making the high school any larger—it is already very large.

- This has worked for our family and children. I believe K-6 is best for children. My kids were not ready for junior high any earlier. As long as the 9th graders will continue to receive their academic needs at the junior high.
- Changing the grade structure would destroy the special junior high and high school student culture we now have. It is way too much work to change and not worth it in the long run. Most students are against the change.
- Absolutely no more spending! We cannot afford what we currently have. A promise made needs to be honored and the last referendum should last ten years. Possibly a new business model should be created. The district's teachers are awesome and are doing more with less. We really need fewer students per class, not per average of the entire school district.
- The cost to implement the change doesn't justify the amount of transition and add to the academics for the students. Change can be great if it is well thought out. And, I don't see enough benefit in the middle school model.
- Costs are going to keep increasing. With so many people out of work I do not think a \$13 million referendum will pass. My other thought is that ninth grade students are still not mature enough to be put into such a huge school. Better option would be two high schools if this is the path the board wants to pursue. I am very opposed to that many kids in one school!
- Thank you for the public input opportunity. I am strongly in support of remaining with the current configuration—NO CHANGE. I believe the 6th grade needs to stay in the elementary!! Not enough room to get all info on this form, but please do contact me if you would like more input. With that said, I am concerned greatly about the district attendance areas changing, especially in light of the development of the magnet schools. I would like for my child to remain in Harriet Bishop area for the remainder of his years. Please have public forums as you address this issue.
- I oppose the change of grade span configuration. I firmly believe in keeping the 6th graders in elementary and 9th in junior high. I do not believe they are prepared mentally and physically and socially to be with the older children. More parents are holding children back so you will have more and more students who will be 18 going on 19 in 12th grade. I do not want my 13/14 year olds with 18/19 year olds. Also, I do not believe athletics should be a driving factor when debating this issue.
- Take what works and incorporate these philosophies into what we currently have. Incorporate junior high components into the 6th grade. Take our great district and make it better with what we are doing well and what areas can give us these benefits without a \$13 million referendum. I hate to have people (large #) angry at our district because we ask for more.
- As an educator in another metro area that has K-4, 5-6, 7-8, 9-12 buildings, I am so blessed knowing that my three children do not have as many transitions.

I love the fact that each school building is able to spend enough time to know and understand my child and family needs and learning style. I feel 9th graders are not ready for the high school and with the high school as crowded as it is, I feel having to pass a bond referendum of \$13 million to add on to the high school is not a practical idea at this time or in the future. We have been a successful school district for the past 50 years and we can look at continuing to do it for the next 50 years.

Look at changing some elementary boundaries to eliminate portable classrooms.

If this task force is looking at making changes due to athletic programs, please do not make changes for athletics. Academics is the #1 reason we should be looking at our child's needs. Our 9th graders have been able to take all and any classes they have needed over the years.

- Keep current configuration; change boundaries within our district to even out numbers within each elementary school. Keep all ten elementary schools. If you have to move 9th grade to high school, keep them in a "pod," isolate from upper grades to some extent.
- I have five kids in the district—1 high school, 1 junior high and 3 elementary. I like 6th grade in the elementary. It is invaluable to have them in the building. Role models for younger kids and yet keeping them kids. They aren't teenagers yet. Maybe we could do what the retired middle school principal from NY said and change the environment, create the middle school style, at our junior highs. I don't like the idea of spending money on buildings without knowledge of benefit. Spend the money on kids and their education.
- I LOVE that we have K-6 in our elementary schools. The 6th graders serve as role models and aren't pushed too soon into the junior high/middle school environment. As a thought, could we keep K-6, but move to 7-8, 9-12 or K-6, 7-8, 9-10, 11-12? It would be more transitions, but smaller populations at the two high schools. Either way, KEEP K-6!
- Too much energy, \$\$\$ that has no research to justify the change. We are very supportive of our schools but would not support this. We appreciate our K-6 schools! Please remember—some kids are not as resilient to change as you think, just because the price seems right or something is convenient.
- I think it is an advantage to be different than other districts. I was looking for a 7-9. I cannot see adding to the high school to bring in 9th graders and split the 12th graders on two campuses. It is important to 12th graders. Spend the money on atmosphere not building on the high school.
- Our current configuration best fits the students' academic and emotional levels. Ninth graders generally don't do well when exposed to senior high students. This is also true to a lesser degree for sixth graders. Finally, a \$13 million bond

issue will not pass. I have supported every bond issue over the last 20 years, but I couldn't support this.

- From a financial perspective makes more sense. Size of the high school would be too big if added all the 9th graders.
- The cost associated with the change is a major consideration in not moving ward a change. Also it may be extremely difficult to achieve buy-in for a bond referendum. The size of a 9-12 high school is quite large and is a negative. Also, closing an elementary school would be a very emotional option possibly splitting up the community.
- 9-12 too many students—its huge now. A lot of money to add classrooms to high school. I like K-6; allowed kids to stay kids longer. I don't want 14 year olds up with 12th graders. Can't we make some of the advantages of 9-12 (i.e., more opportunity for enrichment) work with current system?
- A 9th grade only school would be a better option. A bond referendum will be tough to pass to expand an already over-sized high school. The current system with refinements would be the best option.
- Second option if only choice. I want to see the 9th grade center idea revisited. Use Eagle Ridge 7-8, Metcalf 7-8 (35W should be the divider line). 9th grade center to Nicolet Junior High. All 9th graders attend 7 class options.
- How about idea of moving teachers between buildings instead of busing kids? Is there a way/plans to move all seniors to one building? Is there a way to do K-6, 7-8, 9, 10-12? Most definitely do NOT want larger high school. Friends already looking at moving to another district when their 7th grader hits 10th. We're seriously considering that, too. We really like that 6th in elementary to serve as role model and also not grow up too fast. We really like that 9th not in high school to avoid the huge, sudden push to grow up even more. Financially the cost of the new building construction and remodel is too much.
- Would like M.S. family/pod concept because I have seen it works much better socially and academically. If we keep the junior high organization I would like to see more family/pod groupings for more personalized attention. I would like kids to have home rooms and advisors. I would like 7-8 per. days in junior high.
- Go for it (9-12 option)
- As a parent of three (one graduate, one 10th and one 6th), I'd like to keep the buildings we have and perhaps look at creating a middle school environment happen. I wouldn't want to see the high school get any larger. Let's not spend the \$ on buildings but rather on kids and curriculum.



TO: Board of Education
Dr. Randall Clegg
Agenda Item IV.A
October 22, 2009

FROM: Sandi Novak

DATE: October 14, 2009

RE: 2009 District Improvement Plan

Recommendation: That the Board of Education approve the 2009-2010 District Improvement Plan.

The federal No Child Left Behind (NCLB) Act requires that all schools in the nation make Adequate Yearly Progress (APY) toward achieving the goal of all students being proficient in reading and math.

What is Adequate Yearly Progress?

The No Child Left Behind Act requires each state to set annual Adequate Yearly Progress (AYP) goals that districts, schools, and students are to meet by the 2013-2014 school year. It is the goal of the No Child Left Behind Act that 100% of students reach proficiency in reading and mathematics by 2014. Each year, as part of these requirements, the state releases Adequate Yearly Progress reports for each school district in the state of Minnesota. These reports measure our district's performance in terms of the percentage of students who are at or above state-defined academic goals in reading and mathematics as measured by the Minnesota statewide assessment. The reports are called Adequate Yearly Progress reports and the district is required to share this report with its Board of Education and community.

District AYP is determined by combining the academic achievement results in reading/language arts and mathematics assessments, student participation rates in these assessments, high school graduation rates, and elementary and middle school attendance rates. Sometimes tested subgroups are not large enough to meet the minimum group size at an individual school level. However, when all of the data is compiled into one report at the district level, the number will, in many cases, reach or surpass the amount needed to produce an AYP report.

How is AYP determined?

There are actually four specific criteria that the state reviews to determine if a district has made AYP. These four criteria include:

1. The proportion of students taking Minnesota statewide assessments (in both the entire student population and each subgroup) that meet the state's annual AYP test participation goal.
2. The students who tested that met the state's annual AYP proficiency rate (in both the entire student population and each subgroup).
3. The district's Elementary/Middle School students that met the state's annual AYP attendance rate.

4. The district's High School students that met the state's annual AYP graduation rate.

Did our district make AYP?

Under the federal No Child Left Behind legislation, District 191, has not made AYP. The district is in program improvement status – corrective action.

What specific area(s) resulted in our identification as not making AYP?

The following table provides the MCAII, attendance and graduation results for District 191:

Student Group	Math Yes or No	Reading Yes or No	Attendance Yes or No	Graduation Rate Yes or No
All students	YES	YES	YES	YES
American Indian	YES	YES		
Asian	YES	YES		
Black	NO	YES		
ELL	NO	NO		
Free and Reduced-Price Lunch	NO	NO		
Hispanic	YES	NO		
Special Education	NO	NO		
White	YES	YES		

What happens when a district is identified as not making AYP?

Once a district has been identified as not making AYP for two or more consecutive years, the district enters what is called program improvement status. Under program improvement, a district must write a plan for improving the academic achievement of its students and additional resources must be focused toward instructional strategies and supportive programs aimed at meeting the needs of all students, including educationally disadvantaged students. In addition, a district enters a timeline of actions that the district must take based on the number of years that the district has been identified as a program improvement district.

What does this mean for our district?

The information below outlines the sanctions our district must follow during this stage of its program improvement status:

- Program Improvement Plan* – A team of administrators, teachers and parents have worked on developing a plan to raise mathematics and reading scores within our district. This plan requires Board approval and submission to the Minnesota Department of Education.
- Professional Development Requirement* – Our school district is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. These funds can be used in both our district's Title I and non-Title I buildings for all instructional staff. Our district has created a comprehensive plan to implement high-quality, ongoing professional development within the district.

A Burnsville-Eagan-Savage improvement team has analyzed all available assessment information to pinpoint strengths and challenges that will be addressed through professional development and a review of the curriculum.

What were some results of the 2008-2009 MCA-II assessments?

- **Reading.** District 191 students in grades 3-10 are behind the State by .06%. This represents nearly a 1.5% drop in reading proficiency district wide from the 2007-08 school year.
- **Reading.** On average, elementary sites remain unchanged when compared to average performance on the 2008 MCA-II test. Elementary sites also exceeded State performance by just over 3%. Elementary proficiency in comparison to State proficiency ranges from grade 5 and 6 each scoring approximately 4% above the State to grade 3 at 1.4% below the State.
- **Reading.** All junior high sites decreased by 5% over the previous year. The junior high sites ranged in proficiency from 3% below the previous year to 7% below the previous year. District junior highs also remain nearly 8% below the State in grade 7 and approximately 1% below the State in grade 8.
- **Reading.** High school sites decreased approximately 1.4% on average from the 2008 MCA-II/GRAD. District high schools did exceed the State performance by 3.4%.
- **Mathematics.** ISD 191 students in grades 3 through 11 exceed the State in Math by 3.12%. This represents an increase of 4.5% proficiency district wide over the 2007-08 school year. Elementary sites increased, on average, 5% over the 2008 MCA-II test. Elementary sites also exceeded State performance by nearly 8%. Elementary proficiency in comparison to State proficiency ranges from grade 5 above the State by 11% and grade 4 above the State by .33%.
- **Mathematics.** All junior high sites increased by nearly 4% over the previous year, but remain approximately 2% behind the State average. Junior highs, grades 7 and 8, however, both remain approximately 1% below the State average.
- **Mathematics.** High school proficiency levels increased by over 6% from proficiency levels on the 2008 MCA-II. District high schools also exceed the State performance by over 5%. The increases could be partly explained by the new requirement of all grade 11 high school students to reach proficiency on the MCA-II/GRAD mathematics test in order to be eligible for graduation in Minnesota.
- **Mathematics.** Subgroup performance increased in mathematics proficiency with the exception of Special Education students. Students across all ethnic groups increased, with the exception of a slight decrease of students in the Native American subgroup. This increase could be attributed to many of the English Language Learners taking the Minnesota Mathematics Test for English Language Learners (MTELL) in lieu of the MCA-II Mathematics test.

What are the reading achievement goals for 2009-2010 in the District Improvement Plan?

1. To increase the percentage of students that are in the *exceeds* standards level(s) in the Reading MCA-IIs by 3% annually.
2. To reduce the percentage of students at *does not meet* and *partially meets* standards levels by 7% annually.

Did District 191 achieve the reading goals in 2008-2009?

The reading achievement goals for 2008-09 in the District Improvement Plan were the same as the goals set for 2009-10 with the exception of the percentage of students at *does not meet* and *partially meets* standards levels which was reduced from 10% in 2008-2009 to 7% in 2009-2010. The 2008-09 MCA-II data indicates that we did not meet our Reading achievement goals. The table that follows summarizes the reading achievement data.

	2008 READING		2009 READING		CHANGE:
<i>DOES NOT MEET</i>	582	11.12%	632	12.30%	1.18%
<i>PARTIALLY MEETS</i>	809	15.45%	814	15.84%	0.39%
<i>MEETS</i>	1695	32.38%	1658	32.26%	-0.12%
<i>EXCEEDS</i>	2149	41.05%	2035	39.60%	-1.45%

What strategies will be used to improve Reading Achievement results in District 191?

- Continue to develop a K-12 Scope and Sequence.
- Ensure implementation of K-12 Language Arts standards and assessment through coordination of literacy professional development.
- Provide on-going professional development to instructional staff regarding data-driven decision-making and specific literacy strategies to differentiate instruction.
- Focus on literacy development through guided reading.
- Increase collaboration leading to substantive dialogue about effective teaching practices that positively impact student achievement.
- Continue to have Literacy Coaches work with classroom teachers in elementary schools.

What are the Mathematics achievement goals for 2009-2010 included in the District Improvement Plan?

1. To increase the percentage of students that are in the *exceeds* standards level(s) in the Mathematics MCA IIs by 3% annually.

2. To reduce the percentage of students in the *does not meet* and *partially meets* standards levels by 7% annually.

Did District 191 achieve its mathematics goals in 2008-2009?

The mathematics achievement goals for 2008-09 in the District Improvement Plan were the same as the goals set for 2009-10 with the exception of the percentage of students at *does not meet* and *partially meets* standards levels which was reduced from 10% 2008-2009 to 7% in 2009-2010.

The 2008-09 MCA-II data indicates that we met one of our Mathematics achievement goals. We made the goal of increasing the percentage of students that are in the *exceeds* standards level(s) in the Mathematics MCA IIs by more than 3%. We did not make the second goal of reducing the percentage of students in the *does not meet* and *partially meets* standards levels by 10% annually. The table that follows summarizes the mathematics achievement data.

	2008 MATH		2009 MATH		CHANGE:
<i>DOES NOT MEET</i>	973	18.66%	677	14.93%	-3.73%
<i>PARTIALLY MEETS</i>	984	18.87%	820	18.09%	-0.78%
<i>MEETS</i>	2031	38.95%	1755	38.71%	-0.24%
<i>EXCEEDS</i>	1226	23.51%	1282	28.28%	4.77%

What strategies will be used to improve math achievement in District 191?

- Align Everyday Math and other textbooks with new Mathematics Standards.
- Provide on-going professional development to enhance mathematics instruction.

It is our challenge, goal, and commitment to make sure we achieve success for every student. As you can see in the activities identified above, we have strong plans for working to improve the educational programs within our district. In order to continue reaching the high academic goals for student proficiency set by the No Child Left Behind Act, our district needs everyone's participation. Supporting the district and becoming involved in our schools are keys to our students' academic progress.

Our district remains committed to No Child Left Behind's goal of closing gaps in the achievement among our students. With the dedication of staff, the support of families, the cooperation of the community, and adequate resources, all children within District 191 can succeed.

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I. General Information and Instructions:

- Improvement plans are due **November 3, 2008.**
- Email the completed plan to Kathy Jenson, via email kathy.jenson@metroecsu.org
- Mail or hand deliver the completed and signed plan in care of Kathy Jenson, Metro ECSU, 3550 Old Highway 8, St. Anthony, MN 55418

**DISTRICT or CHARTER SCHOOL (Multiple Sites)
IDENTIFICATION INFORMATION**

District Name and Number: Independent School District 191	Phone: 952-707-2001
Superintendent/Director: Dr. Randall Clegg	Fax: 952-707-2002
Site Address: 100 River Ridge Court, Burnsville, MN 55337	Email: rclegg@burnsville.k12.mn.us

District Support Team Members (for additional members, please attach names to plan)

<i>Support Team Members</i>	<i>Support Team Roles</i>
1. Kathy Jensen	Metro ECSU External Consultant
2. Sandi Novak	Asst. Superintendent
3. Kristina Robertson	Titles Coordinator
4. Andrea Parent	Elementary ESL Coordinator
5. Dave Helke	Burnsville Senior High Principal
6. Jeremy Willey	Elementary Principal
7. Bonnie Houck	Literacy Coordinator
8. Stephanie Corbey	Director of Individualized Student Services
9. Libby Duethman	Parent representative and classroom teacher
10. Janice Porter	Cedar Alternative High School Principal
11. Elaine Mehdizadeh	Elementary Principal

AYP (In Need of Improvement) Stages 2009-2010 School Year

**Any district in Corrective Action must complete Appendix C

- Needs Improvement 1.1 or 1.2
 Continuing Needs Improvement 2.1 or 2.2
 Corrective Action 3.1 or 3.2

MDE USE ONLY

Final Approval Signature:	Date:
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Comments:

IMPROVEMENT PLAN ASSURANCES

Related to the consequences for Title I school improvement, the LEA agrees to the following assurances:

1. The identified district will create or revise a current improvement plan with the input of outside experts, teachers, and parents as outlined in P.L. 107-110, Section 1116.
2. The improvement plan will be developed and/or revised within 90 days of identification and shall cover a two-year period.
3. The district identified for improvement status will reserve and spend at least 10% of the district's Title I, Part A allocation for professional development activities related to carrying out the initiatives of the improvement plan in the current school year.
4. The district will ensure that all teachers teaching core content classes meet the requirements of highly qualified.
5. District and school improvement funds/resources will supplement and not supplant state and local funds.
6. The district must provide a notice to parents/guardians of each student enrolled in accordance with NCLB before the beginning of the school year.
7. If a recipient of a Title I School Improvement Grant (CFDA #84.377A), the corrective action plan goals, strategies and activities must be aligned.
8. The plan shall be approved by the district and the Minnesota Department of Education (MDE).

We hereby agree to the assurances as printed herein and verify that all the information provided in this school improvement application is true and accurate to the best of my knowledge.

(Signature of Superintendent/Director)

(Date)

(Signature of LEA Representative)

(Date)

LOCAL BOARD OF EDUCATION ACTION

The local Board of Education of Independent School District 191 (District Name) has authorized

Dr. Randall Clegg (Name) at a monthly meeting on October 22, 2009 (date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2007-08. The LEA Representative will ensure that the school district will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan.

(Signature of Superintendent/Director)

(Date)

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Districts identified for consequences of not making adequate yearly progress (AYP) are required to develop (or revise) and implement an improvement plan based on the eight elements prescribed under PL 107-110 Section 1116. This can be accomplished as follows:

- Districts must **develop** an improvement plan using the current format and submit the completed and signed form to the assigned agency (see page one of this form for instructions), **OR**
- Districts with an **existing improvement plan** may attach their previous plan and indicate where each required element is embedded within the attached plan. The completed and signed form and assurances, along with the attached plan, is submitted to the assigned agency (see page one of this form for instructions).
- Use the attached rubrics (appendix A) to guide your school improvement planning.

Eight elements to be included in the needs improvement plan:

1. Ensure all students are proficient in core academic subjects by 2013-2014
2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency
3. LEA will incorporate strategies based on scientifically based research to strengthen core academic subjects
4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development
5. Address the fundamental teaching and learning needs in the district
6. Promote effective parent involvement strategies
7. Incorporate extended day and extended school year activities as appropriate
8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

II. EXECUTIVE SUMMARY INTRODUCTION:

Please provide a brief description and introduction about your district. This should be the first page of the improvement plan to give the reviewers a general understanding of your district.

Address the following:

- District demographics
- Area of AYP identification and a brief overview of how it will be addressed in the improvement plan

The mission of Independent School District 191 is, in partnership with students, parents, and the community, is committed to providing every student with relevant and challenging learning experiences that enable each individual to be a responsible, contributing member of a dynamic world community. Each day over 10,000 students in kindergarten through grade twelve receive a high quality, comprehensive education in one of our sixteen schools. The district also provides educational, social, and recreational opportunities for all learners of all ages. The district provides early childhood education for parents and students and early intervention services for children with disabilities. The district provides Adult Basic Education, senior citizen activities, and a wide range of experiences for every age through Community Education.

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The school district's demographics for the 2008-2009 school year were: 15% LEP, 12% Special Education, 30% Free and Reduced Lunch, 9% Asian, 17% Black, 9% Hispanic, 65% White. The district's attendance rate was 94% and the graduation rate was 90%.

Based on the 2009 Minnesota Comprehensive Assessment results, the district met target goals in attendance and graduation. The district met target indexes in all areas in mathematics and reading proficiency with the exception of the Special Education, Limited English Proficient, and Free and Reduced Lunch students in the math and reading categories, Hispanic students in the reading category and Black students in the mathematics category.

III. NEEDS ASSESSMENT:

NCLB requires a comprehensive needs assessment for your district. Please address the following:

- Date when comprehensive needs assessment was developed or updated
- Summarize the results of the needs assessment

In Fall 2008, Dr. Barbara Taylor, professor at the University of Minnesota, visited all ten elementary schools and Vale Center, observing reading instruction in 197 regular education, special education, Title I and ESL classrooms. The purpose of this observation system was to provide our district with data related to grouping practices, literacy learning activities, materials, interaction styles, student responses, and students' engagement.

Based on the observation and rubric data, Dr. Barbara Taylor made several recommendations for increasing the effectiveness of reading instruction and for professional learning related to reading instruction. From these observations, teachers were coaching students in word recognition strategies less than in MN Reading First schools (12% in K-2, 12% in grades 3-4, and 4% of the time in grades 5-6). While comprehension skill instruction was observed similar to that of MN Reading First schools, comprehension strategies instruction was not (0% in K-2, 4% in grades 3-4, and 3% in grades 5-6). Therefore, she believes that teachers need to increase their word recognition **strategy** instruction and comprehension **strategy** instruction to provide students with a better balance in the teaching of skills and strategies.

Related to questioning, teachers need to increase their use of questioning, especially high level questioning, to establish a good balance between lower level and higher level questions asked. They also need to plan a purposeful line of questioning before they discuss a story with their students.

Independent activities were the same for all students as opposed to being varied according to students' needs, abilities, and interests.

In compliance with Q Comp requirements, all schools within our district developed site goals based on data from MCA results. Each site reviewed data from a number of sources to determine the site goals and action plans. Besides analysis of our MCA results, some of the other data sources used in the review were: attendance records, other standardized assessments like ITBS and COGAT, course failure rates. The goals and action plans for all schools are attached to this addendum.

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The District Improvement Committee met to examine data and review our comprehensive improvement plan. Staff representing kindergarten through grade twelve as well as Special Education, Title I, and ELL were part of the planning committee.

The group analyzed MCA results by sub groups at the district level, analyzed the differences between grade levels, and analyzed achievement levels. The group also looked at specific students in subgroups to determine program strengths and limitations.

The group used the MDE website to compare District 191 data to the state. The group paid particular attention to special education data as this is the subgroup that did not make the AYP target in reading and mathematics. Even though the district did not make AYP in Reading for students with disabilities, after thorough analysis it was determined that it would be advantageous to target services to students in all subgroups. As the Target Index continues to increase, we anticipate more subgroups falling in the “Needs Improvement” category if no study or changes were put into place.

2. Describe the results of the comprehensive needs assessment. What are the contributing factors to any areas of low student achievement that the district can address?

The MCA-IIs were administered for the first time in the spring of 2006. Comparisons cannot be made between achievement in the various content areas tested because of the lack of a common norm group. Neither is it appropriate to compare the data of one grade with that of another as there is no assurance that the standards are precisely the same across grades or content areas. Furthermore, it is not appropriate to compare the percent correct in strands across time.

In 2007 Math test data were reported both with and without MTELL scores. Because of technical difficulties in the testing setting, all Burnsville MTELL math scores were suppressed. Thus, data for 2007 do not include ELL students unless they happened to take the regular Math MCA by mistake. In 2008 ELL students took the MCA-II Mathematics assessment. Lack of comparability of testing situations makes interpretation of movement across the two years difficult. Thus, comparisons of achievement status between 2007 and 2008 in mathematics are not valid.

IV. ELEMENTS SECTION:

Please complete each section, addressing the elements and attaching documents as necessary to clarify the information. This form is expandable so that as you type pages will add or adjust. Please refer to the attached rubric in Appendix A for additional information on element requirements.

1. Ensure all students are proficient in core academic subjects by 2013-2014

Identify actions that have the greatest likelihood of improving the achievement of children in meeting Minnesota’s achievement standards

Address the following:

- a) Identify barriers that have prevented the district from making adequate progress.**

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b) Design targets and/or objectives that are appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 21-35

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency

Include specific measurable achievement goals and targets for each of the groups of students identified in the disaggregated data pursuant to section 1111(b)(2)(C)(v), consistent with adequate yearly progress as defined under section 1111(b)(2)

Address the following:

- a) Provide annual measurable goals which are clearly stated and objectives for identified student group(s) are provided.**
- b) Develop goals with the intended outcome of identified student group(s) making adequate progress.**
- c) Provide goals with a means of tracking the district's progress over the two years of the plan.**

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 21-35

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects

Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the local educational agency

Address the following:

- a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals (developed under element number 2).**
- b) Describe the process regarding the identification of strategies.**
- c) Describe how the identified strategies will improve student achievement in the cited area(s).**

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

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Page where identified: See Addendum pages 27-35

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development

Address the professional development needs of the instructional staff serving the agency by committing to spend not less than 10 percent of the funds received by the local educational agency under subpart 2 for each fiscal year in which the agency is identified for improvement for professional development (including funds reserved for professional development under subsection (b)(3)(A)(iii)), but excluding funds reserved for professional development under section 1119

Address the following:

- a) Describe how the 10% set-aside of the district Title I funds will be reserved and spent for the purpose of providing high quality professional development to meet the needs of instructional staff.**
- b) Explain how the professional development plan will directly address the academic achievement problems that caused the district to be identified.**

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 27-35

5. Address the fundamental teaching and learning needs in the district

Address the fundamental teaching and learning needs in the schools of that agency, and the specific academic problems of low-achieving students, including a determination of why the local educational agency's prior plan failed to bring about increased student academic achievement

Address the following:

- a) Identify the fundamental teaching and learning needs in the area(s) cited that contributed to the identification of needs improvement status.**
- b) Describe the teaching and learning needs that will be addressed such as choice of instructional programs and materials, use of instructional time, improved use of assessments, etc.**

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 24-27

6. Promote effective parent involvement strategies

Include strategies to promote effective parental involvement in the school.

Address the following:

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- a) Identify the strategies that will be used to promote effective parent involvement.
- b) Describe how strategies effectively involve parent(s) in meeting students' academic goal(s).
- c) Explain how these effective parent involvement strategies will contribute to improved student learning in the cited area(s).

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 23-24

7. Incorporate extended day and extended school year activities as appropriate

Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year

Address the following:

- a) Identify how these activities help students meet the measurable goals set to improve achievement in the cited area(s).
- b) Describe the activities to be conducted before or after school, during the summer, and/or during an extension of the school year to meet student needs.
- c) Describe how staff are identified and trained to provide effective services and activities to improvement achievement within the cited area(s).

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 24-25

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including the technical assistance provided by the LEA

Describe the responsibilities of the state educational agency and the local educational agency under the plan, including specifying the technical assistance to be provided by the state educational agency under paragraph (9) and the local educational agency's responsibilities under section 1120A

Address the following:

- a) Describe the technical assistance that has been provided and/or is needed to effectively implement the district improvement plan.
- b) After consultation with the regional service cooperatives or SEA, identify the technical assistance that will be provided.

Districts with an existing improvement plan should attach that plan and identify the page where this information can specifically be found.

Page where identified: See Addendum pages 33-35

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V. Highly Qualified Teachers - Public Law 107-110, the No Child Left Behind Act of 2001:

All of the teachers in this district who are teaching core content classes are highly qualified:

- Yes
 No

If no, please identify each teacher in the district that did not meet the federal highly qualified requirements and answer the questions below:

- Please describe the specific plan of action that will be taken, e.g., classes, content exam, professional development, etc. in order for the teacher(s) to meet the federal “highly qualified” requirements.
- Please identify the expected date when the teacher(s) will meet the requirements.

VI. DISTRICT IMPROVEMENT ACTION PLAN

Please describe the district improvement action plan with a timeline outlining the implementation of the plan over a minimum of two years. The plan must address to some extent all the elements; however a quality plan will focus on a maximum of (3-5) goals (within these elements based on a comprehensive needs assessment). Utilize the format provided on the next two pages related to the identified student group area(s). Please use one box per activity.

See Addendum pages 28-32

Appendix Attachments

Appendix A: Scoring Rubrics

Appendix B: Updating District In Need of Improvement Plan Addendum

Appendix C: District Corrective Action Addendum [*§1116(c)(10)(C)*]

Appendix D: District Addendum Narrative

Appendix A: Scoring Rubrics

A Rubric for District Improvement Plans

The essential requirements in the school or district improvement applications have been incorporated (general information, executive summary, needs assessment, highly qualified teachers and improvement action plan)	
<i>Completed</i>	<i>Not Completed</i>
<ul style="list-style-type: none"> <input type="checkbox"/> General and contact information is included <input type="checkbox"/> Area(s) for identification are included <input type="checkbox"/> Overview of improvement plan for 2007-2008 school year is provided <input type="checkbox"/> Demographics are included in executive summary <input type="checkbox"/> Elements are addressed and easily located in the plan <input type="checkbox"/> Comprehensive needs assessment summary for 2007-2008 school year is provided <input type="checkbox"/> Highly Qualified Teachers section is completed on the plan <input type="checkbox"/> District or school improvement action plan is included with all sections completed 	<ul style="list-style-type: none"> <input type="checkbox"/> General information is not correctly or incompletely filled out <input type="checkbox"/> Area(s) for identification are not included <input type="checkbox"/> Overview of improvement plan for 2007-2008 school year is incomplete <input type="checkbox"/> Demographics are not included in plan <input type="checkbox"/> Elements are not provided or are incomplete <input type="checkbox"/> Comprehensive needs assessment summary is not provided or incomplete for 2007-2008 school year <input type="checkbox"/> Highly Qualified Teachers section is incomplete <input type="checkbox"/> District or school improvement action plan is not included or incomplete

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

1. Ensure all students are proficient in core academic subjects by 2013-2014		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Barriers preventing the school or district from not making AYP are identified; actions, including policies and practices, are evident in the plan to address barriers <input type="checkbox"/> Targets and/or objectives are specific, clear, measurable and appropriately set for all students to be on track for 100% proficiency by 2013-2014 in reading and math 	<ul style="list-style-type: none"> <input type="checkbox"/> Barriers preventing the school or district from not making AYP are identified <input type="checkbox"/> Targets and/or objectives are set for all students to be on track for 100% proficiency by 2013-2014 in reading and math 	<ul style="list-style-type: none"> <input type="checkbox"/> Barriers preventing the school or district from not making AYP are not identified or not clearly presented <input type="checkbox"/> Targets and/or objectives are not provided or are unclear

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

2. Establish annual measurable objectives for continuous and substantial progress to achieve proficiency		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Annual measurable goals, objectives and/or targets for identified student group(s) are clearly identified via SMART goals <input type="checkbox"/> Objectives are documented for identified student groups and plans for implementation and evaluation are evident 	<ul style="list-style-type: none"> <input type="checkbox"/> Annual measurable goals, objectives and/or targets for identified student group(s) are clearly identified <input type="checkbox"/> Objectives for identified student group(s) are established and a means of tracking progress is provided over 2 years of plan 	<ul style="list-style-type: none"> <input type="checkbox"/> Goals, objectives and/or targets are not measurable <input type="checkbox"/> Objectives are not identified for targeted student group(s)

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

3. Incorporate strategies based on scientifically based research to strengthen core academic subjects		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified and an action plan is detailed for implementation of each identified strategy <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives and specific activities and timelines are provided for each strategy <input type="checkbox"/> Sources of scientifically-based research are identified and evidence is linked to cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified for each performance goal, targets and/or objectives <input type="checkbox"/> Strategies are aligned to the performance goals, targets and/or objectives <input type="checkbox"/> Sources of scientifically-based research are identified regarding cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified <input type="checkbox"/> Strategies are not aligned to the performance goals, targets and/or objectives <input type="checkbox"/> Sources of research are not identified

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

4. Ensure the professional development needs of instructional staff are met by providing opportunities to participate in high quality professional development		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> All teachers participate in high quality professional development linked directly to student achievement including cited area(s) <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff to address district identification area(s) <input type="checkbox"/> Schedules provide time for opportunities to participate in high quality professional development in an aligned, planned manner <input type="checkbox"/> Professional development provides clearly organized, job-embedded collaboration to improve classroom practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers participate in high quality professional development <input type="checkbox"/> Title I set aside funds are used for the purpose of providing high quality professional development that targets the needs of instructional staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Little or no documentation provided about professional development <input type="checkbox"/> Unclear or not meeting 10% Title I set aside

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

5. Address the teaching and learning needs in the district		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> A comprehensive needs assessment process is used to identify and review teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement and are supported by scientifically research based strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> A needs assessment process is used to identify teaching and learning needs <input type="checkbox"/> Teaching and learning needs are aligned to identified areas for improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> A needs assessment process to identify teaching and learning needs is incomplete or missing <input type="checkbox"/> Little or no alignment of teaching and learning needs to identified areas for improvement

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

6. Promote effective parent involvement strategies		
Distinguished	Proficient	Needs Revision
<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified that are effective based on research and best practice and an evaluation process is evident <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting students' academic goal(s) and an evaluation process is evident <input type="checkbox"/> Strategies are identified to inform families about continuous academic progress, especially in cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are identified that are effective based on research and best practice <input type="checkbox"/> Strategies are identified to effectively involve parents in meeting students' academic goal(s) <input type="checkbox"/> Strategies are identified and linked to improving student learning in cited area(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> Strategies are not identified or unclear to promote effective parent involvement <input type="checkbox"/> Strategies are not identified to involve parents in meeting students' academic goal(s) <input type="checkbox"/> Strategies are not identified or are not linked with improving learning in cited area(s)

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

7. Incorporate extended day and extended school year activities as appropriate		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Goals and objectives are clearly stated, measurable and align with improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) and result in student achievement <input type="checkbox"/> Highly Qualified staff is trained in the area(s) they are servicing for the extended day program	<input type="checkbox"/> Goals and objectives are provided or align to improvement goals <input type="checkbox"/> Extended day/ year activities meet student needs in cited area(s) <input type="checkbox"/> Staff is trained and prepared for the extended day program	<input type="checkbox"/> Goals are vague or not provided <input type="checkbox"/> Activities have no correlation to cited area(s) <input type="checkbox"/> Little or no training is provided to staff

Please indicate if your district is **not** providing extended day or extended school year activities. If the box is checked, briefly explain.

Supplemental Education Services (SES) are appropriately provided according to statutes.

A Rubric for District Improvement Plans

(DISTINGUISHED ← PROFICIENT ← NEEDS REVISION)

8. Outline the responsibility of the school, local education agency (LEA), and state education agency (SEA) including technical assistance provided by the LEA		
Distinguished	Proficient	Needs Revision
<input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA collaboration and technical assistance in the implementation of the plan	<input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance for development of the plan <input type="checkbox"/> Evidence of LEA/SEA coordination and technical assistance in the implementation of the plan	<input type="checkbox"/> Little or no evidence of LEA/SEA support in development of the plan <input type="checkbox"/> Little or no evidence of LEA/SEA inclusion in the implementation of the plan

Appendix B: Updating District Improvement Plans Continuing In Need of Improvement Addendums

Updating District Improvement Plan Requirements: In Need of Improvement (1.2) and Continuing In Need of Improvement (2.1, 2.2)	Found on page#
Elements 1 & 2: After reviewing the targets in Element 1, update <i>SMART goals</i> for identified student groups.	25 & 27
Element 3: Describe how identified strategies are impacting student achievement especially with identified student groups. If little or no evidence of increased achievement, what changes are proposed with strategies?	26 - 34
Element 4: Describe the professional development supported with Title I setaside funds for school year 2009-10 (<i>narrative format</i>).	24 - 25, & 34
Element 5: Describe how teaching and learning needs are being addressed. If any changes or updates please describe as well.	28 - 34
Element 6: Describe the process to evaluate the parent involvement strategies being implemented. If strategies are not effectively engaging parents, particularly from those identified student groups, what new researched based strategies are proposed?	23-24
Element 7: Update, <i>if appropriate</i> , extended day activities.	24
Element 8: Identify additional services and onsite consultation from the AYP Coordinators/Service Center that could strengthen improvement implementation efforts <i>specifically</i> for your district. Please describe in detail.	33
Highly Qualified: Are all teachers of core content classes highly qualified? <i>If no</i> , a district <i>must</i> identify each teacher who does not meet the federal “highly qualified” requirements. In addition: <ul style="list-style-type: none"> • Describe the specific plan of action that shall be taken, e.g., classes, content exam, professional development, etc. in order for the identified teacher(s) to meet the federal “highly qualified” requirements. Were these teachers or positions identified the previous year? If so, please provide an explanation and action plan to rectify. • Identify the expected date when the teacher(s) will meet the requirements. 	Yes

Appendix C: District Corrective Action Addendum §1116(c)(10)(C)

Public Law 107-110, No Child Left behind (NCLB) Act of 2001 Requirements	Found on page#
<p>1. Please complete in detail the “District Improvement Action Plan for AYP” template (currently used in district improvement plan or a similar tool) to describe how the 2% programmatic setaside (corrective action) will be implemented.</p> <p>Provide the rationale for choosing the focus of 1) programmatic funds, 2) relevant goals aligned to increase achievement of student groups, 3) strategies/activities aligned to identified areas, and 4) timelines.</p>	26 - 34
<p>1. List any existing district improvement plan elements that have been revised to move the district out of corrective action.</p>	28 - 34
<p>3. A district may delay implementation of the corrective action plan for a period not to exceed one year if:</p> <ul style="list-style-type: none"> ▪ The district makes adequate yearly progress for one year ▪ Its failure to make adequate yearly progress is due to exceptional or uncontrollable circumstances (a natural disaster or a precipitous and unforeseen decline in the financial resources of the district.) <p>If such a situation has occurred, please describe in detail the rationale for delay in implementing the corrective action plan.</p>	NA

APPENDIX D: ADDENDUM to District 191 IMPROVEMENT PLAN

II. EXECUTIVE SUMMARY

The mission of Independent School District 191 is, in partnership with students, parents, and the community, is committed to providing every student with relevant and challenging learning experiences that enable each individual to be a responsible, contributing member of a dynamic world community. Each day over 10,000 students in kindergarten through grade twelve receive a high quality, comprehensive education in one of our sixteen schools. The district also provides educational, social, and recreational opportunities for all learners of all ages. The district provides early childhood education for parents and students and early intervention services for children with disabilities. The district provides Adult Basic Education, senior citizen activities, and a wide range of experiences for every age through Community Education.

The school district's demographics for the 2008-2009 school year were: 15% LEP, 12% Special Education, 30% Free and Reduced Lunch, 9% Asian, 17% Black, 9% Hispanic, 65% White. The district's attendance rate was 94% and the graduation rate was 86%.

Based on the 2009 Minnesota Comprehensive Assessment results, the district met target indexes in attendance and graduation. The district met target indexes in all areas in mathematics and reading proficiency with the exception of the Special Education, Free and Reduced Price Lunch, and LEP students category. Additionally, Hispanic students did not meet the targeted index in Reading and Black students did not meet the targeted index in Mathematics.

III. COMPREHENSIVE NEEDS ASSESSMENT

A. Data Analysis (AYP Determination)

1. Describe the process for analyzing academic achievement results of students in the district, paying particular attention to the subgroup or subgroups which did not make adequate yearly progress.

In compliance with Q Comp requirements, all schools within our district developed site goals based on data from MCA results. Each site reviewed data from a number of sources to determine the site goals and action plans. Besides analysis of our MCA results, some of the other data sources used in the review were: attendance records, other data and assessments like MAP, course failure rates. The goals and action plans for all schools are attached to this addendum.

The District Improvement Committee met to examine data and review our comprehensive improvement plan. Staff representing kindergarten through grade twelve as well as Special Education, Title I, and ELL were part of the planning committee.

The group analyzed MCA results by sub groups at the district level, analyzed the differences between grade levels, and analyzed achievement levels. The group also looked at specific students in subgroups to determine program strengths and limitations. The group also compared District 191 results against other metro area school districts.

The group used the MDE website to compare District 191 data to other districts in the metro area and state. The group paid particular attention to special education data as this is the subgroup that did not make the AYP target in reading and mathematics. Even though the district did not make AYP in Reading for students with disabilities, after thorough analysis it was determined that it would be advantageous to target services to students in all subgroups. As the Target Index continues to increase, we anticipate more subgroups falling in the “Needs Improvement” category if no study or changes were put into place.

2. Describe the results of the comprehensive needs assessment. What are the contributing factors to any areas of low student achievement that the district can address?

The MCA-IIs were administered for the first time in the spring of 2006. Comparisons cannot be made between achievement in the various content areas tested because of the lack of a common norm group. Neither is it appropriate to compare the data of one grade with that of another as there is no assurance that the standards are precisely the same across grades or content areas. Furthermore, it is not appropriate to compare the percent correct in strands across time.

In 2007 Math test data were reported both with and without MTELL scores. Because of technical difficulties in the testing setting, all Burnsville MTELL math scores were suppressed. Thus, data for 2007 do not include ELL students unless they happened to take the regular Math MCA by mistake. In 2008 ELL students took the MCA-II Mathematics assessment. Lack of comparability of testing situations makes interpretation of movement across the two years difficult. Thus, comparisons of achievement status between 2007 and 2008 in mathematics are not valid.

Burnsville-Eagan-Savage School District 191

MCA-II and AYP test results show that:

Highlights:

- Overall district results were above state proficiency levels in mathematics
- At all grade levels for both math and reading, the majority of students scored at the “meets” or “exceeds” levels of achievement with the exception of grade 11 students in math.
- Four elementary schools made AYP this year compared to six last year.
- Grade 10 students at Burnsville High School did exceptionally well in the reading test with 81 percent at proficient or above.
- Our attention to at-risk students at the secondary schools is working as these schools made AYP in most subgroups.

District 191 schools making AYP:

- Gideon Pond, M.W. Savage, Rahn, and William Byrne Elementary Schools made AYP.

District 191 schools not making AYP:

- Elementary schools: Edward Neill, Hidden Valley, Sky Oaks, Harriet Bishop, Sioux Trail and Vista View.
- Secondary schools: Eagle Ridge, Metcalf and Nicollet Junior Highs, Burnsville High School and Burnsville Area Learning Center (BALC).

The elementary schools are achieving the Index Target rates in most areas. Most subgroups at the secondary level are performing above the Index Targets. Special Education in the area of reading has not

made AYP. Some contributing factors are that students typically identified as special education have a disability that interferes with their achieving at the meets standards level. An analysis is being conducted to make sure that IEP teams understand how to identify students to receive an alternate assessment and if so, how to appropriately determine the type of alternate assessment to administer. In addition, the special education staff has selected and will be implementing effective instructional programs that may increase student achievement in reading.

The district has recently conducted an intensive investigation into the secondary reading program. Each junior high school has implemented research based reading programs. The senior high school added a reading program for students identified as needing reading instruction. The high school and District Improvement Committee is investigating Best Practices for reading and has adjusted staffing and curriculum in order to increase achievement in at-risk learners.

B. District Strategic Plan

The plan that was submitted for last year has been evaluated, and revised. Goals will be reviewed throughout the school year as the district implements the action plans. Goals have been rewritten based on the 2009 MCA IIs.

C. Current and Future Parental Involvement at the District Level

All elementary and secondary sites have established venues for sharing district information and goals. The District Improvement Plan will be discussed at each school's Site Council or PTO, through the school newsletter, on the district website, through the district's e-mail subscription to families and community members, and at the Title I District Parent Advisory meeting. In addition, SchoolReach and SchoolView online communication tools will be utilized to enhance communication between the school district and each household regarding district information and student academic progress.

Elementary schools host Curriculum Based Theme Night at their sites for students and parents. The district also has evening speakers highlighting different curricular areas and family topics that help parents and children.

The Title I program solicits input from parents both at the building and district level. All Title I buildings have parent and staff groups that act as advisory boards. There is a Title I Advisory Board with parent representation that meets at least three times a year. Additionally, a parent will represent Title I on the district's Instruction and Curriculum Advisory Committee (ICAC).

All Title I families in Title I schools are invited to school in the evenings to learn and participate in hands-on math and literacy activities. The families receive specific ways on how to support their child's learning at home. The staff members explain the Title I program, show what will be coming home with the students, how to support their children when reading leveled books, and math strategies and games that will strengthen understanding.

The Special Education Department has an equally strong parent component. Parents are involved with the Continuous Improvement Monitoring Process (CIMP) as well as Special Educational Advisory Committee. Both groups analyze all available data and help create and implement goals that will further strengthen the special education department at a district level. Parents are also involved in the

development of their child's IEP where decisions are made regarding state testing, access to general education curriculum and special services.

Much planning and support is directed to all families who have students with disabilities. Parent to Parent networks, speakers, and community events help strengthen families and support parents. The special education area on the district's website has a host of links that highlight parent information on different disabilities, special education programs and services, as well as a calendar of upcoming events. While the district has many vehicles for sharing information and receiving feedback, it is always a priority to enhance communication with students, parents, and the community.

D. Current and Future Extended Day or Extended Year Programming at the District Level

The Burnsville Area Learning Center provides Extended Year (summer) programming for those students who have been identified as struggling with the core areas of academics. Special Education students are eligible for Extended Year programming if it has been determined by the Special Education team that a significant learning loss would occur without additional support. The team must sign off that BALC is the appropriate option for the student. The Extended Year program provides math, reading and writing remediation to provide direct instruction in their respective focus areas for grades K-9. The Junior High Extended Day/Year program offers academic support in reading, math, and writing for students struggling in these core areas through the use of theme books and Study Island which is a comprehensive on-line curriculum with state standards embedded. The Jr. High Extended Year program piloted a 9th grade transition component during the 2009 summer session. Along with 9th grade credit recovery and remediation in the core areas, a new focus was introduced to assist in transitioning students to the high school level. The program took place at the high school allowing the students to become familiar with the environment. Curriculum from School Connect was used daily to address the social emotional skills necessary to be successful during this transition period. One day a week the students were also able to take tours of the building, ask questions of administrators and counselors to help ease anxiety levels, and were introduced to a multitude of extra curricular opportunities. The feedback from the staff and students was very positive and the BALC intends to continue this beneficial program in the future.

Individual schools also have the option to structure the Title I program to best meet the needs of families. While most schools choose to run their programs during the school day, one elementary school has Title I services both before and during the day. The majority of the parents, at that building, choose to send children to the before school program so the students can have a dedicated time for Title I services as well as participate in the classroom activities through the entire school day.

Extended Day and Year programs will be studied more closely to determine where additional academic support for district students is necessary. ELL teachers are working with students at all grade levels during both Extended Day and Year programs. All Extended Day and Year program instructional staff is licensed.

Additional opportunities for Extended Day programming for ELL students will be explored.

E. Coaching/Mentoring

Instructional coaching has been well researched and has been shown to increase teacher understanding of content area, understanding of effective teaching techniques, and reinforce staff collegiality. District 191 has three types of coaching programs that complement one another and will allow teachers to work in a learning community.

The district has trained all certified staff on a Performance Appraisal System. The system includes working in learning communities while focusing on different domains of effective instruction. The intent of the learning communities is to have all staff engaged in meaningful dialogue related to student instruction and achievement. The Performance Appraisal System was implemented in the 2005-2006 school year. All staff received training on the process during the school year. During the 2006-2007 school year the staff continued to use the Charlotte Danielson framework in their professional learning communities.

Extensive training took place with the district's math adoption beginning in the fall of 2004. Six teachers were selected from each elementary school to become Math Mentors. The Math Mentors received ten days of training during the summer as well as monthly release days to continue professional development. The Mentors were trained on curriculum content as well as how to help others implement a new curriculum. The Mentors implemented the new mathematics curriculum during the 2004-2005 school year, one year before implementation for all other teachers. As a result of the 80-200 hours of training for each teacher, our mathematics scores continue to increase annually.

Instructional coaching is the third area of coaching that the district has implemented. As part of the District Improvement Plan, approximately thirty staff members were trained in a two-day in-service on instructional coaching. Participants included all K-12 administrators, ten elementary reading staff, and four teachers from grade 7-12. While the content of the in-service did not directly relate to literacy, approximately ten elementary staff with strong reading backgrounds participated in the experience. The teachers and administrators will continue to meet throughout the spring with a district staff member who is trained in coaching. The train the trainers method has worked well for the district in the past and holds good promise for increased teacher collaboration.

The teachers were given release time to work with colleagues in their buildings during the 2008-2009 school year. The intent of providing the administrators and teachers with some training on instructional coaching is to provide a structure for teachers to become more adept at coaching other teachers. This process will mirror the efforts of the Performance Appraisal Learning Communities.

Literacy coaches have provided coaching in reading and vocabulary development in content areas for special education, Title I, and ELL teachers. In addition, the district has begun training in Sheltered Instruction Observation Protocol (SIOP) for secondary content area teachers and ESL staff.

In September of 2006 the district implemented the Pro Pay program, which is funded through Q Comp. Pro Pay provides teacher evaluators who work directly with teachers to implement effective instructional strategies.

District 191 has all highly qualified staff teaching the core academic areas. All Title I teachers and educational assistants are highly qualified. Well-trained staff is working in collaboration with one another to provide the best educational experiences for all students.

IV. ELEMENTS SECTION

MATHEMATICS

A. Specific measurable achievement goals

1. To increase the percentage of students who are in the *exceeds* standards level(s) in the Mathematics MCA IIs by 3% annually.
2. To reduce the percentage of students in the *does not meet* and *partially meets* standards levels by 7% annually.

B. A justification for how those goals are reasonable in light of the comprehensive needs assessment

Goal one focuses on accountability for challenging students who are already at the meets standards level on the MCA-IIs. Our data shows generally we have a large percentage of students at the meets standards level on the MCA-IIs. We feel additional purposeful and targeted teaching strategies in mathematics (coupled with the new curriculum) will allow students to move up into the higher levels of achievement in the MCA-IIs. The district's mission is to challenge all learners.

The district data indicates our student scores are relatively higher in math than in reading. We attribute some of the disparity to a comprehensive mathematics program that is comprised of a research-based curriculum combined with extensive professional development. A district curriculum committee will be reviewing reading/language arts curriculum over the next two years, with full implementation occurring in the 2009-2011 school years. Extensive and on-going professional development will be part of the curriculum adoption, beginning in SY2009-10. We will be tracking the achievement of all students to determine the effectiveness of this program.

Goal two addresses each subgroup. Some of the district's subgroups appear to be very strong achievers while other subcategories are very close to not making AYP. In 2004 Special Education and Black students did not achieve at or above the index target in mathematics. In 2005 only Special Education students did not make AYP in mathematics. In 2006 Special Education students were the only group that did not make AYP in reading. In 2007, Special Education and Black students did not make AYP in Reading. In 2008, the district met target indexes in all areas in mathematics and reading proficiency with the exception of the Special Education, Free and Reduced Price Lunch, LEP and Black students category. Additionally, Hispanic students did not meet the targeted index in Mathematics. In 2009, the district met target indexes in all areas in mathematics and reading proficiency with the exception of the Special Education, Free and Reduced Price Lunch, and LEP students category. Additionally, Hispanic students did not meet the targeted index in Reading and Black students did not meet the targeted index in Mathematics. We will analyze each subgroup throughout each school year to determine what may help students in those subgroups achieve at a higher level.

Specific subgroups that will be analyzed more closely on an on-going basis are Special Education, Hispanic, ESL, Black and Free and Reduced Lunch students.

MATHEMATICS STRATEGIES

A. Is based on scientifically based research

We have fully implemented a new mathematics curriculum. *Everyday Math* at the elementary level is a more rigorous curriculum than the previous program. *Holt* and *MathThematics* are used at the secondary level. The three math programs create a comprehensive K-12 scope and sequence that aligns to the Minnesota Standards.

Intensive and on-going professional development was provided for all staff. Seven elementary Math Mentors from each site implemented the program one year ahead of their colleagues so they may act as in-house trainers and resources. The Math Mentors received two weeks of training during the summer previous to the initial implementation. They had also received ongoing training throughout the 2004-2005 and 2005-2006 school year on professional development days.

The balance of the elementary teachers participated in a ten day Math Institute during the summer of 2005. Additionally, they have received regular training during the 2004-2005 and 2005-2006 school year on professional development days. The total hours of math training each teacher received ranged from 80 to 200 hours over a three year time span. The training for both the Math Mentors and regular classroom teachers involved working with licensed math teachers so they gain greater mathematical knowledge and understanding as well as learning how the curriculum works and how to pace the lessons and units. Differentiation is part of the curriculum and teachers work to meet all learners' needs.

The secondary mathematics teachers also receive ongoing training. Staff who teach basic math classes received additional training so they may understand better how to help the struggling learner. Much time was spent with learning how to introduce at the conceptual level transitioning to the abstract.

B. Will improve achievement

Through thoughtful, sustained professional development the teachers will be able to implement a strong mathematics program. Teachers are not only being trained on how to implement the curriculum, but given strategies on how to reach learners of all levels. Teachers in grades 3-6 will participate in a district process designed to align the current mathematics curricula with Minnesota State Standards to determine gaps in educational performance for students. Teachers in grade 8 participated in the alignment of the content of algebra course to Minnesota State Standards for mathematics.

The curriculum is more rigorous than our previous adoption. We are confident math scores will continue to rise at the meets standards and exceeds standards levels on the MCAs.

C. Incorporates professional development

Significant resources have been dedicated to the math adoption. Both general and Title I funds helped support professional development. The district also received grants in order to implement the math summer training.

READING

A. Specific measurable achievement goals

1. To increase the percentage of students who are in the *exceeds* standards level(s) in the Reading MCA IIs by 3% annually.

2. To reduce the percentage of students in the *does not meet* and *partially meets* standards levels by 7% annually.

B. A justification for how those goals are reasonable in light of the comprehensive needs assessment

In 2004 Special Education and Hispanic students did not achieve at or above the index target in reading. In 2005 only Special Education students did not make AYP in reading and mathematics, and in 2006 Special Education was the only group that did not make AYP in reading. In 2007, Special Education and Black students did not make AYP in Reading. In 2008, Special Education, Free and Reduced Price Lunch, LEP and Black students did not meet the index target in reading. In the spring of 2009, district-wide reading scores indicated that 72% of students were proficient in reading. Special Education, Free and Reduced Price Lunch, and LEP students did not meet the index target in reading.

An in-depth analysis of the special education data was conducted by the District Special Education Improvement Committee in order to develop a comprehensive, well-rounded plan that aligns to the Special Education Continuous Improvement Monitoring Process (CIMP). The group not only analyzed student assessment data at the individual, building, and district level; the group analyzed current programs, assessments, and entrance criteria to reading to determine program effectiveness. This Committee made specific recommendations that will increase achievement for all students.

VI. DISTRICT IMPROVEMENT ACTION PLAN

Action Goals Established by Each Area

Elementary Level

Students at the Elementary Level enrolled by October 1 will improve reading comprehension skills so that students who are proficient on the reading MCA-II test increase by 7% on average dependant on the current level of performance at each site and progressing toward the goal of 100% proficiency in 2014.

Actions/Strategies	Measurement	Date or Timeline
Provide instructional coaching in the area of literacy a. Provide direct, explicit instruction in the areas of comprehension strategies and test-taking strategies. b. Teachers and Educational Assistants will be trained in the appropriate reading curriculum assessment tools in their instructional area	Literacy Coach Building Summaries Data and Feedback Gathered from Grade Level/PLC Meetings Log of follow-up meetings with individual teachers to review their implementation of literacy best practice strategies Review Assessment Data in i-Cue	Ongoing during 2009-2010 school year Professional Development Sessions on September 1-3, 2009; October 12, 2009; January 25, 2010; February 15, 2010
Continue to provide guided reading groups in all classrooms	Teacher schedule and lesson plan book Developmental States of Guided Reading Rubric Completion Informal principal classroom observations	Ongoing during 2009-2010 school year

<p>Further train all Title I Teachers and Educational Assistants on the following areas: a. Ways to support emergent comprehension strategies and phonics b. Strategic interventions in literacy</p>	<p>Application of Learning as Demonstrated in Guided Reading Groups</p> <p>Review of student work Benchmark Assessments for Students Trained in Additional Assessment Tools to Monitor Student Progress</p>	<p>Ongoing during 2009-2010 school year</p> <p>Professional Development Sessions on September 1-3, 2009; October 12, 2009; January 25, 2010; February 15, 2010</p>
<p>Identify students at-risk for learning, provide interventions and monitor progress.</p>	<p>As part of the building goals and individual goals, teachers will implement differentiated instruction for all students.</p>	<p>Ongoing during 2009-2010 school year</p>
<p>Increase fluency on basic math facts and knowledge and application of math vocabulary</p>	<p>Grade Level math common assessments</p>	<p>Ongoing during 2009-2010 school year</p>
<p>Embed 2-part questions into instruction and regular, routine classroom assessments</p>	<p>Grade Level Common Assessments</p>	<p>Ongoing during 2009-2010 school year</p>
<p>Triangulate data among AIMSweb, NWEA, MAP, MCA-II, and classroom assessments to inform instruction.</p>	<p>Grade Level/PLC Meetings Review of Student Work</p>	<p>Ongoing during 2009-2010 school year</p>

Junior High Level

Students at the Junior High Level enrolled by October 1 will improve reading comprehension skills so that students who are proficient on the reading MCA-II test increase by 7%.

Activities/Strategies	Measurement	Date or Timeline
<p>Teachers learn reading comprehension strategies</p>	<p>Teachers will design and teach reading comprehension strategies, share their lessons prior to teaching and then review the student work after instruction with PLC groups during a guided discussion. Log of meetings.</p>	<p>PLC groups will meet two (2) times each month from November through January for 45 minutes to discuss reading comprehension in their content areas.</p>
<p>Teacher will collaborate on the design and implementation of lessons to develop reading comprehension skills</p>	<p>Teachers will be instructed on the use of the testing and assessment tab in the electronic grade book to access individual and group student data. Teachers will then use data to develop differentiated lessons using both instructional and student focus. PLC groups will meet as scheduled to review, revise and monitor progress through the PLC log of meetings.</p>	<p>PLC groups will meet two times for 45 minutes and one time for 120 minutes in September; 3 times for 45 minutes during October and November to collaborate on instructional design of reading comprehension lessons.</p>
<p>Provide data on target group to all teachers</p>	<p>PLC group discussions, log of meeting</p>	<p>September</p>
<p>Collaborative review of student work samples related to reading comprehension</p>	<p>PLC groups will meet as scheduled and devote time to this, log of meeting</p>	<p>Monthly</p>
<p>Review of student achievement goals</p>	<p>PLC groups will meet to discuss progress of individual goals, log of meeting</p>	<p>Four times a year</p>

Select and administer formative reading assessment for pre and post test for target group	Guidance, Admin, parents follow up on progress	Fall and Spring
Data will be analyzed to initially identify a target group of students who are struggling readers and then to monitor progress throughout the year	Production of lists that identify struggling students and documentation of progress through results on to be determined measures	On-going
Use common assessment. Review for relevancy	Meeting minutes/agendas	Monthly department meetings
Embed multi-part questions into instruction and regular, routine classroom assessments	Grade Level Common Assessments	Ongoing during 2009-10 school year

JUNIOR HIGH DISTRICT MATH GOAL:

Students at the Junior High Level enrolled by October 1 and identified as special education will improve math skills so that students who are proficient on the math MCA-II test increase by 7%.

Activities/Strategies	Measurement	Date or Timeline
Special Education teachers who provide pull out instruction in math will use a uniform curriculum	Classroom observation	On-going
Special Education teacher collaboration on mathematic instruction, student work, student IEPs goals	Meeting minutes	Quarterly

High School Level

There are three high school buildings in the district. Burnsville Senior High School enrolls the majority of the students. Burnsville Alternative and Vale Education Center are designed for a smaller population of students. All three schools are working towards the same district goals, their action plans differ as the school's demographics vary greatly.

- 1) Train teachers to incorporate reading skills instruction into class curriculum.
- 2) Research effective models for the identification of striving readers.

Burnsville Senior High School Action Plans

The Burnsville Senior High School has a well-articulated plan for meeting the district improvement plan goals.

The percentage of students in grade 10 who meet or exceed the standards on the Reading MCA-II will increase from 80.84% in 2009 to 83.84% in 2010.

Action Plan:

Action Steps	Timeline	Evidence of Progress
<ul style="list-style-type: none"> • Share both '09 and three year trend data MCA-II aggregate and subgroup data 	Pre-school workshop	Workshop agenda PDF Package of data on Teacher Shared server
<ul style="list-style-type: none"> • Provide data on individual student achievement to all teachers in order to establish subgroups for classroom achievement goals 	Two 45' meetings/month Five 2-hour late start days Three ½ day professional development days	Professional Development Plan Completed meeting summaries

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| <ul style="list-style-type: none"> Continuation of Professional Learning Communities aligned with the school's professional development plan focused on the use of data, differentiation, explicit comprehension instruction, and college-readiness standards | Review student work in monthly department meetings | Meeting minutes/agendas
Principals observation and walk-through |
| <ul style="list-style-type: none"> Establish consistent identification process for placement of students with reading needs in Academic Reading courses.. | Fall 2009 | Placement Guidelines
Recommendations for registration |
| <ul style="list-style-type: none"> Continue support of first cohort and train a second cohort in SIOP | SIOP Training – August 2009
Monthly meetings | SIOP Training agenda
Anecdotal information from SIOP specialist |
| <ul style="list-style-type: none"> Complete review of special education service delivery model supporting reading instruction | Fall – Winter 2009 | Registration guide
Recommendations for registration |
| <ul style="list-style-type: none"> Each department will identify curricular connections to the comprehension standards/benchmarks | Ongoing | Curriculum Map |
| <ul style="list-style-type: none"> Provide training and embed multi-part questions into instruction and regular, routine classroom assessments | January 2010 | Professional Development Plan
Training Material
Principal observation and walk-through |
| <ul style="list-style-type: none"> Development of supports and interventions for students at-risk of academic failure/dropping out | Ongoing | Student Assistance Team
Drop-out prevention meetings
Pyramid of Interventions |

Burnsville Alternative High School Academic Achievement Goal:

The percentage of 10th grade students enrolled in Burnsville Alternative High School as of October 1, 2009 who will meet their individual RIT Growth Target on the Reading NWEA/MAP assessment will increase from 61.5% in Spring 2009 to 64.5% in Spring 2010.

Action Plan:

Include activities, timelines and evidence of progress

ACTION STEPS/STRATEGIES	TIMELINE	EVIDENCE OF PROGRESS
Conduct pre & post reading assessment with all students.	Fall 2009 & Spring	NWEA outputs
Focus on reading comprehension skills in the content area.	30 minutes daily	Concept maps, classroom assessments
Work with District Literacy Coach	2 full weeks first & second semester	Classroom assessments and MAP
Differentiate instruction	Each Quarter core classes	Layered curriculum outputs & classroom assessments
Increase writing opportunities in all core classes.	30 minutes daily	PLC & Department meetings, common assessments
Provide Read 180 classes for all struggling readers	90 minutes/day each quarter	Read 180 outputs
Use advisory time to enhance reading skills for all students	20-30 minutes daily	Binders, teacher feedback, NWEA outputs
Communicate to staff and families our reading goals and test taking strategies	Monthly during staff meetings, and quarterly in newsletter	Newsletters, school website, emails/phone calls to parents weekly

Monitor Attendance – encourage regular attendance to improve academic success	20-30 minutes each morning of school day	Advisor, Guidance Counselor, Family Support Workers, Administrator
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Special Education

Reading

Special education staff will meet with general education staff to review available reading data on students who were found to not be proficient on the MCAs. The District Literacy Coordinator will work with the special education teachers of AYP schools to gain knowledge of interventions and when to use them, progress monitor, and setting the AIM line. Two district-level literacy coach positions are in place to build capacity of special education teachers and general education teachers to support literacy for special education students. The literacy coaches coach staff in the use of scientifically based instructional strategies and curriculum methodologies and assist staff in aligning instruction to the Minnesota State Standards. The literacy coaches work with staff to improve the reading proficiency of students receiving special education services as measured by MCA scores, by coaching special education staff in direct and explicit instruction techniques and the use of specific reading assessments. Additionally, curriculum based measurements (CBMs) are utilized for progress monitoring.

The literacy coaches assist with staff development focusing on instructional strategies and interventions, implementation of reading interventions and replacement curriculum: Building Language for Literacy (preschool), Triumphs (elementary), My Skills Tutor, EdMark Reading, Language! (elementary, junior high and secondary and Read 180 (secondary).

Specific, specialized curriculum, adaptations, modifications, service delivery models for increasing literacy proficiency will be reviewed and implemented. Special education staff representatives will participate on the district literacy committee to acquire skills and strategies to promote inclusion of students with disabilities in general education classroom literacy instruction. Recommendations from the ASD Futures Group will be implemented in resource and site based programs to increase literacy outcomes for students with autism spectrum disorders.

Special education IEP managers will review the IEP for students that receive special education services in the area of literacy to ensure alignment with grade level standards and adaptations to access classroom instruction. Literacy curriculum for students taking the Minnesota Test of Academic Skills (MTAS) will be reviewed for alignment with the standards assessed. The MTAS test results will be reviewed with district administrations.

In addition, IEP reading goals will be reviewed and revised as necessary. Curriculum and instruction will be aligned through collaboration between special education and grade level teachers.

Math

Special education staff will meet with general education staff to review available math data on students who were found to not be proficient on the MCAs. Upon review of data on all special education students who were not proficient on the MCAs, an instructional/intervention plan will be designed by a team of special education teachers, principal and district special education staff which includes such things as: 1) continued instruction towards meeting grade level MN Standards in general education; 2) IEP goals aligned with grade level MN Standards; 3) Saxon Math replacement materials; 4) Key Math Essentials Resources; or 5) other

specialized interventions that align with the grade level or achievement level standards. Intervention strategies and/or additional diagnostic information (using the Key Math) will be obtained that aligns with the grade level standards.

In addition, IEP math goals will be reviewed and revised as necessary. Curriculum and instruction will be aligned through collaboration between special education and grade level teachers.

Summary of District Activities

All schools are excited about the opportunity to begin a focused effort of researching best practices in reading instruction. Through collaboration the district will be able to identify key strengths and needs that will help staff enhance our K-12 reading program.

STRATEGIES

A. Are based on scientifically based research

The district is exploring best practices in reading education. Research is being read and discussed; the District Literacy Coordinator will work with specific groups of teachers in developing effective strategies, programs, and assessment. Staff sought out publishers who have proven reading programs and materials. The district will be implementing the AIMSweb Reading Pro Assessment System in grades K-6 to benchmark student reading progress and monitor student progress in meeting reading instructional goals.

The district is using the information to strengthen reading instruction at the secondary level. Burnsville Senior High School has hired two (2.0 FTE) reading specialists in order to work with striving readers as well as work with staff on effective reading strategies in the content areas.

The three junior high schools are reflecting on current practice and determining what may best fit the needs of their buildings. Each junior high school has reading specialists who work with struggling readers in targeted reading intervention classes. Burnsville Alternative High School has a reading specialist who works with students as well as team-teaches with content area teachers. The intent is to have the reading specialist model effective ways to have students strengthen reading vocabulary, comprehension, and fluency in classes other than language arts.

The special education administrators understand the need for increased support in reading education and have allocated 1.0 FTEs for Literacy Coaches. The Literacy coaches are providing ongoing literacy training and support to all elementary reading staff and specifically to special education staff. In addition ELL is implementing Structure Instruction Observation Protocol (SIOP) by developing cohorts of trained teachers in each building. The work of these teachers will be supported and developed by a District SIOP Coach.

Metro ECSU representative Kathy Jenson participated in the District Improvement Plan review. Kathy Jenson specializes in needs assessment, improvement planning and understanding/using data. Working with AYP schools for the past 8 years using the MDE processes, all schools made progress with several no longer identified. Kathy also works with high performing school districts using the Education Criteria for Performance Excellence to improve overall school performance and student learning in Minnesota and throughout the U.S. She is the co-author of the 2004 K-12 case study on excellence performance for the National Quality Program and a graduate program adjunct professor at the University of St. Thomas and the

College of St. Scholastica, and conducts seminars on Leadership and Change Management. Kathy's services are provided through the Metro ECSU.

An eight-day in-service for instructional leaders and administrators is being provided for the 2009-2010 school year. The focus of this professional development opportunity is on cognitive coaching. The desired outcome of the seminar is to further develop teachers and provide ongoing training so the district has teachers who are capable of coaching other teachers.

District 191 has made a commitment to develop its reading intervention program at the secondary level. In 2005, the district implemented READ 180 as a curriculum resource for reading intervention at the secondary level. In the fall of 2009, the district added an additional reading intervention program called EDGE. Each resource supports specific levels of reading development. The District continues to develop a system for identifying students in need of intervention and providing targeted specific intervention to meet levels of need. These programs meet the criteria put forth by the Alliance for Excellent Education in the Reading Next document. Secondary reading intervention teachers will have specific and targeted professional development in meeting the specific needs of adolescent readers.

The district has a long range plan to address the reading development needs of elementary students. District Literacy Coaches provide specific guidance in teaching within a balanced literacy framework and focus on supporting teachers' use of data to flexibly group students to meet specific reading needs. Literacy Leveled Libraries have been purchased for each elementary building. These resources will extend and support the specific reading development needs of students. AIMSWeb Reading Pro will be implanted over the next three years and be used to benchmark student reading progress three times per year, while providing ongoing progress monitoring of students receiving targeted intervention or enrichment.

The district has begun to implement benchmark assessments that measure student progress toward state standards in mathematics, writing, and science.

B. Will improve achievement

Research and analysis will be conducted on current and potential secondary reading programs. The district has a solid language arts program that matches the learning needs for the majority of the students. Each junior high school has a curriculum and program in place to help the striving readers. By collectively evaluating each school's programs and assessments the group will be able to identify strengths and needs. It is the intent of all secondary principals to identify reading assessments and curriculum that may be used at all sites. Best practice research has proven a collaborative, comprehensive approach to curriculum reform will increase student achievement.

Specific programming has been put in place at the Burnsville Senior High School. The reading classes have entrance and exit assessments and criteria established so we are able to track individual success. Special Education services will also be expanded to help ensure staff and student success in reading. Baseline data will be collected for students participating in programs. Students will be tracked throughout their educational careers to ensure increased achievement.

Instructional Coaching has been proven to increase teachers' effectiveness. While the coaching process that was implemented in the spring of 2006 was a small pilot program, we anticipated the initiative would increase the instructional skills of the teachers being trained as coaches. The skills and strategies learned throughout the process were modeled with other teachers. This collaboration is leading to increased dialogue about effective teaching practices that will positively impact student achievement.

Using the Minnesota Quality Indicator Self-Assessment

The Minnesota Quality Indicator Self-Assessment Tool is designed for small group discussion and reflection to assess the system-wide depth of deployment of the eight quality indicators.

The **Quality Indicators** are sets of questions that address how a school does what it does in eight areas:

- Assessment and Use of Results
- Curriculum
- Instruction
- Culture for Learning
- Engaging Families and Community
- Professional Development
- Leadership
- Planning and Resources

In using the **Quality Indicator Self-Assessment**, the school answers each question by choosing, out of five rubric answers, the one that most accurately describes how the school does what it does.

This process is most effective as a team exercise, involving discussion and evidence about the effectiveness of the school's approaches in each area.

The process generates numerical scores, but it is the information that emerges from the discussion that is most valuable to the school in understanding itself and in understanding the next steps in its continuous improvement process. The **Quality Indicator Self-Assessment** is appropriate for schools at all performance levels. All schools can use this data to create and implement on-going school improvement plans.

The Rubric Answers

The five answers that follow each question form an ascending rubric:

- Level 1 - No system-wide approach, although some staff may address this area.
- Level 2 - Early development of a system-wide approach, based on data and information.
- Level 3 - Full development of a system-wide approach. Early stages of implementation
- Level 4 - Full implementation of the plan.
- Level 5 - Evaluation and improvement of the plan and its implementation

When you have completed your self-assessment you will compile collaboratively a Summary of Quality Indicators. The summary tool found on the next page provides you with a system-wide indication of where the school strengths are and weaknesses that need to be addressed in your School Improvement Plan

(SCHOOL NAME)

Summary of Quality Indicators Tool

- 1 – School has no system-wide approach. Some staff may address this area.
- 2 – School is developing a system-wide approach.
- 3 – Approach fully developed. Implementation under way.
- 4 – Approach fully implemented.
- 5 – School has evaluated and improved its fully implemented approach.

	1	2	3	4	5
I. ASSESSMENT AND USE OF RESULTS					
A. How do the school and staff analyze and use the results of the MCA-IIs and other standardized tests to identify areas for improvement?				X	
B. How does the staff analyze and use formative assessments to identify areas for improvement?				X	
C. How do classroom assessments evaluate the skills and concepts required by the standards?				X	
D. How do the school and staff select and use comparative information—especially data from other schools?		X			
E. How are the results of data analysis used to develop SMART (Specific, Measurable, Attainable, Results-Oriented, Time-Bound) goals.				X	
II. CURRICULUM (Reading and/or Math)					
A. How is the grade level curriculum aligned to state standards and assessments (test specifications) in reading and/or math?			X		
B. How does the staff understand the research that supports the scope and sequence of reading and/or math curriculum?			X		
C. How does the staff align curriculum to address a diversity of learning levels, learning styles, and family cultures?		X			
D. How does the staff understand the required skills and concepts in the grades above and below that each teach?		X			
III. INSTRUCTION (Reading and/or Math)					
A. How does the staff identify and apply scientifically research-based instructional strategies that are effective in helping students learn at high levels?		X			
B. How does the staff differentiate instructional strategies to accommodate learning levels, learning styles, and family cultures?	X				
C. How do the school and staff accelerate progress in reading and math for students who are below grade level?			X		
D. How does the staff build relationships with students to help them become actively engaged in their learning?			X		
E. How does all staff collaborate to enhance student learning related to SMART goals?			X		
IV. CULTURE FOR LEARNING					
A. How does the school analyze climate, including attendance, behavior, and satisfaction data, as well as systems and practices, to identify areas for improvement?			X		
B. How does the school create a positive learning culture with a continuum of strategies that addresses rigor, relevance, and relationships?			X		
C. How does the school develop strategies to decrease disparities in outcomes among various groups of students?			X		
D. How does the staff work together to create a positive impact on the learning environment, student behavior, and attendance?				X	
V. ENGAGING FAMILIES AND COMMUNITY					
A. How does the staff learn about the expectations, values, and cultures of their students' families?		X			
B. How does the staff and school communicate with families and engage them as partners in the education of their children?			X		
C. How does the staff and school engage the community in forming partnerships that enhance the education of the schools' students?			X		
D. How does the school gather, analyze and use feedback from students, families, and community?		X			
VI. PROFESSIONAL DEVELOPMENT					
A. How does your school design professional development that focuses on increased student achievement?			X		
B. How does your school create a culture of professional learning among staff that focuses on school/district goals?			X		
C. How does school leadership support an environment for effective professional development?				X	
D. How is the effectiveness of professional development evaluated?		X			
VII. LEADERSHIP					
A. How does leadership set direction for a school focused on student learning?				X	
B. How does leadership create a culture and support systems that lead to high levels of learning?			X		
C. How does leadership review the progress of the school in meeting its student achievement goals and use the results for improvement?			X		
D. How does leadership communicate school achievement goals to all stakeholders?		X			
VIII. PLANNING AND RESOURCES					
A. What is the school's planning process?				X	
B. How does the school allocate resources?		X			
C. How does the school make decisions?				X	

CULTURE FOR LEARNING

QUESTIONS	1 No system-wide plan. Some staff may address this area.	2 Developing a system- wide plan.	3 Approach fully developed. Implementation is under way.	4 Full implementation of approach.	5 Full evaluation and improvement of the plan.
Evidence:					
A. How does the school analyze climate, including attendance, behavior, and satisfaction data, as well as systems and practices to identify areas for improvement?	The school does not collect climate data including attendance, behavior, and satisfaction data as well as systems and practices to identify areas for improvement. Some staff may.	School staff is beginning to collect data on climate, attendance, and behavior to identify disparities and areas for improvement.	The school and staff have developed systematic methods for using data analysis and systems and practices to identify areas for improvement Some staff members are using the information to improve the culture for learning.	The school and all staff are using, using systematic methods for analyzing data as well as systems and practices to improve the culture for learning.	The school evaluates and improves the effectiveness of their systems and practices to improve the culture for learning.
B. How does the school create a positive culture for learning with a continuum of strategies that address rigor, relevance and relationships?	The school does not have a process for creating a culture for learning with a continuum of strategies that address rigor, relevance and relationships.	The school is creating a positive culture for learning with a continuum of strategies that address rigor, relevance, and relationships	The school has developed a culture for learning using a continuum of strategies that address rigor, relevance, and relationships.	The school has fully implemented a positive culture for learning and behavior system with a continuum of strategies that address individual needs..	The school evaluates the effectiveness of its culture for learning through system-wide measurement of rigor, relevance and relationships (satisfaction, attendance, behavior, passing rates) and makes improvements as necessary.
C. How does the school develop strategies to decrease disparities in outcomes among various groups of students?	The school does not have strategies to decrease disparities in outcomes among various groups of students.	The staff is beginning to develop strategies to decrease disparities in outcomes among various groups of students.	The school has systematic strategies to decrease disparities in outcomes among various groups of students. The system is partially implemented.	The school has a fully implemented system to decrease disparities in outcomes among various groups of students.	The school evaluates the effectiveness of its system to decrease disparities in outcomes among various groups of students.
D. How does the staff work together to create a positive impact on the learning environment, student behavior and attendance?	The staff does not work together to create a positive impact on the learning environment, student behavior and attendance.	The staff is beginning to work together to create a positive impact on the learning environment, student behavior and attendance.	The school has agreed upon effective ways to collaborate to create a positive impact on the learning environment, student behavior and attendance. Some staff participates.	The school has created a shared vision that creates a positive impact on the learning environment, student behavior and attendance.	The school evaluates the extent to which staff work together to make a positive impact on the learning environment, student behavior and attendance and makes necessary improvements

ENGAGING FAMILIES AND COMMUNITIES

QUESTIONS	1 No system-wide approach. Some may address this area.	2 Developing a system-wide approach.	3 Approach fully developed. Implementation under way.	4 Full implementation of approach.	5 Evaluation and improvement of a fully implemented approach.
Evidence:					
A. How does staff learn about the expectations, values, and cultures of their students' families?	The school does not have a system-wide approach for gathering and using information about families. Some staff may.	Staff are developing methods for learning about the expectations, values, and cultures of the families of their students.	Staff understands their students' families and uses that knowledge in designing instructional strategies.	Staff uses knowledge of their students' families as an integral factor in the design of instructional strategies.	The school evaluates and improves the effectiveness of its processes for learning about students' families
B. How do staff and the school communicate with families and engage them as partners in the education of their children?	The school communicates with parents but does not have a systematic way to engage them in the education of their children. Some staff may.	With input from families, the school is identifying approaches that are effective in communicating with and engaging them in the education of their children.	The school has procedures in place for communicating with and engaging families in the education of their children. Implementation is under way.	The school has fully implemented strategies for family involvement and is gathering data on family involvement and student learning.	The school uses data to evaluate and improve the effectiveness of its processes for engaging families in the education of their children.
C. How do staff and school engage the community in forming partnerships that enhance the education of the school's students?	The school does not have a systematic approach for engaging the community in its programs. There may be community involvement, but it is on an ad hoc basis.	With input from the community, the school is identifying resources that have the potential for helping the school meet its educational goals.	Having identified community resources with the capacity to help the school meet its goals, the school is forming several partnerships.	The school has established a solid set of partnerships with the community and is monitoring the impact on student learning.	The school evaluates and improves the effectiveness of its processes for building community partnerships.
D. How does the school gather, analyze, and use feedback from students, families, and community?	The school does not have systematic processes for gathering feedback from students, families, and community. It may use informal methods.	With input from stakeholders, the school is creating surveys, and other methods to determine the impact of its programs on stakeholders.	The school has a plan for gathering and analyzing information from all of its stakeholders and for using the results to identify areas for improvement.	The school uses its feedback plan to identify and, with the further help of stakeholders, address areas for improvement.	The school evaluates and improves the effectiveness of its processes for gathering, analyzing, and using feedback from its stakeholders.

LEADERSHIP

QUESTIONS	1 No system-wide plan. Some may address this area.	2 Developing system-wide plan.	3 Plan developed, tested, modified. Implementation under way.	4 Plan fully implemented.	5 Full evaluation and improvement of the plan.
Evidence:					
A. How does leadership set direction for the school focused on student learning?	Leadership does not have systematic processes for setting direction for the school.	Leadership gathers information from the community, the district, staff, students, and other stakeholders about the purposes and direction of the school.	Leadership uses the information it has gathered from its various stakeholders to set direction and objectives for the school, creating a strategic plan.	Leadership engages staff in creating action plans to meet the objectives of the strategic plan.	Leadership evaluates and improves the effectiveness of its processes for setting direction for the school.
B. How does leadership create a culture and supporting systems that lead to high levels of learning?	Leadership does not have a systematic process for creating a culture and support systems that lead to high levels of learning	Leadership uses input from professional research, and stakeholder groups to identify factors key to creating a culture that leads to high levels of learning.	Leadership uses the factors identified by stakeholders to develop a plan for supporting systems and culture that lead to high levels of learning	Leadership and staff implement the school's plan for ensuring high levels of learning. Leaders monitor its effectiveness.	Leadership evaluates and improves the effectiveness of the school's approach for creating supporting systems and culture that lead to high levels of learning.
C. How does leadership review progress of the school in meeting its student achievement goals and use the results for improvement?	Although leadership looks at various performance data, it does not analyze the data or use it to focus the school on improvement.	With the help of staff, leadership reviews and analyzes student achievement data, to monitor accomplishment of goals, and other measures of success.	Leadership and staff uses the results of data analysis to identify strengths and areas for improvement. Action plans are adjusted to reflect next steps.	Leadership monitors implementation of the plan at critical benchmarks and adjusts plans accordingly.	Leadership evaluates and improves the effectiveness of the school's approach to reviewing progress of the school.
D. How does leadership communicate achievement goals to all stakeholders?	Leadership does not have a process for regularly communicating its goals and results to stakeholders.	With input from stakeholders, leadership identifies effective ways to communicate goals and results to the stakeholders.	Leadership develops a plan for communicating goals and results to stakeholders.	Leadership regularly communicates goals and results to stakeholders and provides means for stakeholders to provide feedback.	Leadership evaluates and improves the effectiveness of its communication plan.

PLANNING AND RESOURCES

QUESTIONS	1 No system-wide plan. Some may address this area.	2 Developing system-wide plan.	3 Plan developed, tested, modified. Implementation under way.	4 Plan fully implemented.	5 Full evaluation and improvement of the plan.
Evidence:					
A. What is the school's planning process?	The school does not have a systematic planning process.	The school identifies how it gathers and analyzes information relevant to the causes/factors that affect student achievement.	The school uses a planning process to develop, test, and modify its research-based strategies.	All stakeholders are engaged in roles and responsibilities as related to the planning process. Implementation is monitored for success.	The school evaluates and improves the effectiveness of its planning processes.
B. How does the school allocate resources?	The school does not have a systematic process for allocating resources.	Leadership gathers information about the various needs for resources and the impact on student learning goals.	Using impact on student learning as the prime criteria, leadership develops a plan for allocating resources.	Leadership allocates resources and monitors their use and impact on student learning.	The school evaluates and improves its systematic processes for allocating resources.
C. How does the school make decisions?	The process for decision making is unclear.	The decision-making process is communicated, and the decision-makers gather relevant information.	The decision-makers use relevant information integral to school improvement.	Leadership implements decisions and monitors their impact.	Leadership evaluates and improves the effectiveness of the school's processes for making decisions.

CURRICULUM

QUESTIONS	1 No system-wide approach. Some may address this area.	2 Developing a system-wide approach.	3 Approach fully developed. Implementation under way.	4 Full implementation of approach.	5 Evaluation and improvement of a fully implemented approach.
A. Is grade level curriculum aligned to state standards and assessments (test specifications) in reading and math?	The school's curriculum in reading and math is not aligned to state standards – or only on a limited basis.	School and staff are systematically mapping curriculum in reading and math so that it aligns to state standards at each grade level.	The school has fully aligned its curriculum in reading and math to state standards, and many staff are implementing it.	All staff are implementing the curriculum and are monitoring its impact on student learning, making adjustments as necessary.	The school has evaluated the overall effectiveness of the curriculum and is making improvements.
B. How do staff understand the research that supports the scope and sequence of reading and math curriculum?	Most staff do not understand the research that supports the school's curriculum.	Staff are systematically developing an understanding of the research that supports the school's curriculum.	Most staff understand the research that supports the school's curriculum. Some use that understanding to refine their use of the curriculum.	Most staff use their understanding of the research that supports the school's curriculum to refine their use of the curriculum.	The school includes research to evaluate its curriculum.
C. How do staff align curriculum to address a diversity of learning levels, learning styles, and family cultures?	The school does not have a system-wide approach for addressing diverse learning needs in the student population. Some staff may.	The school is developing methods for addressing diverse cultures and learning levels and styles while maintaining the rigor of the curriculum.	The school has developed effective methods for addressing diverse cultures and learning levels and styles, which many staff use.	Most staff are using effective methods for addressing diverse cultures and learning levels and styles, while maintaining the rigor of the curriculum.	The school evaluates how it addresses diverse cultures and learning levels and styles and is making improvements.
D. How do staff understand the required skills and concepts in the grades above and below those each teaches?	The school does not have a system-wide approach for sharing required skills and concepts across grade levels. Some staff may have that knowledge.	The school is developing a systematic way for staff to understand skills and concepts required at all grade levels.	The school shares the skills and concepts required at each grade level. Many staff use that information to ensure alignment of their curriculum.	All staff use knowledge of the overall school curriculum to ensure that what each teaches meets the needs of the next grade level.	The school evaluates how it facilitates school-wide knowledge of the curriculum and is making improvements.

INSTRUCTION

QUESTIONS	1 No system-wide approach. Some may address this area.	2 Developing a system-wide approach.	3 Approach fully developed. Implementation under way.	4 Full implementation of approach.	5 Evaluation and improvement of a fully implemented approach.
A.How do staff identify and develop instructional strategies that are effective in helping students learn at high levels?	The school does not have a general approach for identifying and developing effective instructional strategies.	Working often in teams, staff use professional literature, workshops, experts, fellow staff, staff at other schools, and student feedback to identify strategies.	After identifying effective strategies, staff enroll in professional training as appropriate and begin to implement the new strategies in the classroom.	Staff fully implement the new strategies, monitor their impact on student learning, make adjustments as necessary, and share what they learn with each other.	The school evaluates the overall effectiveness of its approach for developing inst. strategies & makes improvements.
B.How do staff vary instructional strategies to address a diversity of learning levels, learning styles, and family cultures?	The school does not have a systematic approach for aligning instructional strategies with diverse learning levels and styles and family cultures. Some staff may.	School and staff use professional literature, workshops, experts, fellow staff, staff at other schools, and student feedback to identify strategies that meet diverse needs.	School and staff have developed a full set of strategies to address diverse learning levels, styles, and cultures and are beginning to differentiate instruction.	The school has a fully differentiated approach to instruction, matching strategies to styles and allowing each student to learn at his or her level.	The school evaluates the effectiveness of its instructional strategies in terms of improved student learning and makes improvements.
C.How do school and staff accelerate progress in reading and math for students who are below grade level?	The school does not have a method for accelerating students who are behind. It often recommends summer school or repeating a grade.	The school is developing ways to increase time and resources to help students who are below grade level to accelerate progress.	The school has developed a schedule that uses specialists, aides, and volunteers to supplement (not replace) the work of the classroom teacher.	The school has fully implemented its strategy for helping students below grade level and is monitoring its impact in terms of improved learning.	The school evaluates the effectiveness of its strategies to accelerate learning for students who are behind and makes

					improvements.
D.How do staff build relationships with students and help students become actively engaged in their learning?	The school does not have a systematic approach for building relationships between staff and students. Some staff may.	Staff use input from research, other staff, and students, to identify ways to build relationships with students and increase student engagement in learning.	Staff understand how to build relationships with students and engage them actively in learning. Many staff are implementing what they have learned.	Building relationships with students and engaging them actively in learning is integral to the work of staff. The school teaches the methods to new staff.	The school evaluates its methods for building relationships with students and engages them actively in learning in terms of improved learning.
E.How do classroom staff and specialists (Special Education, ESL, Title 1, Gifted and Talented) collaborate to enhance student learning?	The structure of the school schedule does not facilitate regular meetings between classroom staff and specialists. They meet as they can.	The school has set common meeting times for classroom staff and specialists. The two groups are identifying ways to use the time to have the most impact on student learning.	Classroom staff and specialists have identified the progress of students, sharing effective practices, and mutual training in their respective approaches as the focus of their meetings.	Classroom staff and specialists are using what they learn from each other to improve their instruction and are monitoring the impact in terms of improved learning.	The school evaluates the effectiveness of collaboration between classroom staff and specialists and makes improvements.

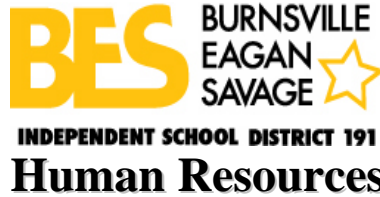
ASSESSMENT AND USE OF RESULTS

QUESTIONS	1 No system-wide approach. Some may address this area.	2 Developing a system-wide approach.	3 Approach fully developed. Implementation under way.	4 Full implementation of approach.	5 Evaluation and improvement of a fully implemented approach.
A.How do school and staff analyze and use the results of MCAs and other standardized tests to identify areas for improvement?	The school does not analyze and use results of MCAs and other standardized tests to identify areas for improvement. Some staff may.	School and staff are learning how to analyze data from standardized tests to identify strengths and gaps in the knowledge of individual and groups of students.	School and staff have developed systematic methods for using data analysis to identify gaps in student knowledge. Some are using that information to improve instruction.	All staff have the capacity to analyze data to identify strengths and gaps in student knowledge and use that information to improve instruction.	School and staff evaluate and improve the effectiveness of their processes for using summative data to improve instruction.
B.How do staff analyze and use Examining Student Work and similar assessments to identify areas for improvement?	The school does not analyze and use results of formative assessments to identify areas for improvement. Some staff may.	School and staff are learning how to analyze data from formative assessments to identify gaps in the knowledge of individuals and groups of students.	School and staff have developed systematic methods for using data analysis to identify gaps in student knowledge. Some are using that information to improve instruction.	All staff have the capacity to analyze data to identify strengths and gaps in student knowledge and use that information to improve instruction.	School and staff evaluate and improve the effectiveness of their processes for using formative data to improve instruction.
C.Do classroom assessments evaluate the skills and concepts required by the standards?	The school does not systematically analyze whether classroom assessments align with state standards. Some staff may.	The school is developing methods to ensure that it embeds evaluation of the skills and concepts required by state standards in classroom assessments.	School and staff have developed a process to ensure that standards are embedded in classroom assessments making the tests predictors of MCA performance.	All staff are embedding the skills and concepts required by state standards in their classroom assessments.	The school evaluates the effectiveness of its processes for embedding state standards in classroom assessments and makes

					improvements.
D.How do school and staff select and use comparative information – especially data from other schools?	The school does not systematically use comparative data. Some staff may.	School and staff are developing methods to compare the performance of their students with those of other schools.	School and staff have developed a full process for comparing performance – with state and national averages, with similar schools, and with best performing schools.	School and staff use information about schools with better performance as opportunities to learn about ways for the school to improve its approaches.	The school evaluates the effectiveness of its processes for selecting and using comparative information and makes improvements.

STAFF DEVELOPMENT

QUESTIONS	1 No system-wide plan. Some staff may address this area.	2 Developing system-wide plan.	3 Plan developed, tested, modified. Implementation under way.	4 Plan fully implemented.	5 Full evaluation and improvement of the plan.
A.How does your school select content for staff development so as to improve student learning?	The school does not have a system-wide approach. It responds to staff suggestions and requests.	School and staff analyze data to identify strengths and gaps in student learning.	School and staff use research-based strategies to design a staff development plan that addresses the gaps in student learning.	Staff use the new strategies in the classroom and monitor their effectiveness in terms of student learning and feedback.	The school evaluates and improves the effectiveness of its overall approach to staff development.
B.How does your school create a culture of learning – a learning community – among staff?	The school does not systematically facilitate ways for staff to collaborate in improving their instructional practices.	The school has set common planning times for staff teams. Staff use multiple sources of information to identify effective ways to collaborate.	Staff has determined effective ways to collaborate, such as peer coaching, examining student work, and sharing best practices.	Staff have created a learning community, helping each other become proficient in helping students learn. The school monitors effectiveness.	The school evaluates and improves the effectiveness of its approach to creating a culture of learning among the staff.
C.How does school leadership support an environment for effective staff development?	Leadership allocates time, funds, and facilities on a first-come, first-served basis.	Leadership allocates resources based on alignment with staff, school, and district improvement goals.	Leadership facilitates the design of a staff development plan that is job-embedded, addresses the key needs of the school, and supports a culture of staff learning.	Leadership monitors the implementation of the plan, providing additional resources as necessary.	The school evaluates and improves the effectiveness of leadership's support for staff development.



AGENDA ITEM: IV.B.

To: Members of the Board of Education
Superintendent Randy Clegg

From: Sue Grissom
Executive Director of Human Resources

Date: October 22, 2009

RE: **Memorandum of Understanding with Local #284 Service Employees
International Union Food Service and Custodial Employees**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE ATTACHED MEMORANDUM OF UNDERSTANDING WITH SEIU LOCAL #284 FOOD SERVICE EMPLOYEES AND CUSTODIAL EMPLOYEES WHEREBY THEY CAN EARN THE FULL MATCH TO THEIR TAX-SHELTERED ANNUITY FOR THE 2009-2010 SCHOOL YEAR IF THEIR ABSENCE(S) IS/ARE DUE TO H1N1 FLU-LIKE SYMPTOMS

Discussion:

As a way to incent excellent attendance, the district negotiated a match to a tax-sheltered annuity plan that is based on unused sick leave. This has worked well and has encouraged regular attendance. However given the presence of the H1N1 flu, this provision requires modification for this school year.

It is imperative that all employees comply with the guidelines from the Minnesota Department of Public Health and stay home for the required length of time if they experience H1N1 flu-like symptoms. Therefore it is recommended that employees be held harmless in terms of the match to their tax-sheltered annuities if they are absent due to H1N1 flu-like symptoms. Employees will be required to list the dates and personally attest to the reason for their absence in order to be eligible for the match.

**Memorandum of Understanding between the
School Board of ISD #191
And
Local #284 Food Service Employees**

WHEREAS, the collective bargaining agreement between Local #284 Food Service Employees and the School Board of ISD #191 expired June 30, 2009

and

WHEREAS, the terms and conditions of employment remain in effect until a new agreement has been ratified

and

WHEREAS, the District wants to comply with the directives issued by the Minnesota Department of Public Health with regards to the H1N1 influenza pandemic

and

WHEREAS, the District has directed all food service employees to comply with the Minnesota Department of Health guidelines with regards to staying home if experiencing H1N1 flu-like symptoms

and

WHEREAS, the District wishes to hold harmless employees who comply with the Minnesota Department of Health directives and stay home for the required length of time, ARTICLE XII MISCELLANEOUS, Section 12. Retirement/Severance Plan B. of the Master Agreement will be held in abeyance, such that food service employees who must be absent due to H1N1 flu-like symptoms will earn the full match to their tax-sheltered annuity for the 2009-2010 school year.

In order to be eligible for the full match, food service employees must attest that their absence was due to H1N1 flu-like symptoms.

Signature/Date

Signature/Date

**Memorandum of Understanding between the
School Board of ISD #191
And
Local #284 Custodial Employees**

WHEREAS, the collective bargaining agreement between Local #284 Custodial Employees and the School Board of ISD #191 expired June 30, 2009

and

WHEREAS, the terms and conditions of employment remain in effect until a new agreement has been ratified

and

WHEREAS, the District wants to comply with the directives issued by the Minnesota Department of Public Health with regards to the H1N1 influenza pandemic

and

WHEREAS, the District has directed all Custodial employees to comply with the Minnesota Department of Health guidelines with regards to staying home if experiencing H1N1 flu-like symptoms

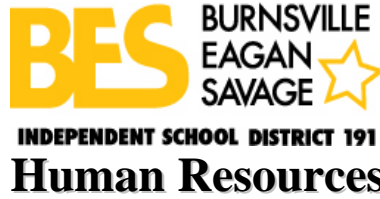
and

WHEREAS, the District wishes to hold harmless employees who comply with the Minnesota Department of Health directives and stay home for the required length of time, ARTICLE XXVI RETIREMENT, Section 2. Sub. 2, c. and d. of the Master Agreement will be held in abeyance, such that Custodial employees who must be absent due to H1N1 flu-like symptoms will earn the full match to their tax-sheltered annuity for the 2009-2010 school year.

In order to be eligible for the full match, Custodial employees must attest that their absence was due to H1N1 flu-like symptoms.

Signature/Date

Signature/Date



AGENDA ITEM: IV.C.

To: Members of the Board of Education
Superintendent Randy Clegg

From: Sue Grissom
Executive Director of Human Resources

Date: October 22, 2009

RE: **Memorandum of Understanding with the Burnsville Association of Educational Assistants and the Association of Clerical Employees**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE ATTACHED MEMORANDUM OF UNDERSTANDING WITH THE BURNSVILLE ASSOCIATION OF EDUCATIONAL ASSISTANTS AND THE ASSOCIATION OF CLERICAL EMPLOYEES WHEREBY THEY CAN EARN THE FULL MATCH TO THEIR TAX-SHELTERED ANNUITY FOR THE 2009-2010 SCHOOL YEAR IF THEIR ABSENCE(S) IS/ARE DUE TO H1N1 FLU-LIKE SYMPTOMS

Discussion:

As a way to incent excellent attendance, the district negotiated a match to a tax-sheltered annuity plan that is based on unused sick leave. This has worked well and has encouraged regular attendance. However given the presence of the H1N1 flu, this provision requires modification for this school year.

It is imperative that all employees comply with the guidelines from the Minnesota Department of Public Health and stay home for the required length of time if they experience H1N1 flu-like symptoms. Therefore it is recommended that employees be held harmless in terms of the match to their tax-sheltered annuities if they are absent due to H1N1 flu-like symptoms. Employees will be required to list the dates and personally attest to the reason for their absence in order to be eligible for the match.

Attachment: H1N1 Verification Form



**HINI FLU-LIKE SYMPTOM ABSENCE
VERIFICATION FORM
2009-2010**

NAME: _____ **EMPLOYEE NUMBER:** _____

DATES OF ABSENCE: _____

I attest that the reported absence was due to H1N1 flu-like symptoms.

Signature: _____

Date: _____

TO BE COMPLETED BY:

- * Clerical Employees
- * Custodial Employees
- * Educational Assistants
- * Food Service Employees

The Board of Education and the Union that represents you, entered into a Memorandum of Understanding whereby employees in the above groups who have to stay home as a result of H1N1 flu-like symptoms during the 2009-2010 year, will still be able to earn the full match to their tax-sheltered annuity.

If your absence is due to H1N1 flu-like symptoms, please complete this form and send it directly to JR Shaffer in Human Resources. You DO NOT need a doctor's note verifying your absence for this reason. These documented absences will NOT count against the unused sick leave match. Please comply with the MDPH guidelines.

When to stay home:

1. Stay home if you have a fever greater than 100° and/or a sore throat or cough.
2. Stay home until your fever has been gone for at least 24 hours without the use of a fever reducing medication.
3. Stay home for 7 days if you have a fever greater than 100° and/or a cough or sore throat AND you work in a program for children that are between the ages of birth - five or in a program with medically fragile children.

**Memorandum of Understanding between the
School Board of ISD #191
And the
Burnsville Association of Educational Assistants**

WHEREAS, the collective bargaining agreement between the Burnsville Association of Educational Assistants and the School Board of ISD #191 expired June 30, 2009

and

WHEREAS, the terms and conditions of employment remain in effect until a new agreement has been ratified

and

WHEREAS, the District wants to comply with the directives issued by the Minnesota Department of Public Health with regards to the H1N1 influenza pandemic

and

WHEREAS, the District has directed all members of the Burnsville Association of Educational Assistants to comply with the Minnesota Department of Health guidelines with regards to staying home if experiencing H1N1 flu-like symptoms

and

WHEREAS, the District wishes to hold harmless all members of the Burnsville Association of Educational Assistants who comply with the Minnesota Department of Health directives and stay home for the required length of time, ARTICLE XIV RETIREMENT, Section 2. Plan B. subdivision 2 and subdivision 3 of the Master Agreement will be held in abeyance, such that members of the BAEA who must be absent due to H1N1 flu-like symptoms will earn the full match to their tax-sheltered annuity for the 2009-2010 school year.

In order to be eligible for the full match, BAEA employees must attest that their absence was due to H1N1 flu-like symptoms.

Signature/Date

Signature/Date

**Memorandum of Understanding between the
School Board of ISD #191
and the
Association of Clerical Employees**

WHEREAS, the collective bargaining agreement between the Association of Clerical Employees and the School Board of ISD #191 expired June 30, 2009

and

WHEREAS, the terms and conditions of employment remain in effect until a new agreement has been ratified

and

WHEREAS, the District wants to comply with the directives issued by the Minnesota Department of Public Health with regards to the H1N1 influenza pandemic

and

WHEREAS, the District has directed all ACE employees to comply with the Minnesota Department of Health guidelines with regards to staying home if experiencing H1N1 flu-like symptoms

and

WHEREAS, the District wishes to hold harmless employees who comply with the Minnesota Department of Health directives and stay home for the required length of time, ARTICLE XIV RETIREMENT, Section 2. Plan B. Subdivision 3. and Subdivision 4. of the Master Agreement will be held in abeyance, such that ACE members who must be absent due to H1N1 flu-like symptoms will earn the full match to their tax-sheltered annuity for the 2009-2010 school year.

In order to be eligible for the full match, ACE members must attest that their absence was due to H1N1 flu-like symptoms.

Signature/Date

Signature/Date



AGENDA ITEM: IV.D.

To: Members of the Board of Education
Superintendent Randy Clegg

From: Sue Grissom
Executive Director of Human Resources

Date: October 22, 2009

RE: **Approve additional staffing to address elementary class size**

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE AN ADDITIONAL 1.84 FTES TO ADDRESS AVERAGE ELEMENTARY CLASS SIZES THAT EXCEED 30

Discussion:

There are three schools that have one or more grade levels with an average class size that exceeds 30. Sixth grade at Pond has an average class size of 32, Sioux Trail has an average third grade class size of 31 and an average fifth grade class size of 32.5. William Byrne has an average class size of 30.5 in 6th grade. It is recommended that the board approve an additional 1.85 FTES to reduce class sizes at these schools. Pond would receive .5 FTE, Sioux Trail would receive a 1.0, and Paul McDowall would receive a .35 which equates to a 6.5 hour educational assistant. Each principal has been contacted and the solutions recommended here are those that the principal at each site identified as the most beneficial. The additional staffing exceeds the allocation based on enrollment. However it is recommended that the board make the addition to address those class sizes that exceed 30.

Average elementary class size across the district for all grades will then range from 20.2 at kindergarten to 25.5 in sixth grade. Individual class sizes of course vary.