



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
April 7, 2011
6:30 PM

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance
- C. Roots & Wings Program at Sky Oaks Elementary
- D. Empty Bowls Event

II. Business Meeting

- A. Approval of 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. Meeting Minutes 3
- 2. Human Resources 6
- 3. Donation of \$50 from Deb Cutsinger & Jaime Rennich to Sioux Trail Elementary; \$39 from Kathryn Rosecrans to Gideon Pond Elementary; 144 Road Atlas valued at \$720 from AAA to Sioux Trail Elementary; \$1,600 from Dakota Electric Association to the BHS Scholarship Fund; \$5,000 from the Burnsville Lions Club to the BHS Scholarship Fund; \$500 from Friends of McColl Pond to Hidden Valley Elementary; \$100 to the BHS FACS department from an anonymous donor; \$6,000 from the Kopp Family Foundation to the BHS Scholarship Fund; and \$1,000 from the Minnesota State High School League Foundation to the BHS Hall of Fame. 8
- 4. Approve an extended field trip to Columbus, Ohio for the Metcalf Chess Club on April 14-19, 2011 17
- 5. Cancel Board Listening Session scheduled for May 5, 2011 for board members to attend the John Coskran Volunteer Awards

6. Approve job descriptions and filling the positions	19
7. Schedule a Board Retreat on "Aligning Efforts to Achieve 21st Century Learning Goals" for Tuesday, April 19, 2011 from 5:30 p.m. to 9:30 p.m. at the Oak Ridge Conference Center	47
III. New Business	
A. Approve the District's Integration Plan and FY12 Integration Budget (20 minutes) (Chance)	48
B. Approve adjusted kindergarten start date for the 2011-2012 SY (10 minutes) (Lindholm)	76
C. Approve late start days for the 2011-2012 SY (10 minutes) (Lindholm)	77
D. Approve health insurance composite rates for the 2011-2012 SY (10 minutes) (Rider)	79
E. Approve dental insurance rates for the 2011-2012 SY (10 minutes) (Rider)	81
F. Adopt a resolution proposing to place Continuing Contract Teachers on Unrequested Leave of Absence at the conclusion of the 2010-2011 school year (10 minutes) (Chance)	82
G. Adopt a resolution relating to the Termination of Teaching Contracts for the following Long Term Substitute Teachers effective at the close of the 2010-2011 school year (5 minutes) (Chance)	86
H. Adopt a resolution relating to the Termination and Nonrenewal of that portion of teaching contracts in excess of 1.0 at the conclusion of the 2010-2011 school year (5 minutes) (Chance)	88
I. Adopt a resolution relating to the Termination and Nonrenewal of the Teaching Contracts of Probationary Certified Personnel at the close of the 2010-2011 school year (5 minutes) (Chance)	89
IV. Reports	
A. Student Advisor	
B. Superintendent	
C. Board Members	
V. Adjourn	

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 March 17, 2011

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

Call to Order

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

Attendance

Chair Hill welcomed the audience and asked Director Morrison to lead the Pledge of Allegiance.

Pledge of Allegiance

Board members recognized BHS senior Sharmila Ahmed for her many outstanding accomplishments. She was selected to receive this year's Athena Award (top female athlete at BHS), recently won the Minnesota State High School Nordic Ski individual championship, and is also a Triple "A" award winner for her accomplishments in academics, arts and athletics.

Public Recognition

Burnsville High School Principal Dave Helke provided a brief report on college credit opportunities that are available through the school. Seniors Tevin Jones and Annie Ayres spoke about their experience with these programs and how it has helped them and others to prepare for college while earning college credits in a high school setting.

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

Agenda

Moved by Director Currier, seconded by Director Schmid, to approve the consent agenda.

Consent Agenda

- Minutes of the March 3, 2011 board meeting
- Personnel changes J. Bartholow, D. Erdall, C. Nurmela, K. Aars, C. Gores, A. Niemiec, M. Orlich-Sullivan, T. Bennett, A. Chamberlain, H. Cynor, K. Fey, C. Gutterman, A. Hayes, B. Johnston, T. Meyer, M. Meyerhofer, P. Mogart, S. Orth, M. Theis, K. VanVooren, J. Worshek, C. Kothe, A. Cadwell, K. Campen, L. Collins, M. Dundon, J. Sheil, D. Yates
- Donations of \$12.48 from Scott Galvin, \$105 from Brionne Sillman, and \$36 from Robin Swanson to support the Literacy Library at Hidden Valley; \$3,503 in cash and in-kind donations to

Minutes
 HR Report

Donations

<p>the BrainPower in a BackPack program; and \$100 from Joe and Deb Rugnetta to the Eagle Ridge Media Center</p>	
<ul style="list-style-type: none"> - Approve February payroll checks numbered 715363-715456, and Direct Deposit notices numbered 422094-425444, in the net amount of \$3,878,766.19. February and March claims to date represented by checks numbered 405969-406636, 1002420-1002596, 100467-100470 and wire transfers and adjustments totaling \$7,294,887.05. Also, that the Board accepts February receipts of \$9,104,602.92 and investments for General Operations and Alt. Facilities and OPEB of \$17,575,714.53 as of February 28, 2011. 	<p>Payroll, Claims and Receipts</p>
<ul style="list-style-type: none"> - Accept the Budget Analysis for the Month ending February 28, 2011 	<p>Budget Analysis</p>
<ul style="list-style-type: none"> - Approve an extended field trip for the BHS Winter Drumline to Dayton, OH April 13-17, 2011 	<p>Extended Field Trip</p>
<ul style="list-style-type: none"> - Approve an extended field trip for the BHS International Travel Club to Costa Rica, March 25-April 3, 2011 	<p>Extended Field Trip</p>
<ul style="list-style-type: none"> - Approve job description for Communications Coordinator and filling the position of Communications Coordinator 	<p>Job Description</p>
<p>Chair Hill made special mention of the generous donation. Motion carried unanimously (7,0).</p>	
<p>Moved by Director Morrison, seconded by Director Sweep, to approve the resolution authorizing the issuance, awarding the sale, prescribing the form and details and providing for the payment of \$16,575,000 General Obligation Alternative Facilities Bonds, Series 2011A. A roll call vote was taken and the motion carried unanimously (7,0 with Directors Currier, Hill, Luth, Morrison, Schmid, Sweep and Teiken voting in favor, none opposed).</p>	<p>Bond Sale</p>
<p>Moved by Director Currier, seconded by Director Luth, to approve the bid award for Burnsville High School Phase I Deferred Maintenance to Jorgenson Construction, Inc. with a base bid of \$7,848,000 and total contract amount of \$8,245,000 including alternates 1, 2, 3, 4, and 6. Motion carried unanimously (7,0).</p>	<p>Bid Award</p>
<p>Preliminary guidelines and assumptions for development of the 2011-12 General Fund Budget were presented by Lisa Rider, Executive Director of Business Services. She indicated that the projected year-end enrollment numbers will be used for planning; a 0% change in the general education formula will be assumed; and, general fund expenditures will be adjusted for inflation. A significant decrease in funding must also be factored in since ARRA funds will no longer be available. The 2011-12 budget must be adopted by June 30.</p>	<p>Preliminary Guidelines & Assumptions</p>

Moved by Director Morrison seconded by Director Teiken, to award the contract for group medical insurance high deductible plan effective for 7/1/11 to Medica. Motion carried unanimously (7,0).

Group Medical Insurance Plan

Moved by Director Luth, seconded by Director Teiken, to adjourn to a Board Workshop at 7:42 p.m.

Adjourn

Daniel W. Luth, Clerk

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

TO: Members, Board of Education
Randall Clegg, Superintendent

FROM: Tania Z. Chance, Ph.D., Executive Director Human Resources

DATE: April 7, 2011

RE: Recommended Personnel Changes

**Certified
Appointment**

Todd Larsen *Replacement-Long term substitute, BHS, effective 3/22/11

Jennifer Purdy-Erdahl -Replacement-Long term substitute, NJH, effective 3/17/11

Elaine Vezina -Replacement-Long term substitute, ST, effective 3/21/11

Contract Modification

Margaret Challgren *Teacher, ERJH, requests a permanent .8 FTE contract, effective 2011/12 school year

Jennifer McDevitt *Teacher, BHS, requests a permanent .8 FTE contract, effective 2011/12 school year

Leave of Absence

Larry Hoffer -Teacher, NJH, requests a 1.0 FTE medical leave, effective 2/14/11

Resignation

Bonnie Houck -Teacher (currently on leave), effective 6/10/11

Return from Leave

Amy Hanson -Teacher, SO, requests to return from .25 FTE general leave, working 1.0 FTE, effective 2011/12 school year

Julie Kugler -Teacher, Neill, requests to return from .25 FTE general leave, working 1.0 FTE, effective 2011/12 school year

Maria Ruhland -Teacher, SO, requests to return from .5 FTE general leave, working 1.0 FTE, effective 2011/12 school year

Pamela Weiers -Teacher, MWS, requests to return from .5 FTE general leave, working 1.0 FTE, effective 2011/12 school year

Termination

Cindy Christiansen

*Occupational Therapist, ECSE, effective end of 2010/2011 school year

Anne Gant

*Occupational Therapist, MWS, effective end of 2010/11 school year

Classified**Layoff**

Ivette Izea Martinez

*Cultural Liaison, Districtwide, effective end of 2010/11 school year

Cynthia Espinoza

*Cultural Liaison, Districtwide, effective end of 2010/11 school year

Ayan Esse

*Cultural Liaison, Districtwide, effective end of 2010/11 school year

Resignation

Amanda Carrick

-2nd Cook, ERJH, effective 3/18/11

Brandee Davis

-2nd Cook, VV, effective 3/18/11

Hoodo Hassan

-Cultural Liaison, NJH, effective 2/15/11

Retirement

Jo-Anna Antonucci

*EA (currently on leave), after 29 years in the District, effective 4/7/11

Charlene Hatfield

*Food Service Secretary, after 33 years in the District, effective 4/29/11

Community Education**Termination**

Stephanie Bursey

*Program Associate (currently on leave), effective 4/7/11

TO: Board of Education II.B.3
Dr. Randall Clegg, Superintendent

FROM: Taber Akin, Principal – Sioux Trail School

DATE: March 17, 2011

RE: Donation

Sioux Trail received the following donation from Deb Cutsinger and Jaime Rennich to be used for Mrs. Boche's first grade classroom.

I request that the following donation be accepted by our district for Sioux Trail Elementary School:

Deb Cutsinger & Jaime Rennich \$ 50.00

DATE: March 8, 2011

II.B.3

TO: Superintendent Clegg
Board of Education

FROM: Laura Pierce, Principal

RE: Rosecrans donation

I recommend the Board of Education recognize and accept the donation of \$39.00 received from Mrs. Kathryn Rosecrans through the Wells Fargo Community Support campaign. The donation will be used to enhance the learning opportunities for our students.

I am grateful for the generous support from Mrs. Rosecrans.

TO: Board of Education II.B.3
Dr. Randall Clegg, Superintendent

FROM: Taber Akin, Principal – Sioux Trail School

DATE: March 17, 2011

RE: Donation

Sioux Trail received the following donation from AAA.

I request that the following donation be accepted by our district for Sioux Trail Elementary School:

144 – 2009 Road Atlas for classroom use 5.00

Approx. Value \$720.00

Contact Information:

Sue Bundy
AAA
600 W. Travelers Trail
Burnsville, MN 55337-2518



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: March 21, 2011
RE: Donation

Please accept the donation of \$1600 to the BHS Scholarship Fund from Dakota Electric Association.

Dakota Electric Association
Attention LaDonna Boyd
4300 220th St. West
Farmington, MN 55024-9583



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: March 21, 2011
RE: Donation

Please accept the donation of \$5000 to the BHS Scholarship Fund from the Burnsville Lion's Club.

**Burnsville Lion's Club
Gaming Account
12220 Villaburne Dr.
Burnsville, MN 55337**

To: Dr. Randall Clegg

II.B.3

From: Jon Bonneville, Principal

Date: March 23, 2011

RE: Donation

It is my recommendation that the School Board of Independent School District #191 accept this check from Friends of McColl Pond donation in the amount \$500.00. These funds will be used to purchase items for Hidden Valley's all school field trip on May 20th, 2011.

Hidden Valley appreciates Friends of McColl Pond's support.

Friends of McColl Pond
Community Park
13550 Dakota Ave.
Savage, MN 55378



II.B.3

TO: Dr. Clegg
FROM: Dave Helke
DATE: March 24, 2011
RE: Donations

Beth Asfeld of the BHS FACS department received an anonymous cash donation of \$100 on March 14, 2011 to be “used where most needed”. It will be used to buy fabric and supplies for the Sewing & Creative Stitchery class which will be completing a nine-patch quilt to be donated to the community this spring.



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: March 28, 2011
RE: Donation

Please accept the donation of \$6,000 to the BHS Scholarship Fund from the Kopp Family Foundation.

Kopp Family Foundation
Attention Lindsey Lang
8400 Normandale Lake Boulevard
Suite 1450
Bloomington, MN 55437



II.B.3

TO: Dr. Clegg
FROM: Dave Helke
DATE: April 6, 2011
RE: Donation

Please accept a donation of \$1000 to Burnsville High School to be used specifically for the BHS Hall of Fame from the Minnesota State High School League Foundation.

MSHSL Foundation
Dave Stead
2100 Freeway Blvd.
Brooklyn Center, MN 55430



AGENDA II-B-4
April 7, 2011

TO: Members of the School Board

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

DATE: April 7, 2011

RE: Metcalf Chess Club Extended Field Trip to Columbus, OH.

RECOMMENDATION: That the School Board approve an extended field trip for Metcalf chess students to participate in the National Junior High Chess Championship April 14-19, 2011 and waive the policy requirement which limits student absences to 3 days.

This proposed extended field trip conforms with board policy except for the 4-day absence. Because a policy exception is requested, School Board action is required. We recommend approval.

LKR/mp

Attachment: Proposal



TO: Members, Board of Education Agenda Item II.B.5
April 7, 2011

FROM: Randy Clegg, Superintendent

DATE: April 7, 2011

RE: Cancel Board Listening Session

Recommendation: That the Board of Education listening session scheduled for May 5, 2011 at 5:30 p.m. be cancelled so all Board members may attend the John Coskran Volunteer Award Reception.



To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item II.B.6
April 7, 2011

From: Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Date: April 7, 2011

RE: Approve New Job Descriptions

Recommendation: That the Board of Education approve job descriptions and filling the positions for Technology Specialist- Level II, SPED Supervisors, and SPED Clerk, Director of Instruction and the revised job descriptions for the Executive Director of Individualized Student Services and the Director of Curriculum.

Discussion:

Previously, the Director of Planning & Information Technology received support from a Level 7B Technical Assistant; this position was recently vacated and remains unfilled to date. With the increased demands in the field of technology it was determined that the Director of Planning & Information Technology remains in need of support and that the support needed includes technical assistance as well as other services in order to meet the needs of the department and its customers. Enclosed is a new job description for the open position that has been revised into a Technology Specialist- Level II to be considered for Board approval.

The District has been carefully examining its organizational structure and has engaged in the fiscally responsible and sustainable realignment of resources for improved student achievement. Opportunities to right-size the organization have been identified across the Special Education Department and the Teaching & Learning Department. New and revised descriptions that reflect the realignment of these departments are enclosed to be considered for Board approval.

**ISD # 191 Job Description
(INFOTECHSPEC2)
JOB TITLE: Information Technology Specialist - Level II**

Exempt (Y/N): Yes

DATE: April 7, 2011

DEPARTMENT: Technology

OCC NUMBER:

SUPERVISOR: Director of Planning & Information Technology

SUMMARY: To provide technical support, manage technology, and deliver workshops and technical trainings in a customer-oriented fashion to all staff. Assist with providing a culturally inclusive and welcoming environment by performing the following duties.

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

- **Technical Support.** Provides technical support on a range of complex hardware and software solutions. Supports and maintains the NEC Univerge SV8500 IP Phone and Voicemail system; including related call tracking, accounting operations, and procedures; 911 database programming and maintenance. Printer installations, reassignments, rights, and driver maintenance. Installs, supports, and troubleshoots applications including Microsoft Outlook, Word, Excel, Access, Adobe products, Filemaker, Quickview, TIES etc. Serves as backup support for district departmental software applications.
- **Technology Management.** Interprets and applies technical and user manuals; prepare written and electronic communications and reports. Utilizes LANDesk management suite for provisioning, remote workstation control, and reporting. Maintains and supports document management system and new implementation setup as required. Participate in Data Storage Special Interest Group to develop application enhancement requests. Functions as primary system account administrator to create and maintain staff and student network, email, web, business intelligence systems, iContentdocument-management system, and TIES accounts including ensuring proper rights, access, group lists.
- **Help Desk.** Administers IT Direct Help Desk requests: resolves requests, or routes to appropriate technical support staff. Customizes interface, queries, and provides technical support for building leads. Creates weekly monthly report for Director, identifies trend issues and works with department staff to reduce eliminate issues.
- **Training.** Develop and provide workshops and technical training. Administer ad hoc training as necessary on systems for users as needs arise.

SUPERVISORY RESPONSIBILITIES: This position has no supervisory responsibilities.

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: Associate's Degree in an information technology related field plus four years of applicable experience is required. A Bachelor's Degree in an information technology related field with 2 years of applicable experience preferred. Microsoft Certified System Engineer (MCSE); Microsoft Certified System Administrator (MCSA); CompTIA A+ certifications are preferred.

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, clients, customers, and the general public.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

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:

- Knowledge of a broad range of current and emerging information technology including: software, operating systems, telecommunications, database, and hardware available to be applied to agency needs
- Ability to analyze and apply methods/tools to solve complex information system problems
- Ability to analyze current and emerging technology to evaluate and recommend improved and potential uses
- Ability to prepare and present effective written or oral information for both technical and non-technical staff at all levels
- Maintain confidentiality of sensitive information
- Ability to self-direct work to meet deadlines and strive toward exceeding expectations
- Strong customer service skills
- Ability to develop and provide workshops and technical training
- Commitment to cultural competence and intercultural relations

- Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices and emerging technologies in the field of information technology
- Interpersonal and communication 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 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.

**ISD #191 Job Description
(SPEDSUPISS) – Early Childhood Special Ed Cluster
JOB TITLE: Special Education Supervisor, Individualized Student Services**

Exempt (Y/N): Yes	DATE: April 7, 2011
DEPARTMENT: Special Education	OCC NUMBER:
SUPEVISOR: Executive Director, Individualized Student Services	

SUMMARY: To plan, coordinate, and supervise special education and related services staff assigned to the ECSE cluster. Provide instructional and program leadership for special education programs and services for students with disabilities in cluster schools to ensure compliance with federal and state laws and regulation. Provide leadership as assigned to district level programs and services. Assists with providing a culturally inclusive and welcoming environment by performing the following duties.

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

Selection and retention of special education personnel: plans and recommends staffing requirements for special education and related services personnel. Screens, interviews, and recommends certified and non certified staff for employment. Provides for recruitment, mentorship, and retention of special education personnel.

Supervision and evaluation of staff: provides orientation to new staff and substitutes as well as ongoing staff development based upon identified needs. Evaluates personnel in accordance with District policies and procedures. Develops action plans to address employee performance issues, collaborating with other administrators when appropriate. Leads, schedules, and administers programs and individuals in special education assigned to the cluster.

Monitors student data: Supervises the identification, evaluation, and program planning and review of infants and toddlers with disabilities in assigned cluster. Reviews student achievement data, building data, and monitors special education IEP goals/objectives. Ensures accurate collection of federal child count for the cluster. Conducts program evaluation and data analysis to improve special education.

Budget Oversight: Assists the Executive Director in the equitable distribution of resources including allocation for instructional materials, third party billing, etc.

Parent, community and staff relations: communicates with parents, school personnel and representatives of outside agencies and organizations on special education issues. Serves on assigned district interagency committees. Facilitates formal and informal dispute resolution processes through training, coaching, and direct participation. Facilitates development of parent support groups and a program advisory committee.

Program development: supervises and evaluates assigned special education programs, including providing leadership and direction to staff. Allocates resources to various

programs based upon special education needs of learners. Administers federal funds and other outside funded projects within special education program guidelines. Supervises contractual agreements with other agencies that provide special education and related services within assigned special education programs. Develops interagency agreements to support early childhood programs such as HeadStart.

Collaborates with district administrators to achieve systems improvements: provides leadership in the use of scientifically based researched practices to deliver special education services and programs. Works collaboratively with community education to promote inclusion programming.

Coaching and staff leadership for early intervention: provides critical coaching and leadership to staff to help ensure educational equity and early intervention during the pre-referral process and support the implementation of instructional and behavioral Response to Intervention.

SUPERVISORY RESPONSIBILITIES: Supervises special education and related services staff assigned to the cluster.

QUALIFICATIONS: 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: Current valid MN Special Education Director Administrative License or in process. A minimum of a graduate degree in special education or related area and at least three years experience in special education, and one year of administrative or supervisory experience in special education; or an equivalent combination of education, training and/or experience necessary to successfully perform the essential functions of the position.

LANGUAGE SKILLS: Ability to read, analyze, and interpret the most complex documents including technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the community. Ability to make effective and persuasive presentations on controversial or complex topics to employees, educators, parents, community organizations and top management. Ability to effectively facilitate conflict resolution.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to collect and analyze data. Ability to develop and understand and monitor budgets and State reports.

REASONING ABILITY: Ability to understand and interpret complex federal and state laws and apply them. Ability to define problems, collect data, establish facts, and draw valid conclusions.

CERTIFICATES, LICENSES, REGISTRATIONS: Driver's license; Minnesota Special Education Director's license.

OTHER SKILLS and ABILITIES:

- Ability to use a computer along with office software packages.
- Ability to maintain regular attendance and be self-directed.
- Ability to speak publicly and persuasively.
- Demonstrate leadership skills.
- Excellent verbal, writing, and interpersonal skills.
- Thorough understanding of special education laws and rules.
- Knowledge base of all disability areas.
- Thorough understanding of teaching and learning for students with disabilities including a strong foundation in state standards, literacy and math.
- Ability to deliver professional development.
- Ability to connect with students and families from a variety of educational, economic and cultural backgrounds.
- Understanding of raising achievement for all students.
- Understanding and deinstitutionalization of systemic practices responsible for the overrepresentation of students of color in special education.
- Commitment to cultural competence and intercultural relations.
- Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.
- Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices in the field of special education to implement.
- Ability and willingness to follow District rules and policies.
- Ability and willingness to follow directives from supervisors.

PHYSICAL DEMANDS: The physical demands 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 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus. The employee frequently drives to schools.

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. When it is necessary to drive to schools, the employee is exposed to outside weather conditions. The noise level in the work environment is usually quiet, but can be loud, depending on the student population.

**ISD #191 Job Description
(SPEDSUPISS) Regional Cluster
JOB TITLE: Special Education Supervisor, Individualized Student Services**

Exempt (Y/N): Yes	DATE: April 7, 2011
DEPARTMENT: Special Education	OCC NUMBER:
SUPEVISOR: Executive Director, Individualized Student Services	

SUMMARY: To plan, coordinate, and supervise special education and related services staff assigned to a cluster. Provide instructional and program leadership for special education programs and services for students with disabilities in cluster schools to ensure compliance with federal and state laws and regulation. Provide leadership as assigned to district level programs and services. Assists with providing a culturally inclusive and welcoming environment by performing the following duties.

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

Selection and retention of special education personnel: plans and recommends staffing requirements for special education and related services personnel. Screens, interviews, and recommends certified and non certified staff for employment. Provides for recruitment, mentorship, and retention of special education personnel. Depending on the position, this occurs in partnership with cluster building administrators.

Supervision and evaluation of staff: provides orientation to new staff and substitutes as well as ongoing staff development based upon identified needs. Evaluates personnel in accordance with District policies and procedures. Develops action plans to address employee performance issues, collaborating with other administrators when appropriate. Leads, schedules, and administers programs and individuals in special education assigned to the cluster.

Monitors student data: Supervises the identification, evaluation, and program planning and review of children and youth with disabilities in assigned cluster. Reviews student achievement data, building data, and monitors special education IEP goals/objectives. Ensures accurate collection of federal child count for the cluster. Conducts program evaluation and data analysis to improve special education.

Budget Oversight: Assists the Executive Director in the equitable distribution of resources including allocation for instructional materials, third party billing, etc.

Parent, community and staff relations: communicates with parents, school personnel, and representatives of outside agencies and organizations on special education issues. Serves on assigned district interagency committees. Facilitates formal and informal dispute resolution processes through training, coaching, and direct participation.

Program development: supervises and evaluates assigned special education programs, including providing leadership and direction to staff. Allocates resources to various programs based upon special education needs of learners. Administers federal funds and other outside funded projects within special education program guidelines. Supervises contractual agreements with other agencies that provide special education and related services within assigned special education programs.

Collaborates with district administrators to achieve systems improvements: provides leadership in the use of scientifically based researched practices to deliver special education services and programs.

Coaching and staff leadership for early intervention: provides critical coaching and leadership to staff to help ensure educational equity and early intervention during the pre-referral process and support the implementation of instructional and behavioral Response to Intervention.

SUPERVISORY RESPONSIBILITIES: Supervises special education and related services staff assigned to the cluster. Assists building administrators in the supervision of special education staff in cluster school sites.

QUALIFICATIONS: 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: Current valid MN Special Education Director Administrative License or in process. A minimum of a graduate degree in special education or related area and at least three years experience in special education, and one year of administrative or supervisory experience in special education; or an equivalent combination of education, training and/or experience necessary to successfully perform the essential functions of the position.

LANGUAGE SKILLS: Ability to read, analyze, and interpret the most complex documents including technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the community. Ability to make effective and persuasive presentations on controversial or complex topics to employees, educators, parents, community organizations and top management. Ability to effectively facilitate conflict resolution.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to collect and analyze data. Ability to develop and understand and monitor budgets and State reports.

REASONING ABILITY: Ability to understand and interpret complex federal and state laws and apply them. Ability to define problems, collect data, establish facts, and draw valid conclusions.

CERTIFICATES, LICENSES, REGISTRATIONS: Driver's license; Minnesota Special Education Director's license.

OTHER SKILLS and ABILITIES:

- Ability to use a computer along with office software packages.
- Ability to maintain regular attendance and be self-directed.
- Ability to speak publicly and persuasively.
- Demonstrate leadership skills.
- Excellent verbal, writing, and interpersonal skills.
- Thorough understanding of special education laws and rules.
- Knowledge base of all disability areas.
- Thorough understanding of teaching and learning for students with disabilities including a strong foundation in state standards, literacy and math.
- Ability to deliver professional development.
- Ability to connect with students and families from a variety of educational, economic and cultural backgrounds.
- Understanding of raising achievement for all students.
- Understanding and deinstitutionalization of systemic practices responsible for the overrepresentation of students of color in special education.
- Commitment to cultural competence and intercultural relations.
- Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.
- Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices in the field of special education to implement.
- Ability and willingness to follow District rules and policies.
- Ability and willingness to follow directives from supervisors.

PHYSICAL DEMANDS: The physical demands 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 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus. The employee frequently drives to schools.

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. When it is necessary to drive to schools, the employee is exposed to outside weather conditions. The noise level in the work environment is usually quiet, but can be loud, depending on the student population.

**ISD #191 Job Description
(SPEDSUPISS) – Secondary Cluster
JOB TITLE: Special Education Supervisor, Individualized Student Services**

Exempt (Y/N): Yes	DATE: April 11, 2011
DEPARTMENT: Special Education	OCC NUMBER:
SUPEVISOR: Executive Director, Individualized Student Services	

SUMMARY: To plan, coordinate, and supervise special education and related services staff assigned to the secondary cluster. Provide instructional and program leadership for special education programs and services for students with disabilities in cluster schools to ensure compliance with federal and state laws and regulation. Provide leadership as assigned to district level programs and services. Assists with providing a culturally inclusive and welcoming environment by performing the following duties.

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

Selection and retention of special education personnel: plans and recommends staffing requirements for special education and related services personnel. Screens, interviews, and recommends certified and non certified staff for employment. Provides for recruitment, mentorship, and retention of special education personnel. Depending on the school site, this occurs in partnership with cluster building administrators.

Supervision and evaluation of staff: provides orientation to new staff and substitutes as well as ongoing staff development based upon identified needs. Evaluates personnel in accordance with district policies and procedures. Develops action plans to address employee performance issues, collaborating with other administrators when appropriate. Leads, schedules, and administers programs and individuals in special education assigned to the cluster. Oversees administration of the District Care and Treatment schools.

Monitors student data: Supervises the identification, evaluation, and program planning and review of children and youth with disabilities in assigned cluster. Reviews student achievement data, building data, and monitors special education IEP goals/objectives. Ensures accurate collection of federal child count for the cluster. Conducts program evaluation and data analysis to improve special education. Develops a building improvement plan for the BEST transition program and participates on the District Improvement Team.

Budget Oversight: Assists the Executive Director in the equitable distribution of resources including allocation for instructional materials, third party billing, etc.

Parent, community and staff relations: communicates with parents, school personnel, and representatives of outside agencies and organizations on special education issues. Serves on assigned district interagency committees such as the Dakota County

Community Transition Interagency Committee (CTIC). Facilitates formal and informal dispute resolution processes through training, coaching, and direct participation.

Program development: supervises and evaluates assigned special education programs, including providing leadership and direction to staff. Allocates resources to various programs based upon special education needs of learners. Administers federal funds and other outside funded projects within special education program guidelines. Supervises contractual agreements with other agencies that provide special education and related services within assigned special education programs.

Collaborates with district administrators to achieve systems improvements: provides leadership in the use of scientifically based researched practices to deliver special education services and programs.

Coaching and staff leadership for early intervention: provides critical coaching and leadership to staff to help ensure educational equity and early intervention during the pre-referral process and support the implementation of instructional and behavioral Response to Intervention.

SUPERVISORY RESPONSIBILITIES: Supervises special education and related services staff assigned to the cluster. Assists building administrators in the supervision of special education staff in cluster school sites.

QUALIFICATIONS: 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: Current valid MN Special Education Director Administrative License or in process. A minimum of a graduate degree in special education or related area and at least three years experience in special education, and one year of administrative or supervisory experience in special education; or an equivalent combination of education, training and/or experience necessary to successfully perform the essential functions of the position.

LANGUAGE SKILLS: Ability to read, analyze, and interpret the most complex documents including technical journals, financial reports, and legal documents. Ability to respond to common inquiries or complaints from customers, regulatory agencies, or members of the community. Ability to make effective and persuasive presentations on controversial or complex topics to employees, educators, parents, community organizations and top management. Ability to effectively facilitate conflict resolution.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to collect and analyze data. Ability to develop and understand and monitor budgets and State reports.

REASONING ABILITY: Ability to understand and interpret complex federal and state laws and apply them. Ability to define problems, collect data, establish facts, and draw valid conclusions.

CERTIFICATES, LICENSES, REGISTRATIONS: Driver's license; Minnesota Special Education Director's license.

OTHER SKILLS and ABILITIES:

Ability to use a computer along with office software packages.

Ability to maintain regular attendance and be self-directed.

Ability to speak publicly and persuasively.

Demonstrate leadership skills.

Excellent verbal, writing, and interpersonal skills.

Thorough understanding of special education laws and rules.

Knowledge base of all disability areas.

Thorough understanding of teaching and learning for students with disabilities including a strong foundation in state standards, literacy and math.

Ability to deliver professional development.

Ability to connect with students and families from a variety of educational, economic and cultural backgrounds.

Understanding of raising achievement for all students.

Understanding and deinstitutionalization of systemic practices responsible for the overrepresentation of students of color in special education.

Commitment to cultural competence and intercultural relations.

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

Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices in the field of special education to implement.

Ability and willingness to follow District rules and policies.

Ability and willingness to follow directives from supervisors.

PHYSICAL DEMANDS: The physical demands 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 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus. The employee frequently drives to schools.

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. When it is necessary to drive to schools, the employee is exposed to outside weather conditions. The noise level in the work environment is usually quiet, but can be loud, depending on the student population.

**ISD # 191 Job Description
(ACE3A)
JOB TITLE: Special Education Due Process Clerk**

Exempt (Y/N): No
DEPARTMENT: Special Education
SUPERVISOR: Special Education Administrator

DATE: April 7, 2011
OCC NUMBER: 3030

SUMMARY: Provide general clerical support to the special education cluster sites to ensure compliance with due process paperwork. Manage private student records and information in a timely manner under the direction of special education administrator. Assist with providing a culturally inclusive and welcoming environment by performing the following duties.

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

Maintains due process files – set up new student files, file private student paperwork, secures special education files, organizes files according to district procedures, shredding appropriate documents prior to transfer of files to district office, make plans HISTORIC in iPlan. Assist with tracking non-resident students and informing the person who is responsible for sending out tuition agreements.

Develops and maintains database management systems for student information: maintain student databases, rosters, maintain caseload lists, and ER annual dates, due process paperwork timelines and teacher information as directed.

Assist district evaluation team. Schedules Individual Education Program (IEP) Planning meetings – notify team members, arrange meeting location, send out meeting notice. Process new referrals to special education, scheduling referral meetings, maintain a log of referrals and actions taken, schedule an evaluation planning meeting, send out parent questionnaires, ensure that consents to release/obtain information are completed and filed. Ensure that all evaluation reports, information from outside sources, all meeting notices test protocols etc. are filed chronologically in the due process file.

Works with special education staff to process district paperwork such as: TIES forms for changes to IEP services, 3rd party billing, fiscal budgets, data collection for December 1st child count report, extended school year and transportation forms.

General Office & Other Duties. Photo copying, collating, word processing, faxing, creating forms, filing, ordering, organizing, answering the phone, taking messages, copy/mailing documents to other districts/schools/agencies upon request and release, contact previous schools for records, emailing communication, and mailing. Attend meetings and trainings on special education processes and procedures. Complete Personal Activity Report, Call for interpreters for special education meetings,

process test materials or supply orders, at the end of the school year organize files to be sent to receiving school for student transitioning to the next building.

SUPERVISORY RESPONSIBILITIES: This position has no supervisory responsibility.

QUALIFICATION REQUIREMENTS: Computer skills including word processing, spreadsheets, internet and web-base systems. Strong organizational and interpersonal skills. Experience with TIES I-Plan and special education due process procedures is preferred. Experience on various computer platforms required.

EDUCATION and/or EXPERIENCE: High school diploma or general education degree (GED).

LANGUAGE SKILLS: Ability to read and comprehend basic instructions, short correspondence, and memos. Ability to write basic correspondence. Ability to effectively present information in one-on-one and small group situations to customers, clients, and other employees in the organization.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

REASONING ABILITY: Ability to apply common sense understanding to carry out detailed yet uninvolved written or oral instructions. Ability to deal with problems involving a few concrete variables in standardized situations.

OTHER SKILLS and ABILITIES:

- Computer skills in word processing, database/spreadsheet development and maintenance, data processing and email.
- Ability to maintain regular attendance.
- Commitment to cultural competence and intercultural relations
- Interpersonal and communication 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 stand; walk; use hands to finger, handle, or feel objects, tools, or controls; and talk or hear. The employee frequently is required to sit. The employee is occasionally required to reach with hands and arms;

climb or balance; and stoop, kneel, or crouch. The employee must regularly lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance 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 moderate.

**ISD # 191 Job Description
(DIRINST)
Director of Instruction**

Exempt (Y/N): Yes

DATE: April 7, 2011

DEPARTMENT: Teaching & Learning

SUPERVISOR: Assistant Superintendent for Teaching & Learning

SUMMARY: To provide leadership and build systems to support staff, schools, and the district in increasing capacity to deliver appropriate instruction that allows all students to reach proficiency, meet or exceed expected growth each year, graduate from high school, and eliminate predictability in achievement through practices of educational equity. Provide leadership in creating a culturally competent and racially inclusive learning environment so that all students are successful. Lead the design and implementation of the district's instructional delivery and professional development in alignment with the district's operational plan and individual school improvement plans. Lead the design and implementation of the district's instructional methodology and professional development programs aligned with the district operational plan. Actively support district planning and improvement processes. Assists with providing a culturally inclusive and welcoming environment by performing the following duties.

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

- **Equity & Integration-** Provides leadership in the development and implementation of district-wide and institutional short and long range plans to foster educational equity and integration. Lead the Multi-District Collaboration Council and 191 District Equity Team meetings in designing a plan that satisfies the MN Desegregation Rule. Lead the budget allocation process and monitor expenditures of district integration revenue. Provide leadership and collaboration with constituent groups and stakeholders to develop and implement district-wide policies and accountability measures relative to inclusion and multicultural education. Collaborate with Department of Organizational Development in recruitment, hiring, and establishment and of a performance appraisal process for all staff that allows the district to retain only those who are culturally competent. Provide the vision, planning, and leadership to assure that the professional development needs of administrators, teachers, staff, and parents in the district relative to multicultural education, integration, and instructional equity. Collect, synthesize, monitor, and evaluate data that provides clear indication in the district's progress toward educational equity. Coordinate the AVID program. Actively participate in school visits to provide a lens of equity to data leadership teams. Build systems that ensure representation that is reflective of the school population in curricular academic programming such as AVID, AP, CIS, and Gifted & Talented by leading teams in the identification of specific strategies to increase identification, opportunities, and measures of support for underrepresented populations. Lead reviews of district and school policies and practices to ensure sound practices for educational equity
- **Instructional Leadership-** Build collaboration among central office personnel, school-based administrators, teachers, and community members to build consensus and support for quality curricular programs. Lead in the management and planning of magnet school/programs offered in the district which are designed to provide students with increased opportunities to engage in rigorous academic studies, explore areas of significant talent, and prepares students for continuing education beyond their high school careers. Lead teams in the

development of a research-based system of interventions that meets the academic and behavioral needs in getting students back on track in responsive ways and align academic programming to that system. Lead teams in the development of a research-based gifted education program which meets the academic and socio-emotional needs of a diverse student population. Liaison with the Assistant Superintendent for Teaching & Learning and Director of Curriculum to provide support to the English as a Second Language (ESL) program. Align resources that allow for the development of clear standards for student performance and strategies for transferring content knowledge and engaging students in ELL programming so that mastery of standards may be achieved and deliver necessary professional development to support this delivery. Lead the district's initiative to ensure that all students develop an individualized education plan with the involvement of parents.

- **School Improvement-** Facilitate continuous improvement process and provide coaching and support to principals. Oversee and monitor each school and department's improvement plans and/or goals, strategies, and timelines for continual improvement in moving toward meeting the needs of students and families. Align resources with board goals, and school / department plans in an equitable manner to meet the needs of all students.
- **Professional Development-** Develop and implement a comprehensive training and educational plan that is aligned with the district vision, mission, goals and district operational plan. Assist principals with developing a training and educational plan to meet the objectives of the school improvement plans. Create system-wide standards for all training and educational programs. Develop, maintain, and communicate a system for Professional Development to include leadership development for Teaching & Learning staff in partnership with the Director of Curriculum. Infuse opportunities for increasing levels of cultural proficiency across the system in curriculum and staff development as a means to affect quality and excellence in instruction and learning. Direct and facilitate ongoing professional development processes aligned to improvement plans. Oversee the implementation of the Q-Comp program. Collaborate with other team members, principals, and departments in planning professional development that ensures engagement of all students with the curriculum such as personalization of instruction, higher order thinking skills, developing meaningful relationships, technology integration, differentiation of instruction, and other sound practices of instruction for educational equity for new and existing staff. Assist Department of Organizational Development with the design and delivery of the New Teacher Induction program and staff development academy.
- **Departmental Leadership & Other-** When necessary, attend school board meetings in an advisory role and/or to present information. Assist with departmental processes and serve as an active team member of the Teaching & Learning team. Prepare presentations that articulate the vision and direction of department's efforts around the continual improvement of instructional delivery. Serve on District Leadership Team, and other committees, teams, and task forces as appropriate. Plan programs, manage budget, and supervise assigned staff; including regular performance evaluations.

SUPERVISORY RESPONSIBILITIES: This position supervises assigned staff.

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: Master's Degree in the field of education required. Fifth year college or university program certificate, preferably Ed. Specialist Certificate in

Curriculum and Instruction and Instruction/Educational Administration preferred.

LANGUAGE SKILLS: Ability to read, analyze, and interpret common scientific and 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 the school board.

MATHEMATICAL SKILLS: Ability to work with math concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to have a working understanding of mathematical operations such as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

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.

CERTIFICATES, LICENSES, REGISTRATIONS: Driver's License.

OTHER SKILLS and ABILITIES:

- Computer skills.
- Ability to evaluate curriculum.
- Group facilitation and leadership skills.
- Group presentation skills.
- Technical skills in assessment and evaluation.
- Ability to maintain regular attendance.
- Commitment to cultural competence and intercultural relations
- Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices and in the field of teaching and learning
- Interpersonal and communication 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 frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance 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
(DIRCUR)
Director of Curriculum**

Exempt (Y/N): Yes

DATE: April 7, 2011

DEPARTMENT: Teaching & Learning

SUPERVISOR: Assistant Superintendent for Teaching & Learning

SUMMARY: To provide leadership in the design and delivery of the district's curriculum development, instructional material selection process, and horizontal and vertical leadership teams so that all students are successful. Assure that curriculum is culturally responsive, effective, rigorous, aligned P-12, and well communicated. Actively support district planning and improvement processes in alignment with the district operational plan. Assist with providing a culturally inclusive and welcoming environment by performing the following duties.

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

- **Professional Development Planning:** Collaborate with the Director of Instruction to develop, communicate, and implement a comprehensive professional development plan that trains teachers to effectively deliver the board adopted curriculum. Identify program needs by collecting and interpreting data from a variety of sources. Develop program content and training materials in accordance with adult learning research and best practices. Identify, supervise and support internal and external trainers. Evaluate training programs for effectiveness. Adjust the professional development training plan to meet on-going needs around curriculum development and delivery. Integrate technology practices into professional development opportunities. Manage appropriate budgets to support training initiatives.
- **Curriculum Development & Leadership:** Lead, refine, and manage a current, research-based P-12 curriculum development process for all disciplines, gifted and talented education, English Language Learners, Title I efforts, and the District literacy plan. Develop and maintain the district curriculum management plan. Facilitate district curriculum development and improvement committees and curriculum management process. Align district curriculum with state/national/international standards and assessments. Collaborate on district leadership initiatives including district operational plan, policy monitoring reports, organizational improvement, referendum, etc. Actively participate in school visits to identify trends related to curriculum implementation. Facilitate district Curriculum Advisory Council. Communicate curriculum efforts with administration, Board, and parents. Publish the Annual Report on Curriculum, Instruction, and Student Achievement. Research and assess curricular programs that facilitate curricular program change and alignment. Lead district procurement of core instructional materials in accessible formats for all students. Measure program effectiveness and incorporate results into improvement strategies. Collaborate with

Director of Student Information and Assessment in the design and implementation of benchmark, end of semester, and end of course assessments. Collaborate with Director of Instruction in providing professional development related to program transformation & change. Provide curriculum and instruction information for district website, publications and site newsletters. Integrate use of technology into curriculum. Collaborate with Director of Technology relative to on-line curriculum repository and other classroom related technology initiatives. Coordinate on-line learning guidelines and criteria, monitor on-line learning pilots. Coordinate district grant seeking & writing efforts.

- **Research, Development and Measurement:** Provide research and best practice information for sites, programs, committees and trainings. Support principals with continuous improvement process by developing training opportunities to support strategic initiatives at sites. Develop assessments to and monitor strategic goals and initiatives, delivery of aligned curriculum, and work processes along with measuring the results. Use assessment results in strategic decision-making processes and to measure the effectiveness of adopted curriculum. Develop change processes to support curriculum leadership and training teams in decision-making, problem solving, goal setting, planning, and implementation. Monitor all district change initiatives, processes, timelines and impact of the change. Lead and supervise the instruction, instructional technology and media programming. Coordinate instructional program with curriculum resource instructors and principals. This includes maintaining program records for evaluation, budget and reporting, meeting with Curriculum Advisory Council and facilitating staff goal setting and decision making.
- **Adult and Student Learning:** Identify staff needs and lead the development of a comprehensive adult learning plan that provides up-to-date training for in-district staff. Identify and develop resources to support committee efforts. Coordinate training and training support for district initiatives including peer coaching (PLCs, Continuous Improvement Coaches, Mentors), program offerings (AVID, GT, STEM), instructional initiatives (responsive classrooms, cooperative learning, SIOP, RTI), individual student learning plans, differentiated instruction, cooperative learning, co-teaching, and culturally relevant curriculum. Ensure the coordination of training logistics such as acquiring university credit, course registration information, trainers, administrative clock hours and CEUs, participant information, Keep-Certified updates, and training set-up.
- **Departmental Leadership & Other-** When necessary, attend school board meetings in an advisory role and/or to present information. Assist with departmental processes and serve as an active team member of the Teaching & Learning team. Prepare presentations that articulate the vision and direction of department's efforts around the continual improvement of curriculum development. Serve on District Leadership Team, and other committees, teams, and task forces as appropriate. Plan programs, manage budget, and supervise assigned staff; including regular performance evaluations.

SUPERVISORY RESPONSIBILITIES: This position supervises assigned staff.

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: Master's Degree in the field of education required. Fifth year college or university program certificate, preferably Ed. Specialist Certificate in Curriculum and Instruction and Instruction/Educational Administration preferred.

LANGUAGE SKILLS: Ability to read, analyze, and interpret common scientific and 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 the school board.

MATHEMATICAL SKILLS: Ability to work with math concepts such as probability and statistical inference. Ability to apply concepts such as fractions, percentages, ratios, and proportions to practical situations. Ability to have a working understanding of mathematical operations such as frequency distribution, determination of test reliability and validity, analysis of variance, correlation techniques, sampling theory, and factor analysis.

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.

CERTIFICATES, LICENSES, REGISTRATIONS: Driver's License.

OTHER SKILLS and ABILITIES:

- Computer skills.
- Ability to evaluate curriculum.
- Group facilitation and leadership skills.
- Group presentation skills.
- Technical skills in assessment and evaluation.
- Ability to maintain regular attendance.
- Commitment to cultural competence and intercultural relations
- Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices and in the field of teaching and learning
- Interpersonal and communication 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 frequently lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance 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
(CABEISS)**

JOB TITLE: Executive Director Individualized Student Services

Exempt (Y/N): Yes
DEPARTMENT: Special Education
SUPERVISOR: Superintendent

DATE: April 7, 2011
OCC NUMBER:

Summary: To provide leadership in the development and evaluation of special education programs and services through the implementation of evidence-based programs that account for the diversity of each student with disabilities. Assists with providing a culturally inclusive and welcoming environment by performing the following duties.

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

- **Department Leadership.** Interpret district, state and federal laws and policies. Inform superintendent and school board of impending programs, legislation, and regulations affecting the district special education. Advise in the development of district policy and regulations. Lead Continuous Improvement Monitoring Process in conjunction with the Minnesota Department of Education. Leads the Total Special Education System (TSES) process to assure District compliance with all procedural requirements. Monitor caseloads for compliance with teacher/pupil ratio regulations and district policy. Collaborate with Department of Organizational Development and Principals to recruit and hire special education teachers and staff members and ensure effective mentoring. to Ensure all certifications of special education and related service staff are in compliance with regulations for funding purposes. Plan for special education facility needs facility needs in conjunction with principals and other school personnel. Authorize and oversee all transportation for students with special needs including care and treatment, 504, and IEP in collaboration with the Department of Transportation. Develop interagency agreements and joint agreements to coordinate services for students and families in a cost effective system for service delivery. Collaborate with Intermediate District 917 to project program needs and services for district students. Act as district representative to such committees as the Dakota County Collaborative, Community Transition Interagency Committee, and Interagency Early Intervention Committee.
- **Program Planning & Delivery.** Conduct a district-wide needs assessment of services and supports for students with disabilities and their families. Develop a short and long range strategic plan for all special education programs and services. Evaluate research related to special education program delivery and conduct educational program evaluations. Create effective service delivery models that are based on evidence-based practices. Lead programs that produce positive school outcomes for students with disabilities. Ensure an effective evaluation process to determine if students are eligible for special education and related services under IDEA. Ensure that all stipulations and provisions of Oversee nursing services. IDEA 2004 and 504 are adhered to and properly

implemented in a cost effective and collaborative manner. Direct efforts for inclusion and education students in the least restrictive environment and setting 2 and 3 services in district schools. Secure and implement the effective use of assistive technologies for students with disabilities. Identify out-of district programming for students when special educational needs cannot be met in the district. Administers legal, fiscal and communication aspects of homebound programs for the district. Assure the provision of special education and health services to non-public schools where appropriate. Ensure a comprehensive system for special education student records. Ensure students with disabilities receive ethical and legal discipline. Facilitate intra and interagency agreements.

- **Instructional Leadership.** Strategically partner with district and building administrative teams to develop a thorough understanding of special education as an essential part of the educational system. Lead the implementation of processes to reduce unnecessary referrals. Collaborate in the development of effective pre-referral intervention processes. Conduct walkthroughs in school buildings as an instructional leader to monitor access to standards based instruction for students with disabilities. Research cost effective evidence-based practices that promote achievement of students with disabilities. Directs the analyses of instructional programs, materials and staff activities to ensure that all courses taught by special education staff provide adequate scope and sequence for effective learning. Ensures there is a program designed to support the transition of special education students from building to building and grade to grade. Provide leadership to building personnel and teams in the area of instructional techniques, teaching strategies, and material selection. Collaborate with Director of Assessment to identify metrics for monitoring student programs with District and MDE AYP targets and overall student progress. Use current research on assessment for students with disabilities. Collaborate with Teaching & Learning, the Staff Development Academy, Principals, and other administrators in delivering professional development offerings that increase general and special education staffs' skills in working with students with disabilities that are in alignment with the District's overall strategic directions and building plans. Collaborate with other district administrators and principals leading special education staff to improve instruction, implement strategies that provide students with disabilities access to general curriculum, and provide appropriate accommodations for students on assessments. Assure that IEP teams gain the skills needed to correctly determine what students with disabilities will take alternative MCAs. Analyze subgroup data from standardized assessments to ascertain effectiveness of practices.
- **Communication & Public Relations.** Advocate for students with disabilities in the school and the community. Promote shared decision making among all stakeholders. Engage identified stakeholders in goal-oriented collaboration. Maintain a department environment that encourages parent communication. Cooperate with various advocacy groups and their roles in supporting families. Supports and maintains a Special Education District Advisory Council for parents to discuss matters of interest to parents of special education students. Advises and confers with parents and school administrators regarding issues and concerns pertaining to students, referral sources, and/or diagnostic services. Mediates and facilitates formal and informal dispute

resolution processes through training, coaching and direct participation. Work effectively with various health, social and educational providers who interact with students, families, and educators. Collaborate with the Director of Communications to provide public information through written brochures, public speaking engagements, and press releases regarding the nature and service of special education and related services.

- **Finances & Data Reporting.** Collaborate with the Business Office to develop the district's special education budget using available funding streams and prepare a department budget. Collaborate with Department of Organizational Development to staff at levels that meet state and federal rule regulations. Implement billing procedures for non-resident district and approve tuition agreements for resident students receiving special education services in other districts. Implement a Third Party Billing for IEP medical services. Prepare and submit all financial, compliance, and other reports as needed to the Minnesota Department of Education, the Board of Education, and other entities as required. Authorize expenditures for materials, equipment, and services for the Individualized Student Services programs. Prepare the annual budget for the following areas: special education, federal monies, health services, homebound, and LCTS finds.

SUPERVISORY RESPONSIBILITIES: This position supervises all assigned staff, both certified and classified.

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: Master's degree in special education or related field. Special Education Director's License required. At least 7 years working in special education. Supervisory/administrative experience preferred.

LANGUAGE SKILLS: Ability to read, analyze, and interpret common scientific and 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 parents, students, top management, public groups, and/or the School Board.

MATHEMATICAL SKILLS: Ability to work with mathematical concepts such as probability and statistical inference. 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.

CERTIFICATES, LICENSES, REGISTRATIONS: Special Education Director's License and Driver's license.

OTHER SKILLS and ABILITIES:

- Computer skills.
- Leadership skills.
- Problem solving skills.
- Conflict resolution skills.
- Ability to maintain regular attendance.
- Ethical and legal decision-making.
- Apply principles of distributed leadership.
- Proficient at problem solving and team collaboration decision-making.
- Commitment to cultural competence and intercultural relations.
- Employ the knowledge of organizational theory to lead and guide change.
- Interpersonal skills, including ability to work well with others, be polite, helpful, courteous and compassionate.
- Continual review of literature and engagement in professional development to maintain a current knowledge base in the research and effective, evidence-based practices in the field of special education to implement.
- 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 10 pounds. Specific vision abilities required by this job include close vision, distance vision, and the ability to adjust focus. The employee frequently drives to the schools.

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.

When it is necessary to drive to the schools, the employee is exposed to outside weather conditions. The noise level in the work environment is usually quiet, but can be loud, depending on the student population.

TO: Members, Board of Education Agenda II.B.7
April 7, 2011
FROM: Randy Clegg, Superintendent
DATE: April 7, 2011
RE: Board Retreat

Recommendation: That the Board of Education schedule a Board Retreat on “Aligning Efforts to Achieve 21st Century Learning Goals” for Tuesday, April 19, 2011 from 5:30 p.m. to 9:30 p.m. at the Oak Ridge Conference Center, Chaska.

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

To: Members of the Board of Education
Superintendent Randy Clegg

Agenda Item: III.A
April 7, 2011

From: Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Date: April 7, 2011

RE: Approve 191 Integration Plan

RECOMMENDATION: That the Board of Education approve the 191 integration plan and FY12 integration budget.

Discussion:

The Multi-District Collaboration Council's (MCC) joint integration plan between Burnsville-Eagan-Savage and Lakeville Schools was approved by the 191 Board at the March 3, 2011 meeting. Consequently, the 191 Integration Advisory Committee met to draft a local integration plan to meet the needs of 191 that was in alignment with the goals that were established by the MCC. This plan was written to comport with current specifications of the Minnesota de-segregation rule. Currently, the requirements for the use of this categorical funding source as well as the revenue its self is under review in legislative session.

BURNSVILLE-EAGAN-SAVAGE DISTRICT 191

Integration & Equity Services

Integration Revenue Plan

FY 2012

Contact Information:

Tania Z. Chance, Ph.D., Director of Human Resources
Integration & Equity Services
Phone: 952-707-2008

Email: tchance@burnsville.k12.mn.us

Statement of Purpose:

Integration & Equity Services of Burnsville-Eagan-Savage District 191 strives to promote excellence in cross-cultural understanding, integration and equity. We do it by establishing student achievement as a goal for all students and staff. We work to enhance the interracial and multicultural educational opportunities for our students. We provide professional development for staff and offer events for parents and our community to increase interactions and understanding.

Collaboration:

In April of 2006, school districts 191 (Burnsville-Eagan-Savage) and 194 (Lakeville Area Public Schools) were notified by the Minnesota Department of Education that they were eligible for integration funding. District 191 was identified as a racially isolated district and district 194 as the adjoining district. The Burnsville-Eagan-Savage School district had 28.5% students of color and Lakeville Area Public Schools had 7.99% students of color.

As a result of the Integration and Equity Plan and the resources that follow it, ISD 191 and ISD 194 are seeing changes that have enhanced the overall academic and social quality of the districts. The population of students of color continues to grow for both districts. Currently district 191 has 42% students of color and district 194 has 12% students of color. These increases emphasize the need to continue the collaboration of the two districts.

The Burnsville-Eagan-Savage Integration and Equity Plan is designed to support the purpose and goals of the collaborative, while meeting the needs of our learning community.

ISD 191 & ISD 194 MCC Goals & Objectives

Goal 1 – Student Achievement

The ISD 191 & 194 collaborative will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success.

- **Objective 1A:** (Learning Environment) Create integrated learning settings where all students can attain high academic achievement.
- **Objective 1B:** (Achievement Gap) Decrease the opportunities gap by eliminating racial predictability.
- **Objective 1C:** (Professional Development) Provide professional development opportunities that allows staff at all levels to develop cultural competence.

Goal 2 – Equity for All Stakeholders

The ISD 191 & 194 collaborative will assist with creating inter-district opportunities among students, families, staff and community that expand cultural competency and promote equity for all.

- **Objective 2A:** (Climate) Create a district, school, and classroom climate that welcomes and encourages children and families of diverse race, ethnicity, language and income.
- **Objective 2B:** (Interracial Contacts) Promote sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement.
- **Objective 2C:** (Partnerships) Promote the expansion of partnerships with community stakeholders to create an atmosphere of mutual support and commitment to all students achieving proficiency.

GOAL 1: STUDENT ACHIEVEMENT

The ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success. We will improve educational opportunities designed to close the achievement gap by:

- Increase opportunities for student participation in learning exchanges with ISD 194
- Extending All-Day Kindergarten to additional students so the student population in All Day Kindergarten is a more reflective representation of District 191’s student population.
- Hire Director of Instruction and Continuous Improvement Coaches to oversee and support instructional programs that increase student achievement and educational equity for all students.
- Extending current magnet programs to additional students.
 - Expanding AVID to additional students at Nicollet Junior High School and Burnsville High School.
 - Establish Rahn Elementary School of Arts & Technology (Fall, 2011)
- Establish Staff Development Academy
 - Cooperative Learning
 - Co-Teaching
 - IDI Learning Cohorts (Innovation Cohorts)
 - PBIS
 - Responsive Classrooms
 - SIOP
 - Specialty Topics, i.e. culturally responsive teaching
 - SORLA
- Local/State/National Workshop & Conferences
- Administrator Trainings
- Personnel Initiatives
 - Recruitment & Retention Efforts
 - FEA/Elite Academy (WMEP)

Desired Outcome	Initiatives	Evaluation
<ul style="list-style-type: none"> ▪ Students enrolled in All Day Kindergarten will show at least a year’s growth in their academic skills and knowledge indicating an increase in current student achievement. ▪ A more reflective representation of the student population participating in All Day Kindergarten. (MCC Goal 1: A & B) 	<p>Enroll students from under representative and under achieving groups of students in All Day Kindergarten class.</p> <p>Hire Ready for Kindergarten coordinator</p>	<ul style="list-style-type: none"> ▪ Review assessment data to determine if students achieved a year’s growth in academic skills and knowledge. ▪ Compare growth level of students enrolled through special program to their peers in the All Day Kindergarten program.

Desired Outcome	Initiatives	Evaluation
<p>Instructional programs will positively impact student achievement and eliminate achievement gap in District 191. (MCC Goal 1: A & B)</p>	<p>Hire Director of Instruction and Continuous Improvement Coaches</p> <p>Hire Teaching & Learning Coordinators</p>	<p>Review the district, building and classroom data to determine what impact instructional strategies are having on student achievement and reducing the achievement gap.</p>
<p>Extending magnet programs to additional students. (MCC Goal 1: A & B)</p> <p>Increased participation of underrepresented students in rigorous classes and academic opportunities. (MCC Goal 1: B)</p>	<ul style="list-style-type: none"> ▪ Begin new magnet program at Rahn Elementary School. ▪ Expanding the AVID program at Nicollet Junior High School and to Burnsville High School. ▪ Utilize district coordinators to sustain and develop current magnet programs. 	<ul style="list-style-type: none"> ▪ Monitor academic growth and student achievement for students in magnet programs. ▪ Monitor enrollments of underrepresented students in rigorous classes and academic programs.
<ul style="list-style-type: none"> ▪ Develop racially and culturally competent staff through ongoing staff development opportunities. (MCC Goal 1: B & C) ▪ Teachers and staff work well with students of diverse cultures, income and ability levels. (MCC Goal 2: A & C) 	<p>Establish Staff Development Academy. The Academy will include workshops on:</p> <ul style="list-style-type: none"> ▪ PBIS ▪ Responsive Classrooms ▪ Co-Teaching ▪ Cooperative Learning ▪ SIOP ▪ IDI Learning Cohorts ▪ SORLA ▪ Specialty Topics, i.e. culturally responsive teaching. <p>Administrator Trainings on Equity and cultural competence.</p>	<p>Establish participation expectations for staff</p> <p>Monitor staff participation in workshops</p> <p>Collect feedback from staff regarding individual workshops</p>
<p>Increase collaborative learning opportunities with students in ISD 194. (MCC Goal 1: A)</p>	<p>Integrated Student Learning (ISL) grants</p>	<p>Review evaluation summaries submitted by participants in each ISL grant.</p>

Goal 2 – Equity for All Stakeholders

ISD 191 will assist in creating opportunities among students, families, staff and community that expand cultural competency and promote equity for all. We will increase and sustain interracial contacts by:

- Provide community liaisons to work with families and students to ensure access to opportunities and increased successes for all.
- Sponsor Community Forums to increase learning about the culture of self and others.
- Communicate integration and equity efforts through a variety of communication resources.
- Promote sustained opportunities for staff and students to partner in developing intercultural relationships.
- Recruitment and retention of racially diverse and culturally competent staff.

Desired Outcome	Initiatives	Evaluation
Create a climate within the district, the schools and each classroom that welcomes and encourages children and families of diverse racial and social economic backgrounds. (MCC Goal 2: A)	<p>Provide community liaisons to work with families and students to ensure success for all students.</p> <p>Hire Bi-Lingual Community Greeter.</p>	<p>Review yearly goals and data to determine</p> <p>Collect and review feedback from families served by cultural liaisons.</p>
<p>Promote and support sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement. (MCC Goal 2: B & C)</p> <p>Hire racially diverse and culturally competent staff.</p>	<p>Sponsor Community Forums to increase learning about one's own culture and the culture of others.</p> <p>Involve staff and students in dialogue about the impact of power, privilege and racism on academic achievement.</p>	<p>Attendance rates at events</p> <p>Review perception survey administered</p>
<p>Integration goals, objectives and activities are regularly communicated to community stakeholders through a variety of communication resources (i.e. website, This Week, SunCurrent, cable access, district reports, videos, etc.) (MCC Goal 2: B & C)</p>	<p>Utilize a variety of media to communicate different initiatives of the Integration & Equity program to the public.</p> <p>Utilize surveys, focus groups, listening sessions to collect feedback from parents and the community about relationship of the district with community and parents.</p>	<p>Review feedback from parents and community regarding the Integration goals, objectives and activities.</p>

INTEGRATION & EQUITY

Burnsville–Eagan–Savage ISD 191
April 7, 2011

ISD 191 – Racially Isolated District

- ▶ In 2006 District 191 had 28.2% students of color. Lakeville Area Public Schools had 7.99%. This 20.56% difference made both school districts eligible to receive integration funding under the Minnesota Desegregation Rule.
- ▶ Currently in District 191 we have 42.02% students of color while District 194 has 12%.

2007–2010 INTEGRATION PLAN

- ▶ The 2007–2010 Integration Plan was developed through the work of the ISD 191 and 194 Multi-District Collaboration Council (MCC).
- ▶ Integration Plan established and supported six goals.

2007–2010 INTEGRATION PLAN

- ▶ The plan's six goals are:
 - Increased opportunities for voluntary interracial contacts
 - Equal access for all students in an infrastructure that is fair and equitable
 - Professional development
 - Community outreach
 - Increase number of diverse staff
 - Support for students, families and staff

2007–2010 HIGHLIGHTS

- ▶ Magnet programs
- ▶ Providing cultural liaisons to support students, families & staff
- ▶ Professional development for staff to increase cultural competency
- ▶ Professional development for leadership
- ▶ Enhancing after school and summer programs to encourage inter-district student interactions
- ▶ Advancement Via Individual Determination
- ▶ Inter-district academic classroom partnerships

2010–2011 HIGHLIGHTS

- ▶ A new Multi–District Collaborative Council (MCC) was assembled in the fall of 2010.
- ▶ The MCC has developed and approved two goals with objectives, strategies and desired outcomes.
- ▶ The MCC involvement will continue meeting during the implementation of the new plan; to promote continued collaboration, communication and evaluation of the plan.

STATEMENT OF PURPOSE:

Our goal is to implement the state statute by providing opportunities for students to have 1) increased and sustained interracial contacts and 2) improved educational opportunities designed to close the achievement gap (Minnesota Statutes, 124D.86 Subd. 1).

2011–15 MCC Goals

Goal 1 – Student Achievement

- ▶ The ISD 191 & 194 collaborative will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success.
 - **Objective 1A:** (Learning Environment) Create integrated learning settings where all students can attain high academic achievement.
 - **Objective 1B:** (Achievement Gap) Decrease the opportunities gap by eliminating racial predictability.
 - **Objective 1C:** (Professional Development) Provide professional development opportunities that allows staff at all levels to develop cultural competence.

2011–2015 MCC Goals

Goal 2 – Equity for All Stakeholders

- ▶ The ISD 191 & 194 collaborative will assist with creating inter-district opportunities among students, families, staff and community that expand cultural competency and promote equity for all.
 - **Objective 2A:** (Climate) Create a district, school, and classroom climate that welcomes and encourages children and families of diverse race, ethnicity, language and income.
 - **Objective 2B:** (Interracial Contacts) Promote sustained opportunities for staff and students to partner in developing intercultural relationships and increase academic achievement.
 - **Objective 2C:** (Partnerships) Promote the expansion of partnerships with community stakeholders to create an atmosphere of mutual support and commitment to all students achieving proficiency.

DISTRICT 191 INTEGRATION PLAN

ISD 191 Integration & Equity Advisory Committee

Tania Chance

Sharon Diedrich

Bill Englehardt

Pat Flynn

Kelly Knott

Don Leake

Rob Nelson

Lisa Rider

Kristina Robertson

Sam Wright

GOAL 1: STUDENT ACHIEVEMENT

The ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success.

We will improve educational opportunities designed to close the achievement gap by:

- Increase opportunities for learning exchanges with ISD 194
- Extending All-Day Kindergarten to additional students
- Hire Director of Instruction and Continuous Improvement Coaches
- Extending current magnet programs to additional students.
- Establish Staff Development Academy

Goal 2 –Equity for All Stakeholders

ISD 191 will assist in creating opportunities among students, families, staff and community that expand cultural competency and promote equity for all.

We will increase and sustain interracial contacts by:

- Providing cultural liaisons to work with families and students to ensure success for all students.
- Sponsoring Community Forums to increase learning about the culture of self and others.
- Communicating integration and equity efforts through local communication resources.
- Promoting sustained opportunities for staff and students to partner in developing intercultural relationships.

CURRENT LEGISLATIVE ACTION

- ▶ Our current Integration Revenue is \$1,437,684.
- ▶ The Minnesota House of Representatives in its bill (HF934) has changed “Integration” to “Innovation” revenue. A district’s “innovation” revenue allowance equals its integration revenue allowance for fiscal year 2011. The allowance cannot exceed \$129 per adjusted pupil unit for that year.

CURRENT LEGISLATIVE ACTION

- ▶ In the Minnesota Senate, their bill (SF1030) repeals 124D.86 -Integration Revenue; 124D.892 - Office of Desegregation; and 124D.896 - Desegregation/Integration and Inclusive education rule.

Both bills have passed and now a conference committee will work out the differences between the two bills.

GOVERNOR'S POSITION

- ▶ The governor does not support either the House bill or the Senate bill. He supports retaining integration revenue with some changes.
- ▶ It is hard to predict at this point what the final bill will look like and whether integration revenue will be retained.

OUR NEXT STEPS . . .

- ▶ We will submit the District 191 Plan to the Minnesota Department of Education as planned upon your approval of the plan.
- ▶ We are basing our new budget on the current Integration Revenue we receive which is \$1,437,684.
- ▶ If there is funding for Integration provided in the final bill approved by the Legislature, we will make the necessary adjustments to our plan.



Integration Revenue Budget Worksheet FY12

Use this worksheet to provide updated budget data that will be used to calculate FY12 Integration Revenue. Address questions on Integration Revenue budget submission to the Office of School Choice Programs and Innovation Services, 651-582-8280. Return the completed worksheet with supporting pages from the locally approved budget by March 15th, 2011, to Valarie.Cochran@state.mn.us. **Electronic submission is required.**

District Name: Burnsville-Eagan-Savage
District Number: 191
Superintendent: Dr. Randall Clegg
Collaborative: ISD 191 & ISD 194
District Contact: Dr. Tania Chance
Phone: 952-707-2008
E-mail: tchance@burnsville.k12.mn.us

Partner Districts:

ISD 194		

List all Racially Identifiable school sites in your district: *N/A*

Integration Revenue	\$ 1,437,684.00
Alternative Attendance Revenue	
TOTAL REVENUE	
Integration Revenue Contributed to Collaborative	

Notes or Comments:

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2012 Integration Revenue budget that was approved by the school board.

Board Approval Date _____

School Board Chair		Date	
Superintendent		Date	

MDE Approval: _____ **Amount:** _____ **Date:** _____



**Integration Revenue Budget Worksheet
FY12
Inter-District Budget: Goal 1**

District Number: 191

District Name: Burnsville-Eagan-Savage

ISD 191 will support inclusive learning environments of high expectations while identifying and addressing systemic barriers that impede academic success. We will improve educational opportunities designed to close the achievement gap by:

- Extending All-Day Kindergarten to additional students*
- Hire Director of Instruction and Continuous Improvement Coaches to oversee and support instructional programs that increase student achievement and educational equity for all students.*
- Extending current magnet programs to additional students.*

Line Item Description	UFARS Code (Required)				Budgeted Amount	Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item.	
AVID						
AVID teacher (.6 FTE)	005	610	315	140	\$ 50,000.00	
AVID Tutors (4)	005	610	315	141	\$ 25,000.00	
Substitutes	005	610	315	145	\$ 2,000.00	
AVID Membership Fee	005	610	315	305	\$ 3,500.00	
Postage	005	610	315	329	\$ 1,000.00	
Summer Institute	005	610	315	366	\$ 6,000.00	
Supplies/Printing	005	610	315	401	\$ 6,000.00	
Food	005	610	315	490	\$ 500.00	
Student Achievement Support						
Transportation	005	610	315	360	\$ 10,000.00	
K-Plus Scholarships	005	610	315	398	\$ 150,000.00	
Teaching & Learning Coordinators	005	610	315	143	\$ 100,000.00	
Continuous Improvement Coaches	005	610	315	143	\$ 120,000.00	
Director of Instruction	005	610	315	110	\$ 120,000.00	
Ready for Kindergarten Coordinator	005	610	315	120	\$ 35,000.00	
Support for Magnet Programs	005	610	315	143	\$ 300,000.00	
Professional Development						
Staff Development Academy	005	610	315	143	\$ 120,000.00	
Administrator Training	005	610	315	110	\$ 20,000.00	
Registrations & Conferences	005	610	315	366	\$ 15,000.00	
Consultants	005	610	315	305	\$ 20,000.00	
Materials & Supplies	005	610	315	401	\$ 10,000.00	
Food	005	610	315	490	\$ 1,543.00	
FICA						
FICA	005	610	315	210	\$ 30,100.00	
PERA						
PERA	005	610	315	214	\$ 2,000.00	
TRA						
TRA	005	610	315	218	\$ 27,916.00	
Benefits						
Benefits	005	610	315	220	\$ 64,500.00	
TOTAL					\$ 1,240,059.00	\$ -



**Integration Revenue Budget Worksheet
FY12
Inter-District Budget: Goal 2**

District Number: 191

District Name: Burnsville-Eagan-Savage

ISD 191 will assist in creating opportunities among students, families, staff and community that expand cultural competency and promote equity for all. We will increase and sustain interracial contacts by:

- Providing community liaisons to work with families and students to ensure access to opportunities and increased successes for all.
- Sponsoring Community Forums to increase learning about the culture of self and others.
- Communicating integration and equity efforts through a variety of communication resources.
- Promoting opportunities for staff and students to partner in developing intercultural relationships.

Line Item Description	UFARS Code (Required)				Budgeted Amount	Expenditures
	ORG	PROG	FIN	OBJ		
Provide a short description of the expenditure.					Provide the total amount budgeted for this line item.	
Student Integration Opportunities						
Substitutes	005	610	315	145	\$ 2,000.00	
Supplies/Printing	005	610	315	401	\$ 1,000.00	
Instructional Supplies	005	610	315	430	\$ 2,000.00	
Community Programming	005	610	315	401	\$ 20,000.00	
Scholarships - Comm Ed.	005	610	315	398	\$ 30,000.00	
Field Trips	005	610	315	394	\$ 2,500.00	
Professional Development						
SORLA tuition	005	610	315	366	\$ 7,000.00	
Registration/Conference	005	610	315	366	\$ 5,000.00	
Consultants	005	610	315	305	\$ 5,000.00	
Integration Support						
Community Liaisons (2.0 FTE)	005	610	315	175	\$ 60,000.00	
Bi-Lingual Community Greeter	005	610	315	175	\$ 30,000.00	
Supplies/Printing	005	610	315	401	\$ 4,000.00	
Food	005	610	315	490	\$ 1,000.00	
FICA	005	610	315	210	\$ 5,906.00	
PERA	005	610	315	214	\$ 8,475.00	
Benefits	005	610	315	220	\$ 13,744.00	
TOTAL					\$ 197,625.00	\$ -

PARTICIPATION INFORMATION

	Projected (7/1/11)		Actual	
	Students	Staff	Students	Staff
Participation from Identified Isolated District:				
Participation from Your District:				
Total Program Participation:				



Assistant Superintendent

TO: Members of the Board of Education
Superintendent Randall Clegg

Agenda Item III.B
April 7, 2011

FROM: Chris Lindholm, Assistant Superintendent

DATE: March 24, 2011

RE: Kindergarten Adjusted Schedule for 2011-12

RECOMMENDATION: That the Board approve an adjusted kindergarten schedule for 2011-12 whereas kindergarten students would begin school on September 8th, 2011 instead of September 6th, 2011

As was done this past fall, administration is requesting to start regular classes with kindergarten students two days after the start of classes for students in grades 1-6. The purpose of the delayed start is to support the efforts of our kindergarten teachers to differentiate instruction and meet the needs of individual learners. Teachers will schedule a 30 minute appointment with each incoming kindergarten student on September 6th and 7th to survey readiness and development. The data from these observations will then drive decisions made regarding instructional strategies and supports for learning without delay.

Each kindergarten student will be scheduled for a 30 minute appointment on September 6th **OR** September 7th, 2011. All parents of kindergarten students will be contacted in August to schedule a time for the survey to be completed. Fee-based childcare through Project Kids for either September 6th or 7th may also be an option, but space will be limited. Parents who wish to explore this childcare option will be asked to contact the school secretary by August 17th.

The survey that will be administered before school starts is one portion of the data that will be gathered throughout the first semester of school. Kindergarten teachers will continue to observe and collect information about each child's development and needs throughout the month of September. They will share this information at the fall parent-teacher conferences and also through written communication over time. As always, teachers may contact parents earlier than fall conferences.

Our kindergarten teachers are excited to meet personally with students on these first days of school and to spend some time talking about school while asking students to do some school activities. We believe our teachers can better serve students when they are equipped with information about the students' readiness and development levels.



TO: Members of the Board of Education
Superintendent Randall Clegg

FROM: Chris Lindholm

DATE: March 24, 2011

RE: Professional Day late start dates for SY2011-2012

Agenda Item III.C
April 7, 2011

RECOMMENDATION: The Board of Education approve five late start dates in SY2011-2012 (September 28, November 16, February 1, March 21, and May 16) for professional development

Professional development during the 2010-11 school year has focused mainly on differentiating instruction, along with cultural competence at the secondary level and reading interventions, progress monitoring, and Response to Intervention at the elementary level. The time set aside on late start professional development days are the key vehicle for implementing professional development.

Professional development during the 2011-12 school year will continue to focus on differentiating instruction to meet the needs of all students and on the objectives articulated in the adopted 5 year professional development plan. Implementation will be facilitated through a Continuous Improvement approach focused on identifying needs through a needs assessment, setting improvement goals, identifying methods of assessment or measurement, and implementing action plans. The plans will be created, implemented, and assessed by Building Leadership Teams supported by a District Leadership Team and the district teaching and learning teams.

Why are late starts necessary for professional development?

The continuous improvement approach requires blocks of time for staff to analyze data, participate in collaborative learning, and develop the interventions necessary to improve student achievement. The four hour blocks of time embedded in the professional days will facilitate district-wide continuous improvement work while the two hour late starts will facilitate school and team level continuous improvement work. At all levels, teachers will be focused on the 4 questions embraced by a Professional Learning Community:

- What is it we want our students to learn?
- How will we know if each student has learned it?
- How will we respond when some students do not learn it?
- How can we extend and enrich the learning for students who have demonstrated proficiency?

Learning By Doing 2010, DuFour, DuFour, Eaker, and Many

ISD #191 School Calendar 2011 – 2012

AUGUST

M	T	W	R	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

DECEMBER

M	T	W	R	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23 H
26 H	27	28	29	30 H

APRIL

78

M	T	W	R	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

SEPTEMBER

M	T	W	R	F
			1	2
5	6 No-k	7 No-k	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28 LS	29	30

JANUARY

M	T	W	R	F
2 H	3	4	5	6
9	10	11	12	13
16 H	17	18	19	20
23 P	24	25	26	27
30	31			

MAY

M	T	W	R	F
	1	2	3	4
7	8	9	10	11
14	15	16 LS	17	18
21	22	23	24	25
28	29	30	31	

OCTOBER

M	T	W	R	F
3	4	5	6	7
10	11	12	13	14
17 P	18 C	19 C	20	21
24	25	26	27	28
31				

FEBRUARY

M	T	W	R	F
		1 LS	2	3
6	7	8	9	10
13	14	15	16	17
20 P	21	22	23	24
27	28	29		

JUNE

M	T	W	R	F
				1
4	5	6	7	8 P
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

NOVEMBER

M	T	W	R	F
	1	2	3	4
7	8	9	10	11
14	15	16 LS	17	18
21	22	23	24 H	25 H
28	29	30		

MARCH

M	T	W	R	F
			1	2
5	6	7	8	9
12	13	14	15 C	16 C
19	20	21 LS	22	23
26	27	28	29	30

1.16.2012 - MLK is a holiday for students and staff
 1.23.2012 - Semester Break
 2.20.2012 - President's Day (Professional Day)
 3.15.2012 and 3.16. .2012 - Spring Conferences
 3.26.12 - 3.20.12 Spring Break
 4.6.2012 - No school for students or staff
 6.7.2012 - Last day of school for students



**Agenda III.D
April 7, 2011**

To: Members, Board of Education

**From: Lisa K. Rider, Executive Director of Business Services
Tiffany Weiler, Benefit Coordinator**

Date: April 7, 2011

Re: Approve Health Insurance Composite Rates for the 2011-2012 school year

RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE FOLLOWING HEALTH INSURANCE MONTHLY COMPOSITE PREMIUM RATES, EFFECTIVE JULY 1, 2011:

**SINGLE HEALTH MONTHLY COMPOSITE PREMIUM RATE: \$558.06
FAMILY HEALTH MONTHLY COMPOSITE PREMIUM RATE: \$1,397.45**

The rates above reflect the premiums necessary to fund the High Deductible Health Insurance Plan through Medica, the 105 Plan and the CHP Plan in place for all single and family health insurance plan of district employees.

The rates are equal to the monthly composite premium rates for the 2010-2011 school year. We are able to keep the rates equal because of the RFP process and Board approval of Medica as our Health Insurance carrier for the 2011-2012 school year. The single rate is 9.5% less than the single rate we had for health insurance in the 2009-2010 school year, and the family rate is 15% less than the family rate we had for health insurance in the 2009-2010 school year.

Health insurance rates continue to be a concern for our school district. In choosing Medica for the health insurance carrier of our high deductible plan, we will be able to utilize the extended coverage of the Medica. We are aware of 11 current Health Partner Clinics which will not be included in our Medica coverage. We will be able to participate in the wellness plan offered through Medica with the opportunity for individual and group benefits with increased involvement from all of our employees. Medica has guaranteed a cap of 12% for the 2012-2013 and 2013-2014 school years with the possibility of us bringing the cap down as low as 6% if we were to achieve 90% participation in the wellness plan. This carrier's plan fits very well with



our current plan design and with our efforts to keep costs down through increasing preventive care and wellness efforts of our employees.

During the last round of bargaining all employee groups agreed to an increase in the contribution toward single coverage. Additionally, we saw movement in the sharing of the costs for some groups toward family coverage. It is very encouraging that all our employee groups understand the importance of our health insurance benefit plan and are willing to share in the solution of an affordable and sustainable plan design.

We are very please to recommend that the Board of Education approve the following health insurance monthly composite premium rates for single (\$558.06) and family (\$1,397.45) effective July 1, 2011.



**Agenda III.E
April 7, 2011**

To: Members, Board of Education

**From: Lisa K. Rider, Executive Director of Business Services
Tiffany Weiler, Benefit Coordinator**

Date: April 7, 2011

Re: Approve Dental Insurance Rates for the 2011-2012 school year

**RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVES
THE FOLLOWING DENTAL INSURANCE MONTHLY PREMIUM RATES,
EFFECTIVE JULY 1, 2011:**

**SINGLE DENTAL MONTHLY PREMIUM RATE: \$32.77
FAMILY DENTAL MONTHLY PREMIUM RATE: \$85.57**

The rates above reflect the premiums necessary to fund the self-insured dental insurance through Delta Dental. These rates do reflect a slight increase to keep our self-insured dental fund balance appropriate. We have had expenditures greater than premiums during the 2009-2010 school year and we anticipate expenditures will be greater than the premiums for the 2010-2011 school year. Thus there is a need to raise premiums slightly to after having enjoyed no increase in dental premiums for the past seven years.

The Insurance Committee reviewed the dental claims experience and reserves in the account and agree with the administrative recommendation that a slight increase is necessary to maintain the appropriate balance in the reserve. Provided the Board approves, the single rate for dental insurance will increase from \$30.40 to \$32.77 per month and the family rate for dental insurance will increase from \$79.38 to \$85.57 per month, effective July 1, 2011.



AGENDA ITEM: III.F
April 7, 2011

To: Members of the Board of Education
Superintendent Randy Clegg

From: Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Date: April 7, 2011

RE: Resolution Proposing to Place Continuing Contract Teachers on Unrequested Leave of absence at the conclusion of the 2010 - 2011 School Year

RECOMMENDATION: THAT THE SCHOOL BOARD ADOPT THE RESOLUTION PROPOSING TO PLACE THE FOLLOWING CONTINUING CONTRACT TEACHERS ON UNREQUESTED LEAVE OF ABSENCE EFFECTIVE AT THE CONCLUSION OF THE 2010-2011 SCHOOL YEAR

Member _____ introduced the following resolution and moved its adoption:

RESOLUTION PROPOSING TO PLACE

Maria Phillips
Michael Sweeney
Angela Joy Olson
Elizabeth Stitzmeyer
Kristina Robertson
Nathan Dungey
Gregory May
Brian Pender
Kimberly Hook
Danielle M. Faust
Bryeny Neal
Heather Alvey
Kevin Morrissey
Elizabeth Niesen

ON UNREQUESTED LEAVE OF ABSENCE

BE IT RESOLVED by the School Board of Independent School District # 191, as follows:

1. That it is proposed that,

Maria Phillips	1.0
Michael Sweeney	1.0
Angela Joy Olson	1.0
Elizabeth Stitzmeyer	1.0
Kristina Robertson	1.0
Nathan Dungey	1.0
Gregory May	1.0
Brian Pender	1.0
Kimberly Hook	1.0
Danielle M. Faust	1.0
Bryeny Neal	1.0
Heather Alvey	.2
Kevin Morrissey	.5
Elizabeth Niesen	.4

teachers of said school district, be placed on unrequested leave of absence without pay or fringe benefits, effective at the end of the 2010-1011 school year on June 30, 2011, pursuant to M.S. 122A.40, subdivision 11. In the case of Ms. Alvey, her position shall be reduced from a .7 FTE to .5 FTE. Mr. Morrissey's position shall be reduced from 1.0 FTE to .5 FTE. Ms. Niesen's position shall be reduced from 1.0 FTE to .6 FTE.

2. That written notice be sent to said teachers(s) regarding the proposed placement on unrequested leave of absence without pay or fringe benefits as provided by law and said notice shall include notice of right to a hearing if requested and be in substantially the form of the attached letter:

The motion for the adoption of the foregoing resolution was duly seconded by

Member _____ and upon vote being taken thereon, the

following voted in favor thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

April 8, 2011

Name
Address

Dear Name,

Attached you will find a copy of the resolution that was adopted by the School Board on April 7, 2011. The resolution proposes your placement on unrequested leave of absence at the close of the 2010 - 2011 school year.

Under provisions of the law, you are entitled to a hearing before the School Board provided that you make a request in writing within fourteen days after receipt of this notice.

Principals will continue to finalize staffing through the early months of the summer. As per the Master Agreement, if positions become available, licensed teachers on unrequested leave of absence will be recalled in order of seniority.

The District will continue to make contributions to insurance through June 30, 2011. You will receive information about COBRA rights shortly. Please contact me at x2008 if you have questions or concerns.

We very much regret the impact this has on your professional and personal life.

Sincerely,

Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Attachments:
Copy of Board Resolution
Notice of Proposed Placement on Unrequested Leave of Absence

Cc: Personnel file



**NOTICE OF PROPOSED PLACEMENT
ON UNREQUESTED LEAVE OF
ABSENCE AND NOTICE OF HEARING
DATE, IF REQUESTED**

Dear Name:

You are hereby notified that at the regular meeting of the School Board of Independent School District # 191, held on April 7, 2011, consideration was given to your placement on unrequested leave of absence without pay or fringe benefits as a teacher of Independent School District # 191, and a resolution was adopted by a majority vote of the Board, proposing your placement on unrequested leave of absence effective at the end of the 2010 - 2011 school year on June 30, 2011, pursuant to Minnesota Statutes 122A.40, subdivision 11 upon the grounds described in said statute and which are specifically as follows:

Discontinuance of Position, Lack of Pupils and
Financial Limitations

That each and all of the foregoing grounds of said notice are within the grounds of unrequested leave placement as set forth in M.S. 122A.40, subdivision 11 and are hereby adopted as fully as though separately set forth and resolved herein.

Under the provisions of the law, you are entitled to a hearing before the school board provided that you make a request in writing within fourteen days after receipt of this notice. If no hearing is requested within such period, it shall be deemed acquiescence by you to the school board's proposed action.

Yours very truly,

SCHOOL BOARD OF
INDEPENDENT SCHOOL DISTRICT #

Clerk of the School Board

Copy of the resolution is attached.

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

AGENDA ITEM: III.G

To: Members of the Board of Education
Superintendent Randy Clegg

From: Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Date: April 7, 2011

RE: **Resolution relating to the Termination of Teaching Contracts for the following Long Term Substitute Teachers effective at the close of the 2010 - 2011 school year**

RECOMMENDATION: It is the recommendation that the Board of Education adopt the following resolution:

BE IT RESOLVED, by the School Board of Independent School District 191, that the teaching contracts of the following long-term substitute teachers be terminated at the close of the 2010 - 2011 school year.

<u>Last Name</u>	<u>First Name</u>	<u>School</u>
Arakawa	Anne	M.W.S.
Bartholow	John	BHS
Bird	Krista	SO
Burfeind	Andrew	BHS
Cavalli	Tracy	SO
Dahl	Sabrina	Rahn
Erdall	Donald	ERJH
Fagerlind	Sarah	Byrne
Herkenhoff	Alyssa	SO
Howell	Sharon	HV
Johnson	Stacey	ERJH
Kraft	Terryl	Rahn
Merrill	Tammy	ERJH
Miley	Sherry	ECSE
Moe	Marisa	Neill
Olsson	Chrisse	Rahn
Peterson	Kayla	ECSE

Phillips	Katherine	ST
Purdy-Erdahl	Jennifer	MJH
Rodriguez	Juan	ERJH
Sheen	Heidi	HB
Thygeson	El Rae	ST
Troseth	Kerrie	BHS
Tofte	Alissa	VV
Weihman	Kimberly	HV/Neill
Yunker	Kathryn	NJH

BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination and nonrenewal of his/her contract as provided by law.

BURNSVILLE EAGAN SAVAGE
Independent School District 191
Human Resources

AGENDA ITEM: III.H

To: Members of the Board of Education
 Superintendent Randy Clegg

From: Tania Z. Chance, Ph.D.
 Executive Director of Human Resources

Date: April 7, 2011

RE: Resolution relating to the termination and nonrenewal of that portion of teaching contracts in excess of 1.0 and/or beyond contractual rights at the conclusion of the 2010 - 2011 school year.

RECOMMENATION: It is recommended that the Board of Education adopt the following resolution:

BE IT RESOLVED, by the School Board of Independent School District 191 that the portion of teaching contracts of staff in excess of 1.0 and/or contractual rights be terminated at the close of the 2010 - 2011 school year.

<u>TEACHER NAME</u>	<u>TOTAL FTE</u>
Bridgette Andrews	.1
Susan Borne	.2
Kristine Branyon	.2
Scott Carlson	.065
Betsy Deering	.1
Jeffrey Hammer	.065
Shelley Hermes	.1
Kerry Hoeschen	.065
Molly Holmes	.1
Laurie King	.1
Mary Lippert	.25
Rachel Lucius	.1
Rachelle McGruder	.050
Joseph Meyer	.065
Chad Miller	.1
Chad Pearson	.1
Kathleen Quirk	.1
<u>Angela Smolke</u>	<u>.1</u>
Tammy McDonough	.1 (return to .6 contractual right from .7 assignment)

BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination of that portion of his/her contract in excess of 1.0 and/or contractual rights.

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

AGENDA ITEM: III.I

To: Members of the Board of Education
Superintendent Randy Clegg

From: Tania Z. Chance, Ph.D.
Executive Director of Human Resources

Date: April 7, 2011

RE: **Resolution relating to the Termination and Nonrenewal of the Teaching Contracts of Probationary Certified Personnel at the close of the 2010 - 2011 school year**

RECOMMENDATION: It is the recommendation that the Board of Education adopt the following resolution:

BE IT RESOLVED, by the School Board of Independent School District 191, pursuant to Minnesota Statute § 122A. 40 that the teaching contracts of the following licensed probationary teacher in Independent School District 191 be terminated at the end of the 2010 - 2011 school year.

ABBE	ANNA P	1.0
ADAMS	CHRISTOPHER K	1.0
ALLMAN	KELLIE R	1.0
AMADIO	RACHEL S	1.0
BAKER	SCOTT R	1.0
BARTLE	WHITNEY L	1.0
BENNEK	SARAH C	1.0
BERBIG	ROSS W	1.0
BERDINE	KEVIN	1.0
BERGH	JEFFREY P	1.0
BONETTI	DANIEL R	1.0
BOUSU	MOLLIE J	1.0
BRETT	JENNIFER K	1.0
BUNKERS	KATHLEEN K	1.0
CANAAN	KELLY J	1.0
CARLSON	BONNIE P	1.0
CHOUANARD	MARY E	1.0
CLEAR	JEFFREY P	1.0
CONNOLLY	TANIA M	1.0
CRONE	MELISSA M	1.0
DAY	MARLYS	1.0
DEBOER	SHAWN M	1.0

DEVLIN	RAY	1.0	
DEZIEL	TRACY J	1.0	
DOLAN	LISA J	1.0	
ENGE	MARK J	1.0	
ERICKSON	CHRISTINE D	1.0	
FAUST	AMY K	1.0	
FISH	JOSHUA J	1.0	
FROEMMING	ANGELA C	1.0	
GARCIA	LIV C	1.0	
GIANNAKAKIS	CYNTHIA K	1.0	
GONZALEZ	MEGAN	1.0	
GORTON	RACHEL	1.0	
HAMILTON	ISAAC L	0.2	REDUCTION
HARTMAN	KIMBERLY G	1.0	
HASSEL	CHRISTOPHER J	1.0	
HAWKS	REBECCA	1.0	
HEGLAND	MEGAN A	1.0	
HISSAM	JODY	1.0	
HOINS	DAWN	1.0	
HUMPAL	ALISON	1.0	
HUNT	ADAIR J	1.0	
JOHNSON	SARAH A	1.0	
KEACHER	TERRI J	1.0	
KEULER	LORI J	1.0	
KOLLWITZ	JENNIFER M	1.0	
KOSMALKI	ERIN J	1.0	
KOTFIS	JESSICA L	1.0	
LANGENFELD	ANDREW J	1.0	
LARSON	RACHAEL M	1.0	
LESLIE	CATHERINE A	1.0	
LONDON-NYHUS	RACHEL M	1.0	
MADSON	MATTHEW	1.0	
MARSHALLA	ASHLEY A	1.0	
MCGRUDER	RACHELLE R	1.0	
MCPMAHON	VINCENT	1.0	
MILO	JOANNA E	1.0	
MOE	JULIA M	1.0	
NOONAN	TIMOTHY P	1.0	
NURMELA	CRYSTAL	1.0	
ODENWALD	BARBARA A	1.0	
OLSON	SARAH BETH	1.0	
ORCHOLSKI	MARCIA L	1.0	
PATTERSON	JILL	1.0	
PERRY	JESSICA A	1.0	
PETERSEN	ALISSA I	1.0	
PETERSEN	SHARELLE K	1.0	

PODOMINICK	MARGARET A	1.0	
POYTHRESS	ROBYN E	1.0	
PREESE	ERIN B	1.0	
RHODE	JOEL T	1.0	
RIEGNER	ELAINE	1.0	
ROBERTS-SIMMONS	MARGIE	1.0	
RUDIE	CHELSEA A	1.0	
SCHLEISMAN	BRIAN A	1.0	
SHERMAN	KARLEEN G	1.0	
SORENSEN	CARRIE L	1.0	
SPROUL	SARAH C	1.0	
STALOCK	SUSAN R	1.0	
STANGL	MORGAN A C	1.0	
STAUM	ANNE C	1.0	
STEVENS	ANDREA	1.0	
STILES	JENNIFER E	0.4	REDUCTION
STOWE	TIMOTHY	1.0	
STRAWN	PAMELA J	1.0	
STUCYNSKI	MARY E	1.0	
SUNDBERG	SARA B	1.0	
SWENSON	JENELLE M	1.0	
TANNER	ELIZABETH C	1.0	
TEPPO	LINDA K	1.0	
THEISEN	CHERYLE E	1.0	
TRASK	EMILIE J	1.0	
VERMILLION	THOMAS L	1.0	
VITULLO	KIMBERLY J	1.0	
WASHINGTON	MARCUS	1.0	
WEGLEITNER	ELIZABETH M	0.4	REDUCTION
WERNER	MICHAEL C	1.0	
WEST	DAN L	1.0	
WITT	SARAH L	1.0	
WOOD	KIMBERLY R	1.0	
YATES	PATRICIA	1.0	

BE IT FURTHER RESOLVED, that written notice is sent to said teachers regarding termination and nonrenewal of his/her contract as provided by law.