



Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN 55337
June 2, 2011
6:30 PM

I. Call to Order

- A. Welcome
- B. Pledge of Allegiance
- C. Public Recognition
 - 1. Science Success - Elementary & Secondary
 - 2. 2010-2011 Employees of the Year
 - 3. BHS Student Advisor

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 \$500 from the Harriet Bishop PTO to the BHS Scholarship Fund; \$500 from the Burnsville Principals' Association to the BHS Scholarship Fund; \$80 from the Hidden Valley PTO to purchase books for the Hidden Valley Media Center; \$500 from the Burnsville High School Student Council to ther BHS Scholarship Fund; and, 60 hats and 60 pairs of gloves from the Rotary Club of Burnsville to the District Health Offices and Diamondhead Clinic 10
- 4. Certify the District's Environmental Health & Safety Management Program Plans, as described in MDE Attachment 10, for FY 2011-2012 15
- 5. Approve, on a second reading basis, revisions to Board Policy DAA, Fiscal Management Priority Objectives - Fund Balance 18

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

6. Approve job descriptions and filling the positions for Bursar and Registrar	24
III. New Business	
A. Approve a recommendation to waive the Unassigned (Unreserved-Undesignated) Fund Balance Policy DAA for FY 2012 budget (5 minutes) (Rider)	30
B. Approve a recommendation to approve for Fiscal Year 2012 budget year, an Unassigned (Unreserved-Undesignated) fund balance of no less than 6% of general fund expenditures (5 minutes) (Rider)	31
C. Adopt a resolution directing administration to prepare a final Fiscal Year 2012 adopted budget based on revenue and expenditure assumptions as presented to date (30 minutes) (Rider)	32
D. 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)	41
E. Adopt a 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 (5 minutes) (Chance)	42
F. Adopt a resolution terminating Educational Assistants effective at the end of the 2010-2011 school year (5 minutes) (Chance)	43
G. Approve 2011-2012 Professional Development Plan (30 minutes) (Lindholm)	45
H. Approve designation of additional Official Depository (5 minutes) (Rider)	96
I. Approve, on a first reading basis, revisions to Board Policy JLCD, Student Medication (5 minutes) (Clegg)	97
J. Direct administration to prepare a resolution calling for a renewal of the expiring portion of referendum revenue authorization and the appropriate ballot language (10 minutes) (Rider)	102
IV. Reports	
A. Student Advisor	
B. Superintendent	
C. Board Members	
V. Adjourn to Board Workshop (Review of Contracted Employee Policy)	

School Board Minutes
 INDEPENDENT SCHOOL DISTRICT 191
 May 19, 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, Sweep, Teiken and Chair Hill. Others in attendance were Superintendent Clegg, administrators and staff.

Attendance

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

Pledge of Allegiance

Bruce Morrissette, Associate Principal at Burnsville High School, provided an overview of the new orientation program, called Ignition, that was in place last September for incoming sophomores. Approximately 100 juniors and seniors were trained as mentors with the goal of assisting new students make a smooth, successful transition into high school.

Public Recognition

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

Agenda

Moved by Director Morrison, seconded by Director Teiken, to approve the consent agenda as amended [removing Items II.B.2 and II.B.6 for separate consideration].

Consent Agenda

- Minutes of the May 5, 2011 board meeting and closed session
- Donation of books valued at \$223 from ARC Greater Twin Cities to ECSE; \$201.92 from Brionne Sillman and \$40.39 from Robin Swanson to Hidden Valley in support of the Literacy Library; \$100 from Residential Mortgage Group on behalf of Richard Plummer to Harriet Bishop; \$50 from Kitta Teso and \$210 from Kathleen Volner to Harriet Bishop; \$25 from Laurie Blehrud to the BHS Blaze Fund; and, the following donations to the BHS Scholarship Fund: \$500 from the Metcalf Junior High PTO, \$3,000 from the Burnsville Rotary Breakfast Club Foundation, \$1,000 from the Burnsville Association of Educational Assistants, \$2,000 from the Burnsville Rotary Foundation, \$1,000 from the Lon Hitch Memorial Scholarship
- Approve April payroll checks numbered 715553-715660, and Direct Deposit notices numbered 428782-432070, in the net amount of \$3,841,978.66. April and May claims to date represented by checks numbered 407381-408139, 100474-

Minutes
 Donations

Payroll, Claims
 and Receipts

<p>100481, 1002762-1002949 and wire transfers and adjustments totaling \$6,003,497.45. Also, that the Board accepts April receipts of \$24,884,458.53 and investments for General Operations and Alt. Facilities and OPEB of \$25,220,875 as of April 30, 2011.</p>	
<ul style="list-style-type: none"> - Accept the Budget Analysis for the Month ending April 30, 2011 - Approve the job description and filling the position of Special Education Cluster Coordinator 	<p>Budget Analysis Job Descriptions</p>
<p>Chair Hill made special mention of the generous donations. Motion carried unanimously (7,0).</p>	
<p>(Item II.B.2) The Human Resources report was discussed at length and approved by all board members. It will be placed on the June 2, 2011 agenda to correct a procedural error.</p>	<p>HR Report</p>
<p>(Item II.B.6) Moved by Director Schmid, seconded by Director Currier, to approve the job descriptions and filling the positions of Professional Development and Q-Comp Coordinator, Curriculum and Student Programs Coordinator, and a Teaching and Learning Assessment Coordinator. Motion carried (6,1 with Director Schmid voting no).</p>	<p>Job Descriptions</p>
<p>Moved by Director Morrison, seconded by Director Luth, to approve the ISD 191 Curriculum Management System. Motion carried unanimously (7,0).</p>	<p>Curriculum Management System</p>
<p>Moved by Director Morrison, seconded by Director Currier, to approve the 2011-2012 Early Childhood Special Education Parent Handbook as presented. Motion carried unanimously (7,0).</p>	<p>ECSE Parent Handbook</p>
<p>Moved by Director Currier, seconded by Director Teiken, to approve the 2011-2012 Burnsville-Eagan-Savage Transition Services (BEST) Handbook as presented. Motion carried unanimously (7,0).</p>	<p>BEST Handbook</p>
<p>Moved by Director Schmid, seconded by Director Morrison, to approve, on a first reading basis, revisions to Policy DAA, Fiscal management Priority Objectives – Fund Balance. Motion carried unanimously (7,0).</p>	<p>Policy DAA</p>
<p>Moved by Director Morrison, seconded by Director Luth, to adopt the following resolution: BE IT RESOLVED, by the Board of Education of Independent School District 191, that the following classified personnel are hereby laid off from their clerical positions effective June 30, 2011: Christine Arnold (BHS), Debra Galligan (Teaching & Learning), Nancy Peralta (Sky Oaks Elementary), Nancy Rogness (DEC), Debra Scherer (Hidden Valley Elementary),</p>	<p>Resolution Terminating Classified Staff</p>

Lisa Wade (BHS). Written notice shall be provided to each employee. Each clerical employee retains recall rights as per the Master Agreement.

BE IT FURTHER RESOLVED, by the Board of Education of Independent School District 191, that the following clerical positions are eliminated effective July 1, 2011: Planning & Technology Clerk, L7; Human Resources Clerk, L7; Operations Clerk, L6; Curriculum & Instruction Clerk, L6; Purchasing Clerk, L6; Food Services Clerk, L6; Integration Clerk, L5; Community Education Clerk, L5; Athletics & Activities Clerk, L6; Guidance Clerk, L5; Records Clerk, L5; 2 High School Assistant Principal Clerks, L5; Vale Site Secretary, L7; SPED Transportation Clerk, L6; Human Resources Leave Entry Clerk, L5; Administrative Services Center Receptionist/ Communications Clerk, L5; Human Resources Substitute & Application Clerk, L5; .8 fte Census Clerk, L5; .2 fte Census Clerk, L5; Teaching & Learning Clerk, L3.

A roll call vote was taken and the motion carried (6,1 with Directors Currier, Luth, Morrison, Schmid, Sweep, and Chair Hill voting yes, Director Teiken voting no).

The meeting was adjourned to a Board Workshop on College & Career Readiness and Post-Secondary Planning and Budget Planning at 8:25 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: June 2, 2011

RE: Recommended Personnel Changes

**Administrative
Appointment**

David Bernard -New-Director of Instruction, 12 mo/year, effective 7/1/11

Resignation

Jayne Tiedemann -Assistant Director of Special Education, effective 6/30/11

Certified

Leave of Absence

Amy Wilkinson -Teacher, MJH, requests a 1.0 FTE general leave of absence, effective 2011/12 school year

Leave Denial

Tammy McDonough -Teacher, NJH, request for general leave of absence denied

Jason Reilly

-Teacher, Vale, request for parental leave of absence denied

Resignation

Douglas Yates -Teacher (currently on leave), effective 5/24/11

Classified

Change in Assignment

Patricia Wrucke -Tech EA, assignment increases with the addition of 4 hrs/day, Tech EA, MJH, effective 4/14/11

Resignation

Brenda Bedeaux -2nd Cook, Byrne, effective 6/10/11

Retirement

Jane Buchner -2nd Cook, after 17 years in the District, effective 6/10/11

Les Winslow

-Campus Supervisor, after 9 years in the District, effective 6/9/11

*added to original report
Burnsville-Eagan-Savage #191
Board Meeting – 06/02/2011

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**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: ~~May 19, 2011~~ June 2, 2011

RE: Recommended Personnel Changes

Classified
Change in Assignment

Susan Barlage	*Assignment changes to Secretary/Clerk 3A, 184 days, 8 hrs/day, Rahn, ST, MWS, effective 7/1/11
Nanette Cecka	*Assignment changes to Secretary/Clerk 6B, 261 days, 8 hrs/day, DEC, effective 7/1/11
Jayne Fratzke	*Assignment changes to Secretary/Clerk 3A, 184 days, 5 hrs/day, BHS, effective 7/1/11
Nancy Garlock	*Assignment changes to Secretary/Clerk 2A, 261 days, 7.2 hrs/day, DEC, effective 7/1/11
DeAnna Goodwin	*Assignment changes to Secretary/Clerk 5B, 261 days, 8 hrs/day, DEC, effective 7/1/11
Brenda Gries	*Assignment changes to Secretary/Clerk 3A, 184 days, 7.2 hrs/day, GP, VV, Neill, effective 7/1/11
Annette Hardt	*Assignment changes to Secretary/Clerk 3A, 227 days, 8 hrs/day, BHS, effective 7/1/11
Kimberly Harris	*Assignment changes to Secretary/Clerk 3A, 184 days, 7.2 hrs/day, BEST, HV, effective 7/1/11
Trudie Harris	*Assignment changes to Secretary/Clerk 5A, 261 days, 8 hrs/day, DEC, effective 7/1/11
Tanya Mitchell	*Assignment reduction to Secretary/Clerk 2A, 261 days, 4 hrs/day, DEC, effective 7/1/11
Andrea Norris	*Assignment changes to Secretary/Clerk 2A, 184 days, 7 hrs/day, HV, effective 7/1/11
Jeanine Riggs	*Assignment changes to Secretary/Clerk 3A, 227 days, 8 hrs/day, BHS, effective 7/1/11

*added to original report
Burnsville-Eagan-Savage #191
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Judith Sherin

*Assignment changes to Secretary/Clerk 6B, 261 days, 8 hrs/day, DEC, effective 7/1/11

9

Carlene Moberg Taheri

*Assignment changes to Secretary/Clerk, 7A, 227 days, 8 hrs/day, SO, effective 7/1/11

Resignation

Sylvia Taylor

*EA, Byrne, effective 6/10/11



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 24, 2011
RE: Donation

Please accept the donation of \$500 to the BHS Scholarship Fund from the Harriet Bishop P.T.O.

Harriet Bishop P.T.O.
14400 O'Connell Rd
Savage, MN 55378



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 24, 2011
RE: Donation

Please accept the donation of \$500 to the BHS Scholarship Fund from the Burnsville Principals' Association.

Burnsville Principals' Association
Attention: Delonna Darsow
100 River Ridge Ct.
Burnsville, MN 55337

To: Randy Clegg, Superintendent of Schools

II.B.3

From: Jon Bonneville, Principal

Date: May 25, 2011

RE: PTO Donations

It is my recommendation that the School Board of Independent School District #191 accept a check for \$80.00 to purchase books for the Hidden Valley Media Center.

The staff very much appreciates the continued support of our school community and the hard work of our PTO members.



II.B.3

TO: Dr. Randy Clegg
FROM: Dave Helke
DATE: May 25, 2011
RE: Donation

Please accept the donation of \$500 to the BHS Scholarship Fund from the Burnsville High School Student Council.

Burnsville High School Student Council
Attention Mark Riggs
600 E. Hwy. 13
Burnsville, MN 55337

OFFICE OF INDIVIDUALIZED STUDENT SERVICES

TO: Randy Clegg, Superintendent I.I.B.3
FROM: Stephanie Corbey, Executive Director
DATE: May 25, 2011
RE: Donation to District Health Offices and the Diamondhead Clinic

It is my recommendation that the School Board of Independent School District #191 accept a donation of 60 hats and 60 gloves from the Rotary Club of Burnsville, Breakfast Group as part of their community outreach program to our District Health Offices and the Diamondhead Clinic. Many students come to our Health Offices voicing a need for hats and mittens during the winter months.

Through this donation, we were able to help students stay warm and dry this past school year. We are grateful for their donation and want to extend our appreciation for their support of our students.

C: Dawn Willson, Director of Health Services



AGENDA II.B.4
June 2, 2011

TO: Members, Board of Education
Dr. Clegg, Superintendent

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

DATE: June 2, 2011

RE: Health and Safety Program Management Plan Approval (Attachment 10)

RECOMMENDATION: That the Board of Education certify the district's Environmental Health & Safety Program Management Plans, as described in Minnesota Department of Education attachment 10, for fiscal year 2011- 2012.

In accordance with M.S, 123B.57, the Minnesota Department of Education requires local school boards to annually review and certify the following health & safety programs: hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations and health, safety and environmental management (which includes indoor air quality).

Attached is the MDE required document for your approval. The district's administration recommends its approval.

Att: MDE attachment #10

HEALTH AND SAFETY APPLICATION FORM

In accordance with M.S. 123B.57 Subd. 1(a) the intent of this document is to satisfy the requirement for districts to submit their health and safety program including hazardous substance removal, fire and life safety code repairs, labor and industry regulated facility and equipment violations, and health, safety, and environmental management, including indoor air quality management. This completed form and attached documentation needs to be submitted to the Minnesota Department of Education before July 2011.

District Name and Number: ISD 191 – Burnsville/Eagan/Savage

Health and Safety Contact Person: Jon Deutsch, Director of Operations & Properties

Signature of Board Chairman _____ **Date** _____

Accident Investigation What is your 2009 Worker’s Comp Experience Modification Rate? .95
What is your district’s most common injury? Slips/Trips/Falls
Describe your procedure for accident investigation and implementing corrective action? If an investigation is necessary SFM will handle by visiting site of accident, talking with witnesses and contacting employee.

Bloodborne Pathogens Name of Bloodborne Exposure Control Officer(s)? Dawn Willson (Director of Health Services)

Asbestos Name of your Designated Person? Jon Deutsch
Do you have current AHERA 3-year and 6-month inspection records on file? Yes – reports from Field Environmental

Bleachers How many sets of bleachers (55 inches above grade and higher) are in your district? 13
Have all of your bleachers received the Five-Year Certification in accordance with M.S. 326B.116? Yes

Chemical Hygiene Name of Chemical Hygiene Officer(s)? John Maronde (MJH), Dan Dornfeld (ERJH), Deanna Bane (BHS) & Tammy McDonough (NJH)

Fire and Life Safety Are you conducting a minimum of 5 fire and 5 lock-down drills within a school year per building? Yes

Indoor Air Quality Name of IAQ Coordinator and Certification Number? Jon Deutsch (I1540)
Date of last IAQ Building Walkthrough - 2011
Date of last Ventilation and Maintenance Checklist – (2011)
Date of last Teacher Survey – (2011)

Machine Guarding Name of Contact Person and Certification Number Susan Thompson (MG1200)

Management Assistance Do you contract with Management Assistance? Yes
Name of Management Assistance Professional? Jason Kuehl (IEA) or Steve Field (Field Environmental)

- Mercury** Have you complied with M.S. 121A.33 as of December 31, 2009? Are you purchasing, storing or using elemental mercury or an instrument of measurement containing mercury for any purpose? **YES**
- Safety Committee** Are you conducting a minimum of 4 quarterly safety committee meetings per school year? **(YES)**

Selected Individual Hazards Identified during the 2010-2011 School Year

Assessment Results / Findings				
Inspection date: March 17, 2011				
Building	Location	Standard	Description	Completion or Status
Metcalf JH	Mechanical room	Egress	Exit sign missing	Work order created to install sign
Metcalf JH	Wood Shop	Electrical	Exposed wiring	Cover plate installed
Metcalf JH	Mechanical rooms	Ladders	Wood ladder broken	Ladder disposed of
Metcalf JH	Pool chemical room	PPE	Tight fitting goggles required in this area	Proper PPE purchased and placed in area
Metcalf JH	Receiving	Walking and working services	Platform must have loading rating	Working with engineer
Metcalf JH	Boiler room	Walking and working services	Floor hole must be kept covered	Drain cover installed
Metcalf JH	Boiler room	Walking and working services	Fall protection required on top of boilers	Employee training
Metcalf JH	Art room		Recommend removing lead glazes	Glazes removed and properly disposed of
William Byrne ES	Dish room	Egress	Exit sign missing	Installed exit sign
William Byrne ES	Upstairs mechanical rooms	Machine guarding	Exposed shaft	Guard installed
William Byrne ES	Upstairs mechanical rooms	Machine guarding	Fan belt and pulley exposed	Guard installed



**Agenda II.B.5
June 2, 2011**

To: Members, Board of Education

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

Date: June 2, 2011

Re: Board Policy DAA

Recommendation: That the Board of Education approve, on a second reading basis, revisions to Board Policy DAA, Fiscal Management Priority Objectives- Unreserved Balances- Operating Funds

The Governmental Accounting Standards Board, GASB has issued Statement No. 54, Fund Balance Reporting and Governmental Fund Type Definitions, to address issues related to how fund balance was being reported. There continued to be confusion among entities in identifying available resources and assessment of liquidity and financial flexibility, therefore GASB Statement No. 54 is intended to clarify the reporting and interpretation of financial fund balances.

I recommend for second reading the following revisions to Policy DAA.

D- Fiscal Management

Descriptor Term: **Fiscal Management Priority Objectives-~~Unreserved Balances-Operating Funds~~Fund Balance**

Descriptor Code: DAA

Issued Date: 5/01

Reviewed Date:

Revised Date: **1/05, 05/2011**

Rescinds: **DAA,DIBA-R**

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the school district's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance

represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

C. "Enabling legislation" means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

D. "Fund balance" means the arithmetic difference between the assets and liabilities reported in a school district fund.

E. "Nonspendable" fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.

F. "Restricted" fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.

G. "Unassigned" fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

H. "Unrestricted" fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

Unassigned balances in the District's Operating Funds are necessary to:

1. Maintain a positive cash position at all times.
2. Provide for reasonable and expected budget variances.
3. Anticipate appropriation deficiencies.
4. Retain credit worthiness as determined by bond rating agencies.
5. Provide for unexpected or emergency expenditures.

The school district will strive to maintain an unreserved, undesignated a minimum unassigned general fund balance in each Operating Fund in an amount equal to one month's average expenditures. of 8 percent of the annual general fund expenditures. budget. Amounts in excess of that goal may be committed to future years' expenditures upon determination that the accumulation of reserves are not needed for other reasons. If the school board determines that the fund balance goal cannot be met, the policy requirements may be waived upon majority vote when the budget is

formally adopted or revised. When conditions permit, subsequent budgets shall reflect an effort to restore the unassigned general fund balance to the desired level.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The school board shall review the sufficiency of the minimum unassigned general fund balance level at least annually, when the budget is formally adopted or revised.

To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item II.B.6
June 2, 2011

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

Date: June 2, 2011

RE: Approve New Job Descriptions

Recommendation: That the Board of Education approve job descriptions and filling the positions for Bursar and Registrar.

At the May 19, 2011 Board meeting, Board members received a summary of reductions in administrative office support across the district. These staffing revisions included lay-offs at the high school. Such lay-offs were made in light of discussion around the attached job descriptions that were identified to be forthcoming at that time.

With the approval of these positions, high school office administrative support will still experience an overall net decrease of 1.0 fte. In difficult economic times, these fiscal savings are only made possible by delineating existing duties in a purposeful realignment of roles and responsibilities and the physical reconfiguration in the previously planned renovation of the high school office which will allow for the reception and service of students and families to be more efficient even with a reduction of staff in the high school office.

Re-purposing fte to fill these positions will allow for the following:

- Maximizing resources to directly support teaching and learning,
- Alignment of administrative support services to the primary functions a high school office is responsible for, as opposed to the more traditional alignment to individuals or programs,
- Management and maintenance of technological systems consistent with district policies and procedure, and
- Re-aligning managerial tasks to an appropriate support structure so that the Principal's focus is primarily on instructional leadership.

Organizing around functions provides for greater consistency and efficiency and the opportunity for tight implementation of processes and procedures with district office. Approval of these positions will allow for these purposes even with an overall reduction in staffing at the site.

ISD # 191 Job Description
(BURS)- BURSAR

Exempt (Y/N): Yes

DATE: June 2, 2011

DEPARTMENT: High School

SUPERVISOR: Principal

SUMMARY: To perform a wide range of financial management and minor administrative site functions for the school by taking initiative and applying independent judgment in the application of prescribed policies, procedures, and methods. To 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.

Manage Automated Systems

- Supervises and maintains online fee pay programs
- Develops, maintains and tracks school-wide budget using automated database software
- Processes Purchase Orders using automated software
- Maintains student activities and department checking accounts in automated system.
Provides reports on expenditures and deposits upon request

Develop & Manage Accounting Procedures

- Develops a schedule and system to retain financial documents according to Board policy and record retention laws
- Establishes procedures in accordance with district policy and expectations for the collection, documentation, and handling of cash/checks
- Periodic compliance reviews in accordance with established policies and procedures
- Verifies, prepares, and records bank deposits into accounts. Makes deposits several times per week
- Reconciles bank statements and sends reports to Business Office
- Supervises all deposits and banking issues as primary signature on high school account
- Processes checks and verifies documentation for withdrawal requests
- Processes and verifies documentation for employee reimbursements
- Prepares Student Activity Reimbursement forms
- Prepares reports, reconciliations, and all requested information for audit purposes
- Maintain knowledge of and follow-through on State guidelines and BES School system policies regarding proper handling of study activity funds
- Trains and assists staff on Finance system and processes as needed

Develop & Maintain Purchasing Processes

- Assists Accounting Department in researching product compatibility and pricing and ordering of major purchases for the school; requests bids and negotiates cost with vendors following policies under the direction of the Business Office
- Maintains inventory of all basic school supplies and identifies ordering needs
- Gathers data for Accounting Department to help facilitate the negotiation and maintenance of service contracts for copy machines, folder/inserters and postage meter machine
- Assists Accounting Department with negotiating contracts for student pictures, student planners, hand-held radios, and other materials or services
- Manages purchase order data in automated system. Receives orders as they arrive and distributes to appropriate departments or storage areas. Follows-up on discrepancies, tracking costs

Assist with Site Functions

- Assists visitors/parents/students as needed
- Assists with establishment and implementation of policies and procedures governing the School Store, the sale of tickets/items by student groups, etc.
- Reviews and processes all field trip requests to ensure compliance with building and district policies and procedures
- Schedules all state-mandated safety drills and updates information annually
- Updates student/parent handbook annually
- Review and process all transportation requests for compliance with building and district policies
- Assists with the development of annual building calendar and scheduling of the facility for after hour use
- Assists the administrative team with special projects and requests as needed at the direction of the principal

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: Education/Certification. Associates degree and at least two years of experience with accounting budgets, and financial accounting software or any equivalent combination of education, advanced training, and experience.

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:

- Advanced computer skills to include using software programs for word processing, database, spreadsheet, and other software as required by the position
- Group facilitation and leadership skills
- Group presentation skills
- Ability to maintain regular attendance
- Ability to perform multiple tasks at one time
- Working knowledge of policies and procedures for Accounts Payable, Accounts Receivable, and Purchasing
- Ability to recognize and resolve problems with minimal administrative intervention
- Ability to interpret and implement instructions provided in written and oral form
- Expertise in utilizing personal computers, popular word processing, mail merges, database, and spreadsheet application
- Strong computer software and technical skills required to generate specific reports and update databases
- Excellent customer service skills
- Excellent written and oral communication skills
- Strong communication, interpersonal skills and team collaboration skills required
- Strong organizational skills
- Commitment to cultural competence and intercultural relations
- Commitment to professional development to maintain current knowledge around to date practices in the field of accounting
- 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. The position requires the ability to operate a keyboard and calculator at efficient speed.

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
(REGIS)- REGISTRAR

Exempt (Y/N): Yes

DATE: June 2, 2011

DEPARTMENT: High School

SUPERVISOR: Principal

SUMMARY: To perform varied and responsible functions related to student registration and events by applying thorough knowledge of departmental operations and the exercise of judgment and initiative to interpret guidelines, policies, procedures and practices. To 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.

Lead Data Management System Procedures

- Serve as main coordinator of the student data management system to input student data and maintain accurate records
- Establish and maintain automated records and files; generate and distribute computerized reports related to all aspects of the student information system
- Maintain student demographics in TSIS system
- Act as the primary contact for and manages the online transcript service Docufide
- Manage TSIS, Access, and FileMaker Pro databases related to student academic records and course registration

Coordinate Student Records System

- Coordinate school information for entry into cumulative student record files, and maintains formal and informal student files
- Perform a variety of complex duties in the evaluation, preparation, modification and maintenance of scholastic records
- Maintains & insures the integrity and accuracy of all student transcript information, electronic and hard-copy, and credit summary information
- Receives transcripts and other academic records and conducts and initial evaluation to determine student credit status, including credit deficiencies, and conformance with district policies and practices for student programming
- Processes requests from students, other districts, colleges, government agencies, and/or employment agencies for the purpose of providing requested information, including verification of enrollment and graduation status

- Coordinate and communicate with the Director of Assessment, other members of the teaching and learning team, and general administration to disseminate, compile and create reports for various stakeholders
- Manages the operation of the records room to ensure compliance with all federal, state, and school district policies and procedures regarding student information and serves as a resource to employees and organizations for the purpose of interpreting and disseminating information relevant to student records

Coordinate Registration Process

- Receives all enrollment information from the Welcome Center, follows-up accordingly to gather additional information, and prepares relevant material for registration meeting with the guidance counselor
- Process new enrollments and student withdrawals, including documentation, and school records
- Coordinate course registration and elective options for current and incoming students
- Processes all student withdrawals following district policies and procedures

Develop Information Updates & Report Processes

- Compose and disseminate a variety of communication tools to include: forms, letters, lists, applications and certificates; duplicate and distribute materials as necessary
- Coordinates procedures and processes to ensure timely and accurate deficiency, progress, and final term grading, including opening the grading portal, performing grade audits, and printing and disseminating report cards
- Update school website and digital bulletins
- Verifies student enrollment and billable hours for PSEO, CIS, DCTS, and other concurrent enrollment situations
- Compiles reports as requested to assist building administration and district administration in monitoring leading and lagging indicators and other data as needed
- Conducts annual review of NCAA and NIAA eligibility criteria and updates district course submissions
- Assist counselors and building administrators with identifying students not on track to graduate due to credit deficiencies or failure to meet proficiency on state tests and communicating that information to them and their families
- Prepare Honor Roll lists and disseminate information to local newspapers

Assist with Site Programs & Events

- Assist in the coordination of New Student Orientation along with prospective student visits and tours
- Assist with overall coordination of graduation activities and information
- Assist in the coordination of the annual Honors Night program
- Assist in the coordination of standardized testing

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: Education/Certification. Associates degree and at least two years of experience in coordinating records and data management or any equivalent combination of advanced training and experience.

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
- Group facilitation and leadership skills
- Group presentation skills
- Ability to maintain regular attendance
- Expertise in utilizing personal computers, popular word processing, mail merges, database, and spreadsheet application
- Strong computer software and technical skills required to generate specific reports and update databases
- Excellent customer service skills
- Excellent written and oral communication skills
- Strong communication, interpersonal skills and team collaboration skills required
- Strong organizational skills
- Commitment to cultural competence and intercultural relations
- Commitment to professional development to maintain current knowledge of data practices surrounding records and registration
- 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.



**Agenda III-A
June 2, 2011**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 2, 2011
RE: Waive Unassigned (Unreserved-Undesignated) Fund Balance Policy for Fiscal Year 2012.

RECOMMENDATION: That the Board of Education waive the Unassigned (Unreserved-Undesignated) Fund Balance policy DAA for FY12 budget.

The current proposed Budget does not allow for an Unassigned (Unreserved-Undesignated) fund balance as called for under the approved policy DAA, therefore it is recommended the board waive this policy and consider further action to set a new minimum Unassigned (Unreserved-Undesignated) fund balance to be used in determining the final proposed FY12 adopted budget.



**Agenda III-B
June 2, 2011**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members, Board of Education

FROM: Lisa Rider, Executive Director of Business Services

DATE: June 2, 2011

RE: Establish Fiscal Year 2012 minimum Unassigned (Unreserved-Undesignated) Fund Balance.

RECOMMENDATION: That the Board of Education adopt a Fiscal Year 2012 Unassigned (Unreserved-Undesignated) fund balance of no less than 6% of general fund expenditures.

The Fund Balance Policy DAA approved calls for a minimum Unassigned (Unreserved, Undesignated) Fund Balance of 8% of general fund expenditures. The Board of Education has waived the 8% fund balance due to the need to address expenditures higher than revenues in the proposed budget. By approving a minimum Fund Balance of no less than 6% of general fund expenditures, the net amount expenditures may exceed revenues for the Proposed FY12 Budget is then determined. This information will be used in the preparation of the final Fiscal Year 2012 Budget.



**Agenda III-C
June 2, 2011**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 2, 2011
RE: Proposed 2011/2012 Adopted Budget

RECOMMENDATION: That the Board of Education adopt a resolution directing administration to prepare a final Fiscal Year 2012 adopted budget based on revenue and expenditure assumptions as presented to date.

The 2011/2012 Preliminary Budget has been prepared in accordance with the following assumptions:

1. General education funding, on a per pupil basis, was kept at \$5,124 (the same amount since 2008-2009) per pupil unit.
2. Elementary class sizes averaging around 25.8:1 resulting from a range of class sizes of 23-30 depending on grade level and secondary class sizes averaging around 35:1.
3. No AARA (federal stimulus) amounts are included in the proposed 2011/2012 proposed budget.
4. Ed Jobs Federal Funds in the amount of \$1.67 Million included as an estimate in the proposed 2011/2012 proposed budget.
5. Enrollment decline estimate based on projected end of year numbers at 155 students in average daily membership. Magnet enrollments are included in this estimate.
6. An estimated \$700,000 reduction in Health Insurance costs across the operating funds is included as a result of the OPEB Trust implicit rate contributions.
7. Zero percent increase in health insurance premium costs as a result of Change in Medical provider.
8. Budget unit proposed budgets as attached.

This initial budget is expected to be revised in the fall to address legislative adjustments that may be required once an education finance bill is approved through a special session as expected. Further budget revisions may be necessary to recognize actual data relating to federal updates, enrollment, staffing, audited fund balances, etc.

ATTACHMENTS: Preliminary Budget 2011/2012 Budget Units as of May 26, 2011.

**BURNSVILLE - EAGAN - SAVAGE SCHOOLS ISD# 191
PRELIMINARY FY12 BUDGET BY BUDGET UNIT
May 26, 2011 BOARD WORKSHOP**

BUDGET UNIT		FY 12 PRELIMINARY BUDGET	BUDGET UNIT DESCRIPTION
01010	General Elementary Instruction - Personnel	17,309,606	Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, science, social studies at the district's ten elementary schools including the following salaries and benefits for 193.6 FTEs and substitutes.
02010	General Junior High Instruction - Personnel	5,538,121	Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language including the salaries and benefits for 61.4 FTEs and substitutes.
03010	General High School Instruction - Personnel	5,404,872	Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language including the salaries and benefits for 64.4 FTEs and substitutes.
04000	Phyed, Health, Art, Music - Personnel	4,518,359	Provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-12 general/vocal music and 5-12 Instructional music instruction including the salaries and benefits for 54.5 FTEs.
06010	Family and Consumer Science Instruction	473,965	Provides the funding to operate the instructional program of family and consumer science including the salaries and benefits for 5.7 FTEs.
06020	Trade and Industrial Education	571,264	Provides the funding to operate the instructional program of trade and industrial education including the salaries and benefits for 6.5 FTEs.
06040	Business and Office Education	271,876	Provides the funding to operate the instructional program of business and office education including the salaries and benefits for 3.2 FTEs.

06060	Post-Secondary Tuition	675,000	Provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).
07010	K-12 Media Services	832,066	Provides the funding to provide K-12 media services including the salaries and benefits for 5 FTEs media specialists and 11 FTEs elementary media educational assistants.
07020	K-12 Gifted and Talented	476,402	Provides the funding to provide for a half-time gifted and talented instructor at each elementary school. Equal to a total of 5 FTEs.
07030	7-12 Guidance Services	1,050,080	Provides the funding to provide 7-12 guidance services including the salaries and benefits for 11.6 FTEs.
07040	K-12 Nursing/Health Services	844,167	Provides funding to operate the district health services department including salaries, benefits and other operating expenses for 20 district school health offices. Includes 13.1 FTEs who are not reimbursed through other categorical funding.
07050	K-6 Resource Teachers	441,821	Provides the funding to provide a half-time resource instructor at each elementary school. Equal to a total of 5 FTEs.
07060	English Second Language Learner	2,290,611	Provides funding for the district's K-12 English Second Language Learner program and includes the salaries and benefits for 29 FTEs (50:1 ratio) as well as other instructional expenses. Includes general fund cross-subsidy to supplement state ELL funding, does not include Title III funds.
08010	Instructional Resources (Supplies)	1,044,456	Provides the per/pupil funding allocation for instructional related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, copiers & supplies, telephone, etc.

09000	Special Ed Support Services	23,405,546	<p>Provides funding to operate the Office of Individualized Student Services including the salaries and benefits for 273.5 FTEs as well as other instructional expenses.</p> <p>Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions. Includes general fund cross-subsidy to supplement categorical state and federal funding.</p>
10010	Alternative Learning Center	2,173,434	<p>Provides categorical funds to operate an alternative high school, extended day and extended year programs for elementary and junior high school students including the salaries and benefits for 24.1 FTEs as well as other instructional expenses.</p>
10020	Mental Health Services	215,000	<p>Licensed mental health professionals, through a financial partnership with Storefront Group, who are able respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.</p>
11010	Co-Curricular Activities (Non-Athletic)	385,362	<p>Provides the funding to support co-curricular activities including the salaries and benefits for 1 FTE as well as other instructional and operational expenses- including stipends and hourly pay.</p> <p>These funds are supplemented through ticket sales, fund raising, donations, etc.</p>
11020	9-12 Interscholastic Athletics	933,970	<p>Provides the funding to provide 9-12 athletics including the salaries and benefits for 1 FTE as well as other instructional and operational expenses- including stipends and hourly pay.</p> <p>These funds are supplemented through ticket sales, fund raising, donations, etc.</p>
12010	Title I, Part A Regular - Improving Basic Programs	729,671	<p>Provides funding to help ensure all children meet challenging state academic standards including the salaries and benefits for 7.6 FTEs as well as other instructional, Supplemental Education Services and staff development expenses.</p>
12020	Title II, Part A Regular - Teacher/Principal Training & Recruiting	293,813	<p>Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement. Given funding uncertainty, no FTEs are currently reflected in this unit.</p>

12030	Title III Regular - Limited English Proficient Students	196,630	Funding is intended to support ESL personnel, their professional development, and for interpretation needs of our LEP families. Given funding uncertainty, no FTEs are currently reflected in this unit.
12050	Carl Perkins Grant	75,000	Funding pays for professional development and supplies to individuals who teach Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School. Currently no FTEs are reflected in this unit.
13010	Q-Comp/Pro-Pay	2,616,309	Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses. Given the District's pending application, no FTEs are currently reflected in this unit.
13020	Integration	1,406,756	Provides for expenditures related to the integration and equity program including salaries and benefits, professional development and other operating expenses. Given funding uncertainty, no FTEs are currently reflected in this unit.
13030	Compensatory Education (Excludes ESL, see 07060)	3,876,254	Provides funding to operate District's compensatory programs and initiatives including salaries and benefits for 32.8 FTEs. These funds are intended to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards.
14010	Instructional Technologies	1,330,382	Provides funding to support the utilization of technology in the delivery of curriculum and as a teaching and learning tool. Includes salaries and benefits for technology Eas (13.5 FTEs) and Support Staff (.8FTE), instructional resources, equipment and supplies.

14020	Administrative and Operational Technologies	1,603,117	Provides funding manage and support the district's administrative and operational technologies including salaries and benefits for 7.3 FTEs. Also includes operational resources, equipment and supplies including the District's intranet and telephone systems.
15010	Instructional Development	653,458	Provides the funding for district professional development (PD) to support the acquisition of district learning goals including salaries and benefits for 2.6 FTEs. Also includes operational resources, purchased services, equipment, supplies, and \$300K for building level PD allocations.
15020	Curriculum Development	449,305	Provides the funding for the ongoing development of a comprehensive written curriculum. Includes salaries and benefits for 2.1 FTEs. Also includes operational resources, purchased services, equipment and supplies.
15030	Curriculum Adoptions	600,000	Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.
15040	Assessment Program	536,139	Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards. Includes salaries and benefits for 3.4 FTEs. Also includes software fees, purchased services, equipment and supplies.
16010	Board of Education	166,225	Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.
16020	Superintendent	288,204	Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals including salaries and benefits for 1.5 FTEs.
16030	Assistant Superintendent	293,794	Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs including salaries and benefits for 1.5 FTEs.

16040	Human Resources	1,408,190	Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements. Includes the salaries and benefits for 6 FTEs.
16050	Business	1,349,500	Provides the funding to operate the school district's business services (accounting, payroll, and mandatory state and federal reporting) including salaries and benefits for 11 FTEs.
16051	Business	226,197	3 unallocated FTEs for teacher reserves and overload schedules, yet to be determined.
16052	Business	1,000,000	Provides funding for required severance payouts as stipulated in the District's various bargaining agreements.
16053	Business	1,400,000	Provides the funding for the District's estimate of step and lane increases for the first year of the District's employment agreements.
16060	Communications and Marketing	418,055	Provides the funding to the District's communications and marketing initiatives. Includes salaries and benefits for 2 FTEs, maintenance of District websites, social networks, publications, etc.
16070	Student Registration	160,932	Provides the funding to operate the school district's student registration and enrollment services including salaries and benefits for 2.4 FTEs.
17011	Elementary Administrators	1,145,297	Provides the funding to operate the elementary principals' offices at each school including the salaries for 10 FTEs.
17012	Elementary Building Clerical	478,560	Provides the funding to operate the elementary principals' offices at each school including the salaries for 11.2 FTEs.
17013	Elementary EAs	296,027	Provides the funding various administrative and educational roles at each school including the salaries for 14 FTEs.
17014	Elem. Admin Benefits	492,727	Provides the funding for the benefits of the above administrator, clerical and EA staff.
17021	Secondary Administrators	1,358,357	Provides the funding to operate the secondary principals' offices at each school including the salaries for 16 FTEs.
17022	Secondary Building Clerical	641,223	Provides the funding to operate the secondary principals' offices at each school including the salaries for 16.1 FTEs.
17023	Secondary EAs	201,809	Provides the funding various administrative and educational roles at each school including the salaries for 7.1 FTEs.

17024	Sec. Admin Benefits	606,010	Provides the funding for the benefits of the above administrator, clerical and EA staff.
17025	Miscellaneous Stipends	227,172	Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit. No FTEs are charges to this unit.
18010	Student Transportation	3,986,124	Provides the funding to transport eligible students to and from school including during regular and extended year/day terms. Includes the salaries and benefits for 1 administrative and 13.6 transportation EA FTEs.
19010	Custodial	4,981,541	Provides the funding to operate the District's custodial services including salaries and benefits for 72.7 FTEs, supplies, equipment and contracted services.
19020	Building, Grounds and Maintenance	1,233,993	Provides the funding to operate the District's building, grounds and maintenance departments including salaries and benefits for 7.1 FTEs, supplies, equipment and contracted services.
19030	Environmental Health and Safety/ADA Compliance	567,480	Provides the funding to operate the District's environmental health and safety department including salaries and benefits for 1.4 FTEs, supplies, equipment and contracted services.
19040	Facility Leases	740,506	Provides the funding for the District's facility leases for BEST, Pates Stadium and the Hamilton Building. No FTEs are coded to this unit.
19050	Warehouse and Purchasing	107,997	Provides the funding to operate the school district's warehouse and purchasing departments including salaries and benefits for 1.8 FTEs, supplies and equipment.
19060	Utilities	1,744,250	Provides the funding for the District's utilities. No FTEs are coded to this unit.
20010	School Resource Officers	280,000	Provides the primary funding for school police resource officers for the district's secondary schools. No district FTEs are coded to this unit, all services are contracted.
20030	Safe Schools	202,740	Provides the primary funding for additional supervision at Burnsville Senior High including the salaries and benefits for 4.3 FTEs.

21XXX	Miscellaneous State and Local Grants	1,633	Provides the primary funding for various grants received outside of Federal and Special Education funding.
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Subtotal of Budget Units	109,227,355	Represents all expenses listed in the above budget units.
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Budgeted Revenue	107,158,198
Budgeted Expense	<u>(109,227,355)</u>
Projected Spend Down of Fund Balance	<u><u>(2,069,157)</u></u>

Staffing reflected as of May 23, 2011
 Budget reflected as of May 25, 2011

To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item III.D
June 2, 2011

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

Date: June 2, 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.

Bjoin	Connie	.5
Czapar	Kelly	1.0
Mathers	Kassandra	1.0
Moras	Katie	1.0
Tuma	Angela	1.0
Wilson	Lori	.5

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

To: Members, Board of Education
Randy Clegg, Superintendent

Agenda Item III.E
June 2, 2011

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

Date: June 2, 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>
Heather Alvey	.2 (return to .5 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.F.

To: Members of the Board of Education
 Superintendent Randy Clegg

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

Date: June 2, 2011

RE: **Resolution Terminating Educational Assistants**

RECOMMENDATION: 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 following educational assistants are hereby terminated at the end of the 2010 - 2011 school year

SEEKERS: Positions Eliminated/Layoff

Middlecamp, Jill	HV
Tallman, Claudette	VV
Peterson, Jane	GP
Humlie, Carol	ST
Koutnik, Anne	HB
Hertle, Michele	MWS
Keljik, Susan	WB
Torralba, Kathy	SO
Kuechler, Gretchen	RAHN
Duckwall, Madolynn	EN
Fung, Elaine	WB

LEVEL III: Elementary Positions Eliminated/Layoff

Pond, Angela	EN
Hendrickson, Lisa	GP
Bartells, Carol	HV
Vossen, Anne	HV
Goren, Lisa	MWS
Hey, Linda	MWS
Hickerson, Karen	MWS
Pollock, Julie	MWS
Streff, Theresa	MWS
Bedard, Betty	Rahn
Droege, Sheryl	Rahn

Forde, Judith	Rahn
Blomquist, Joni	ST
Kieffaber, Carolyn	ST
Theyson, Brenda	SO
Ramacher, Thuy	VV
Horton, Sheila	WB

LEVEL III: Secondary Layoff

Dove, Betty Ann	BHS
Bringgold, Debbie	EJH
Kinsella, Joseph	NJH
Ville, Juanita	MJH

LEVEL IV: Secondary Positions Eliminated/Layoff

Weatherford, Andrea	DH
Dugas, Adrienne	DW
Simmons, Lukea	MJH
Ashley, James	MJH
Martin, Joyanna	BHS



TO: Board of Education
Dr. Randall Clegg

Agenda Item III.G
June 2, 2011

FROM: Chris Lindholm

DATE: May 27, 2011

RE: 2011-12 Professional Development

RECOMMENDATION: That the Board of Education approve the 2011-12 Professional Development Plan.

Planning for the 2011-12 school year began early in the fall with several meetings of the Professional Development Advisory Committee and multiple discussions with building principals. The feedback was consistent about the need to align our work and our leadership structures across the district. In response to this feedback and the researched practices of effective Professional Learning Communities, building principals are establishing Building Leadership Teams (BLT) this spring that are responsible for creating School Improvement Plans and Professional Development Plans for the 2011-12 school year. Two members of each BLT and each principal will also serve on the District Leadership Team (DLT). This team is responsible for ensuring alignment of efforts throughout the district, and it will meet for the first time in August and approximately 4 – 5 times each year as part of the continuous improvement process. This district-wide team replaces the Professional Development Advisory Committee, includes more stakeholders in the process, and will be aligned to the work of a Professional Learning Community.

Alignment of the School Improvement Plans to the District Strategic Goals and alignment of the building Professional Development Plans to the District 5-Year Professional Development Plan is a requirement for all of the teams. Plans are also expected to include specific measurable goals with action plans and a detailed plan for assessing the outcomes. Principals will be expected to report on the implementation of their plans at the end of each school year with progress updates throughout the year during site visits. Specific processes for communication of outcomes will be worked out collaboratively during the 2011-12 school year.

The following items are included in the board packet with this recommendation:

- Slides to illustrate the information presented at the board meeting
- District 5-Year Professional Development Plan approved in 2010
- School Improvement Plan template/guidelines
- Professional Development Plan template/guidelines
- Chapter 8 of Learning By Doing
- “Cultural Shifts in a Professional Learning Community” Handout

The “Doing” of a Learning Organization



**ISD191 SCHOOL BOARD MEETING
JUNE 2, 2011**



Enhancing Our Work

2

BES 2010-2011 MODEL SECONDARY PROFESSIONAL DEVELOPMENT PLAN 5/24/2011

August 31 (Full Day)

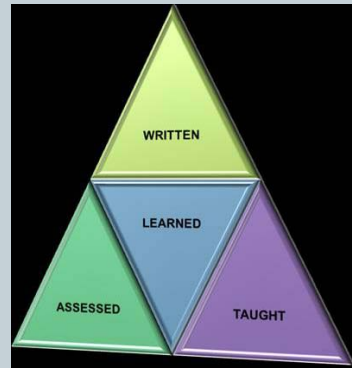
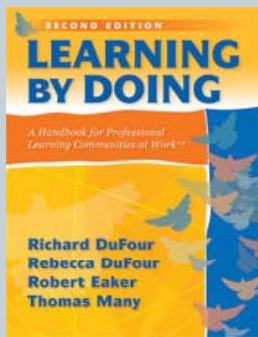
The Framework and Principles of Differentiated Instruction; Knowing My Students and Building Relationships

Goal: Know your students, with the assistance of a learning profile tool, in order to impact student engagement and achievement.
AM session at BHS: Understand the framework and principles of differentiated instruction. Gather information about learning profiles and the impact these profiles have on students' success. After keynote, school work to determine what information will be collected about students' interests and learning profiles and how it will be used. School groups focus on setting up routines that support differentiated instruction school wide.
PM activity at your building: What is my belief system? What is the belief system we endorse as a school (Heacox, P162). Incorporate IDI results and cultural competency training.
Staff follow-up: What are the school rules for discipline? What are the school rules for homework? How can we differentiate for students, so they are all successful learners and participants in school? Staff will receive tools to administer student interest inventory, multiple intelligences, etc.

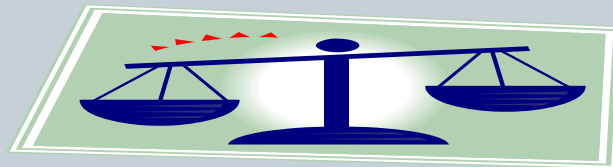
Overview (4 hours): Richard Cash	Participants: All secondary teachers	Location: start at BHS, end at own building	Time: 7:30 – 11:00am Everyone at BHS, building
Follow-up Session: Purpose and definition of learning profiles and interest inventories for secondary implementation.		Follow-up Session: Reflecting on your beliefs about student achievement	
TRAINING: Receive information about the benefits of using learning profiles and interest inventories and their possible applications. Understand the implementation process: Discussing the tool with students, requiring and clarifying accurate answers, retrieving data from a class set, and analyzing how the information can be used to inform instruction and assessments.		TRAINING: Led by principals, staff meet with their building peers to discuss their beliefs about student achievement. Activity is based on Diane Heacox's book.	
PLC September 7-24:			
<ol style="list-style-type: none"> 1. Share a positive personal learning experiences that resulted in you enjoying learning something new and becoming successful at applying the know knowledge and/or skill. How can this experience transfer into your instruction and assessment practices of students? 2. What techniques or strategies for differentiating by students' interests or learning profiles have you used in the past to plan your instruction? How successful or challenging were they to implement? Why? 3. Who can assist you with your new differentiation techniques or strategies and provide you valuable feedback in a timely manner? 4. List your current practices for assessing and/or reviewing student work. Then summarize what you have learned from reading the students' learning profiles. How will these data assist you in designing a positive learning climate for each student to feel they have an opportunity to master all content objectives? 5. How will knowing your students' interests and learning preferences allow you to reach your most reluctant learner or students with various challenges? 6. Describe the 3-5 steps you will take to show students what differentiation will look like in your classroom? 7. How will different groups of students be given choice to demonstrate learning in different ways? 8. What rules and routines will be developed by students and monitored by you to guide students to monitor their own academic progress? What routines might help the differentiated classroom run more smoothly? 9. Describe the responsibility of the student and the teacher in a differentiated classroom. 			
AOL September 7-24: (All bolded Applications of Learning are required)			
<ol style="list-style-type: none"> 1. Administer student inventory tool and record inventory results for classes in i-Cue. 2. Choose 1-2 students that are experiencing difficulty in your class. Speak with another teacher that has that student(s) and brainstorm a strategies you both could use to differentiate for that student(s) based on the data from the inventory tool and in i-Cue. 3. Select 2-3 students of different cultural backgrounds from one class. How do you perceive these students will perform (socially, academically, emotional, physically, etc.) if you do or do not differentiate differentiate as a result of their cultural influences? 4. Read the article, <i>Deciding to Teach Them All</i> by Carol Ann Tomlinson. The Common Sense of Differentiation: Meeting Specific Learner Needs in the Regular Classroom Facilitator's Guide. ASCD, 2005. 5. Read Chapters 1 and 2 (Pages 1-24) of <i>Fulfilling the Promise of the Differentiated Classroom</i> by Carol Ann Tomlinson. ASCD, 2003 OR Chapters 1-5 (pages 1-31) of <i>How to Differentiate Instruction in Mixed-Ability Classrooms</i> by Carol Ann Tomlinson. ASCD, 2001. 			

Alignment of Our Work

3



Tight

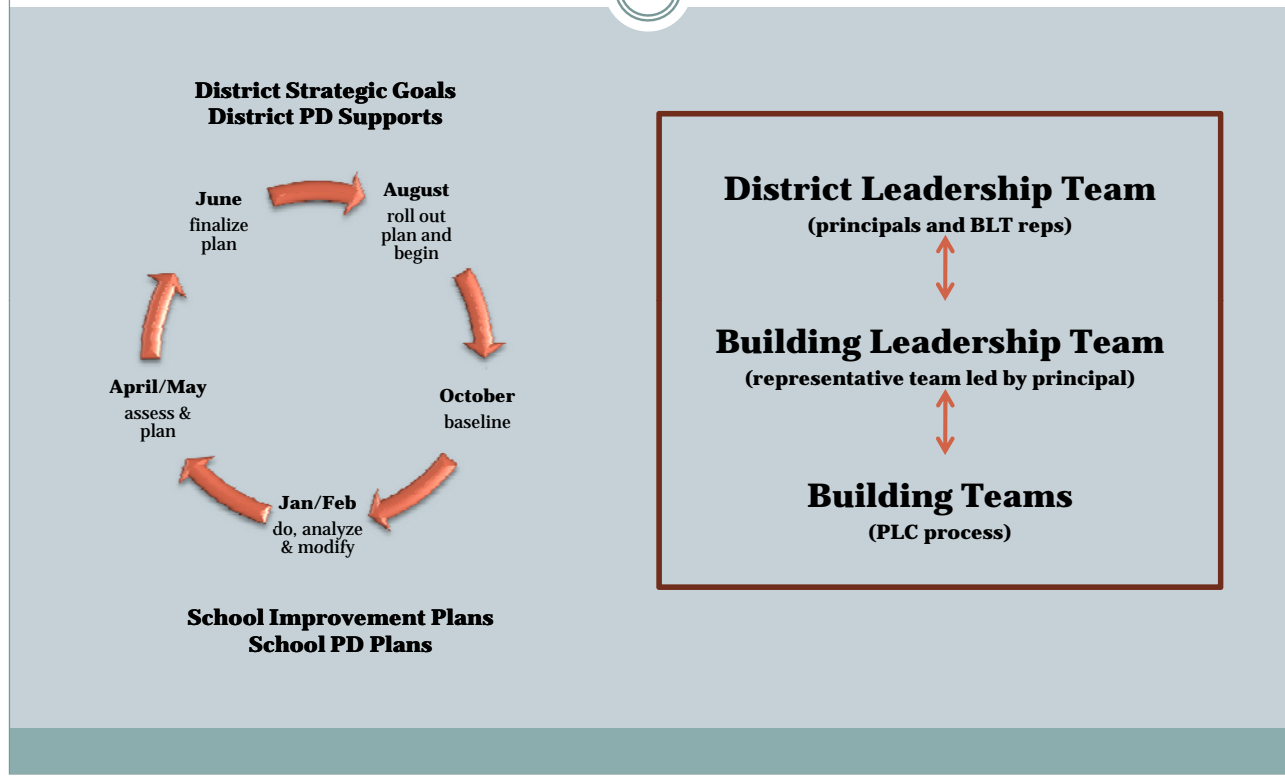


Loose

Cultural Shifts handout and chapter 8 of Learning By Doing, 2010

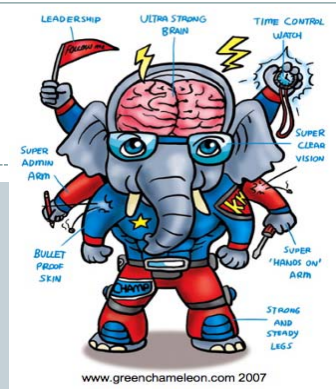
Continuous Improvement

4



Supporting Our Teachers

5



Individual

Curriculum Writing, Action Research, 191 PD Academy Courses, PD 360 independent study, Study groups, Participation in Instructional Rounds, Approved Workshops, Coursework

Building

School Improvement Plans, School PD Plans, PLC work in teams, Late starts and regular meetings, Alignment Work in Building Vertical & Horizontal Teams, Mentoring, Instructional Rounds, Workshops, PD 360 study groups, School PD budgets

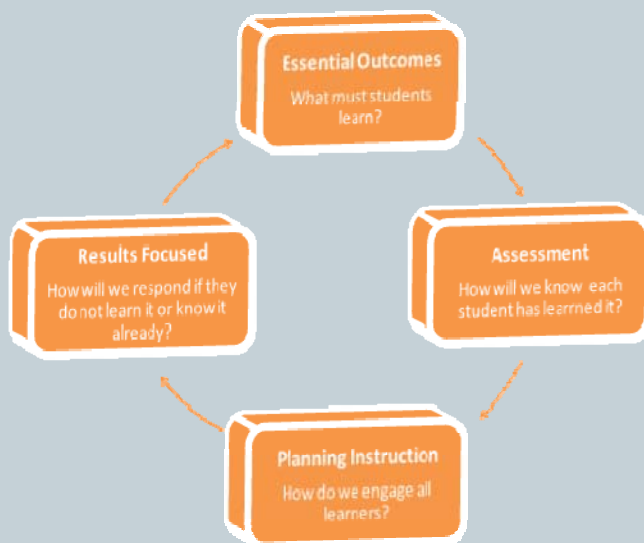
District

Ongoing 191 PD Academy Strands, Alignment Work in District Vertical & Horizontal Teams, Leadership Development, Instructional Coaches, Instructional Rounds, Curriculum Management System

Refer to District 5 Year PD Plan

Professional Learning Communities

6



“These highly effective superintendents avoided initiative fatigue by stipulating that building the capacity of staff to function as professional learning communities was not one of many strategies for improving student achievement but instead represented THE district strategy for accomplishing that goal.”

Pg. 209 of Learning By Doing, 2010

Initial Steps

7



ISD 191 School Professional Development Plan Guidelines

General Guidelines:

Building capacity through high quality professional development is a strategic focus of the district to increase student achievement. All building professional development goals and plans are to align with the goals articulated in the School Improvement Plan. Site allocations for professional development plan. Allocations will not be carried over from one fiscal year to the next.

As part of our participation in Q-Comp, teams/PLC groups will establish student achievement individual Professional Growth Plans. It is essential to establish direct alignment of the district goals, building professional development goals and individual Professional Development Plans.

ISD 191 Five Year PD Goals

GOAL ONE:

Educators in District 191 will support and extend the comprehension development of students using strategic thinking and problem solving to construct meaning from texts and ideas. By 2014, 100% of educators will be proficient in reading as measured on the MCA tests.

GOAL TWO:

Educators in District 191 will consistently employ strategies that increase students' capacity to effectively as they pose, formulate, solve and interpret mathematical problems in a variety of contexts. By 2014, 100% of educators will be proficient in mathematics as measured on the MCA tests.

GOAL THREE:

Educators in District 191 will support and extend the implementation and practice of focused collaboration and reflective dialogue about student achievement within a site based professional learning community. By 2014, 100% of educators will regularly employ practices of collaboration and reflection as measured by the district.



School Improvement Plan

General Structure:

School Improvement Plans will follow the basic outline below. The pages in the template are to serve as cover sheets for site teams will add charts, data tables, calendars, narratives, etc...). The template serves as a brief overview/plan of year language across the district.

A) Current Reality/Needs Assessment

- Analysis of student achievement through multiple lenses
- Analysis of climate/culture through multiple lenses
- Reflections on big picture = GTC charts (external influences, learning work, etc...)

B) Bold Stretch Goals

- Parity analysis as core formula for establishing targets
- Less is more in this arena – focus on no more than 2-4 bold targets

C) Action Plans – with the overarching goal of student achievement

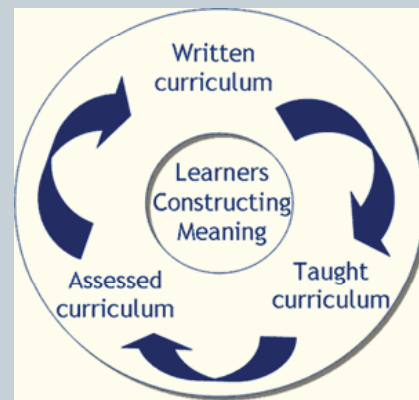
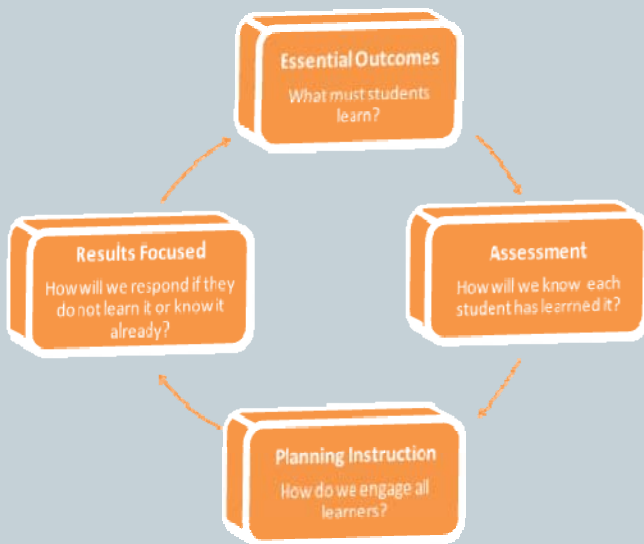
- Core Instruction/Professional Learning Community
- System of Interventions (compensatory plan)
- Climate and Culture
- Community Engagement

Plans in all 4 data-driven benchmarks.

Building PD plans

District Alignment Work

8

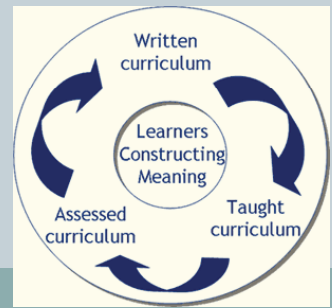


District PD Days:

The same work, just bigger groups focused on district alignment

“The Doing” of a Professional Learning Community

9



GOAL ONE: Promote strategic thinking and problem solving. Educators in District 191 will support and extend the comprehension development of students by explicitly teaching and modeling the process of using strategic thinking and problem solving to construct meaning from texts and ideas. By 2014, 100% of students in grades 3-10 will be proficient in reading as measured on the MCA tests.

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
1.1 Maintain classrooms that promote differentiation, balanced literacy, and the gradual release of responsibility, to meet all students' needs.				
1.1. Expand teacher knowledge and implementation of differentiated instruction by getting to know students and building relationships, with a particular focus on differentiating by students' interests and learning profiles.	1.1. Expand teacher knowledge and implementation of differentiated instruction by content , product, process and environment.	1.1. Expand teacher knowledge and implementation of differentiated instruction by content, product , process and environment.	1.1 Expand teacher knowledge and implementation of differentiated instruction by content, product, process and environment .	1.1. Demonstrate proficiency in differentiated instruction-of content, process, and product by students' readiness, interests, and/or learning profiles.
1.2 Assessment/ Intervention: Develop, administer, and analyze common assessment tools and data				
1.2.1. Identify current common assessments and use with existing formative and summative assessments to analyze data and understand students as learners. 1.2.2. Learn modeled techniques to address learning needs of students.	1.2.1. Develop and expand the implementation of common assessments by creating pre and post assessments for units of study. 1.2.2. Learn and practice additional techniques (interventions/expansion/language development) and strategies to address learning needs of students.	1.2.1. Develop, practice and refine the implementation of common pre and post assessments by analyzing the results to inform instructional decisions. 1.2.2. Use and refine techniques and strategies to address specific learning needs of individual students.	1.2.1. Use common pre and post assessments to reteach/extend in order to ensure each student is mastering or exceeding standards and expectations. 1.2.2. Know and strategically apply additional techniques and strategies to address specific learning needs of individual students.	1.2.1. Continuously analyze data to provide individualized targeted techniques to ensure all students are mastering and exceeding standards and expectations as measured by formative and summative assessments.
1.3 Comprehension in the Content Area: Demonstrate instructional strategies to increase comprehension in all content areas through explicit comprehension modeling by incorporating the four levels of comprehensions, eight comprehension strategies, and instructional reading framework.				
1.3. Identify and learn methods to frequently assess and monitor comprehension development.	1.3. Design lessons that explicitly model comprehension that incorporate writing in response to reading, expository writing, and/or creative writing; showing a deeper understanding of content.	1.3.1. Develop and expand the implementation of explicit comprehension instruction <u>in all content areas</u> by including common language, prior knowledge, and vocabulary foundation for students at each grade level. 1.3.2. Model and explicitly teach the application of vocabulary strategies that support problem solving and meaning making in all content areas.	1.3.1. Practice and refine the implementation of common pre and post assessments by analyzing the results to inform instructional decisions. 1.3.2. Develop a deeper understanding of incorporating comprehension and vocabulary development strategies to support learning <u>into all content areas</u> .	1.3. Demonstrate explicit instruction lessons, guided and independent practice in comprehension and vocabulary development that gradually releases responsibility to the learner.

GOAL TWO: Educators in District 191 will consistently employ strategies that increase students’ capacities to analyze, reason, and communicate ideas as they pose, formulate, solve, and interpret mathematical problems in a variety of situations. By 2014, 100% of students in grades 3-10 will be proficient in mathematics as measured on the MCA tests.

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
2.1. Administer formal and informal assessments; analyze data to know and understand students as learners.	2.1.1. Develop and use formative and summative assessments to identify student needs, design instruction and targeted interventions to meet those needs. 2.1.2. Use district common assessments to identify student needs and design instruction with interventions to meet those needs. 2.1.3. Monitor student progress, using assessment data to guide instruction	2.1. Use data to identify and incorporate targeted interventions to ensure all students are mastering and exceeding standards and expectations.	2.1. Guide students in making mathematical connections through questioning techniques.	2.1.1. Maintain classrooms that promote mathematical proficiencies: conceptual knowledge, procedural knowledge, strategic competence, adaptive reasoning, and productive disposition by sustaining ongoing, informal assessment and differentiation to meet student needs. 2.1.2. Use evidence and research supported practice to support instructional decisions and choices.
2.2. Learn more about teaching for understanding by using the process standards: Problem solving, reasoning, communication, connections, and representation. (1) Pay attention to student thinking; (2) Focus on powerful mathematics ideas and practices; (3) Develop equitable classroom learning communities	2.2. Focus on representing thinking – help students to organize and systematize their thinking, record and represent their thinking so they can communicate with others.			
2.3. Secondary SIOP math teachers identify key math vocabulary and provide various learning experiences to ensure comprehension.	2.3. Secondary SIOP math teachers provide numerous opportunities for students at all grade levels to use manipulatives in learning new math concepts and to represent their thinking.	2.3. Secondary SIOP math teachers provide opportunities for students to verbally describe their thinking in the process of solving math problems.	2.3. Secondary SIOP math provide opportunities for students to apply math concepts in meaningful, authentic ways.	2.3. Secondary SIOP math teachers are able to effectively integrate SIOP elements to provide quality instruction for ELLs and reduce the achievement gap.
2.4. Consistently examine data of diverse students to determine improvement in learning and achievement in Math courses, with a particular focus on differentiating by students’ interests and learning profiles.	2.4. Use modified learning practices to emphasize high achievement and expectations.	2.4. Monitor and record student participation and interaction to check for progress for all students (include students of diverse populations).	2.4. Evaluate the quality of instruction, include explicit culturally diverse curriculum and content.	2.4. Consistently examine the effects of classroom management as it relates to environment and student progress.

GOAL THREE: Educators in District 191 will support and extend the implementation and practice of focused collaboration and reflection. Educators will develop ongoing collaborative dialogue and reflection on effective practice and data analysis relating to student achievement.

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
3.1. Have frequent, collegial discussions about data to inform instruction and intervention in order to foster the student achievement of all students.	3.1. Reflect on formal and informal data by engaging in collegial conversations to study instruction and intervention needs of all students and to focus on students within the achievement gap.	3.1. Reflect on formal and informal data and engage in collegial conversations to create action plans to meet specific literacy needs of small groups and individual learners.	3.1. Reflect on District data and classroom data to have collaborative discussions about student comprehension and writing achievement within and across content areas and grade levels.	3.1 Within conversations with colleagues, continuously analyze data to provide individualized targeted techniques to ensure all students are mastering and exceeding standards and expectations as measured by formative and summative assessments.
3.2. Each staff member and school site will proficiently implement 4 new key elements of professional learning communities and maintain practice of previous year's key elements. (norms, protocols, set agenda, set meeting time) *This will be addressed by principals and PLC facilitators.	3.2. Each staff member and school site will increase the number of key elements they are proficient by 4 more.	3.2. Each staff member and school site will increase the number of key elements they are proficient by 4 more.	3.2. Each staff member and school site will be proficient in all of the professional learning community key elements.	3.2. Each staff member and school site will use all of the professional learning community key elements.
	3.3.1. Engage in collaborative reflection addressing issues of equity, bias, and prejudice. 3.3.2. Learn how to reach and teach the cultural different learner to improve learning results.	3.3.1. Use cooperative learning strategies in a variety of settings within the classroom.	3.3. Implement a variety of teaching styles to address the learning needs of all students.	3.3.1. Demonstrate competency by increasing student engagement and interaction at all grade levels. 3.3.2. Know what an inclusive school looks and feels as school climate is developed.
3.4. Increase connections with students and families from different cultural and language backgrounds.	3.4. Collaborate with ESL, Title and Special Education staff to reinforce key concepts and increase academic achievement.	3.4. Co-teach with ESL, Special education and/or Title teachers daily to ensure the academic success of ELL and Title students.	3.4. Co-teachers collaborate to select curriculum and materials that will be effective for ELL, Title and special education students.	3.4 Continue collaboration among ELL, Title and special education teachers to ensure academic success.

General Structure:

School Improvement Plans will follow the basic outline below. The pages in the template are to serve as cover sheets or a summary of each section in the plan (site teams will add charts, data tables, calendars, narratives, etc...). The template serves as a brief overview/plan of your work and creates consistent language across the district.

A) Current Reality/Needs Assessment

- Analysis of student achievement through multiple lenses
- Analysis of climate/culture through multiple lenses
- Reflections on big picture = GTC charts (external influences, learning work, etc...)

B) Bold Stretch Goals

- Parity analysis as core formula for establishing targets
- Less is more in this arena – focus on no more than 2 -4 bold targets

C) Action Plans – with the overarching goal of student achievement

- i. **Core Instruction/Professional Learning Community**
- ii. **System of Interventions (compensatory plan)**
- iii. **Climate and Culture**
- iv. **Community Engagement**

Notes:

Plans in all 4 areas need to include data-driven targets, articulated benchmarks, and a focus on results

Building PD plans should overlap the SIP action plans as building capacity is a key vehicle for driving improvement.

Optional title page articulating school vision, mission, core values, and brand

<p>School:</p> <p>Principal:</p> <p>Date Plan Completed:</p>	<p>Leadership Team <i>(for School Improvement Planning and Work)</i></p>	<p>Leadership Team Meeting Dates</p> <table> <tr> <td>Aug:</td> <td>Feb:</td> </tr> <tr> <td>Sept:</td> <td>Mar:</td> </tr> <tr> <td>Oct:</td> <td>Apr:</td> </tr> <tr> <td>Nov:</td> <td>May:</td> </tr> <tr> <td>Dec:</td> <td>June</td> </tr> <tr> <td>Jan:</td> <td></td> </tr> </table>	Aug:	Feb:	Sept:	Mar:	Oct:	Apr:	Nov:	May:	Dec:	June	Jan:	
Aug:	Feb:													
Sept:	Mar:													
Oct:	Apr:													
Nov:	May:													
Dec:	June													
Jan:														

School Improvement Goals: 2– 5 bold student achievement goals that are directly tied to district strategic goals and set the direction of all action plans. Identify how the goal will be measured, benchmarks (including dates), and who is responsible for the assessing and documenting the progress.

Our Current Reality

On this cover page, state the current realities that are the driving reasons for the school improvement goals. Behind this cover sheet include charts, tables, data points, or other evidence supporting these statements. Consider the necessary “needs assessments” to identify current realities regarding climate and perceptions.

Action Plans

<p>Area A: <u>Core Instruction to Engage All Learners</u> <i>Identify strategies that will be implemented to strengthen classroom instruction so that all classroom practices are effective and engage every learner in order to achieve desired student outcome goals.</i></p>			
Implementation: <i>(Describe the actions to be taken, including timelines, to implement the intervention and achieved stated goals.)</i>	Evidence of Implementation	Evidence of Impact	Resources Required, Costs and Person(s) Responsible
1)			
2)			
3)			
4)			

Progress Monitoring. <i>(Describe the tools and processes that will be used to measure progress toward attainment of the desired student outcome goals.)</i>	Quarter 1 Monitoring Date(s):	Quarter 2 Monitoring Date(s):	Quarter 3 Monitoring Date(s):	Quarter 4 Monitoring Date(s):

Action Plans

Area B: System of Interventions and Enrichment

Identify the interventions that will be implemented for struggling learners and for advanced learners to achieve desired student outcome goals.

Implementation: <i>(Describe the actions to be taken, including timelines, to implement the intervention and achieved stated goals.)</i>	Evidence of Implementation	Evidence of Impact	Resources Required, Costs and Person(s) Responsible
1)			
2)			
3)			
4)			

Progress Monitoring. <i>(Describe the tools and processes that will be used to measure progress toward attainment of the desired student outcome goals.)</i>	Quarter 1 Monitoring Date(s):	Quarter 2 Monitoring Date(s):	Quarter 3 Monitoring Date(s):	Quarter 4 Monitoring Date(s):

Budget Summary for Interventions/Enrichments:

Building Allocations:

Compensatory Fund Allocations	\$
Instructional Allocation	\$
Professional Development	\$
Other Categorical Funds	\$
Grants	\$
Total	\$

Expenditures:

Account Code	Description	Unit Price	Total Cost
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total Expenditures			\$

Action Plans

Area C: Climate and Culture

Identify the steps that will be taken to strengthen staff and student beliefs, attitudes and actions that promote the concept that each student will be successful.

Implementation: <i>(Describe the actions to be taken, including timelines, to implement the intervention and achieved stated goals.)</i>	Evidence of Implementation	Evidence of Impact	Resources Required, Costs and Person(s) Responsible
1)			
2)			
3)			
4)			

Progress Monitoring. <i>(Describe the tools and processes that will be used to measure progress toward attainment of the desired student outcome goals.)</i>	Quarter 1 Monitoring Date(s):	Quarter 2 Monitoring Date(s):	Quarter 3 Monitoring Date(s):	Quarter 4 Monitoring Date(s):

Action Plans

Area D: Community Engagement

Describe strategies that will be implemented to improve partnerships with parents and community groups/agencies to achieve desired student outcome goals.

Implementation: <i>(Describe the actions to be taken, including timelines, to implement the intervention and achieved stated goals.)</i>	Evidence of Implementation	Evidence of Impact	Resources Required, Costs and Person(s) Responsible
1)			
2)			
3)			
4)			

Progress Monitoring. <i>(Describe the tools and processes that will be used to measure progress toward attainment of the desired student outcome goals.)</i>	Quarter 1 Monitoring Date(s):	Quarter 2 Monitoring Date(s):	Quarter 3 Monitoring Date(s):	Quarter 4 Monitoring Date(s):

ISD 191 School Professional Development Plan Guidelines

General Guidelines:

Building capacity through high quality professional development is a strategic focus of the district and a key vehicle for achieving the mission of increasing student achievement. All building professional development goals and plans are to align with the district 5 year PD plan, the District Strategic goals, and the goals articulated in the School Improvement Plan. Site allocations for professional development are to be used to fund PD activities articulated in this plan. Allocations will not be carried over from one fiscal year to the next.

As part of our participation in Q- Comp, teams/PLC groups will establish student achievement targets tied to the SIP goals and staff will create individual Professional Growth Plans. It is essential to establish direct alignment of the district strategic goals, SIP goals, team student achievement goals, building professional development goals and individual Professional Development Plan goals.

ISD 191 Five Year PD Goals

GOAL ONE:

Educators in District 191 will support and extend the comprehension development of students by explicitly teaching and modeling the process of using strategic thinking and problem solving to construct meaning from texts and ideas. By 2014, 100% of students in grades 3-10 will be proficient in reading as measured on the MCA tests.

GOAL TWO:

Educators in District 191 will consistently employ strategies that increase students' capacities to analyze, reason, and communicate ideas effectively as they pose, formulate, solve and interpret mathematical problems in a variety of situations. By 2014, 100% of students in grades 3-10 will be proficient in mathematics as measured on the MCA tests.

GOAL THREE:

Educators in District 191 will support and extend the implementation and practice of focused collaboration and reflection. Educators will actively participate in ongoing collaborative and reflective dialogue about student achievement within a site based professional learning community. By 2014, 100% of educators will regularly employ practices of collaboration and reflection as measured by the district's PLC rubric.

ISD 191 School Professional Development Plan Guidelines

General Outline:

A) **Needs Assessment** = *What data is the driving reason for the goals of your PD plans?*

- a. Analysis of student achievement - from your SIP?
- b. Analysis of climate/culture – from your SIP?
- c. Analysis of other data you have tied to pedagogy or systems
- d. Reflections on big picture = GTC charts (external influences, learning work, etc...)

B) **Annual PD Smart Goals including assessment & monitoring plans**

****SMART goals must be focused on adult learning and behaviors****

C) **Action Plans**

****Action plans identify dates, goals, and specific plans to meet the PD goals.****

****10/17, 1/23, and 2/20 will be planned by the district teams****

Summary of needs assessment/reason for goals below:

Professional Development SMART Goals:	SIP and District PD Goals aligned to	Assessment benchmark dates
1)		
2)		
3)		
4)		

ISD 191 School Professional Development Plan Guidelines

Please feel free to use a different layout or template to articulate scheduled PD plans!!

Action Plans:	Dates, times, place	Resources Required, Costs & Person(s) Responsible
1)		
2)		
3)		
4)		



ISD 191 School Professional Development Plan Guidelines

Professional Development Budget:

Purpose: Focus the use of money and time to accomplish specific outcomes. Modify & expand as necessary – or translate to Excel if desired.

Building Allocations:

Professional Development	\$
Compensatory Fund Allocations	\$
Title Funds	\$
Other Categorical Funds	\$
Grants	\$
Total	\$

Expenditures:

Account Code	Description including goal addressed	Unit Price	Total Cost
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
		\$	\$
Total Expenditures			\$

Chapter 8

Implementing the PLC Process Districtwide

Part One

The Case Study: The High Cost of Failing to Speak With One Voice

Superintendent Matt Ditka prided himself as a take charge, action-oriented leader who wanted the very best for all of the schools in the Dunning-Kruger School District. When he identified a powerful concept or program that he felt would improve the district, he was determined to do whatever was necessary to introduce it to educators in every school.

Ditka was particularly enthused about the professional learning community concept after attending an institute on the topic. He was convinced that it offered the most promising strategy for sustained and substantive improvement for the schools in his district, and he resolved to make implementation of the concept a districtwide initiative. He provided the board of education with information about PLCs and persuaded the board to adopt a goal to implement the concept throughout the district. He also was able to win board approval for funding to train the principals and teacher leaders from every school to ensure they had the knowledge, skills, and tools to bring the PLC concept to life in their schools. He purchased books on the PLC concept for each member of the central office cabinet and every principal, and he encouraged them to visit schools that had been identified as model PLCs.

Ditka charged the district's professional development department to provide the PLC training. The department created a plan to provide six days of training for the principal and five representatives of each of the district's 150 schools. Each of the training sessions was designed to build upon the knowledge and concepts presented at earlier sessions. The district's financial commitment to the initiative was extraordinary. The cost of securing 4,500 substitute teachers to cover classes for all of the staff who attended the training represented a major investment in this districtwide goal.

Superintendent Ditka directed his five area assistant superintendents to oversee implementation. Each of these administrators supervised about thirty schools, but they took very different approaches to the PLC initiative. Two of the assistant superintendents attended every day of training and huddled with principals at lunch each day to discuss their concerns and answer their questions. At the end of the training, they stipulated that all of the principals in their area were expected to address certain nondiscretionary priorities, and they clarified the indicators they would monitor to assess the progress that each school was making. From that point on, all of their meetings with principals focused on addressing and resolving PLC implementation questions.

Two other assistant superintendents were convinced that administrative mandates were ineffective in improving schools. They believed that their job was to provide educators with exposure to ideas and concepts, but to avoid top-down mandates. So they asked the principals and teacher leaders in their schools to attend the training in the hope that making them aware of the PLC concept would motivate them to act upon the concept. These assistant superintendents attended some of the training; however, they left the question of implementation to the discretion of each principal.

The last of the assistant superintendents did not attend the training, nor did she stipulate that principals were to attend. She informed her principals of the number of participants they were expected to send to each session, but she offered no other direction. Many of the principals in her area did not attend any of the training. In several instances, principals sent a different group of teachers to each of the sessions. These participants had no background on what had occurred during earlier training and no clear reason as to why they were attending.

Two years later, Superintendent Ditka had to acknowledge that the district's PLC initiative had produced very uneven results. Some of the schools had made tremendous strides, experienced significant gains in student achievement, and had energized their staffs with the positive momentum they were experiencing. Other schools had dabbled in some elements of the PLC concept but had little to show for their efforts. Still others had done virtually nothing. He was puzzled. He had clarified the goal of transforming all of the district's schools into PLCs, secured the board's support, and publicly announced the initiative to the community and to educators throughout the district. He had asked the professional development department to create a plan to provide training to representative staff from every school. He had devoted district resources to support that extensive training. Why were there such dramatic differences in the quality of implementation when all schools had been operating under the same directive, were the beneficiaries of the same plan, and provided the same level of support? Why had his effort to create the PLC concept throughout the district yielded such disappointing results?

Reflection

Can a central office successfully implement a substantive improvement initiative in schools throughout the district, or is school improvement something that must occur one building at a time?

Part Two

Here's How

Superintendent Ditka has done a lot of things right in this scenario. He made an effort to build shared knowledge about PLCs with his board and his administrators through articles, books, visitations, and dialogue. He secured the support of the board in articulating that the implementation of the PLC concept was a district priority. He attempted to foster a district culture that was simultaneously loose and tight by publicly articulating what was to be tight—all schools were to function as PLCs. He provided training to assist representatives from each school in implementing the concept. He directed resources to support the initiative. What went wrong? What more could he have done?

Despite his well-intentioned efforts, Superintendent Ditka had forgotten the central message of this book. Talking is not doing. Planning is not doing. Goal setting is not doing. Training is not doing. Even directing resources to support a plan is not doing. It is not until people are *doing* differently that any organization can expect different results, and this district failed to take steps to ensure that the talking, planning, and training actually resulted in action.

Talking is not doing. Planning is not doing. Goal setting is not doing. Training is not doing.

What Questions

Thus, those who hope to lead implementation of the PLC process on a districtwide basis must be prepared to address the following questions:

- What are our priorities?
- What are the specific conditions we expect to see in every school?
- What must we do to build the capacity of people throughout the organization to create these conditions?
- What indicators of progress will we monitor?
- What district practices and leadership behaviors are not aligned with the purpose and priorities we have articulated?

The challenge for Superintendent Ditka, and for any leader who hopes to improve student achievement, is to engage all members of the organization in processes to:

- Clarify priorities
- Clarify the specific conditions that must be created in each school to achieve the priorities
- Build the capacity of people throughout the organization to succeed in what they are being called upon to do
- Establish indicators of progress to be monitored carefully
- Align leadership behaviors with the articulated purpose and priorities

Establishing Clear Purpose and Priorities

It is commonplace for a district to adopt a mission statement articulating a commitment to helping all students learn. It is not unusual for a district to announce that it intends to help all students learn by transforming their schools into professional learning communities. What is very rare, however, is for district leaders to articulate exactly what they expect to see in schools that are functioning as professional learning communities.

In *Raising the Bar and Closing the Gap*, we examined three very diverse districts that had raised student achievement in every one of their schools. In every instance, the superintendent not only emphasized that the district was committed to helping all students learn by transforming schools into PLCs, but they also were very specific about the conditions they expected to see in each school. They established specific parameters and priorities for what was to occur in each school, and then provided the staff at individual schools with a degree of autonomy regarding how the school would address the priorities within the parameters. These leaders were masterful at what we have called simultaneous loose-tight leadership or the “defined autonomy” characteristic of effective district leaders (Marzano & Waters, 2009).

After taking time to build shared knowledge about the PLC concept throughout their districts, all three of the superintendents stipulated that they expected every school to:

- Organize staff into collaborative teams
- Ensure each team had created a guaranteed and viable curriculum that provided all students with access to essential knowledge and skills, regardless of the teacher to whom they were assigned
- Ensure each team had created a series of frequent common formative assessments to monitor the learning of each student on a timely basis and to inform and improve professional practice

- Create a schoolwide plan for intervention and enrichment that guaranteed students who experienced difficulty would receive additional time and support for learning in a timely, directive, and systematic way and that those who were proficient would be given the opportunity to extend and enrich their learning

The superintendents presented a detailed rationale for their directives. Ultimately, however, they were *tight* on what they expected to see in each school at the same time that they were *loose* in terms of implementation. Each school had a significant degree of autonomy regarding how they would create the conditions, but no school could ignore the stipulation that they would address this district priority.

Limit Initiatives

Once these specific priorities were established, the superintendents pledged to protect schools from competing initiatives so educators throughout the district could focus on creating these conditions for an extended period of time. Veteran educators have become inured to the sheer volume of frequent, fragmented, and uncoordinated new projects, programs, and reforms that wash upon them in waves. They suffer from what Doug Reeves (2004) has called the “irrefutable law of initiative fatigue” (p. 59) as each new improvement scheme they are called upon to adopt saps energy, resources, and attention from those that preceded it. These highly effective superintendents avoided initiative fatigue by stipulating that building the capacity of staff to function as professional learning communities was not one of many strategies for improving student achievement but instead represented *the* district strategy for accomplishing that goal. Furthermore, they announced that they would sustain their commitment to and focus on that strategy for years to come.

These highly effective superintendents avoided initiative fatigue by stipulating that building the capacity of staff to function as professional learning communities was not one of many strategies for improving student achievement but instead represented the district strategy for accomplishing that goal.

Build Principal Capacity to Lead the PLC Process

Each of the superintendents recognized that the principal plays the pivotal role in implementing the PLC process in the school setting. They also recognized that if they were to hold principals accountable for developing their staffs into high-performing PLCs, reciprocal accountability demanded that central office leaders provide principals with the knowledge, skills, resources, and training to be successful in what they were being called upon to do.

The superintendents of these effective districts began by helping principals develop a deeper understanding of the PLC process by providing them with training, sending them to visit schools that were functioning as high-performing PLCs, and leading them in reading books and articles on the process. Second, they turned the district principals’ meetings into a collaborative and collective effort to identify and resolve any implementation challenges. These meetings were now used to rehearse and role-play what principals would be called upon to do back in their buildings. For example,

prior to asking teams to establish norms, a principals' meeting would be devoted to helping principals articulate a rationale for team norms and gathering the tools, templates, and resources they could use to help their teams complete this task.

Most importantly, each principal was called upon to present a progress report to the central office cabinet and to their fellow principals on how implementation was proceeding in his or her school. The presentation began with an explanation as to how the particular school had addressed the specific conditions expected of all schools. Principals were to explain how teachers had been organized into teams, how they were given time to collaborate, how the principal was monitoring the work of the teams to ensure they were creating a guaranteed curriculum and common formative assessments, how the results of the assessments were being used by teams, and how the school was providing for systematic intervention and enrichment. Principals also presented artifacts and evidence of the work of teams, a comprehensive analysis of student achievement data, and the specific strategies the school had identified to build on strengths and resolve concerns related to student achievement. The central office staff and other principals then provided suggestions to help the principal succeed. In short, these superintendents were asking principals to model what they were asking of teachers by working collaboratively with colleagues rather than independently, making student achievement data easily accessible and openly shared among the members of their team, seeking best practices, helping each other build on strengths and address weaknesses, and taking an interest in and contributing to one another's success. Thus, administrative meetings blended both pressure to hold principals accountable and support to help them meet the challenge of leading a PLC.

Monitor Progress

Each of the superintendents recognized that merely announcing new priorities, strategies, or goals does nothing to improve a school or district. They were very attentive to monitoring the progress of implementation in all of their schools and quick to respond when a school was not moving forward. The new format for principals' meetings was one very effective way to monitor implementation, as principals had to demonstrate to the central office cabinet and their peers exactly what they had done to lead the PLC process in their schools. But since the very purpose of helping schools function as PLCs was to improve results, the central office leaders also monitored progress by establishing a few results-oriented improvement goals for the district and calling upon schools and teams to establish SMART goals that aligned with the district goals.

Aligning Leadership Behavior With the District's Purpose and Priorities

One of the biggest mistakes Superintendent Ditka made in the scenario was not monitoring the work of his own central office to ensure that district leaders were modeling their own commitment to the stated purpose and priorities. Albert Schweitzer insisted, "Example isn't the main thing in influencing others, it's the only thing." In every instance of effective systemwide implementation of the PLC process we have witnessed, central office leaders visibly modeled the commitment to learning for all students, collaboration, collective inquiry, and results orientation they expected to see in other educators throughout the district. They created structures and processes to help principals and teachers function as collaborative teams. They celebrated progress and confronted individuals whose actions did not reflect the district's priorities. They recognized the need to "impose on themselves congruence between deeds and words, between behavior and professed beliefs and values" (Drucker, 1992, p. 117), because behavior inconsistent with alleged priorities would "overwhelm all other forms of communication" (Kotter, 1996, p. 90).

In every instance of effective systemwide implementation of the PLC process we have witnessed, central office leaders visibly modeled the commitment to learning for all students, collaboration, collective inquiry, and results orientation they expected to see in other educators throughout the district.

Part Three

Here's Why

The first two decades of research on how to improve student learning focused, for the most part, on the individual teacher and individual school rather than the district. More recently, research has not only focused on the role of the central office in school improvement, but has also become more specific in offering recommendations.

The Need for Central Office Leadership

After decades of studying the change process in districts, Michael Fullan (2007) has concluded that the fundamental challenge is the "too loose/too tight" dilemma. Tight, top-down leadership that dictates and micromanages every detail of the process is ineffective because it fails to generate the necessary commitment, ownership, and clarity vital to sustainable improvement. Loose, bottom-up leadership that leaves every aspect of school improvement to the discretion of each school site has proven to be even less effective (Elmore, 2003; Kruse, Seashore Louis, & Bryk, 1995; Schlechty, 2005). In fact, site-based management has been found to have a negative correlation with improved student achievement (Marzano & Waters, 2009).

Fullan (2008) concludes the solution to the too tight/too loose leadership dilemma does come from the top. Districts that create a simultaneously loose and tight culture "do not require less leadership at the top,

but rather more—more of a different kind” (p. 41), leadership that fosters continuous improvement and purposeful peer interaction in the pursuit of clear priorities within specific parameters. These districts then hold school leadership teams responsible for addressing the priorities; however, they also provide the teams with both a great deal of freedom for operating within the parameters at the school site and the support to foster their success (Elmore, 2003; Marzano & Waters, 2009).

In his three decades of work examining school improvement, Larry Lezotte arrived at a similar conclusion regarding the significance of central office leadership in school improvement. The initial focus on the Effective School movement was the individual school site. Over time, however, Lezotte (2002) and his colleagues recognized that school improvement resulting in increased student achievement could only be sustained with strong district direction and support.

A synthesis of research studies on improved school districts conducted since 1990 reinforced the importance of strong district leadership. It concluded that effective district leaders established a “*clear understanding of the district and school roles*” characterized by a “balance between district control and school autonomy” (Shannon & Bylsma, 2004, p. 45, emphasis added).

The Need for Specificity

A district’s simultaneous loose and tight culture will impact student and adult learning in a positive way only if the district is “tight” on the right things.

Of course, a district’s simultaneous loose and tight culture will impact student and adult learning in a positive way only if the district is “tight” on the right things. A study of districts that were able to double student achievement found that those districts clarified what students were to learn, used formative assessments to monitor their learning, intervened for struggling students with extended learning time, used evidence of student learning to inform and improve their professional practice, and established collaborative relationships with widely dispersed leadership. As the authors concluded,

It should be no surprise that one result of the multiplicity of activities was a collaborative, professional school culture—what some refer to as a “professional learning community.” . . . Leaders understood that the way to attain their ambitious goals was to develop what is commonly called a “professional learning community” today. (Odden & Archibald, 2009, p. 78)

However, many district-level leaders that call for the schools to function as PLCs “lack a clear understanding of how they could engage in the work or provide the system-level supports necessary to sustain learning communities” (Annenberg Institute for School Reform, 2005, p. 6). Superintendent Ditka would have been far more effective in bringing about substantive improvement if he went beyond using the term *PLC* and instead clarified the specific expectations of the practices and processes he expected in each

school. It is not imperative that district leaders use the term *professional learning community* in clarifying how schools are to operate. It is imperative, however, that when stipulating the specific conditions they expect to see in each school, those conditions reflect the practices of PLCs.

In their study of high-performing districts, Allan Odden and Sarah Archibald (2009) found central office leaders helped create the culture of professional learning community in schools throughout the district by insisting educators do what PLCs do. These leaders didn't change existing assumptions, beliefs, and expectations in order to get people to act in new ways: they got people to act in new ways in order to change assumptions, beliefs, and expectations. As organizational theorists John Kotter and Dan Cohen (2002) conclude:

It is essential to understand a fundamental and widely misunderstood aspect of organizational change. In a change effort, culture comes last, not first. . . . A culture truly changes only when a new way of operating has been shown to succeed over some minimum period of time. . . . You can create new behaviors that reflect the desired culture. But those new behaviors will not become norms, will not take hold, until the very end of the process. (pp. 175–176)

The Need for a Common Language

But even if district leaders themselves are aware of what must be tight, they face the challenge of communicating so effectively that people all throughout the organization are clear on priorities and parameters. This will not happen unless leaders help to establish a common language with widely shared meanings of key terminology. If key terms are only vaguely understood or represent different things to people throughout the district, it will be impossible to implement the PLC concept across a district. Changing the way people talk in an organization can change the way they work (Kegan & Lahey, 2001), but only if there is a common language and clear understanding of the specific implications for *action* regarding key terms (Pfeffer & Sutton, 2000).

What Gets Monitored Gets Done

Superintendent Ditka was decisive about establishing the PLC concept in schools throughout the district, but he failed to recognize that a decision, by itself, changes nothing unless there are mechanisms in place to monitor implementation (Pfeffer & Sutton, 2000). He did nothing to monitor what the assistant superintendents were doing to support the initiative. He put no process in place to assess progress that schools were making. He established no benchmarks to clarify what was to be accomplished by when.

Once again, one of the most powerful ways leaders communicate priorities is by clarifying the indicators of progress they will track, and then

creating the systems they will use to monitor those indicators on an ongoing basis (Buckingham, 2005). A key characteristic of transformational learning-centered leadership is establishing processes for monitoring priorities (Goldring, Porter, Murphy, Elliott, & Cravens, 2007), and effective districts continually monitor progress toward clearly defined goals (Marzano & Waters, 2009). Clear focus, careful monitoring, and persistence are essential to bringing about change in any organization (Fullan, 2007).

The Need to Develop the Capacity of Principals to Lead the PLC Process

One of the most consistent findings of the research on PLCs is the vital role played by the principal in implementing the PLC process at the school site (see *Why Is Principal Leadership So Important?*).

Given the vital importance of the principalship to the effective implementation of the PLC process, it only makes sense that district leaders would devote time and resources to developing the capacity of principals to lead the process. Initial training is certainly important, but ongoing support is even more vital. And finally, the best way to help principals learn to lead a PLC is to call upon them to do so.

A review of effective leadership development strategies concluded that the most powerful way to build the capacity of an individual to lead is not classroom training, but rather job-embedded challenges that are directly linked to the person's ongoing work, the organization's goals, and its strategies for improvement. As Gina Hernez-Broome and Richard Hughes (2004, p. 27) conclude:

Leadership development today means providing people opportunities to learn from their work rather than taking them away from their work to learn . . . best practice organizations recognize leadership as a key component of jobs at all levels and are committed to creating leaders throughout their organizations. Increasingly, organizations have CEOs who model leadership development through a strong commitment to teach leaders internally.

Another study of best practice in developing leaders agreed that the most powerful strategy for developing leaders is providing them with meaningful experiences that integrate three components. The first is *assessment*—clarifying what the organization needs from the leader and the individual's ability to fulfill that need. The second is *challenge*—putting the individual in a situation in which he or she is challenged to accomplish something that is new to him or her and is important to the effectiveness of the organization. The third is *support*—providing the individual with the ongoing coaching and feedback necessary to meet the challenge (McCauley & Van Velsor, 2003).

Why Is Principal Leadership So Important?

“Principals are widely seen as indispensable to innovation. No reform effort, however worthy, survives a principal’s indifference or opposition. When they are asked to lead projects they don’t fully grasp or endorse, they are likely to be ambivalent. Central office must remember the importance of allowing time for principals to thrash out their questions as they relate to changes.” (Evans, 2001, p. 202)

“Indeed, there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is the catalyst.” (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004, p. 5)

We found the strongest relationships (in high-poverty/high-performing schools) were between leadership and professional community. Leadership is an important factor in shaping professional community among teachers (Mid-continent Research for Education and Learning, 2005).

“If you take the principal and other key building leaders out of the picture as a committed and skillful force for these qualities, then no successful PLC will form. The possibilities of all other forces combined (state education law and policy, standardized testing and accountability, central office staff development, parent and community pressure) to raise student achievement are fatally weakened.” (Saphier, 2005, p. 38)

“Principals arguably are the most important players affecting the character and consequence of teachers’ school-site professional communities. Principals are culture-makers, intentionally or not.” (McLaughlin & Talbert, 2006, p. 80)

“I know of no improving school that doesn’t have a principal who is good at leading improvement.” (Fullan, 2007, p. 160)

“Principal leadership is an important facilitating factor in determining the level of professional community.” (Goldring et al., 2007, p. 8, summarizing findings of Bryk, Camburn, & Louis, 1999)

“[Positive] outcomes are unlikely in the absence of building leadership that supports and holds teacher teams accountable for sustaining the inquiry process until they see tangible results.” (Gallimore et al., 2009, p. 544)

This is precisely what effective superintendents do in developing the leadership capacity of principals. They work with principals to identify the specific skills and vital behaviors that are essential to leading the PLC process in schools. They then call upon principals to demonstrate those skills and behaviors in the context of their ongoing work in schools. They align the processes and structures of the organization to support the new skills and behaviors, engage in collective study to address challenges, construct situations that allow for deliberate practice, and provide ongoing coaching and support. They establish specific goals and expectations that stretch individuals, they use the power of positive peer pressure to challenge each individual, and they also are attentive to providing the assistance to help their people succeed. They demonstrate reciprocal accountability at its best.

Part Four

Assessing Your Place on the PLC Journey

Complete the PLC continuum and Where Do We Go From Here? worksheets as outlined in chapter 2.

The Professional Learning Communities at Work™ Continuum: Implementing a PLC Districtwide

DIRECTIONS: Individually, silently, and *honestly* assess the current reality of your school's implementation of each indicator listed in the left column. Consider what evidence or anecdotes support your assessment. This form may also be used to assess district or team implementation.

The central office leadership provides the clear parameters and priorities, ongoing support, systems for monitoring progress, and sustained focus essential to implementing the professional learning community process in schools throughout the district.

Indicator	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to support principals in implementing those practices, and monitor the progress of implementation.	There is no focused and sustained districtwide process for improving schools. Improvement efforts tend to be disconnected, episodic, and piecemeal. Projects come and go, but the cultures of schools remain largely unaffected.	The district has announced that schools should operate as professional learning communities and may have articulated a rationale in support of PLCs, but the concept remains ambiguous, and educators at the school site view it as just one of many initiatives raining down upon them from the central office. Little is done to monitor implementation. Some central office leaders and principals demonstrate indifference to the initiative.	Central office leaders made a concerted effort to build shared knowledge and to establish a common language regarding the PLC process throughout the district. They have called for schools to operate as PLCs and clarified some of the specific structural changes to support teacher collaboration and systems of intervention that they expect to see in each school. They monitor the implementation of the structural changes and offer assistance to schools that seek it. Some schools move forward with effective implementation, while others merely tweak their existing structures. Professional practice is impacted in some schools and not in others.	Central office leaders have put processes in place to develop the capacity of principals to lead the PLC process in their schools, monitor implementation of the PLC process, and respond to schools that are experiencing difficulty. Building-level and central office leaders have begun to function as their own collaborative team and work interdependently to achieve common goals and identify and resolve issues that are interfering with the PLC process. Individual schools are examining ways to become more effective in the PLC process.	Administrators at all levels function as coordinated, high-performing teams characterized by a deep understanding of and commitment to the PLC process. They consider that process not as one of several improvement initiatives, but rather as <i>the</i> process by which they will continuously improve student and adult learning. They are intensely focused on student learning and make student achievement data transparent among all members. They work together collaboratively to resolve problems, develop a deeper understanding of the PLC process, and learn from one another. They are committed to the collective success of the team and the individual success of each member.

Where Do We Go From Here? Worksheet Implementing a PLC Districtwide

What will you use to assess the effectiveness of your initiative?	What is a realistic timeline for each step or phase of the activity?	Who will be responsible for initiating or sustaining these steps or activities?	What steps or activities must be initiated to create this condition in your school?	
				<p>Indicator of a PLC at Work</p> <p>The district has demonstrated a sustained commitment to improving schools by developing the capacity of school personnel to function as a PLC. District leaders have been explicit about specific practices they expect to see in each school, have created processes to support principals in implementing those practices, and monitor the progress of implementation.</p>

Part Five

Tips for Moving Forward: Implementing a Districtwide PLC Process

1

Don't assume a common verbiage means common understanding. The fact that people use the same term does not mean that they have a shared understanding of its meaning or its implications. Remember the advice of Jeffrey Pfeffer and Robert Sutton (2000), based on their research on high-performing organizations:

The use of complex language hampers implementation . . . when leaders or managers don't really understand the meaning of the language they are using and its implications for action. It is hard enough to explain what a complex idea means for action when you understand it and others don't. It is impossible when you use terms that sound impressive but you don't really understand what they mean. (p. 52)

Develop formal and informal processes to determine people's interpretation of the key terms in the PLC lexicon. "Help me understand what you mean by that term" should be a phrase you use routinely in conversations with others.

2

Don't assume that others share or understand your interpretation of what is tight. Develop formal and informal processes to provide you with feedback on what people throughout the organization believe are the priorities. For example, at a principals' meeting, the superintendent could ask principals to write down the two or three things they believe are tight in the district. The responses should be gathered, read aloud, and discussed. How consistent are the responses?

3

Link what is tight to board policy. Work with the board of education to codify expectations of priorities through adoption of board policy. For example, the Blue Valley School District in Kansas specifically stipulates, "We are committed to Professional Learning Communities as the means of continuous school improvement." The board of education of Montgomery County, Maryland, adopted "guiding tenets" that specify the work of the district will be driven by the four critical questions of a PLC:

What do students need to know and be able to do?

How will we know when they have learned it?

What will we do when they haven't?

What will we do when they already know it?

Schaumburg District 54 in suburban Chicago has adopted a board policy that states:

An exemplary district is a professional learning community that includes all employees working together on a variety of collaborative teams for the benefit of students . . . As a professional learning community, all employees will:

- Plan/support instruction, analyze data and establish intervention and enrichment opportunities in a collaborative manner.
- Commit to continuous improvement with knowledge, purpose and efficiency.
- Seek appropriate resources and support.
- Be dedicated to continuous learning and student achievement.
- Treat everyone with courtesy, dignity, and respect, while maintaining all necessary confidences.

Of course, merely adopting policy does not ensure change in professional practice. It can, however, demonstrate a public commitment to certain expectations, and it allows leaders to serve as promoters and protectors of district policy.

4

Recognize the need for specificity regarding what people throughout the organization must do. Telling educators to operate their schools as PLCs will almost certainly have no impact unless there is a clear understanding of the specific actions people take in a PLC. The goal is not to have educators in a district refer to their school as a PLC: the goal is to have them do what members of a PLC do. In many instances, we have seen the adoption of language substitute for meaningful action. It is far more effective to stipulate exactly what must be done and then provide some latitude regarding how it is done.

5

Create systems to monitor conditions that are vital to the success of a PLC. One of the most important and frequent questions effective district leaders of the PLC process ask is, "How do we know?" They identify elements they believe must be in place for the process to be effective, and then they develop specific strategies to gather ongoing evidence of the presence of those elements. We offer examples of these "how do we know" questions in part six of this chapter.

6

Demonstrate reciprocal accountability by working with leaders throughout the organization to identify the specific support and resources staff will need in order to accomplish what they are being called to do, and then provide the necessary support and resources. Remember that part of the responsibility of leadership is helping others develop the capacity to succeed at what they are asked to accomplish.

Part Six

Questions to Guide the Work of Your Professional Learning Community

To Assess the Commitment to Districtwide PLC Implementation, Ask:

1. How do we know if we have a common language that is widely understood throughout the district?
2. How do we know if educators throughout the district understand what must be “tight” in our organization and in each school?
3. How do we know if educators are organized into collaborative teams (not merely groups) whose members are working interdependently on the right work?
4. How do we know if each student’s learning is being monitored on a frequent and timely basis and that the quality of their work is being assessed according to the same criteria?
5. How do we know if results from assessments are being used to inform and improve professional practice?
6. How do we know if every student who experiences difficulty in acquiring essential knowledge and skills will receive additional time and support for learning in a timely, directive, and systematic way?

7. How do we know what resources and support people need throughout the organization to help them succeed at what they are being called upon to do?

8. How do we know if we are providing the necessary resources and support?

9. Have we limited initiatives and sustained a collective focus in building our collective capacity to function as a professional learning community?

Part Seven

Dangerous Detours and Seductive Shortcuts

No one person can lead the PLC process at either the building or district level; effective leaders must delegate responsibility and authority to others.

Beware of delegating essential responsibilities. No one person can lead the PLC process at either the building or district level; effective leaders *must* delegate responsibility and authority to others. There are some things, however, that they cannot delegate. Clarifying purpose and priorities, establishing systems to monitor specific indicators of progress, ensuring steps are taken to build capacity of people to be successful, and aligning their own behavior with the priorities are among those nontransferable responsibilities.

Some leaders have interpreted the adage “What gets monitored gets done” to mean, “The more things we monitor, the more we get done.” This is absolutely wrong. Clarify a few key priorities, and focus your efforts on them. Limit initiatives. Engage in what Peter Drucker (1992) has called “organizational abandonment” by periodically looking at every process, procedure, and activity and asking, “If we stopped doing this, would our organization suffer or benefit?” For example, Schaumburg District 54 surveys its principals and asks questions such as, “What tasks that are required by the central office would you recommend be simplified or eliminated to give you more time to focus on student achievement? As a district, are we effectively monitoring the right/important things? Does the central office provide a sense of coherence, speak with one voice, and help you in clarifying the important issues or send mixed messages? Please provide specific examples.”

Final Thoughts

Coordination, collaboration, and interdependence between the district office and schools are essential to districtwide implementation of the PLC process. Unproductive conflict and ongoing resistance interfere with that coordination, collaboration, and interdependence. Chapter 9 considers those obstacles and offers strategies for addressing them.

Cultural Shifts in a Professional Learning Community

A Shift in Fundamental Purpose

From a focus on teaching . . .	to a focus on learning
From emphasis on what was taught . . .	to a fixation on what students learned
From coverage of content . . .	to demonstration of proficiency
From providing individual teachers with curriculum documents such as state standards and curriculum guides . . .	to engaging collaborative teams in building shared knowledge regarding essential curriculum

A Shift in Use of Assessments

From infrequent summative assessments . . .	to frequent common formative assessments
From assessments to determine which students failed to learn by the deadline . . .	to assessments to identify students who need additional time and support
From assessments used to reward and punish students . . .	to assessments used to inform and motivate students
From assessing many things infrequently . . .	to assessing a few things frequently
From individual teacher assessments . . .	to assessments developed jointly by collaborative teams
From each teacher determining the criteria to be used in assessing student work . . .	to collaborative teams clarifying the criteria and ensuring consistency among team members when assessing student work
From an over-reliance on one kind of assessment . . .	to balanced assessments
From focusing on average scores . . .	to monitoring each student's proficiency in every essential skill

A Shift in the Response When Students Don't Learn

From individual teachers determining the appropriate response . . .	to a systematic response that ensures support for every student
From fixed time and support for learning . . .	to time and support for learning as variables
From remediation . . .	to intervention
From invitational support outside of the school day . . .	to directed (that is, required) support occurring during the school day
From one opportunity to demonstrate learning . . .	to multiple opportunities to demonstrate learning

A Shift in the Work of Teachers

From isolation . . .	to a focus on learning
From each teacher clarifying what students must learn . . .	to collaborative teams building shared knowledge and understanding about essential learning
From each teacher assigning priority to different learning standards . . .	to collaborative teams establishing the priority of respective learning standards
From each teacher determining the pacing of the curriculum . . .	to collaborative teams of teachers agreeing on common pacing
From individual teachers attempting to discover ways to improve results . . .	to collaborative teams of teachers helping each other improve
From privatization of practice . . .	to open sharing of practice
From decisions made on the basis of individual preferences . . .	to decisions made collectively by building shared knowledge of best practice
From “collaboration lite” on matters unrelated to student achievement . . .	to collaboration explicitly focused on issues and questions that most impact student achievement
From an assumption that these are “my kids, those are your kids”. . .	to an assumption that these are “our kids”

A Shift in Focus

From an external focus on issues outside of the school . . .	to an internal focus on steps the staff can take to improve the school
From a focus on inputs . . .	to a focus on results
From goals related to completion of project and activities . . .	to SMART goals demanding evidence of student learning
From teachers gathering data from their individually constructed tests in order to assign grades . . .	to collaborative teams acquiring information from common assessments in order to (1) inform their individual and collective practice and (2) respond to students who need additional time and support

A Shift in School Culture

From independence . . .	to interdependence
From a language of complaint . . .	to a language of commitment
From long-term strategic planning . . .	to planning for short-term wins
From infrequent generic recognition . . .	to frequent specific recognition and a culture of celebration that creates many winners

A Shift in Professional Development

From external training (workshops and courses) . . .	to job-embedded learning
From the expectation that learning occurs infrequently (on the few days devoted to professional development) . . .	to an expectation that learning is ongoing and occurs as part of routine work practice
From presentations to entire faculties . . .	to team-based action research
From learning by listening . . .	to learning by doing
From learning individually through courses and workshops . . .	to learning collectively by working together
From assessing impact on the basis of teacher satisfaction (“did you like it?”) . . .	to assessing impact on the basis of evidence of improved student learning
From short-term exposure to multiple concepts and practices . . .	to sustained commitment to limited focused initiatives



**Agenda III-H
June 2, 2011**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 2, 2011
RE: Designation of additional Official Depository

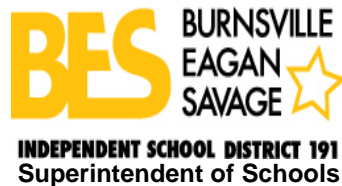
RECOMMENDATION: That the Board of Education add East West Bank to the list of institutions that are designated as official depositories of the District for the 2011 calendar year per M.S. 124.05.

During the January, 2011 board meeting the following institutions were designated as official depositories of the District for the 2011 calendar year per M.S. 124.05.

U.S. Bank of Minneapolis
Minnesota School Districts Liquid Asset Fund Plus
MN Trust
Associated Bank, WI

We have the opportunity to utilize another institution, East West Bank, to make investments. However, East West Bank is not currently listed as an official depository.

I recommend the Board of Education add East West Bank to the list of institutions that are designated as official depositories of the District for the 2011 calendar year per M.S. 124.05.



TO: Members, Board of Education Agenda Item III.I
June 2, 2011

FROM: Randy Clegg, Superintendent

DATE: May 27, 2011

RE: Board Policy JLCD

Recommendation: That the Board of Education approve, on a first reading basis, revisions to Board Policy JLCD, Student Medication.

The current medication policy allows for parental permission in order to administer medications for less than 10 days following labeling instructions, with the exception of controlled substances which require a doctor's order prior to administration.

The Board of Nursing has made it clear that it will not support any administration of medication without a doctor's order. This includes over the counter and prescription medications. The proposed policy will require a doctor's order for **all** medications that are to be administered by school personnel.

Dawn Willson, ISD 191 Health Services Director, attended the Policy Review Committee meeting to present this updated information and respond to questions. The committee has reviewed the suggested policy revisions and recommend their approval.

Descriptor Term: **Student Medication**

Descriptor Code: **JLCD**

Issued Date: **1/99**

Reviewed Date: **3/11**

Revised Date: **6/09**

Rescinds:

Purpose

The purpose of this policy is to set forth the provisions that must be followed when administering both prescription and nonprescription medication during the school day.

General Statement of Policy

It is generally recognized that some students may require medication for chronic or short-term illness or health conditions during school hours and on school sponsored field trips. This medication enables students to remain in school and participate in their education. Although the District believes that under normal circumstances medication should be given by a parent or guardian before or after school hours whenever possible; the district may provide administration of medication for a student in accordance with state law and District procedures.

Requirements

- A. Medication may be administered only by the Licensed School Nurse or whomever he/she delegates this responsibility to, including the Health Assistant or other designated school personnel. The Licensed School Nurse is responsible for educating the Health Assistant and/or designee in accordance with school district procedures.
- B. The All administration of prescription and nonprescription medication at school requires a completed signed request from the student's parent or guardian and a written order signed by the licensed prescriber. The parent or guardian must put in writing an oral request within one school day. The School District may rely on an oral request from the parent or guardian for one school day until the written request is received as long as the written order has been received by the licensed prescriber.
- C. ~~A written order signed by the licensed medication prescriber and the parent/guardian is required for all prescription medication within 10 working days with the exception of controlled substances. All controlled substances require parent/guardian permission and authorization from a person licensed to prescribe prior to administration.~~The written order must be renewed

annually and whenever the medication dosage or administration [parameters](#) changes.

- D. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- E. The parent/guardian must immediately notify the school of any change in the student's prescription [and non prescription](#) medication administration. A new [medical-medication](#) authorization and container label with new pharmacy instructions will be requested.
- F. Nonprescription medication must come to school in the original container, marked with the student's name, and must be administered ~~in a manner consistent with following~~ the [orders received from the licensed prescriber](#). ~~instructions on the label. The parent/guardian must immediately notify the school of any change in the student's nonprescription medication administration.~~
- G. ~~For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.~~
- H. All medication administered at school will be documented in accord with District procedures.
- I. Prescription and nonprescription medications are not to be carried by the student, but will be kept in the school health office. Exceptions to this requirement are: (1) prescription asthma medications self-administered with an inhaler in accord with state law and District procedures, (2) a secondary student's possession of nonprescription pain relievers in accord with state law and District procedures, (3) prescription epinephrine self-administered with a non-syringe injector in accord with state law and District procedures, ~~and (4) medications administered as noted in a written agreement between the District and parent or as specified in an IEP, Section 504 plan or IHP (individual health plan).~~ [Requests for self-administration of medication must be accompanied by the written order of the licensed prescriber and the written authorization of the parent/guardian following District procedures.](#)
- J. Medication should be disposed of according to District procedures ~~at the end of each school~~ [at the end of each school](#) ~~year.~~
- K. The district will not administer medications, including herbal medicines that are not approved by the Food and Drug Administration agency.

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L. The following exceptions apply to this policy:

1. Parents/guardians must make arrangements with the licensed school nurse for special health treatments such as catheterization, tracheostomy suctioning, and gastrostomy feedings. Such special health treatments do not constitute administration of medicine for purposes of this policy.
2. Emergency health procedures, including the emergency administration of medicine, are not subject to this policy.
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
4. Students with asthma or a restrictive airway disease are permitted to carry prescription inhalers to self-administer for the treatment of asthma or a restrictive airway disease when they have written parent consent to do so, a licensed prescriber's order, and the inhaler is properly labeled for the student. The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The school nurse must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.
5. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, licensed school nurse and the licensed medication prescriber must develop and implement an individualized written health plan for a student who is prescribed non-syringe injectors of epinephrine that enables the student to:
 - a) possess non-syringe injectors of epinephrine; or
 - b) if the parent/guardian and licensed medication prescriber determine the student is unable to possess the epinephrine, have immediate access to non-syringe injectors of epinephrine in close proximity to the student at all times during the instructional day.

For purposes of this policy, instructional day means the regular school hours on student attendance days.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering non-syringe injectors of epinephrine when required, consistent with state law. The parent/guardian must provide properly labeled non-syringe injectors of epinephrine to the school for the student as needed.

6. A secondary student may possess and use a nonprescription pain reliever in a manner consistent with the labeling, if the District has received a yearly written authorization from the student's parent/guardian and a written order signed by the prescribing health professional permitting the student to self-administer the medication. The District may revoke the student's privilege to possess and use nonprescription pain relievers if the District determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
7. Medications that are used in connection with activities that occur before or after the regular school day, other than the procedure that is in place related to field trips outside of the regular school day, are not covered by this policy.

Legal References: Minn. Stat. § 121A.22 Administration of Drugs and
Medicine

Minn. Stat. § 121A.221 Possession and Use of Asthma
Inhalers by Asthmatic Students

Minn. Stat. § 121A.220 Possession and Use of Non Syringe
Injectors of Epinephrine

Minn. Stat. § 121A.222 Use of Nonprescription Pain
Relievers by
Secondary Students

Minnesota Guidelines for Medication Administration in
Schools

[Minn. Stat. 148.171-.285 Minnesota Nurse Practice Act](#)



**Agenda III-J
June 2, 2011**

**INDEPENDENT SCHOOL DISTRICT 191
Burnsville-Eagan-Savage
Business Office**

TO: Members, Board of Education
FROM: Lisa Rider, Executive Director of Business Services
DATE: June 2, 2011
RE: Referendum renewal ballot language

RECOMMENDATION: That the Board of Education direct administration to prepare a resolution calling for a renewal of the expiring portion of referendum revenue authorization and the appropriate ballot language.

Our 2002 referendum revenue authorization expires after taxes payable in 2012 (FY2013). This means if we were not to renew the referendum amount of \$845.68 per pupil portion, the referendum revenue available for the 2013-2014 school year will be drastically decreased. We have the opportunity for the Board of Education to call a special election to address the referendum renewal, this November, 2011, one year early.

I recommend the Board of Education direct administration to prepare a resolution calling for a renewal of the expiring portion of referendum revenue authorization and the appropriate ballot language.